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THE USE OF METAPHORS ANALYSIS IN SELF-HELP BOOKS FOR EFL LEARNERS: A CORPUS-BASED STUDY

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THE USE OF METAPHORS ANALYSIS IN SELF-HELP BOOKS FOR EFL LEARNERS: A CORPUS-BASED STUDY

ABSTRACT

Understanding figurative language in literature can be puzzling for students due to its ungrammatical form. Corpus-based metaphor analysis, however, provides the lens assisting the students to learn this figurative language. The objectives of this study are 1. to determine the variation of metaphors used in two types of self-help books about teenager's *life, emotions, education, and finance*; 2. to analyse the manner the authors manifest each concept through metaphors; 3. to discuss how the findings can contribute to the learning of metaphor in English as a Foreign Language (EFL). This study employed both quantitative and qualitative methods. The instruments used are a corpus that were extracted from two popular English self-help books which are *The Chicken Soup for Teenage Soul* and *Rich Dad Poor Dad for Teens*; Wmatrix concordance software supported with the USAS semantic tagger that can help in finding the frequency of occurrence of *life*, *emotions*, *education* and *finance* keywords related metaphors, to be later analyzed thoroughly by adopting *Metaphor Identification Procedure* (MIP) for conceptual metaphor determination purpose; and additionally, the Oxford and Merriam Webster English dictionaries were also used to facilitate the analyses and for fulfilling the reliability and validity aspects. The findings indicate that several authors across different areas of concern, share the same conceptual cognitive in using metaphorical expressions to bridge their ideas to their readers. The used abstract concepts of the metaphorical expressions in the self-help books were embodied into various concrete concepts like LIFE IS JOURNEY, EMOTIONS ARE LIQUID SUBSTANCES, FORCES, and STATES, EDUCATION IS BUILDING, FINANCE IS JOURNEY, WEALTH, BUSINESS and DEBT ARE BUILDINGS. Building this specialised self-corpus proved that the intention to see high samples of metaphors is achievable. It is found that doing metaphor analysis through corpus-based methodology can ease-up and save much time more rather than manually analysis. Additionally, knowing their conceptual embodiment of ideas may help students understanding or even translating English language literature texts with ease. Since the target of this study is to see the implication of the analyzed conceptual metaphors that may contribute to the learning of English as a Foreign Language (EFL).

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PENGGUNAAN METAFORA ANALISIS DALAM BUKU BANTU-DIRI UNTUK PELAJAR EFL: KAJIAN BERASASKAN KORPUS

ABSTRAK

Melalui analisis berasaskan korpus metafora ini, soalan tentang bagaimana untuk membuat pelajar memahami bahasa kiasan dalam teks sastera, yang umumnya sulit untuk dipahami disebabkan bentuknya yang ungrammatical, telah akhirnya dijawab dalam kajian ini. Objektif kajian ini adalah 1. untuk menentukan jenis metafora yang digunakan dalam dua jenis buku bantu diri tentang konsep kehidupan remaja, emosi, pendidikan, dan kewangan; 2. menganalisis cara penulis memaktubkan setiap konsep tersebut melalui metafora; 3. untuk membincangkan bagaimana penemuan ini nantinya boleh menyumbang kepada pembelajaran metafora dalam bahasa Inggeris sebagai bahasa asing (EFL). Kajian ini telah menggunakan kaedah campuran kualitatif dan kuantitatif. Instrumen yang digunakan adalah sebuah korpus yang dikutip dari buku bantu-diri terkenal dalam bahasa Inggeris, iaitu *The Chicken Soup for Teenage Soul*dan *Rich Dad Poor Dad for Teens*. Perisian konkordans *Wmatrix dan* perisian *USAS* juga digunakan sebagai *penanda semantik*yang dapat membantu dalam mengetahui kata kunci metafora yang kerap digunakan, iaitu kata kunci *hidup, emosi, pendidikan,* dan *kewangan.* Sebagai tambahan, kamus Oxford dan Merriam Webster juga digunakan untuk memeriksa kembali aspek kesahan dan kebolehpercayaan terhadap kata-kata yang berkenaan dengan kata kunci tersebut. Dapatan kajian menunjukkan bahawa beberapa penulis pelbagai aspek, berkongsi konsep kognitif yang sama dalam menggunakan ekspresi metafora untuk merapatkan idea mereka kepada pembaca mereka. Konsep-konsep abstrak yang digunakan dalam metafora yang terdapat di dalam buku bantu diri telah termaktub ke dalam pelbagai konsep konkrit seperti HIDUP ADALAH PERJALANAN, EMOSI ADALAH BAHAN LIQUID, TEKANAN, DAN KEADAAN, PENDIDIKAN ADALAH BANGUNAN, KEWANGAN ADALAH PERJALANAN, KEKAYAAN, PERNIAGAAN dan HUTANG ADALAH BANGUNAN.Membina korpus pengkhususan ini terbukti boleh meneroka metaphor dalam jumlah banyak. Ia didapati bahawa melakukan analisis metafora melalui metodologi berasaskan korpus boleh meringankan dan menjimatkan banyak masa lebih daripada analisis secara manual. Selain itu, dengan mengetahui konsep penjelmaan idea ini, ianya boleh membantu pelajar memahami atau menterjemahkan teks kesusasteraan dalam Bahasa Inggeris dengan mudah dikarenakan sasaran kajian ini adalah untuk melihat implikasi konsep metafora

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yang telah dianalisis yang boleh menyumbang kepada pembelajaran Bahasa Inggeris sebagai bahasa asing (EFL).

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LIST OF ABBREVIATIONS

BNC	: British National Corpus
BoE	: Bank of English
CANBEC	: Cambridge and Nottingham Business English Corpus
CANCODE	: Cambridge and Nottingham Corpus of Discourse in English
CL	: Corpus Linguistics
CLAWS	: Constituent Likelihood Automatic Word-tagging System
CSTS	: Chicken Soup for the Teenage Soul
DDL	: Data-Driven Learning
EFL	: English as Foreign Language
ELT	: English Language Teaching
GSL	: General Service List of English words
IBLC	: Indianapolis Business Learner Corpus
ICIC	: Indiana Centre for Intercultural Communication
ICLE	: International Corpus of Learner English
KWIC	: Key Words in Context
MIP	: Metaphor Identification Procedure
OEC	: Oxford English Corpus
POS	: Parts of Speech

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RDPD	: Rich Dad Poor Dad
REVERE	: Reverse Engineering of Requirements Project
SHB	: Self-help Book
TaLC	: Teaching and Language Corpora
UCREL	: University Centre for Computer Corpus Research on Language
USAS	: UCREL Semantic Analysis System

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CHAPTER 1

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INTRODUCTION

1. Introduction

This chapter provides the fundamental points of this research, which are the objectives and the framework of research questions that this study endeavours to answer. More importantly, it includes the motivation within the problem statement that drives this

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investigation of exploiting the metaphors used in self-help books through corpus linguistics, along with the reason in choosing self-help books as the source of metaphors, and also the definition of the crucial terms that are related to corpus linguistics, and metaphors.

1.1 Background of the study

Studies on metaphors have become the subject of a great volume of research across various academic disciplines such as psychology (Wilson and Cash, 2000), literary studies (Noor, 2014; Shokr, 2006), linguistics (Deignan, 1998; Qismullah and Yunisrina, 2013), politics (Beard, 2000; Vestermark, 2007), economics and business (Bratoz, 2004; Esager, 2011; Svobodova, 2012), and second or foreign language learning (Borba and Lucena, 2007; Kamberi, 2013). Theoretical works of metaphor started to arise in the middle of the twentieth century, as Cohen (1978) sums up the history of the discourse of metaphor:

> *"Occasional remarks about metaphor are to be found in Aristotle, Hobbes, Locke, Nietzsche, among others, but the topic seems to have*

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begun to receive continuous attention, especially from analytical philosophers, sometime after 1950" (cited in Svobodova, 2012, p. 5).

From literature works, metaphor has now developed rapidly into foreign or second language learning of study. As also agreed by Kamberi (2013), in the statement "Metaphor analysis has been used in literature, especially in poetry in the past. However, recently, in the past decades, it has been used in second language acquisition as well." (p. 92). Moreover, Kamberi, throughout a case study justifies that one of the important values of metaphor is as a device for tertiary students in promoting critical thinking skills in language learning.

Metaphors have also long been recognized as a device to illustrate writers' intention or experiences better (Beard, 2000) as they are considered the engines of imagination (Zaltman and Coulter, 1995). However, in recent years, they are no longer seen solely as a literary phenomenon. Nowadays, metaphors exist in every aspect of our lives. In fact, they play an important role in defining our everyday realities (Lakoff and Turner, 1989; Lakoff and Johnson, 2003). Metaphors are pervasive in our daily lives ─ no matter where we are, at work, with friends and family or in schools, we tend to rely on metaphors to express how we feel and think about things. Thus, it can be inferred that

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metaphors cannot be separated from language. Based on the researcher's experience, metaphors in literary works are not easily detected by grammar and using dictionary might not fully aid comprehensive metaphor detection. Some words or phrases seem ungrammatical yet they exist frequently in literary works, such as ESL learning materials, novels, newspaper, etc. With respect to previous studies, there is an efficient way in tracing the metaphor use and meaning through corpus-based methodology and Metaphor Identification Procedure (henceforth, MIP). Thus, the focus of this study is on analysing metaphor use and meaning in two self-help books with the help of corpus-based methodology and MIP.

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On the other hand, it could be said that there are two general studies of language ─ studies of the structure and use of a language (Biber, Conrad and Reppen, 2006). Traditionally set, learning of a language is focused on the structure. We learn about language from structure, for example, how to form a sentence and how collocations are ordered to form a meaningful phrase. Another instance is how sentence-initial adverbs like *maybe* and *perhaps* are used in English language. Lee (1991) found that although *maybe* and *perhaps* seem to be very similar in meaning *maybe* occurred twice as much in speech compared to writing (quoted in Celce-Murcia and Larsen-Freeman, 1999, p. 496). The focus then was shifted to learning language by its use, as we frequently face

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phenomena such as why are there differences between spoken language and written language, why the language should have several structures that are so similar in meaning and grammatical function such as the use of past and perfect tense structure that the function of the two tenses is to describe something that has been done, and why metaphorical expressions are difficult to be analysed using proper grammatical rules.

All these questions couldn't be answered until corpus is revolutionized. Corpus is claimed by linguist experts to be a great tool to study language in use (Biber, Conrad, Rippen; 2006). In addition, over the past decades, corpus (plural-corpora) has been recognized to be a great and effective tool in linguistic research and in second language learning and teaching (Romer, 2011). With the help of corpora, linguists can create corpus-based language dictionary from a huge collection of natural language occurring verbally and in written texts. This is a great revolution in the second or foreign language field of study. As a consequence, instead of focusing on the language learning based on the structure formed, the focus has shifted to language learning based on the natural occurring of the target language.

The media or sources used in this study for the corpus compilation were extracted from self-help books. Dolby (2005) defines self-help books as popular non-fiction books

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