

The Outcome of Using Metaphors and Decorations in Educational Posters in Increasing the Amount of Learning and Consolidating Foreign Language Content in Memory

Abstract

Corpus-based approach is a method that has changed the perspective of researchers towards language teaching and its use in recent decades. Based on the definition of Barbieri and Eckart (٢٠٠٧), linguistics is an approach to the study of language that examines the patterns of language use by using basic text computer sets. Due to the lack of systematic and coherent research studies in this field, the present research has examined the study of metaphor on foreign language learning. Thus, after selecting ٩٠ male and female language learners in several language schools, at the first step, they were regulated in terms of language skills and classified into two levels of intermediate and advanced skills; next the Oxford level test was performed. Then the researcher randomly selected several sentences in which the academic's desired terms are applied by using the Internet Frequency Analyzer (COCA). The control group was given a list of terms and their meanings, and the experimental group was given the same terms along with the context in which the sentences were used. After two weeks, the metaphor test was taken from both groups. The collected data were analyzed inferentially using independent t-test and one-way analysis of variance. The findings of the research indicate the effect of using metaphors and decorations of educational posters in increasing foreign language learning in memory.

Research aims:

١. Examining the role of metaphor and educational poster decorations in learning.
٢. Investigating the effect of applying metaphor in increasing learning and consolidating foreign language content in memory.

Research questions:

١. How is metaphor manifested in educational posters in learning matters?
٢. How does metaphor cause an increase in learning and consolidating foreign language content in memory?

Keywords: metaphors, increasing the amount of learning, consolidation of foreign content, memory.

Introduction

Deep and meaningful learning is one of the main concerns of the modern education system and this is possible only in the shadow of appropriate educational methods. The traditional methods of the past were only limited to accumulating information in the students' memory, which is easily forgotten due to memory limitations. In the past, educational systems only paid attention to the abilities of the left hemisphere of the brain; thus the right hemisphere of the brain that promotes imagination was discarded. This research looks at metaphor on a linguistic basis. In the cognitive and especially the linguistic point of view, the emphasis is on the mind and cognitive phenomena. In this view, metaphor is the understanding of an idea or a conceptual domain based on another concept, the origin of which should be found in how one mental realm is conceptualized in terms of another mental realm. In this process, it is observed that everyday abstract concepts such as time, states, causality and purpose are also metaphorical, and metaphor is the mapping between realms.

In this investigation, the researcher attempts to prove the power of metaphor by implementing the metaphorical teaching method. Metaphoric education is a method by which teachers can make students' minds active and involved in learning and thus benefit from the abilities of two cerebral hemispheres simultaneously; in this procedure it is believed that understanding and using language tools to create a creative educational method in order to receive and preserve material as possible in the long-term memory of students by using the capabilities of both hemispheres of the brain is focused. The use of metaphor and analogy can solve many inefficiencies and disorganizations in the traditional educational system by expanding spatial-allegorical thinking. Therefore, the need for such research to introduce coherent tools in the language learning is necessary.

With the help of the remarkable tool of metaphors, the unlocked areas of children's minds can be deciphered and instead of exposing students to abundant scientific material, it is sought to teach them how to better think with the help of metaphors and parables. Educators and those involved in the subject of education try to attract the attention of students, influence them and facilitate teaching and learning with different methods. One of these methods is the metaphorical teaching technique. Since metaphor is a new representation and its role is a symbol of the expansion of concepts from one field to another, it creates creative thoughts and strengthens the mental forces of students. The target of this type of education is the minds of students. By using metaphors and parables, we encourage students to benefit from the power of both hemispheres of the brain and to understand and remember concepts easily.

Research shows that so far no independent work with this title has been published in the field of writing. However, some works have investigated the relationship between metaphor and language learning. In an article titled "Qualitative Metaphor Analysis and Language Learning Opportunities", Pish Gadham et al. (۲۰۱۳) investigated metaphor analysis and its role in language learning. Hashemian (۲۰۱۲) in an article entitled "The Growth of Metaphorical Language Ability of English Language Learners at Secondary Level" has investigated the recent advances in cognitive linguistics and metaphor method. The impact of this research has been significantly beneficial to the progress in educational training and the preparation of teaching materials. The group that was trained in a form-oriented way performed better in the test. Therefore, there is a positive correlation between metaphorical ability and the whole axis method. It is also possible to increase the metaphorical ability of language learners through the form-based method (Hashemian, ۲۰۱۳: ۱). With these interpretations, the obvious role of decorations and metaphors in educational posters is not mentioned in the cited researches.

The current research is experimental and analytical-comparative nature. They proposed the method of collection in the form of correlation and it has a practical and conceptual effect in research. The method used in this research is semi-experimental with a control group and pre-test-post-test. In such a way that before the implementation of the independent variable, the subjects were selected and measured in both groups through the pre-test. Of course, the role of the pre-test is to apply statistical control and comparison and after the implementation of the main study and intervention and the desired experimental application, the post-test has been applied. The target statistical

population in the present study was 60 students in the academic year of 2017-2018. 63 students were randomly selected from 15 schools (two schools in the same district), 31 students of the control group and 32 students of the experimental group.

In order to measure research variables, the following tests and scales have been used as data collection tools: Form A; metaphor verbal test. Metaphor tests were chosen because they have high reliability. The results obtained from the application of this method showed that the learning assessment test has an acceptable level of concurrent validity. Researcher-made questionnaire with 18 4-choice questions. This questionnaire has 18 questions that are graded from 1 to 4 in 4 levels: very high, high, low, very low. In this test, questions 1, 2, 9, and 16 refer to students' learning in relation to the lesson, questions 3-8-10-13-15 refer to students' books, and questions 4-7-11-12-14-17-18 It is evaluated by students' attitude towards school. Descriptive statistics and inferential statistics have been used to examine the findings of this research. In the descriptive limit, only frequencies, percentages and averages have been used. At the level of inferential analysis of the findings, the t-test was used to compare the frequencies of two groups (teachers and students) and to calculate the distribution of frequencies at the level of 5% error ($\alpha = 5\%$ and the degree of freedom two) $df = 2$ was used.

Conclusion

As the general results of this research, it can be said that metaphor understanding is completed better and faster by using students' automatic language and the situational and task-oriented educational approach. If this prominence is considered in foreign books, it will definitely help students' understanding of metaphor in literary texts. Also, the results showed that the learning of students who study through the metaphor method is more than the students who study in the traditional way. The positive educational attitude towards the teacher in the students who study through the metaphor method is more than the students who study in the traditional way, and the positive educational attitude towards the school for students who study by the metaphor method is more than the students who study in the traditional way. Meanwhile, the use of educational posters play a decisive role in consolidating what has been learned. One of the significant methods of using metaphor is the use of visual metaphor through educational posters. It beholds an imperative role in the development of mental imagery. For this reason, it boosts associating foreign language learning and memory use of language learners. Consequently, the application of this approach by

organizations and institutions that are active in foreign language education and thus can play an important role in saving training time and the success rate of people.

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