The Effect of Using Idiomatic Expression and Conceptual Metaphor on EFL University Students Achievement

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Abstract

The Conceptual Metaphor (CM) is a relationship between source and target domains that maps into the exact meaning. (CM) improves EFL learners' performance and achievement in learning English and increases their ability to understand the words, idioms, and phrases in a foreign language. As a result, metaphors play a greater role in the learning and teaching of idiomatic expressions. Although, the meaning of idioms is not entirely predictable; there is some systematic logical reasoning for their meaning, as the great majority of idioms are predicated on conceptual analogies and metonyms. However, we must recognize that there are culturally dependent conceptual systems and that metaphors are pervasive in English language and so intimately tied to learning English. Finally, future studies should focus on conceptual metaphors and not neglect them because they are very important in our daily events and life.
Keywords: idiomatic expressions, Conceptual Metaphor, EFL Teaching, Cognitive linguistics.

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تأثير استخدام التعبير الاصطلاحي والاستعارة المفاهيمية على تحصيل طلاب جامعة اللغة

الإنجليزية كلغة أجنبية

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المستخلص

الاستعارة المفاهيمية (CM) هي علاقة بين المصدر والهدف والتي تحدد المعنى الدقيق يحسن (CM) أداء متعلمي اللغة الإنجليزية كلغة أجنبية وإنجازهم في تعلم اللغة الإنكليزية ويزيد من قدرتهم على فهم الكلمات والتعابير والعبارات في لغة أجنبية. ونتيجة لذلك ، تلعب الاستعارات دورًا أكبر في تعلم وتعليم التعبيرات الاصطلاحية. على الرغم من أن معنى المصطلحات لا يمكن التنبؤ به تمامًا حيث هناك بعض الاستدلال المنطقي المنهجي لمعناها ، وايضا أن الغالبية العظمى من التعبيرات الاصطلاحية مبنية على المقارنات المفاهيمية والمرادفات. ومع ذلك ، يجب أن ندرك أن هناك أنظمة مفاهيمية تعتمد على الثقافة وأن الاستعارات منتشرة في اللغة الإنكليزية ومرتبطة ارتباطًا وثيقًا بتعلم اللغة الإنجليزية. أخيرًا ، يجب أن تركز الدراسات المستقبلية على الاستعارات المفاهيمية وعدم إهمالها لأنها مهمة جدًا في أحداثنا اليومية وحياتنا. **الكلمات الدالة:** التعبيرات الاصطلاحية ، الاستعارة المفاهيمية ، تعليم اللغة الإنكليزية كلغة أجنبية ، اللغويات المعرفية.

1.1 The Problem of the Study

Studying conceptual metaphors by EFL students are encounter various difficulties that might impair their capacity to learn and succeed. In foreign language classes, conceptual metaphors are one of the most frequently encountered difficulties students face (Bao, 2021). When this occurs, it can affect the willingness of EFL learners to study the target language and impede them from gaining and enhancing their proficiency in it. While teaching EFL, the researcher encountered this issue and observed its impact on them. In addition, the researcher is interested in examining the influence of employing conceptual metaphors in enhancing teaching EFL tactics on reducing learners' anxiety while learning metaphor texts and improving them.

1.3 The Aims of the Research

1. Finding out the beneficial of using idiomatic expression and conceptual metaphor in improving EFL learners' performance in learning English language.
2. Finding out the effect of the use of idiomatic expression and conceptual metaphors in learning English as a foreign language to increase the proficiency of EFL learners.
3. Finding out the effectiveness of idiomatic expression and conceptual metaphor on experimental group students' performance in recognition and production levels.

1.4 The Hypotheses of the Study
　　The study's objectives are to be accomplished by establishing and validating the following hypotheses:
1-There is no significant difference between the mean scores of the CG and the EG in improving English as a foreign language learners' achievement.
2- There is a "statistically significant difference in the mean scores of the experimental group students achievement in the pre and post-test " in learning English as a foreign language.
3-The mean scores of the EG accomplishments at the recognition level and the production level in the post-test indicate no statistically significant difference.

2. Introduction
2.1 Idioms and Idiomaticity
　　Words that have no meaning deduced from their constituent parts are known as idioms. They are often formal and informal oral and written conversations. They may be found in various media, including films, television, journalism, and everyday life. According to Polio et al (1977), a great number of English learners utter about 20 million idioms during their lives, or around 7,000 idioms every week on average. Accordingly, every minute of speaking results in around four conceptual metaphor statements. However, the prevalence of idiomatic language creates a significant difficulty for EFL learners when it comes to real input. Knowledge of the elements' literal meaning is required to grasp the importance of a conceptual metaphor correctly. In sum, many learners have a limited EFL language, and as a result, many of the terminology used in idiomatic phrases may be unknown to them.

　　Besides, even if students understand the exact meaning of the constituent elements, this does not always suggest that they know the significance of the idioms. As Boers et al. (2009) point out, if students fail to identify the correct 'source domain' of an expression, its meaning can easily misinterpret. Like other cognitive abilities, sensitivity to conceptual metaphor and their 'source domains' develops with age and exposure (Cain et al, 2009). EFL learners, however, often do not have sufficient exposure that would allow them to develop the ability to identify the relevant metaphoric constructs and interpret conceptual metaphor expressions correctly. Finally, due to their limited knowledge of metaphorical terms, learners tend to rely on EFL conceptual systems during the processing of idiomatic EFL. As a result, literal meanings of the phrases are accessed more quickly than the conceptual metaphor ones (Gibbs, 1986; Cieślicka, 2006). The dominance of literal meanings is reasonable, given that learners acquire knowledge of individual lexical items' literal definitions long before they encounter their conceptual metaphor meanings (Cielicka, 2006). However, formulaic language research has revealed that idiomatic senses are typically employed more than literal ones (Low, 1988; Conklin & Schmitt, 2008).

　　The enormous quantity of idioms, their prevalence in English language, and the lengthy problems learners have with this form of speech are all persuasive arguments favoring idiom learning in the overall vocabulary acquisition and development process. Measures that reduce the strain placed on learners while simultaneously increasing the likelihood that idiomatic phrases encountered that will be comprehended and retained are required. However, conversation language training in the EFL has been an obsolete area of vocabulary instruction. While no one appears to be disputing the benefits of explicit conceptual metaphor education, teachers have been at a loss for how to aid their pupils in learning conversational idioms for many years. Due to the alleged arbitrariness

of idiomatic language's semantics and the set word order of these expressions, it is formerly believed that the only way for learners to comprehend these expressions was by rote memorization of the words (Boers et al, 2007). As a result, idioms were regarded as "dead metaphors" or fixed multiword chunks that had to be memorized in their whole. That is, many second-language instruction materials either totally disregarded idioms or listed them as 'other phrases' without giving any opportunity for practice in the language (Irujo, 1986). Skoufaki (2008) examined EFL students' use of the conceptual metaphors to infer the idiomatic phrasal verbs meaning to strengthen their communication abilities. They estimated the significance of unfamiliar daily phrasal verbs in a phrase context and explained a conceptual metaphor that led to their interpretation verb. They were adult intermediate learners of English from Greece. He suggests that using conceptual metaphors indefinitely can be used to predict the idiomatic meaning of a sentence.

2.1.1 The Idiom is an Excellent Form of Expression

Essentially, an idiom is a formulaic or figurative phrase that intends to express sentiments through its metaphorical meaning, that is different from the literal meaning of its words. For instance, "out of the frying pan and into the fire" isn't supposed to be taken literally; it conveys a state of going from a difficult situation to a far more difficult and hellish situation.

Idioms allow us to express ourselves in ways which are not possible with simple phrases. There is something about saying "it's raining cats and dogs" instead of "it's raining pretty hard". It's more colourful, more expressive and makes it easier to visualize the effect that the rain produced (ibid).

English speakers are very much aware of various idioms in the English language, but there are of course delightful idioms in other languages as well, and if anyone interested in mastering a new language, getting a grip on its idioms is one of the best things that you can do for your learning experience. However, learning a new language is hard enough as it is. Of course if you want to be a translator a high level of language understanding is essential. But why should anyone else bother to delve deeper into nuance by studying the idioms? Let us look at a few top reasons as to why we should take up this burdensome task.

2.2 1. The Conceptual Metaphor Definition

The Conceptual metaphor study began in the early 1980s with Metaphors We Live By, which introduced and expanded the extraordinary notion of the conceptual metaphor by Lakoff and Johnson's book. It describes metaphor as one of the fundamental cognitive systems governing how abstract ideas are expressed and understood (Lakoff & Johnson, 1980). To corroborate the concept that metaphor is a method of life, the authors assert that "the essence of metaphor is to experience and comprehend oneself through the lens of another" (p.5). On other hand, metaphor may be thought of as a mapping from one domain to another. In this study, students were taught to link the source domain of the phrasal verb to its target domain to reach a precise definition. More specifically, the conceptual metaphor brings two fields of knowledge, source and target environment into correspondence. The source language logic is often applied to the target domain, i.e., the source domain is used to give a context for a target domain (Lakoff & Johnson, 2008). So, it is a more fundamental idea that is immediately accessible through physical experience. For instance, if someone

says: 'There are too many facts in this report for me to "digest" the usage of the term "digest" is a metaphor for the goal domain "thought," and the source domain "food." In this instance, 'facts' are conceptualized as "food."

Further, the meaning of phrasal verbs with the particle "up" may have been derived from the experience of "pouring more fluid into a container and watching the level rise, or adding more items to a pile and watching it grow higher" (Lakoff, 1993). Besides, the particle "up" denotes a place or a level that is higher. Thus, the basic verbs associated with "up" may signify upward, rising, growing, or improving, as in "blow up" (increasing), "bring up" (growing), "cheer up" (growing). Business is "looking up" (improving).

Metaphor Thinking (MT) is a means for people to gain knowledge and solidify notions in their minds. Metaphor is ubiquitous in everyday language communication actions, and individuals constantly utilize them to connect two similar things. According to Lakoff and Johnson's figures, over seventy percent of English idioms are derived from such metaphoric conceptions, implying that they pervade practically every part of our lives and are what we live by. However, metaphor is better than a linguistic sensation, a tactic of the vocabulary. Fundamentally, it is a cognitive wonder (James, 2002).

2.2.1 Conceptual Metaphor and Idioms

Idioms are abundant in any well-developed language. They are a microcosm of culture. Mechanical retention has been commonly employed in idiom learning for a long period. However, the efficiency is not high enough for pupils to grasp the deeper meanings of idioms and soon forget what they have learnt. According to Lakoff, expressions are inspired by concept maps: "what it means for an idiom to be 'natural' or 'make sense is that there are independently existent pieces of the conceptual system that connect the idiom to its meaning" (Lakoff, 1987, p. 449). Idioms are easily learned through conceptual metaphors because they effectively bridge information from two distinct areas into correspondence.

Metaphor acts as a conceptual motivator for idioms, which are a type of cognitive process; therefore, most phrases are comprehensible (Gibbs et al, 1989). As a result, instructors might use conceptual metaphors like "Anger is fire" to explain them. When teachers distinguish between "spitfire" "have smoke come out of your ears," and "be scorched," they should allow students to draw on their own experiences and understanding of "fire". All three sentences convey the message "be outraged." To spitfire implies, based on a conceptual domain of "fire," that if the fire becomes out of control, it will be exceedingly detrimental to both the individual who started it and the surrounding community. Thus, we may apply the concept to "anger": when anger gets too strong and uncontrollable, it becomes detrimental to both the angry individual and others around them; Similarly, if "smoke bursts out of one's ears," the wrath is contained; if somebody "burns up," we may think that the individual has totally lost control of reason, the most severe of the three assertions. One may argue that this metaphorical deduction is particularly advantageous for language instruction. It helps EFL students quickly distinguish between idioms with similar meanings but subtle differences in meanings.

2.2.2 Conceptual Metaphor and Linguistic Metaphor

A recent study has revealed a contrast between conceptual and linguistic metaphors, which is worth noting. "The drawing together of discordant domains," according to Littlemore (2009), distinguishes conceptual metaphor from linguistic metaphor. "The bringing together of incongruous terms," according to Littlemore (2009), distinguishes the linguistic metaphor from the conceptual metaphor. According to Lakoff (2008), when we use a conceptual metaphor, we can see and experience one thing through the eyes of another (or vice versa). The linguistic metaphor is the use of words to convey conceptual metaphors rather than literal meanings in a sentence or phrase (Bobrova & Lantolf, 2012). An important aspect of a linguistic metaphor is that it cannot be replaced by another term. 'She is my better half' is an example of a metaphor in which "half" cannot be substituted with "an equal portion," even if both phrases convey the same meaning in English language".

According to Lakoff and Johnson (1980), when conveying abstract notions like time or emotions via physical things like locations and containers, conceptual metaphors are widely used. As the example, "The theory needs greater support, this is the basis of our theory" both convey the notion (Littlemore & Low, 2006), that the "theory" may be grasped via the more tangible physical qualities of an object's "structure". Linguistic metaphors are more "idiomatic" in that particular words used to make a metaphor crucial, whereas conceptual metaphors have a more loosely defined word formation, and their metaphorical representation is more flexible to varied language contexts (Littlemore & Low, 2006).

Academic language metaphors may be theoretically distinguished, yet they are often used interchangeably in everyday speech. Metaphors in language are all cognition-dependent. As a result, it is not enough for language students to grasp the syntactic and morphological linguistic metaphors' meanings. To fully appreciate its symbolic meaning and the process by which it was constructed, one must first grasp the underlying cognitive principles at play.

2.2.3 Competence in Metaphor

Most foreign language learners, according to Danesi (2016), perceive metaphors literally rather than figuratively. This difficulty is exacerbated by the fact that textbooks tend to use language that is more literal than metaphorical. Consider the case when a student interprets "the red guy" literally, but not symbolically. As a result, the person receiving the praise or criticism will have no idea what it means. Here, the source domain is red's cultural significance in Chinese culture, and the target is "him" as a student at this institution. According to our understanding of the Chinese culture, the color red symbolizes riches and fame. Consequently, "he is a popular person or rising star in school" may be deduced from the sentence symbolism.

Concerns regarding the marginalization of metaphor education have been raised by Littlemore and Low (2006), and this means that metaphorical competence is no longer seen as an obscure and demanding part of language acquisition reserved for advanced literary-oriented EFL students (Bobrova & Lantolf, 2012). Instead, children should be exposed to metaphors from an early age. "Curriculum development, as well as the development of metaphorical competence, should be a cornerstone of any pedagogy that emphasizes the inextricable nature of language and culture." (p.34). Metaphorical competence is a subcategory of sociolinguistic competence that is concerned with language learners' "sensitivity to or control over language usage

standards" in a variety of linguistic contexts. Littlemore and Low (2006), emphasized further on this concept by describing it as successfully interpreting cultural references and conceptual analogies. To comprehend metaphors' abstract meanings in a discourse, students must grasp the extended meanings and assessments granted via a particular culture to specific events, locations, organizations, or individuals. Only in this way can language student develop competence of the metaphorical essential for comprehending and employing cross-cultural and cross-linguistic metaphoric differences.

2.3 Conceptual Metaphors and the Teaching of Idiomatic Language

Cognitive linguistics and psychology research provides compelling evidence for the restricting function of extended cognition in idiomatic language processing. Metaphors with intellectual foundations give order to the seemingly chaotic world of colloquial words. Rather than being isolated, fixed language units in the mental lexicon blend into a system of metaphoric ideas. Numerous idiomatic idioms have a restricted number of source areas or metaphorical concepts in common (Boers, 2000). While metaphor's mechanism is mainly unconscious, people's implicit awareness of conceptual metaphors promotes the creation and comprehension of idiomatic language (Gibbs et al., 1997). Numerous experimental studies that used a motivating approach to idiom instruction produced excellent outcomes

2.4 Vocabulary and Conceptual Metaphor Teaching in the EFL Context

The fundamental component of English teaching and learning is words and phrases. Celce-Murcia & Rosensweig (1979, p. 242) first proposed the theory that "a person who has a large vocabulary but little structure is more advantageous than a person who is the polar opposite in reading comprehension and fundamental language communication". As a result, an increasing number of instructors and researchers have examined techniques for teaching and acquiring foreign language vocabulary. While traditional English teaching techniques positively influence English vocabulary instruction, they are insufficiently effective and methodical for vocabulary instruction. Numerous students recite words, but they are unable to grasp the full or expanded meanings of these terms and hence cannot apply them effectively. As a result, they are still unable to attain a high degree of English proficiency. However, just 5% of EFL students can comprehend the tale of a native speaker. Thus, language acquisition remains a significant challenge in the modern-day. Students and teachers can benefit from understanding the conceptual metaphor theory (CMT) to teach and learn English effectively. Although the metaphor is a critical cognitive tool for humans, we do not exclusively use it verbally.

Nonetheless, we consider or conceive the target notion in the source concept. Additionally, the mental metaphor is closely related to language learning. In other words, when we employ English phrases, we build connections between two things that, by their very nature, do not appear to belong together (Ungerer & Schmid, 2008). Additionally, teachers might utilize conceptual metaphors to demonstrate the dynamic process of language meaning and the relationships between various word meanings.

3. Methodology

3.1 The Population and the Sample

This study's total sample consists of (130) students in College of Education for Humanities / Tikrit University during the academic year (2022-2023). The students are

classified into two groups, denoted as (A) and (B). These two groups A and B are randomly chosen to serve as the (CO) and (EX)groups, respectively, with 130 participants in a total number; (30) students make up section (A) and (30) students make up section B. Previously, (20) were chosen for the pilot project as explained in Table (3.1).

Table (3.1) Population and Sample of the study

Group of Students	No. of Population	No. of Sample	No. of Pilot studies
Experimental	**60**	**30**	**10**
Control	**70**	**30**	**10**
Total	**130**	**60**	**20**

3.2 Data Collection

In this study, the quantitative approach as a research design is followed since the data are obtained via quantitative data collection methods. The quantitative data are gathered from pre-and-posttests to examine the effects ofusing idiomatic expression and conceptual metaphor in teaching english for University students vs traditional instruction on the development the learners acureccy and vocabulary. Other personal data of the students are obtained through forms distributed by the researcher and they are filled out by the students. After filling them out, the researcher collected the forms. This study is conducted at Tikrit University/ College of Education for Humanities to find out the effect of using idiomatic expression and conceptual metaphor (IE and CM) on creativity development of EFL students, find out whether using (IE and CM) affects improving and developing students accuracy and vocabulary of experimental group's students or not, highlight the efficacy of using English (IE and CM) in developing experimental group's students' skills and, and find out the effect of using (IE and CM) on improving students' performances in recognition and production level.

3.3 Data Analysis

The quantitative data obtained from the pre-test and posttest were analyzed to identify the averages between the control group and experimental group used as well as the overall average. The Statistical Package for Social Sciences (SPSS), a Paired Samples T-test, was used to show the effect of whether in the two groups there were statistically significant differences in the scores of efficiencies.

ANALYSIS OF FINDINGS AND DISCUSSION

4.0 Introduction

This section analyzes the data and discusses the results obtained.

4.1 A "**Comparison: the Means Scores of the Experimental Group and the Control Group in the Post-test**"

To determine if "There is no significant difference between the mean scores of the control group and the experimental group in Improving EFL Learners' achievement". The two mean scores are compared and retrieved. According to the statistics, the experimental groups' mean scores are (74.60), as well as the control group's mean result is (53.60). The observed t-value is (6.653), while the tabulated t-value is (2.00) at DF is (29) and a SL is (0.05). This refers that there is a substantial difference in the accomplishment of the two groups, favoring the EG.

Table (4.1) "**The Means, the Standard Deviation, t-Values of the Two Groups in the Achievement Test**"

Groups	No. of students	Mean	SD	T-Value		DF	SL
EG.	30	74.60	10.00	Calculated	Tabulated	29	0.05
CG.	30	53.60	13.09	6.653	2.00		

So, the results of the table above shows that the performance of EG better than the performance of CG in learning English language. As indicated in Table (4.1).

4.2 Comparing the Experimental Scores in Pre- with Post-Test Scores

To score that the mean difference between an EG performance in post-test is (84.60), with a SD is (10.00). The pre-test score is (47.33), with a standard of deviation (9.94). As shown in Table (4.2), the calculated T-value is (15.843), which is larger than the t-value of tabulated (2.04), with (0.05) at the significance level when the DF is (29).

Table (4.2). "**A T-test Value of the Paired Samples and the Experimental Group's Performance in Pre-Test and Post-Test**"

Experimental Group	No. of students	Mean	SD.	T-Value		DF	Significance Level
post-test	30	84.60	10.00	The Calculated	The Tabulated	29	0.05
pre-test	30	47.33	9.94	15.843	2.04		

As stated in Table (4.2), the findings show that there are statistically important variations in the learners' performance in an experimental pre-test and post-test in favor of the (IE and CM)".

4.3 Evaluating Students' Recognition and Production Level Achievement

The scores of mean for the EG accomplishment at the level of recognition and the mean scores of the EG achievement at the production level are contrasted and computed to examine if there is a statistically important distinction among them. The acquired data indicate that learners' mean scores at the level of production are (41.56) and at the level of recognition are (43.03). T-test of the formula is used to compare two concerning samples, and the calculated t-value (3.832), which is larger than the tabular t-value that is (2.04) for a DF that is (29), whereas the important level (0.05) is shown in Table (4.3).

Table (4.3). "**Students' Mean Scores, the Standard Deviation, and the T-Value of the Experimental Group Performance at the Recognition and Production Levels**"

EX. Groups	No. of students	Mean	SD	T-Value		DF	Level of Significance
Recognition	30	43.03	5.05	Calculated	Tabulated	29	0.05
Production	30	41.56	5.17	3.832	2.04		

By examining the level of recognition and production for Ex group, the details of table above show that there is a considerable disparity among learners' accomplishments at the level of recognition, and at the level of production. As a result, as shown in Table (4.3).

4.4 The Obtained Outcomes

According to the findings of this study, language learners have an easier time engrossing English idiomatic and metaphors if they are encouraged to explore them in their native language and compare them to their English use and meanings. The experimental group is do better than control group at performances and achievements in learning idiomatic expression and conceptual metaphor because the experimental group depends on studying them while control group depends on conventional method in the text book in English for Iraq.
Boers (2000, p.559-562), "the organization of teaching vocabulary around metaphoric themes positively contribute to the learning process when two languages share many features in terms of conceptual metaphors and idiomatic expression".
4.5 The Discussion

The findings of the current study show that language learners have an easier time absorbing English metaphors if they are encouraged to explore metaphors in their home language and compare them to their English use and meanings. The experimental group is do better than control group at performances and achievements in learning conceptual metaphor because the experimental group depends on studying conceptual metaphor while control group depends on traditional method in the text book in English for Iraq. As a result, idiomatic and metaphors play a greater role in the learning and teaching of English and improve students' vocabulary and achievement in learning the language.

Although the meaning of idioms is not entirely predictable; there is some systematic logical reasoning for their meaning, as the great majority of idioms are predicated on conceptual analogies and metonyms. Additionally, it is good to emphasize conceptual

metaphors while teaching English words, since they help create an engaging and interactive learning environment.

The usage of (IE and CM) in the classroom also aids in distinguishing students' activities that are drawn to these expressions and are useful from a comprehensive selection of activities that demand to various aspects of intelligence. Also, the findings of such a study are valuable not only to language students and instructors but also to syllabus designers. EFL students are considerably benefit from well-organized resources, such as production exercises and comprehension tasks. Matching, multiple-choice exercises, real-world questions, completion tasks, and puzzles are be included in this category. All of these teaching methods help students remember metaphors by making the classroom a comfortable place where they can learn new words.

According to the findings "the results indicate that the influence of conceptual metaphors on idiom learning is greater than that of conventional approaches. The results of two groups in pre and posttest scores demonstrated a substantial difference between the group's mean performance".

There is a statistically significant difference between the mean pre-and post-test scores. The participant's performance in learning idioms using conceptual metaphors is superior to that of conventional means, as the mean scores on the pretest and posttest for conceptual metaphors are higher than those for traditional methods. It demonstrates that conceptual analogies aid language acquisition. Participants who have acquired idioms through conceptual metaphor teaching were better able to recall idioms because they understood both the literal and metaphorical meanings of the terms. Participants who learned idioms using traditional techniques are also able to learn idioms, but they are unable to interpret their meanings since their metaphorical awareness is not enhanced. Also, they don't know that most idioms come from how we think, not just how we use language (Samani, 2012).

According to the findings it's be simpler for language learners to improve and develop their English metaphors and idioms if they are encouraged to compare the them in their native language to their usage and meanings in English. As a result, metaphors come to play a significant role in the teaching and learning of idiomatic idioms. The majority of idioms are founded on conceptual metaphors and metonymies (Kovecses and Szabó, 1996), so "there is a substantial amount of systematic mental reason for the meaning of idioms". In addition, "using conceptual analogies while teaching idiomatic phrases can be beneficial since they can create an engaging and participatory classroom environment".

However, the use of idiomatic expression and conceptual metaphors in teaching idioms can also alter classroom activities, as Cooper (1998) says that students are significant by these phrases and benefit from a variety of activities that appeal to different bits of intelligence. "According to Boers (2003, p. 231), applying the idea of (IE and CM) provides motivation and coherence to vast clusters of figurative idioms that, at first glance, look random and unconnected.'' Littlemore and Low (2006) assert that metaphor is very significant for second language acquisition, instruction, and assessment from the youngest to the most advanced levels. Similarly, the metaphor should not be eliminated, delayed, or confined to special ad hoc activities, but should be incorporated into the course's methodology and materials from the very beginning. Boers (2000) "notes that the structuring of teaching vocabulary around metaphoric

themes might help favorably the learning process when two languages have numerous metaphorical characteristics".

5.1 Conclusion

The effectiveness of using conceptual metaphors in improving EFL learners' performance in English language is conducted. The current study aims to find out the effectiveness of the conceptual metaphor in boosting EFL learners' English language proficiency. Several things affect how well metaphors are understood. Enhancing metaphorical comprehension can be accomplished by expanding the vocabulary, grammatical realization of the target language, focusing on the production sentences, and utilizing real-world contexts in which the meaning of the utterances can be easily gained, whereas the target language's culture is clarified. Cultural awareness contributes significantly to the growth of communicative competence and other linguistic abilities.

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