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Title:

**Metaphor Production in EFL Master's Dissertations at Mouloud
Mammeri University :A Corpus-Based Study**

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To our beloved families

Our parents

Brothers and sisters

And to all our loved ones

Fahima and Souad

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Abstract

The present study is an investigation of Metaphor Production in some master dissertations at the Department of English of Mouloud Mammeri University. Its main aim is to find out the frequency of metaphors' use by literature and linguistics students. It also attempts to unveil the three dominant metaphors produced and check whether the linguistic context influences metaphor production. To achieve these goals we have adopted the Metaphor Identification Procedure(MIP) method to identify and collect the metaphors produced by students and to construct the corpus. The corpus of this research includes ten (10) dissertations from literature and linguistics disciplines submitted in 2017 at the Department of English of Mouloud Mammeri University of Tizi-Ouzou. The collected data consist of a total of 680 metaphorical linguistic expressions. The results of this investigation show that master students extensively produce metaphors in writing their academic works. They also reveal that the basic level metaphors "IDEAS ARE PEOPLE", "IDEAS ARE OBJECTS" and "THEORIES ARE BUILDINGS" are the three most produced metaphors in the two disciplines. Furthermore, the findings also indicate that the linguistic context has an influence on the production of metaphors.

Key words: Master Dissertations, Metaphor Production, Conceptual Metaphors, Metaphorical Linguistic Expressions, MIP Method, Quantitative Analysis, Qualitative Analysis.

CMT: Conceptual Metaphor Theory.

MIP: Metaphor Identification Procedure.

Q: Question.

H: Hypothesis.

SD: Source Domain.

TD: Target Domain

DA: Discourse Analysis.

% : Percentage.

Nº: Number.

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Diagram 2 :Position of the three Prominent Metaphors Produced by Linguistic Students.

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GENERAL INTRODUCTION

▪ Statement of the problem

Metaphors shape not just our communication but also the way we think and act. In George Lakoff and Mark Johnsons' work (1980), it is claimed that language is filled with metaphors we may not always notice.

According to the experientialist view of Conceptual Metaphor Theory (CMT), metaphor is all around us and underlies our conceptualization of reality (Lakoff, 1993). In this context, MacArthur (2012) argued that metaphors are everywhere; they are not only features of language but are also natural parts of our daily life presented in drawings, gestures as symbols or signs to convey a message. CMT is a sub-discipline of cognitive linguistics which focuses on the cognitive processes behind language representation and particularly on the conceptual motivation behind figurative meaning (Dian Ponterotto, 2014).

Previous works were conducted on metaphor interpretation rather than metaphor production that is to say; the primary focus was on receptive skills which mean that how learners understand, interpret metaphors rather than produce them when writing their dissertations.

To our knowledge, there are not many works conducted on metaphor production at the Department of English at MMUTO. For instance, the work that has been conducted by Tafroukht and Touat to investigate Metaphors' Use in the EFL Classroom and Teachers' Awareness of Their importance in Learning at the English Department of Tizi-Ouzou University. We, therefore, intend to focus our attention on Metaphor Production by master EFL students when writing their academic works, since it is a natural phenomenon of language that has a great importance in written discourse in terms of making writing more clearly, decorating language and facilitating readers' comprehension of meaning.

▪ Aims and Significance of the study

Metaphors are not just represented in poetry as literary devices decorating the Language but rather shape thought and action. The use or the presence of metaphors in language involves many aspects as poetry, everyday language and in the educational field.

The purpose of our research is to analyze the types and the frequency of metaphors production in EFL Master's dissertations written by students who are enrolled in the master program literature and linguistics at MMUTO, in order to unveil the three prominent metaphors produced in each field and to explore how the linguistic context influences the production of metaphors in the two disciplines.

This study may help students and teachers to get better visibility of the importance of the use of metaphors in their research works. In addition, metaphor production contributes to the flourish of written discourse in a creative way in terms of language decoration and overwrites styles which attract the reader's attention.

▪ Research Questions and Hypotheses

Our investigation of metaphor production in EFL master dissertations leads us to raise the following questions:

- **Q01-** Do Master students extensively produce metaphors in their master dissertations?
- **Q 02-** what are the most prominent metaphors produced?
- **Q03-** Does the linguistic context influence their production of metaphors?

The following hypotheses are formulated and will be checked throughout our study:

- **H 01-** Linguistic and Literature students largely produce metaphors when writing their master dissertations.
- **H 02-** Master students do not produce metaphors with equal frequency.

- **H 03**-Linguistic context has a great influence on their production of metaphors.

▪ **Methods and Materials**

The current study consists in the analysis of metaphors collected from ten (10) dissertations, which have been randomly selected from the works that have been conducted by students in 2017, five (5) dissertations were written by linguistic students, three (3) of them were selected from Language and Communication specialty and two (2) from Applied Linguistics and Social Semiotics discipline.

Concerning the field of literature we have also selected five (5) dissertations conducted by master English students, three (3) of them were selected from Cultural and Media Studies and two (2) from Drama/Theater branch. The study will therefore, be a corpus based study. To achieve our purpose of identifying the metaphors produced by EFL students while writing their academic works, we rely on Metaphor Identification Procedure (MIP) as a guideline, which is developed by Praggljaz Group (2007) this permits us to sort out and to categorize metaphors.

The data will be examined according to Quantitative Analysis for the sake of quantifying the number and the frequency of use of metaphors. Then, the Qualitative Analysis will explore the prominent metaphors produced in each field / discipline and see whether the linguistic context influences their production.

▪ **Structure of the Dissertation**

In order to conduct our research, we will adopt the traditional complex structure known as the IMRAD format. It consists of the following parts: Part one is the Introduction in which we introduce our topic and advance hypotheses. Part two will be devoted to the review of literature which presents some background of conceptual metaphor theory and metaphors production. In the third part, the methods and materials selected for our research will be

presented. In part four, we will include the results of the examination of both linguistic and literature students' dissertations and the calculation of metaphors that have been produced. Part five will be devoted to the discussion of the results. Then, the sixth and the last part will be the general conclusion.

CHAPTER I: REVIEW OF LITERATURE

Introduction

This chapter is theoretical, its purpose consists of the presentation of the theoretical foundations of the research area together with an overview of the key concepts used throughout our work. It comprises six sections: The first section provides some definitions and points of view about metaphors and Conceptual Metaphor Theory (CMT). It is followed by the second section which deals with the different types of metaphors. The third section provides some background information about metaphor production. The fourth section deals with context and metaphor production. The fifth section presents metaphor in educational discourse and the last section provides metaphors in academic discourse.

1.1. Definitions

1.1.1. Metaphor

Metaphor is an important element in language use; it is regarded as a creative phenomenon in everyday language. It produces the power that creates new realities by affecting our perceptions, thoughts and ideas about the world. Metaphor is a way of explaining, describing and evaluating ideas to understand and communicate abstract ideas in our everyday activities. The study of metaphor is probably the most significant topic in the whole of humanities; in this context the Greek philosopher Aristotle argues that metaphor is an ornamental device of language used in speech or literature. He wrote: *“strange words simply puzzle us: ordinary words convey only what we know, it is from metaphor that we can get hold of something fresh.”* (Aristotle cited in Ponterotto. D, 1994:1).

According to Ungerer. F and Schmidt. H, J *“Metaphors are not just a way of expressing ideas by means of language but a way of thinking about things”* (1998:118). This quotation explains that metaphors are both a process of expressing the abstract ideas that exist in the mind and also a means of thinking about objects.

Moreover, in the Unambridged Dictionary (1997) metaphor is to apply a word or a phrase in which certain objects or ideas are applied to another word or phrase to imply some similarities between them. It is defined as: *“A figure of speech in which a term or phrase is applied to something to which it is not literally applicable in order to suggest a resemblance, as in a mighty fortress is our god.”*(Unambridged Dictionary, 1997:207).

In the early 1980 this field of interest has been revolutionized by the work of George Lakoff and Mark Johnson and others who have shown that metaphors, far from being a mere rhetorical embellishment confined to literature, advertising and sports reporting, runs wide and deep through our everyday language. Lakoff and Johnson (1980) showed that, metaphor is pervasive both in thought and everyday language and they claimed that the way we think and act is metaphorical in nature. As it is shown in the following quotation: *“Metaphor is pervasive in everyday life, not just in language but in thought and action. Our ordinary conceptual system, in terms of which we both think and act, is fundamentally metaphorical in nature.”*(Lakoff and Johnson, 1980:3).

It is claimed that the word metaphor can be defined: *“as a novel or poetic linguistic expression where one or more words for a concept are used outside of its normal conventional meaning to express a similar concept”* (cited in Lakoff, 1992). This means that the meaning of one word depends to one society to another. According to Lakoff and Johnson *“The essence of metaphor is understanding and expressing one kind of thing in terms of another”*(Lakoff and Johnson,1980:5).In this context Lakoff states that: metaphor is a cross-domain mapping in the conceptual system (Lakoff, 1993:202).This means that some items from a source domain (PEOPLE) is mapped into a target domain (IDEAS) for instance: This chapter discusses the main results (example 34 appendix B), this example clarify that the source domain (PEOPLE) is used to describe the abstract notion (IDEAS) which means that ideas are very often presented as people.

1.1.2. Conceptual Metaphor Theory (CMT)

CMT was advocated by George Lakoff and Mark Johnson, in 1980, in a book entitled *Metaphors We Live By*. They suggested that metaphors shape human beliefs and attitudes and action in our social world. In their book, they regarded the human conceptual system as “*fundamentally metaphorical in nature*” and consequently, “*human thought processes are largely metaphorical.*” (Lakoff and Johnson, 1980:3). According to Ponterotto. D (1968): “*Conceptual Metaphor Theory (CMT) is a vital sub-discipline of cognitive linguistics which focuses on the cognitive processes behind language representation and particularly on the conceptual motivation behind figurative meaning*”. (Ponterotto. D, 1968:9) in this quotation, Ponterotto focuses on the importance of the embodied origins of Conceptual Metaphor Theory (CMT) that derived from cognitive linguistics. In this respect, Lakoff (1992) defined conceptual metaphors as a metaphorical system based on the manner we act on the understanding of our experiences.

The theory suggests that the reason that metaphors, as we have seen, are so abundant in language, is that they reflect underlying metaphorical thought; as Lakoffs’ and Johnsons’ words show: “*Metaphors as linguistic expressions are possible precisely because there are metaphors in a persons’ conceptual system*” (Lakoff and Johnson, 1980:6). A conceptual metaphor is a metaphor that exists in the mind of the speaker and may thus be unconscious.

The process, which constitutes a conceptual metaphor, is when the knowledge from one domain is mapped onto another domain. So, it consists of two components, which are, in Lakoffs’ and Johnson s’ terms, source domain and target domain.

1.1.2.1. Source domain (SD)

The source domain is the conceptual domain from which metaphorical expressions are drawn. It is typically concrete, and used to understand another conceptual domain called

target domain .For instance, in the conceptual metaphor “*ARGUMENT IS WAR*”. (Lakoff and Johnson 1980),the source domain is WAR.

1.1.2.2. Target domain (TD)

The target domain is the conceptual domain that we try to understand. It is typically abstract, and is identified with the source domain. In the example “*ARGUMENT IS WAR*”, ARGUMENT is the target domain. In this metaphor the term source domain is used for the concept area from which the metaphor is drawn (WAR). The target domain is used for the concept area to which the metaphor is applied (ARGUMENT).According to Lakoff and Johnson there are many expressions that correspond to this metaphor such as “*I demolished his argument*”, “*He attacked every weak point in my argument*”(LakoffandJohnson,1980:)

1.1.2.3. Mapping

According to Lakoff(1993)the term mapping comes from mathematics. Its application in metaphor research means that features from a source domain (e.g. OBJECTS) are mapped onto a target domain (e.g. IDEAS). (Lakoff, 1993:203).This means that mapping is the systematic set of correspondences that exist between constituent elements of the source and the target domain. The following representation shows that relationship:

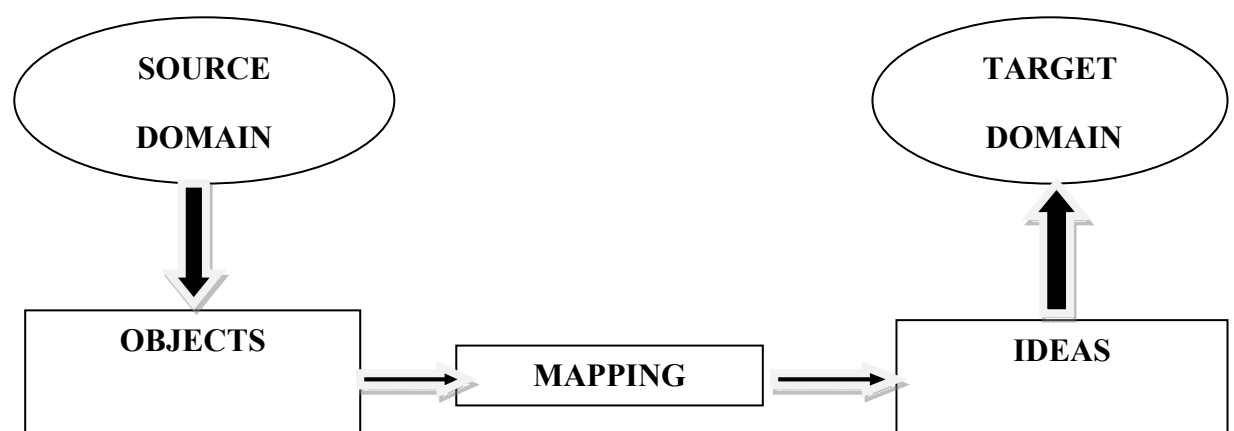


Figure 1 :The Conceptual mapping

In Lakoff and Johnson's words (1980) language is an important source of evidence of conceptual system since communication is based on the system that we use in thinking and acting. Thus through investigating language, or, more specific groups of linguistic metaphors that show the relationship between the source and the target domain, for instance, consider the everyday expressions such as: "*You are wasting your time*", "*I don't have the time to give you*", "*How do you spend your time these days?*", "*Do you have much time left?*" (Lakoff and Johnson, 1980: 7-8).

All of the above sentences are linguistic metaphors in which the target domain is '*TIME*' and the source domain is '*MONEY*'. Linguists working within CMT who suggest that the reason for the widespread use of linguistic metaphors with the source and the target domain like those shown above are because time is a concept which is metaphorically structured.

One way of conceptualizing time would be seeing '*time*' in terms of '*money*', leading to the conceptual metaphor "*TIME IS MONEY*". It is the common and the prevalent use of these groups of related linguistic metaphors that led Lakoff and Johnson to believe in a fundamentally metaphoric human thought system.

1.2. Types of Metaphor

Although it is claimed that conceptual metaphor exists independently of language, the evidence used to prove its presence has been mostly linguistic (Lakoff and Johnson, 1980). It is necessary to distinguish conceptual metaphor from linguistic metaphor; according to Lakoff and Johnson (1980).

1.2.1. Conceptual metaphors

Conceptual metaphors involve a cross-domain mapping that influence our thinking. It is claimed that, metaphor is considered conventional in thought as we cannot separate conceptual metaphor from human thought. A conceptual metaphor exists in people's minds before it is linguistically realized in their speech.

1.2.2. Linguistic metaphors

Linguistic metaphors are the linguistic realizations of those conceptual metaphors and we cannot separate metaphor from human language as it is considered as a natural part of it. In other words the linguistic metaphors used to exemplify conceptual metaphors, for example, a conceptual metaphor "*ARGUMENT IS WAR*" (Lakoff and Johnson, 1980), may generate such linguistic metaphors as: "*I demolished his argument*" or "*he shot down all of my arguments*". (Lakoff and Johnson, 1980: 4).

Metaphorical expressions in language are taken to necessarily correspond to some conceptual mapping, as it is explained in the following quotation: "*It should be noted that contemporary metaphor theorists commonly use the term metaphor to refer to the conceptual mapping and the term metaphorical expression to refer to an individual linguistic expression [...] that is sanctioned by a mapping*" (Lakoff, 1993:209).

In other words, people create conceptual metaphors by transferring the properties of the target domain, which is usually abstract, to another source domain which is usually concrete. For example, by transferring the properties from the target domain of '*LIFE*' which is abstract to another source domain of '*JOURNEY*', which is concrete; interpreting, the concept '*LIFE*' becomes easier as it is structured through a more concrete concept. That is, people conceptualize '*LIFE*' metaphorically in terms of '*JOURNEY*' and create the conceptual metaphor "*LIFE IS A JOURNEY*" (Lakoff and Johnson, 1980).

1.3. Metaphor Production

Metaphor has been a main topic of research in cognitive science, because metaphorical expressions are frequently observed in our everyday use of language. Hence, a large number of studies have been made on how people comprehend metaphors. In contrast, only a few studies have addressed the process of metaphor production for example: (Fiona MacArthur, 2010 and Alejo, 2010). In other words, only a few attempts have been made at exploring the process of metaphor production, although a large number of studies have been based on metaphor comprehension.

Most of the time, metaphor is seen as a device to comprehend, interpret and reproduce figurative language input. That is to say, the primary focus is on the receptive skills which means that the interpretation of conceptual metaphors while ignoring how learners actually produce metaphors in their L2 whether in speech or writing.

According to Kerrigan. J (1986), it is common knowledge that words are often used in figurative senses. Even very young children are very apt at using figurative language. Nevertheless, the study of this linguistic phenomenon was for a long time the exclusive domain of literary scholars and the old linguists who are interested in rhetoric or stylistics.

Moreover, most scholars tend to be cautious regarding learners' production of figurative language, while others, argued that L2 learners often need to comprehend metaphors more than produce them, the ability to produce metaphors in L2 is seen to be less immediate necessity. As it is claimed, metaphors that learners produce are said to be unidiomatic and have no sign of the conceptual system in English writing discourse. In this context, Fiona MacArthur (2010) is interested in learners productive metaphors. She contends that when learners have a relatively impoverished stock of words, metaphor is the most powerful tool to make meaning from many everyday words. In other words when

learners have difficulties to understand the content of any given sentence or paragraph because of the lack of vocabulary however if they are familiar with metaphors this can lead them to understand that meaning.

1.3.1. Context and Metaphor Production

Metaphor production in context depends on the influence of many different factors. In this sense, metaphors are used more in some domains than others for example metaphors are used much more in academic discourse than fiction ,as many scholars found that but use varies.

The following scholars are the famous ones who argue that: Alejo (2010) and Caballero (2006) argue that economists produce metaphors for instance, when writing and talking about their domain are not the same as those used by architects when dealing with theirs. (Alejo(2010) and Caballero (2006) cited inMacArthur,2012:2).

According to Kövecses (2009)the linguistic context may influence the selection of metaphorical expression for example, when we talk about the progress of a particular process and we want to say that the progress has become more intense. We can say that the progress *'accelerate'*, *'speeds up'*, *'moves faster'* (Kövecses, 2009:12).

Kövecses(2018) claims that the context has a great worth in metaphorical conceptualization in poetry and also in everyday usage. He adds that there are a diversity of contextual factors that have a great influence on the production of metaphors; as it is explained in his following words:

*"I suggest that there are a variety of contextual factors that prime speakers when they use metaphors in communicative situation, the contextual factors belong to several context types: situational context, discourse context, conceptual-cognitive context and bodily context."*Kövecses (2018).Kövecses' quotation means that the production of metaphors in

discourse is influenced by a variety of contextual factors which belong to several context types: situational context, discourse context, conceptual-cognitive context and bodily context.

Jean Aitchison (1987) argued that in newspapers articles and headlines about American football games, for defeat and victory the name of the teams may select particular metaphors, for instance she gave some examples in the sports pages of American newspapers as: “Cougars *drown* beavers” Cowboys *corral* buffaloes”. Metaphors used in these sentences are produced on the basis of the names of football teams since beavers live in water, defeat can be metaphorically viewed as drowning; since cowboys corral cattle, the opponent can be corralled (Aitchison, 1987:143 cited in Kövecses, 2009:13)

1.3.2. Metaphor in Educational Discourse

Metaphor is not just the property of poets, as the rest of people may use metaphors through everyday language and according to applied linguistic approach, the production of metaphor must be done in both language and mind. That is, in educational discourse the processes of thinking, conceptualizing and understanding are particularly important, for example in classroom students understand the metaphors they produce and how these metaphors must be related to learning, which means that using a metaphor can help the students to understand the context of their lessons.

According to Lynne Cameron (2003:2), understanding how metaphor is used by people may help us to understand better both how they think and communicate and also make sense of the world. In addition to this Elaine Botha (2009) states that there is a widespread recognition of the fact that metaphors play a significant aesthetical and pedagogical role not only in literature but also in education.

Moreover, in order to achieve a better understanding of the role of metaphor in education a number of things must be done:

- “An explanation of the way metaphor is used in education in general;
- A clarification of the different levels on which metaphor function;
- An overview of the fundamental changes that have taken place in the understanding of the nature of metaphor and;
- An illustration of the constitutive role of metaphor in objectivist and constructivist teaching methodologies.”

(Elaine Botha, 2009:431)

This means that, to understand the role of metaphor in education we should know: first, the way metaphor is used, second the function of this metaphor, third the fundamental changes in understanding the nature of metaphor, fourth the role of metaphor to achieve objectives, fifth to construct teaching methodologies.

Furthermore, Lynne Cameron (2003) argued that in classroom context, metaphor contributes in the processes of everyday classroom in different levels, helping students articulate their ideas, expectations and values and lessons planning.

We can say that metaphor plays a vital role in the sake of education since it helps students and allows them to comprehend better the foreign languages and their cultures.

1.3.3. Metaphor in Academic Discourse

Academic discourse is very metaphorical since it contains a large number of metaphors, which means that in academic discourse we deal much more with abstract nature so we should illustrate them by using metaphors, and this is clarified by Berger (2011) in the following quotation:

“It does not come as a surprise that academic discourse is quite metaphorical, since most topics dealt with in academic discourse are of abstract nature. In fact, Steen and his colleagues (2010: 781) show that, compared to three other genres including news and even fiction, academic discourse features the highest proportion (17.5%) of metaphor-related words” (Berger, 2011:44)

Some significant concepts that are related to our research need to be defined. These concepts are discourse and personification.

1.3.3.1. Discourse

According to Crystal (2008) discourse is a term used in linguistics to refer to a continuous extension of language, in general, discourse is a behavioural unit which has a pre-theoretical status in linguistics: it is a set of utterances which constitute any recognizable speech event for instance a conversation, a joke, a sermon, an interview.

Semino (2008:29) defines discourse as modes of speaking and writing about specific subjects as the case in “medical discourse” or in specific settings for instance “classroom discourse». According to Kővecses discourse is “*a series of concepts organized in a particular way. The concepts that participate in discourse may give rise to either conventional or unconventional and novel linguistics metaphors*” (Kővecses.2008:11-12). According to Kővecses’ quotation discourse is a group of concepts gathered in a particular way to develop conventional , unconventional and novel linguistics metaphors.

1.3.3.2. PERSONIFICATION

Personification is a figure of speech, in which inanimate object or an idea is given human qualities which means to illustrate some inanimate object or ideas by giving them human qualities.

Cameron (2003) suggested that personification metaphors are a subset of animating metaphors; [...] she added that in the geology lesson, verbs that determined processes as deliberate action by an agent are used. As it is shown in the following examples: “*minerals that come out of rocks*” “*where's my rubber [=eraser] gone?*” “*granites are laid down*” “*steps that go down from Binns [name of a shop]*” (Cameron.L, 2003:67).

“The more recent conceptual metaphor approach describes personification as ontological metaphor(s) . . . where the physical object is further specified as being a person. This allows us to comprehend a wide variety of experiences...in terms of human quality: motivation, characteristics, and activities”. (Lakoff and Johnson 1980:33).

Lakoff and Johnson point out that personification is not a unified process but highlights particular aspects of people and attributes them to physical objects. Some examples of personification from Lakoff’s and Johnson’s work:

“His theory explained to me the behavior of chickens raised in factories.”

“This fact argues against the standard theories.”

“Life has cheated me.”

There are few studies that examine metaphor in academic discourse from a strictly linguistic point of view (in terms of linguistic forms and patterns of metaphor use). Cameron (2003) sees that probably because of the cognitive and communicative functions of metaphor, most studies that deal with aspects of metaphorical language as linguistic forms have integrated a linguistic perspective with a conceptual, communicative and / or cognitive approach.

From within metaphor studies, it Bereniken Herrmann.J(2013).Moreover, it is claimed that many topics such as Economy and History are largely expressed by metaphorical lexis, for example, historical processes which are conveyed by metaphorically used verbs such as make, move, grow or flow (Demandt, 1978:453 cited in Bereniken has been widely suggested that the phenomenon of personification has an important role in academic language and Low(2008) found that personification (*the book says*) is more prevalent than other conceptually systematic ways of metaphor use(Low 2008, cited in Herrmann, 2013: 60).

In addition to this, Hyland (2006) argues that written academic discourse is generally associated with a high degree of linguistic formality as well as a high degree of abstract information, which is related to *“the use of specialist vocabulary, impersonal voice and the ways that ideas are packed in to relatively few words.”*(Hyland, 2006:13 cited in Semino, 2008).

Conclusion

This chapter has reviewed the main concepts of the research. First, it has presented some definitions concerning metaphor together with different scholars' points of view about conceptual metaphor theory (CMT). The second section, has introduced the main types of metaphors. The third section has reviewed metaphor production. The fourth one has dealt with context and metaphor production. The fifth has dealt with metaphor in educational discourse and the last section has discussed metaphor in academic discourse.

CHAPTER II: METHODS AND MATERIALS

Introduction

This chapter is methodological and deals with the methods and materials of the current study. It is composed of three main sections. First, it gives a detailed description of the corpus. Then, it provides information about the data collection procedure. After that, this chapter explains the data analysis procedure.

2.1. Description of the Corpus

As was previously mentioned in the General Introduction, the current study investigates students' production of metaphors in some English Master dissertations, achieved in year 2017 at the department of English of Mouloud Mammeri University. The corpus on which our study is based consists of ten (10) dissertations that were randomly selected. Five (5) of these dissertations were written by students enrolled in the master's programme literature at Mouloud Mammeri University, three (3) of them were written in the field of Cultural and Media Studies and Two (2) of them in the field of Drama/Theater.

We have also selected five (5) dissertations conducted by students enrolled in the master's programme linguistics at Mouloud Mammeri University; two (2) of them were written in the field of Applied Linguistics and Social Semiotics and three (3) of them in the field of Language and Communication.

2.2. Data Collection Procedure

In order to analyze metaphors in master students' written discourse, we first of all need a reliable method to identify them. Currently, one of the most reliable methods for the identification of metaphors in discourse is the Metaphor Identification Procedure (MIP) devised by the Pragglejaz Group (2007). This group describes the steps of the MIP as follows:

1. Read the entire text–discourse to establish a general understanding of the meaning.
2. Determine the lexical units in the text–discourse
3. (a) For each lexical unit in the text, establish its meaning in context [...].
(b) For each lexical unit, determine if it has a more basic contemporary meaning in other contexts [...].

(c)[...] decide whether the contextual meaning contrasts with the basic meaning but can be understood in comparison with it.

4. If yes, mark the lexical unit as metaphorical. (Pragglejaz group 2007: 3).

This means that, first we require an understanding of the text in general then, its contextual meaning next, research for its more basic meaning, if the word has a contextual meaning that contrasts with the basic meaning but can be understood in comparison with it, it is metaphorical. For example “*women’s’ struggle for liberation*” example 252 in (Appendix A).

The verb ‘*struggle*’ in this example which has a contextual meaning which indicates effort, difficulty and lack of success in achieving a goal, namely changing other peoples’ negative views and attitudes. The basic meaning of the verb to struggle is to use ones’ physical strength against someone or something.

2.3. Data Analysis Procedures

The study relies on a mixed method in analyzing the collected data. To analyze the ten master dissertations, quantitative research method is used to find out the frequency of the metaphors used in each field. In addition, qualitative research method is used to interpret the results obtained.

2.3.1. Quantitative research method

Quantitative research method is considered as one of the effective methods as it is objective and measurable. In addition, the results obtained from this type of research can be generalized and predicted. A quantitative investigation focuses on the evaluation of pre-determined changing hypothesis, quantifiable, and tested by counting frequencies (Abawi, 2008).

In other words, quantitative research is a method used to experiment a hypothesis. The later changes depending in the case study chosen, it is also a measurable method using numbers and statistics. The goal of quantitative methods is to evaluate the reliability of a pre-

determined hypothesis (ibid). This means that quantitative method is used to test the exactitude of the assumptions raised in a particular research. The data gathered from our analysis are calculated basing on SPSS which stands for Statistical Package for Social Science.

According to Crystal (2008) quantitative research method is “*A branch of linguistics which studies the frequency and distribution of linguistic units using statistical techniques*”. (Crystal 2008:399) i.e., this method transforms data obtained from data collection procedure into numerical and statistical data. In addition, Thomas A. Schwandt (2007) defined quantitative research method as a tool for collecting numerical data. (Schwandt 2007:248).

The present quantitative research method is used for analyzing the frequency of metaphorical expressions produced in ten (10) master dissertations; the data gathered are presented in numerical forms and percentages.

2.3.2. Qualitative research method

After the analysis of the corpus we adopted a qualitative research method for analyzing the results, it is used as a method to transform the collected data into the form of words. In other words, in our research, the analysis will consist in the interpretation and comparison of the obtained data. As far as the results obtained are concerned, this study deals with the three dominant metaphors produced by master students and the influence of linguistic context on metaphor production.

Abawi (2008) defined qualitative analysis as a method of constructing a thorough and general concept of an issue tested in real life. That is to say, qualitative research method is a type of research which involves an in depth reasoning of a particular issue in a real environment. According to Croker (2009), qualitative research method necessitates collecting textual data and analyzing it using interpretive analysis. (Croker, R.A. 2009)

Conclusion

This chapter has presented the research methodology adopted to investigate the metaphors production in English master students' dissertations in Linguistics and Literature fields of study; it has offered a descriptive account of the corpus. After that, it has described the data collection procedure. Moreover, this part has explained the data analysis procedures which include both quantitative and qualitative research methods.

CHAPTER III: RESULTS

Introduction

This chapter displays the results obtained from the analysis of the selected dissertations written by master students. It is divided into two sections, the first section includes numerical data which provides the results of the quantitative analysis of the metaphors produced. This will be presented in the form of numbers and percentages and will be displayed in different tables and pie charts.

The second section includes non numerical data which describes the results of the qualitative analysis of the three prominent metaphors, mappings in the three dominant metaphors and the production of metaphors under the influence of linguistic context in linguistic and literature dissertations in the form of texts.

3.1. Results of the Quantitative Analysis

3.1.1. Results of the Quantitative Analysis of Metaphors Produced in Linguistic and Literature Dissertations

In this section, we are going to provide the results of the quantitative analysis of the metaphorical expressions produced by linguistic and literature students when writing their master dissertations. The number of metaphorical expressions produced by both linguistics and literature students are displayed in table (1).

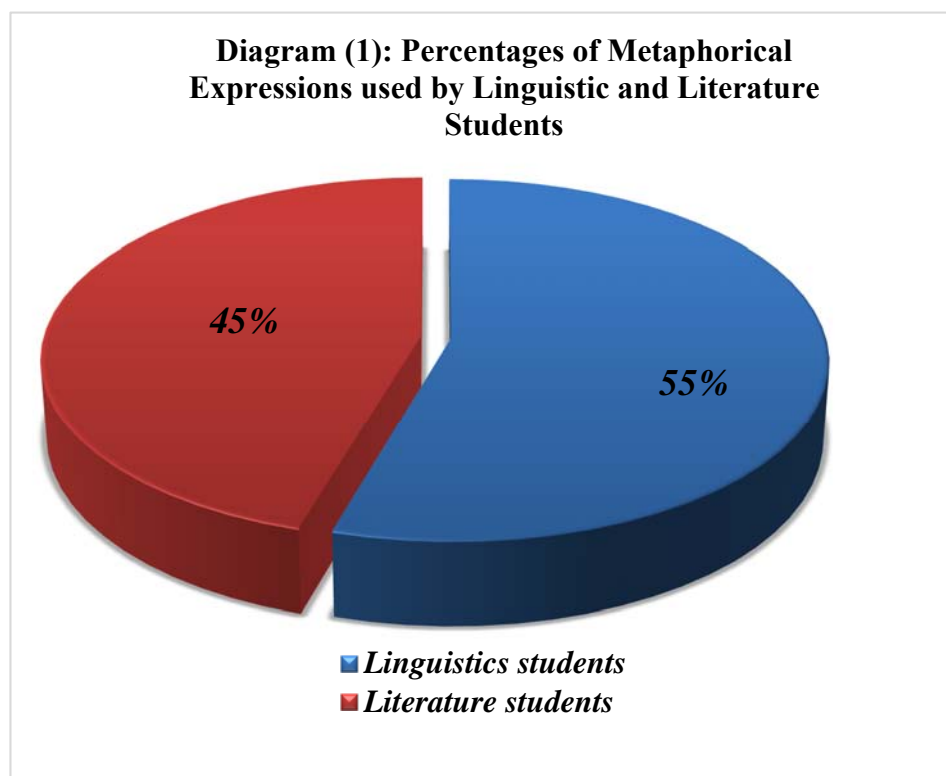
	N° of metaphorical expressions
Linguistics students	371
Literature students	309
Total	680

Table (1): Quantitative Analysis of Metaphors Produced by Linguistic and Literature Students

From table (1) above we notice that 680 is the whole number of metaphorical expressions that are collected from the selected dissertations in the two-fields.

371 metaphorical expressions produced by linguistic students and 309 are produced by literature students.

To make clear the above-mentioned results, we provide them in the form of coloured pie-chart.



The analysis of the master dissertations reveal that both linguistics and literature students extensively produce metaphors when writing their academic works as diagram (1) illustrates. The percentages are nearly the same: linguistic students represent 55% and literature students represent 45%.

3.1.2. Results of the Quantitative Analysis of Metaphors Produced in linguistic Dissertation

This section provides the number and the rate of metaphorical expressions extracted from linguistics master dissertations. Table (2) presents the results concerning the quantitative analysis of metaphorical expressions.

Conceptual Metaphors	N° of Metaphorical Expressions	The Rate
-IDEAS ARE PEOPLE	204	54,98%
-IDEAS ARE OBJECTS	71	19,13%
-THEORIES ARE BUILDINGS	29	17,81%
-IDEAS ARE LIGHT-SOURCES	24	6,46%
-LIFE IS A JOURNEY	13	3,50%
-SIGNIFICANT IS BIG	09	2,42%
-IDEAS ARE PRODUCTS	08	2,15%
-UNDERSTANDING IS SEING	04	1,07%
-ARGUMENT IS WAR	03	0,80%
-IDEAS ARE FOOD	03	0,80%
-TIME IS MONEY	03	0,80%
Total	371	100%

Table (2): The Quantitative Analysis of the Metaphors Produced by Linguistics Students

Table (2) above shows that metaphors are extensively used by linguistics students since 371 metaphorical expressions have been produced.

The conceptual metaphor “*IDEAS ARE PEOPLE*” is largely used by linguistics students when writing their master dissertations; it is used 204 times with the highest percentage (54, 98%). This conceptual metaphor was realized in such linguistic expressions as:

- “*the majority of the grammatical structures describing Muslims participants*”
- “*such representation suggests a balance in terms of power*”.

Then, the conceptual metaphor “*IDEAS ARE OBJECTS*” is used 71 times with (19, 13%) so, it is also extensively produced and this conceptual metaphor was manifested in such linguistic expressions:

- “To connect between society and discourse”.

- “to find out the effect of English outside of school”

Table (2) also indicates the great number of metaphorical expressions that have been produced in master dissertations for instance:

- “Learners should know how to construct their knowledge”.

- “to build new ideas”

These examples correspond to the conceptual metaphor “*THEORIES ARE BUILDINGS*” which is used 29 times this represents (17, 81%). Table (2) also shows that the conceptual metaphor “*IDEAS ARE LIGHT-SOURCES*” is used 24 times with (6, 46%), this conceptual metaphor comes in the form of linguistic expressions as:

- “this chapter highlights the methodology”,

- “the review of literature sheds light on the behaviour problems”.

The conceptual metaphor “*LIFE IS A JOURNEY*” is also present in linguistics students ‘writing, it is used 13 times with the percentage of (3, 50%), they produced such metaphorical expressions as:

- “we can carry on teaching in the same way”,

- “It has some specific rules and steps to follow”.

Furthermore, table (2) indicates that linguistics students have produced such metaphorical expressions as:

- “a great importance in creating a balanced and a stimulating classroom”.

- “this category has been given a great importance”.

These examples are the linguistic manifestation of the conceptual metaphor “*SIGNIFICANT IS BIG*” that is used 9 times with the percentage of (2, 42%).

The conceptual metaphor “*IDEAS ARE PRODUCTS*” is used 8 times with (2, 15%) which is manifested in the following examples:

- *“the ability to produce certain information”.*

- *“mixing between the different styles”.*

The conceptual metaphor “*UNDERSTANDING IS SEING*” is used 4 times with the percentage (1, 07%) in such metaphorical expressions as:

- *“consequences are viewed as an end results”.*

- *“it enables the reader to clearly see the evolution of the research over time”.* These three last conceptual metaphors are less used than the former ones.

Finally, table (2) also presents the least produced metaphorical expressions by linguistics students: “*ARGUMENT IS WAR*” for instance “*engaging in power struggle with teachers and friends*”, “*IDEAS ARE FOOD*” for example “*the text can be consumed*” and “*TIME IS MONEY*” as it is shown in this example “*they do not spend much time with them*” have the same percentage (0, 80%) since they are both used only 3 times.

3.1.3. Results of the Quantitative Analysis of the Metaphors Produced in Literature Dissertations

In this section we are going to present the number and the rate of metaphorical expressions extracted from literature master dissertation.

Table (3) provides numerical data of the number and the rate of metaphorical expressions produced by literature students in their master dissertations.

Conceptual metaphors	N° of metaphoricalExpressions	The rate
-IDEAS ARE OBJECTS	73	23,62%
-THEORIES ARE BUILDINGS	62	20,06%
-IDEAS ARE PEOPLE	50	16,18%
-LIFE IS A JOURNEY	35	11,32%
-IDEAS ARE LIGHT-SOURCES	31	10,03%
-ARGUMENT IS WAR	27	8,73%
-SIGNIFICANT IS BIG	14	4,53%
-ANDERSTANDING IS SEING	10	3,23%
-TIME IS MONEY	4	1,29%
-IDEAS ARE PLANTS	2	0,64%
-ANGER IS FIRE	1	0,32%
Total	309	100%

Table (3): The Quantitative Analysis of the Metaphors used by Literature students

Table (3) shows that metaphors are largely produced by literature students in their academic work. 309 metaphorical expressions have been collected from the selected dissertations. As table (3) indicates, the conceptual metaphor “*IDEAS ARE OBJECTS*” is the most used one by literature students in their master dissertations, it has been produced 73 times with (23,62%). This conceptual metaphor was produced in such linguistic forms as:

- “Women’s liberty must be found”.

- “The idea falls on the pot gender issues”.

Table (3) also shows that many metaphorical expressions such as:

- “The process of constructing an independent self and identity”.

- “He establishes an analogy”.

These examples were produced as the manifestation of the conceptual metaphor “*THEORIES ARE BUILDINGS*”. It has been used 62 times with (20, 06%). The conceptual metaphor “*IDEAS ARE PEOPLE*” is largely used, as it has been produced 50 times which represents 16, 18%). The following metaphorical expressions exemplify it:

- “A concept which describes a set of values”.

- “Racism teaches an inflated sense of importance and values”.

The conceptual metaphor “*LIFE IS A JOURNEY*” is also present in the literature master dissertations which are used 35 times with (11, 32%), as it is manifested in many metaphorical expressions such as:

- “The characters move from vernacular English to standard English while speaking”.

- “Reaching freedom”.

Table (3) also shows that the conceptual metaphor “*IDEAS ARE LIGHT-SOURCES*” is produced 31 times with (10, 03%) as it is exemplified in the following metaphorical expressions:

- “Both authors shed light on how identity intersects with social categories”.

- “She sustains this idea by highlighting different racist views”.

Then, the conceptual metaphor “*ARGUMENT IS WAR*” is produced by literature students 27 times with the percentage (8, 73%) in such forms as:

- “Women’s struggle for liberation”.

- “Hurston defends her race and identity”.

The conceptual metaphor “*SIGNIFICANT IS BIG*” is used 14 times with the percentage of (4, 53%). Students produced related metaphorical expressions as:

- “Antoinette gives a great importance to her name”.

- “Language has a great importance as a medium of communication”.

The conceptual metaphor “*UNDERSTANDING IS SEEING*” is used 10 times with the percentage of (3, 23%). The following metaphorical expressions exemplify that:

- *“as is seen in this quotation”*.

- *“women viewed as the weaker sex”*.

Furthermore, the conceptual metaphor: “*TIME IS MONEY*” is used 4 Times with (1, 29%) as in:

- *“To spend a holiday with her friend”*.

- *“We have spending the last sixmonth in a desperate of forts”*.

The conceptual metaphor “*IDEAS ARE PLANTS*” is used 2 times with the percentage of (0, 64%) that is to say, two linguistic metaphorical expressions produced by literature students which are:

- *“The growth of nationalism in the early nineteenth century”*.

- *“The growth of Afro-Americans’ pride concerning their culture, language and identity”*.

The conceptual metaphor “*ANGER IS FIRE*” has been produced 1time as in the example “*You breathe fire into the smoking embers of naturalism*” with (0, 32%). This metaphor is the least produced of all the metaphors.

3.2. Results of the Qualitative Analysis

This section of our work aims at giving the results of the qualitative analysis. It firstly deals with the three prominent metaphors that we have found in the dissertations of both literature and linguistics fields of research.

Second, it presents the mappings in these three dominant metaphors. Third and last, it deals with the influence of the linguistic context on metaphor production.

3.2.1. The Three Prominent Metaphors in Linguistic and Literature Dissertations

This sub-section provides the 3 dominant metaphors produced by linguistic and literature student. We begin with linguistics field then we move to literature field.

3.2.1.1. The Three Prominent Metaphors in Linguistic Dissertations

In this section, we are going to give a classification of the three prominent metaphors that have been produced by linguistic students according to their important occurrence.

Diagram (2) presents the positions of the three most prominent metaphors used in the selected linguistic master dissertations.

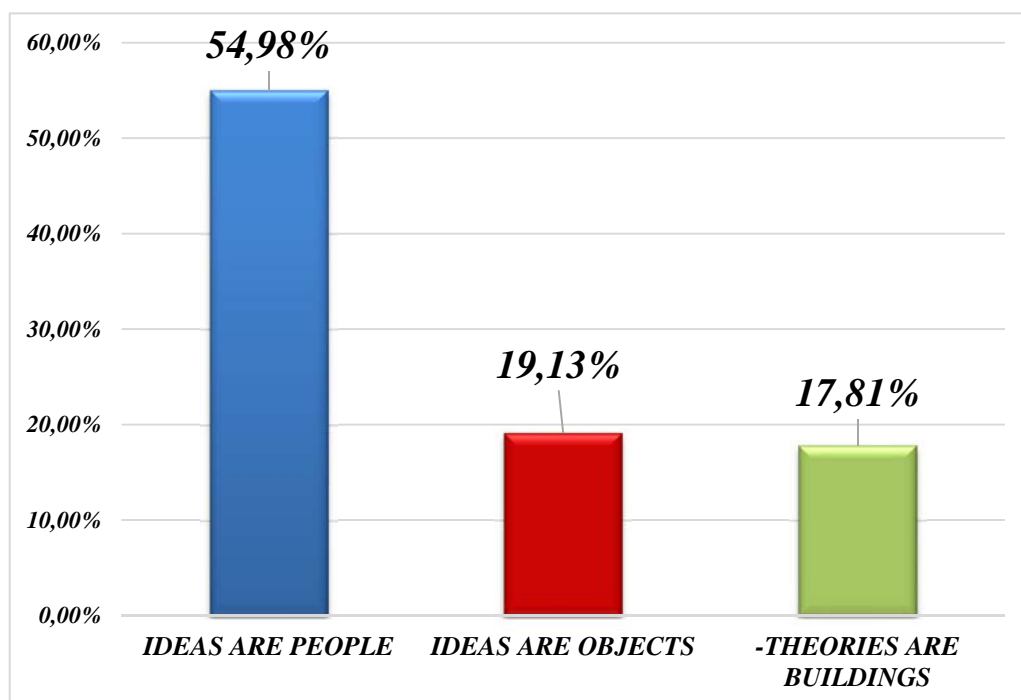


Diagram2:Position ofthe Three Dominant Metaphors Produced by Linguistic Students

Diagram (2) above shows that the three dominant metaphors that have been found in linguistic master dissertations are: IDEAS ARE PEOPLE, IDEAS ARE OBJECTS, and THEORIES ARE BUILDINGS which are classified in different order.

The first position is occupied by the metaphor IDEAS ARE PEOPLE, followed by the metaphor IDEAS ARE OBJECTS; finally, THEORIES ARE BUILDINGS is classified in the third position.

3.2.1.2. The Three Prominent Metaphors in Literature Dissertations

In this section we are going to provide the clarification of the three prominent metaphors that have been produced by literature students.

Diagram (3) presents the positions of the three most produced metaphors in the selected literature master dissertations.

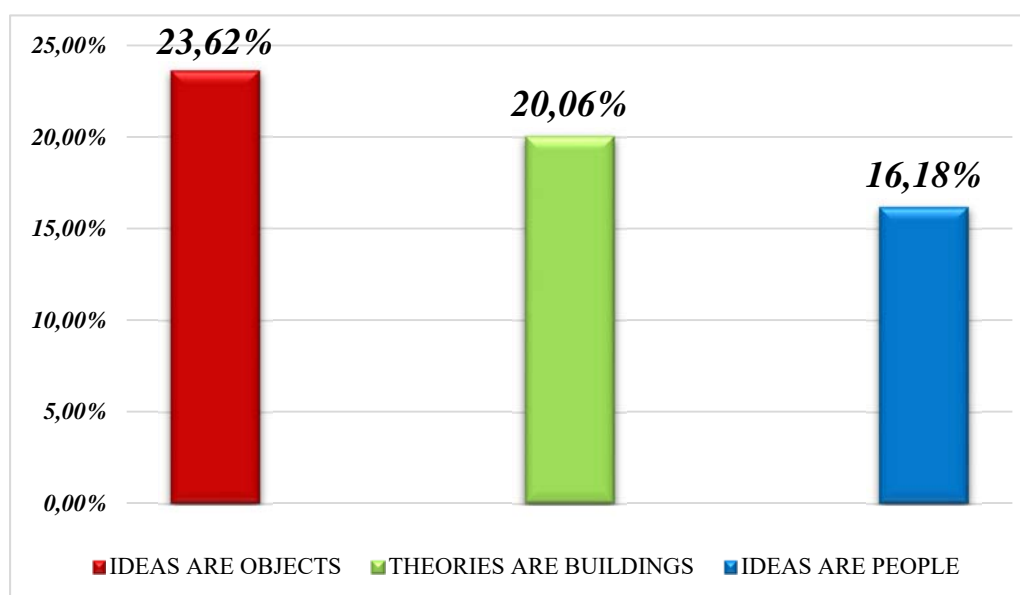


Diagram (3); Position of the Three Prominent Metaphors Produced By Literature Students

Diagram (3) above shows that the three prominent metaphors that have been found in literature master dissertations are: IDEAS ARE PEOPLE, IDEAS ARE OBJECTS, and THEORIES ARE BUILDINGS, which are classified in different positions.

The first position is occupied by the metaphor IDEAS ARE OBJECTS, THEORIES ARE BUILDINGS comes in the second position and the metaphor IDEAS ARE PEOPLE is situated in the third rank.

3.2.2. Mappings in the Three Prominent Metaphors

3.2.2.1. Mappings in the Three Prominent Metaphors in Linguistic Master Dissertations

In this section we will introduce the mappings involved in the three dominant metaphors extracted from linguistic dissertations, we have selected only some mappings (because of lack space). Table (4) provides some mappings of the three prominent conceptual

metaphors found in linguistic dissertations, which are: IDEAS ARE PEOPLE, IDEAS ARE OBJECTS and THEORIES ARE BUILDINGS.

Conceptual Metaphors	Mappings
IDEAS ARE PEOPLE	<ul style="list-style-type: none"> -CONTRIBUTION IS A PERSON WHO COMES (see. example 3 in appendix B) -SENTENCES AND CLAUSES ARE PEOPLE WHO DESCRIBE (see. example 25 in appendix B) -THE WORK IS A PERSON WHO DISCUSSES (see. example 38 in appendix B)
IDEAS ARE OBJECTS	<ul style="list-style-type: none"> -A RULE IS AN OBJECT TO BE BROKEN (see. example 247 in appendix B) -THEORY IS AN OBJECT TO BE BORROWED (see. example 257 in appendix B) -IDEAS ARE OBJECTS TO BE ARRANGED (see. example 266 in appendix B)
THEORIES ARE BUILDINGS	<ul style="list-style-type: none"> -KNOWLEDGE IS A BUILDING TO BE CONSTRUCTED(see. example 277 in appendix B) -IDEAS ARE BUILDINGS TO BE BUILT(see. example 286 in appendix B) -CONCEPT IS A BUILDING TO BE ESTABLISHED(see. example 295 in appendix B)

Table (4): Mappings in the Three Prominent Metaphors in Linguistic Dissertations

3.2.2.2.Mappings in the Three Prominent Metaphors in Literature Master Dissertations

In this section we are going to present the mappings of the three dominant metaphors extracted from literature dissertations, we have selected only some mappings because of the large number of metaphorical expressions, so we can not mention all of them (because of lack space).Table (5) provides some mappings involved in the three prominent conceptual

metaphors picked out from literature dissertations which are: IDEAS ARE OBJECTS, THEORIES ARE BUILDINGS and IDEAS ARE PEOPLE.

Conceptual Metaphors	Mappings
IDEAS ARE OBJECTS	<p>-HELP IS AN OBJECT TO BE OFFERED (see. example 5 in appendix A)</p> <p>-LIBERTY IS AN OBJECT TO BE FOUND (see. example 9 in appendix A)</p> <p>-LOVE IS AN OBJECT TO WIN(see. example 32 in appendix A)</p>
THEORIES ARE BUILDINGS	<p>-ANALOGY IS A BUILDING TO BE ESTABLISHED (see. example 82 in appendix A)</p> <p>-IDENTITY IS BUILDING TO BE CONSTRUCTED (see. example 92 in appendix A)</p> <p>-SENSE IS BUILDING TO BE BUILT(see. example99 in appendix A)</p>
IDEAS ARE PEOPLE	<p>-THEORY IS A PERSON WHO SHOWS(see.example153 in appendix A)</p> <p>-LANGUAGE AND IDENTITY ARE PEOPLE WHO PLAY(see.example 161 in appendix A)</p> <p>-ORIENTALISM IS APERSON WHO COMES (see.example183 in appendix A)</p>

Table (5): Mappings in the Three Prominent Metaphors in Literature Dissertations

3.2.3. Influence of Linguistic Context

In this section, we are going to show the influence of linguistic context on the metaphor production in linguistic and literature master dissertations.

3.2.3.1. Influence of Linguistic Context in Linguistic Dissertations

Our results reveal that the influence of linguistic context in linguistic master dissertations appears in students' production of such metaphors which are related to their

topics such as: IDEAS ARE FOOD for example: *“the text can be consumed”* and IDEAS ARE PRODUCTS for example: *“the ability to produce certain information”* that have been found in linguistic dissertation entitled: Assessment of the Essential Thinking Skills in AT the Crossroad Textbook: An Evaluation.

3.2.3.2. Influence of Linguistic Context in Literature Dissertations

The findings also show that literature students produce metaphors under the influence of linguistic context that are related to their topics for example: IDEAS ARE PLANTS for instance: *“The growth of nationalism in the early nineteenth century”* which has been found in literature dissertation entitled: Language and Identity in John Millington Synge’s *Riders to the Sea* (1904) and Zora Neale Hurston’s *John Redding Goes to Sea* (1921).

The conceptual metaphor “ANGER IS FIRE” is realized in the following linguistic expression: *“you breathe fire into the smoking embers of nationalism”* that has been found in literature dissertation entitled: Gender Discrimination in William Somerset Maugham’s *The Constant Wife* (1920) and Edward Allan Baker’s *Dolors* (1989).

Conclusion

This chapter provided the results sorted out from our investigation of master students’ production of metaphors in their academic dissertations. It is divided into two parts: Part one is a quantitative analysis of the metaphorical expressions produced by both linguistic and literature students. The second part is a qualitative analysis of the three prominent metaphors and the mappings involved in each one of them in addition, the influence of linguistic context on the production of metaphors.

CHAPTER IV: DISCUSSION OF THE FINDINGS

Introduction

This chapter discusses the main results obtained from the analysis of masterdissertations. It is divided into three parts: The first one discusses the results of thequantitative analysis of metaphors produced in linguistic and literature dissertations .The second compares and discusses the three prominent metaphors produced in each discipline. The last one discusses the influence of linguistic context on metaphors production in master students' academic work.

3.1. Discussion of the Results of the Quantitative Analysis

3.1.1. Discussion of the Results of the Quantitative Analysis of Metaphors Produced in Linguistic and Literature Dissertations

Through our study, we infer that metaphors are largely produced by master English students in writing their academic works, as it is pointed out byBerger (2011) *“It does not come as a surprise that academic discourse is quite metaphorical, since most topics dealt with in academic discourse are of abstract nature”* (2011:44) .As it has been mentioned before, 680 metaphorical expressions were collected from just ten (10)dissertations in both disciplines linguistics and literature .371 expressions concerning the linguistics field and 309expressions in literature.

3.1.2. Discussion of the Results of the Quantitative Analysis of Metaphors Produced in Linguistic Dissertations

Through our study of the statistics collected from our corpus, linguistic students produced a large number of metaphorical expressions when writing their works, their production of metaphors is different in term of rate and position. As the metaphor IDEAS ARE PEOPLE for examples:

- This research work follows the traditional complex model.
- This theory provides the means to analyze the visual aspects of the representation of Muslims in western printed newspapers.

These results support Lakoff's and Johnson's view of personification as a process that highlights particular aspects of people and attributes them to physical objects.

The metaphor IDEAS ARE OBJECT as examples:

- To give the impression that what has been represented.
- To connect between society and discourse.

The metaphor THEORIES ARE BUILDING as examples:

- Students actively build knowledge.
- Construct new meaning.

These three metaphors are used with a high percentage in comparison with other metaphors as ARGUMENT IS WAR for instance:

- Engaging in power struggles with the teacher to show that he/she is powerful person.
- Logical sequences should never be used in a power struggle...they may backfire.

IDEAS ARE FOOD as examples:

- This new way of teaching gives learners the opportunity to become actively involved in the process of learning rather than being passive consumers of information.
- The text can be consumed.

TIME IS MONEY for examples:

- They do not spend much time with their children.
- I will not waste my time on meaningless tasks.

So, the three previous metaphors are produced by linguistic students with low percentage which represent just 0, 80 %.

These results obtained through our study confirm Berger's (2011) and Cameron's claims that discourse is highly metaphorical, since after our analysis of the selected dissertations we have found a large number of metaphorical expressions that have been produced by students

3.1.3. Discussion of the Results of Quantitative Analysis of Metaphors Produced in Literature Dissertations

Literature students produced also a large number of metaphors collected from just five (5) dissertations. But the difference between them appears in their rates and order.

As the metaphor IDEAS ARE OBJECTS for examples:

- to seek for free love.
- The truth is revealed.

The metaphor THEORIES ARE BUILDINGS for instance:

- Post colonial feminism emerged and sought to establish the relationship between race and gender.
- He constructed the identity of the colonizer.

The metaphor IDEAS ARE PEOPLE for example:

- Drama which plays a major role.
- The feminist movement comes with the claim of civil rights.

Similarly, to the results obtained in Linguistics, IDEAS ARE PEOPLE was ranked within the three most used metaphors. This result sustains Low's (2008) claim that personification is more prevalent than other conceptually systematic ways of metaphor use.

These three metaphors are produced in literature dissertations with a high percentage in comparison with others metaphors such as:

TIME IS MONEY for examples:

- I have been spending the last six months in a desperate of forts.

-To spend a holiday with her friend.

The metaphor IDEAS ARE PLANTS for example:

- The growth of nationalism in the early nineteenth century.

-The growth of Afro-American s' pride concerning their culture, language and identity.

The metaphor ANGER IS FIRE for instance:

-You breathe fire into the smoking embers of naturalism.

The last three metaphors are less produced than the three previous ones.

These results reveal that students' discourse is highly metaphorical this might be caused by the high degree of abstractness characterizing it, as claimed by Hyland (2006).

3.2. Discussion of the Results of the Qualitative Analysis

3.2.1. Comparison and Discussion of the Three Prominent metaphors

Through our analysis, we notice thatmaster students of both linguistics extensively use metaphors and literature .They produce a large number metaphors in term of type with different percentages and order or position.

- In Linguistics:

1. IDEAS ARE PEOPLE 2.IDEAS ARE OBJECTS 3.THEORIES ARE BUILDINGS

-In Literature:

1. IDEAS ARE OBJECTS 2.THEORIES ARE BUILDINGS 3.IDEAS ARE PEOPLE

thatmeans that the metaphors: "*IDEAS ARE PEOPLE*", "*IDEAS AREOBJECTS*" and "*THEORIES ARE BUILDINGS*" are the three dominant metaphors in the two disciplines.

As it is revealed through our analysis, "*IDEAS ARE PEOPLE*"(Personification) is one of the three prominent metaphor produced by master students, this corresponds to what (Lakoff, 1980 and Low, 2008) found.However, we notice that they are used differently in each field in terms of percentages and classification.

First, the metaphor IDEAS ARE PEOPLE is produced with 54, 98%. Then, the metaphor IDEAS ARE OBJECTS with the rate of 19, 13%.

Finally, THEORIES ARE BUILDINGS with the percentage 17, 81%. These three metaphors are the three prominent metaphors produced in the field of linguistics.

Concerning the literature field master students used the following three metaphors as the three most dominant ones in their academic works: First IDEAS ARE OBJECTS with 23, 62%. Then, the metaphor THEORIES ARE BUILDINGS with the rate of 20, 06%. Finally, IDEAS ARE PEOPLE represent the percentage 16, 18%.

Both linguistic and literature master students use the same metaphors: IDEAS ARE PEOPLE, IDEAS ARE OBJECTS and THEORIES ARE BUILDINGS but with different rate and percentages. In linguistics field, the metaphor IDEAS ARE PEOPLE occupies the first position whereas in literature it occupies the third position, then the metaphor IDEAS ARE OBJECTS occupies the second position in linguistic field while it takes the first one in the literature field. Finally, the metaphor THEORIES ARE BUILDINGS occupies the third position in linguistic field whereas it occupies the second position in literature.

3.2.2. Comparison and Discussion of the Mappings in the three Prominent Metaphors

In this subsection, we provide some mappings involved in the three prominent metaphors in linguistics and literature. Then, we examine the influence of linguistic context. As we have many examples, which could take a lot of space, we select just few examples to discuss them. The following conceptual mappings are selected from linguistics field.

- IDEAS ARE PEOPLE

This metaphor is used 204 times by linguistics students who produced it by using a variety of terms as: comes, discussed, describing ... that are related to the source domain

(PEOPLE) to describe the abstract notion (IDEAS) which means that ideas are very often presented as people and the following conceptual mappings clarify that:

1-THE THEORY IS A PERSON WHO PROVIDES.(See Appendix B example 15)

2-REPRESENTATION IS A PERSON WHO EVOKES.(See Appendix B example 16)

3-THE CHAPTER IS A PERSON WHO DEPICTS.(See Appendix B example 23)

4-SENTENCES AND CAUSES ARE PEOPLE WHO DESCRIB.(See Appendix B example 25)

5-THE CHAPTER IS A PERSON WHO DISCUSS. (See Appendix B example34)

- IDEAS ARE OBJECTS

In this type of metaphor where ideas are very often presented as objects, this metaphor is used 71 times by linguistic students .They used a variety of terms that related to the source domain (OBJECTS) to describe the abstract notion (IDEAS), for instance the following conceptual mappings mention that clearly:

1- THE FOCUS IS AN OBJECT TO BE PUT ON. (See Appendix B example 210)

2-IDEAS ARE OBJECTS TO BE TRANSMITED. (See Appendix B example 216)

3-THE EFFECT IS AN OBJECT TO BE FOUND OUT. (See Appendix B example 220)

4-THE ATTENTION IS AN OBJECT TO BE TURNED. (See Appendix B example248)

5-THE SILENCE IS AN OBJECT TO BE BROKEN. (See Appendix B example273)

- THEORIES ARE BUILDINGS

This metaphor where students used different terms as: establish, construct, build, and destroy ... that are related to the source domain (BUILDING) to describe the abstract notion (THEORIES). The following conceptual mappings illustrate that:

1-KNOWLEDGE IS A BUILDING TO BE BUILT. (See Appendix B example283)

2-MEANING IS A BUILDING TO BE CONSTRUCTED. (See Appendix B example 286)

3-SELF –ESTEEM IS A BUILDING TO BE BUILT. (See Appendix B example 287)

4-THE CONCEPT IS A BUILDING TO BE ESTABLISHED. (See Appendix B example 293)

5-FUTURE IS A BUILDING TO BE BUILT. (See Appendix B example 299)

On the other hand, from literature we have collected the following conceptual mappings:

- IDEAS ARE OBJECTS

This metaphor is produced by literature students in writing their works .They used a variety of terms related to the source domain (OBJECTS) to describe the abstract notion (IDEAS), the following conceptual mappings mention that clearly:

1-ISSUES ARE OBJECTS TO BE COVERED. (See Appendix A example 13)

2-LIBERATION IS AN OBJECT TO BE GAINED. (See Appendix A example 17)

3-LOVE IS AN OBJECT TO BE WON. (See Appendix A example 32)

4-AIM IS AN OBJECT TO BE ACHIEVED. (See Appendix A example 42)

5-SENSE IS AN OBJECT TO LOSE. (See Appendix A example 61)

- THEORIES ARE BUILDINGS

Literature students used different terms as: establish, construct, build, and destroy...etc that are related to the source domain (BUILDING) to describe the abstract notion (THEORIES) and the following conceptual mappings illustrate that:

1-IDENTITY IS A BUILDING TO BE BUILT. (See Appendix A example 92)

2-HERITAGE IS A BUILDING TO BE BUILT. (See Appendix A example 98)

3-SENSE IS A BUILDING TO BE BUILT. (See Appendix A example 99)

4-CULTURE IS A BUILDING TO BE RECONSTRUCTED. (See Appendix A example 108)

5-STANDARD LANGUAGE IS A BUILDING TO BE DESTROYED. (See Appendix A example 114)

- IDEAS ARE PEOPLE

Literature students produced this kind of metaphor by using a variety of terms as: comes, discussed, describing ... that are related to the source domain (PEOPLE) to describe the abstract notion (IDEAS) which means that ideas are very often presented as people and the following expressions clarify that:

1-FEMINIST MOVEMENT IS A PERSON WHO COMES. (See Appendix A example 138)

2-RACISM IS A PERSON WHO TEACHES.(See Appendix A example 144)

3-NATIVECULTURES ARE PEOPLE WHO REVIVED.(See Appendix A example 154)

4-LANGUAGE AND IDENTITY ARE PEOPLE WHO PLAY. (See Appendix A example 161)

5-NEGRO MOVEMENT IS A PERSON WHO REVIVED.(See Appendix A example 169)

These selected conceptual mappings from both linguistics and literature show clearly the influence of linguistic context on the production of metaphors. First, in terms of topic which means that mappings are influenced by the linguistic context for example in literature field, students write in topics such as: racism, nationalism and love. In contrast, to linguistics students deal with topics as: Teaching English language in general.

It is worth to mention that master students do not use the original conceptual metaphors directly but rather their manifestations, which are a variety of metaphorical expressions that are derived from the original conceptual metaphors.

To be explicit, the use of conceptual metaphorical expressions is the results of the conceptual mapping that allows people to talk about abstract concepts using terms that correspond to concrete concepts as argued by Lakoff G. And Johnson .M “*This is what we mean when we say that the human conceptual system is metaphorically structured and defined. Metaphors as linguistic expressions are possible precisely because there are metaphors in person’s conceptual system*” (Lakoff. G and Johnson .M, 1980:125) .

3.2.3. Discussion of the Influence of Linguistic Context on Metaphor Production

Through our analysis, we infer that the linguistic context has an influence on the production of metaphors as it is asserted by Kövecses (2009), the linguistic context may influence the selection of metaphorical expression for example:

when we talk about the progress of a particular process and we want to say that the progress has become more intense. We can say that the progress ‘*accelerate*’, ‘*speeds up*’, ‘*moves faster*’ (2009:12).

In linguistics for example the metaphor “IDEAS ARE PEOPLE” is used with a high percentage 54, 98 % whereas in literature the metaphor “*IDEAS ARE OBJECTS*” has just 23,62 % which is considered as the high rate. In addition to this, the metaphor “*IDEAS ARE PLANTS*”, “*ANGER IS FIRE*” are used in the literature field whereas they are absent in linguistics.

In addition, “*IDEAS ARE FOOD*”, “*IDEAS ARE PRODUCTS*” are two metaphors that are used in linguistics and absent in literature. This means that the context has a great influence on the production of metaphors, which is clearly mentioned in the use, and absence of some conceptual metaphors in linguistics and literature. As advocated by Kövecses (2018) who claims that the production of metaphors influenced by the diversity of contextual factors.

To summarize that, there are some metaphors used in the field of linguistics which are almost absent in the field of literature as: the metaphor “*IDEAS ARE PRODUCTS*” with 2, 42% for example: “*how students mixed reference in the bibliography*” and ‘*IDEAS ARE FOOD*’ with 0, 80% for instance “*the text can be consumed*” are present in linguistic master dissertations while they are absent in literature field with 0%.

We notice that literature students use some conceptual metaphors while linguistics students neglect them as the conceptual metaphor “*IDEAS ARE PLANTS*” with 0, 64% for instance:

“the growth of Afro-Americans’ pride concerning their culture, language and identity” and “*ANGER IS FIRE*” for example: “you breathe fire into the smoking embers of naturalism with0, 32% while they are totally absent in linguistics disciplines.

Conclusion

This chapter has discussed the main results collected from the analysis of the selected dissertations written by master students. It is divided into three parts: Part one discussed the results of the quantitative analysis in both literature and linguistics .The second part discussed and compared the results of the three prominent metaphors in each field .Finally, it discussed the influence of the linguistic context on the production of metaphors.

GENERAL CONCLUSION

Our work is a quantitative and qualitative study of the metaphors produced by master students at the English Department of Tizi-Ouzou University in their dissertations. The qualitative method of research has provided in depth explanation of the production of metaphorical expressions and the quantitative method has indicated the numbers of metaphorical expressions produced by both linguistic and literature students.

Our study attempted to shed light on the nature of the production of metaphors in master students' dissertations relying on MIP method. This work has sought to reach our main objectives: To analyse and to explore the types and the frequency of linguistic metaphorical expressions used by master students in the two disciplines in their dissertations. Then to explore how the linguistic context influences the production of metaphors in the two disciplines. The corpus was extracted from ten master dissertations, which made a total of 680 metaphorical expressions.

These dissertations were selected from different specialities in the field of Linguistics namely, Language and Communication, Applied Linguistics and Social Semiotics and the field of Literature, more precisely, Comparative Literature, Cultural and Media Studies and Drama/Theatre. This research study was restricted to the University of Tizi-Ouzou because of time limitation, but also to serve the aim of our study, which is to unveil metaphors production by master students when writing their academic works at the English department of MMUTO.

The results of the analysis of master dissertations revealed that students produced different numbers of metaphors. In addition, it was discovered that the three most used metaphors by linguistic and literature students were the same but with different order. In Linguistics field, the order of the three metaphors was:

1-IDEAS ARE PEOPLE, 2-IDEAS ARE OBJECTS, 3-THEORIES ARE BUILDINGS, whereas in Literature field, the order was:

1-IDEAS ARE OBJECTS, 2-THEORIES ARE BUILDING, 3-IDEAS ARE PEOPLE.

The discussion of our results obtained from the quantitative and qualitative analyses has allowed us to confirm our first (1st) and second (2nd) hypotheses as linguistic and literature students extensively produced metaphors in their master dissertations with different frequency as the quantitative analysis of the selected works clarified that .In addition, the results indicated that linguistic context has a great influence in their production of metaphors therefore, the third (3rd) hypothesis has been confirmed ..

The present study was restricted to a corpus of ten master dissertations, therefore future research studies should attempt to analyse a larger number of dissertations.In addition, our modest work is not complete since it was limited to the production of metaphors in written academic discourse, thus it will be interesting for the future researchers to incorporate the left dimension: interpretation and understanding of conceptual metaphors. As they may use other instruments, for example classroomsobservations, interviews and questionnaires in order to collect data.

We hope that this work contributes to the field of English Language Teaching (ELT), since the use of metaphors and metaphorical expressions is a natural expected phenomenon of language, then it should be an important part in written discourse in terms of making writing more engaging and exciting clear and gaining points in a creative way.

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APPENDICES

Appendix A

In this section, we present the metaphorical expressions that are collected from literature master dissertations, the metaphorical expressions are underlined in order to be distinguished from the rest.

I-IDEAS ARE OBJECTS

1. to seek for free love
2. The truth is revealed
3. These two sisters seen to search family comfort
4. To let a future be open to her
5. She cannot offer a help for her
6. To offer a comfortable life
7. To reveal the notion of freedom
8. To achieve the social equality
9. Women's liberty must be found
10. For achieving an economic independence
11. Achieving her economic independence
12. To offer a shared business to Constance
13. To cover all the issues related to women
14. To gain the supreme victory
15. Man has gained freedom
16. Man can gain his freedom and self defense
17. To gain their liberation
18. The female characters have never gained the opportunity to be educated
19. To show how women depend on man
20. Gender inequality is shown through Sandra who used to live under the control of her husband
21. It is important to gain transcendence
22. She keeps silence four six month without any revolt
23. Kim is a picture that demonstrates on one hand, the power of the British empire as a superior dominant
24. On the one hand, she suffers from her sad relation with the pilot
25. On the other hand, she has emotion toward both Lyes and Mounir
26. On the other hand, writers from the Irish revival like W.B Yeats , Lady Gregory and Douglas Hyde
27. Synge, on the one hand participated in Irish literary revival
28. On the other hand, Hurston participated in the Harlem Renaissance

29. On the other hand, Zora Neale Hurston s' John Redding Goes To Sea, has been the target of many critics
30. On the other hand, post-colonial authors make great use of subversion in their language
31. To achieve our goal
32. He won her love by means of magic
33. Lucius gains clearly their sympathy and pity
34. The idea falls in the pot of gender issues
35. This conflicting existence falls in Kristiva s' concept
36. Lucius' loss of social status lose
37. Lucius metamorphoses make him loss his masculinity
38. Both novels are open to various interpretation
39. We have shown the dynamics of intertextuality between the two works
40. The similarities are shown at the level of the themes
41. Its importance is shown when he is missed
42. To achieve this aim
43. To achieve his imperialist goals and aims
44. He is always with the French and helps them to achieve their objectives
45. To help the colonizer in achieving their goals
46. To achieve this aim
47. He achieved his imperial goal
48. Aisha received a French education
49. In one side, it attempted to protect the native tribe property
50. In the other side, the 'douar' was formed in order to change the social structure of society
51. In one hand, India during the late of 1890s' was characterized by three important events
52. In the other hand, Algeria during the 1900s' witnessed an intellectual and political upheaval
53. Cassard , the protagonist of his trilogy represented his voice in one hand
54. Symbolized the new people in the other hand
55. On one hand, he reinforces the idea of the exotic land
56. On the other hand, he stresses the idea of British achievements and works
57. She sustains this idea by highlighting different racist views
58. The Japanese people loss of identity
59. To achieve true liberation
60. She digs deeper into the past
61. The picture 'brides' makes them lose any sense of self identity
62. They become self-effacing, invisible, unable to embody an independent spirit and lose any sense of identity
63. She lost all hope in living and all trust in people
64. On one hand, it has been assumed that both Rhys and Otsuka incorporate into their narratives methodologies.
65. On the other hand, it seemed appropriate to make reference to krenshaw s' theory

66. On the one hand, Sandoval's main accepts accord to the analysis of the major issues of this dissertation
67. Krenshaw's theory, on the other hand seems appropriate given that the analysis how identity intersects with such social categories as gender and race.
68. On the one hand, the analysis of the texts in the light of Sandoval's theoretical framework revealed that
69. On the other hand, the two novels display the interaction between identity, gender and race.
70. On the one hand, the choral 'we' allows a Japanese immigrant to have an "incremental impact through the power of shard narration".
71. On the other hand, this same narrative technique implicates the reader
72. On the one hand, both of them criticize the patriarchal discourse
73. On the other hand, Rhys and Otsuka criticize the racial discourse

II- ARGUMENTS (AND THEORIES) ARE BUILDINGS

74. The process of constructing an independent self and identity
75. An established patriarchal order
76. Post colonial feminism emerged and sought to establish the relationship between race and gender
77. He establishes an analogy between Antoinette and the wild natural surroundings of the west Indian landscape
78. She is offered a glimmer of hope to construct her identity
79. The medium through which good relationships are established among people
80. The construction of her independent self
81. Antoinette could have constructed an independent self
82. He establishes an analogy
83. Sandoval's "revolutionary mode" aims at rebelling against an established order
84. People ha to oppose the established order
85. Both of them rebelled against the established order
86. The image constructed by the colonizing white men
87. The French-Algerian writers who wanted to construct a heritage from their presence
88. The constructed identity in the works
89. The British-Indians and the French-Algerians constructed for themselves an imagined identity
90. Colonial identity is a construction which serves the purposes of the colonizer
91. To establish territorial authorities
92. He constructed the identity of the colonizer
93. Kipling notably constructed British colonizer figure
94. They are proud of being there and established a strong relations with the soil
95. This literary movement reflects the political ideas of the French-Algerians writers who seek to build their own heritage
96. They are the starting points foreestablishing the colonial discourse

97. He created the new people to construct a nation
98. Random shows and reinforces his sense of belonging to Algeria through the constructed heritage
99. He tries to build a new and real sense of belonging which he wants and looks for
100. A sort of farther-son relationship is established between the man and the child
101. The character Kim constructed his colonial identity
102. For him a nation is a constructed phenomena
103. The writers use the category of Anglo-Indians and French-Algerians to represent and build up the imagined community
104. Kipling intends to construct the nation through representation
105. The French-Algerians wanted to build a strong relation with the colony
106. Both renaissances attempted to construct an identity for their people
107. To correct the image of afro-Americans constructed by Americans
108. Reconstructing their own culture
109. Destroying the structure of the words
110. She destroys the syntax and grammar of the standard English
111. Hurston wants to dismantle and destroy the English language
112. Hurston wants to dismantle and destroy the English language
113. Lashley suggests that Rastafarian s' aim was to deconstruct the English language
114. Hurston destroys the standard language and its syntax
115. To get vernacular destroyed dialect
116. Hurston aims to disturb and destroy the sense of standard English
117. Language is an important element that construct the Irish and afro-American identities
118. We will try to establish a kind of communication
119. To construct the readers' awareness
120. A text is constructed out of already existent discourse
121. The established customs are completely out of their personal value and aspiration
122. To establish an imaginative dialogues
123. To establish a kind of active communication
124. He constructed the script
125. we build our topic
126. Customs are socially constructed
127. It is for man to establish the reign of liberty
128. She comes to build herself consciousness
129. The constructed values in society
130. To break the established order and constructed meaning
131. To break the established order and constructed meaning
132. Hooks stresses on destroying the cultural beliefs
133. The established order of society
134. Establishing the sense
135. To construct new meaning

III -IDEAS ARE PEOPLE

136. Drama which plays a major role
137. This belief gave men the opportunity to oppress women
138. The feminist movement comes with the claim of civil rights
139. This life has no goal
140. This violence creates a kind of fear in her
141. The actions that show the subversion
142. The first chapter has shown that women has been for a centuries a subject of discrimination
143. A concept which describes a set of values
144. Racism teaches an inflated sense of importance and values
145. This division gives birth to domination and discrimination
146. Her revolt comes as an answer to her husbands' betrayal
147. This rewards show the great importance and the echo of the novel in the world of literature
148. The principle aim of their works is to present and treat the cultural ,economic issues
149. Apuleius works were primarily centered on philosophy, religion and magic which came as outcomes of this social and cultural context
150. Metamorphoses is the only Latin novel that has survived in its entirety
151. This event turns Luciu s' life upside down and marks
152. Both works treat issues that address equally readers' literary needs
153. This theory shows the way which coincide.....
154. As a results many Irish and Afro-American writers came to revive their nativecultures
155. Our paper explores the theme of language and identity in the two works
156. Our present research paper proposes a comparative study
157. Douglas Hyde and John Millington Synge aimed to revive their Gaelic language and identity
158. She adds that his play aims to revive the Irish folklore
159. According to Mish Kino, language plays an important role in the cultural revival of both Afro-American and Irish people
160. According to Mish Kino, language plays an important role in the cultural revival of both Afro-American and Irish people
161. The issue of language and identity play a key role in the cultural revival of both Afro-American and Irish people
162. This paper intend to show a comparative study in the two literary works at the level of language
163. Our research paper suggests a study of language and identity
164. Synge and Hurston share the same goal of reviving and restoring the Irish and theAfro-American dialects
165. The story tells Mauryas' suffering who had already lost six men of her family in the sea

166. The story turns around the life of the protagonist John Redding
167. Our research paper analyzes the common points between the two works
168. This chapter explored the various strategies adopted by Synge and Hurston
169. The birth of the Negro movement
170. The efforts and ideas of the Irish literary revival inspired some Harlem Renaissance Writers in reviving their own culture
171. Many Irish writers among J.M. Synge came to revive the Gaelic language
172. Synge looks for a way to revive the Irish language
173. Both Zora Neale Hurston and John Millington Synge have the same aims to revivetheir language and culture
174. Synge aims to revive and impose the Irish language
175. Glossing provides more explanations and details about something
176. J.M. Synge and Zora Neale Hurston succeeded in reviving their native language
177. A variety of factors gave birth to Antoinette's crisis of identity
178. From this reflection comes their necessary engagement
179. Different social assumption and beliefs that give birth to prejudices
180. To revive forgotten facts
181. This statement shows how Kipling as a pro-imperialist writer celebrated the British empire in his work
182. This quotation shows clearly that Rudyard Kipling plays an important role in the creation of British colonial power
183. The literature of orientalism came from European imperialism
184. The creation of the mutiny gave birth to the fear of the Indian Independence
185. The early nineteenth century knew the birth of what is called nationalism

IV - LIFE IS A JOURNEY

186. Women have been throughout history subject of legal discrimination
187. Who need protection throughout their lives
188. The experience of women throughout history
189. She starts with a very famous quotation
190. De Beauvoir starts her first volume
191. Until the end of his life
192. Starting from Sartre s' argument about freedom
193. The beginning of an independent carrier far from the domestic spheres
194. Freedom of man goes back to history
195. At the beginning she obeys to what society dictates to her
196. To go beyond it to reach transcendence as man
197. Reaching freedom
198. Before starting our comparison
199. To start with a short presentation of the two authors
200. The starting of a long journey to find salvation
201. They start to ask questions

202. In her journey, she experiences different roles and discover many things about herself
203. Lucius, firstly, without hesitation started a relation with photis
204. We are not going to use sources
205. The results reached throughout our comparative study
206. The Irish started to use English as a means of communication with the English
207. The characters move from vernacular English to standard English while speaking
208. These authors started to produce a set of literary works
209. The two authors start from the every idea of creating stories
210. They move forward with a strategy of oppositional consciousness
211. Rhys and Otsuka move from the state of subject to that of agents
212. To reach certain conclusion
213. The last conclusion that has been reached
214. The author begins his novel by the description of Kim
215. Beside the political situation in the novel, it also traces the journey of Kim athirteen years old orphaned son from an Irish heritage
216. He starts to tell them about his mishaps and pains
217. We may start by explaining the connotation
218. Algeria starting from the accommodation crises
219. To start our textual analysis
220. The protagonists' journey in both works

V - IDEAS ARE LIGHT-SOURCES

221. Both authors shed light on how identity intersects with social categories
222. The post-colonial feminist writers who shed light on the interaction of gender andrace
223. In the light of Trauma theory
224. She shed light on possible mechanism
225. She shed light on the way the presence of the male figure
226. Both Rhys and Otsuka shed light on the economic inequalities
227. The following quote sheds light on the suffering women endure
228. Otsuka in her narrative sheds light on the measures that are likely to be taken in time of crisis
229. Rhys in wide Sargasso sea sheds light on how Antoinette s' gender affects deeplyher identity
230. The following quote from the novel sheds light on how the change in locationaffects people s' perception of their identity
231. They shed light on how these three social categories interact and influence eachother
232. She sustains this idea by highlighting different racist views
233. Both Rhys and Otsuka highlight the qualities of subjugated groups

234. The intersections of race and gender highlight the need to account for multiple grounds of identity
235. This part of our dissertation sheds light on the theories
236. It also sheds light on a general revision
237. Main fate is childbearing and housekeeping, in light of Beel Hooks.
238. We have read the two works in the light of Simone De Beauvoir
239. To highlight the harsh reality
240. She highlight the plight of families
241. In the light of Ashcroft s' concepts
242. In the light of post colonial theory
243. In the light of the concept 'Abrogation'
244. After having analyzed the two novels in the light of the theory cited above
245. Our aim is to shed light on the textual parallels between the two selected novels
246. The second part sheds light on the most shared themes that are best represented in both works
247. We will shed light on the results reached throughout our comparative study
248. In the light of what has been said, it is clear that both characters are ambivalent
249. From the light of what has been said, we may say that both Apuleius and Amari's novels cannot be separated from the cultural context
250. In the light of Tissan s' words
251. In the light of all what has been said

VI- ARGUMENT IS WAR

252. Women s' struggle for liberation
253. A movement or struggle to end sexism
254. The feminist struggle against domination
255. He finds himself engaged in a war of creation and production
256. Baher s' protagonist Dolores has acted against the convention of her society
257. Struggling for the benefit of the one woman
258. Struggle to improve their situation
259. The necessity to struggle against male s' domination
260. Antoinette struggles painfully for an identity and place in society
261. These women keep struggling against male domination
262. The struggle for their liberation
263. She keeps struggling against the two opposing forces
264. They struggle to maintain their identities
265. Though the Japanese picture brides struggle to preserve their customs and ethnicity
266. Women struggle to get place in society
267. She sheds light on possible mechanism of resistance against oppression
268. To defend their language and identity
269. His mother was against this idea of living home
270. To defend their identities

271. Writers are still fighting and struggling for the existence of their black consciousness
272. Hurston s' aim in writing her short story was to defend her native dialect
273. They struggled to defend the African-American and the Irish identities
274. The writers who adopted the strategies of appropriation as a means to defend their identity
275. Hurston defends her race and identity
276. A way of struggling and searching for the recognition of her dialect and identity
277. Defending their identities
278. Both of them rebelled against the established order

VII- SIGNIFICANT IS BIG

279. The constant wife is a little known play
280. He met one of the great loves of his life
281. Men s' an women s' relationship which is of a great importance
282. India was certainly the most valuable and the great important colony of great Britain
283. Antoinette gives a great importance to her name
284. The rewards shows the great importance and echo of the novel of the world of literature
285. One of the major concept
286. Chawki Amari that we think is of great relevance to explore our subject under study
287. Chawki Amari is noticeablehe is the founder of the association "Youth Action of Algerie s"
288. The presentation of characters is of a great importance
289. "The Golden Ass" and" L'Ane Mort" are of great importance
290. The philosopher had a great importance
291. The two great philosophers Plutarch and sextus
292. Language has a great importance as a medium of communication

VIII- UNDERSTANDING IS SEING

- 293.He is seen as the absolute, the essential
- 294.Race is seen as a norm to whether do discriminate an individual or not
- 295.She argues that the western society sees that men unequal
- 296.Women are viewed as the weaker sex
- 297.As seen in this quote
- 298.The way the colonizer sees the culture of the colonized
- 299.This can be seen in the way she imitates English people
- 300.As seen in this quotation

301. These are seen as lacking in any kind of independent meaning

302. For the elite is mostly seen as the cradle of knowledge

IX- TIME IS MONEY

303. I have been spending the last six months in a desperate of forts

304. To spend a holiday with her friend

305. He suppresses her long time desired sense of identity

306. Synge's Riders To The Sea explores the time that he spent in the Aran Islands

X- IDEAS ARE PLANT

307. The growth of nationalism in the early nineteenth century.

308. The growth of Afro-American's pride concerning their culture, language and identity.

XI- ANGER IS FIRE

309. You breathe fire into the smoking embers of naturalism.

Appendix B

In this section, we present the metaphorical expressions that are collected from linguistic master dissertations , the metaphorical expressions are underlined in order to be distinguished from the rest.

I-IDEAS ARE PEOPLE

1. The results of the study reveal that the daily telegraph and the USA today broadsheets.
2. The western media has draw the attention of several researchers .
3. Another contribution comes from Selloum Dehia (2014).
4. This research work follows the traditional complex model .
5. The general introduction followed by four chapters.
6. This approach seeks to investigate critically social inequalities.
7. CDA is continuously enriched with new approaches.
8. Naturalism goes further and becomes reinforced.
9. Different issues which come out every day.
10. Textual analysis will remain the main focus on this dissertation.
11. The text will give insights about, not only how Muslims are presented in the these articles .
12. To accomplish the present work and answer the research questions, the social semiotic multimodal approach along with fairclough s' CDA will be used .
13. social semiotics takes sign as part of discursive sociocultural practice and not as fixed , intrinsic and simply two-layered components.
14. A dynamic mechanism goes hand in hand with their perception of human subjects as agents who are influenced by the socio-cultural context in which they are situated.
15. This theory provides the means to analyze the visual aspects of the representation of Muslims in western printed newspapers.
16. Representation evokes within the viewed.
17. The abovementioned broadsheets meet the requirement of this investigation.
18. This broadsheet takes a keen interest on politics.
19. Expressive value gives insights about the participants.
20. The texture show positive or negative attitudes.
21. Grammatical expressive values are explored through the use of modal verbs which reflect power relations and status to withhold permission and impose obligation.
22. The choice of lexis gives insights about the producer s' knowledge.
23. This chapter depicts the results related to the analysis of the representation of Muslims in two daily printed western broadsheets.
24. Lexical items describing Muslims positively.
25. Sentences and clauses describing Muslims.
26. The following table depicts the results.

27. Results obtained reveal that Muslims are often portrayed as being connected directly with the viewer through a vector formed by the participant s' gaze.
28. The following table display the results.
29. The present research adopts one type of modality which is the naturalistic one ,since the corpus is composed of natural or real images .
30. This chapter displayed the main results of the linguistic as well as the visual analysis of the representation of Muslims.
31. The different semiotic resources employed to portray Muslims.
32. The analysis has also been carried out on how the images salience is created .
33. The analysis has shown that Muslims participants, in both the daily telegraph and USA today, are depicted in particular ways.
34. This chapter discusses the main results.
35. The examination of articles shows that Muslims are associated with a limited set of contexts and circumstances which are characterized by terrorism, violence, conflicts and groups.
36. The grammatical structuring often implies responsibility, consciousness and intention.
37. The majority of the grammatical structures describing Muslims participants.
38. The present work discusses the results collected from the analysis clauses and sentences in relation to two distinct types of modality.
39. Fundamentalism and violence, consequently, shapes public opinion.
40. These images define how a Muslim is or means, as someone with a bear and a veil on, or attending a mosque, and excluding the rest of Muslims who may look different.
41. This media practice, serves to shape the audience s' opinion.
42. Some representations depict participants looking directly to the view while others do not.
43. Such representation suggests a balance in terms of power.
44. Images can depict relations based on the represented distance between the viewer and the depicted participant.
45. The analysis seeks out what ideologies or implied values are transmitted through such pictures.
46. This chapter discussed the main results collected from the analysis of Muslims representation in two western daily printed broadsheets.
47. The results revealed that both of the aforementioned newspapers promote a rough and stereotyped image of Muslims.
48. The analysis has shown the hidden meaning and ideologies.
49. The results confirm the hypotheses.
50. The present work has investigated the representation of Muslims.
51. This wok has sought to reach two main objectives.
52. The study has shown that the social semiotics and the critical discourse analyses have been useful and yielding in terms of analysis media discourse.
53. The visual findings have revealed that Muslims participants have, been more, depicted as actors involved in different actions and events.

54. It traces of causality depicts the results.
55. The present study aims at analyzing master dissertations in order to discover the different ways students of English use references.
56. The findings also reveal that various referencing systems are interchangeably used by students.
57. The present work probes the use of references.
58. It gives more credibility and integrity to their work.
59. General conclusion section restates the main points.
60. The second one (chapter) explains the methods used to analyze the corpus and provides a description of the mixed method.
61. This section aims to explaining the procedures.
62. Qualitative analysis consists in checking the theoretical framework.
63. This chapter highlights the methodology.
64. This chapter has reported the results.
65. This chapter has described the results.
66. The present research shows that the most used referencing system is the MLA system in literature-civilization specialties.
67. They use these sources to meet their information needs.
68. The presence of English in the Maghreb linguistic landscape.
69. The study aims first, to explore the frequency of English use in Maghrebi countries.
70. The present study shows that despite the Maghreb's acceptance of the infiltration of English in their sonorous linguistic landscape.
71. Four main languages shaped the linguistic landscape.
72. Maghreb music is rich and diverse.
73. English has been invading every part of the world.
74. The study shows that English is mostly used for business.
75. Multilingualism holds a high value.
76. The presence of English in the shop signs.
77. The findings of the research reveal that the majority of signs labeled in English are of a subject nature and the spread of English in Algeria is an offshoot of globalization.
78. Research also draws inspiration from the sub-discipline of sociolinguistics.
79. The presence of English on the fine arts.
80. The presence of English in public place.
81. This work will adopt the theoretical framework.
82. The dissertation follows the traditional simple structure.
83. This chapter explains our analytical framework.
84. The world is living an increase in relations.
85. English and globalization go hand in hand.
86. English succeeded to overpass the school fences.
87. Channels have invaded most Tunisian homes.
88. English in Tunisia still lags behind standard Arabic.
89. Music is universal and allows each culture include its part.

90. Both songs and poetry have a lot to share.
91. The current study that aims to reveal these different social conventions and ideologies that lay behind the song lyrics reflecting the personal experiences of the Maghrebi singers.
92. This music genre still living.
93. This genre started to get its popularity.
94. Different Berber varieties were blooming.
95. English made its part few decades ago.
96. How social power abuse, dominance and inequality are reflected discourse taking into accounts the social and political context.
97. CDA goes beyond the analysis.
98. His definition connects ideology to power in relations.
99. The main aim of the work is to raise awareness to the dominance of one group of people over another group through language.
100. The third section explains the procedures.
101. This approach showed that historical background.
102. English used to be totally absent in the Maghreb.
103. The study forced some limitations during the collection of the corpus.
104. Our research will focus only on the directed approach which necessitates that the analysis starts with a previous theory or relevant research finding.
105. The theory which allows encoding two main categories.
106. Songs followed by politics.
107. The lyrics reveal that all reveals that all the three types of sentences are present.
108. This chapter has first presented the results of the study.
109. The chapter will attempt to provide answers.
110. The second section discusses the findings.
111. The presence of English in Maghrebi territories remains unusual.
112. Rai music often restored to metaphors.
113. I will tell it to the moon.
114. Sing it to the sky.
115. I will deceive my love.
116. CDA sees that social processes that social processes as dynamic and discourse as historical produced and interpreted.
117. The songs under the study have revealed two main issues in relation to gender.
118. The antonyms show that the relation between men and women is so different and hierarchical in favor of men.
119. Such expressions and lexical aspects reflect ideological significance.
120. Calling the forces to give them the chance and freedom.
121. Modality has to do with authority and power in relations i.e. it has to do with the speaker s' implicit and hidden authority and power over his/her recipient.
122. Pronoun comes to express relational values using pronouns.
123. This chapter has discussed the findings of the study.
124. The presence of English in Maghreb musical sphere.

125. The dissertation sets two main objectives.
126. The study has adopted CDA approach.
127. The Algerian Elhadj Mohammed El-Anka widely known as the father of Chaabi.
128. The present work aims at investigating the influence of descriptive behaviors on student s' learning.
129. This work seeks to answer the following questions.
130. This work adopts the theoretical framework.
131. This chapter describes the classroom setting.
132. The behavior problems take place.
133. The quotation denotes that from teachers' point of view, disruptive behavior is an unacceptable concept in the classroom that affect negatively students' acquisition of different activities.
134. Absence of emotional nourishment.
135. These rules will be punished.
136. Misbehaviors influence students' perception of knowledge and minimize the fact of having access and create disorder and unsafe environment that prevent students from meeting their academic needs.
137. Little learning will take place.
138. Punishment aims to control behavior.
139. Punishment can stop the behavior.
140. Discussion of classroom management practices usually emphasize.
141. That punishment does not work with this category of students.
142. Punishment invites relation and is not an effective teaching method.
143. Punishment does not take place in the democratic teaching.
144. The obtained findings show that most teachers do not use punishment.
145. They are reasonable and help to teach responsibility to learners.
146. This question that reveals that the majority of teachers that represents (48%) have more then (4) disruptive students in their classrooms.
147. Confront the child with the four goals.
148. Little learning will take place.
149. This chapter has discussed the data.
150. The results show also that discipline problems at school affect negatively the acquisition of skills.
151. The teachers face behavior problems in their classroom.
152. Positive theory that can help them.
153. This research dealt with the issue of student s' behavior problems at school.
154. Classroom environment nowadays suffers from this real issue.
155. Logical consequences assist the teachers.
156. This chapter has dealt with the review.
157. This chapter reviewed the main points.
158. Problems faced during the study.
159. Classroom observation allows us to confirm or disconfirm the questionnaires' results.

160. The aim of this section is to reveal the distributions of the skills.
161. The results show that the majority of the participants become active in the learning process.
162. Respondents face discipline problems.
163. As it is shown by this pie charts.
164. This new way of teaching gives learners the opportunity to become actively involved in the process of learning.
165. This research aims to evaluate the textbook.
166. This dissertation follows the traditional model.
167. The general conclusion provides a summary of the research.
168. The fourth section deals with some explanations of assessment.
169. Constructivism comes with a new way to teach and learn.
170. This kind of teaching gives the learner the opportunity to be actively involved in the learning process.
171. The constructivism approach encourages students to think critically.
172. Constructivism as an educational theory offers the learners the opportunity to develop his /her cognitive abilities.
173. Assessment presents the information and ideas.
174. Assessment allows teachers to draw a clear picture about their students.
175. Assessment plays a vital role in promoting students' progress.
176. The summative assessment deals with marks and grades.
177. Formative assessment delivers information during the instructional process.
178. The mental process which takes place in the individual s' mind.
179. The operations individuals' thought goes through in order to deal with a given task or problem.
180. The different steps that the mind should go through.
181. Ideas take place.
182. This skill allows grouping items.
183. Textbooks play prominent role in the teaching process.
184. The data collection section provides us with the description of qualitative method.
185. This section offers a series of activities.
186. Qualitative method gave us the possibility to describe the activities.
187. This chapter has introduced the methodological design.
188. Our analysis takes into account the five assessment sections.
189. Table one shows that the textbook At the Crossroads of five units including Getting through, once upon a time, our finding show, Eureka! And Back to nature.
190. Our findings show Eureka! And Back to nature.
191. This diagram shows that Transformations present 36, 36% of the totality.
192. Table two shows that the majority of essential skills that responds to 33, 3 presented through the nineteen tasks.
193. The following chapter deals with the discussion of our findings.
194. The results chapter shows that this category is developed with 31, 57% within the tasks of assessment section.

195. This percentage comes at the second position.
196. These results show that interpretation, one of the competences that textbook aims to develop.
197. This example shows how classification skill can be performed through tasks.
198. The results show that this cognitive level is developed with 26, 31% and occupies the third position.
199. The results show that causation skill is not developed.
200. The collected data show that the textbook designers gave more importance to the production skills.
201. This results show that the textbook designers gave more importance.
202. Findings that show the transformation skill has the highest amount percentage.
203. The aim of this research was to evaluate the assessment section.
204. This view aim to teach students to think creativity.

II- IDEAS ARE OBJECT

205. Proper referencing provides the researchers with solid arguments.
206. To explore the function of references General concept of an issue tested in real life.
207. Critics tend to classify the broadsheet as the conservatives' newspaper.
208. Shaping public opinion in certain ways.
209. To give insight about how usual input (depicted participants) should be read together either as whole or in separated entities.
210. The focus was put on the items.
211. It gives insight about the writer s' perceptions.
212. The means to influence and shape the opinions.
213. The reader is expected to grasp the idea.
214. To give the impression that what has been represented.
215. To give the impression that has been represented is a matter of common sense rather mere assumption and opinions.
216. Transmit certain ideas and beliefs.
217. On the one hand, language is influenced by society.
218. Offers, on the other hand, suggest the absence of interaction between the views as they address him/ her directly.
219. On the other hand, image 4 from the daily telegraph depicted a group of Muslims worshipping (preying) from an oblique angle.
220. To find out the effect of English outside of school.
221. To reveal the real reasons for the unusual linguistic.
222. Create emotion on their listeners.
223. Bringing with them this music genre.
224. To explore the opaque the relationship.
225. To connect between society d and discourse.
226. To sort-out the hidden powers.

227. To sort out the hidden ideologies.
228. We always find a combination of French and Arabic.
229. Please make my soul shine.
230. From revealing their feeling.
231. Using religion as a means to reach personal goals/
232. What my dreams are made of.
233. If only you could read my mind.
234. To create a relationship of solidarity.
235. I want to show you the truth..
236. On one hand, our attention was first caught by the fact that Algerians sing in English.
237. On the other hand, we came across a greater number of Algerians singers during the process of corpus selection on the internet.
238. On the one hand, aim to get rid of male dependence, and male singers.
239. On the other hand, aim to strengthen their control and independence and evaluate women.
240. On the one hand, the former is used refer to familiarity and in-group membership of participants.
241. On the other hand, the latter refers to the implicit authority and power of the addressed to speak for others.
242. Show respect to their teachers.
243. Showing disrespect to teachers.
244. The classroom observation is the most efficient toolin relation to our work.
245. That is imposed on a person through breaking a rule.
246. They will gain an understanding.
247. Teachers devote their time.
248. Turn their attention.
249. Teachers use any theory drawn from psychology.
250. They create a climate of disorder.
251. The parents throw away their responsibilities.
252. It is not easy to separate sequences from punishment.
253. It is attention seeking.
254. They misbehave to achieve one of the four goals.
255. Any theory borrowed from educational psychology.
256. That is to achieve one of these four goals.
257. To check the extent to which the theoretical data obtained are true.
258. On the one hand, this chapter describe the classrooms setting where behavior problems take place.
259. On the other hand, we focus on teachers' responses to behavior problems in the classroom.
260. On the other hand, happen without teachers' intervention.
261. On the other hand, is punitive and/or penal in nature.
262. Teachers will use punishment to deal with behavior s' problem.
263. The discovery of new knowledge.

264. That is to say, thinking is the activity of setting and arranging ideas in the mind.
265. Many of them agree that some skills should be performed in such a manner as to achieve the desired results.
266. The learners grasp the sensory perception.
267. To help themselves to achieve the desired goals.
268. The five essential thinking skills can be found in activities.
269. To discover new knowledge and information.
270. The learners should be able to show their cognitive competences.
271. To break down the information.
272. Break your claims.
273. Break their silence.
274. Complex model which breaks down into general conclusion followed by four chapters and ends up by general conclusion.
275. General concept of an issue tested in real life

III- THEORIES (and ARGUMENTS) ARE BUILDING

276. Learners should know how to construct their knowledge.
277. Knowledge is actively constructed by learners.
278. Learners have to construct their own knowledge.
279. To construct new understanding.
280. Individuals can construct their knowledge.
281. The act of establishing cause and effect and making assessment.
282. Learners establish cause effect and make assessment.
283. To construct their knowledge.
284. To build new knowledge.
285. To build new ideas.
286. Students actively build knowledge.
287. Construct new meaning.
288. Building self-esteem.
289. Two main categories were established.
290. English as the medium of the instruction of scientific subject.
291. To establish an imaginary relation with the view since they address him/her directly .
292. To establish an imaginary relation with the viewer as they address him/her directly.
293. The grammatical constructions presenting Muslims.
294. To establish the concept of personality.
295. All styles of referencing build steps to follow.
296. The referencing system established by the University of Chicago (2010).
297. It gives evidence and support the arguments used in an assignment.

298. One of the most important practices expected from the writers of any academic work is the proper referencing of the sources of information they use to support their work.
299. Researchers have to support their ideas.
300. It helps them to build their future.
301. When teachers have trouble in establishing management and order.
302. Establishing and administering logical sequences.
303. By assisting them to build their self confidence.
304. To build a positive relationship between the teacher and his students.

IV- IDEAS ARE LIGHT-SOURCES

305. The review of literature that sheds light on the behavior problems.
306. Across cultural domains allowing to highlight the traces of cultural and ideological meaning.
307. Some of these principles are going to be highlighted.
308. This chapter highlights the methodology.
309. The different findings have been discussed in the light of the analytical framework.
310. Fairclough highlights the relevance of analysis how the three levels affect one another within any given discourse.
311. Semiotics highlights more the actual ‘making’ process of the various sing system
312. The act can be highlighted by facial expression.
313. Rational modalities which are highlighted by the use of personal pronouns.
314. Different ways as some are highlighted than others.
315. This has more to do with highlighting the presence of Muslims.
316. This is done on purpose to highlight the appearance and look of Muslims.
317. The results generated from the analysis of social distance, point of view, gaze, modality, vocabulary and grammar in order to highlight the nature of Muslims.
318. In the light of the two theoretical frameworks.
319. Semiotics details in the light of the large social context.
320. To study and analyze representations in the light of multimodality.
321. In the light of these theories, this study attempted to shed light the presence of Muslims.
322. To shed light on the nature of the presentation of Muslims by analyzing different linguistic aspects.
323. The essential thinking skills is more highlighted in the tasks.
324. These skills are more highlighted.
325. As it is highlighted in the diagram (5).
326. This skill is the most highlighted in the tasks.
327. The most highlighted one is transformations skill has the highest amount of percentage.
328. Some skills are more highlighted than others.

V- LIFE IS A JOURNEY

- 329. He/she can carry on teaching in the same way.
- 330. We move on to deal with thinking.
- 331. The chapter starts with first section.
- 332. It has some specific rules and steps to follow.
- 333. We will start by the first section.
- 334. Thoughts are changing through time.
- 335. The first of these principles identifies the main reason behind using any referencing style and other four principles are essential instruction to follow.
- 336. Referencing has specific principles to follow.
- 337. The analysis starts with previous theory.
- 338. It helps the teachers to reach their objectives.
- 339. Consequences are viewed as an end results.
- 340. Teachers do not follow any theory.
- 341. They do not follow any principle.

VI- SIGNIFICANT IS BIG

- 342. Because of its great importance.
- 343. A great importance in creating a balanced and a stimulating classroom.
- 344. The biggest problem is when the students show disrespect to their teachers.
- 345. Students who misbehave acquire little knowledge.
- 346. A great number of settlers from Europe.
- 347. Language has a great number of features.
- 348. Slight differences in citing electronic sources.
- 349. This category has been given great importance.
- 350. It has a great importance because it is the basis of all other skills.

VII- IDEAS ARE PRODUCTS

- 351. The ability to produce certain information.
- 352. It is more generating ideas or producing thoughts.
- 353. This level is encouraged to produce knowledge.
- 354. The production of meaning.
- 355. Mixing between the different styles.
- 356. Assumption raised in a particular research.
- 357. How students mixed references in the bibliography.
- 358. The singer uses metaphors to increase the poetic scope.

VII- UNDERSTANDING IS SEING

- 359. Consequences are viewed as an end results.
- 360. It enables the reader to clearly see the evolution of the research over time.
- 361. Ideas and concepts viewed as natural and objective.

362. Modality is added to see how close depicted participants are to reality through the analysis of how visuals are elements as: color contrast, the background of the image.

VIII- ARGUMENT IS WAR

363. Engaging in power struggle with teachers and friends.
364. Engaging in power struggles with the teacher to show that he/she is powerful person.
365. Logical sequences should never be used in a power struggle...they may backfire.

IX-IDEAS ARE FOOD

366. This new way of teaching gives learners the opportunity to become actively involved in the process of learning rather than being passive consumers of information.
367. The text can be consumed.
368. Affect the way texts are consumed.

X- TIME IS MONEY

369. They do not spend much time with them.
370. They do not spend much time with their children.
371. I will not waste my time on meaningless tasks.

Appendix C

The list of the ten dissertations that have been analyzed.

I -Literature Dissertations:

1-Speciality: Cultures and Media Studies.

Title: Language and Identity in John Millington Synge's *Riders to the Sea* (1904) and Zora Neale Hurston's *John Redding Goes to Sea* (1921).

Presented by: Taous Lardjane

Saida Ghebraoui

Supervised by : Mrs . Hassiba Bensafi

2-Speciality: Cultures and Media Studies

Title: Gender, Race and Identity in Jean Rhys's *Wide Sargasso Sea* (1966) and Julie Otsuka's *The Buddha in the Attic* (2011).

Presented by : Samia Sikadir

Supervised by : Mouloud Siber

3-Speciality: Dramatic Arts

A comparative Literature Study: Julia Kristivas' "Intertextuality" in Apuleius' *The Golden Ass* and Chawki Amaris' *L'Ane Mort*.

Presented by: Kahina Amari

Nawal Chaib

Supervised by : Gada Nadia

4-Speciality: Cultures and Media Studies

Title: British India(ns) in Rudyard Kipling's Kim (1901) and French-Algeria(ns) in Robert Randau's les Algerianistes.

Presented by: Tassadit Rekai

Linda Mansouri

Supervised by: Fatima Bensidhoum

5-Speciality: Dramatic Arts

Title: Gender Discrimination in William Somerset Maugham's the Constant Wife (1920) and Edward Allan Baker's Dolores(1989

Presented by: Ouanes Amal

Ouzaid Ouzna

Supervised by: Mr. Khelifa Arezki

II- Linguistic Dissertations.

1-Speciality: Language and Communication

Title: Assessment of the Essential Thinking Skills in AT the Crossroads Textbook: An Evaluation

Presented by: Said-Idris Nadjma

Tighilt Karima

Supervised by: Aouine Akli

2- Speciality: Language and Communication

Title: Investigating Student's Use of References in Their Master Dissertations: The Case of the Department of English at MMUTO

Presented by: Soumia Aggoune

Isma Amroun

Supervised by: Pr. Fodil Mouhamed Sadek

3- Speciality: Language and Communication

Title: The use of English in Maghreb Songs: A Critical Discourse Analysis of Some Lyrics

Presented by: Kasdi Radia

Supervised by: Pr. Fodil Mouhamed Sadek

4- Speciality: Applied Linguistics and Social Semiotics

Title: Managing Behavior Problems in the English Language Classroom to Increase Learner's Academic Achievement: The Case of Secondary School Teachers of English in Tizi-Ouzou

Presented by: Ait Hamouda Zazou

Djema Taous

Supervised by: Mr. Chetouane Madjid

5- Speciality: Applied Linguistics and Social Semiotics

Title: The Representation of Muslims in Western Media: A Social Semiotic Analysis of the Daily Telegraph and USA Today

Presented by: Malem Ahmed

Supervised by: Dr.Yassine Souryana

