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**Title:**

**Students' Readiness to Use Metonymy in Communication  
Case Study of Master Students at the Department of English  
at Mouloud Mammeri University of Tizi-Ouzou**

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## **Dedication**

*I dedicate this humble work to my beloved parents, my brothers and my sisters.*

*To all my friends and anyone who helped me in some way.*

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## **Abstract**

This dissertation is a descriptive research study which aims to explore students' readiness to use metonymy in communication and identify the challenges they face when dealing with metonymical expressions. To proceed with inquiry, we applied a mixed method combining the qualitative and quantitative methods for data collection and analysis. We selected randomly 36 Algerian Master students of English studying in the department of English at Mouloud MAMMERRI University of Tizi-Ouzou to whom we distributed questionnaires during June, 2024. The questionnaire composed of quantitative and qualitative questions analyzed quantitatively by using a statistical package (SPSS) and qualitatively by using content analysis. The results of the study reveal that the majority of the students have not shown readiness to use metonymy because of the challenges in understanding and dealing with metonymy.

**Keywords :** Students, Readiness, English Language, Metonymy, Mixed method

## Table of contents

<b>Dedication .....</b>	<b>II</b>
<b>Acknowledgements.....</b>	<b>II</b>
<b>Abstract.....</b>	<b>III</b>
<b>Table of contents .....</b>	<b>IV</b>
<b>List of Abbreviations .....</b>	<b>V</b>
<b>General Introduction .....</b>	<b>1</b>
<b>1-Statement of the Problem .....</b>	<b>1</b>
<b>2-Research Questions.....</b>	<b>3</b>
<b>3-Hypothesis .....</b>	<b>3</b>
<b>4-Research objectives.....</b>	<b>4</b>
<b>5-Significane and Purpose of Research.....</b>	<b>4</b>
<b>6-Research Methodology .....</b>	<b>4</b>
<b>7-Structure of the Study .....</b>	<b>4</b>
<b>Chapter 1: Review of the Literature</b>	
<b>Introduction.....</b>	<b>7</b>
<b>1-Defining Readiness.....</b>	<b>7</b>
<b>2-Individual Psychological Learnig Theories.....</b>	<b>7</b>
<b>2-1 Readiness in Educational Setting.....</b>	<b>7</b>
<b>2-1-1Constructivist Theory.....</b>	<b>7</b>

<b>2-1-2 Defining constructivism.....</b>	<b>8</b>
<b>2-1-3 Piaget and constructivism .....</b>	<b>8</b>
<b>2-1-4 Processes of Cognitive Development.....</b>	<b>9</b>
<b>2-1-5 Application to the Classroom.....</b>	<b>9</b>
<b>2-1-6 Zone of Proximal Development.....</b>	<b>10</b>
<b>2-1-7 Application to the Classroom.....</b>	<b>11</b>
<b>2-1-8 Self-Determination Theory.....</b>	<b>12</b>
<b>2-1-9 Practical Application.....</b>	<b>14</b>
<b>3-Defining Metonymy .....</b>	<b>14</b>
<b>4-Typology of metonymy .....</b>	<b>16</b>
<b>5-Significance of Metonymy in Language.....</b>	<b>16</b>
<b>6-Factors Influencing Metonymy Comprehension .....</b>	<b>17</b>
<b>7-Challenges of Metonymy for EFL Learners .....</b>	<b>18</b>
<b>8-Previous Studies on Metonymy .....</b>	<b>18</b>
<b>Conclusion.....</b>	<b>19</b>

## **Chapter 2: Research Design and Methodology**

<b>Introduction.....</b>	<b>22</b>
<b>1-Research method.....</b>	<b>22</b>
<b>2-Setting and Sample.....</b>	<b>22</b>
<b>3-Data CollectionTools .....</b>	<b>23</b>

<b>3-1 Questionnaire.....</b>	<b>23</b>
<b>3-2 Piloting the Students Questionnaire.....</b>	<b>23</b>
<b>4-Precedures of data analyse.....</b>	<b>24</b>
<b>Conclusion.....</b>	<b>25</b>

### **Chapter 3: Presentation of the Findings**

<b>introduction.....</b>	<b>27</b>
<b>1-presentationof the results of the questionnaire.....</b>	<b>27</b>
<b>Conclusion.....</b>	<b>41</b>

### **Chapter 4: Discussion of the Findings**

<b>Introduction.....</b>	<b>43</b>
<b>1-Discussion of the Results of the Questionnaire .....</b>	<b>43</b>
<b>2-Analysis of Factors Influencing Metonymy Comprehension .....</b>	<b>44</b>
<b>3-Analysis of Results in Relation to the Hypothesis.....</b>	<b>45</b>
<b>Conclusion.....</b>	<b>46</b>
<b>General Conclusion.....</b>	<b>48</b>
<b>References list.....</b>	<b>50</b>
<b>Appendices.....</b>	<b>55</b>

## **List of Abbreviations**

**EFL:** English as a Foreign Language

**ELT:** English Language Teaching

**MMUTO:** Moulou dMammeri University of Tizi-ouzou

**ESP:** English for Specific Purpose

**General**

**Introduction**

## **General Introduction**

### **1-Statement of the Problem**

In English language teaching, the goal is not only to improve students' proficiency in grammar and vocabulary but also to enhance their linguistic creativity, enabling them to navigate daily communication effectively. One of the key ways this is achieved is through the use of figurative language, which plays a crucial role in helping learners understand and express abstract or complex ideas in simpler, more relatable terms. Besides metaphors, similes and euphemism which are main figures of speech, we find metonymy which is a way to replace one word with another that is directly associated with it, such as using the phrase "the White House" to indicate the American executive, and "the Blue House" to indicate the South Korean administration.

Traditionally, the definitions of metonymy suppose the meaning that it is "a figurative device to provide some charm and grandeur" (Guan, 2009, p.179). That is to say, it is used for aesthetic effects, mainly in poetry and literature. However, later on, metonymy has gained other meanings and is approached mainly from cognitive linguistics that provide definitions about metonymy from cognitive perspectives, which insist on the mental process. For instance, Radden and Kovecses defined it as "a cognitive process in which one conceptual entity, the vehicle, provides mental access to another conceptual entity, the target, within the same idealized cognitive model" (1992, p. 21). In fact, Lakoff and Johnson assume in their prominent book entitled *Metaphors we Live by* that "metonymy, like metaphor, is not only a linguistic form but also a powerful cognitive tool for people's conceptualization of the world" (Guan, 2009, p.179). In Lakoff's and Johnson's words, "...metonymic concepts structure not just our language but our thoughts, attitudes, and actions".

There are different metonymic types that serve different purposes, which are understood by establishing the connection between the source and the target since metonymy is based on the concept of relatedness. Mahdi (2009) cited several functions of metonymy provided by Al-Husseini (1992) and Fayoud (2004), such as emphasis, materialization, euphemism, concealment and disguise, magnifying, and brevity. The use of metonymy enables people to communicate in short way with fewer words. In addition, it makes abstract meanings more concrete (Mahdi, 2009). Besides, metonymy helps us to replace complex ideas by understandable ones and without need to deep explanation, i.e. it reduces ambiguity, and embodies our understanding of language ( Vasiloaia, 2018). So, metonymy is not just an exchanging of words; it's a linguistic tool through which we structure and enrich communication in English (Radden and Kövecses, 2007, P.7).

Indeed, there are some studies that show the effect of metonymy on the enrichment of language and ensure variation in language use. Guan, for example, conducted a study in 2009 in which he explored the cognitive nature of metonymy in terms of its definition, classification, and the notion of contiguity. He concluded that understanding the cognitive nature of metonymy can greatly enhance the efficiency of vocabulary teaching and help increase students' vocabulary. Based on the richness of metonymy and its effect, researchers recommended integrating the teaching of metonymy into EFL curricula.

The use of metonymy in daily conversation and in language teaching and learning is of considerable importance and is recommended in order to enrich language use and convey different functions; however, we notice that metonymy has received very little attention, mainly in academic research. In the Algerian context, for instance, the studies that have been conducted about this topic are not numerous and they are done mostly in Arabic language. Indeed, the research in the Algerian theses website did not show any result about any academic work conducted about metonymy in English language. Our research in this

website resulted in few studies conducted in Arabic, like the study of Messaudi who has done at KasdiMerbah university under the title *Investigating Foreignisation and Domestication Strategies In Translating Metonymy In The Holy Quran Arabic Culture-bound Metonymic Expressions*, the study of Salem and Amezian, from university of LarbiBen M'hidi, entitled the *Dimensions of Metonymy in Al-Mutanabbi's poetry*, and the study of Rehab from university of Biskra, who explored the topic *Metonymy in the Significance of Miracles by Al-Jurjani :From Rhetorical Organization to Aesthetic Employment*. Therefore, conducting a research study about metonymy in English became a need. In this study, then, we are going to investigate metonymy in English language by focusing on students' readiness to use this figure of speech in their daily life. We will target Master students at the department of English at MMUTO .

## **2-Research questions**

In order to investigate this topic, we have formulated the following questions that guide our research

1. How do Master's students in the Department of English at MMUTO perceive their readiness to incorporate metonymy into their communication?
2. Which challenges do they face when dealing with metonymical expressions?

## **3-Hypotheses**

H1 There is a significant level of perceived readiness among Master's students in the Department of English at MMUTO to incorporate metonymy into their communication.

H2 There is no significant level of perceived readiness among Master's students in the Department of English at MMUTO to incorporate metonymy into their communication.

H3The students face challenges of different types when they deal with metonymy.

H4 The students do not face challenges of different types when they deal with metonymy.

#### **4-Research Objectives**

This study attempts to achieve the following objectives:

1-to explore the students' conception of metonymy and check their readiness to use it.

2-to find the challenges that the students meet when they deal with metonymy.

#### **5-Significance and Purpose of Research**

The study will be significant for it may contribute for the field of research about metonymy, mainly in English language. Furthermore, it aims to help students and teachers understand the importance of employing metonymy in the academic work. It also contributes to more academic and scientific writing.

#### **6-Research Methodology**

In order to investigate students' readiness to use metonymy in their communication, the study relied on a mixed method by using descriptive statistics to report and analyze the data. The study relied on the technique of questionnaire that will be administered to Master students in the Department of English language at MMUTO in order to collect data about the respondents' readiness to use metonymy. The questionnaire is mostly composed of quantitative and qualitative questions which are formulated departing from literature and statements provided by different researchers.

#### **7-Structure of the Study**

This study is composed of four chapters, preceded by a general introduction and followed by a general conclusion. The general introduction presents the background of the study, the

statement of the problem, the research questions, the hypotheses, the objectives and significance of the study, the methodology used to conduct the study, and lastly the structure of the study. The first chapter, which is review of literature, provides an introduction to metonymy and its importance in the English language, the objectives of English language teaching in Algeria, definition of some concepts related to metonymy, exploration of metonymy typology and its role in everyday communication and in English language teaching and learning, and a presentation of the challenges that metonymy poses to foreign language learners. The second chapter, entitled methodology, presents the research methods of data collection and analysis and information about the procedures used collect and analyze the data. The third chapter, entitled the results, display the findings obtained after collecting the distributed questionnaires. The fourth chapter, entitled discussion, interprets the analyzed data based on the provided literature. Finally, the study ends with a general conclusion that summarizes the whole work and the key findings.

# **Chapter 1:**

## **Review of the Literature**

## **Introduction**

This chapter represents the theoretical foundations of the research. The work starts by defining what readiness means, then provides the definition of metonymy, its typology, its significance in language, its prevalence in everyday English, then mentions how metonymy shapes English communication and factors influencing metonymy comprehension, after that it addresses challenges of metonymy for EFL learners. Lastly, the chapter will provide an overview of previous studies on metonymy.

### **1-Defining Readiness**

Readiness refers to willingness or a state of being prepared for something (Cambridge dictionary). Farrant defined readiness as “dependent upon what has taken place in the child’s physical and mental development to enable him to learn special skills. E.g readiness for walking is dependent upon the legs having become strong enough to support the body and muscles coordination having sufficiently developed to maintain balance in a standing position” (Farrant, 1980, P7).

### **2-Individual Psychological Learning Theories**

There are many theories that support the individual learning where the practice is to allow students to learn according to their own preferred learning style, taking into consideration their individual differences. Geelan (1997) states that in developing teaching approaches one must keep in mind that knowledge is actively constructed by learners rather than transmitted by teachers.

#### **2-1 Readiness in Educational Setting**

##### **2-1-1 Constructivist Theory**

### **2-1-2-Defining Constructivism**

Here some definitions of constructivism include: ‘the view that students construct their knowledge from individual and/or interpersonal experience and from reasoning about these experiences’ (Windschitl& Andre, 1998, p.147). Another definition provided by Watts (1994) maintains that “Constructivist learning is always an interpretative process involving individual’s constructions of meaning relating to specific occurrences and phenomena. "few constructions are built through their relation to prior knowledge” (p.32 ). According to these definitions, constructivism is to put together thoughts, interpretations and explanations that are personal to themselves in making sense of his/her experiences and situations .A number of proponents within the area of psychology may be considered to have contributed to the theory of constructivism like Jean Piaget (Bliss, 1993) and Lev Vygotsky (1978) .

### **2-1-3Piaget and Constructivism**

Piaget’s theory of cognitive development is based on the presence of a central processing system that develops and becomes more complex with maturation. Maturation is considered to depend on both genetic and experiential factors. Children construct knowledge through the process of equilibration. Equilibration involves establishing a new developmental stage as a result of interaction with the environment (Shayer& Adey,1981) and occurs through the processes of assimilation and accommodation. The environment acts as a stimulus to the child in this process. When experiences and interactions with the environment are familiar and meaningful to the child, they are assimilated. If, however, they do not fit within the already established mental schemas, accommodation occurs. It is not the objects themselves that promote development, but rather the child’s mental activity in acting on those subjects in the formation and interpretation of experiences (Bliss, 1993)

## **2-1-4 Processes of Cognitive Development**

Cognitive development, according to Piaget, is achieved through three interrelated processes: organization, adaptation (assimilation and accommodation), and equilibration (Gupta &Frake, 2009,p.20). For Piaget, every act an individual makes is cognitively organized and then adaptation provides the means for change. In order to understand the processes of organization and adaptation, three concepts have to be understood as well.*Schemata*: they are the cognitive or mental structures by which individuals intellectually adapt to and organize the environmentll (Wadsworth, 1989,p. 10).

*Assimilation*: the external world is interpreted in terms of current schemesl (Gupta &Frake, 2009,p. 20).

*Accommodation*: old schemes are adjusted and new ones created to produce a better fit with the environmentll (Gupta &Frake, 2009,p. 20).

*Assimilation*: Incorporating new information into preexisting ideas and schemas.

*Accommodation*: Modifying existing schemas or creating new ones to fit new information.

*Equilibration*: This is how children progress through cognitive developmental stages. It involves balancing assimilation and accommodation, driving the shift from one stage of thought to the next as children encounter and resolve cognitive conflicts.

## **2-1-5 Applications to the Classroom**

Duit and Glynn (1996) suggest that a constructivist model of instruction demands that Teachers need to encourage students to think metacognitively by activating students ‘existing

mental models. This can be achieved by supporting the process of constructing mental models, helping students to transform conceptual models into physical ones and to think out aloud.

Driver and Oldham (1988) list the following practical implications to include:

- Students are viewed as active learners. Children bring their ideas with them to the classroom.

These ideas interact and sometimes interfere with learning;

- Knowledge is not 'out there' but personally and socially constructed.

- Teachers bring their prior conceptions about knowledge and learning to the classroom and this is reflected in their practice.

- Teaching does not involve the transmission of knowledge but the organisation of situations in the classroom;

- The curriculum is not that which is learned, but a program of learning and resources from which children construct their own knowledge.

### **2-1-6 Zone of Proximal Development (ZPD).**

This refers to the relationship between the pupils' developmental level and their instructional level, that is, the distance between their developmental level when working on their own and their potential development as determined by problem solving under the guidance of adults or peers who know more. Vygotsky (1978) describes the ZPD as: 'the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers' (p.86)

Assistance in the ZPD is called scaffolding, it refers to the supportive situations which adults create to help children extend current skills and knowledge to a higher level of competence. As the child grows in competence, there is a gradual withdrawal of support for completing the task (Gaskins et al., 1997).

Vygotsky emphasizes the role of the teacher as facilitator (Vygotsky 1978). Absorbing skills and concepts on your own is a slow process. However, under structured guidance, a higher attainment level is reached. This does not mean that a teacher can do the thinking for the pupils but by conscious propping and key questions on the instructor's part, skills and concepts in the learners start to emerge.

The success of this mediated learning depends on the difficulty of the task which must be within the child's level of proximal development. As Vygotsky (1978) states that " learning which is oriented toward developmental levels that have already been reached is ineffective from the viewpoint of a child's overall developmental process. It does not aim for a new stage of development but rather lags behind this process "(p.89).

### **2-1-7 Applications to the Classroom**

Wood (1996) listed the following practical implications to include: Zone of Proximal Development

- Teachers should provide a bridge between the learner's existing ability and the new task.
- Teachers should provide a structure to support the learner's own problem-solving ability.
- The learner must play an active role from the beginning.
- Responsibility for regulating the activity is to be gradually handed over from tutor to learner.

## **2-1-8 Self-Determination Theory**

The term self-determination refers to a person's own ability to manage themselves, to make confident choices, and to think on their own (Deci, 1971). Self-determination theory (SDT) is an empirically based, organismic theory of human nature and behavior that focuses especially on motivation, growth, personality development and wellness (Ryan & Deci, 2017). So the term self-determination refers to the ability of individuals to make choices and determine their own actions and the self-determination theory is a theory that reflects a person's ability to determine one's self, feel more in control of one's personal life, and make confident decisions, which enhances one's well-being and psychological health. It explains how self-determination affects a person's motivations and actions ;people feel more motivated to take action when they believe that they do will have a real impact.

This theory is based on two basic assumptions :

The first assumption is that a need for growth as a human being drives behavior. People are always actively seeking to grow and improve (Deci & Ryan, 1985). That is to say, the people's ability to face and control challenges, and gain experience is an important factor to develop a sense of self .The second assumption is autonomous motivation ,while people are often motivated to achieve through external rewards such as money ,prizes, and recognition , this theory focuses primarily on internal sources of motivation such as the need to gain knowledge or independence , According to Lepper et al. (1973), if the behavior is purely self-determined, there is a very high chance that it will be both intrinsically driven and that the behavior is done not for the reward or the prize, but rather for self-satisfaction, interest, and enjoyment for the behavior itself.

Self-determination theory suggests that people can become self-determined when their needs for autonomy ( people need to feel in control of their behaviors and goals, and the ability to

take direct actions that will lead to real change) , competence (people need to master tasks and learn different skills. When they have the skills needed to succeed, they are more likely to take actions to help them achieve their goals), and relatedness (people need to experience a sense of belonging and attachment to other people) are fulfilled . When the three psychological needs are satisfied in a particular context, intrinsic motivation will increase. People engage in activities that interest them with a full sense of volition, and without the presence of external rewards or constraints. On the other hand, if the three psychological needs are thwarted, intrinsic motivation will be undermined. Social contexts that support students 'autonomy, competence and relatedness promote intrinsic motivation (Liu et al., 2014; Wang et al., 2017)



## **2-1-9 Practical Applications**

- To foster autonomy , teachers should reduce the importance of evaluative pressure and any sense of forcing in the classroom, also provide choices in activities
  
- To build competence, teachers should foster a growth mindset where challenges are seen as opportunities to learn and improve. Also ,give students specific feedback to promote success and feelings of efficacy
  
- To create a connected classroom ;
  
- Teachers should build positive relationships knowing their students and connect with their interests . Help them build positive relationships with each other
  
- Connect learning to real-world contexts: Show students how what they learn in the classroom is relevant and meaningful in their lives and communities. (Christopher et al., 2009).

Teachers should provide prompt feedback and stretch and challenge students to promote a sense of competence. If done correctly, feedback not only works because it provides an insight into how that student is doing, but because when students perform well and they are given positive feedback, it makes them feel good about the work they have achieved.

Students experience relatedness when they perceive others listening and responding to them. When these three needs are met.

## **3-Defining Metonymy**

Metonymy is a fundamental concept in linguistics, often used to explain how words can represent ideas or objects that have a close relationship. This phenomenon is based on the

idea that our language is deeply rooted in our daily experience, and we tend to establish connections between concepts that are frequently associated in reality.

Yule (2006, p. 108) highlights this connection by describing three types of metonymic relationships that illustrate how one word can replace another due to their contextual

Proximity:

1. The container-content relationship: In this relationship, an object that contains something is used to refer to what it contains. For example, saying "drink a bottle" to mean "drink water" or another beverage. Here, the container (the bottle) represents the content (the liquid).

2. The whole-part relationship: This type of metonymy occurs when a whole is used to refer to a specific part of that whole. For example, using the word "house" to refer to the "roof." This relationship illustrates how we often associate a part with the entire entity to which it belongs.

3. The representative-symbol relationship: This relationship occurs when something concrete is used to symbolize a broader or more abstract entity. For instance, the term "the President" can be used to represent "the White House" or the presidential administration as a whole. Similarly, "the crown" may be employed to represent royalty or the monarchy as an institution.

These three examples illustrate how metonymy functions as a sense relation, comparable to other linguistic relationships such as polysemy (where one word has multiple related meanings), antonymy (opposition of meaning between two words), or synonymy (different words having similar meanings). Metonymy thus enriches our understanding of language by showing how we use words to refer to other concepts that are closely linked to

them, whether through physical connection, conceptual association, or symbolic representation.

#### **4- Typology of metonymy**

Radden and Kövecses mentioned some additional categories that illustrate the versatility and depth of metonymic usage, the first is a part is used to represent the whole like “hands” to represent workers. This kind of metonymy helps us to concentrate on a main component to evoke the whole concept. The second type is significant in political field where they use the cause to refer to its effect, for example, using “the crown” to represent royalty. The usage of third type is common in informal speech, where people use a container to represent what it contains as “the bottle” as a reference to the liquid inside it. The last form of metonymy is where a location is used to represent an institution associated with that place, such as “Hollywood” for the American film industry. This reduction is effective in media and journalism, where shortness is often indispensable.

#### **5-Significance of Metonymy in Language**

According to Mahdi (2009), Metonymy plays a crucial role in language for several key reasons:

1-Metonymy allows us to express complex ideas with fewer words.

2-Metonymy reduces ambiguity. For example, “the saxophone has the flu” indicates the musician rather than the instrument.

3-It reflects shared experiences and values.

4-It focus on specific aspects of a referent, like “wheels” for a car emphasizes its function as a mode of transportation.

5-This figure of speech arouses emotions and creates vivid imagery which supports persuasive language.

6-Finally ,it makes abstract ideas more tangible through concrete association and that brings the meaning closer to the listener.

## **6-Factors Influencing Metonymy Comprehension**

According to Barcelona (2018), there are many factors that control the comprehension of metonymy:

1-Context : the situational context guides us to interpret metonymy. For example, when you hear the expression "the White House" you can understand that he/she means the U.S government not the building basing on the context.

2-Cognitive Model : a person who is familiar with some familiar associations can understand metonymy through his/her a prior knowledge. For instance, who knows in advance "silicon valley" as a metonymy will understand it directly.

3-Experience: metonymy is built on common relationships facilitate understanding like "sails" means "ship".

4-Grammatical Structure; helps us to interpret some metonymic expressions intuitively such as part-whole relationships

5-Cultural and Linguistic Differences understanding some metonymic expressions differs from an area to another according to the differences of culture and language

.For example, "Hollywood" is easy to understand in the U.S unlike in another area.

6-Psycholinguistic factors: metonymic expressions are easier to understand during communication .

## **7-Challenges of Metonymy for EFL Learners**

Learners of English as a Foreign Language (EFL) face several challenges when it comes to processing metonymy. These challenges are summarized in the following points, as mentioned by the authors Zibin and Altakhaineh.

- Metonymy needs a great cognitive demand and mental effort.
- Some expressions do not have their direct equivalents in learners' mother tongue.
- limited exposure to metonymy in English learning environment.
- Less attention is attributed to the study of metonymy.
- Lack of assessment about this linguistic device.

To cope with these challenges, researchers recommended integrating the teaching of metonymy into EFL curricula.( Zibin, A., &Altakhaineh, A. R. M. 2020,p 58)

## **8- Previous Studies on Metonymy**

Vasiloaia, conducted a study in 2018 on the use of metonymy in business linguistic culture. She based her analysis on articles extracted from online business journals, focusing on how metonymy is used to create coherent representations of organizations and their organizational culture. The study highlights the importance of creative and figurative forms of language in understanding and communicating ideas within organizations. She concludes that although metonymy is often overlooked in favor of metaphors, it plays a crucial role in

organizational discourse, helping to shape the understanding of structures and processes within companies.

Guanconducted a study in 2009 exploring the cognitive nature of metonymy in terms of its definition, classification, and the notion of contiguity. Based on this, he then studied the extension of meaning and lexical conversion of vocabulary from the perspective of metonymy. He concluded that understanding the cognitive nature of metonymy can greatly enhance the efficiency of vocabulary teaching and help increase students' vocabulary."

In their 2020 study, Zibin, Altakhaineh, and Hussein investigate how Arabic-speaking learners of English as a foreign language (EFL) comprehend metonymies in a second language (L2). The study examines the influence of the learners' first language (L1) conceptual and linguistic knowledge on processing metonymies in L2. The findings indicate that learners face challenges in understanding various types of metonymies due to factors like the non-conventionality of metonymies, limited exposure to them in L2, and differences between L1 and L2. The researchers suggest that these factors hinder metonymy comprehension in L2 and provide recommendations for future pedagogical research.

## **Conclusion**

In conclusion, metonymy plays a vital role in the English language by serving as a powerful linguistic and cognitive tool that enriches communication. By allowing speakers to express complex ideas succinctly through associations within the same conceptual domain, metonymy enhances clarity, brevity, and emphasis. Its prevalence in both everyday language and specialized fields highlights its versatility and importance in shaping how ideas are conveyed and understood. Metonymy not only simplifies communication but also reflects deep cognitive and cultural frameworks, making it an essential element in language learning,

comprehension, and effective expression. Through its ability to link abstract concepts with concrete terms, metonymy continues to be a fundamental feature of English, impacting how we think, communicate, and interact with the world around us.

**Chapter two:**

**Methodology and Design**

## **Introduction**

This chapter attempts to describe the research techniques and procedures used for both data collection and data analysis. It is divided into two sections. The first section is entitled procedures of data collection. It starts by defining the mixed method, which combines the quantitative and qualitative used in the present work. Then, it provides a description of the setting and the population sample. Finally, it describes the questionnaire used to collect the information. The second section is entitled procedures of data analysis. It deals with the explanation of the statistical method used in order to analyze the data.

### **1-Research Method**

To proceed in our inquiry, we have adopted a descriptive approach relying on descriptive statistical method. The research method used in this study is a mixed one as it combines the quantitative and the qualitative research methods. The qualitative research brings open-ended data without predetermined responses while quantitative research brings in close-ended data (Creswell, 2014 as cited in Asenahabi, 2019, p. 84). This method is used 'for the broad purposes of breadth and depth of understanding and corroboration (Asenahabi, 2019, p. 84).

### **2- Setting and Sample**

To carry out this investigation, we targeted Master two students studying in the department of English at Mouloud MAMMERRI University of Tizi-Ouzou. The study was done in June, 2024 on a sample which is composed of 36 students selected randomly from 130 students.

### **3-Data Collection Tool**

#### **3-1 Questionnaire**

In order to answer the research questions and check the formulated hypotheses, we have used the questionnaire as a tool to collect data, which is defined as "any written tool that contains a series of questions and statements which the respondents answer either by using their own words or choosing answers from those they are provided with" (Brown, 2001, p. 6).

Questionnaire is considered as an effective data collection instrument that permits to collect important data in a short period of time. In this regard, Krosnick (2018) asserts that questionnaire "can ensure a faster and more accurate data collection process, and facilitate the data processing as well" (As cited in Taherdoost, p. 8).

The questionnaire is administered to Master two students in the department of English at Mouloud MAMMERI University of Tizi-Ouzou. It comprises 18 questions involving factual questions, behavioral questions, and opinion questions which are interlaced in such way as to respect the content sequencing order. The asked questions involve two qualitative questions asked by using the open-ended questions and 16 quantitative questions asked by using the close-ended questions, involving yes / no questions requiring students to answer by choosing yes or no, rating questions through which the students are asked to rate by indicating degree or frequency, and multiple choice questions through which the students choose one or several answers from the proposed ones.

#### **3-2 Piloting the Students Questionnaire**

In the current survey, a pilot study has been conducted to pre-test our questionnaire

through distributed copies for a small group of Master students composed of 12 students for the aim of checking any present ambiguity. In this regard, Brace (2004) states that “ it is always advisable to pilot the questionnaire before the survey goes live”. The piloting phase helped us to verify the students’ understanding of the concepts used in the questionnaire and the clarity of the questions in order to make changes where necessary as to guarantee the validity of the questionnaire. For example, after piloting the questionnaire many open-ended questions have been reformulated because of students’ misunderstanding.

#### **4-Precedures of Data Analysis**

In order to attain the objectives of this study, the collected data should be analyzed in a systematic way by using academic research analysis techniques and tools. These techniques and tools help to convert the collected data into useful organized information that help to interpret the results in clear way. In this study, we relied on the qualitative content analysis and on the statistical analysis.

The Qualitative Content Analysis is a method used to interpret meaning from the content of textual data through a systematic classification process of coding and identifying them or patterns (Hsieh and Shannon, 2005). It allows researchers to analyze language and meaning within a specific context, focusing on both explicit and latent content. According to Hsieh and Shannon (2005), qualitative content analysis can be conducted using three main approaches: conventional, directed, and summative. In the conventional approach, categories emerge directly from the data without any theoretical framework, while in the summative approach, analysis focuses on identifying specific terms and interpreting their contextual meanings, often supported by numerical patterns. However, in this study, the directed content analysis approach was adopted, as the questionnaire design and coding categories were informed by existing theories and prior research on metonymy and communicative readiness.

This approach allowed the researcher to examine students' responses based on predefined concepts while remaining open to new insights emerging from the data.

The Statistical Analysis in this study is applied by using Statistical Package for Social Sciences (SPSS) version 21, which is a software package that enables the manipulation and the treatment of the statistical facts in a short period of time and in an effective summarized way, and allows easy description of the statistical analysis and presentation of numerical data (Landau and Everitt, 2004). It helped to analyze the outcomes of the close-ended questions numerically by providing the outcomes in the form of tables and figures representing the percentages of the students' answers .

## **Conclusion**

This chapter has introduced the research methodology of the present investigation. It started by giving information about the research method used and details about the setting and population sample. It described the data collection tool, the procedure of data collection, and the procedure of data analysis, involving insights into the methods used for analysis, namely the statistical analysis method and the qualitative analysis method.

# **Chapter three**

## **Presentation of the findings**

## Introduction

This chapter presents the findings obtained from the questionnaire administered to master two students in the Department of English at MMUTO. The results are shown in figures and tables, and displayed in percentages.

### 1-Presentation of the Findings of the Questionnaire

#### Section one: Students' Familiarity with and Knowledge of Metonymy

1. What is your Gender ?

**Table 1. The Percentage of the Students' Gender**

<b>Option</b>	<b>N</b>	<b>%</b>
<b>Female</b>	20	55.56
<b>Male</b>	16	44.44
<b>Total</b>	36	100

The table shows the distribution of respondents by gender, with 20 women representing 55.56% of the sample and 16 men, or 44.44%. Out of 36 participants, women constitute the majority, although the difference compared to men is relatively small.

- 2- Have you ever heard of the term "metonymy"?

**Table 2. The Percentage of the Students Hearing of the term "metonymy"**

<b>Option</b>	<b>N</b>	<b>%</b>
	36	100
<b>No</b>	00	00
<b>Total</b>	36	100

The table shows that all respondents are familiar with the term "metonymy" that is to say no student did not hear of this term.

3-How would you define metonymy?

**Table3. The percentage of the Students defining of the term “metonymy”**

<b>Option</b>	<b>N</b>	<b>%</b>
True definition	29	83.33
As a metaphor	3	7.33
As an idiom	1	2.7
As a figure of speech	3	7.33
<b>Total</b>	36	100

The responses to the question on defining metonymy show a range of understandings. The majority of participants 83,33% defined metonymy correctly that it involves using a term to

represent something connected to it, 8,33% defined as a metaphor as a figure of speech that describe an objet or action in a way is not literally true,but helps explain an idea or make a comparison,2,7% defined it as an idiom that it is a group of words in a fixed order that has a particular meaning that is different from the meaning of each word on its own and 8,33% defined it just as a figure of figurative speech.

4- Did you study “metonymy” at university?

**Table 4. The Percentage of the Students studying ” metonymy” at university**

<b>Option</b>	<b>N</b>	<b>%</b>
<b>Yes</b>	5	13,88
<b>No</b>	31	86.11
<b>Total</b>	36	100

The table shows that 31 out of 36 respondents, or 86,11%, did not study "metonymy," at university ,while 5 respondents, or 13,88%, study it. This means that most participants did not study “metonymy”, though a small number did. The percentages add up to 100%, confirming the accuracy of the data .5- Have you studied it in a general way or in adetail way?

**Table 5. The Percentage of the way of the Students studying ” metonymy” at university**

<b>Option</b>	<b>N</b>	<b>%</b>
<b>In a general way</b>	5	13.66
<b>In a detail way</b>	00	00
<b>No study</b>	31	86.33
<b>Total</b>	36	100

The table shows that 13.33% studied "metonymy" at university in a general way and 00 %, studied it in a detail way. While the majority 86.66% did not study it at all. This means that all participants who studied metonymy studied it just in a general . The percentages add up to 100%, confirming the accuracy of the data.

6-How many sessions were devoted to the study of metonymy in your course of learning?

**Table 6. The Percentage of sessions devoted to study " metonymy" at university**

<b>Option</b>	<b>N</b>	<b>%</b>
<b>One</b>	3	8,33
<b>Two</b>	2	5,55
<b>No session</b>	31	86,11
<b>Total</b>	36	100

The table shows that 3 out of 36 respondents, or 8,33% declared that three sessions were devoted and 2 respondents, or 5,55% declared that one session were devoted, while 31 respondents told that no session were devoted. This means that most participants did not study metonymy with devoted sessions and a small number studied it but with a few devoted sessions . The percentages add up to 100%, confirming the accuracy of the data

7-Do you think that attributing more sessions for the study of metonymy is recommended?

**Table 7. The Percentage of students thinking if attributing more sessions for the study of metonymy is recommended**

<b>Option</b>	<b>N</b>	<b>%</b>
<b>yes</b>	33	91.67
<b>No</b>	03	8.33

The analysis of responses on attributing more sessions for the study of metonymy is recommended reveals that the majority of participants 92% voted for more sessions to study metonymy, though a small category of them 8% voted against that.

### **Section Two: Application and Challenges in Using Metonymy**

1-how would you rate the difficulty of recognizing and understanding metonymies in English

**Table 1 .The Percentage of rating the difficulty to understand ” metonymy”**

<b>Option</b>	<b>N</b>	<b>%</b>
Very easy	18	50
Easy	12	33.34
Difficult	06	16.66
<b>Total</b>	<b>36</b>	<b>100</b>

The analysis of responses regarding the difficulty of recognizing and understanding metonymies reveals that half of the respondents (50%) find it very easy, and an additional 33.34% find it easy. This indicates that a significant majority of participants perceive metonymies as relatively straightforward. Only 16.66% of respondents find the task difficult, suggesting that while most find it manageable, a small minority still faces challenges.

2-Do you often use metonymies when speaking or writing in English?

**Table 2.The Percentage of using ” metonymy” when speaking or writing**

<b>Option</b>	<b>N</b>	<b>%</b>
Very often	20	55.56
Sometimes	10	27.78
Never	06	16.66
<b>Total</b>	<b>36</b>	<b>100</b>

The analysis of responses regarding the frequency of using metonymies in speaking or writing in English shows that 55.56% of respondents use them very often, indicating that metonymies are a common feature in their communication. Additionally, 27.78% use metonymies sometimes, suggesting occasional but regular use. In contrast, 16.66% of respondents never use metonymies, highlighting that a small portion of the sample does not incorporate this rhetorical device into their English usage.

3- For what do you use a metonymic expressions creatively?

**Table 3. The Percentage of using metonymy ‘reason**

<b>Option</b>	<b>N</b>	<b>%</b>
Emotional expressions	22	73,33
Humor	6	20
Irony	2	6,66
<b>Total</b>	<b>30</b>	<b>100</b>

The analysis of responses regarding the type of creativity when using metonymic expressions shows that 73,33% of respondents use them for emotional expressions. As for 20% of respondents use them for humor and only 7% use them for Irony

4- How often do you encounter metonymies in everyday conversations in English?

**Table 4. The Percentage of encountering metonymy in everyday conversation**

<b>Option</b>	<b>N</b>	<b>%</b>
Very often	2	5.56
Sometimes	4	11.11
Never	30	83.33
<b>Total</b>	<b>36</b>	<b>100</b>

The analysis of responses regarding how often metonymies are encountered in everyday English conversations reveals that a significant majority, 83.33%, never encounter metonymies. In contrast, only 11.11% of respondents encounter them sometimes, and just 5.56% encounter them very often.

5-In a daily conversation, how would you react if someone uses a metonymy that you do not understand?

**Table 5. The Percentage of how students react when they don't understand some metonymic expressions**

<b>Option</b>	<b>N</b>	<b>%</b>
I would ask for an explanation	25	69,44
I would pretend to	9	25

understand		
I would change the subject	2	5.56
<b>Total</b>	36	100

The analysis of responses on how participants would react to an unfamiliar metonymy in a daily conversation shows that 69.44% would ask for an explanation, indicating a proactive approach to understanding. Meanwhile, 25% would pretend to understand, reflecting a tendency to avoid seeking clarification. Only 5.56% would change the subject, suggesting that this is a less common reaction.

6-Do you think that using metonymy minimizes your effort to communicate clearly and concisely?

**Table 6. The Percentage of students who think metonymy minimizes their effort to speak concisely and clearly**

<b>Option</b>	<b>N</b>	<b>%</b>
<b>Yes</b>	25	69,44
<b>No</b>	11	30,55
<b>Total</b>	36	100

The table shows that 69% of participants agree that using metonymy minimizes their effort to communicate clearly and concisely, although 32% did not. This means that the majority support this idea. The percentages add up to 100% confirming the accuracy of the data.

7-which challenges do you often face when you are exposed to metonymy use ?

**Table 7. The Percentage of challenges that face students when using metonymy.**

<b>Option</b>	<b>N</b>	<b>%</b>
Metonymy needs a great cognitive demand and mental effort.	04	11,11
Some expressions do not have their direct equivalents in learners' mother tongue.	02	5,55
limited exposure to metonymy in English learning environment.	10	27,77
Less attention is attributed to the study of metonymy.	12	33,33
Lack of assessment about this linguistic device.	08	22,22
<b>Total</b>	<b>36</b>	<b>100</b>

The analysis of responses on challenges face students when exposing to metonymy use reveals that 12 of participants or 33,33% declared that limited exposure to metonymy use is the great challenge faces them, mental effort and cognitive demand are need is chosen by 4

participants 11,11 %.Some expressions do not have their equivalent in our mother tongue is used by 2 participants 5,55 %, while less attention is attributed to the study of metonymy is chosen by 12 participants33,33 % and lack of assessment about metonymy is selected by 8 participants22,22%.So majority of them believe that there is less attention about study of metonymy.

8-which factors influence your comprehension when you expose to metonymy use?

**Table 8. The Percentage of factors influencing metonymy comprehension for students**

<b>Option</b>	<b>N</b>	<b>%</b>
situational context	08	22,22
Cognitive model (understanding is based on the prior knowledge )	08	22,22
Experience (understanding is based on common relationships)	6	16,66
The grammatical structure (such as part-whole relationship	2	5,56
Cultural and linguistic differences	06	16,66
Psycholinguistic factors	06	16,66
<b>Total</b>	<b>36</b>	<b>100</b>

The analysis of responses about factors influencing metonymy comprehension reveals that 22,22% chose context as the more influential factor ,the same percentage chose the cognitive model , while three equal groups by 16,66% inclined to other factors:the first to experience ,the second to cultural and linguistic differences and the last to psycholinguistic factors. As for the minority 5,56% selected grammatical structure as the influential factor.

9-Do you think that understanding metonymies affects your ability to communicate effectively in English?

**Table 9. The Percentage of students think if metonymy affects their ability to communicate effectively**

<b>Option</b>	<b>N</b>	<b>%</b>
Yes	34	94.44
No	00	00
No sure	02	5.56
<b>Total</b>	24	100

The analysis of responses to whether understanding metonymies affects communication effectiveness in English shows that a substantial 94.44% of participants believe it does, indicating a strong consensus on the importance of understanding metonymies for effective communication. Conversely, 5.56% are unsure, while none of the respondents believe that understanding metonymies does not affect communication

10-If yes, how?

**Table 10. The Percentage of how metonymy affects abilities of students to communicate effectively**

<b>Option</b>	<b>N</b>	<b>%</b>
Develops our thinking	05	13,88
ensures variation in language style	10	27,7
Increases our intercultural awareness	5	13,88
Shapes our understanding of language	2	5,55
Strengthens persuasive and aesthetic language	10	27,7
Helps us to emphasize and focus in our expressions	4	11,11
Total	36	100

The analysis of responses on understanding metonymy affects your ability to communicate effectively in English reveals that 27,77 % of participants believe that metonymy ensures variation in language style and the same percentage think that it strengthens persuasive and aesthetic language,while 13,88% declared that metonymy develops their thinking and the same percentage think that it increases their intercultural awareness.Metonymy helps to emphasis and focus in our expressions is selected by 11,11 %,while we found the minority 5,55% declared that it shapes their understanding of language

11-What strategies do you use to improve your understanding of metonymies in English?

**table 11. The Percentage of what strategy that improves students understanding of metonymy in English**

<b>Option</b>	<b>N</b>	<b>%</b>
Read more texts in English	27	75
Listen to shows or movies in English	04	11.11
Practice with native speakers	02	5.56
Use specialized educational resources	03	8.33
<b>Total</b>	36	100

The analysis of responses on strategies to improve understanding of metonymies in English reveals that 75% of participants use the approach of reading more texts in English, indicating it is the most favored method for enhancing comprehension. Listening to shows or movies in English is used by 11.11% of respondents, while practicing with native speakers is chosen by 5.56%, and using specialized educational resources is selected by 8.33%.

12- Do you think that metonymy is an academic tool?

**Table 12.agreement and disagreement about metonymy is an academic tool**

<b>Option</b>	<b>N</b>	<b>%</b>
<b>Strongly agree</b>	00	00
<b>Agree</b>	25	69,44
<b>Strongly disagree</b>	00	00
<b>Disagree</b>	6	16,66
<b>Neutral</b>	5	13,88
<b>Total</b>	36	100

The table above demonstrates that the majority of participants 69,44% agree with that metonymy can serve as an academic tool , 16,66% of participants disagree with this concept and 13,88 % of participants are neutral about this view. In other hand , none of participants is in state of strongly agree or strongly disagree

## **Conclusion**

In conclusion, the methodology and design of this study were carefully developed to address the research questions and achieve the set objectives. The chosen approach, along with the selection of participants, data collection tools, and analytical techniques, were aligned with the study's goals. This methodological framework will guide the analysis of the results and the formulation of recommendation

**Chapter four:**

**Analysis, Interpretation and Discussion  
of Findings**

## **Introduction**

This chapter presents a tentative interpretation of the results obtained from the collected questionnaires answered by the students following the questionnaire as well as an examination of the various factors that influenced their understanding of metonymy. The initial presentation of results will highlight participants' performances and reveal general trends observed. Subsequently, an in-depth analysis of determining factors, such as language proficiency, contextual cues, and other elements, will be conducted to better understand how these aspects influenced metonymy comprehension. Finally, the results will be examined in relation to the hypothesis formulated at the beginning of the study, thus allowing for the validation of the hypothesis and the drawing of relevant conclusions. This chapter aims to provide a comprehensive and analytical overview of the collected data, placing them within the broader context of the theoretical framework and research objectives.

### **1-Discussion of the Results of the Questionnaire**

The results of the questions dealing with the definition of metonymy and its significance indicates that the majority of students heard of this term "metonymy" and defined it correctly. This means that they are familiar with it. That is, students have experienced this linguistic device and this what the question of using metonymy when speaking or writing confirmed it where 55,56% answered that they use metonymy very often and 27,78% use them sometimes. In addition, the majority think that metonymy affects their ability to communicate effectively and that denotes they are aware about the importance of using this linguistic tool which reflects their willing to deal with it.

As for the results of the questions related to the study of metonymy at university, the

majority 86,11% declared that they did not study it, although a small group of 13,88% did. That reveals that students did not learn this linguistic device in academic way. In this context, the results have shown that the majority think that attributing more sessions for the study of metonymy is recommended which reflects the fact that they have many challenges when dealing with metonymic expressions.

As regards the students' responses about the challenges they face when using metonymy, we notice that although the variance to determine these challenges but all the students suffer from them which are considered as obstacles to enhance our language and this is consistent with the answers about encountering metonymies in everyday conversation, where the majority affirmed that they don't encounter it.

## **2-Analysis of Factors Influencing Metonymy Comprehension**

The analysis of factors influencing metonymy comprehension, based on the data collected, reveals several key elements that contribute to participants' understanding of this rhetorical device. Most importantly, participants with a stronger educational background in linguistics or literature are more likely to comprehend metonymies effectively. Their exposure to rhetorical devices and linguistic concepts likely enhances their ability to recognize and understand metonymies.

Regular exposure to English-language media, such as books, movies, and TV shows, significantly impacts participants' comprehension of metonymies. Those who frequently engage with such media are more accustomed to encountering and interpreting metonymies within different contexts, thereby improving their understanding. Furthermore, participants who frequently use metonymies in their own speech and writing demonstrate a higher level of

comprehension. This suggests that active usage reinforces understanding, as repeated practice helps solidify their grasp of how metonymies function within the language.

Engaging with native English speakers provides participants with more opportunities to encounter metonymies in natural conversation. This interaction helps them to recognize the practical application of metonymies and to clarify any uncertainties directly, thus enhancing their comprehension. Access to specialized educational resources, such as textbooks, online courses, or linguistic tools, also plays a significant role in improving metonymy comprehension. Participants who utilize these resources often have a more structured approach to learning and can explore metonymies in greater depth.

It is noteworthy that personal motivation and interest in language learning are crucial factors. Participants who are genuinely interested in improving their English language skills are more likely to invest time in learning about metonymies and other rhetorical devices, leading to better comprehension.

### **3-Analysis of Results in Relation to the Hypothesis**

#### **First hypothesis:**

The hypothesis suggests that There is no significant level of perceived readiness among Master's students in the Department of English at MMUTO to incorporate metonymy into their communication .The data supports this notion, as participants have a superficial knowledge of metonymy and have not received sufficient and in-depth study unable them to control it.Also , they are not constantly exposed to this figurative device and have difficulties in understanding many of metonymic terms.

## **Second hypothesis :**

The hypothesis posits that the students at the department of English at MMUTO face challenges of different types when they deal with metonymy. The data reveals that participants often face many challenges and difficulties that cut down on metonymy use especially the less attention is attributed to the study of metonymy at university and the limited exposure to metonymy in English learning environment.

## **Conclusion**

In conclusion, the analysis confirms that metonymy plays a significant role in enhancing communication. Metonymy not only contributes to brevity in communication but also enriches the overall communicative experience. In other hand, Master students are not really ready to use metonymy creatively because of challenges that face them during metonymy processing.

# **General Conclusion**

## General Conclusion

The current study investigate how Master's students perceive their readiness to incorporate metonymy in their communication at MouloudMammeri university of Tizi-Ouzou. The main objective of this study is to explore if the master students are ready to use metonymy, in order to achieve this objective a questionnaire method is used in the study. The results of this investigation indicate that master students are ready to use metonymic expressions in communication creatively, especially in context where humor, irony, or emotional expressions is involved. However, the degree of creativity varies and this variance may be influenced by some challenges as metonymy needs a great cognition demand and mental effort.

- Due to time limitation, the current investigation has been limited to the result of a questionnaire. Therefore, it is recommended to implement a comprehensive assessment approach that combines quantitative and qualitative methods to explore practically and accurately students' readiness to use metonymy in communication. This could involve both standardized tests and in-depth discussions to capture learners' understanding and potential challenges. EFL teachers are also recommended to devote considerable sessions for teaching metonymy in detail way and integrate metonymical expressions explicitly into EFL curricula to improve students' understanding and recognition of these linguistic devices. Providing clear explanations and contextualized examples is essential for helping learners grasp the use of metonymy in English. Hopefully, the research has raised awareness of metonymy as a figurative device academically and in a daily conversation among teachers and students alike via incorporating its use.

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# Appendices

## Appendices

### Section one: Students 'Familiarity with and Knowledge of Metonymy

#### 1. Gender

-male

-female

#### 2. Have you ever heard about the term "metonymy"?

- Yes

- No

#### 3-How would you define metonymy?

.....  
.....

#### 4- Are you familiar with English metonymical expressions?

Yes  Not really  No

#### 5-Did you study "metonymy" at the university?

- Yes  -No

#### 6- If yes, how many sessions were devoted to the study of metonymy in your course of learning?

-One  two  more than two

#### 7-Did you practice about English metonymies?

Yes  No

**8-Do you think that attributing more sessions for the study of metonymy is recommended?**

-Yes

-No

**Section Two:Application and Challenges in Using Metonymy**

**1-How would you rate the difficulty of recognizing and understanding metonymies in English?**

- Very easy - y  - Difficult

**2-Do you often use metonymies when speaking or writing in English?**

- Very often

- Sometimes

- Never

**3-How often do you encounter metonymies in everyday conversations in English?**

- Very often

- Sometimes

- Never

**4-In a daily conversation, how would you react if someone uses a metonymy that you do not understand?**

.....  
.....

**5-Do you think that using metonymy minimizes your effort to communicate clearly and concisely?**

\_yes -No

**6-which factors influence your comprehension when you expose to metonymy use - situational context**

- Prior knowledge

-Experience and common relationships

-The grammatical structure such

-Cultural and linguistic differences

\_Psycholinguistic factors

**7-which challenges do you often face when you are exposed to metonymy use ?**

-Metonymy needs a great cognitive demand and mental effort.

- Some expressions do not have their direct equivalents in learners' mother tongue.

-limited exposure to metonymy in English learning environment.

- Less attention is attributed to the study of metonymy.

-Lack of assessment about this linguistic device.

**8-Do you think that understanding metonymies affects your ability to communicate effectively in English?**

- Yes

- No

- Not sure

**9- If yes, how?**

-It develops our thinking

- It ensures variation in language style

- It increases our intercultural awareness

-It shapes our understanding of language

\_ It strengthens persuasive and aesthetic language

-It helps us to emphasize and focus on our expressions

**10-What strategies do you use to improve your understanding of metonymies in English?**

- Read more texts in English

- Listen to shows or movies in English

- Practice with native speakers

- Use specialized educational resources