



ISSN: 1817-6798 (Print)

Journal of Tikrit University for Humanities

available online at: www.jtuh.org/

**Asst. Prof. Dr. Israa Burhanuddin
Abdurrahman**

1Department of English, College of Education for
Women, Tikrit University

Rabah Noori Hadi Al-Obeidi

Department of English, College of Education for
Humanities, Tikrit University
rabah.noori@stu.edu.iq

Hanan Khatab Omer

Department of English, College of Education for
Women, Tikrit University
hanan.k.omer@tu.edu.iq

* Corresponding author: E-mail :
israaburhan@tu.edu.iq
07702035700

Keywords:

Perception,
Multimodal Metaphor,
Conceptual Blending theory,
Iraqi EFL Learners

ARTICLE INFO

Article history:

Received 4 Jan. 2022

Accepted 17 Aug 2022

Available online 15 Mar 2023

E-mail t-jtuh@tu.edu.iq

©2023 COLLEGE OF Education for Human
Sciences, TIKRIT UNIVERSITY. THIS IS AN
OPEN ACCESS ARTICLE UNDER THE CC BY
LICENSE

<http://creativecommons.org/licenses/by/4.0/>



INVESTIGATING THE PERCEPTION OF MULTIMODAL METAPHORS BY IRAQI EFL LEARNERS

A B S T R A C T

This study tackles the modern field of study of 'multimodal metaphors'. It aims at exploring the ability of Iraqi M.A. EFL learners in perceiving multimodal metaphors; identifying the importance of text mode in multimodal metaphors; and detecting whether the different types of multimodal metaphors show any differences/similarities in terms of interpretability. To achieve its aims, this study hypothesizes that; a high rate of Iraqi M.A EFL learners can't understand multimodal metaphors; in multimodal metaphors, text mode has an effective role in manifesting the meaning; multimodal metaphor species vary in terms of their easiness or hardness of their understanding. Twenty samples of Advertisements, Caricatures, Social media and Social issues are collected from different internet resources, and then analysed qualitatively and quantitatively. With respect to qualitative analysis, where Fauconnier and Turner's Conceptual Blending Theory (2002) is used. In regard to the quantitative the analysis, the study conducts a questionnaire to investigate statistically the ability of the Iraqi M.A. learners' perception of multimodal metaphors. The study concludes that a great deal of Iraqi M.A. learners couldn't understand multimodal metaphors unless they use the text medium which shows the importance of the text in multimodal metaphors.

© 2023 JTUH, College of Education for Human Sciences, Tikrit
University

DOI: <http://dx.doi.org/10.25130/jtuh.30.2.1.2023.23>

تحري إدراك الإستعارة متعددة الوسائط من قبل العراقيين متعلمي اللغة الإنكليزية لغة اجنبية

ا.م.د اسراء برهان الدين عبد الرحمن/ جامعة تكريت/ كلية التربية للبنات

رباح نوري هادي/ جامعة تكريت/ كلية التربية للعلوم الانسانية

م. د. حنان خطاب عمر/ جامعة تكريت/ كلية التربية للبنات

الخلاصة:

خلافًا للنظرة التقليدية للإستعارة باعتبارها سمة لغوية بدلاً من كونها فكرية، وجد لاكوف وجونسون في كتابهما "title in English" (1980) أن الإستعارة مسألة فكر وفعل. تأتي الإستعارة كوسيلة إدراكية في قنوات متعددة ما عدى اللفظية منها، وتلعب المعلومات متعددة الوسائط ، بعد دمج محتوى الصورة/النص ، دورًا مهمًا في التعبير عن الإستعارة والمساهمة في فهمها. تتناول هذه الدراسة مجال الدراسة الحديثة للإستعارة "الإستعارة متعددة الوسائط". تهدف الدراسة إلى (١) تحري مدى قدرة طلبة الماجستير العراقيين متعلمي اللغة الانكليزية لغة اجنبية في إدراك الإستعارة متعددة الوسائط. (٢) التعرف على أهمية النص في الإستعارات متعددة الوسائط (٣) ملاحظة ما إذا كانت الأنواع المختلفة من الإستعارات متعددة الوسائط تُظهر أية إختلافات أو أوجه تشابه من حيث قابليتها للتفسير.

لتحقيق أهدافها، افترضت هذه الدراسة أن: (١) هناك نسبة عالية من طلاب الماجستير العراقيين متعلمي اللغة الإنكليزية لغة أجنبية لا يمكنهم فهم الإستعارات متعددة الوسائط. (٢) يلعب النص دورًا فعالًا في إظهار معاني الاستعارات متعددة الوسائط . (٣) تختلف أنواع الإستعارات متعددة الوسائط من نوع إلى آخر من حيث سهولة أو صعوبة فهمها.

تضم الرسالة عشرون عينة تم جمعها من مصادر أنترنت مختلفة ومن ثم تقسيمها الى أربع فئات: الإعلانات، الكاريكاتير، وسائل التواصل الاجتماعي، والقضايا الاجتماعية والتي تم تحليلها نوعًا وكما. من حيث التحليل النوعي، استخدمت الرسالة نظرية المزج المفاهيمي ل Fauconnier و Turner (2002) للتحليل. اما فيما يتعلق بالتحليل الكمي، فقد أجرت الدراسة إستبيان وأخضعت العينات العشرين للتحري إحصائيًا عن مدى قدرة إدراك طلبة الماجستير العراقيين متعلمي اللغة الإنكليزية لغة أجنبية للإستعارات متعددة الوسائط.

استنتجت الدراسة إلى إن: (١) هناك نسبة كبيرة من طلاب الماجستير العراقيين لا يستطيعون فهم الإستعارات متعددة الوسائط. (٢) يعتبر النص واسطة ذات أهمية كبيرة في فهم الإستعارات متعددة الوسائط. (٣) تختلف أنواع الإستعارات متعددة الوسائط في مدى سهولة إدراكها من قبل لطلبة العراقيين، حيث ان الاستعارات المتضمنة في الإعلانات هي النوع الأصعب ادراكًا، بينما القضايا الاجتماعية هي الأسهل. (٤) قدمت الرسالة جميع الميادين المستهدفة في الاستعارات، ضمن البيانات المحددة، بينما جميع ميادين المصدر في الاستعارات قُدمت بصريًا.

الكلمات المفتاحية: التصور، الاستعارة متعددة الوسائط، نظرية المزج المفاهيمي، متعلمي اللغة الإنجليزية لغة أجنبية في العراق

1. INTRODUCTION

The contemporary view of metaphor, fathered by Lakoff and Johnson (1980), suggests that metaphor is a matter of thought and action, i.e., it is a property of a concept rather than words, not only of linguistic expressions. It occupies a central role in language. Consequently, metaphor has started to be called ‘conceptual metaphor’ (CM).

Human beings can more easily understand and categorize phenomena they can see, hear, feel, taste and/or smell than the phenomena they cannot. It is perceptibility that makes the former phenomena concrete and the lack of it abstract phenomena. Humans, in order to fully understand them, systematically comprehend abstract concepts in terms of concrete ones. Thus, LIFE, for example, is comprehended in terms of a JOURNEY (He is without *direction* in his life; I am *at a crossroad* in my life). TIME is understood as SPATIAL MOTION (The time for action *has arrived*, time is *flying by*) (Forceville, 2006).

If the contemporary claim of metaphor is correct, then the CM is not restricted to language, but other modes than language can manifest it. So, as it is a matter of conceptualization, it is possible for people to metaphorically express and understand phenomena that they see, hear, feel, taste and smell separately or two or more modes working jointly; therefore, the concept of multimodal metaphor (MM) is emerged based on this tenet. It is an MM if, as Forceville (2006, p. 6) states, “its target and source are each represented exclusively or predominantly in different modes.” Other modes than traditional ones, such as spoken or written language, are utilized in nonverbal metaphors such as: visual, music, sound, gesture, smell, taste and touch. Mostly, nonverbal/ non-linguistic metaphors, unlike traditional verbal/linguistic metaphors often their target and/or source are rendered in more than one mode. The most frequent combinations of modes in MM can be: Visual in combination with (written or spoken) language; music in combination with sound; spoken language in combination with gestures; language in combination with music.

This study aims at: investigating the overall Iraqi EFL learner's ability of the perception of MMs; detecting the impact of text on EFL learner's perception of MMs; identifying the influence of the branch of study on Iraqi EFL learners in the perception of MMs; exploring the impact of gender on Iraqi EFL learners in perceiving MMs; and finding out which is the hardest/ easiest kind of the MM for Iraqi EFL learners to perceive.

Most of researches dealing with metaphor have centered on linguistic metaphors and no study according to the best of the researchers' knowledge has investigated the perception of MM by Iraqi M.A. EFL learners.

To achieve its aims, this study hypothesizes that: Iraqi EFL learners are poor in their performance of the perception of MMs; text type has a great impact on Iraqi EFL learners' MM perception; the branch of study does not play a crucial role in perceiving MM by Iraqi EFL learners; gender has a low impact in the perception of MMs; and the advertisement is the hardest and the social issues are the easiest MMs for Iraqi EFL learners to understand.

2. LITERATURE REVIEW

A lot of research and studies have been conducted about metaphor in the last few decades. However, a great percentage of such studies have been primarily concerned with linguistic metaphor or emphasized the verbal manifestation of metaphor. Developed by Lakoff and other cognitive researchers, Conceptual Metaphor Theory (CMT) is considered the cornerstone of metaphor investigation. Lakoff and Johnson's seminal book, *Metaphor we live by* (1980), systematically presents the view that metaphor is not primarily a matter of language, but rather of thought and action structures. On that basis, CM, as opposed to linguistic metaphor, can manifest itself in modes other than linguistic ones, such as pictorial, written, spoken, gesture, sounds, music, smell, taste, and touch. Forceville, who has developed research on metaphor into the new field, termed it 'multimodal metaphor'. MM is the modern term used in the field of CMT which is used to describe "metaphors whose target and source are rendered exclusively or predominantly in two different modes/modalities" (Forceville, 2006, p. 4). Being a young field of research, no related studies have been found on MMs in Iraq in relation to the cognitive ability of Iraqi EFL learners. Some of the previous studies in the literature are listed below.

2.1 Famelart, E. (2010)

This study is entitled *Multimodal Metaphors and Advertising: A Trilingual Comparison of the Use of Multimodal Metaphor in Bank Advertisements*. The aim of this study is to analyze the use of MMs of the verbo-pictorial kind in English, Spanish, and French bank advertisements. The researcher chooses sixty-nine static bank advertisements of MMs. This study adopts Lakoff and Johnson's (1987) and Forceville's (1999, 2009) approaches for analysis.

Following these models, the researcher examined how a comparative study based on trilingual views can clarify the way main banks and their products are conceptualized during a period of economic instability resulting from the present financial crisis, and the significant consequences thereof. The results of the study show that, where the three languages have a similar abundance of MMs, there are considerable disparities in terms of target audience, conceptualization emphasis, individual goals, and cross-cultural connotations. The findings also suggest that systematic patterns and connections may be found in regard to the modes in which the main source and target are cued, as well as the variety of metaphors detected, demonstrating that the overall implications are inextricably related to the genre of data studied.

2.2 Alousque, I. N. (2014)

This study is entitled *Verbo-pictorial metaphor in French advertising*. The main purpose of the study is to examine the prevalence use of metaphor in advertising, how important it is, how it is employed in advertising and what commercial impact MM has on customers. A cognitive approach has been used in order to analyze the various types of metaphor and metonymy encoded and their interaction, the modality, and the ad's intended meaning. Ten samples of data were chosen from a corpus of French print advertisements taken from two popular magazines, *Marie-Claire* and *L'Express*, published between January and May 2011, to be analyzed. The study has concluded that: Many metaphors have an image-schematic frame. The space and attribute image schemas are the most often used; and what provides the communicative effect is that of combining visual and verbal modes. Thus, metaphorically examining products on sale positively evaluates them by bringing into view their attributes, linking them with a desirable quality, or presenting them as a need or a source of a pleasurable experience.

2.3 Wang, W. (2021)

This study is entitled *Pictorial and Multimodal Metaphors in Informational Picture Books for Children—A Case Study*. This study aims at investigating how the use of pictorial and MMs in informational picture books enhances the

comprehension of children of the information or facts and attracts their interest in the plot of the story at the same time. The researcher selects nine figures of Inside the Human Body, from The Magic School Bus series to be examined. The findings of the study demonstrate that pictorial metaphors are utilized to organize the narrative reality presented in the picture book in order to make the tale plot attractive and plausible; MM designation is invested by the picture book to establish the unique identity of its main characters both linguistically and visually; and by using different combined kinds of pictorial and MM., the authors of both the text and the information picture books contribute to representing the intended concepts and the information in the book.

The current study differs from the previous related studies in many aspects. Firstly, the current study primarily aims at investigating to what extent Iraqi EFL learners are familiar with and can perceive MMs and to what extent the genre of the metaphor affects that. Secondly, the current study follows Fauconnier and Turner's CBT (2002). Thirdly, the number and kind of selected data samples are different. The current study analyses twenty samples of different types.

2.4The Model Adopted of the Current Study

This study adopts Fauconnier and Turner's CBT (2002) as a model of analysis. CBT is a dynamic cognitive process, which is constructed according to the real-time context and complexity of the knowledge patterns. It consists of four spaces. Two input spaces, which are constructed from different individual domains of knowledge. The generic space is the third one that covers what is common or shared between the two input spaces. The emergent structure, which is composed of selected projections of the information from the two input spaces, is the last part of CBT. As illustrated in figure (1) below, the circles represent mental spaces, the solid lines refer to matching and cross-space mapping, the dotted lines refer to the connections between inputs and generic or bended space and the solid square indicates the emergent structure.

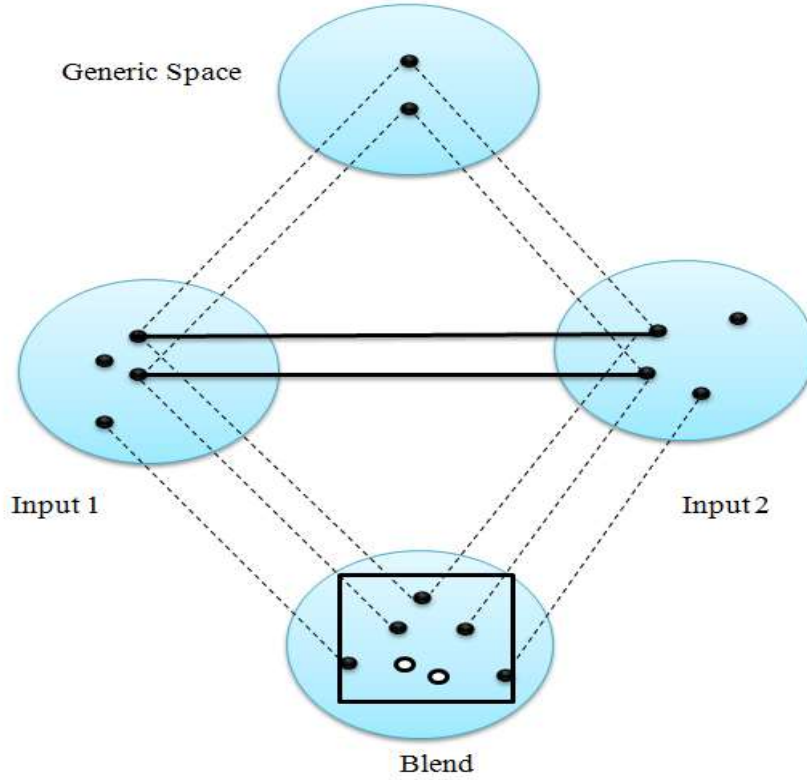


Fig. (1) Elements of Conceptual Blending Theory (Fauconnier and Turner, 2002)

It has been observed by Fauconnier and Turner that in many cases blended spaces are not necessarily the accumulative outcome meaning of source and target projection. Blended space may contain new elements that are not equal to the combination of the source and target elements together that comes from an elaboration of the conceptual blend on the basis of encyclopedic knowledge (Croft & Cruse, 2004; Evans & Green, 2006; Kovecse, 2010). CBT emerges from their attempts to account for this observation. For CMT to lack the mechanism by which to account for the phenomena like the case of the

metaphorical example below is regarded to be a motivation for the CBT development, to take this example: (*That surgeon is a butcher*)

At a glance, the CMT model seems to be workable with this metaphor. A direct mapping from the Source Domain (SD) of butchery into the Target Domain (TD) of surgery, led by a set of fixated counterparts' projections: 'butcher' onto 'surgeon'; 'animal' (cow) maps onto 'human being'; 'commodity' onto 'patient'; 'cleaver' onto 'scalpel'; and so on. This metaphorical analysis of cross-mapping projections cannot by itself account for the negative assessment of the statement's implication: the surgeon is incompetent. Though a surgeon is more prestigious than him, a butcher is often competent with what he does and he may be well respected. This causes a problem for CMT because the property of competence cannot come from the SD BUTCHER. A butcher working on dead animals needs to involve a great experience and skill, among those, specific knowledge of the anatomy of certain animals, skills of the ways and kinds of meat's cut and so on. Postulating that a butcher is a skilled profession and incompetent posits a question regarding the resource of the negative assessment in example above. Because metaphor is based on the mapping of pre-existing knowledge structures, CMT cannot account for the formation of new meaning as a result of this mapping process.

This example highlights some of the most important features of human cognition. Language and thought are not strictly compositional in the sense that they are additive. Meaning construction, in other words, does not rely exclusively on 'simple' conceptual mapping procedures such as constructing one conceptual region in terms of another, as in conceptual metaphors, or building connections between counterparts in mental regions. In example above the negative evaluation is the underlying motivation for describing a surgeon as a butcher, however, this negative assessment seems to be inherited from neither of the input domains associated with the metaphor. It is the privilege of CBT over CMT to account for the emergent meaning by its assumption that meaning construction involves emergent structure: meaning that is more than the sum of its components (Evans & Green, 2006; Grady, Oakley & Coulson, 1997).

3. METHODOLOGY

The present study is limited to investigate the perception of multimodal metaphors by Iraqi EFL learners, namely verbo-pictorial metaphors. Twenty samples of multimodal metaphors were selected from *The Pinterest* site, *The*

Global Times, and other sites. These twenty samples are of four types: advertisements (Ads.), caricatures (Car.), social media (S.M.) and social issues (S.I.). These data are analysed in terms of the Conceptual Blending Theory as a model. A recognition test is designed and delivered to Iraqi M.A. EFL learners from Tikrit University (Colleges of Education for Humanities, Arts, Education for Women/ the academic year 2022). The learners are of four EFL specializations, namely, Linguistics, Methodology, Literature, and Translation. The learners are 20 males and 20 females (5 females and 5 males from each specialisation).

To conduct and achieve the proposed aims of the current study, both qualitative and quantitative methods of research are used. The former deals with descriptive aspects; data analysis. The latter involves statistical tools that have been used to get the results of the recognition test.

3.1 Data Analysis

The data analysis process is ordered into the following steps: After providing the link to where the figure is directly retrieved from, a Metaphorical Description of Cognitive Analysis and Modality is conducted. The cognitive analysis manifests the first interpretation of the metaphor excluding the text (first glance interpretation) and explains the source and target domains. The other part of the metaphorical description deals with Modality analysis which shows that the type of the metaphor visual or verbal, and also manifests the target and source domains according to their mode. The general supposed metaphorical meaning of the MM is then explained; and a diagram is set to reflect the conceptual spaces. The generic space leads to input1 and input2. These two inputs flow into the blend. The final step shows the final outcome metaphorical meaning. It involves the explanation of the conceptual network; what is included in input1, input2, generic space, and the blend. It displays which input is presented linguistically or visually. Then, it explains the metaphorical meaning of the blend and how people could blend different modes mentally and reach the sought metaphorical meaning. Finally, it presents whether each of the target or source is visually or verbally presented.

3.2 The Recognition Test

The second level of the research procedure is that of conductive cognition test. To investigate to what extent the Iraqi EFL learners are familiar with and can

identify MMs and to find out to what extent text is important and MMs can/cannot be interpreted with/without, the recognition test has been done. The recognition test consists of twenty samples that are presented to learners twice; first the multimodal figures are stripped of texts and left with visual elements only (monomodal metaphor figure) and exposed them to M.A. learners of different genders and study branches in Tikrit University. Then, after a week, the original multimodal figures (verbo-pictorial) are exposed again to the same learners and the results are compared.

The recognition test requires the information below from each learner:

- 1- (name/ age/ gender/ branch of study)
- 2- How long does it take you to understand the metaphorical meaning?
(more than/less than 5 seconds)
- 3- Explain what you understand.

3.3 Two Samples of Analysis

The following are two figures out of 20 that are analyzed according to the adopted model and then exposed to the students in the form of a recognition test to check their perception.

3.3.1 Advertisement



Figure (2) Commercial Advertisement No.1

<https://www.adsoftheworld.com/campaigns/don-t-let-the-bill>

The metaphorical description of fig. (2) can be clearly represented in fig. (3) in terms of Cognitive Analysis and Modality.

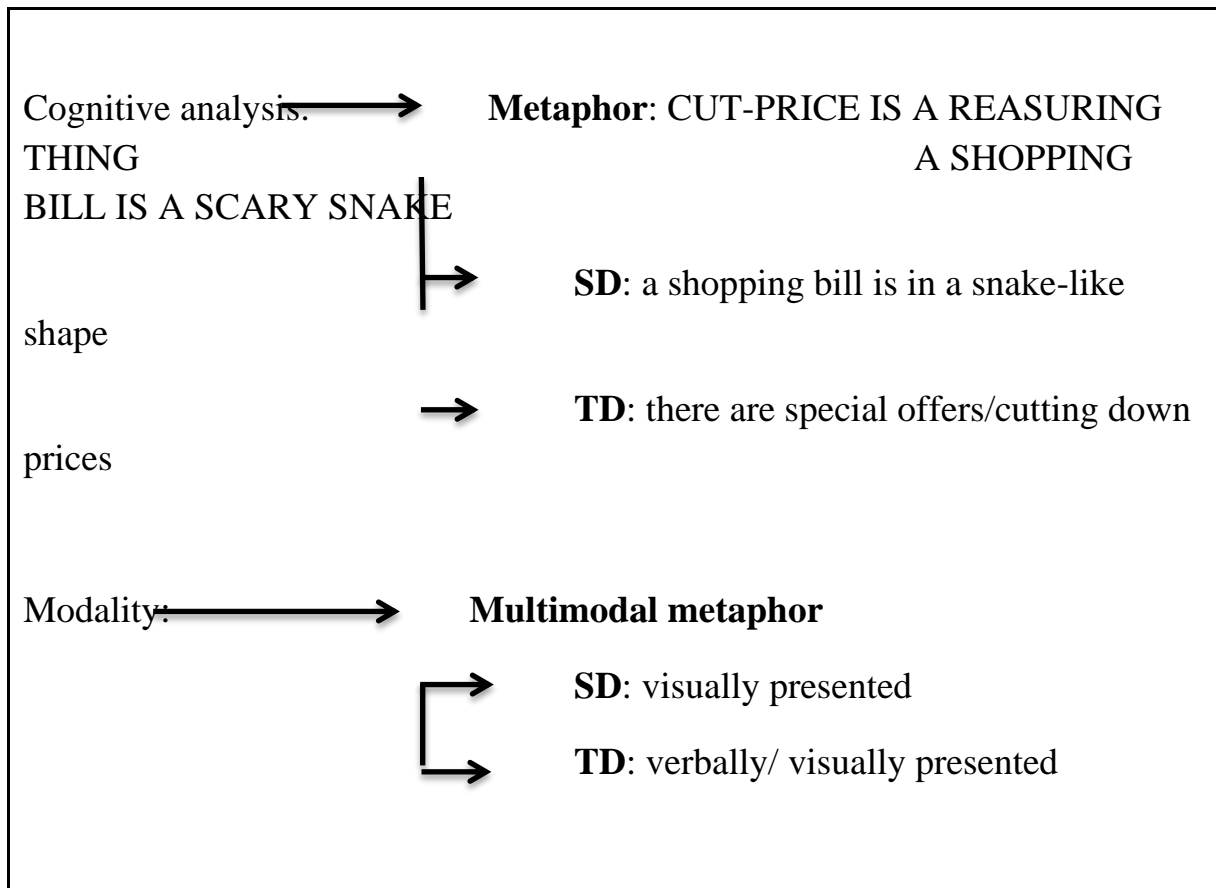


Figure (3) Metaphorical Description of Cognitive Analysis and Modality of advertisement

This sample is taken from the *Pinterest* site. The advertisement depicts a long white wavy receipt of a shopping bill with its front like the posture of a snake when it tries to attack. The figure also contains an anchor on the top of the picture; it says: "Don't let the bill scare you".

The advertisement creator wants creatively to convey that there are cut-prices and things on sale, so he/she employs an M.M. by means of which he can use multimode that each adds their own private meaning and impression to deliver his/her message as much as possible. He portrays a long shopping bill in the shape of a terrifying snake, implying that a long shopping bill is usually as scary as a snake. However, he verbally disputes that, saying frankly, "Don't let the bill scare you." It is not here, yet elsewhere you have to be upset and scared of the long bill where things are expensive. Here, you have to be at ease since you, in the end, only have to pay a little no matter how long the bill is.

Bringing the two apparently unrelated modes; the visual and verbal, together get a very far-reaching meaning in the blend space, which is based on the two

inputs; the visual and verbal. Input space1; the visual space contains *a long shopping receipt taking the shape of a cobra snake ready to attack*. Input space2; the verbal space contains *a reassuring phrase "Don't let the bill scare you"*. The generic space includes the shared elements; *scare, worry, harm, safety and reassurance*. Integrating the two input spaces with additional elements, the emergent meaning comes up in the blend. Though mostly long shopping bills indicate expensiveness, this time where the advertisement is, is of special offers and cut- down prices, so even long bills do not mean paying a lot. Both, pictorial mode that manifests the SD and verbal mode that manifests the TD are metaphorical. The bill is metaphorically not literally taking the shape of a snake and; it is not a real cobra. Likewise, the word 'scare' is not literally used; it is just a piece of paper not predatory animal. It is used to express 'worry' or 'concern'.

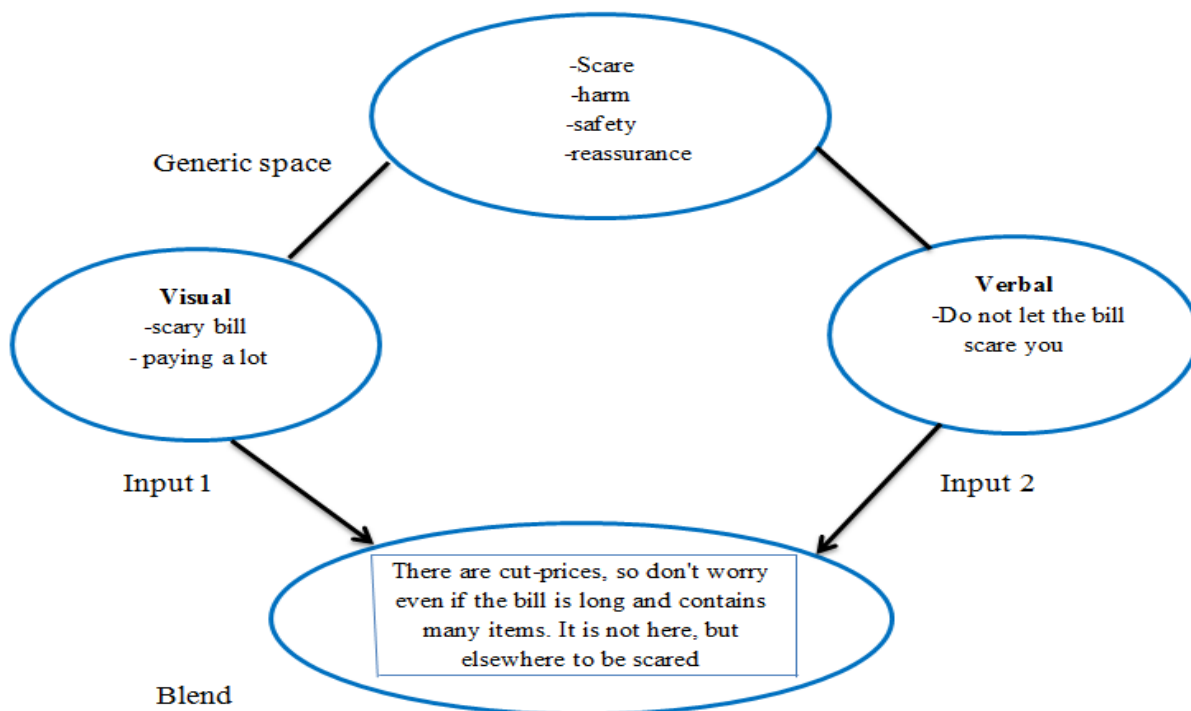


Fig. (4) Conceptual Blending Network Analysis of Advertisement

The two domains are not in the same direction. The visual one promotes worry, scare, and harm, when seeing a snake. The verbal domain tells something different; putting at rest and calming down. Mixing the two opposite-direction domains jointly comes up with a very creative metaphorical message.

Long bills commonly worry and frighten customers, especially low-income customers, which is metaphorically manifested with the shape of a terrifying cobra snake, is mixed with the verbal mode which tells people to be at ease and put the customers' minds at rest because here (the place of the advertisement) is an exception. There are cut-prices or special offers, so customers need not to concern about what they are buying.

3.3.2 Social Issue Poster



Figure (5) Social Issue Poster

<https://www.pinterest.com/pin/66005950780290475>

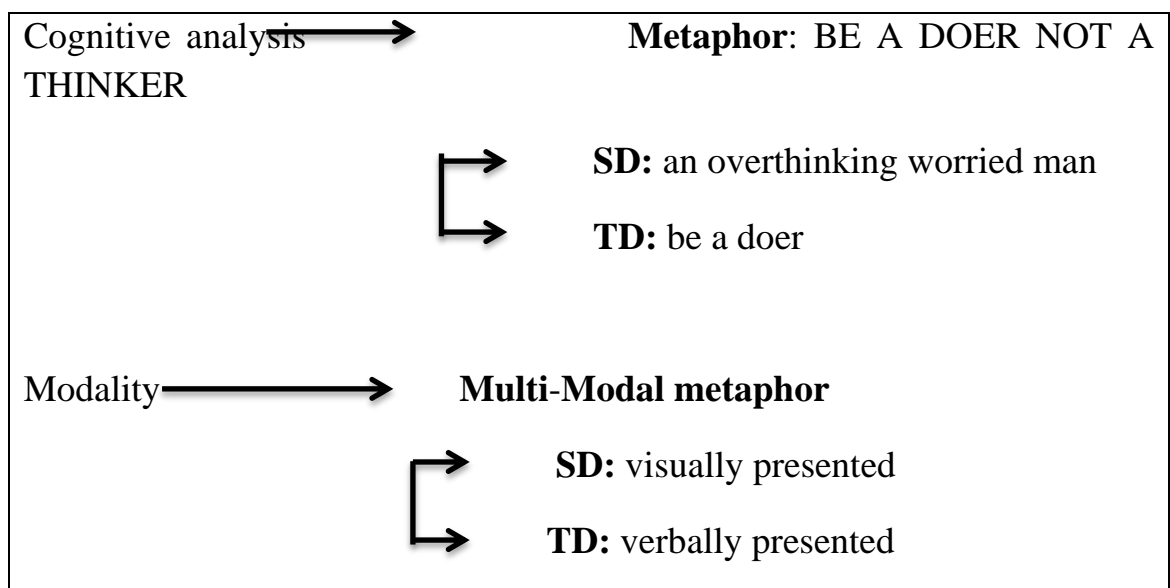


Figure (6) Metaphorical Description of Cognitive Analysis and Modality of Social Issue

This sample is taken from the *Pinterest* site. The poster contains two platforms; The Thinker versus The Doer. The platform of the doer is empty and on the second beside platform there is a person who seems to be overthinking and has lots of things and worries in his mind. A line of footsteps coming from the empty platform, going away, leaves the seat vacant. It can also be said that the place where the two platforms located is a public place as the columns behind can suggest.

The poster could have more than one metaphorical interpretation. The main apparent notion is that of criticism and praise. He positively visualizes the doer and negatively did toward the thinker. It is the doer who is intrepid, not hesitant, who is determined, not reluctant; and who is practical, brave, fearless, and hard to intimidate in putting things into action. He is the one who does not think twice. On the contrary, it is the thinker who is hesitant, not, who is reluctant, not determined; and who is fearful, easy to intimidate and always lacks dare to take action. It is worth mentioning here that, the doer intended in the poster is not the one who takes actions recklessly, aimlessly, but the one who has plans and ideas and is not hesitant to take action, yet he is real in his plans and puts them into effect. The other side of the poster is the opposite, that is, the author does not mean to intend the one who thinks in order to decide or to plan well before implementation, however, he is the one who overthinks to the extent to be fearful to take action. Here, it is not to be confused by overthinking with problem-solving.

Of course, the meaning concluded from the blends of visual-verbo modes is not of one stage or element. The first constituent of the network is the two input spaces. In the first one, the visual input, involves: *a person with worry, unhappy posture, and an empty platform, footsteps*. The second input contains a thinker; *a static person and the doer; the active one*. The two input spaces are motivated to be cross-mapped by the abstract common knowledge which includes: *stationary, movement, body poster and leaving*. The blend space has the emergent meaning which praises and calls for people to be doers, active, dynamic, and applies their plans; and criticizes and advises people not to be overthinking, inactive, and anxious. The doer has gone, whose only footsteps

can tell that. He left, trying to achieve his objectives and implement his plans. The other sitting person, as it seems, is overcome by overthinking, which tied his feet and hands, leaving him like an unable person who cannot take actions. He has been badly affected by overthinking and even psychologically damaged.

The TD is rendered verbally and the ST visually. Both the linguistic and visual elements play an essential role in reaching this metaphorical meaning and both are inevitable. It is noteworthy that, it is the visual mode that is the metaphorical one. The man portrayed is only a representative for a class or category in real life; he is metaphorically not really presented.

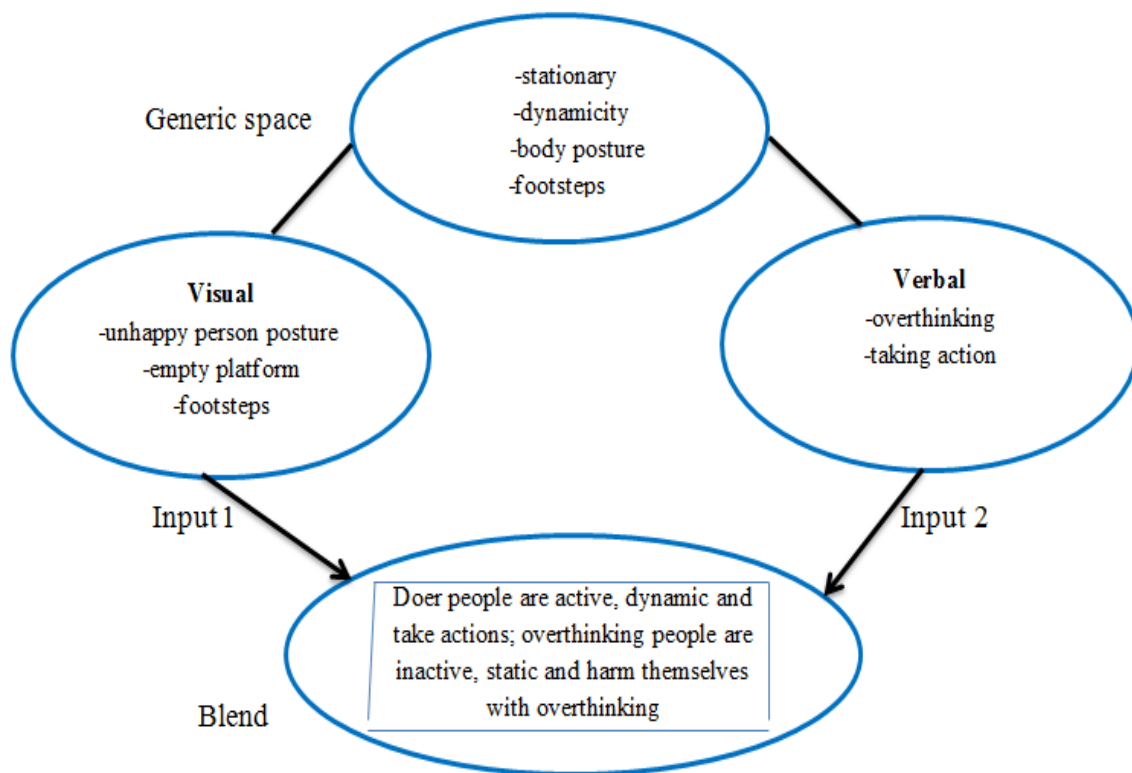


Fig. (7) Conceptual Blending Metaphor of Social Issue Poster

4. RESULTS

This section provides the findings of the study resulted from the conducted recognition test. It shows the impact of text, gender and kind of MMs on Iraqi EFL learners' MMs perception. The findings are presented by means of

tables and figures and SPSS Statistical Analysis Findings: One way and Anova (see the appendix). The figures presented in the first recognition test -test (1) are without text (OT); whereas the figures presented in test (2) are with text (WT). Correct and incorrect answers in the tables and charts are represented by Cr. and Inc., respectively.

4.1 Findings of the Impact of Text on EFL Learners' MMs Perception

This section shows the statistical results of the impact of text on the achievement of students in the various branches of study on their recognition of MM figures. It covers the scores of each branch, and their total percentages in relation to their responses to the figures (OT) and (WT).

4.1.1 Findings of the Impact of Branch of Study on EFL Learners' MMs Perception

Table (1): Total Scores and Percentages of Students' Answers for all Branches of Both MMs WT and OT

	Linguistics				Literature				Methodology				Translation			
	Students' Answers				Students' Answers				Students' Answers				Students' Answers			
	OT		WT		O T		WT		O T		WT		OT		WT	
	Inc.	Cr.	Inc.	Cr.	Inc.	Cr.	Inc.	Cr.	Inc.	Cr.	Inc.	Cr.	Inc.	Cr.	Inc.	Cr.
Total Score	146	54	78	122	143	57	83	117	182	18	134	66	163	37	124	76
Percentage	73%	27%	39%	61%	71.5%	28.5%	41.5%	58.5%	91%	9%	67%	33%	81.5%	18.5%	62%	38%

Table (1) and Chart (1), are the summary of the scores for total numbers and percentages of the four branches. The table and chart clarify the rates of change in each branch that occurs between the learners' responses to figures OT and WT as well as they represent the rates of change among the four branches.

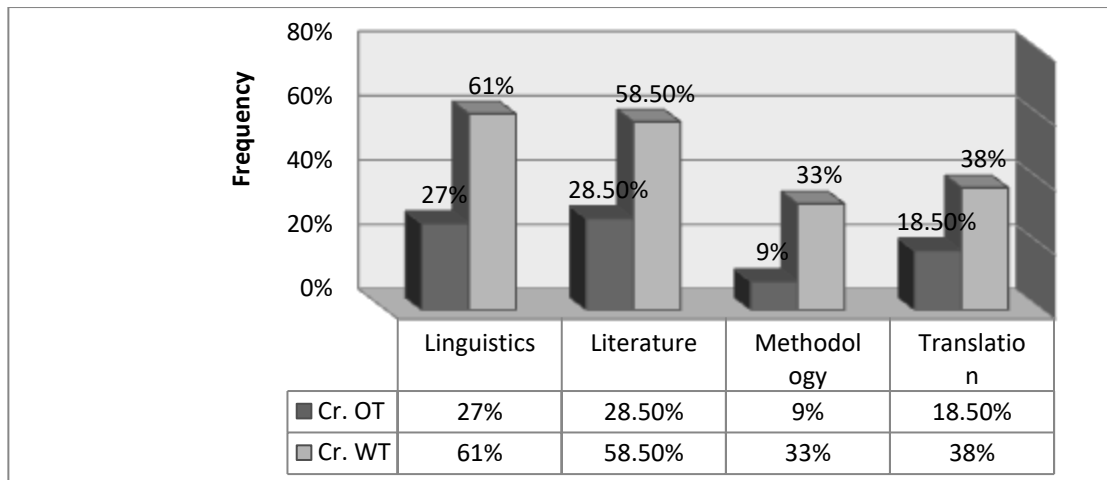


Chart (1): The Percentages of Cr. Answers in all Branches OT and WT

As chart (1) illustrates, linguistics students have reached the highest percentage of correct answers (61%) WT and they have the second place after literature students in the correct answers OT (27%). Linguistics learners have shown the highest mean of rise (i.e., 34%), (from 27% to 61%).

Literature students have reached the highest percentage (28%) OT and they come after linguistics learners in the percentage of WT (27%). Literature branch also comes after Linguistics in the mean of rising (i.e., 30.5%) from the percentage of OT (28%) to WT to (58.5%). Translation learners come in third place in all their achievements; expect the mean of rising, which is lower than that of methodology. Their percentage of OT is (18.5%) and WT is (38%), with a mean of rising (19.5%). Methodology is in the last place, except in the mean of rising it comes in the third place. Its percentage of OT is (9%), and WT is (33%), with a mean of rising (24%).

In general, table (1) shows all the learners' answers of MMs perception OT and WT. Only the first two learners out of forty could understand half of the exposed MMs in OT part of the recognition test, while (18) items were correctly interpreted by the same learners after adding the text. The difference can be considered by comparing the total number of correct answers OT which is (634) out of (800), with the incorrect number of answers which is (419) WT.

Table (2): Total Detailed Learners' Answers of MMs Perception OT and WT

Subject	M.M. Fig. OT			M.M. Fig. WT		
No.	Inc.	Cr.		Inc.	Cr.	
1	9	11		0	20	
2	10	10		4	16	
3	12	8		4	16	
4	13	7		4	16	
5	13	7		5	15	
6	13	7		5	15	
7	14	6		6	14	
8	14	6		6	14	
9	14	6		7	13	
10	14	6		7	13	
11	14	6		8	12	
12	14	6		8	12	
13	15	5		8	12	
14	15	5		9	11	
15	16	4		10	10	
16	16	4		10	10	
17	16	4		10	10	
18	16	4		10	10	
19	16	4		11	9	
20	16	4		11	9	
21	16	4		11	9	
22	17	3		11	9	
23	17	3		12	8	

24	17	3		12	8	
25	17	3		12	8	
26	17	3		12	8	
27	17	3		12	8	
28	17	3		12	8	
29	17	3		13	7	
30	17	3		13	7	
31	18	2		13	7	
32	18	2		14	6	
33	18	2		14	6	
34	18	2		14	6	
35	18	2		15	5	
36	19	1		15	5	
37	19	1		17	3	
38	19	1		17	3	
39	19	1		18	2	
40	19	1		19	1	
Total Score	634	166		419	381	
Percentage	79.25%	20.75%	100 %	52.37%	47.62%	99.99 %

In terms of percentages, chart (2) explains the difference between learners' achievements OT and WT. It demonstrates that, the percentage of correct responses to figures OT is only (20.75%), while it has risen into (47.62%) in relation to figures WT.

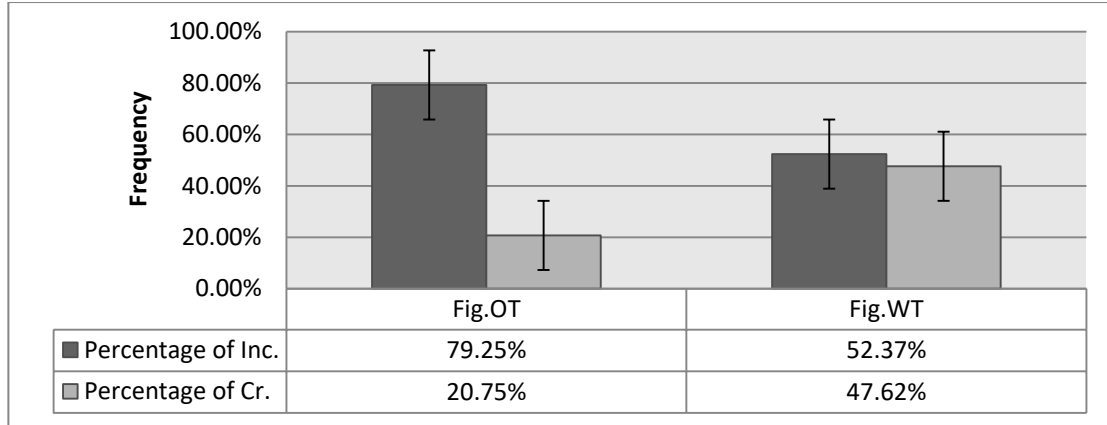


Chart (2): Percentages of Inc. and Cr. Answers OT and WT for all Students.

4.1.2 Findings of the Impact Gender on EFL Learners' MMs Perception

This part covers the quantitative findings of the recognition test shown on the basis of gender and covers gender differences with regard to the exposed MMs OT and WT and this is all shown in Table (3). With regard to OT part, males' total correct answers are (89), and of females are (77), males' rate is higher. These scores both go up in the part WT, in that, males' scores become (199) correct answers, versus (182) correct answers, again, male is first.

Table (3): Total Females' and Males' Answers of MMs OT and WT

Subject	Students answers of Fig. OT				Students' answers of Fig. WT			
No.	Inc. Male	Inc. Female	Cr. Male	Cr. Female	Inc. Male	Inc. Female	Cr. Male	Cr. Female
1	19	19	11	7	17	19	20	16
2	19	19	10	7	15	18	16	15
3	19	18	8	6	14	17	16	14
4	18	18	7	6	14	15	15	13
5	18	17	6	6	14	12	14	13
6	18	17	6	6	13	12	12	12
7	17	17	5	4	13	12	12	10

8	17	17	5	4	13	12	11	10
9	16	17	4	4	12	12	10	10
10	16	17	4	3	11	11	9	9
11	16	17	4	3	11	11	9	9
12	16	16	4	3	10	10	8	8
13	15	16	3	3	9	10	7	8
14	15	16	3	3	8	10	7	8
15	14	14	2	3	8	8	7	8
16	14	14	2	3	6	7	6	8
17	13	14	2	2	5	7	6	5
18	12	14	1	2	4	6	6	3
19	10	13	1	1	4	5	5	2
20	9	13	1	1	0	4	3	1
Total Score	311	323	89	77	201	218	199	182
Percentage	77.75 %	80.75%	22.25%	19.25%	50.25%	54.5%	49.75 %	45.5%

The increase of correct answers from OT part to that of WT has an average of rising. Males' rising average is (110) correct, while males' rising average is (105).

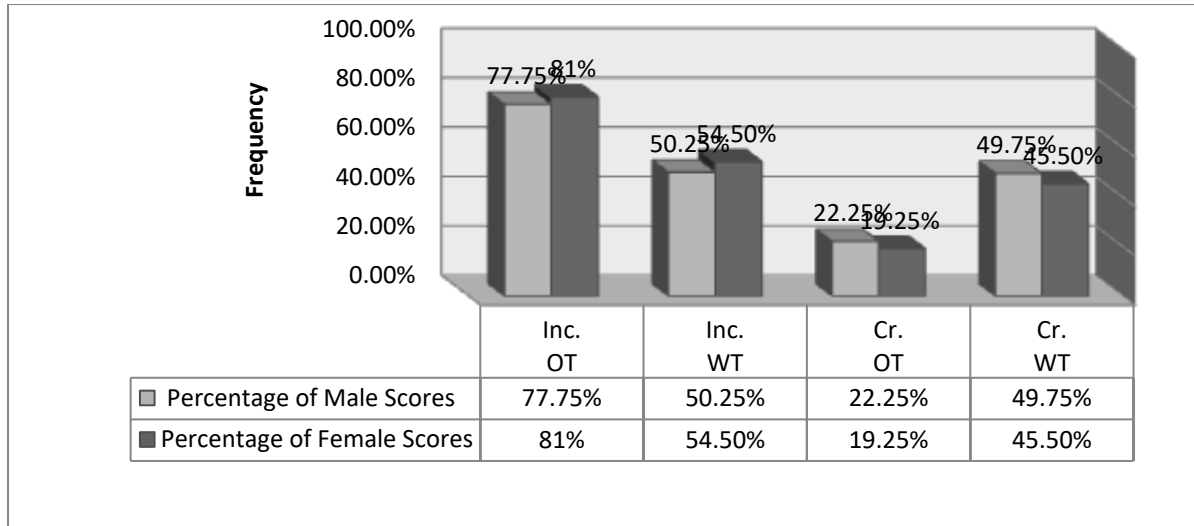


Chart (3): The Percentages of Males and Females Scores OT and WT

Chart (3) indicates the percentages of males' and females' scores of both MMs OT and WT. The occurrences of incorrect answers show that Females have reached the percentage of (81%) OT, while males' is (77.75%). In the WT part, females also came before males with percentage of incorrect answers (54.5%), compared to of males' which reads (50.25%). Males have done better in identifying more figures of multimodal metaphors.

4.1.3 Findings of the Impact of Kinds of MMs on EFL Learners' MMs Perception

This shows the statistical findings on the basis of the four kinds of M.Ms. How they are similar or different for females and males; OT and WT. It also shows, in general, how these kinds of MMs are different or similar in terms of hardness or easiness for all learners and what role text plays in these kinds.

Table (4): Total Scores and Percentages of Cr. Females' and Males' Answers of MMs Perception OT and WT in Relation to their Branches of Study

Gender	Total	Ads.		Car.		S. M.		S. I.	
		OT	WT	OT	WT	OT	WT	OT	WT
F.	Total Score	2	25	17	40	15	62	41	54
M.	Total Score	9	26	32	56	15	61	40	50
F.	Percentage	2%	25%	17%	40%	16%	62%	41%	54%
M.	Percentage	9%	51%	32%	56%	15%	61%	40%	50%

The total scores and percentages of females' and males' answers to each kind of MM OT and WT in relation to their branches of study are displayed in table (4). It demonstrates that there is not a sharp difference in the rate of correct answers between females and males' perception of different MM kinds. The percentages of OT answers of females identified only two per cent of the MMs of Ads., while males identified nine per cent. Car. showed a higher difference; females answered (17%) figures compared to (32%) males.

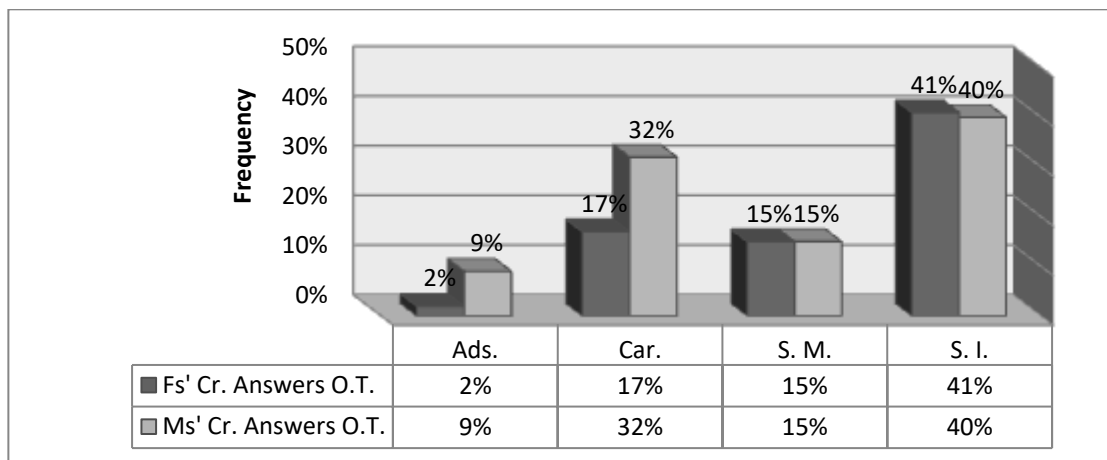


Chart (4): Total Percentages of Females' and Males' Cr. Answers OT for all M.M. Kinds

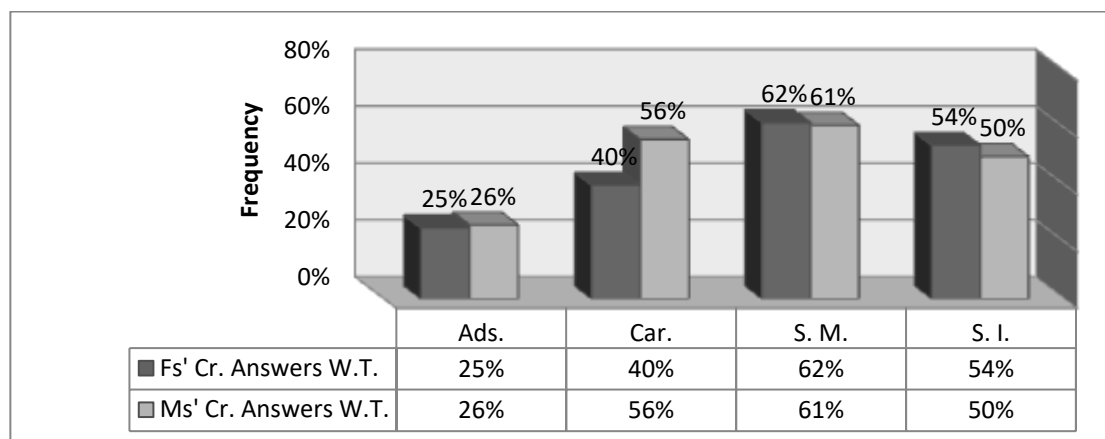


Chart (5): Total Percentages of Females and Males' Cr. Answers WT for all MM Kinds

5. DISCUSSION

According to the qualitative and quantitative analyses, this study has arrived at the following results:

1. Iraqi EFL learners, to some extent, failed to correctly perceive or understand the metaphorical meaning of MMs with a percentage of (53.37%) incorrect perception and (47.62%) correct ones, as shown in table (2) and chart (2) WT part. This different percentage of incorrect perception is because of the students' unfamiliarity with this type of new metaphor, so they lack the generic space that enables them to bend the two modes together correctly.
2. Linguistic mode is an influential element in MMs understanding and that can be clearly noticed in the increase of correct perception and the decrease of incorrect perception in test (2). All of the correct answers were doubled. That is illustrated in table (2) and chart (2). The percentage of total correct answers OT is (20.70%) while WT is (47.62%). This is due to MMs firm unity organization. Different modes in MMs are used with an acute interdependence and interconnectedness that deforms the other if one is removed or taken away.
3. The influence of branch of study and gender on MMs perception and text importance can be illustrated as follows:

- a. Branch of study has been demonstrated to be an influential parameter in understanding MMs Varied students' branches that have shown different efficiencies in recognizing MMs. In general, linguistics students have done the best job with an average percentage (61%) of correct perception. Literature students come in second place, with an average of (58.5%) correct answers. Translation branch occupied the third rank, with an average of (38%), and finally, methodology students come at the end of the queue with an average (33%) correct perception. These different performances can be attributed to the fact of un/familiarity. For their intensive familiarity with CM and the way of mapping and how CM works, linguistics students have done the best performance. Literature students also have studied CM as it is an important poetic device however they studied it in its classical form. Translation, though less than the two previous branches, yet they are exposed to some topics of CM to see how metaphors or metaphoric expressions are translated. Methodology, on the other hand, is the branch whose students are the least familiar with CM.
 - b. Though not sharp, gender has demonstrated dissimilar ability in MMs perception. Males' level of comprehending MMs is higher than that of females'. The former has reached (49.75%) as an average, in turn, females have (45.5%). This is maybe due to the wider contacts of males in Iraqi society as being a conservative one.
 - c. Regarding text influence in the selected branches of study and gender. With an average of rising correct answers (43%), linguistics students have shown to be the most sensitive to text. Literature comes after linguistics with a mean of rise (30.5%) in terms of text importance. Methodology, which comes the last in all scales, has taken the third position with a mean of rise (24%). Translation students have shown the least sensitivity to text in identifying MMs.
Gender indicates a slight difference regarding the importance of text in MMs' perception. The average of rise for males is (27.75%) which is higher than that of females, which is (26.25%) in MMs perception.
4. The more unusual or seemingly unrelated the modes of M.M. (visual mode and verbal mode) to each other or to the context in which MMs is used, the more creative it is in metaphorical meaning when its figurative meaning is grasped and vice versa. In turn, the more creative the MM, the riskier and more time-consuming it becomes. Creative MMs can more

easily than others understood wrongly or even oppositely, and they need more processing time to get their meanings.

5. It is not a free visual-cum-verbal MMs combinations. Only certain visual/verbal modes that can be combined to form MM where feature(s) is/are transformed from one thing (which is the source domain) to another thing (the target domain). The transformed features must make sense when transformed to the other side and be homogenous that form better new meanings.

6. CONCLUSION

A high percentage of Iraqi EFL students were unable to correctly perceive the exposed MMs, i.e., more than half of the exposed MMs were not perceived correctly. It is thought to be because of their *unfamiliarity* with conceptual metaphors in general and MMs in particular. This verifies the first hypothesis.

Another thing to be mentioned is that, *text plays an essential role in the perception of MMs*. The percentages of correct answers highly increased in test (2) and in turn the percentages of incorrect answers highly decreased. This is attributed to the intensive and inseparable unity of MMs Modes because they mostly work in tandem and MMs often be nonsensical when their modes are separated. Consequently, the second hypothesis is verified.

The branch of study has an effective role in MMs understanding. The four investigated branches of study have shown different performances in interpreting MM figures. This is due to the variations of subjects tackled in the different branches with relation to conceptual metaphors in general and M.M. in particular. This verifies the third hypothesis. Whereas gender, unlike the branch of study, has proved to be a secondary element in perceiving MMs in that females and males have done approximately similar performances. It is because MM figures understanding depends on background knowledge and familiarity not to different gender differences. Correspondingly, the fourth hypothesis is refuted.

All the target domains in the selected data are represented by verbal mode and in some MMs visual mode also implies the target domain in combination with verbal one. *Linguistic mode is the steering/guide* that steers the meaning of MMs to convey a certain message. It is a key or trigger for MMs understanding especially in relation to the different types of MMs used in this

study. Limitless metaphorical meanings could be expressed by changing the verbal expression in the same visual mode. Other text can direct the meaning in the direction the creator likes and this is the reason why advertisements are more difficult to apprehend than other types of MMs exposed in the recognition tests.

In accordance with the previous studies, neither the previous related studies support or reject the findings of the current study nor vice versa. This is because the current study tackles the topic of MMs from different perspectives and has found a research gap which has not yet been dealt with, i.e., investigating M.A. students' perception in addition to the effect of various variables namely, branch of study, gender and MM kinds, on MMs understanding. However, all studies, including the current one, highlight the immense role of multimodal metaphors in conveying more meaning to the receiver via employing different modes.

This study is supposed to be valuable for researchers and students who are in the realm of cognitive linguistics in general, and for those who are interested in multimodal metaphor, in particular. It can also be beneficial for those who are interested in metaphor modality and metaphor genre as a whole. Accordingly, it is recommended that economic and commercial colleges or departments should include the concept of multimodal metaphor intensively in their studies due to its frequent usage in marketing and trade. In addition to that, students or teachers should be acquainted with multimodal metaphor especially combined with visual mode because it is an important hallmark of visual technology.

REFERENCES

- Alosque, I. N. (2014). Verbo-pictorial metaphor in French advertising. *Journal of French Language Studies*, 24(2) 155-180.
- Croft, W., & Cruse, D. A. (2004). *Cognitive Linguistics*. New York: Cambridge University Press.
- Evans, V., & Green, M. (2006). *Cognitive Linguistics: An Introduction*. Edinburgh: Edinburgh University Press.
- Fauconnier G., & Turner, M. (1994). *The Way We Think: Conceptual Blending and The Mind's Hidden Complexities*. New York: Basic Books.
- Famelart, E. (2010). *Multimodal Metaphors and Advertising: A Trilingua Comparison of the Use of Multimodal Metaphor in Bank Advertisements*. [Unpublished Master's Thesis/ UCM]. Faculty of English Philology I, Spain.
- Forceville, C. (2006). Non-verbal and multimodal metaphor in a cognitivist framework: Agendas for research. In: Gitte Kristiansen, Michel Achard, René Dirven and Francisco Ruiz de Mendoza Ibáñez (Eds.). *Cognitive Linguistics: Current Applications and Future Perspectives*. Berlin/New York: Mouton de Gruyter, pp. 379–402.
- _____ (2009). A Course in Pictorial and Multimodal Metaphor. An online course,
- Grady, J., Oakley T., & Coulson, S. (1997). *Blending and Metaphor*. In Gibbs, R. W. Jr., & Steen, G. J. (Eds.), *Metaphor in Cognitive Linguistics*, pp. 101–124. Amsterdam/Philadelphia: John Benjamins.
- Johnson, M. (1987). *The Body in the Mind: The Bodily Basis of Meaning, Imagination, and Reason*. Chicago & London: The University of Chicago Press.
- Kövecse, Z. (2010). *Metaphor: A Practical Introduction*. (2nd Ed.). Oxford: Oxford University Press.
- Lakoff, G., & Johnson, M. (1980). *Metaphors We Live By*. Chicago and London: University of Chicago Press.
- Wang, W. (2021). Pictorial and Multimodal Metaphors in Informational Picture Books for Children—A Case Study. *Open Journal of Modern Linguistics*, 11(5)761-785.

Descriptives								
Scores								
	No.	Mean	Student Deviation	Student's Inc.	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
Linguistics	10	5.4000	2.67499	.84591	3.4864	7.3136	2.00	11.00
Translation	10	3.7000	1.15950	.36667	2.8705	4.5295	2.00	6.00
Methodology	10	1.8000	1.03280	.32660	1.0612	2.5388	1.00	4.00
Literature	10	5.7000	2.21359	.70000	4.1165	7.2835	3.00	10.00
Total	40	4.1500	2.41311	.38155	3.3783	4.9217	1.00	11.00

APPENDIX (1)

SPSS Statistical Analysis Findings

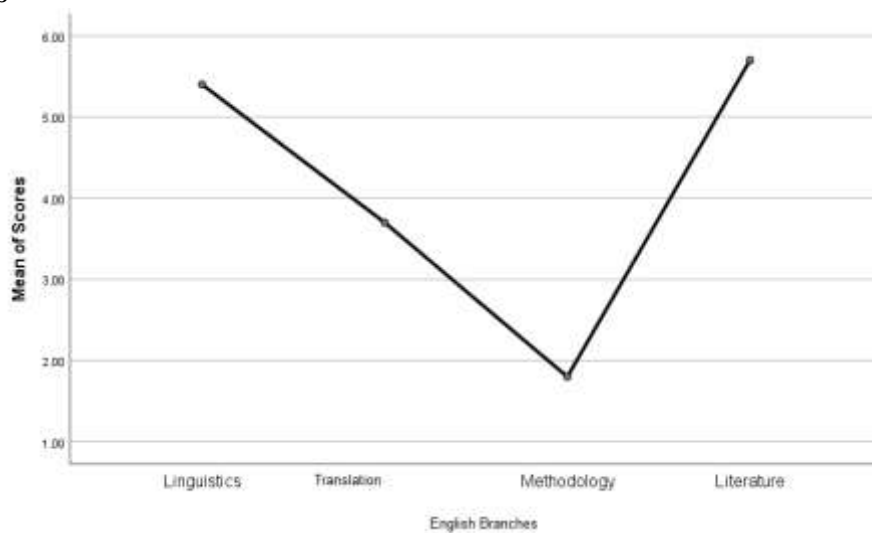
One way

Post Hoc Tests

Multiple Comparisons						
Dependent Variable: Scores						
Tukey HSD						
(I) English Branches	(J) English Branches	Mean Difference (I-J)	Student's Inc.	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Linguistics	Translation	1.70000	.85049	.207	-.5906	3.9906
	Methodology	3.60000*	.85049	.001	1.3094	5.8906
	Literature	-.30000	.85049	.985	-2.5906	1.9906
Translation	Linguistics	-1.70000	.85049	.207	-3.9906	.5906

	Methodology	1.90000	.85049	.133	-.3906	4.1906
	Literature	-2.00000	.85049	.105	-4.2906	.2906
Methodology	Linguistics	-3.60000*	.85049	.001	-5.8906	-1.3094
	Translation	-1.90000	.85049	.133	-4.1906	.3906
	Literature	-3.90000*	.85049	.000	-6.1906	-1.6094
Literature	Linguistics	.30000	.85049	.985	-1.9906	2.5906
	Translation	2.00000	.85049	.105	-.2906	4.2906
	Methodology	3.90000*	.85049	.000	1.6094	6.1906
*. The mean difference is significant at the 0.05 level.						

Means Plots



One way

Descriptives								
Scores								
	No.	Mean	Student Deviation	Student's. Inc.	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
Linguistics	10	12.2000	3.32666	1.05198	9.8203	14.5797	8.00	16.00
Translation	10	7.6000	3.30656	1.04563	5.2346	9.9654	2.00	14.00
Methodology	10	6.6000	4.03320	1.27541	3.7148	9.4852	1.00	14.00
Literature	10	11.7000	3.68330	1.16476	9.0651	14.3349	8.00	20.00
Total	40	9.5250	4.26066	.67367	8.1624	10.8876	1.00	20.00

ANOVA					
Scores					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	241.475	3	80.492	6.212	.002
Within Groups	466.500	36	12.958		
Total	707.975	39			

Post Hoc Tests

Multiple Comparisons

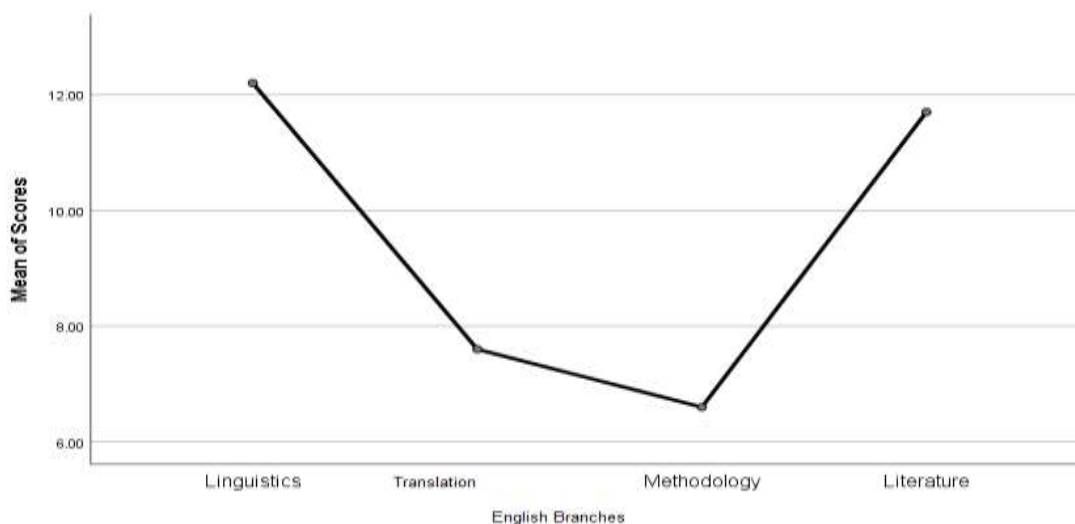
Dependent Variable: Scores

Tukey HSD

		Mean Difference	Student's Inc.	Sig.	95% Confidence Interval	
(I) English Branches	(J) English Branches	(I-J)			Lower Bound	Upper Bound
Linguistics	Translation	4.60000*	1.60987	.034	.2643	8.9357
	Methodology	5.60000*	1.60987	.007	1.2643	9.9357
	Literature	.50000	1.60987	.989	-3.8357	4.8357
Translation	Linguistics	-4.60000*	1.60987	.034	-8.9357	-.2643
	Methodology	1.00000	1.60987	.925	-3.3357	5.3357
	Literature	-4.10000	1.60987	.069	-8.4357	.2357
Methodology	Linguistics	-5.60000*	1.60987	.007	-9.9357	-1.2643
	Translation	-1.00000	1.60987	.925	-5.3357	3.3357
	Literature	-5.10000*	1.60987	.016	-9.4357	-.7643
Literature	Linguistics	-.50000	1.60987	.989	-4.8357	3.8357
	Translation	4.10000	1.60987	.069	-.2357	8.4357
	Methodology	5.10000*	1.60987	.016	.7643	9.4357

*. The mean difference is significant at the 0.05 level.

Means Plots



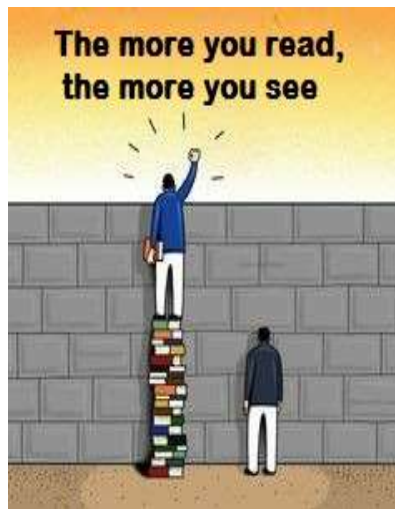
APPENDIX (2)

Figures used in the Recognition Test

Ads. / S.M. / S.I. / Car. Respectively









Fi



Figure (9)