

Kurdish Undergraduate EFL Students' Perspectives on Using Conceptual Metaphor-based Approach in Teaching English Idioms

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Abstract—The advent of Conceptual Metaphors (CMs) has led to the use of Applied Cognitive Linguistics in recent years to be the growing area within the ELT field. In this regard, previous studies in other language contexts have proven that CM is a good medium for teaching English idioms and other vocabulary items. Despite a great deal of research on the positive impact of the CM-based Approach in teaching vocabulary and idioms to EFL students, very few studies have reported students' perspectives on its implementation. Such an endeavor is completely new to EFL classes in the Kurdish context since the perspectives of the Kurdish undergraduate students of EFL have not been known yet. Therefore, this study is an attempt to explore the Kurdish students' perspectives on using the CM-based Approach in teaching idioms within the EFL framework. Quantitative and qualitative data were collected by adopting a questionnaire consisting of closed-ended items and open-ended questions, inquiring 52 junior English-majored Kurdish students. The results indicate that almost all the participants have positive attitudes towards the approach as it has benefits to language learning; hence, they are eager to know more about it. However, negative attitudes towards the approach and its implementation in teaching idioms were observed. Additionally, suggestions were presented by the respondents to improve CM-based instruction in EFL.

Index Terms— Conceptual Metaphor-based Approach, teaching English idioms, Kurdish EFL students' perspectives.

I. INTRODUCTION

The process of English language learning and teaching undoubtedly has its obstacles for learners and teachers in the EFL context. These obstacles lie in the nature of the language studied, the approaches followed in teaching, and the strategies utilized in learning. Linguistic expressions, particularly idioms, are deemed strenuous since it is believed that the overall meaning of an idiom is not equal to the meaning of the individual words that comprise that idiom. As depicted traditionally, "An idiom is a sequence of words which operates

as a single semantic unit, and like many multi-word verbs, the meaning of the whole cannot be deduced from an understanding of the parts" (Gairns & Redman, 1986, p. 35). Based on this, Lechner (2015) expounds that traditionally direct and explicit teaching of idioms is the preferred manner, particularly when students are directed to memorize by heart or translate a list of idioms designed randomly. However, the lists maintain no connection between idioms on the basis of conceptual knowledge, which cannot help students to comprehend idioms and retain them within an extended time, which are limiting and insufficient characteristics of the approach.

Conversely, the Cognitive Linguistics-based Approach treats a wide range of linguistic expressions associated with each other that are semantically motivated and based on the experience of humans in the sociocultural and physical world (Tyler, 2012, p. 9). Therefore, teaching idioms mediated by cognitive mechanisms like Conceptual Metaphors (CMs) is considered efficient to help teachers to have a complementary approach to implement and to help learners use better learning strategies to understand the idiomatic meaning of different sets of vocabulary items and idioms easily and effectively. To Littlemore (2009, p. 99), being sufficiently systematic, the CM-based Approach is more influential than the approaches to vocabulary instruction which are insufficiently systematic. Besides, exposure to the CM-based Approach is helpful for learners to understand new linguistic expressions by extending its application in novel situations. Such assistance to comprehend linguistic expressions is in the nature of CMs. That is, in an account of metaphor, Lakoff and Johnson (1980) state that "Metaphor is principally a way of conceiving of one thing in terms of another, and its primary function is understanding" (p. 37). As for Liu (2002, p. 4), metaphor "not only reflects but also shapes our conceptual system. It is often through the metaphorical process that human beings conceptualize the world and construct reality". Further, Evans (2007, p. 136) states that CMs are "a form of conceptual projection involving mappings or correspondences holding between distinct conceptual domains".

Apropos of the necessity of CMs application pedagogically, Scott (1994, p. 94) argued that “one of the most powerful techniques for raising conscious awareness, both of how the target language works and of how to learn it, is metaphor”. With CMs, learning is believed to be promising as the motivated meaning of linguistic expressions is revealed. Whereas from a traditional viewpoint, meaning is arbitrary and learning might be guaranteed by rote learning (Kövecses & Szabó, 1996, p. 351). Such motivation can be CM-based, which assembles distinct sets of linguistic expressions based on the common sense they possess. Consequently, the plausibility of such a semantically systematic organization outweighs listing seemingly unrelated language segments in a random way. Intending to introduce the use of metaphors in the ELT context, Deignan et al. (1997, p. 353) argued that due to the great role that CMs motivate plenty of language expressions, being aware of metaphors is necessary to be improved by language learners. Littlemore (2009, p. 102) posited that language learners’ metaphoric competence in L2 can be developed if the emphasis is lent to CMs pedagogically. Pérez (2016, p. 15) added that the explicit inclusion of teaching idioms and CM awareness-raising activities foster language learning. To Matusz (2020, p. 114), the didactic potentiality of CMs is sourced from different characteristics, such as motivation, entailment, and conventionality, that metaphor displays in teaching a foreign language. Consequently, this envisages the pivotal role of CMs in the area of vocabulary and idiom comprehension and acquisition.

II. LITERATURE REVIEW

Even though learners are not the only decision-makers in a program to have their views, Garner and Acklen (1979, p. 36) affirm that there has been a consensus among program designers and curriculum developers concerning the significance of student participation in planning their education programs, because “they are the *raison d’être* of curriculum, their suggestions, cooperation, and evaluation can be among the most meaningful elements in the entire learning process”. Richards (2001, p. 59) asserts that, by conducting needs analysis, researchers can come by information from different sources such as data from testing the performance of students and looking into their viewpoints through the medium of interviewing and questionnaire administration. According to Cook-Sather (2002, p. 3), the rudimentary principle of building a system is to consult those the system is designed for, which helps teachers perceive the world according to the students’ realizations of the process. Similarly, Rudduck and McIntyre (2007, p. 3) believe that “Commitment to exploring pupil perspectives was driven by the desire to build a fuller understanding of life in classrooms and schools”. Likewise, Marsh (2009, p. 212) claims that “students are an important element in the learning environment and are the ultimate consumers”. To Garrecht et al. (2018, p. 1), students’ decisions can be implemented by maintaining the steps taken toward practice.

About surveying the standpoints of the students towards implementing the CM-based Approach to teaching idioms, which has been deemed a necessary factor to determine whether the application of the approach is feasible and helps better

learning outcomes, quite a few studies (Li, 2003; Beréndi et al., 2008; Kömür & Çimen, 2009; Pérez, 2018; Shan, 2020; Pham, 2021) in the area directly or indirectly have been conducted.

For instance, Li (2003) surveyed EFL students’ viewpoints on the possibility of boosting idiom comprehension by applying CMs. The results reported that the students considered the learned materials informative, new, and interesting. The teaching method was new, made things easier to memorize, and can be good to increase the range of vocabulary and idioms. Thus, the CM-based Approach might be workable to be implemented in designing learning materials and teaching methods. After five months of completing an experiment, Beréndi, Csábi, and Kövecses (2008) administered a questionnaire to inquire participants about the effectiveness of the strategy in remembering the taught idioms grouped under corresponding CMs, and whether they have grouped linguistic expressions per their CMs as they have been encountered. The respondents reported that it was not easy to recall all the instructional sessions on idiom grouping under related CMs; however, they were able to bring to their mind the occurrence of the grouping of items. Besides, there was no reference to the use of the strategy of assembling any new expressions characterized by specific CMs.

Moreover, Kömür and Çimen (2009) reported that the participants in their study regard the CM-oriented Approach as facilitating idiom learning. Simultaneously, based on observation, the participants overwhelmingly concentrated on the activities. Another survey finding unveiled that the innovative nature of the CMs to be deployed in an L2 teaching context was positively confirmed by the participants (Pérez, 2018). Likewise, Shan (2020) found that the participants had a great eagerness for learning idioms with the help of CM-based instruction since the approach, to the participants, was time-saving and systematic for learning a wide range of idioms at a time. Recently carrying out a poll, Pham (2021) found that after being questioned by employing a questionnaire and semi-structured interview, the respondents seemed to embrace the approach favorably. That is, despite being an unfamiliar notion initially, the approach was relatively rated positive since it aids students to grasp idioms and other linguistic expressions grouped under a conceptual network rather than treating them individually.

It is worth knowing that these studies have not been without limitations. To delineate, Li (2003) and Pérez (2018) indirectly examined students’ opinions on exploiting the approach in L2. Beréndi et al. (2008) informally and after months of experimenting, surveyed the participants which probably made them not able to remember many things that happened during the experiment. Kömür and Çimen (2009) implemented different sorts of activities like role-playing, brainstorming, literal and metaphorical meaning discussion, and other communicative activities hand in hand with the CM-based Approach to teaching idioms, where the positivity of students’ attitudes towards the approach cannot be exclusively attributed merely to CM-supported activities without mentioning other communicative activities. Besides, the instrument used was not multifaceted whereby eliciting a wide range of information. Shan’s (2020) study could not come up with a direct intention of seeing students’ opinions towards the implementation of the approach studied, however, through observing the participants,

Shan could see how the participants' reaction to idiom teaching via CMs was.

Moreover, Pham's study (2021), from which the present study took inspiration as it owns a well-designed questionnaire, has some limitations to be contemplated. To exemplify, the limited number of CMs and corresponding idioms which are underpinned by the dint of the CMs. That is, the limited number of CMs and idioms cannot be overgeneralized when cross-cultural similarities and differences matter. The materials were also taught in a 5-week course (i.e., one session each week lapsing 45 minutes), which can be considered short, and might not assist students' intake of the studied materials fully, thus not capable of eliciting their viewpoints about the questions raised. Therefore, the present study tends to pursue what prior studies demanded with the limitations they possessed. Besides, no study has been conducted to uncover students' outlook on the CM-based Approach in general and teaching idioms in most of the EFL contexts, particularly the Kurdish one, especially after being exposed to many idioms through such an approach for an entire semester. Consequently, the findings might be an endeavor to assist program developers, curriculum designers, teachers, etc. to commit to introducing the CMs to the English programs for undergraduate degrees. Besides, with its uniqueness in the field of Applied Cognitive Linguistics in Iraq and Kurdistan Region universities, conducting the study is worthwhile, whose aim is to investigate the perspectives of Kurdish-speaking university students of EFL toward incorporating CM-based Approach to teaching idioms, where their perspectives individually and in whole-class are taken into consideration. Therefore, it could be promising to ingrain the idea in Kurdish-speaking undergraduate students in EFL programs. For the reasons presented, the following research questions are looked into:

1. What are the perspectives of Kurdish students of EFL on the benefits of the implementation of the CM-based Approach to teaching English idioms?
2. What are the perspectives of Kurdish students of EFL on the drawbacks of the implementation of the CM-based Approach to teaching English idioms?
3. What are the feelings of Kurdish students of EFL toward English idioms instruction using CM-based Approach?
4. What are the reactions of Kurdish students of EFL to English idioms instruction using CM-based Approach?
5. To what extent, do Kurdish students of EFL have willingness to have further knowledge about CMs to understand vocabulary and idioms?
6. What suggestions do Kurdish students of EFL have concerning the CM-based Approach to teaching English idioms?

III. METHODOLOGY

A. Design of the Study

To investigate the perspectives of Kurdish students of EFL on the use of the CM-based Approach to teaching idioms and how this aids them in comprehending idioms, the present study enrolled the participants in a course of idiom teaching through

CM-mediated instruction for an entire semester of fourteen weeks between January 17th to March 10th, then no classes due to Newroz Feast Recess, and then starting again from March 27th to May 2nd, 2022. That is, twelve weeks – each week a 90-minute session – of teaching idioms through CM-based Approach and two tests, namely a pretest and a posttest, were taken prior to and at the end of the course. The pretest was used to know the participants' prior knowledge of idioms, while the posttest was to observe the applicability and viability of this approach in teaching English idioms. The results of the pretest ($M 14.00, StD 4.11$) and the posttest ($M 27.82, StD 7.15$); $t(51) = 15.46, p < .001$, were statistically significant. After the posttest, in a questionnaire survey, the participants' outlook was explored to know their in-depth opinion relative to the implementation of the approach and its effect on enhancing the comprehension of English idioms.

B. Participants

The respondents of the study were 52 junior Kurdish-speaking EFL students at the Department of English, College of Education, University of Garmian. Female students vastly (75.0%) outnumbered the male students (25.0%). Their ages were divided into groups; half of them were 20 years, one-third (32.7%) of them were 21, a small number (9.6%) were 22, and the 23- to 24-year-old students were equal in number, 3.8% each. Almost all of them had approximately 14-15 years of exposure to English learning from their first year of primary school. The respondents' selection for the study was on the basis of attending the course of idiom learning through CM-mediated instruction, and taking the pre-and post-test.

C. Instruments

To accomplish the study purpose, a modified questionnaire was administered to the study participants who were taught English idioms deploying CMs as a medium. The adopted instrument is developed and validated by Pham (2021). Firstly, a very slight change was done to adapt the questionnaire for this study. For example, item number 17 “*I found CM-based teaching helpful to comprehend different sets of idioms which are semantically grouped under their corresponding conceptual metaphors*” was added to the items. The item is so important since it puts emphasis on students' feelings toward the effect of CM-based teaching in assisting their comprehension of different sets of seemingly unrelated idioms by means of the underlying CMs, as earlier studies (Boers, 2000; Li, 2003; Beréndi et al., 2008) found. Secondly, the questionnaire was translated into Kurdish by the researchers and reviewed by an English language Ph.D. holder. Next, another English language Ph.D. holder translated it back to English without having the original English items. Then, another English language Ph.D. holder reviewed both English versions in order to ensure the accuracy and clarity of the translated versions of the questionnaire. Finally, the items have been piloted with twelve sophomore EFL students to check whether it is understandable and clear. Completing the administration of checking the items, it was found that the items are valid as they were comprehensible.

D. Data Collection Procedure

The research elicited information from the respondents through a questionnaire which is divided into a quantitative part using closed-ended items and a qualitative part using open-ended questions (see Appendix A). The purpose was to grasp in-depth participant-oriented data on the questions under investigation, where the research used mixed (i.e., quantitative and qualitative) methods. Creswell (2015, p. 2) depicts it as “An approach to research . . . in which the investigator gathers both quantitative (closed-ended) and qualitative (open-ended) data, integrates the two, and then draws interpretations based on the combined strengths of both sets of data to understand research problems”.

E. Data Analysis Procedures

Two main types of data were collected namely, quantitative and qualitative. The quantitative set of the data was computed using SPSS 26 to obtain each response’s mean, standard deviation, frequencies, and percentages to the questionnaire, which consists of twenty-five closed-ended items. The items were analyzed quantitatively and qualitatively. As for evaluation, a 5-point Likert type was used. The Likert scales are shown in Tables 1 and 2. It is worth considering the abbreviations in Tables 3, 4, and 5 (SD: Strongly Disagree, D: Disagree, N: Neither agree nor disagree, A: Agree, SA: Strongly Agree, *M*: Mean, *StD*: Standard Deviation), and the ones on Table 6 (N: Never, R: Rarely, S: Sometimes, O: Often, A: Always, *M*: Mean, *StD*: Standard Deviation). Regarding the open-ended questions, there were two main questions the respondents were provided with. The respondents were free to answer in English or Kurdish. Their responses were analyzed qualitatively.

TABLE 1
Likert Scale value and range of the questionnaire items 1-20

	Value	Range
Strongly Disagree	1	1.00-1.79
Disagree	2	1.80-2.59
Neither Agree nor Disagree	3	2.60-3.39
Agree	4	3.40-4.19
Strongly Agree	5	4.20-5.00

TABLE 2
Likert Scale value and range of the questionnaire items 21-25

	Value	Range
Never	1	1.00-1.79
Rarely	2	1.80-2.59
Sometimes	3	2.60-3.39
Often	4	3.40-4.19
Always	5	4.20-5.00

IV. RESULTS

A. Part One: Analysis of Closed-ended Questionnaire Results

1) Kurdish EFL students’ perspectives on the benefits of the CM-based Approach:

This section comprises ten items, as presented in Table 3 below:

TABLE 3
The students’ opinions on the benefits of the CM-based Approach (%)

Items	SD	D	N	A	SA	<i>M</i>	<i>StD</i>
1.	0.0	0.0	11.5	38.5	50.0	4.38	0.69
2.	0.0	0.0	1.9	44.2	53.8	4.52	0.54
3.	0.0	0.0	15.4	38.5	46.1	4.30	0.73
4.	0.0	3.8	19.2	42.3	34.6	4.08	0.84
5.	0.0	9.6	21.2	36.5	32.7	3.92	0.97
6.	0.0	3.8	15.4	36.5	44.2	4.21	0.85
7.	0.0	1.9	7.7	53.8	36.5	4.25	0.68
8.	0.0	1.9	17.3	46.2	34.6	4.13	0.77
9.	1.9	0.0	11.5	44.2	42.3	4.25	0.81
10.	1.9	1.9	9.6	44.2	42.3	4.23	0.85
Overall						4.23	0.77

As indicated in Table 3, the respondents’ answers were predominantly positive about the benefits of the CM-based Approach. The overall mean of the responses was (*M* 4.23, *StD* 0.77), which ranges between 3.92 and 4.52, and indicates that the students strongly agreed with the benefits of the approach.

To begin with, a great number of the students had positive opinions (38.5% A and 50.0% SA) on the link that CM-based teaching activates between prior knowledge of familiar concrete or less abstract concepts and unfamiliar or less familiar abstract ones as students understand idioms. Meanwhile, a fairly small percentage remained undecided (11.5% N).

When the respondents were inquired whether the CM-based Approach helped them to understand the relation between linguistic expressions and human thought, feelings, and reactions, almost all of them showed agreement (44.2% A, 53.8% SA), except a very small percentage of the participants (1.9% N), who showed their neutrality.

Question three asked the participants if the teaching dependent on CMs aided them in visualizing the target idioms in their mind; a very large number of the participants reported agreement (38.5% A, 46.1% SA), while the undecided were small in number (15.4% N).

For the fourth question concerning the aid that the CM-based instruction offered the respondents to correctly predict the target idiom meaning, a few students (3.8% D) disagreed, one-fifth of them (19.2% N) neither agreed nor disagreed, while the rest agreed with such benefit (42.3% A, 34.6% SA).

As regards the benefit of the approach to help Kurdish students of English in comprehending the target idioms profoundly, a few respondents (9.6% D) dissented from this view, some were neutral (21.2% N), while more than two-thirds of them showed agreement (36.5% A, 32.7% SA).

On question six, which sought students’ opinions on the benefit of systematicity of idiom learning which the approach provided them with, most of the students agreed (36.5% A, 44.2% SA), while one-sixth of them (15.4% N) remained uncertain, and a small number of them disagreed (3.8% D).

The statement about whether the approach accommodated the participants to effectively remember the meaning of the idioms studied during the treatment phase received a high percentage of the participants’ agreement (53.8% A, 36.5%

SA). However, not many of them disagreed (1.9% D), and few of them (7.7% N) neither agreed nor disagreed.

When asked about the assistance of the CM-based Approach in effectively recalling the form of the idioms they have been exposed to during the intervention, only a minority of them refused to agree (1.9% D) and one-sixth of them (17.3% N) were undecided. However, most of the respondents agreed (46.2% A, 34.6% SA) that the approach is beneficial for bringing back the form of the idioms studied.

The ninth item surveyed whether the CM-based approach helped the students improve their critical thinking. A great number of the students agreed (44.2% A, 42.3% SA), while a very small number (1.9% SD) strongly disagreed; however, a few students (11.5% N) expressed their neutrality.

The last item, which looked into whether the CM-based Approach helped the participants to be more familiar with the target language culture, received a high level of agreement (44.2% A, 42.3% SA), which indicates the benefits of the application of CMs. In contrast, a minority of the respondents disagreed (1.9% SD, 1.9% D), and those who remained undecided were a few (9.6% N). Thus, it can be concluded that most of the respondents believed that CM's application was substantially beneficial.

2) Kurdish EFL students' perspectives on the drawbacks of the CM-based Approach:

The second section encompasses five items that are shown in Table 4 below:

TABLE 4

The students' perspectives on the drawbacks of the CM-based Approach (%)							
Items	SD	D	N	A	SA	M	StD
11.	9.6	30.8	15.4	30.8	13.5	3.08	1.25
12.	25.0	34.6	17.3	15.4	7.7	2.46	1.24
13.	32.7	36.5	17.3	13.5	0.0	2.11	1.02
14.	28.8	32.7	15.4	15.4	7.7	2.40	1.27
15.	36.5	32.7	11.5	17.3	1.9	2.15	1.16
Overall						2.44	1.19

As shown in Table 4, the students mainly disagreed with the statements associated with the drawbacks of the CM-based Approach. The total mean (*M* 2.44, *StD* 1.19) of the responses in the range of 2.11 to 3.08 was a reference to the positivity of their opinion on the implementation of the approach in the EFL context.

To elaborate, the first statement of the section which concentrated on whether the students faced difficulty due to the novelty of the approach when introduced. The respondents, to some extent, agreed with it (30.8% A, 13.5% SA). Whereas slightly different from the agreed students, those who showed disagreement (30.8% D, 9.6% SD) considered the approach convenient. In comparison to both ends of the continuum, a considerable number of the students (15.4% N) remained undecided whether the approach was convenient or caused difficulty due to its unfamiliarity from the beginning of the instructional intervention.

The second statement required the respondents to report their opinion on whether the approach was complex as being applied during the experiment, over half of them disagreed (34.6% D, 25.0% SD). Still, nearly a quarter of them (15.4% A, 7.7% SA) believed that the approach was complicated. That is, they presumed that the approach was not straightforward. The rest

(17.3% N) neither agreed nor disagreed with the statement. Interestingly, the same percentage (17.3% N) remained neutral when asked whether applying the approach required a significant amount of time. Two-thirds of the students disagreed (36.5% D, 32.7% SD) with the notion of attributing time-consuming to the approach. Conversely, a small number of the respondents (13.5% A) assumed that the approach is costly in terms of time.

Further, two-thirds (32.7% D, 36.5% SD) of the students disagreed with the downside notion of increasing students' memory load when they were taught by the approach. This result mirrored the previous statement when asked whether the approach was time-consuming. Nearly a quarter (15.4% A, 7.7% SA) of the respondents agreed that the approach contributed to the increase in working memory load. The remaining body of students was uncertain (15.4% N) whether it increased their memory load or not.

By the same token, the item about the potential distraction of attention from the form of the studied idioms that the students experienced due to the approach, received disagreement by more than two-thirds (32.7% D, 36.5% SD) of the respondents. Oppositely, a number of the participants (17.3% A, 1.9% SA) gave assent to the statement. Meanwhile, a limited number (11.5% N) sat on the fence.

3) Feelings of Kurdish students of EFL toward implementing CMs in teaching idioms:

This section includes five items which are given in Table 5 below:

TABLE 5

The students' feelings towards the implementation of CMs in teaching idioms (%)							
Items	SD	D	N	A	SA	M	StD
16.	0.0	0.0	5.8	38.5	55.8	4.50	0.61
17.	0.0	0.0	3.8	30.8	65.4	4.61	0.56
18.	0.0	3.8	3.8	46.2	46.2	4.35	0.74
19.	1.9	1.9	11.5	51.9	32.7	4.11	0.83
20.	0.0	3.8	5.8	46.2	44.2	4.31	0.75
Overall						4.38	0.70

The results in Table 5 display that the students almost felt satisfied with the implementation of the CM-based Approach to teaching idioms in EFL classes in the Kurdish context, and such a supportive feeling can be considered through the total mean (*M* 4.38, *StD* 0.70). That is, the means of the responses to the feeling items range between 4.11 and 4.61. In line with the respondents' mean scores, the frequency of their choices indicated their positive feelings toward all the statements approximately in an equal manner.

The statement 'I found the CM-based Approach to teaching idioms interesting' received agreement outstandingly (38.5% A, 55.8% SA), meanwhile a fairly small number of the students stayed undecided, which can be interpreted as a promising approach to be deployed in teaching English language in general, and idioms in particular. Similarly, the vast majority (30.8% A, 65.4% SA) of the students had a very satisfying feeling toward the idea that the approach facilitates language learners to comprehend distinctive sets of idioms being semantically clustered around their related CMs. The rest of the students (3.8% N) neither found the approach helpful nor facilitative. In other words, as the respondents found the

approach helpful to a great extent, especially in comprehending idioms that are seemingly different semantically, this might be due to the effectiveness of the approach in teaching idioms in comparison to the traditional approach being implemented in EFL classes.

When the students were asked whether teaching idioms using the CM-based Approach gave them a feeling of comfort, a great number of them showed their approval (46.2% A, 46.2% SA), a small group of them (3.8% D) found the use of the instruction uncomfortable, and the same percentage (3.8% N) remained uncertain.

In addition to that, many students (51.9% A, 32.7% SA) felt positive and confident to grasp the idiomatic meaning of the expressions employing CMs. This was disapproved by a small number of the students (1.9% D, 1.9% SD), and 11.5% neither agreed nor disagreed. This shows that the application of the CM-based Approach to teaching English students at the university level could enhance their ability to apprehend the idiomatic sense of linguistic expressions.

Furthermore, the students remained highly positive (46.2% A, 44.2% SA) in feeling confident in their capability of idiom interpretation by dint of sheer CMs. A small number of the students were neutral (5.8% N), while a very small number of the students expressed disagreement (3.8% D). Hence, it can be summed up that the respondents' feelings were positive toward the teachability of idioms by CMs.

4) Reactions of Kurdish students of EFL toward implementing CMs in teaching idioms:

The final section of the closed-ended questionnaire, which was devoted to the students' reactions toward utilizing CMs as a medium to teach English idioms, covers five points as presented in Table 6 below:

TABLE 6

The students' reactions to the CM-Based Approach to teaching idioms (%)							
Items	N	R	S	O	A	M	StD
21.	3.8	1.9	25.0	32.7	36.5	3.96	1.02
22.	11.5	19.2	26.9	15.4	26.9	3.27	1.36
23.	5.8	5.8	25.0	32.7	30.8	3.77	1.13
24.	7.7	17.3	19.2	38.5	17.3	3.40	1.19
25.	1.9	3.8	9.6	32.7	51.9	4.29	0.93
Overall						3.74	1.12

Table 6 reveals that most of the respondents had positive reactions to the use of the CM-based Approach to teaching idioms in the EFL context with Kurdish students. The total mean (M 3.74, StD 1.12) of their responses shows the frequency of attention paid to the used approach in teaching idioms, the level of engagement in the classroom activities, the endeavor of applying the CM-related knowledge to learn the target idioms (i.e., the input materials used during the course), and to learn new idioms beyond the classroom meeting time, and lastly their level of willingness to learn idioms by clustering them around corresponding CMs that motivate them semantically.

The first statement in the present section explored how frequently the participants paid their attention to the idiom teaching by the CM-based Approach, the responses of which were categorized as follows; a quarter of the students were attentive (25.0% S), the inattentive students were very few (3.8% N), and those who rarely paid attention were unnoticeable (1.9%). However, about one-third of them (32.7%

O) often paid attention, and more than one-third of them (36.5% A) were always attentive participants.

When asked about their level of engagement in the activities associated with idiom teaching by applying the CM-based Approach inside the class, the respondents' responses varied. For instance, those who engaged consistently (26.9% A) were identical to those who engaged from time to time (26.9% S). However, the students who rarely engaged (19.2% R) were more than the ones who often (15.4% O) engaged in the activities. A small, yet significant, number of the respondents (11.5% N) had no engagement, which is a number that needs to be taken into account.

The obtained data from the third item of the section, which asked students whether they put effort to use the knowledge of CMs to learn idioms inside the class, showed that a good deal of the students either often (32.7% O) or always (30.8% A) did so. However, a quarter of the students (25.0% S) relied on CM-related knowledge as a cognitive mechanism to understand and learn the studied idioms. Meanwhile, a small proportion (5.8% N) never had the intention to make such an effort, and an equal number (5.8% R) seldomly tried to apply the knowledge in idioms learning, which is supposedly attributed to their customary and traditional learning style.

The statement that concentrated on the application of CMs by the students outside the classroom so that they can learn idioms from different sources like books, newspapers, movies, etc. received a variety of responses. For example, the students who never tried CM-inspired knowledge to learn idioms out of class were small (7.7% N), while larger than the previous group, 17.3% of them made an infrequent attempt to do so. Meanwhile, a slightly larger number (19.2% S) occasionally tried to put CM knowledge to learn novel idioms encountered outside the classroom. In addition, more than one-third of the participants frequently (38.5% O) resorted to the CM knowledge when facing new idioms. Less than half this number (17.3% A) showed their consistent tendency during the experiment to apply the CM knowledge outside the classroom for learning new idioms.

Moreover, the respondents had a highly positive reaction to the last item which tried to elicit information about whether they want to keep learning more idioms being instructed by CMs in the future. That is, more than half (51.9% A) of them would always like to be taught by the CM-based Approach. Meanwhile, about one-third of them (32.7% O) want to be frequently taught by the approach from now onwards. However, some (9.6% S) recommended the implementation of the approach to teaching idioms in the EFL setting on some occasions, but not always. The rest of them recommended either a seldom use of the approach to learning more idioms or no use of the approach (3.8% R, 1.9% N). Therefore, we can conclude that the vast majority of the students were eager to learn more idioms through the application of CMs in the ELT Kurdish university setting.

B. Part Two: Analysis of Open-ended Questionnaire Results

After the quantitative part, all the participants were equally surveyed by asking them open-ended questions. For analyzing the data, content analysis was used to classify the themes of their opinions. Their ideas were mainly divided according to the answers to the assigned questions.

The first open-ended question was set to explore the students' opinions on their willingness of learning more than what they already have been informed of concerning the aid of CMs in comprehending idioms and vocabulary items. The answers varied, almost all of the students answered positively, except the respondent 44, who had a negative perspective and responded as follows: "*No, I never want to learn more about conceptual metaphors, because I am not interested in studying them further, and I feel I forget them*". Besides, two participants (1 and 32) stated that they want to have further knowledge about CMs without mentioning any reason.

The positive perspectives were separated for clarity and brevity in accordance with the main ideas expressed by the respondents.

To begin with, a group of the respondents (9, 19, 26, 28, 36, and 42) declared that they are keen to know more about CMs, which assists idiom comprehension due to grouping them under CMs, not randomly listing them. To elaborate, from their viewpoints, when idioms are clustered around corresponding CMs, they can be easier when classified in the mind; consequently, CMs can be deployed to identify new idioms and understand their meaning. It also helps them group the existing idioms with the new ones depending on their meaning. That is, randomly listing idioms is not helpful in comparison to the CMs which work as a code to decipher idiom meanings.

By the same token, respondents 4, 10, 17, 23, 36, 38, and 43 held the opinion that CMs help to understand the idiomatic meaning of idioms, which aids in interpreting L2 idioms. This agreed with their positive and confident feeling (84.6% A) to grasp the idiomatic meaning of the expressions employing CMs. Besides, CMs generally motivate idiom comprehension with less effort than the other methods, according to respondents 6, 7, 18, 24, 40, and 41. Not going off track, respondent 25 believed that CMs assist in understanding native speakers as they more rely on idioms. Likewise, respondent 37 stated that CMs make students grasp ideas and human thoughts well.

Furthermore, students 3, 5, 27, 33, 34, and 45 reported that CMs help idiom learning and retention. Besides, two of the participants (15 and 29) opined that CMs help students to learn more information in a shorter period, and help to retain the information for a longer time. Simultaneously, CMs help language learning and develop thinking skills, as proclaimed by respondents 5, 12, 13, 37, 45, 47, 49, and 51. As they reported, CMs help them to learn languages better, improve their language, and develop thinking skills, for instance, thinking about words before using them and being eager to learn more idioms that they use in daily communication, especially when connecting the idioms to what they have already experienced in life. The result was closely aligned with the positive feedback (86.5% A) provided by the respondents when they were enquired whether the teaching mediated by the CMs aids in developing critical thinking. In addition, a small number of the participants (15, 16, and 39) informed that CMs make students know their level of L2 understanding, activate their background knowledge to express what they want to say and how they need to say it and realize that memorization is not the mere way to learn vocabularies and idioms.

Moreover, some students (8, 31, and 46) preferred to learn more about CMs because, as they reported, CMs help to get

more idioms, and help understand English culture and how idioms are used in English culture. It seems that CM-based teaching helped the participants to learn about the culture of the target language from their positive standpoints in the closed- and open-ended questionnaire. Additionally, with CMs, students feel comfortable (students: 30 and 45), feel less fearful of the idiom learning process (student: 21), being offered a limitless path of learning vocabulary and idioms, claimed student 35; their tree of idioms grows since CMs are nutrients to that tree, stated student 48. Besides, two students (11 and 52) wrote that CMs familiarize students with new idioms and vocabulary. Meanwhile, to respondents 20 and 22, with CMs, students learn and speak a native-like language. However, students 2 and 14 would like to learn more about CMs as they presumed that more exposure to CMs is needed to understand the English language better.

The second open-ended question was to survey what potential course of action the respondents present to improve the CM-based teaching in Kurdish classes of EFL. Some of the students (1, 13, 34, and 48) had no suggestions as they conjecture that the use of CMs as a medium of instruction is ideal. However, other students' suggestions varied.

To begin with, some of the students (2, 3, 15, and 31) suggested implementing the approach in the introductory classes (i.e., first and second years) of college for English major students since, to them, the approach helps students achieve better learning outcomes. Moreover, a considerable number of students (4, 5, 8, 11, 17, 19, 29, 36, 43, and 46) put forth the idea of applying CM-based instruction at all college levels. According to these students, the application of CM-based teaching improves the language learning process, expands knowledge of English, and generally facilitates the process of learning. A small group of the respondents (9, 14, and 25) proposed that the application of CM-based teaching in other settings (e.g., courses, institutes, schools, etc.) is needed. Meanwhile, a large number of the participants narrowed down the suggested setting of the approach. They recommended its implementation in English Department syllabi such as; translation (students: 10 and 38), writing skills course and speaking skills course (students: 12, 27, 30, and 35), vocabulary and grammar (students: 3, 16, 18, 22, 23, 27, 32, 41, and 45), as an independent subject (student: 24), or in various English classes (student: 39) because, to them, the approach helps cope with the difficulties encountered in the subjects mentioned, especially as learning by rote cannot meet their demands.

A group of students (6, 7, 20, 27, 33, 40, 44, 49, 50, 51, and 52) recommended applying the approach more and constantly. Perhaps, during the course, these students got little benefit from the approach, had less opportunity to practice it, did not have adequate exposure to it, were eager to see further use of it in language classes, or CM-based teaching needed more time to be performed properly.

Moreover, it seems that visual aid is needed since students 21, 42, and 47 asked for the provision of visual-aid stimuli such as pictures, videos, and movie clips while applying the CM-mediated instruction in the EFL context since they facilitate the comprehension and retention of vocabulary items and idioms. The result is in line with the percentage (15.4%) of uncertain respondents when asked whether the CM-based instruction assisted them in visualizing the target idioms in their minds.

Simultaneously, other suggestions were made; to elaborate, two students (28 and 37) reported that the approach is influential if students attend the classes enthusiastically and are actively engaged in the classroom, and the approach is to be taken care of by the teacher. Lastly, an individual student (26) recommended providing L1 equivalent idioms as EFL students can use them in their appropriate situations with greater confidence.

V. DISCUSSION OF THE FINDINGS

The findings of the study are in agreement with almost all the studies that have indirectly surveyed the EFL students' viewpoints (Li, 2003; Kömür & Çimen, 2009; Perez, 2018; Shan, 2020), except Beréndi et al. (2008) whose participants reported that they could not easily recall the sessions of idiom grouping under CMs, but could remember the process of grouping some sort of items. Additionally, they did not rely on the CMs to group newly encountered expressions after the experiment was completed which probably indicates that continuous exposure is necessary to instill how CMs assemble seemingly distinct sets of idioms and vocabulary items into the students' minds in order for them to learn and retain accordingly in the future. Further, the present study findings are in alignment with Pham (2021), who directly studied the issue and found that the participants seemed to take up the approach willingly, as they considered the approach helpful in treating idioms in groups rather than individually.

The perspectives of Kurdish students of English were highly positive toward the benefits of CMs. To begin with, they agreed with the idea that activating students' knowledge of the CMs was a proper way to understand idioms and abstract concepts in the target domain through concrete concepts in the concrete domain which is in agreement with relying on the tenet Conceptual Metaphor Theory (Lakoff, 1987; Kövecses, 2010) in teaching vocabulary and multi-word items like idioms, through which human beings project their concrete realization onto the abstract domain. In addition, Píriz (2008, p. 231) claimed that knowledge transfer from a concrete domain to an abstract one can contribute to abstract thinking. The respondents of the present study also believed that CMs assisted them in comprehending the link between language and human thinking and behavior, which is theoretically claimed by the Cognitive Linguistic view of CMs (Lakoff & Johnson, 1980) that CMs are inevitably entrenched in human careful thinking of the surrounding world.

The idea that CMs assist in visualizing idioms, was highly welcomed by the present study participants, and this finding is in agreement with Gibbs and O'Brien's (1990, p. 35) hypothesis that "people should have strong conventional images for many idioms and that the regularity in people's knowledge of their images for idioms is due to the conceptual metaphors motivating the figurative meanings of idioms". Likewise, the finding agrees with Boers and Lindstromberg's (2008) affirmation that implementing CMs explicitly can visualize the input by counting on the conceptual mapping between the source and target domains. However, this opposes Pham's (2021, p. 117) findings as students highly denied such a benefit of CMs.

More than three-quarters of the students agreed with the statement that teaching dependent on CMs assisted them to predict the meaning of the studied idioms during the course which is theoretically associated with the belief that semantically motivated idioms by cognitive mechanisms including CMs might be properly predicted (Kövecses, 2010, p. 233).

As regards understanding idioms profoundly, more than two-thirds of the participants agreed that CM use as a medium of teaching was helpful. This is compatible with the findings of the studies (Kövecses & Szabó, 1996; Boers, 2000; Li, 2003; Beréndi et al., 2008) that informing students of how seemingly distinct groups of idioms are clustered around corresponding CMs assists their comprehension and recall. Further, to the participants, teaching idioms through CMs was helpful to learn idioms systematically since many idioms are semantically motivated by the systematic motivation obtained from the conceptual mappings of CMs' source and target domains (Kövecses & Szabó, 1996, p. 326).

When enquired whether the CM-based approach accommodates remembering the meaning and form of idioms effectively, the respondents highly appreciated the approach, which empirically confirmed that explicitly grouping idioms under their underlying CMs helps students' retention of idioms in a short period (Beréndi et al., 2008). Meanwhile, it is confirmed that CMs help students remember idioms in the long term (Hung, 2019). As for the assistance that the CM-based Approach can offer language learners to improve their critical thinking (e.g., conceptualizing linguistic expressions, thinking about them reasonably, synthesizing, reflecting on, and communicating them), more than four-fifths of the respondents showed interest, which is in concordance with Littlemore's (2004) claim, and Perez's (2018) findings.

Concerning the item, 'to aid students in learning about other cultures, using CMs is a helping tool', most of the participants agreed with the statement. Moreover, when surveyed with the open ended-question of whether students have the willingness to learn more about the CMs, some of the participants showed their preference as CMs help comprehend the meaning of idioms, especially when an English idiom meaning is related to their L1 culture. To Boers (2003, p. 237), cross-cultural variation can be decreased due to possible cross-cultural contact as a result of globalization, which helps master foreign languages. Thus, if language is culture-bounded, and if 'metaphor' is a tool to express culture-specific expressions indirectly, then metaphor awareness-raising activities can facilitate the language learning process. Therefore, English language students need to be exposed to idioms using CMs as they probably "serve as a window onto a community's culture" (p. 235).

The statements associated with the drawbacks of the CM-based Approach generally received disagreement more than agreement. When asked about the difficulty of applying the approach at the beginning, the respondents who considered the approach difficult outnumbered their counterparts. Though there were a small group of students remained undecided, the approach seemed difficult due to its novelty. To some extent, the findings bear a resemblance to Pham's (2021), as his participants came across difficulty with the approach at first. In addition, more than one-third of Pham's students considered the

approach time-consuming; however, the present study found that less than one-sixth of the participants thought that the approach is time-consuming. After being familiar with the approach, to some extent similar to Pham (2021), less than a quarter of the entire respondents considered the approach complicated or an extra burden on their memory load, though, one-third of Pham's participants thought that it was an extra burden to their memory load. This result is in agreement with the suggestion made by Skoufaki (2008) that counsel and feedback are needed to yield success in comprehending idioms when presented with CM grouping.

These findings are aligned with the fact that the CM-based Approach is rather helpful, thus needs to be introduced and should be activated since "the passive existence of metaphorical motivation, that is, the mere presence of CMs in the mind, does not seem to be sufficient for their active use in the learning of a foreign language". In other words, explicitly introducing the CM notion to foreign language learners is necessary prior to its use in discovering new CMs in the target language (Kövecses, 2001, p. 109). Therefore, the researchers exposed students to teaching idioms through CMs for a whole semester.

It is necessary to bear in mind that, although the number of respondents who thought that the approach possesses drawbacks is less, such a viewpoint is in agreement with the fact that CM applicability embodies challenges. To illustrate, learners are still expecting the traditional way of treatment whereby they are accustomed to, at present they are more interested in easy-to-follow ways of explanation to comprehend the language instructed, and to some extent expertise and effort are required to maintain the adaptability of cognitive linguistic ideas in teaching materials (Jacobsen, 2012, pp. 47-48). In addition, it might be difficult to discover suitable CM for a language expression as in *The roots of the concept lie in...* where the word 'roots' does not clearly inform which CM, IDEAS ARE PLANTS or BEGINNINGS ARE BENEATH, motivates the expression (Holme, 2009, p. 141). There are also cases where certain linguistic expressions are motivated weakly in respect of meaning (Boers & Lindstromberg, 2006, pp. 320–321).

Concerning feelings toward implementing CMs in teaching idioms in EFL classes in the Kurdish context, like Pham's (2021), the findings of the present study disclosed that a very large number of the respondents felt satisfied. Their supportive feeling of a tendency to pedagogically apply CMs in teaching idioms is a corroboration of the previous findings in the area. For instance, Scott (1994) claimed that CMs as a linguistic tool can powerfully raise students' awareness of how language functions and how to understand it. To Kövecses and Szabó (1996) CM application could boost learner ability to understand idioms. Boers (2000) and Beréndi et al. (2008) argued that grouping idioms by CMs could give systematicity to overcome the chaos of the randomly listing of expressions. Likewise, Pérez (2018) found that presenting idioms clustered around related CMs made students feel satisfied. Jacobsen (2012) also concluded that appropriately applying such a paradigm can provide language students with a capability through which they deeply understand the language being instructed and improve language learning process.

Regarding reaction to implementing CMs in the EFL undergraduate programs in the Kurdish context, the

respondents were in favor of the approach as it helped them pay close attention, engage during the classroom-meeting time, and apply the knowledge of CMs to learn the target idioms of the study and new idioms beyond the classroom-meeting time. Additionally, they are inclined to learn more idioms under CMs in the future. This finding is in agreement with what Pham (2021, p. 120) revealed that the students deemed the instruction method "a path to insightful learning", which conceivably outstands blind memorization and the random nature of the traditional approach to teaching idioms. As four-fifths of the students in the present study were eager to learn more about CMs in the future, this can indicate that the approach is needed to be stretched within the undergraduate English programs. However, this point is not in agreement with Pham (2021) when most of his participants did not frequently use the approach outside the class as they lacked a teacher guide, meanwhile some of them reported that they did not use the CMs to learn idioms beyond the classroom time as they came across new idioms.

Although most of the respondents in the present study, had positive reactions to the use of the CM-based Approach to teaching idioms, few students had negative reactions that can be interpreted that the in-class activities were presumably not designed properly, which resulted in a lack of attention to explanations, lack of active engagement in classroom activities, lack of tendency to implement the CM-dependent knowledge to learn idioms either within classroom-meeting time or beyond it, and lack of willingness to follow the approach whereby learn idioms.

In the open-ended questions, almost all of the participants had positive perspectives on having further knowledge about CMs to tackle new idioms and vocabulary items, which is similar to Kömür and Çimen's (2009) findings. To elaborate, some participants had the tendency to learn more because CMs can direct them no longer relying on random lists to learn idioms; some opined that CMs help them sort out the idiomatic meaning of idioms and learn them with less effort than the traditional approach; CMs also assist them to obtain more information within a shorter period and retain it for a longer period. Similarly, Shan (2020) disclosed how eager the participants were in her study because of the aid the approach provided learners with in learning a wide range of idioms systematically and within a shorter period of time. Others also believed that CMs can improve their thinking skills, and make them link the meaning of idioms in their L1 and L2, thus helping them feel comfortable to be familiar with the idioms through enough exposure and communication as native speakers do.

For the improvement of the CM-based teaching within the EFL framework, the students provided different suggestions. To exemplify, a group of them thought that this way of teaching is ideal; however, its introduction needs to be at the early undergraduate stages and extended in all stages, especially, if classes consist of a smaller number of students. Others contended that CM-based teaching is necessary to be implemented in other settings like schools and institutes. Many respondents reported that implementing this way of teaching is necessary with subjects in the EFL programs like translation, writing, speaking, vocabulary, grammar, or as a subject independently. This finding is also corroborated in the

literature. For instance, Holme (2004) empirically found, using CMs could help students maintain good writing. Besides, Boers and Lindstromberg (2006) reported that students' comprehension abilities to read texts, which are structured metaphorically, are enhanced.

Furthermore, some of the students recommended that extra and constant use of the CM-based Approach is required in EFL classes, which assumingly indicates that they did not have adequate exposure to it or they consider that there had been sporadic use of it during the course, which might be deemed a limitation. They were also keen to be taught idioms and vocabulary items through CM-based instruction with visual-aid stimuli (e.g., pictures, videos, or movie clips) which is in agreement with the number of the students who were neutral with the statement whether the CM-based instruction assisted them in visualizing the target idioms in their mind. Few students connected the success of the method with students' mental engagement. All in all, teaching dependent on CMs is necessary as language speakers express about ten to twenty-five vocabulary items corresponding to a metaphor or nearly six metaphors within one-minute discourse (Geary, 2011, as cited in Pérez, 2018, p. 15).

CONCLUSIONS

The perspectives of the participants were highly positive toward the benefits of the CM-based Approach, which can be concluded that the approach is likely to activate CM knowledge to understand abstract concepts through less abstract or concrete concepts, and link language to human thoughts, feelings, experiences, and behaviors. It also aids in visualizing idioms using conceptual mappings, profoundly understanding idioms with less effort, and remembering them for longer periods due to the systematic way the language users are catered for. This systematicity assists language students in no longer relying on random lists while learning idioms and vocabulary items. The approach also improves critical thinking and cross-cultural knowledge. Despite being highly positive, some of the participants opined that the approach has its drawbacks, like facing difficulty at the beginning of its introduction, probably due to being complicated, time-consuming, or in need of extra effort. In addition, a great number of the respondents felt satisfied with and reacted positively to the pedagogical initiative for applying CMs in teaching idioms in EFL undergraduate classes in the Kurdish context. Though, a few students reported that they were less active, less attentive, and less engaged in the class activities; they lacked the willingness to extend the CM-related knowledge beyond the classroom-meeting time; they would have no inclination to apply the approach in their learning in the future. The students who favorably embraced the approach made some suggestions, such as the approach's further and constant use in EFL programs at all university levels, incorporating the approach in specific subjects in the EFL programs that are rather difficult to be tackled traditionally, and integrating CMs and visual aids to teach idioms to engage students properly.

In spite of the limitations, such as the number of respondents, the setting, and the statements and questions in both quantitative and qualitative parts that might not have fully elicited the respondents' opinions, some recommendations can

be presented to initiate changes, if possible, based on the concluding points. Firstly, though the findings cannot be generalized and further studies are necessary to be conducted in the field, the researchers recommend that Kurdish students of EFL should be exposed to CMs. The exposure can be introduced to the EFL programs at Kurdistan Region's universities in general, and the University of Garmian in particular, at different stages to familiarize EFL students with the CMs due to the positive impact the use of CMs has on language learning. Secondly, the CM-based Approach to teaching idioms and vocabulary items needs to be incorporated into EFL programs to tackle the difficulties that students face with traditionally oriented teaching methods as they showed their eagerness to keep learning more idioms being instructed by CMs. Finally, various activities and follow-up activities can be implemented to help students comprehend and remember idioms, as Boers and Lindstromberg (2008, pp. 375-393) have proposed. Besides, the works by Wright (2002) and Lazar (2003) can be consulted to present idioms grouped according to CMs, and to instruct idioms with a strong explicit focus on raising the learners' awareness of metaphors, respectively.

APPENDIX A

Questionnaire Sample

Background information

1. Gender:
2. Age:

Closed-ended items

With the following statements, there would be agreements or disagreements. Please, indicate your point of view by selecting a response that most closely relates to the extent to which you agree or disagree with each statement (in A, B, and C) as follows (1) Strongly Disagree, (2) Disagree, (3) Neither Agree nor Disagree, (4) Agree, or (5) Strongly Agree. While for the statements in (D) you can choose your reactions by selecting a response to each item by (1) Never, (2) Rarely, (3) Sometimes, (4) Often, (5) Always.

A. Perspectives on the benefits of the Conceptual Metaphor-based Approach

1. The CM-based Approach assisted me in activating my prior knowledge of a familiar physical phenomenon to understand an unfamiliar abstract concept.
1 2 3 4 5
2. The CM-based Approach assisted me in understanding the link between language and human thoughts/behaviors.
1 2 3 4 5

3. The CM-based Approach assisted me in visualizing the target idioms in my mind.
1 2 3 4 5
4. The CM-based Approach assisted me in predicting the meanings of the target idioms correctly.
1 2 3 4 5
5. The CM-based Approach assisted me in gaining a deep understanding of the meanings of the taught idioms.
1 2 3 4 5
6. The CM-based Approach assisted me in learning idioms systematically.
1 2 3 4 5
7. The CM-based Approach assisted me in remembering the meaning of the taught idioms effectively.
1 2 3 4 5
8. The CM-based Approach assisted me in remembering the form of the taught idioms effectively.
1 2 3 4 5
9. The CM-based Approach assisted me in improving my critical thinking.
1 2 3 4 5
10. The CM-based Approach assisted me in learning about the culture of the target language.
1 2 3 4 5

B. Perspectives on the drawbacks of the Conceptual Metaphor-based Approach

11. The CM-based Approach caused some difficulty at the beginning since it was new.
1 2 3 4 5
12. The CM-based Approach was complicated.
1 2 3 4 5
13. The CM-based Approach was time-consuming.
1 2 3 4 5
14. The CM-based Approach increased my memory load.
1 2 3 4 5
15. The CM-based Approach distracted my attention from the target idioms.
1 2 3 4 5

C. Feelings towards the implementation of Conceptual Metaphors in teaching idioms

16. I found the CM-based Approach to teaching idioms interesting.
1 2 3 4 5
17. I found CM-based teaching helpful to comprehend different sets of idioms which are semantically grouped under their corresponding conceptual metaphors.
1 2 3 4 5
18. I felt comfortable as I was taught idioms with the help of CM-based instruction.
1 2 3 4 5
19. I felt confident in my ability to comprehend the idiomatic meaning with the help of Conceptual Metaphors.
1 2 3 4 5
20. I felt confident in my ability to interpret idioms with the help of Conceptual Metaphors.
1 2 3 4 5

D. Reactions to the implementation of Conceptual Metaphors in teaching idioms

21. I paid close attention to the CM-based Approach to teaching idioms.
1 2 3 4 5
22. I actively engaged in in-class activities related to idiom teaching using CM-based Approach.
1 2 3 4 5
23. I tried to apply the knowledge of conceptual metaphors to learn the target idioms in class.
1 2 3 4 5
24. I tried to apply the knowledge of conceptual metaphors outside the classroom to learn new idioms found in books, newspapers, movies, etc.
1 2 3 4 5
25. I want to learn more idioms under CM-based teaching in the future.
1 2 3 4 5

Open-ended Questions

Please write your views on the following questions in the space provided.

1. Do you want to learn more about conceptual metaphors to better understand the meanings of English idioms in particular and English vocabulary in general? Why (not)?

.....

2. What is (are) your suggestion(s) for the improvement of CM-based instruction?

.....

Thank you for taking the time to fill out the questionnaire

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