


Metaphor analysis of audio description in English language teaching

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Abstract

This study investigates the use of audio description (AD) and metaphors in enhancing foreign language learning. Data collection involved a convenience sample of 25 students who provided metaphorical descriptions of their AD experiences through a single-item questionnaire. The data analysis employed content analysis to categorize and interpret these metaphors. The findings underscore metaphors' cognitive and emotional benefits in making abstract concepts tangible, thereby enhancing the language learning process. The examination of the metaphors elucidates how students harness metaphorical constructs to explicate various facets of change within their English language learning trajectory. Encouragingly, affirmative responses are discernible within the metaphors, particularly pertaining to themes such as knowledge production, creativity, value, the transmission of knowledge, wisdom, and animacy. The utilization of metaphor, as delineated within this discourse, fosters an ongoing process of scholarly inquiry and comprehension. Future research should continue exploring these tools to further validate and refine their application in diverse educational settings.

Keywords

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Introduction

Language learning is a complex process where learners not only expand their vocabulary in a new language but also strive to understand its cultural, semantic, and emotional nuances. In this process, learners must develop new tools and approaches to accurately express and comprehend abstract concepts, emotions, and thoughts.

The study of metaphors has expanded across various disciplines, and the literature on this topic is extensive and continually growing. Despite researchers' efforts to deeply understand the construction, comprehension, and application of metaphors, the sheer volume of publications and research in this field can be daunting. Lakoff and

Johnson's (1980) ground-breaking work on conceptual metaphors has sparked significant interest in metaphors' cognitive and linguistic functions. This interest is now more relevant than ever, as the integration of metaphorical analysis into language learning research continues to gain traction. This study aims to contribute a novel perspective to the existing literature by examining metaphors within the context of the language learning process.

Recent studies have shown that metaphors play a crucial role in conveying abstract and complex ideas, making them essential tools for both everyday communication and academic discourse (Gibbs, 2017; Kövecses, 2020). The necessity of metaphorical usage extends beyond mere aesthetic expression, as a fundamental mechanism for understanding and discussing multifaceted concepts (Ortony, 1993). Metaphors are particularly significant in educational settings, where they help students grasp intricate ideas by relating them to familiar experiences (Sfard, 1998).

Given that metaphors are powerful tools for concretizing abstract concepts, this study focuses on their role in language learning. Research indicates that metaphorical reasoning is not inherently slower than literal reasoning; in fact, it can enhance cognitive processing by providing more vivid and relatable mental imagery (Steen, 2011). This study explores the impact of metaphor usage on language learning by analysing the metaphors employed by English language learners. It seeks to determine how metaphorical approaches can facilitate language acquisition and enhance learners' comprehension and retention of new information.

By examining the metaphors learners use, this study hopes to shed light on the cognitive processes underlying language acquisition and offer practical insights for educators. The findings are expected to reveal how metaphorical thinking can be leveraged to improve language teaching methodologies and support students in developing a deeper understanding of the language they are learning.

Metaphor and Foreign Language Learning

The definition of metaphor poses a significant challenge regarding whether it should be considered a cognitive phenomenon related to how we best understand it or a linguistic phenomenon related to how we express it (Cameron & Low, 1999). According to Lakoff and Johnson's Cognitive Theory of Metaphor, metaphors are not merely linguistic

decorations but fundamental to our cognitive processes, shaping perceptions, thoughts, and actions (Lakoff & Johnson, 2003). They suggested that a metaphor is far from merely a figurative or decorative device or simply an elliptical simile. An elliptical simile is a metaphor that occurs without using an explicit "like" or "as" connector when comparing two different concepts or objects. Thus, it involves establishing a similarity between the compared things indirectly or by implication, without an explicit comparison expression. They argue that metaphors structure perceptions, thoughts, and actions. Recent studies support this view, emphasizing the cognitive underpinnings of metaphor and their significant role in conceptual thinking. For instance, Shutova et al. (2023) explore the application of conceptual metaphor theory in various cognitive domains, highlighting its importance in understanding abstract concepts through metaphorical mappings. Additionally, Steen (2023) discusses the Deliberate Metaphor Theory, which underscores the distinction between deliberate and non-deliberate metaphor use, reinforcing the idea that metaphors are central to our cognitive processes and communication strategies.

Various categories of analysis could be considered concerning the use of metaphors in foreign language learning. One such category is the level of theory, where theoretical analysis and categorization of metaphors take place. Generally, it can be stated as defining metaphor, for example, "what can be analysed as a metaphor" (Steen, 2008, pg. 234). However, other studies mainly focus on individuals engaged in production or interpretation tasks involving metaphors. Among these studies, we can provide examples of the most commonly used techniques, such as how word elements in a metaphor acquire meaning, how concepts are activated, how interpretation of a metaphor is reached, and/or how new meanings can be provided for word elements (Stamenković et al., 2020; Thibodeau & Durgin, 2008).

Martinez et al. (2001) argued that the situated learning perspective continues in teacher education. In this context, while the behaviourist perspective views the learning process as a passive acquisition of knowledge, the cognitive perspective regards learning as a process where schemas are individually constructed. Additionally, the sociocultural perspective considers learning as a result of active participation in the activities of a social community. These different perspectives support various learning

and teaching approaches in teacher education and encourage profound reflection on different instructional strategies. In this context, it can be said that different perspectives, naturally including metaphor analyses, play a significant role in developing various language education strategies and teaching methods.

It is a well-known fact in education that metaphors have great potential for research and application. They assist both foreign language learners and teachers in revealing how they construct representations of themselves and their experiences (Kramsch, 2003). Studies have been conducted using metaphors to explore teacher roles (De Guerrero & Villamil, 2001; Saban et al., 2006) as well as to aid in defining the language learning process (Caballero, 2006). For example, Wan et al. (2011) investigated belief discrepancies between 70 students and 33 English as a foreign language teachers in China and identified eight categories: perceived as provider, nurturer, loyalist, educator, culture transmitter, authority, stimulator, and collaborator. However, many studies using metaphor analysis have been conducted to help teachers express and evaluate their assumptions, beliefs, and views about teaching and classroom interaction (Dooley, 1998; Mahlios & Maxson, 1998).

As a research tool, metaphors possess several important and unique qualities. For instance, Ortony (1993) identified three communicative functions of metaphors: expressiveness, conciseness, and vividness. It is time to elucidate these qualities with a metaphor related to learning. For example, if a student describes foreign language learning as "as easy as pulling a hair out of butter," this imagery conveys the ease and proximity to accomplishment that the learner might experience. Therefore, this metaphor vividly expresses students' emotions about a complex cognitive process such as learning.

Metaphors also provide useful windows into teachers' professional thoughts and understandings. Several studies have demonstrated that metaphorical language can significantly assist educational researchers in understanding teachers' thoughts. For example, Shaw and Mahlios (2011) explored literacy metaphors among pre-service teachers, revealing how these metaphors change after instruction and connect to theoretical frameworks. Similarly, Saban (2006) reviewed the functions of metaphors in teaching and teacher education, emphasizing their role in revealing teachers' conceptualizations. Lastly, Thomas and Beauchamp (2011) used metaphors to

understand new teachers' professional identities, showcasing how metaphors can provide deep insights into teachers' cognitive processes and beliefs. In other words, metaphors serve as an important resource for elucidating teachers' thought worlds, while metaphorical language can help educational researchers better understand teachers' and students' perceptions.

Taking another perspective, understanding what it means to be a foreign language teacher is crucial, specifically in various socio-cultural and educational contexts (Borg, 2006). One way to achieve this understanding is through analysing metaphors related to language teachers. Indeed, numerous studies have examined pre-service teachers' and in-service teachers' attitudes towards classroom practices, teacher-student interactions, and the evolution of teaching and learning beliefs using this method (Leavy et al., 2007; Zapata & Lacorte, 2007). However, metaphors can also be a significant research tool (e.g., in describing teacher roles). Oxford et al. (1998) collected various metaphors to express different perspectives on the concept of 'teacher,' such as metaphors perceiving teachers as social engineers shaping students according to society's needs, gatekeepers transmitting the cultural heritage of society to students, facilitators of personal growth and development, and social reformers tasked with facilitating the creation of a democratic society. In another study (Guerrero & Villamil, 2002), examples of metaphors describing teachers include portrayals of teachers as collaborative leaders, knowledge providers, challengers, caretakers, innovators, resource providers, artists, repairers, and sports coaches. This categorization aimed to elucidate various aspects and roles of teachers through different metaphors.

Brief Overview of Relevant Theories

In traditional theories, metaphor is considered solely a linguistic issue. In contrast, contemporary metaphor theory emphasizes that metaphorical expressions are a matter of thought and understood through mapping between domains in the mind. Advocates of contemporary metaphor theory argue that metaphors are pervasive and used unconsciously and automatically in our daily speech, shaping our thoughts and actions (Lakoff & Johnson, 1980). However, metaphors are rooted in our physical and cultural experiences. Therefore, analysing the metaphors people use can provide a new research method for understanding their fundamental beliefs and ideas and can offer a way to

examine what underlies specific thoughts and behaviours (Schmitt, 2001). Thus, using metaphors to understand students' internal ideas for reasons such as their language learning backgrounds, cultural histories, or personality traits seems to be an effective and promising tool. As a versatile tool, metaphor can be used both as a window to see students' belief systems and as a teaching aid in the classroom.

However, a significant problem with current metaphor theories is that many researchers fail to distinguish between how a metaphor is processed and the meanings that emerge after a metaphor is understood. For example, the metaphor "playing the three monkeys" is commonly used in Turkish. Each of us can read this expression and think of various metaphorical interpretations. When we consider the process of how we interpret this metaphor, we can say that it happens very quickly and unconsciously because metaphor comprehension processes are different from conscious thinking processes while reading or hearing a metaphor. It is essential to carefully distinguish between the metaphor comprehension process and how we interpret the metaphor (Gibbs, 2003). For example, metaphors in research influence how we perceive language learning and shape educational methods and materials. These metaphors can guide our understanding and approach to education. It might be intriguing to see how different metaphors, such as 'viewing the student as a machine,' reflect on our overall perspectives on learning and cognition" (Ellis, 2001). Additionally, some studies highlight the value of non-traditional research methods (e.g., metaphor analysis) in analysing student views to obtain a more comprehensive understanding of contemporary approaches (Swales, 1994).

It can be argued that students are more inclined to process directly familiar metaphors, and less familiar metaphors often evoke the literal meaning of the metaphor (Giora & Fein, 1999). Such experimental results remind that theories can overgeneralize and that theoretical frameworks should be chosen at a level of detail appropriate for the analysed metaphor and discourse type(s).

In this case, different views on foreign language education can shape new approaches and methods for metaphor analysis in language teaching: structural, functional, and interactional approaches (Richards & Rodgers, 2001). The structural view acknowledges language as "a system of structurally related elements for encoding meaning" and aims for "mastery of the elements of this system" (Richards & Rodgers,

2001, p. 20). The functional view argues that language is "a tool for expressing functional meaning" and emphasizes meaning and function categories (Richards & Rodgers, 2001, p. 22). The interactional view sees language as "a tool for the realization of social transactions..." and organizes teaching content according to interactional patterns or student tendencies (Richards & Rodgers, 2001, p. 22). The metaphors that emerge based on the aforementioned approaches reflect the context in which language learning is used.

AD and Language Learning: Insights and Outcomes

Integrating AD techniques, such as intralingual subtitles, has shown significant potential in enhancing the language learning experience for English as a Foreign Language (EFL) learners. These methods provide learners with multimodal linguistic input, aiding comprehension, vocabulary acquisition, and overall language proficiency.

Caimi (2006) investigates the use of intralingual subtitles in language learning, demonstrating how subtitles can enhance listening comprehension and vocabulary acquisition. By providing a written form of the spoken language, subtitles help learners reinforce their understanding of new vocabulary and language structures. To build on this foundation, Blane (1996) discusses the practical applications of interlingual subtitling in language degree programs. His study shows that engaging students in subtitling tasks improves their translation skills and overall language proficiency. This hands-on approach encourages active learning and a deeper engagement with the language.

Further expanding on the use of audiolingual tools, Fryer (2010, 2016) explores AD as a valuable educational resource. AD not only aids orally impaired individuals but also benefits language learners by offering rich, descriptive language that enhances listening skills and comprehension. Fryer's research highlights AD's role in providing detailed contextual information that supports language learning. In addition to these methods, Lertola (2012) examines the effect of subtitling tasks on vocabulary learning. Her findings suggest that engaging in subtitling activities helps learners retain new vocabulary by encountering words in meaningful contexts, thereby improving their language skills. Pavesi and Perego (2008) emphasize the benefits of tailor-made interlingual subtitling for second language acquisition. Their research indicates that

customized subtitles provide linguistic input that matches learners' needs, facilitating more effective language learning. Taking this further, Vermeulen and Ibáñez Moreno (2017) review the pedagogical value of audio description in foreign language teaching. They highlight AD's effectiveness in improving listening skills and overall language competence by providing detailed and contextually rich language input. Lastly, Moreno and Vermeulen (2015) present a case study on the use of the VISP app, which employs audio description to promote English language learning among Spanish students. Their study demonstrates that mobile app-based AD can significantly enhance speaking and listening skills.

In conclusion, integrating AD techniques, such as intralingual and interlingual subtitling and audio description, offers substantial benefits for EFL learners. These methods enhance comprehension, vocabulary acquisition, and overall language proficiency by providing rich, multimodal linguistic input and engaging learners in active language processing tasks.

Significance of the Study

In light of above information, metaphors can play a significant role in language learning. Metaphors, which are not directly derivable from word combinations and sometimes gain meaning by being associated with personal experiences, are suitable for use as language learning materials. These structures can help language learners develop a deeper understanding and support them in grasping language usage more effectively. In this study, the importance of metaphors in language learning has been emphasized, and contributions have been made to the literature through metaphor analyses to ensure the realization of this situation.

This article stems from an AD research carried out with students of the English Language and Literature Department at a public University (2021-2022). It presents the main observations from an exploratory analysis of data from open-ended question form and focuses on one basic variable selected for relevance in assessing the pedagogical value of AD as a tool in the foreign language (FL) classroom. The research question is;

- To analyse students' perceptions of their own learning progress throughout the AD with metaphors.

Methodology

Participants

The study employed a convenience sampling strategy (Dornyei, 2007), selecting members of the target population of language learners who met certain basic criteria. The sole requirement for participation was that individuals be students from the English Language and Literature department with at least one year of advanced language learning experience, ensuring they could comprehend the English language elicitation prompt. The sample consisted of 28 third-year students enrolled in the same advanced English course. Participation was voluntary, and all students demonstrated significant interest in the study and its findings. Completed forms were returned to the lecturer. The participants' ages ranged from 20 to 22 years ($M=21.2$). After excluding irrelevant and non-metaphorical responses, 25 forms were analysed, with 18 female and 7 male respondents.

Data Collection & Instruments

In a controlled laboratory setting, each student was provided with a personal computer to facilitate individual engagement with the task. The students were instructed to describe the contributions of watching videos or series scenes with audio descriptions on Netflix. This exercise aimed to explore the pedagogical impact of audio description techniques on language learning. To articulate their experiences and insights, students employed metaphors, which served as a cognitive tool to express the perceived effectiveness and emotional resonance of the audio description method. These metaphors provided a rich qualitative data set, offering deeper insights into the students' cognitive and emotional responses to the learning technique.

Furthermore, the students were required to provide a rationale for their chosen metaphors. This reflective component was designed to uncover the underlying reasons for their metaphorical choices, thereby revealing their cognitive processes and attitudes toward the audio description technique. This approach not only helped in understanding the effectiveness of audio descriptions in enhancing comprehension and engagement but also in identifying the specific aspects of the technique that resonated most with the

learners. By analysing these metaphorical expressions and the accompanying rationales, the study aimed to gain a comprehensive understanding of the pedagogical value of audio descriptions in language education. The findings were expected to contribute to the development of more effective multimedia learning tools and strategies, leveraging the cognitive and emotional benefits of metaphorical thinking in educational contexts.

To collect the necessary data, a single-item questionnaire was utilized. The researchers anticipated that the learners' written descriptions would provide meaningful insights into their metaphorical conceptualizations of L2 learning. The question "What is L2 learning for you?" was designed to prompt responses that convey epistemological concepts, revealing the learners' understanding and perceptions of the L2 learning process.

Analysis

In order to include the students' interests into language learning, the authors decided to carry on the research with some videos or series on the Netflix platform. The AD, located on the side of the screen, was determined in accordance with the weekly curriculum by researchers beforehand. After each session, the participants were asked to talk about the session, answer the comprehension questions, and make a representation of the subject.

Data were gathered through open ended question form such as; giving some kind of examples by using metaphors to identify AD in language learning or the reasons behind choosing them. Metaphors are typically more easily understood as unified thoughts than as distinct words, as noted by Ortony and Fainsilber (1999). As thus, the students' metaphors and their entailments were presented precisely in order to structure the data. The metaphor analysis approach developed by Cameron and Low (1999) was then used. "Gathering examples of linguistic metaphors used in speaking regarding the subject..., expanding from them to the conceptual metaphors they demonstrate, and applying the outcomes to propose understanding or the ideas that form or constrain people's beliefs and acts" is the methodology's stated requirement. The students' explanations for their metaphors were carefully examined because individuals will interpret the same metaphor in different ways. The results were then categorized into multiple themes.

A technique for analysing the content of many types of data, including verbal and visual data, is content analysis. It makes it possible to categorize and reduce phenomena or events in order to more effectively analyse and interpret those (Harwood & Garry, 2003). Thus, the data were analysed through content analysis design.

Reliability and Validity

To ensure the validity of the questionnaire, the researchers employed a member-checking strategy. They selected three students to verify the accuracy of the interpretations of their metaphors. Overall, the participants confirmed that the interpretations were accurate. Regarding reliability, the researchers invited two associate university professors specializing in English Language to review the consistency of the data analysis procedures. The professors reported a high level of consistency throughout the data analysis process.

Results

The study focuses on the metaphors used by students to describe their experiences and perceptions regarding audio description activities. These metaphors provide likenesses for accessing a new perception through audio description. This study emphasizes the role of audio description as a bridge between linguistic and visual perceptions. Firstly, the study highlights the emergence of animal analogies among the grouped metaphors. These analogies, drawn from the experiences and perceptions of students regarding audio description activities, serve as vehicles for understanding the transformative nature of audio description in language learning.

Animal Metaphors

Some metaphors are the animals sharing commonalities relatable to the characteristics of Audio description. One commonality is flight, which gives a panoramic bird's eye view. Bats are mammals with flight capability; Eagles soar above the sky with a keenness of eye-sight, or acuity of vision, and talons with powerful grasping capability. Lions, although they cannot fly, exhibit the kind of grace in their movement that this gets across the effect of flight. Combined with the common predatory nature (e.g. eagles

swooping down), these three animals highlight the descriptive potential of the Audio description tool metaphorically.

1. Flying-bat in night

“It’s like a new built bridge between two distant towns” because audio description tasks provide me to access a new perception

Bats are disabled animals, just like the audio description users. When they fly in the night they can’t see, but they use their voice to find their way. Just like disabled person can imagine through the audio. The bats can’t see clearly, and they use their ability to head to find food, just like how we use our hearing to learn). The setting and scene in the movie flow are reflected in detail. The BAT metaphor can foreground the fine details, considering the echolocation bats use to navigate in the dark. Listening to the echoes bouncing off objects of high-frequency sound waves they emit, bats determine their surroundings, which helps with the location of prey, avoidance from obstacles, and discovery of roosting sites.

2. Eagle eyes

“The eagle that makes a learner fly over a giant horizon full of new discovery”. (Justification: I am here to express not only the support but also the improvement that AVT can offer its users. Because every action is seen and defined verbally, we pick the good one and think about it.

In this metaphor, the key word is eagle. The term ‘eagle eyes’ describes a superb vision. Granted, with a nearly panoramic vision (340-degree visual allowing compared to 180 degrees in humans), an eagle has an exceptional visual acuity four times better than a normal human. Eagles move their head every 5 seconds. Their great colour differentiation means they see colours more vividly than humans do (Newmark, 2019). All these qualities indicate description power.

The metaphor is an outstanding combination of two fascinating birds of prey with excellent, exceptional vision owls during the night and eagles during the day. Here it would be humorous to remember an expression in Turkish, “*ondan kaçmaz*”.

3. Lion of words

“My metaphor is a lion and my reason to prefer this metaphor is a figure of speech that makes a comparison between power and coward”.

Audio description makes people understand unimportant things that are truly important for the work because these powerful words make powerful understanding.

Being a lion is about power, courage, leadership by nature, and hunting ability, all of which relate to vivid images demonstrating a high-definition, high-resolution quality. The hunting ability, in particular, can be resembled to someone who hardly misses the target focused.

Guiding Wisdom Metaphors

1. Reading a book

“When you read a book, you can imagine every small detail”.

When a book is read, those reading it ascribes or attributes a meaning to what is read. The human being is disposed to attribute meaning to observations or experiences. This means that attribution is about making sense, or, in other words, interpretation. In order for someone to interpret something, they need to be equipped with the details. The word details and humans’ meaning attribution to what is experienced or observed is important in that it implies that description AD provides the film ‘viewer’ with constructs a simulation of the film. Those experiencing the situation of a scene have contextual meaning to be assigned, which would bring an advantage to foreign language learners if they made use of AD technology. That meaning attribution is about the human inner world has implications for literature majors who are known for their intrapersonal intelligence.

2. Light switch

“It’s a light switch in our mind’s various areas. It is because these tasks can really make our mind’s work harder by using various areas of it”.

Illumination is one key term to foreground what the light switches foreground. Besides, the metaphor includes a variety of emphasis in the part ‘our mind’s various areas’. Variety and light in combination reflects descriptive power. Mind’s various areas

are also reflections of the left hemisphere's dominance for language and the right hemisphere for visual attention and its special role in the spatial localization of stimuli.

3. Pool of knowledge

“I think since I have been assigned in Advanced English course, with the audio description, my brain is a pool of knowledge. I learned so many things, and while I was learning, I enjoyed every second of it”.

In its literal sense, the pool is supposed to be full of water. This metaphor suggests that the speaker's brain has become a reservoir or repository of knowledge since being introduced to advanced English courses with audio descriptions. It implies that the learning process has filled the speaker's mind with a wealth of information, akin to how a pool is filled with water. This metaphor underscores the richness and depth of the speaker's learning experience, highlighting the immersive and fulfilling nature of their journey in mastering the English language with the aid of audio description.

4. Rebuilt school

“We can express a scene in some various sentences, so that the scene will be more effective to understand while we learn, like rebuilt school”.

AD is the audio descriptor's interpretation of the scene, they write the way they see it. As for the metaphor thunder potential, the Turkish “*dank etmek*” means in English light dawns (colloquial), dawn on, hit someone, so both the Turkish phrase and its English equivalents feature understanding, enlightenment effectively, strikingly.

5. Thunder potential

“There is always thunder in the sky but there have to be energy to show up”.

Closely linked to energy, lightning is an electrical discharge between storm clouds or within the clouds. When it occurs the extreme heat occurs and causes the explosively fast expansion of the surrounding air.

6. Power of water

“The activation of the potential is drinking water, because, drinking water is both beneficially and fast thing. You can drink fast and it can be beneficially fast”.

With this metaphor, it is understood that making use of AD is seen as tapping the tap for drinking water. The water is beneficial, and we can increase its flow. Evaluated with its justification, this metaphor triggers the perception of word strings with high fluency. Resembling the narrative of river “*nehir*”. This narration can be reflected with “*nehirration*”, a word play in which Turkish and English parts are mixed. Some responses are in the form of word plays.

7. Picturesque scenery

“Audio description is picturesque scenery because AD gives a scenery that we can imagine perfectly”.

If the potential is activated, the words in the description may have such an impact that makes something like a picture out of scenery. According to dictionary.com, picturesque means strikingly graphic or vivid (of writing, speech etc.), or creating detailed mental images. The graphic account of something is describing it vividly or clearly.

8. Pencil with eraser

“AD is pencil with eraser because it’s with pencil on it help the struggle the normal eraser might be far away but this is with the pencil”.

Both pencil and eraser are commonly used in teaching and learning settings. The Turkish “*kalem efendisi*” (literal translation of which is being a gentleman/lady of pencil) is closely related to the educated.

The respondent’s metaphor is the pencil with an eraser on it. The AD option is just one click away, as close as an eraser to the pencil. Describing something is a process of addition and deletion, just like the way we write on a Word file.

9. English teacher

“Audio description is an English teacher because it explain what happening”.

This metaphor underlines the benefit of AD for PAH continuum, or cycle. AD provides the learner with input in the form of descriptive language use. This respondent is likely to recognize the need for the teachers’ consciousness raising but prefers to emphasize the use of technology for educational purposes in the way the student

determines it to be. The metaphor below can be used to highlight the facilitator function/status of teachers.

10. Piece of cake

“Learning with audio description is a piece of cake. My reason for using this metaphor is that AD is a great opportunity for learning language”.

A piece of cake is actually used to express something highly easy. In parallel with this, the metaphor is seen as a facilitative tool. And that it creates an opportunity to understand the elaboration in the justification.

11. Opening a light in a full of dark art museum

“It is like opening a light in a full of dark art museum”.

The metaphor below is directly related to enlightenment (especially art). Besides light, there is a museum associating a wealthy legacy of wisdom dating back to old times. This causes a person to see the real beauty and imagery of the world and light a torch in their mind. This metaphor is actually grammatically wrong but as can be inferred from the accompanying justification, the student meant to write Turning on the light in a fully dark art museum. Light makes it possible to perceive the surroundings clearly. The use of an art museum reflects richness. So turning on the light, one is able to see the richness of the art museum that would otherwise be unseen due to the dark preventing the visibility.

12. Old castle

“Like old castles”.

Castles have many passages and secret rooms, which means audio-visual translation is a huge case with many ways to reach or explore. Since old castles are steeped in history, this metaphor reflects depth. Which associates in-depth analysis, which is a process of investigation of issues in great detail. An Old castle associates with a medieval castle, which typically consists of such elements as a keep (great tower, heart of the castle), curtain walls and towers, a barbican, which fortifies the gate, gatehouse (main entrance), courtyards, a great hall, a chapel and the quarters nearby of priests, stables, dungeons, a bakehouse and a brewery. All these demonstrate the depth and detail typical of descriptive power.

Transmission of Knowledge Metaphors

1. Accessing to brain easily

“Like accessing to brain easily”.

Thanks to developed social platforms and technology, we are able to learn foreign languages directly. The metaphor claims Audio Descriptions can clearly reflect the movie's actual scenes. The metaphor associates the adage ‘a picture is worth a thousand words’, so AD benefits vocabulary practice. Easy access to the brain’s direct learning of the foreign language is expressed in the justification, which directly represents in the metaphor ‘accessing to brain easily’. This associates the direct method, arguing for direct connection between the meaning and the target language (L2) form, and avoiding interference of source/first/L1 forms. The directness may contribute to the facilitation of the process.

2. Access card

“Like access card to unknown things”.

It enables people to unlock new things and aspects. This metaphor emphasizes the key role AD plays as an access card functioning as the key to unlock what is getting in the way to decode and access the view.

3. Usage books

“Like usage books”.

The metaphor usage book reflects the learning of the how-to concept. It effectively utilizes technological elements to convey necessary information, ensuring that readers can easily comprehend the material. When we read it, we can effortlessly understand complex systems like AVT. With this metaphor, the student means manual, a book serving as a guide and providing practical how-to instructions. The AD is perceived to be a practical guide to powerful expression.

Value Metaphors

1. Hidden treasure

“It is just like a hidden treasure”.

Generally, one does not watch movies with audio descriptions except for subtitles, so, one could not have the opportunity to understand the details of the scenes diligently. As the participants explain in the justification, one understands movies with subtitles. Diligence is needed to understand the details of the scenes. For someone who cannot understand the movie without subtitles, there is no possibility of benefiting from the audio descriptions. That is likely to be the reason for the adjective being hidden. Nonetheless, the metaphor shows the importance of the detail considering it to be a treasure. It can be inferred from the treasure part of the metaphor the audio description would help the student to improve in terms of descriptive expression if the participating student were someone able to comprehend a movie without subtitles.

2. Gold

“Audio description is gold because audio description give me precious informations like a gold”.

“Audio description was no different than finding a gold mine since it provided the necessary material for my learning”.

The use of gold as an economic indicator, and in many countries, a standard for monetary systems, is well-known and established. The rarity of gold makes it highly valued. Gold is a symbol in literature and art representing opulence, luxury and achievement. Corrosion-resistant, gold has an enduring appeal. Associating wealth, the gold colour is so distinctive that one can recognize it instantly. With high malleability, gold can take the shape of various forms, which not only metaphorically associate intricate patterns on dynamic high-resolution screens, it is also a key contributor to screen technology. All these qualities set the metaphor gold apart in reflecting the descriptive potential of language use through audio description. The features directly relatable to aesthetic vision quality relate to the use of gold as a safe haven for investors, especially during economic turmoil or currency fluctuations associated with a screen not showing signs of flickering. The metaphor gold or metaphors including gold are relatable to the metaphor lion. Gold, the king of metals is relatable to the metaphor lion, king of animals.

3. Wine

“Wine because over the years, I know that my homework will be a open-door and will not lose its taste”.

The value of some things does not change as time passes. Wine is commonly used as a metaphor, “*şarap gibisin*” in Turkish, to compliment on youth. The student whose metaphor was wine did it to foreground the lasting, enduring effect of using AD in the target language learning task.

4. Father

“The most father because this practical is so useful for learning English”.

The metaphor "the most father" implies that the described practical activity is extremely valuable and essential for learning English. It suggests that this particular method or tool holds a position of utmost importance, similar to the role of a father figure in a family. In Turkish, the phrase "*en baba*" is a colloquial expression that conveys superiority or excellence, which is humorously translated word-for-word into English. In essence, the metaphor underscores the significance and effectiveness of the described practical activity in facilitating English language learning.

Creative Metaphors

1. “It is imagescription”.

This metaphor likens the experience of images forming in one's mind through audio description to a brand-like quality. It suggests that the vividness and clarity of the mental images generated by the audio description resemble the distinctiveness and recognition associated with a well-established brand. This metaphor highlights the effectiveness of audio description in creating vivid mental imagery, akin to the impact of a strong brand presence.

2. “It is most likely audioforeign”.

In this metaphor, the term "audioforeign" is presented as if it were a brand name, emphasizing its significance and distinctiveness. Combining "audio" and "foreign," the metaphor suggests that this tool provides audio content specifically tailored for foreign language learning. The comparison to a brand name implies that "audioforeign" is recognized and trusted for its effectiveness in providing audio resources for language

learners, similar to how consumers rely on established brands for quality products. Overall, this metaphor emphasizes the unique and valuable nature of audio resources designed for foreign language learning.

Knowledge Production Metaphors through Direct Experience

1. Cook to Yourself

“Potential of AVT’s in FLL is learning how to cook by yourself not using any books: Learning how to cook by yourself is very hard while not using any direct source”.

It is possible to summarize the message the metaphor gets across by processing the audio input without any transcript facilitating it. No transcript of the listening input is available to the learner aiming to use AD for language learning purposes. It is a challenge certainly with a facilitating teacher accompanying, the learner may not suffer from these challenges of overwhelming cognitive overload.

Discussion & Conclusion

Despite the notable increase in publications during the 1980s addressing the application of audio description (AD) in foreign language (FL) educational settings, empirical research remains limited. There is a scarcity of data supporting or refuting the efficacy of AD exercises in FL classrooms (Källkvist, 2008). Nevertheless, over the past three decades, numerous studies have highlighted the benefits of various AD modes in foreign language instruction, particularly emphasizing the use of subtitles in all their modalities (Blane, 1996; Pavesi & Perego, 2008). According to the findings of those researches, using AD improves the acquisition of vocabulary (Lertola, 2012) as well as listening ability (Caimi, 2006). Sometimes, audio describers feel compelled to explain cultural material that is hidden in the visual information or even to incorporate difficult-to-understand audio details in addition to the visual descriptions (Fryer, 2010). Due to its advantages, Audio Description (AD) serves a diverse audience, encompassing various age groups, socioeconomic statuses, and cultural backgrounds. It is particularly beneficial for individuals who find it challenging to follow the storyline (Fryer, 2016).

In this study, participants provided diverse and imaginative descriptions and explanations using metaphors, illustrating the positive aspects of learning a language

with audio description (AD). They employed positive metaphors to convey the effectiveness of language learning through AD. This examination of students' perspectives on AD in language learning settings has significantly contributed to a deeper understanding of its educational value. Using metaphors to describe the learning process and considering the complex cognitive processes involved, questionnaires that require metalinguistic and metacognitive reflection enhance learning opportunities and foster learner autonomy, as highlighted by Vermeulen and Ibáñez Moreno (2017).

Sometimes, audio describers feel compelled to explain cultural material that is hidden in the visual information or even to incorporate difficult-to-understand audio details in addition to the visual descriptions (Fryer, 2010). Because of this, as in parallel with this study results, AD is beneficial to audiences from a variety of age groups, socioeconomic levels, and cultural backgrounds, as well as "for those who feel it hard to adhere to the storyline stream" (Fryer, 2016).

As this study addresses language students to the task of AD with metaphors, a metaphor transcends mere analogy; it's not solely a tool for understanding by likening one thing to another. When articulated, it also conveys an argumentative stance or a sincere inclination towards one concept over another (Mustacchi & Krevans, 2001). For instance, underneath each metaphor articulated by the participants lies multiple layers of meaning. As the metaphor depicted an ideal learning setting within a university classroom, encompassing essential personal, social (instructor and peer), and contextual elements discerned through their reflections (Hoban, 2000). The metaphors also carry a pedagogical aspect for the students, and the instructor in this study utilized them with an awareness of this aspect, acknowledging the significance of metaphors in facilitating understanding and communication in the learning process. For example, one participant used the metaphor "Flying bat in the night" to describe navigating language learning with AD, likening it to the reliance on auditory input to grasp new language concepts. Another student described the process as exploring an "Old castle," symbolizing the complexity and richness of AD, with its many passages and secret rooms representing the depth and intricacy of learning. The metaphor "Hidden treasure" was employed to illustrate how AD unveils detailed aspects of language that might otherwise be missed, much like discovering hidden treasures.

Berliner (1990) asserts that metaphors wield significant influence, shaping our perceptions of ourselves and others. They subtly but profoundly impact our cognition, influencing the formation of our thoughts and concepts. Metaphors play a crucial role in organizing our thoughts and interpreting events. Therefore, we investigate the efficacy of metaphor as a tool for reflection, which, as Bateson (1972) highlights, is essential in the human quest for significance. That is particularly pertinent for the students. Metaphors have emerged as valuable research instruments in this study, given their extensive usage among language instructors and within language acquisition theories. Moreover, they are essential means for encouraging reflection and enhancing educators' awareness (Guerrero & Villamil, 2002). For instance, one student used the metaphor "Virtual reality goggles" to describe AD, indicating that AD allows learners to see without being physically present, much like virtual reality. Another participant described AD as "Simulation," which creates another world, offering a different and clearer perspective. Additionally, the metaphor "Thunder potential" was used to represent the energy required for expression in AD, akin to the energy needed for a thunderstorm to manifest. These metaphors not only enhance comprehension but also reflect the students' personal and emotional engagement with the learning process as a tool for this research.

The metaphors identified in this study, such as "Flying bat in the night" and "Old castle," illustrate how students conceptualize their learning experiences through vivid imagery. This supports the argument made by Lakoff and Johnson (2003) that metaphors are not merely decorative linguistic devices but are crucial to cognitive processing. Similarly, Shutova et al. (2023) emphasize the application of conceptual metaphor theory in various cognitive domains, highlighting its importance in understanding abstract concepts through metaphorical mappings. By utilizing metaphors, students can express complex ideas in relatable terms, thereby enhancing their cognitive engagement with the learning material.

Metaphors such as "Rainbow" and "Lion" reflect AD's emotional impact on learners. These metaphors convey the sense of accomplishment and empowerment that students feel through their learning experiences. Kramsch (2003) highlights the importance of metaphors in helping learners construct representations of their experiences, which can boost motivation and engagement. This emotional resonance is

crucial for sustaining interest and enthusiasm in language learning, as noted by Sfarid (1998), who argues that metaphors are essential for grasping intricate ideas by relating them to familiar experiences.

By making abstract concepts tangible and relatable, metaphors significantly enhance the effectiveness of FL education. Future research should continue exploring these tools to further validate and refine their application in diverse educational settings.

Suggestions

Based on the findings and insights from this study, several recommendations can be made to enhance the use of AD in foreign language learning:

1. **Incorporate Metaphors in Teaching:** Encourage the use of metaphors in language learning to help students articulate their understanding and engage more deeply with the content. Metaphors can make abstract concepts more tangible and relatable.
2. **Expand Empirical Research:** Conduct more empirical studies to validate the effectiveness of AD exercises in FL classrooms. This research should focus on diverse learner groups and contexts to comprehensively understand of AD's impact.
3. **Develop Comprehensive AD Materials:** Create AD materials tailored to different proficiency levels and learning objectives. These materials should include a variety of content, such as movies, documentaries, and educational videos, with detailed and contextually rich descriptions.
4. **Training for Educators:** Provide training programs for educators on the effective use of AD in language teaching. This training should cover the creation and integration of AD content, as well as strategies for using AD to enhance comprehension and engagement.
5. **Foster Reflective Practices:** Encourage students to engage in reflective practices by using questionnaires and discussions that prompt metalinguistic and metacognitive reflection. That can enhance their learning autonomy and deepen their understanding of the language learning process.

6. **Utilize Technology:** Leverage technology to make AD more accessible and interactive. Mobile apps and online platforms can provide students with easy access to AD materials and allow for more personalized learning experiences.
7. **Interdisciplinary Collaboration:** Foster collaboration between language educators, cognitive scientists, and technology developers to create innovative AD tools and resources. This interdisciplinary approach can enhance the quality and effectiveness of AD in language learning.
8. **Continuous Feedback and Improvement:** Establish mechanisms for continuous feedback from students regarding using AD. Use this feedback to refine and improve AD materials and teaching methodologies.

Limitations

While this study provides valuable insights into the use of AD in foreign language learning, several limitations should be acknowledged:

1. **Sample Size and Diversity:** The study was conducted with a relatively small and homogenous sample of students from a single institution. Future research should include larger, more diverse samples to increase generalizability.
2. **Lack of Control Group:** The absence of a control group in the study design makes it difficult to attribute improvements in language learning solely to the use of AD, as other factors could also play a role.
3. **Cultural Context:** The cultural context in which the study was conducted may influence the findings. Future research should explore AD's impact in different cultural settings to enhance the understanding of its global applicability.

Ethics committee permission information

Ethical approval is not necessary for the study reported in this article due to the time of data collection.

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