

# **Enhancement of Metaphor Awareness in the Classroom**

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MA TESL/TEFL

Module 3

Assignment: LX/03/01

This paper consists of approximately 4500 words

Submitted: March 2004

## 1. Introduction

Many people have long regarded the metaphor as a literary device (Coulthard, Knowles, Moon and Deignan, 2002: 100) that is not to be used in everyday life. Since the publication of *Metaphors We Live By* (Lakoff and Johnson, 1980), however, the pervasiveness of metaphors in ordinary life has become known. Lakoff and Johnson point out that metaphorical expressions are abundant in everyday language such as conversation, newspapers, and TV commercials. Metaphors influence our cognition and concept formation. It is said that our conceptual system is 'fundamentally metaphorical in nature' (ibid.: 3). In other words, metaphors are not merely the elaborate use of language; in fact, our thought processes tend to be metaphorical (ibid.: 6).

In relation to second language learning and teaching, researchers (Low, 1988; MacLennan, 1994; Deignan et al., 1997; Boers, 2000) state that learning metaphors systematically and effectively contributes to better language acquisition and retention. In support of that argument, this paper first defines a metaphor; discusses the importance of and difficulties in learning metaphors followed by a comparison and contrast of the metaphorical systems used in English and Japanese. The examples for comparison and contrast are taken from an article in an English newspaper and a related article in a Japanese newspaper. Finally methods to raise learners' awareness of the importance of metaphors by using English examples will be discussed and some specific activities for use in classrooms where the learners' first language is Japanese will be given.

## 2. Definitions of a metaphor and related terminology

A metaphor is one of figurative language, and is usually referred to as follows:

The process whereby a word or expression is used to refer to something other than what it was originally applied to, or what it 'literally' means, in order to suggest some resemblance between the two things (Coulthard et al., 2002: 100).

This seems to be a general definition; however, what Lakoff and Johnson think of metaphor seems to place greater emphasis on the 'conceptual' nature as the most essential aspect of the metaphor. They also emphasise that the system of such metaphors is shaped by the 'common nature of our bodies and the shared way that we all function' in our daily life. Metaphors are not just a matter of linguistic expressions (Lakoff and Johnson, 2003: 245).

Some metaphors such as '360° news' (an advertisement for the *Guardian Weekly* on the *Guardian Unlimited* website) will be referred to as creative metaphors due to their 'conscious and deliberate' use of metaphors, while others such as 'two peas in a pod' will be referred to as dead

metaphors. Due to the 'conventionalised or institutionalised' use of metaphors, competent speakers of the language can understand what dead metaphors imply with considerable ease as compared to creative metaphors (Coulthard et al., 2002: 100-101).

### 3. Importance of learning metaphors

According to Low (1988), there are six major functions of metaphors:

- (i) To make it possible to talk about X at all
- (ii) To demonstrate that things in life are related and systematic in ways we can, at least partially, comprehend
- (iii) Extending thought
- (iv) To compel attention by (positively or negatively) dramatizing X
- (v) To prevaricate and deny responsibility for X
- (vi) To allow the speaker to discuss emotionally charged subjects (ibid.: 127-128)

With knowledge of some functions of metaphors, learners can develop their language abilities and vary their language use depending on the situation and intention. For instance, the first function in the list is one of the compensation strategies (Oxford, 1990: 19). Learners can overcome their limitations in speaking and writing with the help of metaphors. This implies that learners can expand their language ability by using metaphors.

The importance of learning metaphors also lies in vocabulary retention. Experiments by Boers (2000: 557, 559, 562) revealed that enhanced metaphor awareness led to superior vocabulary retention. The deeper comprehension of the linguistic and cultural aspects of a language is also a key element in learning metaphors. If learners learn some metaphorical expressions that are categorised according to their common concepts, for example, 'Love is Magic' (Lakoff and Johnson, 1990), it would be easier for them to retain expressions such as 'She cast her spell over me', 'The magic is gone' and 'I was spellbound'. It may even help them extend their thoughts to create their own metaphors, such as 'He turned me into a remote-controlled robot' by using the same concept.

### 4. Difficulties in learning metaphors for non-native speakers of a language

A major difficulty in learning metaphors seems to lie in metaphorical expressions that are based on particular aspects of a culture. The following metaphorical statement made by a British national during a casual conversation would be incomprehensible for Japanese-speaking learners. When asked about her purpose of visit to Japan, she said, 'It is just icing on the cake'. In other words, for

her, visiting Japan was something extra to make her trip more memorable. According to the Oxford Advanced Learner's Dictionary (1999), 'icing on the cake' means 'something extra and not essential that is added to an already good situation or experience and that makes it even better'. This metaphorical expression is difficult to comprehend mainly due to two reasons. First, 'icing' as a coating for cakes is rarely used in Japan; therefore, learners may imagine placing some ice on a cake or something to do with ice. Second, in a country where simplicity is usually preferred, adding something extra to something that is already sufficient does not necessarily enhance its value or charm.

Moreover, some metaphors have their roots not only in culture but also in the social environment of the times in which they were created making them even more difficult for non-native speakers of the language to comprehend. One such example of a metaphor in Japanese is *Nure ochiba*; a literal translation of this phrase is 'a wet fallen leaf'. This phrase can be used in sentences such as 'My husband is a wet fallen leaf since his retirement', implying the worthlessness and burdensomeness of the husband to his wife because he does nothing but follow her around in the same manner as a wet fallen leaf sticks to something. The difficulty in understanding this metaphor lies not only in the cultural aspects of Japanese salaried men but also in the social environment of the times. This metaphor first appeared in 1989 when the so-called 'bubble economy' was at its peak in Japan and the social atmosphere in general was somewhat light-hearted and thoughtless. During this period, there seemed to be a tendency among wives to talk openly about their retired husbands as being nuisances. The wives were so used to their lives without their corporate-warrior husbands for a long period of time that when the husbands started their new retired lives at home, the wives in particular were at a loss as to what to do with their husbands.

Another difficulty is the learners' incapability to evaluate whether a statement is meant to be a creative metaphor, a joke, an ironical expression or a literal one. Native speakers of the language can infer the intention of the speaker by the way it was presented or the writer's from the context; it requires a very high level of language competence for learners. The comprehension of a metaphorical statement without context is quite impossible. Nevertheless, learners are often led to memorise words, phrases and idioms by rote in language classes in Japan.

## 5. Metaphorical systems in English and Japanese

It seems that metaphorical systems in both languages are similar to each other to a certain extent. In principle, metaphors highlight some aspects of a concept while hiding others. In order to convey some aspects of a concept, another concept is employed. Lakoff and Johnson refer to these types of

metaphors as ‘structural metaphors’ (1990: 14). Life, for example, is often compared to a journey, as in ‘Life is a Journey’. Our life is partially structured using the concept of a journey, as shown in the following examples. When young people are ready to start their own lives, they leave their homes. They may lose their way or may have to walk a thorny path. Once in a while, they may go through a long tunnel, but at the end they will see a glimmer.

What Lakoff and Johnson refer to as an ‘orientational metaphor’ (ibid.: 14) is also used in Japanese. Happiness, health, virtue and things that are good for a person in principle are expressed with upward-related words and so are their counterparts in Japanese. Similar to the case in English, the concept of ‘Happy is Up; Sad is Down’ is also relevant in Japanese as in ‘I am feeling up’ and ‘I am feeling down’. By presenting only a few examples, which have close correspondence between the two languages, it will be demonstrated that there are many other metaphors common in both languages.

There also appear to be, however, some differences in the concept of an orientational metaphor. One such example is ‘More is Up; Less is Down’. As referred to in section 3, ‘More’ is not necessarily appreciated in Japanese culture and sometimes ‘Less is Up; More is Down’ holds true. If one wants to remain healthy, one is advised to eat less. It is often said ‘When you eat, fill only 80% of your stomach’; this familiar statement advises people to eat moderately. It is also said that as one casts off things on and around him/her, such as possessions, vanity and authority, his/her spirit will be sharpened and eventually he/she will gain a well-honed mind.

Three terms are sometimes used in order to understand the system of metaphors: topic, the thing that is referred to; vehicle, the thing that transmits the metaphor and grounds, the resemblance between topic and vehicle (Coulthard et al., 2002:102). In ‘Life is a Journey’, the topic is life, the vehicle is the journey and the grounds are the starting point and the destination, their unpredictability and the various experiences in between. These three terms are used in the following section to analyse the metaphors extracted from an article in an English newspaper.

## 6. Comparison and contrast of examples from the articles

In order to compare and contrast the use of metaphors in English and Japanese, an article on the British Broadcasting Corporation (BBC) executives’ resignation was chosen from a newspaper in English (Japan Times, 30 January 2004: Appendix I). In the article, the executives are quoted as saying that they decided to resign to accept responsibility for their report accusing the British government of altering its dossier related to Iraq’s weapons of mass destruction. A similar article

from a Japanese newspaper was selected for the purpose of comparison and contrast from a Japanese newspaper (Asahi: evening edition, 30 January 2004: Appendix II).

The examples of metaphors selected from the articles are as follows.

- (i) Judge Lord Hutton criticized the **network** for the ‘**unfounded**’ report it had broadcast last year accusing the government of ‘**sexing up**’ a pre-war dossier about Iraq’s weapons of mass destruction.

#### **Network**

Topic: the BBC

Vehicle: network

Grounds: the system of the broadcasting stations is compared to a net, the lines of which are intersecting in every direction with knots at intersections. This implies the dynamic and connected nature of the broadcasting stations.

The word is used as it is as a loan word in Japanese. However, it never appears in the Japanese article. The British Broadcasting Corporation is always referred to as the BBC. While the repetition of the same word or phrase is rather common in Japanese, the varied use of language is more likely to be appreciated in English.

#### **Unfounded**

Topic: the report

Vehicle: unfounded

Grounds: the metaphor suggests that the report by the BBC had no evidence to support its claims.

There is a conceptual difference between English and Japanese regarding this metaphor. In English, the conceptual metaphor here is that ‘Ideas are Buildings’. An expression equivalent to ‘unfounded report’ used in the Japanese article is *konkyo no nai houkoku*; a literal translation of this phrase is ‘a report without any roots’. The concept here is ‘Ideas are Plants’. Each of the two articles uses a different concept; however, both ‘Ideas are Buildings’ and ‘Ideas are Plants’ seem to be common in both languages as in ‘His ideas have finally come to fruition’ (Lakoff and Johnson, 1980: 47) in English and ‘...*senryo no wakugumi ga uraide iru*’ in Japanese; when translated, this means ‘...the framework of occupation (of Iraq) is swaying’ (Asahi, 17 March 2004).

### Sexing up

Topic: the dossier

Vehicle: sexing up

Grounds: This implies that the dossier was altered to make it efficiently attractive for the government to present a convincing argument to justify going to war in Iraq.

Sex-related expressions scarcely appear in regular Japanese newspapers. Instead of 'sexing up', an expression used in the Japanese article is *joho sosa*; when translated this means 'information manipulation'. It also seems rare to find sex-related expressions in articles on political topics in quality British newspapers; thus, it can be assumed that the intention of the person who used this expression was to draw attention to dramatise the issue. This is one of the functions of metaphors indicated by Low as mentioned in section 2.

(ii) Gavyn Davies, the chairman of the BBC's board of governors, resigned, saying, 'I have been brought up to believe that you cannot choose your own referee, and that the referee's decision is final.'

Topic: judge

Vehicle: referee

Grounds: This means that just as a referee for a game is appointed, in life, you cannot choose your own judge. As in a game, once a decision is given, it is final.

Although there is no reference to this comment in the Japanese article, the concept that 'Life is a Game' is rather common in Japanese as in '*... jitu wa katu ka makeru ka wa umare motta seishitu ni yoru mono datte...*'; when translated, this means '...in fact whether you win or lose, it depends on your innate nature' (two Japanese women talking about women's life in general) (AERA, 19 January 2004: 20). This shows that the concept corresponds between the two languages.

(iii) In December, while bracing for the Hutton report, the BBC announced some tough new editorial rules.

Topic: the BBC's anticipation of the Hutton report

Vehicle: to brace oneself

Grounds: Bracing implies that the BBC is preparing itself for any severe decision that it may face so that it can remain unruffled, in the manner in which one presses one's body against something in order to stay balanced. No metaphor related to this expression is found in the

Japanese article.

(iv) When Harold Wilson's Labour Party was **in power**, the BBC was attacked as a nest of rightwing reactionaries.

Topic: Labour Party

Vehicle: in power

Grounds: 'In power' implies that power is some kind of a container and that the Labour Party is in the container, which means that the party has political power.

The concept of this metaphor can be 'Authority is a Container'. No similar expression was found in the Japanese article; however, the example '*...kyotei o gen seiken chu ni jitugen shitai...*' (*Keidanren* clip, 2000) (translation: while the current government is in power, [we] would like to achieve an agreement...) indicates that the same concept is used in Japan as well.

(v) Criticism of the state broadcaster **crosses the party lines**.

Topic: criticism

Vehicle: crosses the party lines

Grounds: Although the two parties usually have contrasting party lines and occasionally clash with each other, they both criticise the BBC regardless of the differences in the policy of the party. The party 'lines' seem to imply the floor of the House that divides the two parties and therefore gives an impression that the voices of criticism between the parties are actually exchanged across the floor. The conceptual metaphor could be 'Arguing is a Journey'.

No similar expression is found in the Japanese article; however, the same expression is often used in Japanese politics as in '*...touha o koe te sanpi ga wareta*' ([www.asahi.com](http://www.asahi.com), 2003); when translated, this means '...opinions are divided between pros and cons across the party lines'. The reason for the close similarity in political expressions such as 'the Left' for radicals and 'the Right' for conservatives seems to be that the Japan's parliamentary system was modelled after the English system.

(vi) Gilligan's Iraq dossier story led to a **bitter public dispute** between the government and the BBC

Topic: the intensity of the public dispute between the government and the BBC.

Vehicle: bitter

Grounds: 'Bitter' literally means 'having a sharp, pungent taste or smell' (Concise Oxford



Dictionary, 1999). In the above context, it appears to have been used as a metaphor to describe the intensity of the public dispute; however, at the same time, it implies the lasting effect of acrimony since bitterness lingers on for some time in the mouth after eating something that is unpleasantly bitter. The conceptual metaphor for this is 'Ideas are Food'.

In the Japanese article, the phrase that is closest in meaning is 'the public opinion is divided'; no similar expression was found. 'Bitter' or *nigai* in Japanese does not collocate with dispute; *nigai* often collocates with experience. It is appropriate to say *Karera wa nigai keiken wo shita* (They had a bitter experience) but extremely rare or awkward to say *Karera wa nigai ronsou wo shita* (They had a bitter dispute).

(vii) The disagreement between Blair and the BBC echoes earlier feuds between the government of the day and the broadcaster over its alleged misreporting.

Topic: repeated disagreements between the governments of the day and the BBC

Vehicle: echoes

Grounds: 'Echo' literally means '(of a sound) reverberate or be repeated after the original sound has stopped' (ibid., 1999). In the article, it implies that the disagreement between the government and the BBC is nothing new since the same type of confrontation occurred repeatedly in the past. The word 'echo' has an immediate effect on our auditory senses and enables us to imagine the similar disagreements occur in succession in the same manner as a sound echoes.

No similar metaphorical expression was found in the Japanese article. Instead, it mentions one of the past confrontations between the two parties, the discord over the report on the Falkland Islands war between Thatcher's government and the BBC.

(viii) Thatcher and her Cabinet ministers clashed with the BBC over its coverage of several major news events.

Topic: Conflict between the BBC and Thatcher and her Cabinet ministers

Vehicle: clashed

Grounds: 'Clash' means '(of two opposing groups) come abruptly into violent conflict' (ibid., 1999). It also means 'producing a loud discordant sound'. By using this word, the writer seems to try to express the fierceness of the conflict and to appeal to our auditory senses once again to cause a stronger effect on our minds.

The Japanese article describes the conflict between the Thatcher government and the BBC with

no appeal to the senses. A translation would be ‘Although the angry Thatcher administration brought pressure on the BBC (to change their policies in reporting the war), the BBC did not take even a step backward’.

The three metaphorical expressions mentioned above, ‘bitter’, ‘echo’ and ‘clash’, convey strong sensory messages to the reader. The conceptual metaphor of these three examples could be ‘Conflicts are Sensory’. In contrast, there is no expression that appeals or is related to the senses in Japanese; however, war-related metaphors are abundant. The conceptual metaphor could be ‘Politics is War’. Some examples are as follows.

①...*tsume-bara o kirasare ta*... (translation: ... forced (the BBC) to take full responsibility...)

Topic: The BBC

Vehicle: *tsumebara o kiraseru*

Grounds: *Tsumebara o kiraseru* literally means to force somebody to commit *hara-kiri* [ritual suicide by disembowelment with a sword, formerly practiced in Japan by the *samurai* as an honourable alternative to disgrace or execution (ibid., 1999).] The government’s demanding that the BBC tender an unequivocal apology to them and the public means that the government is trying to place all the blame on the BBC. The government’s demand that the BBC should take full responsibility for the report is compared to *tsumebara*, or forced *hara-kiri*.

②...*toppu futari ga taijin shita* (translation: ... two top executives resigned)

Topic: the resignation of two top executives

Vehicle: *taijin shita*

Grounds: *Taijin suru* literally means to withdraw troops from a camp. The metaphorical meaning is to give up one’s position. The resignation of the executives is compared to the withdrawal of troops from a camp.

③...*yoron wa seifu ni gunpai o ageta wake dewa nai* (translation: It does not mean that public opinion is in favour of the government.)

Topic: public opinion

Vehicle: *gunpai o ageru*

Grounds: *Gunpai* literally means a military leader’s fan or orders given by a military leader. Nowadays, it is metaphorically used to refer to a *sumo* referee who raises a *gunpai* to declare the winner. In this context, it is implied that the public had a *gunpai*, or a fan, to demonstrate what they thought was right.

④...*BBC wa toni burea shusho ni kuppuku shita noka* (translation: Did the BBC surrendered to the British Prime Minister Tony Blair?)

Topic: the BBC

Vehicle: *kuppuku suru*

Grounds: *Kuppuku suru* literally means to bend one's neck or knee. In this article, the word seems to have been used to denote the clear contrast between the winner, the Blair government and the loser, the BBC.

⑤...*eishi taimuzu wa...to BBC hihan no ronjin o hatta ga...* (translation: although the Times, a British newspaper, set forth an argument to criticise the BBC...)

Topic: an argument

Vehicle: *ronjin o haru*

Grounds: *ronjin o haru* – *ron* is an argument, *jin* is an ancient military camp and *haru* is to pitch (a tent). These words together in a phrase mean to set forth an argument as if to fight a battle.

All these five examples use archaic war-related expressions; thus, it would be appropriate to suggest that the metaphorical concept should be 'Politics is War'. The writer's intention seems to be to dramatise the whole business by alluding to the Age of the Civil Wars by using ancient expressions such as *tunebara o kiru* thereby leaving clear material images in the reader's mind.

As a result of comparison and contrast, one clear difference in the use of metaphors emerged. Compared to the more varied use of metaphors in the English article, the use of metaphors was limited in the Japanese article. The conceptual metaphors in the English articles appear to be 'Ideas are Buildings', 'Life is a Game', 'Ideas are Food', 'Authority is a Container' and 'Conflicts are Sensory'; however, in the Japanese article, they seem to be 'Ideas are Plants' and 'Politics is War'. The more diversified use of metaphors in the English article probably serves to make the article more attractive to appeal to the people, while the more unified use of metaphors in the Japanese article is presumably employed to dramatise the entire issue and leave a strong impression on the reader's mind that 'Politics is War'. It can be assumed from this finding that the difference is attributable to the values held by each culture: diversity in British culture and unity in Japanese culture.

Thus, in order to gain a better understanding of metaphors and to maximise their use in second language learning, it is essential to have knowledge of the socio-cultural similarities and differences

underlying the metaphorical systems used in different languages.

#### 7. Activities for raising metaphor awareness in the classroom

In order to enhance learners' awareness of the use of metaphors in English, as a prerequisite, it seems imperative to draw their attention to the metaphors used in Japanese before carrying out any activities so that they can grasp the concept of a metaphor. One method of doing this is to give them some examples of metaphors in Japanese and discuss the concepts. It is also possible to present an article in Japanese, have the learners underline what they regard as metaphors and then discuss the structure and system of Japanese metaphors. Then, the learners can be introduced to activities in English.

In this section, three activities to raise learners' awareness of metaphors are suggested. The first activity makes the learners recollect the Japanese metaphors that are equivalent to the English examples. The purpose of this activity is to promote the learners' recognition of the correspondences in and differences of metaphors between the two languages. The second activity attempts to draw the learners' attention to both metaphorical and literal meanings. This activity aims to enhance the learners' awareness of the physical senses applied to the metaphor. Language retention may be enhanced by having a link between the physical senses and metaphors. The third activity is to analyse the system of metaphors using topic, vehicle and grounds. The purpose of this activity is to promote the learners' recognition of the structure of a metaphor.

Activity1. Can you think of any Japanese equivalent or similar expressions to the highlighted part of each sentence? If not, what expressions do you usually use instead?

- (i) Gilligan's Iraq dossier story led to a **bitter public dispute** between the government and the BBC.
- (ii) When Harold Wilson's Labour Party was **in power**, the BBC was attacked.
- (iii) Thatcher and her Cabinet ministers **clashed with** the BBC.
- (iv) Judge Lord Hutton criticized the BBC for the **unfounded** report it had broadcast.
- (v) The BBC broadcast the report accusing the government of **sexing up** a prewar dossier about the Iraq's weapons of mass destruction.

After completing the above activity, discuss, in your group, the differences and similarities you found in the use of metaphors between the two languages.

Activity2. Two explanations for each sentence are given below. Think which is the literal meaning and which is the metaphorical, and write ① or ② in the table. Then, look at the expressions

categorised as 'literal' and in your group discuss if there are any patterns or something in common among the three.

[a] Gilligan's Iraq dossier story led to a **bitter** public dispute between the government and the BBC...

- Bitter ① very fierce and unpleasant, with a lot of anger and hatred involved  
 ② having a strong, unpleasant taste; not sweet

[b] Thatcher and her Cabinet ministers **clashed** with the BBC over its coverage of several major news events.

- Clash ① to hit two metal objects together and make a harsh ringing noise  
 ② to argue or disagree seriously with somebody about something and show this in public

[c] The disagreement between Blair and the BBC **echoes** earlier feuds between the broadcaster and governments of the day over its alleged misreporting

- Echo ① to repeat an idea or opinion because you agree with it  
 ② if a sound echoes, it bounces off a wall, the side of a mountain

	1. literal meaning	2. metaphorical meaning
1		
2		
3		

Activity3. Match the following metaphors with the metaphorical concepts in the table. Then state the topic, vehicle and grounds in each metaphor.

Concepts: Ideas are Food, Authority is a Container, Life is a Game, Arguing is a Journey, Ideas are Buildings.

- ① Criticism of the state broadcaster crosses party lines.
- ② When Labour Party was in power, the BBC was attacked as a nest of rightwing reactionaries
- ③ The dossier story led to a bitter public dispute between the government and the BBC.
- ④ The judge criticised the network for the "unfounded" report it had broadcast.
- ⑤ You cannot choose your own referee.

	Metaphor	Topic	Vehicle	Grounds
Ideas are Food				
Authority is a Container				
Life is a Game				
Arguing is a Journey				
Ideas are Buildings				

## 8. Conclusion

This paper aimed to compare and contrast the metaphorical systems used in an English article and its Japanese counterpart and to discuss methods to raise students' awareness of the importance of metaphors. Two articles were chosen: (1) an article from an English newspaper about the resignation of two top BBC executives and (2) an article on the same topic from a Japanese newspaper.

Metaphorical expressions were abundant in both articles; some metaphors were rather similar. However, there was a clear difference in the use of metaphorical systems. The English article used expressions that were systematically related to the senses and included many other expressions related to concepts such as 'Ideas are Buildings', 'Life is a Game', 'Arguing is a Journey', 'Authority is a Container', 'Ideas are Food' and 'Conflict is Sensory' showing the diversified use of language. In contrast, the Japanese article had only a few concepts and most metaphorical expressions had their conceptual base in 'Politics is War'. The war-related expressions used in the article were rather archaic to presumably allude to the generation of warriors. It can be argued that the intention of the writer was to dramatise the entire issue between the government and the BBC and to leave a strong, unified image in the reader's mind that politics is like war. This disparity could be explained by cultural differences in that one culture tends to place a greater value on diversity; the other, on unity.

As indicated in section 6, it is essential to raise students' awareness about both on the differences and similarities in the metaphorical systems between the learner's first language and the target

language before learning various types of metaphors. This would help learners to discover systematisation in metaphors and would thus make it easier to understand and use them than if they had to learn metaphors as discrete items.

In the last section, three activities to raise students' awareness of the importance of metaphors were proposed. While introducing more complicated activities such as these, it is vital to carefully examine the students' readiness as well as their language abilities to make the learning opportunities most effective. Enhanced awareness of the importance of metaphors may benefit the students in terms of better comprehension of the language and its cultural background, which is more likely to result in better language acquisition and retention.

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## Internet Web Sites

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LONDON (AP) The British Broadcasting Corp., widely respected abroad for objective and clear news reports, has often faced accusations of bias and inaccuracy in Britain.

But Wednesday's harsh criticism of the 81-year-old broadcaster by a judicial inquiry led to the first resignation of its top executive in a dispute over reporting.

Judge Lord Hutton criticized the network for the "unfounded" report it had broadcast last year accusing the government of "sexing up" a prewar dossier about Iraq's weapons of mass destruction.

BBC chief executive Greg Dyke accepted that "certain key allegations" in the report had been wrong, and the BBC apologized.

Gavyn Davies, chairman of the BBC's board of governors, resigned, saying, "I have been brought up to believe that you cannot choose your own referee, and that the referee's decision is final."

Davies, 53, a former senior economist at investment bank Goldman Sachs who became the BBC board chairman in 2001, said, "There is an honorable tradition in British public life that those charged with authority at the top of an organization should accept responsibility for what happens in that organization."

The BBC did not say whether it will take any action against defense correspondent Andrew Gilligan, the journalist who made the criticized broadcast.

In December, while bracing for the Hutton report, the BBC announced tough new editorial rules.

Those rules include stricter guidelines about the reporting of controversial stories based on a single anonymous source.

Gilligan's Iraq dossier story led to a bitter public dispute between the government and



BBC DIRECTOR GENERAL GREG DYKE speaks to the media in London on Wednesday, the same day as Lord Hutton published his report into the death of weapons expert David Kelly. (AP PHOTO)

the BBC and eventually to the inquiry over the suicide of weapons expert David Kelly, after he was identified as Gilligan's anonymous source. That story had only one source.

But some suggested the new measures do not go far enough and called for closer scrutiny of the broadcaster, which is in the unique position of being funded by mandatory public subscription, but self governing.

Michael Howard, the opposition Conservative Party leader, told the House of Commons following the release of Lord Hutton's ruling that the case for independent regulation of the BBC "has never been stronger." He added, "We have long

argued that the board of governors cannot both run and regulate the BBC."

Prime Minister Tony Blair, who criticized the BBC for failing for months to acknowledge its report was wrong, responded by saying there will be a thorough review of the broadcaster's charter.

The disagreement between Blair and the BBC echoes earlier feuds between the broadcaster and governments of the day over its alleged misreporting.

The previous Conservative government, led by Prime Minister Margaret Thatcher, consistently accused the corporation of being permanently in the thrall of the left.

"The word 'conservative' is

now used by the BBC as a portmanteau word of abuse for anyone whose political views differ from the insufferable, smug, sanctimonious, naive, guilt-ridden, wet, pink, orthodoxy of the 1960s," Conservative Party Chairman Norman Tebbit once declared.

Thatcher and her Cabinet ministers clashed with the BBC over its coverage of several major news events.

They included the 1982 Falkland Islands war, when Thatcher's government accused the BBC of undermining the war effort by being too evenhanded; coverage of the Irish Republican Army culminating in a 1988 government ban on broadcast inter-

views with IRA members and sympathizers; and the U.S. bombing of Libya in 1986, which Thatcher supported.

In the most serious confrontation, police raided the BBC's Scottish headquarters in Glasgow in 1987 and temporarily seized film about a secret spy satellite. The BBC withdrew the program, but screened it later.

Criticism of the state broadcaster crosses party lines. When Harold Wilson's Labour Party was in power, the BBC was attacked as a nest of rightwing reactionaries.

More recently, criticism of the broadcaster extended to Israel, which accuses the BBC of unfair reporting and an anti-Israel bias.



## イラク兵器情報操作疑惑報道

英政府に屈服か  
BBC大揺れ

報道界の名門、英BBCはフレア英首相に屈服したのか。イラクの大量破壊兵器をめぐる情報操作疑惑報道で独立司法調査委員会(ハットン委員会)から厳しく批判され、グレッグ・ダイク会長(56)、キャビン・デニス経営委員長(53)のトップ2人が辞職した。しかし世論は、政府に重圧をかけたわけはない。

(ロンドン) 外岡秀俊、福田伸生

「グレッグを戻せ」 BBCの独立性と公益を守るためだ」と発言。ハットンのBBCテレビセンターのBBCは間違いを指摘し、抗議集会を開いた。ダイク氏は同夜、約千人が増えた職員らに謝罪し、「私が辞めたのはB

2首脳詰め腹、首相余裕  
世論56%「報告不公平」

された28日、「誤りは謝罪するが、BBCは視聴者の知る権利に配慮」との声明を発表。反発したフレア首相の広報官が29日朝、「明確な謝罪」を要求し、詰め腹を切らされた格好だ。

BBCはダイク氏辞任とともに「全面謝罪」の声明を出した。直後、BBCは社説で「ハットンを欠いたハットン報告だ

とBBCを擁護した。タリ紙イニング・スタンダードが28日に500余人を対象にした世論調査では、35%がハットン報告を「公平」としたのに対し、56%が「BBCだけを責めたのは不公平」。さらに約半数が、「ハットン報告は政府の過失を隠すもの」と見ている。

フレア首相はフッシュミ米大統領を支え、イラク戦争の大義に大量破壊兵器の脅威を掲げた。だが、「開戦時にイラクが保有していた証拠はない」とケイ前米調査団長は米議会で証言。BBCに誤りはあったが、情報操作疑惑の指摘は大幅で正しいのでは、世論

ロンドンのBBCテレビセンターで28日、会長を辞任したグレッグ・ダイク氏(中央)は、支持する大勢の職員に囲まれた。ロイター

にはそんな空気が少なくない。

BBCは中立公平な報道姿勢で知られる。82年に英国とアルゼンチンが戦ったフォークランド戦争でも、自国軍を「我が軍」ではなくあえて「英軍」と呼ぶなど客観報道に徹した。

腹を立てたサッチャー政権が圧力を加えても、歩も退かなかつた。ゴルバチョフ元ソ連大統領が91年のクーデター事件の際、戒禁中にBBCを聞いて情勢をつかんでいたのは有名だ。

テレビ8局、ラジオ10局のほか、子会社のBBCワールドが国際放送を提供。視聴者は2000の国・地域、2億6800万世帯に上る。最高意思決定機関は英女王が任命する12人の経営委員会。政府から独立しているが、視聴者から強制的に徴収する受信許可料の額は政府が決定する。