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'CONCEPTUAL METAPHOR IN THE EFL CLASSROOM: A PRELIMINARY
STUDY'

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ABSTRACT

The metaphor 'TEACHING ENGLISH IS CLIMBING A MOUNTAIN' is a potential new metaphor which is meant to define the English teaching-learning process as a foreign language in EFL classrooms. In this vein, teaching English is seen as the act of climbing a mountain, with its corresponding items. In order to carry out this research, we constructed the metaphor's mapping, considering the elements from the source domain (teaching English) and the target domain (climbing a mountain). Afterwards, we contacted three native English teachers, and observed five of their classes. Based on the results obtained after the analysis of the data collected, it can be stated that the proposed metaphor is indeed present in the EFL classrooms, although it may not be the only one that defines it. Despite this, the fact that this work is a preliminary study provides new opportunities for more researches to be carried out.

1.0   INTRODUCTION

When we were at school, teachers taught us about rhetorical devices and the way they help us when writing a poem or a literary piece. They told us about the metaphor and how it was a tool to use when we wanted to say something in a more beautiful way. However, they did not tell us everything. They did not tell us that metaphors go beyond aesthetic purposes; that metaphors are not only used in poems and literature in general; that metaphors are part of our everyday language. Even more, metaphors determine the way we think, the way we behave, and even the way we perceive things (Lakoff and Jonhson, 1980).

In order to understand how metaphors work, we have to bear in mind that every single human being has a certain, and unique, conceptual system. This system shapes the way we think, the way we do things, how and what we experience; in other words, it shapes everything we are. Moreover, we have to say that this conceptual system has metaphors as linguistic expressions which help us to understand some abstract concepts (feelings, ideas, emotions) in terms of others, more concrete (objects, for example). In this vein, Lakoff and Johnson (1980) state that "the essence of metaphor is understanding and experiencing one kind of thing in terms of another".

Because this type of metaphor has powers beyond people's normal understanding and awareness, it is important to study and analyse its characteristics. Furthermore, if metaphors determine something as relevant as the way we are, it should have a strong impact on many different areas as well. As future teachers, we are concerned about educational matters, in other words, the way teachers handle teaching. If metaphors determine our conceptual

system, they have to determine the way we teach. Our main goal is to discover how metaphors affect not only the way teachers teach, but the way students learn from these teachers.

Furthermore, we became interested in investigating the conceptual metaphor from an educational point of view since there was not one which explained this process. From all the literature that we revised to carry out this study, we were able to find conceptual metaphors that explained concepts such as *love*, *time* and *arguments*. Although these concepts are interesting and useful in different areas of our lives, since we are going to be teachers, we have the need to find something that helped us understand the process of teaching English in a more concrete way.

2.0   OBJECTIVES

2.1   GENERAL OBJECTIVE

The main goal of this study is to determine the conceptual metaphor that defines the English teaching-learning process as a foreign language in EFL classrooms.

2.2   SPECIFIC OBJECTIVES

2.2.1   To identify the communicative movements that emerge from the teacher-student interaction within the framework of the conceptual metaphor in EFL classrooms.

2.2.2   To identify the linguistic expressions on the surface of the teacher-student interaction within the framework of the conceptual metaphor in EFL classrooms.

2.2.3   To account for those moments in which those communicative movements and expressions take place.

3.0   THEORETICAL FRAMEWORK

3.1   CONCEPTUAL METAPHORS

It is common to think that our lives and metaphors are domains that have nothing in common because, according to Lakoff and Johnson (1980), we see metaphors "as characteristic of language alone, a matter of words rather than thought and action." (p. 3) In this vein, metaphors are just the poetic devices we use in literature; nevertheless, metaphors structure the way we perceive things since our conceptual system "is metaphorical in nature." (p. 3) When a metaphor can help us to understand an abstract experience in terms of another one more concrete, that metaphor is called 'conceptual metaphor' because it is "reflected in our everyday language." (p. 4)

Gibbs et al. (1999) claim that "people may only have a subset of particular metaphors for a particular target domain, but not others. For instance, someone might have the metaphor LOVE IS A JOURNEY, but not LOVE IS A PLANT or LOVE IS MAGIC." (p. 3) In other words, conceptual metaphors might not be universal, but instead, they vary from culture to culture.

3.1.1   CONCEPTUAL SYSTEM

Harvey et al. (1961) postulate that "in order to understand a person's behavior, we need to know what conceptual system is operating" (p. 204); in other words, the conceptual system determines how and what we think in a certain situation and how we will act towards

a problem in our daily lives. Additionally, Lakoff and Jonhson (1980) support this idea by stating that "our conceptual system thus plays a central role in defining our everyday realities." (p. 3) Barsalou (2003) says that every time we interact with the world, we accumulate information in our memories and this information shapes our conceptual system because "generally speaking, a conceptual system contains knowledge about the world." (p. 513)

According to Lakoff and Jonhson (1980), we are not aware of our conceptual system because "in most of the little things we do every day, we simply think and act more or less automatically along certain lines." (p. 3) When we do something, we are used to acting according to what we have experienced. In this vein, each conceptual system is different from others because they change according to the experiences the person has lived. Harvey et al. (1961) state that "every system presumably changes to some degree, as a result of each new experience." (p. 204)

3.1.2   LINGUISTIC EXPRESSIONS

The very fact that there are diverging conceptual metaphors for the same concept may also be used to explain some facts about language. Gibbs (1999) compared people's responses to idiomatic phrases, such as "John blew his stack" or "John bit her head off", that arise from different conceptual metaphors for "anger", such as ANGER IS HEATED FLUID IN A CONTAINER and ANGER IS ANIMAL BEHAVIOUR. When an idiom was presented in a context that described the person's anger in metaphorical terms that matched that idiom's underlying conceptual metaphor, people judged the idiom to be more appropriate than they

did for similar idioms that arose from a different conceptual metaphor. This shows us how different metaphorical ways of conceptualizing the same concept (e.g., 'anger') give rise to different linguistic expressions related to that concept (e.g., "blew his stack" and "bit her head off"). In this regard, a linguistic expression is any physical form (sound, visual image or sequence thereof) used to represent a linguistic unit. A linguistic expression may be spoken, written, or signed. A linguistic expression is distinct from the actual process (may this process be speaking, writing, signing) that produces the expression. Therefore, a spoken linguistic expression, for example, is the sound that is produced (and perceived) during a speaking event, where a speaker sends a fixed meaning to a hearer via the linguistic expression associated with that meaning.

The issue concerning the total set of possible conceptual metaphors and its relation to the individual mind may affect the way people understand and classify linguistic expressions. For instance, someone might say and understand the metaphor LOVE IS A JOURNEY, but not LOVE IS A PLANT or LOVE IS MAGIC. Such variation between people within a community may have important effects on their experience of specific linguistic expressions as conventional or new, easy or difficult, appropriate or inappropriate, and so on and so forth, and may influence people's production and comprehension of specific linguistic expressions in concomitantly varying ways.

3.1.3 STRUCTURAL METAPHORS

Lakoff and Jonhson (1980) claim that there are three different kinds of metaphors: Structural, Orientational and Ontological Metaphors. Structural Metaphors have been

defined as "cases where one concept is metaphorically structured in terms of another." (p. 14) This definition can be observed in the metaphor that Lakoff and Jonhson use in their work, namely, the metaphor ARGUMENT IS WAR. This metaphor explains the way we understand, see and feel when we argue. That is to say, "ARGUMENT is partially structured, understood, performed and talked about in terms of war." (p. 5) In this vein, the words 'enemy' and 'win' are terms used in the context of war, but they can also be used in the context of arguing because when we argue, we automatically see the other person as an enemy and our main goal is to win the argument.

3.1.4   ORIENTATIONAL METAPHORS

The Orientational Metaphor, on the other hand, "does not structure one concept in terms of another but instead organizes a whole system of concepts with respect to one another." (p. 14) Moreover, this metaphor has to do with spatial orientation such as up and down, in and out, on and off and so on and so forth. According to Lakoff and Jonhson, the Orientational Metaphors are no arbitrary, but instead "they have a basis in our physical and cultural experience." (p. 14)

The metaphors HAPPY IS UP and SAD IS DOWN have their basis only on a physical experience. When we think of 'happiness', we associate this term with an erect posture, whereas 'sadness' is associated with a dropping posture. The basis of each metaphor can vary from culture to culture. In some cultures, the future is in front of us, whereas in others, the future is in back.

3.1.5   ONTOLOGICAL METAPHORS

The last type of metaphor is the one called Ontological Metaphor. These metaphors help us "identify our experiences as entities or substances; we can refer to them, categorize them, group them, and by this means reason about them." (p. 25) According to Lakoff and Jonhson, they are "the most basic devices we have for comprehending our experiences." (p. 219) The metaphor INFLATION IS AN ENTITY can be taken as an example. Once we see the inflation as an entity, we have the possibility of dealing rationally with that experience; this means that we can refer to it, quantify it and identify some aspects of it.

3.1.6   NEW METAPHORS

The previous metaphors are clear examples of 'conventional metaphors' that structure our ordinary conceptual system. On the other hand, there is another kind of metaphor called 'New Metaphor' which helps us to give a new understanding to our experiences. Lakoff and Johnson (1980) indicate that "New Metaphors make sense in the same way conventional metaphors do." (p. 139) That is to say, they have coherent structures that highlight some things and hide other.

New Metaphors are based on our experiences in a certain situation. For example, Lakoff and Johnson (1980) establish the New Metaphor LOVE IS A COLLABORATIVE WORK OF ART, whose understanding will vary from person to person because their view of 'art' is different. For some people, love requires cooperation, compromise, responsibility, whereas for others, it requires hiding the truth and creating an illusion.

Another important characteristic of New Metaphors is that they "have the power to create new realities." (p. 145) Once a New Metaphor has entered our conceptual system, it will alter it and, thus, our perception of the world will change too.

3.1.7   PERSONIFICATION

Personification refers to the common rhetorical devices used in literature. According to Lakoff and Johnson (1980), the main purpose of it is comprehend a wide variety of experiences with nonhuman entities in terms of human motivations, characteristics, and activities." (p. 33) In this vein, we give objects characteristics of human beings. In the sentence 'this fact argues against the standard theories,' we know that 'facts' do not have the ability to 'argue'; nevertheless, we give them this ability in order to understand that specific experience.

Lakoff and Johnson (1980) claim that personification is the most obvious Ontological Metaphor because, as it was explained above, Ontological Metaphors see some experiences as entities; nevertheless, MacKay (1986) states that "personifications also resemble spatial metaphors" (p. 88) because they "can be categorised into topics (…), vehicles (…), and ground." (p. 88)

3.1.8 INTERACTIONAL PROPERTIES

As it has been said, metaphors conceptualise abstract experiences in terms of concrete ones. Lakoff and Johnson (1980) use the example of 'love' since "we understand it in terms of concepts for other natural kinds of experience: JOURNEYS, MADNESS, WAR, HEALTH, etc." (p. 119) We do this connection because these last concepts are the ones we interact with in the world and these concepts are understood in terms of 'interactional properties.' According to Lakoff and Johnson (1980), there are five properties that an object has to have in order to be that specific object: 'perceptual properties' (the way the object looks like), 'motor-activity' (the way you handle the object), 'purposive properties' (the purpose of the object), 'functional properties' (the function it should have) and 'history of function' (if it was made to be that object). For example, we know that a toy sword is not a real sword because it does not possess the five properties, but only three of them (perceptual, motor-activity and purposive properties).

3.2 METAPHOR AND CULTURE

The relationship between culture and language can be approached from a more unified perspective if it is assumed that either culture and language have to do with making meaning. This view of culture comes closest to that proposed by Geertz (1973), who states that "Man is an animal suspended in webs of significance he himself has spun. I take culture to be those webs, and the analysis of it to be therefore not an experimental science in search of law but an interpretative one in search of meaning." (p. 5) It is suggested that both culture and language are approached as 'webs of significance' that people create and understand.

Now, the challenge is to verify how they are created and understood, often in multiple and alternative ways.

We all have a culture (either small or large) when a group of people who live in a social, historical and physical environment make sense of their experiences in a unified manner. This means, for example, that they are able to understand what other people say; they can identify objects, texts, and discourses that other members of the group find meaningful, among other things. In all of these innumerable other cases, not only do we have meaning making because language was both produced and understood, but also in the sense of correctly identifying things, finding behaviour acceptable or unacceptable, being able to follow a conversation, being able to generate meaningful objects and behaviour for others in the group, and so on. Meaning making always takes place in a large set of contexts and that occurs with varying degrees of success. Those people who can successfully participate in this kind of meaning making are said to belong to the same culture. Cases of unsuccessful participation in joint meaning making are called "culture shock." (Although it is also true that unsuccessful participation in meaning can also occur among members of the same culture.)

It is of outmost importance to mention what is required for meaning making: the main meaning making organ is the brain. The brain (and the nervous system) is the organ that performs the many cognitive operations needed for making sense of experience and that include categorisation, metaphorical understanding, framing knowledge, among others.

On this view, language is structured by the same principles of operation as other modalities of the mind (Kövecses, 2006). The brain and the cognitive operations used are universal, because all human beings share the same kind of brain and the same kind of cognitive operations, but there can be differences in which cognitive operations are used to make sense of some experience in preference to another and there can be differences in the degree to which particular operations are used in cultures. Moreover, what happens in our brains will vary depending on the various contexts (physical, historical, etc.) that constitute a culture. This leads to alternative conceptual systems.

According to Lakoff and Johnson (as cited in Kövecses, 2010), being in a container, walking along a path, being in the dark, and so on, are universal experiences that lead to image schemas of various kinds. These resulting image schemas (such as 'container', 'source-path-goal', etc.) provide meaning for our experience either directly or indirectly in the form of conceptual metaphors.

Language, on this view, consists of a set of linguistic signs, that is, pairings of form and meaning. What learning a language actually means, is the learning of the aforementioned linguistic signs. Thus, language can be regarded as a repository of meanings stored in the form of linguistic signs shared by members of a certain culture. This provides language a historical role in stabilizing and preserving cultures. Besides, this function becomes essential in the case of endangered languages and might explain why minorities insist on their language rights.

According to Kövecses (2015), members of a particular culture might interact with each other for specific purposes. In order to achieve their goals, they produce particular discourses. These discourses are assemblies of meanings that relate to particular subject matters. When such discourses provide a conceptual framework within which important, or significant, subject matters are discussed in a culture, and when they function as latent norms of conduct, the discourses can be regarded as ideologies. Discourse, in this sense, is another source of making meaning in cultures. A large part of socialisation is about learning how to make meaning in a culture.

3.2.1   EXAMPLES OF 'MEANING MAKING'

As the first example, consider how people make sense of the spatial orientation of objects around them. What we find in language is that the speaker conceptualises the spatial orientation of objects relative to their own bodies (Levinson, 1996). This means that they operate with such orientations as 'right' and 'left' or 'in front of' and 'behind'. Both pairs of concepts make use of the human body in order to locate things in space. Thus, we can say that *the window is on my left* and that *the church is in front of us.* If we did not conceptualise the human body as having right and left sides and if we did not have a forward (and backward) orientation aligned with the direction of vision, such sentences would not make much sense for us. But in our effort to understand the world we live in, we do rely on such conceptualisation.

The second example deals with the cognitive process of categorisation. There is a close connection between the nature of our categories and many important cultural and social

issues. In order to have a new conceptual category, the members of the category must share certain essential features. Categories are defined not in terms of necessary and sufficient conditions (i.e., essential features), but instead, they are defined with respect to prototypes and various family resemblance relations to these prototypes. (Kövecses, 2010)

The third example has to do with how we represent knowledge in the mind. According to Lakoff (as cited in Kövecses, 2010) categories are mentally represented as frames, schemas, or models. We can use the following working definition of frames: "a frame is a structured mental representation of a coherent organisation of human experience." (Kövecses, 2006, p. 64)

Not only are frames important in language, but also in the study of almost any facet of life and culture. The way we experience the world is always the product of some prior categorisation and framing by ourselves and others. An essential aspect of framing is that different individuals can interpret the 'same' reality in different ways.

It is imperative for us to categorise the objects we encounter in the world. Undoubtedly, many of our categories are based on similarity (especially of the family resemblance kind) among members of a category. That is, many categories are held together by family resemblances among the items that belong to a particular category. In this sense, most of our conventional categories for objects and events are based on similarities. For example, the things that one can buy in a store are commonly categorised based on their similarity to each other, thus, we find different kinds of nails (short and long ones, thick and thin ones, etc.) in the same section of a hardware store. They form a similarity-based

category. However, we can also find nails in other sections of the store. Some nails may be found in sections where things for hanging pictures are displayed, for instance.

Now, there can be differences within cultures in the use of this meaning-making device. Clearly, cultures can differ in the use of meaning-making devices, and these differences may produce differences in the use of categories and language in general.

3.2.2   CROSS-CULTURAL VARIATION

Kövecses (2005) argues that conceptual metaphors are expected to vary cross-culturally. This, states Kövecses, is almost as natural and obvious as the variations of metaphors at the level of metaphorical linguistic expressions. Nevertheless, the reasons for this variation are not obvious. One of the variations that can occur is when a culture uses a set of different source domains for a particular target domain, or conversely, a culture uses a particular source domain for the conceptualization of a set of different target domains. Another situation involves cases in which the set of conceptual metaphors for a particular target domain is roughly the same in two languages or cultures, but one language (or culture) shows a preference for some of the conceptual metaphors that are used. Finally, there may be some conceptual metaphors that appear to be unique to a given language (or culture). These require that both the source and the target are unique to the culture.

3.2.3 CONGRUENT METAPHORS

Let us take the metaphor THE ANGRY PERSON IS A PRESSURIZED CONTAINER. This metaphor is likely to be near-universal. What is particularly important about this conceptual metaphor is that it functions at an extremely general level. The metaphor does not specify many things that could have been specified. For instance, it does not say what kind of container is used, or how the pressure arises, whether the container is heated or not, or what kind of substance fills the container, or what consequences the explosion has. This metaphor constitutes a generic schema that is filled out by each culture where the metaphor is present. These metaphors that are filled out in congruence with the generic schema are called 'congruent metaphors'. When the generic schema is filled out, it receives unique cultural content. In other words, a generic-level conceptual metaphor is exemplified in culture-specific ways at a specific level. This is a clear example of cross-cultural variation.

Consider the following special case: First, Matsuki (1995) observes that all the metaphors for anger in English as analysed by Lakoff & Kovecses (1987) can also be found in Japanese. At the same time, she also points out that there is a large number of anger-related expressions that group around the Japanese concept of 'hara' (literally, 'belly'). This is a culturally significant concept that is unique to Japanese culture, and so the conceptual metaphor ANGER IS (IN THE) HARA, is limited to Japanese.

In the second special case, Ning Yu (1998) is the most detailed study of anger in Chinese from a cognitive linguistic point of view. He studied the PRESSURIZED

CONTAINER metaphor in great depth and indicates that "while English has selected FIRE and FLUID metaphors, Chinese used FIRE and GAS for the same purpose." (p. 50)

3.2.4   ALTERNATIVE METAPHORS

There are several distinct kinds of alternative conceptualisations across languages. In the case of cross-culturally alternative metaphors, there is a source domain in one language that is used for a particular target domain, and there is a different source for the same target in another language. An example of this kind of situation is mentioned by Lakoff and Johnson (1980), who discuss how an Iranian student in Berkeley was surprised to hear that the expression "the solution of my problems" assumed a different source domain from what he had in mind. When Americans understand the metaphorical meaning of the word 'solution', they think of a crossword puzzle, which has only one solution. However, the aforementioned student's interpretation of the phrase was based on another metaphorical image, that of a chemical solution. Thus, different images or source domains may be used to conceptualize the same target domain in two languages.

3.2.5   UNIQUE METAPHORS

Kövecses (2005) stated that "a culturally unique conceptual metaphor is one that has both a culturally unique source domain and a culturally unique target domain." (p. 86) It is not easy to say how common this pattern is in the world's languages and cultures. It is believed that in most cases of conventional conceptual metaphors there are either congruent metaphors, alternative metaphors, or preferably chosen ones.

Let us consider Kövecses' example of the metaphorical conceptualisation of the escape of slaves from the South to the North in the United States in the first half of the 19th century. It was common for the slaves to think of this as a secret train ride: it was called the Underground Railroad. The ride on the Underground Railroad was the source domain and the secret escape of the slaves from south to north was the target domain. Both the source and the target domain are unique. The target domain is unique to the United States in the first half of the 19th century. The source domain is also unique, in that it is a novel blend of railroad rides and underground activities. (Kövecses, 2005)

3.2.6   THE ISSUE OF EMBODIMENT

In the emergence of meaning, that is, in the process of something becoming meaningful for people, the human body plays an important role (Lakoff and Johnson, 1999). It is especially what we know as 'image schemas' that are crucial in this regard. Image schemas are based on our most basic physical experiences and are inevitable in making sense of the world around us.

In Kövecses' (2010) view, the conception of the embodiment of meaning can be refined and improved. In order to do that, we need to change the way we think about embodiment; we should not see "embodied experience" as a homogeneous factor. This is made possible if we consider the idea that embodiment (i.e., embodied experience relative to a domain) consists of several components and that any of these can be singled out and emphasized by different cultures (or individuals within cultures).

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Let us take, as an example, the kind of embodiment that makes our concepts and words relating to anger meaningful in different cultures. According to physiological studies, anger is accompanied by certain physiological reactions, such as increase in skin temperature, in respiration rate, blood pressure, and heart rate (Ekman et al., 1983). These are universal physiological reactions that derive from the human body and might explain why we find the same generic-level conceptual metaphor in languages and cultures that are independent from each other (Kövecses, 2010).

At the same time, we can observe that the different languages and cultures do not attend to the same physiological reactions associated with anger. While in English, for instance, a rise in body temperature and increase in blood pressure receive equal attention, in other cultures, for example, Chinese, the presence of PRESSURE seems to be much more focal (Yu, 1998). In other words, it seems that different languages and cultures base their anger-concepts on different components and levels of embodiment.

The aforementioned phenomenon can also be observed historically. Gevaert (2005) suggests that in historical corpora of the English language the conceptualisation of anger as HEAT was prominent between 850 and 950 AD. (This can be established on the basis of the heat related anger metaphors in the various historical periods.) Later, however, anger was conceptualised mostly as PRESSURE, and, beginning with the 14th century, HEAT and PRESSURE jointly characterised the conceptualisation of anger in English. The well-known metaphor ANGER IS A HOT FLUID IN A CONTAINER (Lakoff and Kövecses, 1987) is the end product of the process. Gevaert (2005) justifiably asks in this connection whether the Lakoff-Johnson view of embodiment can be maintained in the light of such findings. After

all, it would be unreasonable to propose that the physiological responses associated with anger change from one century to the following.

3.2.7   THE ISSUE OF THE RELATIONSHIP BETWEEN METAPHOR AND CULTURE

In Kövecses' (2010) view "not even the weaker and less mechanical notion of embodiment described can provide a general account of how culture shapes metaphorical conceptualisation." (p. 204). He also stated that:

> "It is not clear what the more precise relationship is between the process of embodiment leading to universal metaphors and that of local culture leading to language and culture-specific metaphors. Generally, the question is whether conceptual metaphor theory can simultaneously account for both the universal and culture-specific aspects of metaphorical conceptualization." (p. 204)

Metaphorical conceptualization in natural situations can occur under two simultaneous pressures: the pressure of embodiment and the pressure of context (Kövecses, 2010). The latter is determined by local culture. About this 'dual pressure', Kövecses states:

> "It essentially becomes our effort to be coherent both with the body and culture - coherent both universal embodiment and the culture-specificity of local culture in the course of metaphorical conceptualization. We can achieve this in some cases, but in others it is either embodiment or cultural specificity that plays the more important role." (p. 204)

Context is characterized by physical, social, cultural aspects, and it consists of such factors as the setting, topic, audience, and medium, which can be influential for metaphorical conceptualization. Boers (1999) demonstrated that physical context may systematically shape the way we think metaphorically. He studied the ECONOMY IS HEALTH metaphor in a ten-year period, concluding that the use of the metaphor above is more frequent during winter than summer. ECONOMY IS HEALTH is a potentially universal metaphor whose use varies according to the physical context of metaphorical conceptualisation.

Which metaphor is used in a particular situation does not only depend on which (potentially) universal metaphor is available in connection with the given target domain for the expression of a given meaning, but also on the setting and topic of the situation in which the metaphorical conceptualisation takes place. We shall see the following passages from a Hungarian newspaper for an illustration of the above mentioned (Kövecses, 2005):

> "Sepp Blatter, the Swiss president of the International Football Federation (FIFA), wrote a letter to the leaders of the Asian Football Association (AFC), in which he deemed unacceptable the behaviour of the association's delegates three weeks ago when they left the FIFA Congress prematurely. On the other hand, he promised that he would try to help solve the problems with which AFC is struggling - the German news agency dpa reported.
>
> I was bitterly disappointed by your behaviour at our Congress held in Los Angeles. You, as experts on football, should have known that the team that leaves the field

before the game is called off by the referee can never win the game - states the

letter." (p. 238)

The passages mention a situation occurred during a FIFA Congress, where the Asian representatives left the meeting prematurely because of their dissatisfaction with some of the decisions of the Congress. The behaviour of the Asian representatives is what is conceptualised metaphorically by the president of FIFA. The target domain of his conceptual metaphor is the FIFA Congress and the source domain is football itself.

We might think this is completely natural, because the congress is about football. That is to say, the topic of the congress (football) of the FIFA meeting (the target) influences the conceptualiser to select a particular source domain (the game of football). This is a common way in which we select metaphorical source domains in local contexts. The selection of metaphors we use may also depend on who we are, that is, what our personal history is or what our long-lasting concerns or interests are.

As the example above clearly shows, metaphorical conceptualisation does not simply use ready-made and/or universal metaphors. The pressure of context is another important, as well as inevitable, component in the use of metaphors. Our effort to be coherent with the local context is an important tool in understanding the use of metaphors in natural discourse (Kövecses, 2010).

3.3   SEMANTICS

As explained above, conceptual metaphors are part of our conceptual system which involves everything we say and do. Since there is always a part of the conceptual metaphor which is uttered, language becomes an important source of evidence to understand our conceptual system (Lakoff and Johnson, 1980). Accordingly, the study of the conventional meaning of the words, phrases and sentences that are used in the messages we communicate is called semantics (Yule, 2010); therefore, the relation between semantics and the study of metaphors is borne significant since both deal with meaning.

There are many different approaches about how to study and explain the semantic aspect of a given language. The following approaches were chosen according to the relevance for this preliminary study. Fromkin (2011) divides semantics into compositional and lexical –words analysed within a sentence or in isolation, respectively. Another view which complements Fromkin's is Akmajian, Demers and Farmer's (2010). They divide semantics into the study of linguistic meaning and speaker meaning. On the one hand, linguistic meaning is simply the meaning or meanings of an utterance, while speaker meaning is what the speaker wants to convey depending on the literal or non-literal nature of their spoken production. These two approaches help us to understand where the metaphor comes from since they show the meaning of words within a sentence as well as the meaning of the same words according to what the speaker wants to convey beyond the literal meaning of the words uttered.

3.3.1 COMPOSITIONAL SEMANTICS

Compositional semantics is the study of the meaning of sentences, which determines the knowledge of the truth, reference, entailment, and ambiguity of those sentences (Fromkin, 2011). Since people possess the ability to utter and understand an unlimited number of expressions, compositional semantics deals with modeling the rules to explain that phenomenon (Jacobson, 2014), being metaphors the exception to the rule.

Semantic rules are the principles that allow people to understand a broad variety of utterances, most of the times, through their literal meaning. Fromkin (2011) explains two basic semantic rules which allow us to combine the meaning of isolated words to obtain the meaning of a sentence. When semantic rules appear not to account for a sentence, that is to say, the meaning of the sentence cannot be grasped from the meaning of the words within that sentence, we may be in the presence of an anomaly, and idiom, or a metaphor (Fromkin, 2011). Anomalies occur when speakers combine words with other words that are not likely to be combined with (Fromkin, 2011). For instance, the sentence *Colourless green ideas sleep furiously* follows all the syntactic rules of English; nevertheless, semantically speaking, there is something wrong. The meaning of it cannot be clutched since there is a contradiction between the units. *Colourless* involves the idea of having no colour; consequently, it cannot be combined with a colour such as *green*, and so on. Idioms are set expressions that are part of a language whose meaning cannot be understood with the literal meaning of words, yet it has to be learnt (Fromkin, 2011). Most of the times, they cannot be translated into other languages since the meaning of each unit in the expression does not help to grasp the meaning of it as a whole. For example, to *kick the bucket* in English means to die, but in Spanish

patear el balde only has the literal meaning of kicking a bucket. Finally, metaphors involve creativity and imagination when understanding the meaning of them since they have a non-literal part. Although they may have a literal meaning, sometimes people need to interpret them rather than comprehend them through the words. Compositionality is flexible enough to provide understanding of a sentence not only through literal meaning, but through accommodation that is based on semantic properties that can supply a meaningful idea by comparing concepts that share certain similarities (Fromkin, 2011).

Another approach which complements compositional semantics is the one that proposes the distinction between linguistic meaning and speaker meaning. Linguistic meaning has to do with semantic rules and, basically, everything involving meaning isolated from anything that can affect literal meaning; whereas, speaker meaning deals with both literal and non-literal meaning since speakers can utter an expression meaning what the words they are using mean, or meaning something other than what those words mean (Akmajian, Demers and Farmer, 2010). According to this approach, metaphors are non-literal, since they differ from the linguistic meaning of the words. For example, TIME IS MONEY is only understood through the knowledge that one has about society and the way they value time (Fromkin, 2011), not because of the meaning of the words *time*, *is*, and *money* in isolation.

3.3.2   LEXICAL SEMANTICS

The study of the meaning of sentences would not be complete if there is not an overview of the meaning of words in isolation. Word meaning is studied through lexical semantics, and Fromkin (2011) states that "the meaning of entries in the mental lexicon [...]

is conventional" (p. 153), This means that people agree on the meanings of words so that they are able to communicate effectively. This also implies that people are not allowed to change the meaning of a word freely, but the meaning of the words does change over time. Lexical semantics deals with word meaning and the semantic relationships they have among themselves. Moreover, Fromkin (2011) explains that part of our linguistic knowledge entails the meaning of words, that is to say, our lexicon. Dictionaries are in charge of providing the meaning of words by using other words; therefore, they paraphrase words instead of representing the meaning of words as they are in our minds.

Lexical semantics, therefore, brings together all the theories related to word meaning, along with explaining the semantic relationships words have among them. In the following section, the attempt is to describe those relationships in order to help understand the reader how this is related to the conceptual metaphor, and how it is born through those relationships.

3.3.2.1 CONCEPTUAL VS. ASSOCIATIVE MEANING

Conceptual meaning deals with the convention that objects have inherent properties, therefore, the words we use to identify those objects have literal meanings (Yule, 2010). Conceptual meaning entails those basic, essential components that are proper of a certain object. For example, the word *needle* in English has the following characteristics: thin, sharp, steel, instrument. Conceptual meaning is about describing something through direct understanding, leaving aside our experience with that something.

While conceptual meaning deals with these concrete and basic components, associative meaning deals with something more related to the interaction with the objects and the experiences we have with them (Yule, 2010). Therefore, the word *needle* is no longer only sharp and thin, but we associate it with words such as *pain*. Associative meaning has more to do with metaphors since it involves not only our direct understanding of things, but our indirect understanding, and more importantly, our experiences as we interact with them.

3.3.2.2 LEXICAL RELATIONS

According to Yule (2010), there is more than one alternative to use when it comes to analyse the meaning of words. Words, apart from being containers or fulfilling roles, can also have relationships. This is due to the fact that humans use relations to explain most of the things they experience. If we were to explain the meaning of *black*, we will probably say that it is the opposite of *white*, or if we needed to define the word *bench*, we will probably say that it is a type of seat. There is a vast way in which humans make relations between words, and these relations are called lexical relations.

Within lexical relations we have synonymy and antonymy. When it comes to synonymy, the differences that some authors state in regards to its definition have to be taken into account. While Fromkin, Rodman and Hyams (2003) define synonyms as words with the same meaning, Yule (2010) makes the difference when he says that synonyms have closely related meanings. According to him, this difference relies on the fact that synonyms are not always intersubstitutable in sentences because some words may work in a sentence, but one of its synonyms may be odd in the same sentence. On the other hand, antonyms are

words with opposite meanings (Fromkin, 2011). In antonymy there are complementary pairs, such as *awake* and *asleep*, and gradable pairs such as *hot* and *cold*.

Such lexical relations deal with the meanings in terms of what the dictionaries say about what a word refers to. However, this does not help to understand the conceptual metaphor since they do not establish the lexical relations in terms of the figurative part of language. One case which is more closely related to what the conceptual metaphor conveys is metonymy. As Lakoff and Johnson (1985) stated, metaphor is a way to understand one thing in terms of another, and metonymy works almost in the same fashion. While metaphor conceives one thing in terms of another, metonymy uses one entity to stand for another. The difference relies on the fact that the main function of metaphor is understanding whereas the function of metonymy is referring. What metonymy does is to refer to one thing using another which is related to it. In other words, and as Fromkin, Rodman and Hyams (2003) state "a metonym substitutes for the object that is meant, the name of an attribute or concept associated with that object." Some examples of metonymy are the following:

(1)   *The White House Launches the National Microbiome Initiative.*

(2)   *I need a hand.*

(3)   *He's in dance.*

The examples provided above show the relation we establish between certain concepts, as in The White House, we do not imagine the U.S. presidency actually launching an initiative, but the government doing so. This happens because our conceptual system is

metaphorical in nature; therefore, we are used to understanding or referring to one thing using another. In this case, metonymy uses concepts that are closely related.

3.3.2.3 SEMANTIC FEATURES

Another approach that reflects our knowledge about what words mean is semantic features. This approach analyses how certain words relate to other words (Fromkin, 2011) in terms of the characteristics or properties they share. One way of explaining this is through oddness, as Yule (2011) explains. In the sentence 'the table ate the pasta', one can notice that there is something wrong in the semantic aspect of the sentence although syntactically correct. This is due to the fact that semantic features allow certain words go with other words. In that example, we have the verb 'ate' which implies that there must be an animated being with it since they have the ability to eat. Therefore, table cannot perform the verb to eat since it does not share that necessary feature.

We can establish the connection between words by decomposing the meanings of them into these semantic features. Yule (2010) gives the examples of table, horse, boy, man, girl, and woman and put them in a chart which shows the properties they share and that they do not share by adding "+" when the feature exists and "-" when it does not.

Figure 1.[1] Diagram for feature analysis

	table	horse	boy	man	girl	woman
animate	-	+	+	+	+	+
human	-	-	+	+	+	+
female	-	-	-	-	+	+
adult	-	+	-	+	-	+

With this approach one can predict which nouns can be used in a sentence depending on the verb in order to avoid oddness (Fromkin, 2011). Moreover, if we think about the conceptual metaphor, probably there is some part of them which comes out from this analysis. Since conceptual metaphors consider one concept in terms of another, they must share some characteristics to be able to put them together. Probably, those properties are some semantic features.

3.4   TEACHING

It has been said that metaphors determine how we behave in different situations, how we live our lives and how we see the things in the world. In this sense, it can be said that metaphors are present in every aspect of our lives, such as politics, religion, ethics, amusement and education. Throughout history, the realm of education, especially teaching, has had lots of changes and these changes are due to the change of how human beings perceive the world; in other words, a change in their conceptual metaphors.

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[1] Figure taken from Yule (2010)

At the beginning of human history, teaching was seen as 'transmission of knowledge' (Harmer, 2007). The roman civilisation is a clear example of this definition; back in those days, the students sat in a semi-circle where the teacher was stood in the middle giving his or her lecture and the students listened to every single word the teacher said. According to this, the students were just empty vases which needed to be filled in by the teacher and the teacher was the source of knowledge. These are the characteristics of the approach called 'teacher-centred instruction.'

On the other hand, there is another definition which changes the way teaching is seen. Harmer (2007) says that teaching is "creating conditions for students to learn by themselves." (p. 107) The difference between this definition and the previous one is that the student is no longer a vase waiting to be filled in, but an active participant which is in charge of his or her own learning process and the teacher is just a guide who leads and shows the path the student can walk along. This type of instruction is called 'student-centred.'

3.4.1   TEACHER-CENTRED INSTRUCTION

Cuban (1993) states that "Teacher-centered instruction means that a teacher controls what is taught, when, and under what conditions within his or her classroom." (p. 3) This instruction shows us a scenario in which the teacher talks most of the time because he is the source of knowledge and the student is seen as a hearer who takes notes of what the teacher says. Every aspect of the class is determined by the teacher; for example, the teacher regulates the use of time class according to what he thinks is the best option. Commonly, the classroom is arranged into rows facing the whiteboard in whose vicinity the teacher stands and speaks.

These descriptions of the instruction show that the teacher has an active role in the learning process whereas the student has a passive one.

Furthermore, Knowlton (2000) compares the teacher with a waiter who fills an empty glass with knowledge and the student with an empty glass waiting to be filled with knowledge. In other words, the main function of the teacher is being a transmitter of knowledge and the student a container of knowledge.

3.4.2   STUDENT-CENTRED INSTRUCTION

Cuban (1993) also provides a definition of student-centered instruction; in this case, "students exercise a substantial degree of direction and responsibility for what is taught, how it is learned, and for any movement within the classroom." (p. 4) In this sense, the student has an important role in their learning process. No longer is the teacher seen as a judge or mere transmitter of knowledge, but as a coach, counselor or mentor. In terms of classroom management, the students have the opportunity to choose to work together, in small groups or by themselves.

Knowlton (2000) says that "students should be actively constructing their own knowledge –discovering meaning and creating a personal perspective– by being engaged in tasks that are indicative of real-world activities." (p. 8) In other words, this instruction has a constructivist pedagogical orientation because the teacher is the one in charge of giving tools to the students to help them construct their knowledge.

3.4.3   ROLE OF THE TEACHER

Taking into account both instructions, it can be seen that the teacher has different roles depending on the way he or she performs inside the classroom. The following paragraphs will describe 5 different roles of the teacher postulated by Harmer (2007).

- Controller: In this role, the teacher leads the class from the front; that is to say, they give instructions, talk most of the time, and transmit information. This is the most common teacher role because the teacher has the power to lead the class in any way he wants and the students should obey those commands.

- Prompter: This role can be explained through the following example: the teacher is doing a role-play-activity and the students who are roleplaying get stuck in a certain moment. The teacher can nudge them forwards in a discrete way, but cannot get involved too much in order to challenge the students to overcome those problems.

- Participant: Using the previous example of the role-play-activity, the teacher, in this role, will get involved in the role-play-activity. This could lead us to the controlling role of the teacher in which he will organise the whole activity if the teacher is not careful enough

- Resource: In this role, the teacher is seen as the source of knowledge, but he is not controlling the class. For instance, the students are working in groups and they do not know how to say a word or phrase, so they ask for the teacher's knowledge to clear this doubt.

- Tutor: This final role is a mixture of the prompter one and the resource one. The teacher moves around and offers guidance and there is a connection between the teacher and the students. In this sense, the students feel supported and helped by the teacher.

It is the teacher's job to decide which role is the best option according to the students' needs. In other words, the teacher does not necessarily have to stick to only one role; he or she has the opportunity to vary from role to role.

4.0   METHODOLOGY

In this section, we will explain the methodology of our study. According to the general objective, we needed to verify if the metaphor we proposed is the one that defines how teaching English is seen in a classroom. In order to verify this, we observed and recorded classes taught by three different native teachers of English (five classes each). We wanted not only to observe the behaviour of the teacher and the students while teaching, but also to find different linguistic expressions that supported our conceptual metaphor. In this vein, this is a corpus-based study through which EFL classroom language was collected in the field (i.e. in its natural context) and then analysed using discourse analytical tools.

4.1   PARTICIPANTS

In order to accomplish the main objective of this study, we needed to observe English speakers who were also teachers of English at university level. We discarded the idea of observing classes in schools because if we consider the reality in Chile, we would not have been able to observe teachers speaking English. It was vital for us that the teachers were native speakers of English since we believe the linguistic expressions we needed to find were more likely to be uttered by native speakers. The teachers selected for this study were three: two from Universidad Metropolitana de Ciencias de la Educación (UMCE), located in Ñuñoa, Santiago, Chile and one from Universidad Chileno-Británica de Cultura (UCBC), located in Santiago, Chile. Two of those teachers were born in the United Kingdom, and one in the Unites States. For the purpose of this study, each one of the teachers was assigned a code: A, B, and C in order not to reveal their personal information.

4.2   PROCEDURE

We started by creating the instruments which would help us find the information we were looking for. We created three different instruments, starting with a rubric based on the mapping about the conceptual metaphor we proposed for this study (TEACHING ENGLISH IS CLIMBING A MOUNTAIN). This rubric helped us to establish a relation between teaching English and climbing a mountain. In this sense, in every class we observed if each part of the mapping (teacher, students, previous knowledge, learning process, methodology, objectives) had a close relation to the concrete part of the metaphor (guide, climbers, climbing tools, mountain, path, top of the mountain).

Our second instrument is a chart in which we wrote down all the linguistic expressions we found in the teachers' discourse that supported our conceptual metaphor. This chart is divided into the parts of the mapping we created at the beginning of the study. It contains six sections: mountain guide (= teacher), climbers (= students), climbing tools (= previous knowledge), mountain (= learning process), path (= methodologies), and top of the mountain (= objective).

Finally, we adapted an instrument in which we did the analysis of the transcriptions of the classes we recorded. This instrument helped us to identify the movements in which the linguistic expressions occurred.

After the instruments were created, we proceeded to observe and record the classes. We observed and recorded five classes of 90 minutes each with three different teachers using

a voice recorder provided by the English Department. During each class, we completed the rubric, assigning a score to each section according to what we observed. In each one of the classes, two of the researchers of this study were observing; therefore, there are two rubrics completed per class. Once the period of observation and data collection was finished, we started to transcribe those classes. While we were transcribing, the process of analysis was being carried out at the same time.

4.3   DATA ANALYSIS PROCEDURES

The analysis of each instrument we created was carried out using a different method according to the purpose of each instrument. First of all, for our rubrics to verify the presence of the mapping correspondences of the potential new metaphor TEACHING ENGLISH IS CLIMBING A MOUNTAIN, three tables were designed. These tables contain the scores that each one of the teachers got. Subsequently, an explanation was provided to describe the results obtained by each teacher. Secondly, the analysis of the linguistic expressions was made after we transcribed all the classes recorded, and then we gathered all the linguistic expressions we found in the teachers' speech. Afterwards, we classified them according to the part of the mapping they belonged to along with an explanation of the reasons why we classified them that way. Finally, the analysis of the spoken discourse was done in a table in which we added the particular linguistic expression and the context in which it was uttered. Moreover, we analysed the type of exchange and move that the linguistic expression provoked.

5.0   DATA ANALYSIS

5.1   INSTRUMENT: RUBRIC TO VERIFY THE PRESENCE OF THE POTENTIAL NEW METAPHOR TEACHING ENGLISH IS CLIMBING A MOUNTAIN

The information collected thanks to the rubric we created was organised in 3 different tables. Each table corresponds to one of the three teachers we observed and the score assigned was added by the two researchers who were in those classes.

Table 1: Scores obtained by Teacher A

Classes	Researcher 1	Researcher 2
Class Nº1	18/18	18/18
Class Nº2	17/18	17/18
Class Nº3	18/18	18/18
Class Nº4	18/18	18/18
Class Nº5	18/18	18/18
Score	89/90	89/90

It can be seen that Teacher A was only one point from getting the total score. This point was found in the second class observed. Both researchers agreed that the teacher did not accomplish one of the interactional properties which was the motor activity one for "mountain guide equals teacher" (being stood up in front of the class) because the teacher was sat down for the whole class.

Table 2: Scores obtained by Teacher B

Classes	Researcher 1	Researcher 2
Class Nº1	17/18	17/18
Class Nº2	18/18	18/18
Class Nº3	18/18	18/18
Class Nº4	18/18	18/18
Class Nº5	18/18	18/18
Score	89/90	89/90

Teacher B got the same total score as Teacher A, but the missing point was found in a different area. In class Nº1, the functional interactional property of "top of the mounting equals objective" was missing (being the last and most important aspect of a process through which students and teacher evaluate their progress) since there was no final activity to check whether the students had learnt what they were supposed to learn in that class.

Table 3: Scores obtained by Teacher C

Classes	Researcher 1	Researcher 2
Class Nº1	18/18	18/18
Class Nº2	17/18	15/18
Class Nº3	18/18	18/18
Class Nº4	18/18	18/18
Class Nº5	18/18	18/18
Score	89/90	87/90

In the case of Teacher C, there were different results according to the researchers. They both agreed that the functional part of the "top of the mountain equals objective" was missing because there was no evaluation to prove whether or not the students had acquired the knowledge of that class. On the other hand, Researcher 2 was not able to find any correspondence of the "top of the mountain equals objective" since there were different

activities done in the class which had no connection between them; in that vein, it is difficult to understand the objective of that class.

It can be said that the metaphor we proposed (TEACHING ENGLISH IS CLIMBING A MOUNTAIN) is present in the English classrooms of native speakers since every part of the mapping proposed had a direct correspondence according to what the teachers performed in their classes.

5.2   INSTRUMENT: CHART TO CLASSIFY THE LINGUISTIC EXPRESSIONS PER CLASS ACCORDING TO THE MAPPING

During the observation process, apart from providing the teachers with the scores according to the rubric designed, we used another instrument in case we found a linguistic expression during the class. We designed a chart which was divided into the sections of the mapping. If we happened to find a linguistic expression during a class, we made some notes about it in the corresponding section. Once the transcription of the classes was done, we could confirm whether the linguistic expression we found was appropriate or not.

Once all the linguistic expressions we found were identified and classified, we made the distinction among the different linguistic expressions we found with the teachers we worked with. This was done in order to organise the information in a clearer manner, and also in case we found differences that were worth pointing out. In the following charts, the linguistic expressions are marked with bold letters.

Table 4: Linguistic expressions found in Teacher A's discourse

LINGUISTIC EXPRESSION	PART OF THE MAPPING IT BELONGS TO
	Mountain guide (= teacher)
A: **Let's go ahead** and talk about a few logistical things, and then I can give you the sort of round down about of what the activity is going to be for today. A: Read the first chapter or two, so that when we do return to classes, **you're ready to go**. A: So, let's look at a couple of things together first to kind of **get your brain moving** in [inaudible 39:54] direction like we did here, and then you guys can sort of work individually or pairs to build in the analysis.	Climbers (= students)
A: [...] But the other day we will spend some time familiarising you guys with Afghanistan **because this is going to be something that you need to have**… A: So, for it to have contextual sense to you, **I want to just go over a little about what you know about Afghanistan,** what it means to you, what Afghanistan means to the writer.	Climbing tools (= previous knowledge)
A: So, finish off your final sentence or statement so that **we can go through them** and see how you guys did. A: For today, **the plan of action is to jump right into line graphs and charts**. A: So **you are half way from where you should be.** A: So, as long as you have those ingredients and those materials, **you're halfway there.** A: You don't have to worry about that now. **We will see it once we all get to that point, not before.**	Mountain (= learning process)
A: **This is the part where most people had difficulties,** but I feel that this time the examples that I gave you shouldn't be so tricky. A: So, I will present to you your instructions, and when you're finished, you'll sort of like say "ready". You don't have to shout because we're right here, so you just say "ready" and the next person will take over, and that person I will read the instruction to [inaudible 09:31] so that the other team doesn't hear, in case they're not at the same timing, **and so that your teammates jump here** because the idea is that only you get to participate with each process of the recipe. OK? So, as each person is done, I tag, or you tag, and the next person goes.	Path (= methodologies)

A: No, that won't be a [inaudible 10:32] that would be a speed charades, so, **let's see if it gets to that**. A: So, these are some of the phrasal verbs that **we are going to try to put into play today in the class**. A: OK? Let me see. **It's not all way there, but you're pretty close**. A: **If you don't participate, you can't win and without winning, you won't get the advantage in the speaking assessment.**	Top of the mountain (= objective)

Table 5: Linguistic expressions found in Teacher B's discourse

LINGUISTIC EXPRESSION	PART OF THE MAPPING IT BELONGS TO
B: **I might come back to this and we can sort of pick out a few things**, but that's not the point of today's activity.	Mountain guide (= teacher)
B: Some students will require more time to sort of so **the back and forth, back and forth** and I would like to give you a few tips. B: Now, I want you to have these questions in mind as you're reading, OK? **And when you come across pieces of information** you think can answer these questions or help you answer these questions, I want you to highlight them, OK?	Climbers (= students)
B: Yeah, it's inevitable, isn't it? I mean, **I'm gonna flip back to the first question here**. There's something else that I picked out as...something I thought was pretty unbelievable.	Climbing tools (= previous knowledge)
	Mountain (= learning process)
B: OK. So, he took something that it was already there, **and he took it into a completely new direction**. B: Yeah, so again **we are going back to this idea that** you need something there in order to be creative in the first place, right? B: OK. So, deconstruction, destroying an idea...**but we understand where we are going with that**, OK?	Path (= methodologies)

B: OK. Well, **that brings us [inaudible 57:26] to this set of things**, doesn't it? Motivation	
B: That's creativity on the part of the teacher rather on the part of the student. OK. Excellent. OK. **We're gonna move on now**. I've brought you today just an extract of one article which is a series of four articles.	Top of the mountain (= objective)

Table 6: Linguistic expressions found in Teacher C's discourse

LINGUISTIC EXPRESSION	PART OF THE MAPPING IT BELONGS TO
	Mountain guide (= teacher)
C: This is quite hard, as you said, **but I'm confident that if you push yourselves, you can do it.**	Climbers (= students)
C: **If you have finished, maybe just go back** and have another quick look at those summaries and see if there's anything else you can take out as a good point or as a bad point about each one. C: If you're done, **the other thing you can do is to go back** and have a look at the criteria at the front that was presented about how to write a good summary. C: If you find this to be very difficult, you need to **go back** to the beginning, take a look, and then come back.	Climbing tools (= previous knowledge)
C: Mmm… That is not the idea, **but try to go at your own pace.**	Mountain (= learning process)
	Path (= methodologies)
C: No…[laughter] **Go for it**! It's OK! C: Anything else of the second summary? [pause] **Moving on**? C: OK, so we have destroyed three summaries so far, and we liked one, and **we're gonna move on**, then. **We are, as always, against the clock**. OK. Right.	Top of the mountain (= objective)

Out of the fifteen lessons we observed and recorded, we were able to find 33 linguistic expressions. The graph below is to show the distinction among the different teachers we observed, just as a way of organising the information collected. There cannot be an analysis

of the factors which could have made this happen since the identities of these teachers must remain anonymous.

Graph 1: Amount of linguistic expressions uttered

	Teacher A	Teacher B	Teacher C
■ Serie 1	16	9	8
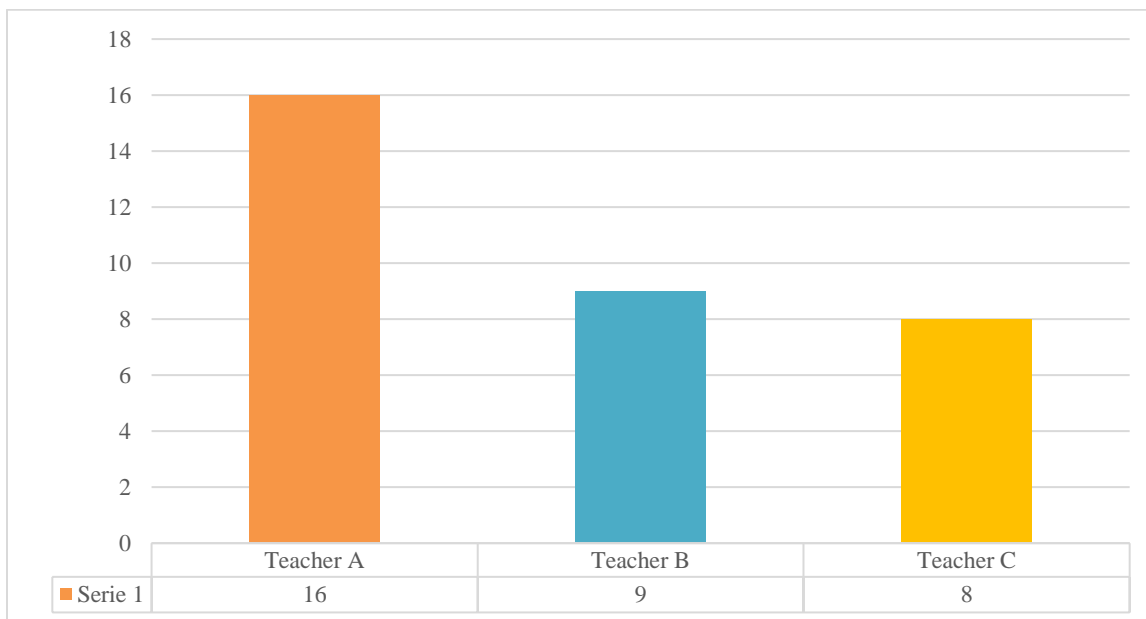
Graph 2: Amount of linguistic expressions found according to the mapping

	Mountain guide (=teacher)	Climbers (=students)	Climbing tools (=previous knowledge)	Mountain (=learning process)	Path (=methodologies)	Top of the mountain (=objective)
■ Teacher A	0	3	2	5	1	5
■ Teacher B	1	2	1	0	4	1
■ Teacher C	0	1	3	1	0	3
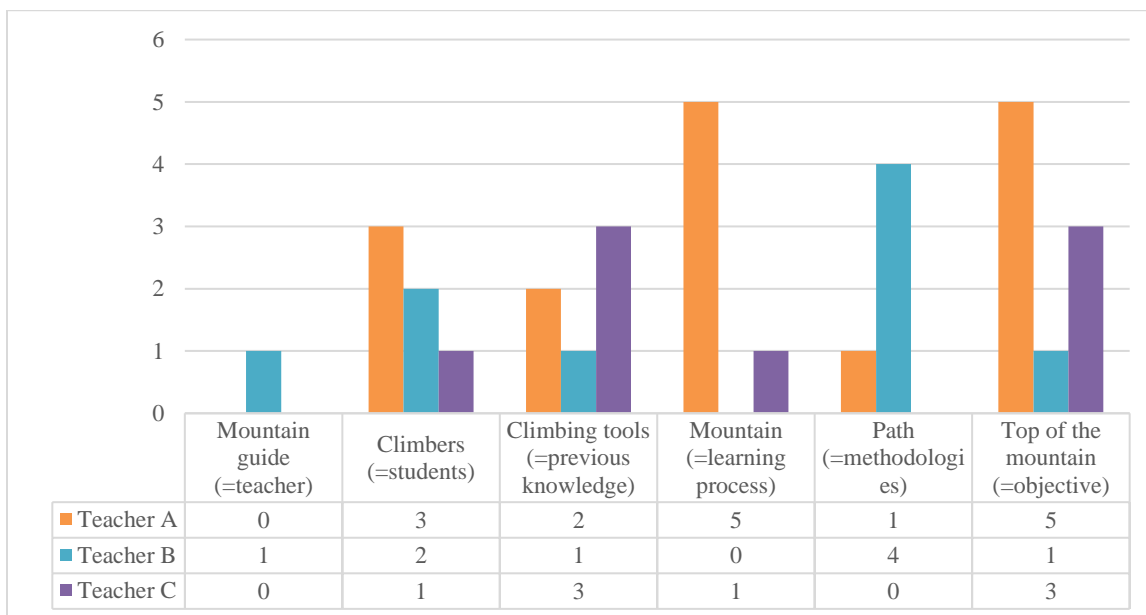
In the graph above, it can be seen that linguistics expressions were found in all parts of the mapping. Besides, if we take the amount of linguistic expressions contained in each part of the mapping, we can realise that they are distributed in a more or less balanced way, excluding 'mountain guide (=teacher)'. What we interpret from this, is that even though the teacher is playing the role of the leader, they do not focus the attention on their function, but instead, they perform such role by focusing their attention on providing the climbers the necessary tools and showing them what the right path is to get to the top of that mountain, or in other words, to reach the expected objective.

5.3   INSTRUMENT: DATA TRANSCRIPTION AND ANALYSIS

The following analysis was based on Sinclair and Coulthard's model of spoken discourse in order to find the moments in which the linguistic expressions uttered occurred. We used this model since it allowed us to discuss what the importance of the moments in which they occurred is, and the impact that this may have in the way teachers teach their lessons.

In order to understand the codes that appear in the tables we used for this analysis, here we present some figures with the appropriate terminology that was used during the analysis.

Figure 2[2]: Sub-categories of free exchange of Sinclair and Coulthard's model of spoken discourse

Sub-class of exchange	Structures	Function of exchange
Teacher inform (Inform)	I (R)	To convey information to the pupils.
Teacher direct (Direct)	I R (F)	To elicit a nonverbal response from the pupils.
Teacher elicit (Elicit)	I R F	To elicit a verbal response from a pupil.
Check (Check)	I R (F)	To discover how well students are getting on and identify any problems.
Pupil elicit (P-Elicit)	I R	To elicit a verbal response from the teacher.
Pupil inform (P-Inform)	I F	To convey information to the teacher.

Figure 3[3]: Sub-categories of bound exchanges of Sinclair and Coulthard's model of spoken discourse.

Sub-class of exchange	Structure	Function of the exchange
Re-initiation (i) (Reinitiation)	I R Ib R F	To induce a response to a previously unanswered question.
Re-initiation (ii) (Re-initiation)	I R D (Ib) R F	To induce a correct response to a previously incorrectly answered elicitation.
Listing (Listing)	I R F (Ib) R F	To withhold evaluation until two or more responses are received to an elicitation.
Reinforce (Reinforce)	I R Ib R	To induce a (correct) response to a previously issued directive.
Repeat (Repeat)	I R Ib R F	To induce a repetition of a response.

The following tables contain the part of the discourse in which the linguistic expression was uttered. In some cases, there is a big part of the discourse included since it provides the context necessary to understand the expression. The tables are divided into the teacher, the number of the class, and the linguistic expression uttered.

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[2] Taken from Nicholson (2014)
[3] Taken from Nicholson (2014)

Table 7: Teacher A. Class N°1

#	Exchange Type	Opening	Answering	Follow up
1	T Inform	T: OK, well. While we are awaiting some others, or not...**Let's go ahead** and talk about a few logistical things, and then I can give you the sort of round down about of what the activity is going to be for today.		

Table 8: Teacher A. Class N°1

#	Exchange Type	Opening	Answering	Follow up
1	T Inform	T: So, as you know, based on last week's class, that we have our book for next semester. It will be "The Kite Runner". It defeated "Animal Farm" by a coin toss, so what I have planned for the rest of this week is, of course, your in-class writing assessment, but the other day we will spend some time familiarising you guys with Afghanistan because **this is going to be something that you need to have**...not a lot of historical background, but you'll need to be a bit familiar with what has passed in Afghanistan in the last 50 years in order for the story to make complete sense.		

Table 9: Teacher A. Class N°1

#	Exchange Type	Opening	Answering	Follow up
1	T Inform	T: I was gonna say start reading it, but I know that's not gonna happen [laughter]. I know that won't happen. If you want to take a look at it, you know, get an idea of what's the book about, you can start doing that. I would recommend that if you do have a little bit of time during your dieciocho break to, at least, get a start. **Read the first chapter or two, so that when we do return to classes, you're ready to go.** Or watch the movie over the break.		

Table 10: Teacher A. Class N°1

#	Exchange Type	Opening	Answering	Follow up
1	T Inform	T: So, we are talking about cooking vocabulary today. So, the important words for you to know are both related to cooking and fruit preparation such as verbs that we use for these different types of actions as well as the vocabulary for the materials that we use when we prepare food. **So, we can go over the list** to make sure that you guys are prepared.		

Table 11: Teacher A. Class N°1

#	Exchange Type	Opening	Answering	Follow up
1	T Inform	T: So, in terms of the actual ingredients, I had asked for you to bring one green and one red apple, one banana, one orange, and one pear. Those were the fruit I [inaudible 07:46] I asked you to brig. And then I asked you to bring an egg. Then, in terms of materials, I had asked for you to bring one mixing bowl, one serving bowl, one cutting board, a whisk (non electric), a peeling knife (or small knife), a cutting knife (or large knife), a zester, a serving spoon and spoons to enjoy to eat, right? So, as long as you have those ingredients and those materials, **you're halfway there**. Now, you just need all your classmates to show.		

Table 12: Teacher A. Class N°1

#	Exchange Type	Opening	Answering	Follow up
1	T Inform	T: So, I will present to you your instructions, and when you're finished, you'll sort of like say "ready". You don't have to shout because we're right here, so you just say "ready" and **the next person will take over**, and that person I will read the instruction to [inaudible 09:31] so that the other team doesn't hear, in case they're not at the same timing, and **so that your teammates jump here** because the idea is that only you get to participate with each process of the recipe. OK? So as each person is done, I tag, or you tag, and the next person goes.		

Table 13: Teacher A. Class N°1

#	Exchange Type	Opening	Answering	Follow up
1	T Direct	T: No, that won't be a [inaudible 10:32] that would be a speed charades, so, **let's see if it gets to that**. So, the first thing that I want to give to you are the verbs that would be used in the recipe, so I will say them at loud, and you'll have 90 seconds as a team to talk to, or look up any of the words that I said that you do not know. You'll get 90 seconds to look those words up. OK? And then we will go directly into the recipe. OK? So, I suppose I'll take any questions that you might have about anything that I was not clear on.		

Table 14: Teacher A. Class N°1

#	Exchange Type	Opening	Answering	Follow up
1	Reinforce	T: Alright. So, now I'm going to read the list of vocabulary words that **you must know in order to successfully achieve these recipes' objectives.** So, I'm going to read the list. You cannot write anything down.	St: Ooooohh...	
2			St: OK.	

Table 15: Teacher A. Class N°1

#	Exchange Type	Opening	Answering	Follow up
1	T Inform	T: OK? Let me see. It's not all way there, but you're pretty close. If it doesn't go all way there, we could… [murmuring] A: Let's see. Yes, **you're pretty close.**	St: [laugther]	
2	T Inform	T: We'll take one more minute, and we'll see whoever has the closest after that minute. Otherwise, you guys will be beating for like half an hour.	St: [laugther]	

Table 16: Teacher A. Class N°1

#	Exchange Type	Opening	Answering	Follow up
1	T inform	T: As I mentioned at the beginning of the class, we are gonna be talking about some of the historical significance and changes in the last forty to fifty years in Afghanistan because it would be a very relatable to the content of the [inaudible 58:54] the book that you'll be reading next semester. So, for it to have contextual sense to you, **I want to just go over a little about what you know about Afghanistan**, what it means to you, what Afghanistan means to the writer. And then, the next day will be the assessment. And we will finally, finally, finally, may finish with Golden Boy.		

Table 17: Teacher A. Class N°2

#	Exchange Type	Opening	Answering	Follow up
1	T Inform	T: The second part is what we call "gap-text" **this is the part where most people had difficulties,** but I feel that this time the examples that I gave you shouldn't be so tricky.		

Table 18: Teacher A. Class N°2

#	Exchange Type	Opening	Answering	Follow up
1	T Inform	T: So **you are half way from where you should be.**		

Table 19: Teacher A. Class N°2

#	Exchange Type	Opening	Answering	Follow up
1	T Inform	T: **If you don't participate, you can't win and without winning, you won't get the advantage in the speaking assessment.**	St: Aaah...	

Table 20: Teacher A. Class N°3

#	Exchange Type	Opening	Answering	Follow up
1	T Inform	T: Remember, guys! If you followed my instructions, you should be able to finish the first part. Regarding the second part, remember: **You don't have to worry about that now. We will see it once we all get to that point, not before.**		

Table 21: Teacher A. Class N°4

#	Exchange Type	Opening	Answering	Follow up
1	T Inform	T: **For today, the plan of action is to jump right into line graphs and charts.** I wrote charts up there but it's charts and graphs today.		

Table 22: Teacher A. Class N°4

#	Exchange Type	Opening	Answering	Follow up
1	T Inform	T: So, these are some of the phrasal verbs that we are going to try **to put into play** today in the class.		

Table 23: Teacher A. Class N°4

#	Exchange Type	Opening	Answering	Follow up
1	T Inform	T: So, finish off your final sentence or statement s**o that we can go through them and see how you guys did**. So that if you are making mistakes we can work now to avoid those, and if you're doing well, we can advance into more complex options where we have two of three line graphs simultaneously occurring.		

Table 24: Teacher A. Class N°4

#	Exchange Type	Opening	Answering	Follow up
1	T Inform	T: So, let's look at a couple of things together first to kind of **get your brain moving** in [inaudible 39:54] direction like we did here, and then you guys can sort of work individually or pairs to build in the analysis. So, what's the main difference between this one and the one at the board?	St: This is comparative.	T: This is a comparative or superlative option of line graphs, right? We are comparing more than one thing. So, you're going to be able to break down each line graph, and then look at them as a whole.

Table 25: Teacher B. Class N°2

#	Exchange Type	Opening	Answering	Follow up
1	Listing	T: Every act of creation is first an act of destruction. You agree, disagree? [murmuring] Yeah? Why?	St: I agree because I think that they need to destroy the conceptions that you have about something, like the things that are given, so that you can create something new.	T: OK.
2			St: So, you destroy that in your mind, and you create. That's why.	T: Aha.
3			St: [inaudible 34:49] use instead of destruction like deconstruction?	T: Aaah. OK. Deconstruction.
4			St: To separate the elements of something, and then create something new because for me, destruction is to kill that.	T: Right. OK.

5			St: You cannot take anything of that thing destructed, destroyed.	T: : Yeah, so again **we are going back to this idea** that you need something there in order to be creative in the first place, right?
6	T Elicit	T: The example, I mean, it was exactly what Fabiola was saying with the example that gave me the previous class, I think it was Nato who said it was that you have to destroy...before you can use the table as a boat or a fort, you have to destroy what the table is. You have to get rid of what the table already is so that you can invent a new way of thinking about it.	St: That's not destroying. I'm still saying that that's not destroying because if you destroy it, you can't use it anymore.	T: Ah, OK. Right.
7	P Elicit	St: So, if you destroy that table you cannot use the wood that is made of because it's destroyed.		
8		St: Maybe...You are seeing it like in the actual way. Maybe destroy like the idea… [murmuring]		
9		St: That's what Fabi means. Destroy the idea of a table and using it as a fork.		T: OK. So, deconstruction, destroying an idea...**but we understand where we are going with that**, OK? Number four.

Table 26: Teacher B. Class N°2

#	Exchange Type	Opening	Answering	Follow up
1	T Elicit	T: Exactly, and that's...You want to say something, Cony?	St: Yes, I think that for us, that we will be English teachers is more difficult because students don't take English classes seriously. They think that English classes are not really important, so we have to do an extra effort to be creative [inaudible 57:17] in our class.	T: Right, OK, so it's even harder you're saying when the kids aren't engaging with your class.
2	T Elicit	T: OK. Well, **that brings us [inaudible 57:26] to this set of things**, doesn't it? Motivation [inaudible 57:30] Is that something you can drop, you think? [murmuring] No. [murmuring] That you can't or that you can.	St: [inaudible 57:42] control, like [inaudible 57:44] and work with that, more manageable.	

Table 27: Teacher B. Class N°3

#	Exchange Type	Opening	Answering	Follow up
1	T Inform	: So, this, again [interruption] I'm not gonna go into like the rhetorical aspects of this. I might come back...the next class we'll do on rhetorics, which is next week, **I might come back to this and we can sort of pick out a few things**, but that's not the point of today's activity, OK? [...] We're gonna do a silent reading today, for Andrew Jackson's speech with some guiding questions, OK? Now, I want you to have these questions in mind as you're reading, OK? And **when you come across pieces of** information you think can answer these questions or help you answer these questions, I want you to highlight them, OK?		

Table 28: Teacher B. Class N°3

#	Exchange Type	Opening	Answering	Follow up
1	Reinitiation	T: Yeah, it's inevitable, isn't it? I mean, **I'm gonna flip back to the first question here. There's something else that I picked out as...something I thought was pretty unbelievable.** On the second page at the bottom, here, it says: "How many thousands of our own people would gladly embrace the opportunity of moving to the West on such conditions?"	St: Yeah! [murmuring]	
2		T: That's the thing, why wouldn't they in that case? Why wouldn't they offer, at least offer that to white people?	St: Because we are paying them with more lands, more territory.	T: Yeah. But that's another lie. If you read about that with Mr Sánchez, when you studied the trail of tears…[interruption] there were stages, for example, where they had to cross rivers, and the white people who run the ferries would charge them like 10 times the price per person than they would to white people because the indians didn't have the money because the government didn't pay them. They just died because it was so cold

				they had to wait in the snow, in the wind for hours and hours, and they just died there.

Table 29: Teacher B. Class N°5

#	Exchange Type	Opening	Answering	Follow up
1	T Inform	T: Some students will require more time to sort of do the **back and forth, back and forth** and I would like to give you a few tips.		

Table 30: Teacher C. Class N°2

#	Exchange Type	Opening	Answering	Follow up
1	T Inform	T: Great… folks… Um… this question… pronoun referencing that you've talked about is really important to make your writing as clear as possible, and if your writing becomes more complicated [...] it's important that you [inaudible]. What I would like you to do now is… like really try — you're gonna need to think. This is quite hard, as you said, but I'm confident that **if you push yourselves, you can do it.**		

Table 31: Teacher C. Class N°2

#	Exchange Type	Opening	Answering	Follow up
1	T Direct	T: Okay, maybe this is a small detail, but it's the beginning of you learning to write with some rules, and there are other rules. Is a question of training your mind to think about the punctuation rigorously when you're writing. Because the more you want to write in a sophisticated way, the more important it is that your punctuation words properly, and if you are having difficulties already, then as we put more rules on, it's gonna become more and more difficult. So please, **if you find this to be very difficult, you**	St: And if we take too long?	T: Mmm… that is not the idea, but try to **go at your own pace.**

		need to go back to the beginning, take a look, and then come back.		

Table 32: Teacher C. Class N°3

#	Exchange Type	Opening	Answering	Follow up
1	T Elicit	T: Does anybody want to ask any questions about vocabulary?	St: Pollute?	T: Pullute.
2	T Elicit	T: Where is pollute?	St: Mmmm. In the fifth line.	T: One, two, three, four...OK, so it says. [inaudible 19:30] is everywhere but they've polluted our air.
3	Reinitiation	T: Can you guess what it might be? What does a car do to the air?	St: Mmm [inaudible 19:39] with the [inaudible 19:43]	
4		T: Sorry, can you say that again a little bit louder?	St: [murmuring]	T: No…[laughter] **Go for it**! It's OK!
5	P Inform	St: Damaging the air?		T: Damaging the air. OK.

Table 33: Teacher C. Class N°3

#	Exchange Type	Opening	Answering	Follow up
1	T Inform	T: I'm gonna give another minute or so, so if you haven't finished [inaudible 35:26] working. If you have finished, maybe just **go back** and have another quick look at those summarise and see if there's anything else you can take out as a good point or as a bad point about each one.		

Table 34: Teacher C. Class N°3

#	Exchange Type	Opening	Answering	Follow up
1	T Inform	T: If you're done, the other thing you can do is to **go back** and have a look at the criteria at the front that was presented about how to write a good summary.		

Table 35: Teacher C. Class N°3

#	Exchange Type	Opening	Answering	Follow up
1	T Elicit	T: Anything else of the second summary? [pause] **Moving on**?	St: It doesn't express the main idea.	
2	Check	T: Doesn't express the main idea. In the second one.	St: [murmuring] The topic sentence doesn't express the main idea.	
3		T: This article. In the second one?	St: Yeah.	

Table 36: Teacher C. Class N°3

#	Exchange Type	Opening	Answering	Follow up
1	T Inform	T: OK, so we have destroyed three summaries so far, and we liked one, and **we're gonna move on**, then. **We are, as always, against the clock**. OK. Right.		

The following part includes a graph which contains the type of exchange in which the linguistic expressions occurred. By showing the different moments in which a linguistic expression occurs we meant to reflect on why this happens and the implications of it in the classroom.

Graph 3: Type of exchange in which the linguistic expression occurs

T Inform	24
T Direct	3
Reinforce	1
Listing	1
P Elicit	1
T Elicit	2
Reinitiation	2
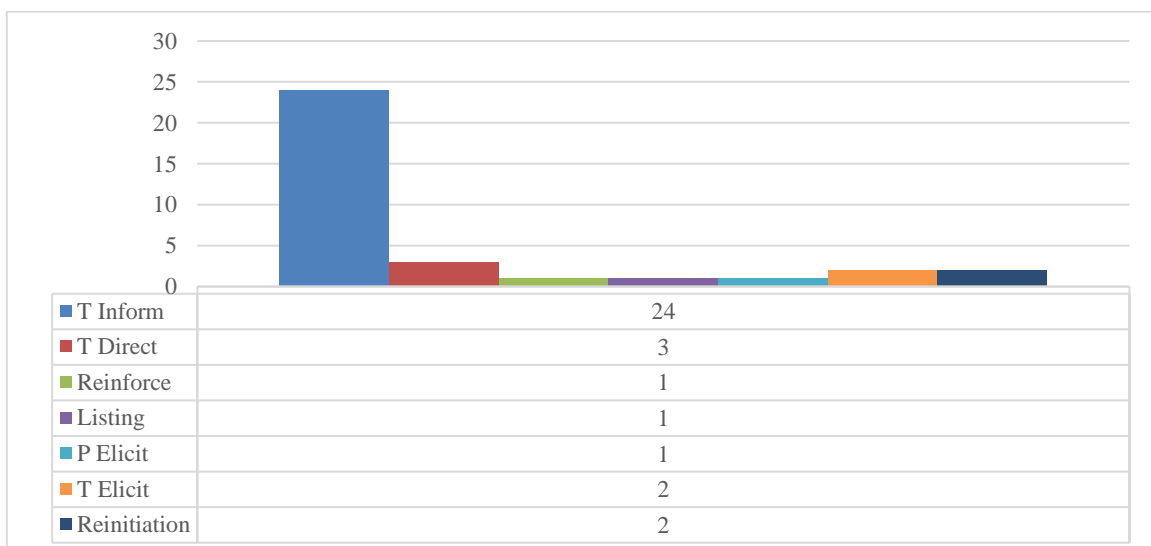
Once we had all the linguistic expressions we found in the observations, we had to analise the moment in which they occurred inside the teachers' discourse. Graph 3 shows the type of exchange in which the linguistic expressions occur. In this case, most of them were 'teacher inform' since the linguistic expressions were used to provide the information needed by the student to understand the different activities, instructions and feedback given by the teacher. Nonetheless, there were other instances where the teachers wanted not only to provide information to the students, but also to obtain a response from them. Such instances were 'teacher direct', 'teacher elicit', 'reinforce', 'listing', and 'reinitiation'. Even though, there were only two instances of 'pupil elicit', it is important to say that there can be cases in which the student is the one provoking the utterance of a linguistic expression.

As part of our specific objectives, we need to include a graph that shows the movements in which the linguistic expressions occur.

Graph 4: Movements in which the linguistic expressions occur
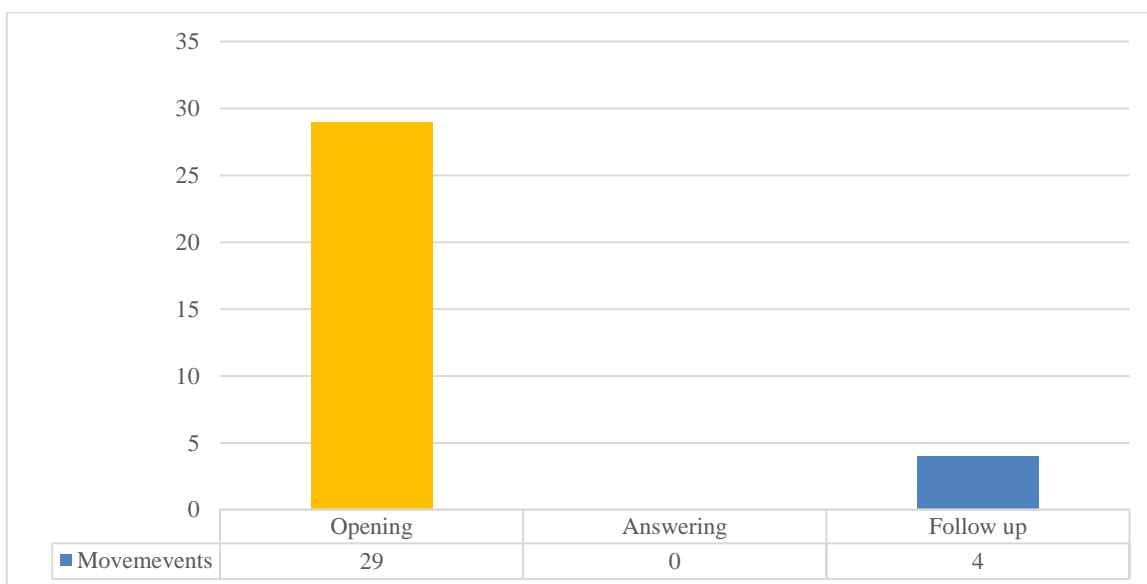
As Graph 4 shows, the movement in which the linguistic expressions appear the most is the opening one. What we can conclude about this is that teachers look for a reaction in their students. This can be uttered in an attempt to provoke the students to follow what the teachers expect them to do regarding their tasks. Very few linguistic expressions were uttered in the follow up move, whereas none was uttered during the answering.

6.0   RESULTS

First of all, after analysing the rubrics we discovered that the metaphor we proposed was found inside the classrooms when the teachers we observed were performing their role of leader. We can state this because we found a direct correspondence between the source domain and the target domain (abstract part of the metaphor and the concrete one).

Secondly, in terms of the linguistic expressions we were looking for, we found 33 of them. The categorisation of the linguistic expressions was not even, meaning that we had a different amount of them in each part of the mapping. The part of the mapping that had the greatest amount of linguistic expressions was top of the mountain (=objective).

Finally, after the analysis of the movements in which the linguistic expressions took place, it can be stated that the linguistic expressions were uttered in the opening move 29 times whereas only four were uttered in the follow up move.

7.0   DISCUSSION OF RESULTS

The main objective of this study is to determine the conceptual metaphor that defines the English teaching-learning process in EFL classrooms. Therefore, we proposed the metaphor 'TEACHING ENGLISH IS CLIMBING A MOUNTAIN'. Thanks to the data collected, it can be said that there is a presence of this metaphor in the EFL classroom based on the rubric created since there was a direct correspondence in almost every part of the mapping we proposed. In this vein, it can be said that teaching English is perceived as the action of climbing a mountain. Furthermore, in every part of the mapping we found linguistic expressions associated with that specific category. For instance, in the part of the mapping called 'top of the mountain equals objective', the linguistic expression 'ok, let me see. It's not all way there, but you're pretty close' shows that the teacher is aiming to help the student to accomplish the objective of the activity that was being done in the class as it is when you are climbing a mountain, your objective is to get to the top of it. Even though there is evidence that supports our conceptual metaphor, we cannot assure that this conceptual metaphor is the one that defines the English teaching-learning process in EFL classrooms because other metaphors were present. Notwithstanding, we are sure that this metaphor will be helpful for future investigations on this matter.

Another objective of this study was to identify the linguistic expressions on the surface of the teacher-student interaction within the framework of the conceptual metaphor in EFL classrooms. We found 33 linguistic expressions by observing classes. All the linguistic expressions express one abstract thing in terms of something more concrete. For instance, the linguistic expression *'So, let's look at a couple of things together first to kind of*

get your brain moving *in [inaudible 39:54] direction like we did here, and then you guys can sort of work individually or pairs to build in the analysis'* does not imply literally a movement of the brain, but the fact that they have to be prepared for the tasks they teacher is going to give. This is a clear example of what a linguistic expression is.

According to the analysis we made, we found one linguistic expression for mountain guide, six for climbers, six for climbing tools, five for path, six for mountain and nine for top of the mountain. It can be seen that the last one had the majority of linguistic expressions. We can speculate that most of the linguistic expressions were used to guide the student to the objective of the class, in other words, to the top of the mountain.

Finally, taking into account the last two objectives, it can be seen that 29 linguistic expressions were found in the opening move. This information shows that they are used to elicit a response from the student (this response takes place to give information or to provoke an action). This is connected to the type of exchange that could be found in the movements. The exchange that had more appearances is 'teacher inform' and this explains why most of the linguistic expressions were found in the opening.

8.0   CONCLUSIONS

In this section we will outline the main findings related to the metaphor 'TEACHING ENGLISH IS CLIMBING A MOUNTAIN' and how it can, in some way, define the view of teaching English. Moreover, we will talk about the limitations we faced during the investigation process. Finally, we will give some recommendations for future investigations based on what we experienced.

8.1   FINDINGS

As the general objective of this study shows, we expected to find the conceptual metaphor that defines the English teaching-learning process in EFL classrooms. In order to do so, we proposed the conceptual metaphor TEACHING ENGLISH IS CLIMBING A MOUNTAIN based on our experience in our placement. As this is a preliminary study, we knew this was just an attempt to discover whether our proposal was true or not, and if not, how close (or far) we were to the actual conceptual metaphor.

Some of the things we found was that all of the teachers talk in plural most of the times. They include themselves when talking about the learning process as if they were part of it, too. Some examples for this are the following:

*(4) So, finish off your final sentence or statement so that **we** can go through them and see how you guys did.*

*(5) You don't have to worry about that now. **We** will see it once **we all** get to that point, not before.*

We interpreted this as the confidence these teachers have to take on the leader's role, or as the mountain guide. Moreover, according to the discourse analysis we made, we can also state that this is done in an attempt to encourage the students to work in the tasks provided.

Another finding we think is important to mention is the fact that teachers talk about previous knowledge as if it were something tangible. One clear example of this is the following:

*(6) [...] But the other day we will spend some time familiarising you guys with Afghanistan because **this is going to be something that you need to have**…*

Teachers talk about knowledge in general as a tool that students can use whenever is needed. This previous knowledge is important in order to continue learning new things, and without it is difficult to keep learning, as it happens when you do not have climbing tools to reach the top of a mountain. Furthermore, we can also interpret this as the need of the teacher to remind the students to use the appropriate tools (previous knowledge) according to the objective they have to reach in each lesson.

Another aspect that we found related to our metaphor was the fact that teachers talk about their lessons as if they were a road to follow. We discovered this since most of them, more often than not, use the expressions "go back" or "move on", as if they were moving forward towards something that we call an objective. During the discourse analysis we made, we also saw that these teachers know that for some students this "path" can be more difficult than for others ("*This is the part where most people had difficulties, but I feel that this time the examples that I gave you shouldn't be so tricky*."), and they are willing to help them find the way to overcome these difficulties. We believe this is the reflection of the different methodologies they use to plan their lessons, which is the path they use to teach them.

One of the most important things we found was the fact that most of the linguistic expressions we found are related to physical movement.

*(7) For today, the plan of action is to **jump** right into line graphs and charts.*

*(8) OK, so we have destroyed three summaries so far, and we liked one, and we're gonna **move on**, then.*

*(9) No…[laughter] **Go** for it! It's OK!*

When we proposed our metaphor, we did it based on the little experience we had as teachers. Climbing a mountain is something we believe requires effort, so does teaching. Although maybe our metaphor is not accurate enough to say that teaching English is climbing

a mountain, we did find that it does involve movement. Even though we identified some instances of the metaphor we proposed inside the EFL classrooms, we cannot assure that our metaphor is the one that completely defines what teaching English is.

8.2   LIMITATIONS OF THE STUDY

We will conclude this study by mentioning some of the difficulties we faced while we were conducting it. One of the first problems we had was that at the beginning not only did we want to identify the linguistic expressions on the surface of the teacher-student interaction but also on the student-student interaction. However, we decided not to include that mainly due to four reasons: 1) We did not have the appropriate tools to record the interaction among the students, 2) the interaction would have been too messy to transcribe, 3) there was a high possibility that the students used their mother tongue, and 4) as this is a preliminary study, it would have been too extensive to be carried out.

Furthermore, our initial idea was to work with five teachers instead of three, so that we had more data to back up our study. Nevertheless, that could not be accomplished since we did not receive the response from two teachers we considered to be part of this study on time.

The last difficulty we came across was the celebration that took place in September. Because of this celebration, we had to postpone the observations since the classes taught

during that period at UMCE were called off. This was a problem because this delayed the gathering of the required information to start working on the analysis.

We recommend to the future researchers to consider these limitations in order to be able to develop this study further. By taking into account these problems, future researchers could discover useful information which can help English teachers to plan their lessons according to the conceptual metaphor that defines the teaching and learning process.

8.3 IMPLICATIONS OF THE STUDY

Within the teachers' discourse, we also found some linguistic expressions which referred to time. For example:

(10) Take about one more minute so that we can go through the results and try to work a little bit on the other one.

(11) I don't know that we're going to have any time to do any of the others because it's now 11:11, so if I can have this, we are going to look at it again.

Despite the importance we assume these linguistic expressions have, we decided not to include them in this study, since the basis and the focus for our research had already been established, and might have been affected if we had indeed included them. Even so, these expressions found might build a foundation for future researches, including linguistic expressions regarding time, a more in-depth investigation using the metaphor TEACHING ENGLISH IS CLIMBING A MOUNTAIN, or even proposing a new metaphor.

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10.   APPENDICES

10.1   RUBRIC TO IDENTIFY THE PRESENCE OF THE MAPPING CORRESPONDENCES OF THE POTENTIAL NEW METAPHOR 'TEACHING ENGLISH IS CLIMBING A MOUNTAIN'

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Thesis: Conceptual Metaphor in the EFL Classroom: a Preliminary Study
Students: Rodrigo Gualaman Arias, Francisco Tobar Pérez, Miriam Zúñiga Trier
Supervisor: Prof. Roberto Pichihueche Mellado

Rubric to verify the presence of the mapping correspondences of the potential new metaphor 'Teaching English is climbing a mountain'

Teacher: A	Researcher: 1		Class N°1	Date: August 23rd, 2016
	Direct correspondence 3 points	**Close correspondence 2 points**	**Little correspondence 1 point**	**No correspondence 0 point**
Mountain guide (= teacher)	The teacher possesses all the three interactional properties: 1) motor activity: being stood up in front of the class, moving around the classroom; 2) purposive: guiding, evaluating, providing feedback, motivating; 3) functional: teaching	The teacher possesses two of the interactional properties.	The teacher possesses one of the interactional properties.	The teacher does not possess any of the interactional properties.
Climbers (= students)	The students possess all the three interactional properties: 1) motor activity: Being seated at a desk, taking notes and speaking as requested; 2) purposive: Paying attention, taking evaluations, passing the course, being an active participant in the class; 3) functional: learning.	The students possess two of the interactional properties.	The students possess one of the interactional properties.	The students do not possess any of the interactional properties.
Climbing tools (= previous knowledge)	The previous knowledge possesses all the three interactional properties: 1) motor activity: Being at hand; 2) purposive: Being used by the students; 3) functional: Helping to acquire new knowledge	The previous knowledge possesses two of the interactional properties.	The previous knowledge possesses one of the interactional properties.	The previous knowledge does not possess any of the interactional properties.
Mountain (= learning process)	The learning process possesses all the three interactional properties: 1) motor activity: Occurring inside the classroom; 2) purposive: Presenting difficulties for the students to acquire the language, requiring effort; 3) functional: Acquiring a new language.	The learning process possesses two of the interactional properties.	The learning process possesses one of the interactional properties.	The learning process does not possess any of the interactional properties.
Path (= metho-dologies)	The methodologies possess all the three interactional properties: 1) motor activity: Occurring inside the classroom; 2) purposive: Being didactic, being specific to the needs, available to be used by teachers to teach a specific content; 3) functional: Providing ways to teach and leading to the objectives	The methodologies possess two of the interactional properties.	The methodologies possess one of the interactional properties.	The methodologies do not possess any of the interactional properties.
Top of the mountain (= objective)	The objective possesses all the three interactional properties: 1) motor activity: Being at the highest level of expectations; 2) purposive: Being accomplishable, being encouraging, gratifying once accomplished; 3) functional: Being the last and most important aspect of a process through which students and the teacher evaluate their development	The objective possesses two of the interactional properties.	The objective possesses one of the interactional properties.	The objective does not possess any of the interactional properties.

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Rubric to verify the presence of the mapping correspondences of the potential new metaphor 'Teaching English is climbing a mountain'

Teacher: A	Researcher: 2	Class N°1	Date: August 23rd, 2016
	Direct correspondence 3 points	**Close correspondence 2 points**	**Little correspondence 1 point**	**No correspondence 0 point**
Mountain guide (= teacher)	The teacher possesses all the three interactional properties: 1) motor activity: being stood up in front of the class, moving around the classroom; 2) purposive: guiding, evaluating, providing feedback, motivating; 3) functional: teaching	The teacher possesses two of the interactional properties.	The teacher possesses one of the interactional properties.	The teacher does not possess any of the interactional properties.
Climbers (= students)	The students possess all the three interactional properties: 1) motor activity: Being seated at a desk, taking notes and speaking as requested; 2) purposive: Paying attention, taking evaluations, passing the course, being an active participant in the class; 3) functional: learning.	The students possess two of the interactional properties.	The students possess one of the interactional properties.	The students do not possess any of the interactional properties.
Climbing tools (= previous knowledge)	The previous knowledge possesses all the three interactional properties: 1) motor activity: Being at hand; 2) purposive: Being used by the students; 3) functional: Helping to acquire new knowledge	The previous knowledge possesses two of the interactional properties.	The previous knowledge possesses one of the interactional properties.	The previous knowledge does not possess any of the interactional properties.
Mountain (= learning process)	The learning process possesses all the three interactional properties: 1) motor activity: Occurring inside the classroom; 2) purposive: Presenting difficulties for the students to acquire the language, requiring effort; 3) functional: Acquiring a new language.	The learning process possesses two of the interactional properties.	The learning process possesses one of the interactional properties.	The learning process does not possess any of the interactional properties.
Path (= metho-dologies)	The methodologies possess all the three interactional properties: 1) motor activity: Occurring inside the classroom; 2) purposive: Being didactic, being specific to the needs, available to be used by teachers to teach a specific content; 3) functional: Providing ways to teach and leading to the objectives	The methodologies possess two of the interactional properties.	The methodologies possess one of the interactional properties.	The methodologies do not possess any of the interactional properties.
Top of the mountain (= objective)	The objective possesses all the three interactional properties: 1) motor activity: Being at the highest level of expectations; 2) purposive: Being accomplishable, being encouraging, gratifying once accomplished; 3) functional: Being the last and most important aspect of a process through which students and the teacher evaluate their development	The objective possesses two of the interactional properties.	The objective possesses one of the interactional properties.	The objective does not possess any of the interactional properties.

Rubric to verify the presence of the mapping correspondences of the potential new metaphor 'Teaching English is climbing a mountain'

Teacher: A	Researcher: 1		Class N°2		Date: August 30th, 2016
	Direct correspondence 3 points		**Close correspondence 2 points**	**Little correspondence 1 point**	**No correspondence 0 point**
Mountain guide (= teacher)	The teacher possesses all the three interactional properties: 1) motor activity: being stood up in front of the class, moving around the classroom; 2) purposive: guiding, evaluating, providing feedback, motivating; 3) functional: teaching		The teacher possesses two of the interactional properties.	The teacher possesses one of the interactional properties.	The teacher does not possess any of the interactional properties.
Climbers (= students)	The students possess all the three interactional properties: 1) motor activity: Being seated at a desk, taking notes and speaking as requested; 2) purposive: Paying attention, taking evaluations, passing the course, being an active participant in the class; 3) functional: learning.		The students possess two of the interactional properties.	The students possess one of the interactional properties.	The students do not possess any of the interactional properties.
Climbing tools (= previous knowledge)	The previous knowledge possesses all the three interactional properties: 1) motor activity: Being at hand; 2) purposive: Being used by the students; 3) functional: Helping to acquire new knowledge		The previous knowledge possesses two of the interactional properties.	The previous knowledge possesses one of the interactional properties.	The previous knowledge does not possess any of the interactional properties.
Mountain (= learning process)	The learning process possesses all the three interactional properties: 1) motor activity: Occurring inside the classroom; 2) purposive: Presenting difficulties for the students to acquire the language, requiring effort; 3) functional: Acquiring a new language.		The learning process possesses two of the interactional properties.	The learning process possesses one of the interactional properties.	The learning process does not possess any of the interactional properties.
Path (= metho-dologies)	The methodologies possess all the three interactional properties: 1) motor activity: Occurring inside the classroom; 2) purposive: Being didactic, being specific to the needs, available to be used by teachers to teach a specific content; 3) functional: Providing ways to teach and leading to the objectives		The methodologies possess two of the interactional properties.	The methodologies possess one of the interactional properties.	The methodologies do not possess any of the interactional properties.
Top of the mountain (= objective)	The objective possesses all the three interactional properties: 1) motor activity: Being at the highest level of expectations; 2) purposive: Being accomplishable, being encouraging, gratifying once accomplished; 3) functional: Being the last and most important aspect of a process through which students and the teacher evaluate their development		The objective possesses two of the interactional properties.	The objective possesses one of the interactional properties.	The objective does not possess any of the interactional properties.

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Rubric to verify the presence of the mapping correspondences of the potential new metaphor 'Teaching English is climbing a mountain'

Teacher: A	Researcher: 2	Class N°2	Date: August 30th, 2016

	Direct correspondence 3 points	Close correspondence 2 points	Little correspondence 1 point	No correspondence 0 point
Mountain guide (= teacher)	The teacher possesses all the three interactional properties: 1) motor activity: being stood up in front of the class, moving around the classroom; 2) purposive: guiding, evaluating, providing feedback, motivating; 3) functional: teaching	The teacher possesses two of the interactional properties.	The teacher possesses one of the interactional properties.	The teacher does not possess any of the interactional properties.
Climbers (= students)	The students possess all the three interactional properties: 1) motor activity: Being seated at a desk, taking notes and speaking as requested; 2) purposive: Paying attention, taking evaluations, passing the course, being an active participant in the class; 3) functional: learning.	The students possess two of the interactional properties.	The students possess one of the interactional properties.	The students do not possess any of the interactional properties.
Climbing tools (= previous knowledge)	The previous knowledge possesses all the three interactional properties: 1) motor activity: Being at hand; 2) purposive: Being used by the students; 3) functional: Helping to acquire new knowledge	The previous knowledge possesses two of the interactional properties.	The previous knowledge possesses one of the interactional properties.	The previous knowledge does not possess any of the interactional properties.
Mountain (= learning process)	The learning process possesses all the three interactional properties: 1) motor activity: Occurring inside the classroom; 2) purposive: Presenting difficulties for the students to acquire the language, requiring effort; 3) functional: Acquiring a new language.	The learning process possesses two of the interactional properties.	The learning process possesses one of the interactional properties.	The learning process does not possess any of the interactional properties.
Path (= metho-dologies)	The methodologies possess all the three interactional properties: 1) motor activity: Occurring inside the classroom; 2) purposive: Being didactic, being specific to the needs, available to be used by teachers to teach a specific content; 3) functional: Providing ways to teach and leading to the objectives	The methodologies possess two of the interactional properties.	The methodologies possess one of the interactional properties.	The methodologies do not possess any of the interactional properties.
Top of the mountain (= objective)	The objective possesses all the three interactional properties: 1) motor activity: Being at the highest level of expectations; 2) purposive: Being accomplishable, being encouraging, gratifying once accomplished; 3) functional: Being the last and most important aspect of a process through which students and the teacher evaluate their development	The objective possesses two of the interactional properties.	The objective possesses one of the interactional properties.	The objective does not possess any of the interactional properties.

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Rubric to verify the presence of the mapping correspondences of the potential new metaphor 'Teaching English is climbing a mountain'

Teacher: A	Researcher: 1		Class N°3		Date: October 11th, 2016
	Direct correspondence 3 points		**Close correspondence 2 points**	**Little correspondence 1 point**	**No correspondence 0 point**
Mountain guide (= teacher)	The teacher possesses all the three interactional properties: 1) motor activity: being stood up in front of the class, moving around the classroom; 2) purposive: guiding, evaluating, providing feedback, motivating; 3) functional: teaching		The teacher possesses two of the interactional properties.	The teacher possesses one of the interactional properties.	The teacher does not possess any of the interactional properties.
Climbers (= students)	The students possess all the three interactional properties: 1) motor activity: Being seated at a desk, taking notes and speaking as requested; 2) purposive: Paying attention, taking evaluations, passing the course, being an active participant in the class; 3) functional: learning.		The students possess two of the interactional properties.	The students possess one of the interactional properties.	The students do not possess any of the interactional properties.
Climbing tools (= previous knowledge)	The previous knowledge possesses all the three interactional properties: 1) motor activity: Being at hand; 2) purposive: Being used by the students; 3) functional: Helping to acquire new knowledge		The previous knowledge possesses two of the interactional properties.	The previous knowledge possesses one of the interactional properties.	The previous knowledge does not possess any of the interactional properties.
Mountain (= learning process)	The learning process possesses all the three interactional properties: 1) motor activity: Occurring inside the classroom; 2) purposive: Presenting difficulties for the students to acquire the language, requiring effort; 3) functional: Acquiring a new language.		The learning process possesses two of the interactional properties.	The learning process possesses one of the interactional properties.	The learning process does not possess any of the interactional properties.
Path (= metho - dologies)	The methodologies possess all the three interactional properties: 1) motor activity: Occurring inside the classroom; 2) purposive: Being didactic, being specific to the needs, available to be used by teachers to teach a specific content; 3) functional: Providing ways to teach and leading to the objectives		The methodologies possess two of the interactional properties.	The methodologies possess one of the interactional properties.	The methodologies do not possess any of the interactional properties.
Top of the mountain (= objective)	The objective possesses all the three interactional properties: 1) motor activity: Being at the highest level of expectations; 2) purposive: Being accomplishable, being encouraging, gratifying once accomplished; 3) functional: Being the last and most important aspect of a process through which students and the teacher evaluate their development		The objective possesses two of the interactional properties.	The objective possesses one of the interactional properties.	The objective does not possess any of the interactional properties.

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Rubric to verify the presence of the mapping correspondences of the potential new metaphor 'Teaching English is climbing a mountain'

Teacher: A	Researcher: 2	Class N°3		Date: October 11th, 2016
	Direct correspondence 3 points	**Close correspondence 2 points**	**Little correspondence 1 point**	**No correspondence 0 point**
Mountain guide (= teacher)	The teacher possesses all the three interactional properties: 1) motor activity: being stood up in front of the class, moving around the classroom; 2) purposive: guiding, evaluating, providing feedback, motivating; 3) functional: teaching	The teacher possesses two of the interactional properties.	The teacher possesses one of the interactional properties.	The teacher does not possess any of the interactional properties.
Climbers (= students)	The students possess all the three interactional properties: 1) motor activity: Being seated at a desk, taking notes and speaking as requested; 2) purposive: Paying attention, taking evaluations, passing the course, being an active participant in the class; 3) functional: learning.	The students possess two of the interactional properties.	The students possess one of the interactional properties.	The students do not possess any of the interactional properties.
Climbing tools (= previous knowledge)	The previous knowledge possesses all the three interactional properties: 1) motor activity: Being at hand; 2) purposive: Being used by the students; 3) functional: Helping to acquire new knowledge	The previous knowledge possesses two of the interactional properties.	The previous knowledge possesses one of the interactional properties.	The previous knowledge does not possess any of the interactional properties.
Mountain (= learning process)	The learning process possesses all the three interactional properties: 1) motor activity: Occurring inside the classroom; 2) purposive: Presenting difficulties for the students to acquire the language, requiring effort; 3) functional: Acquiring a new language.	The learning process possesses two of the interactional properties.	The learning process possesses one of the interactional properties.	The learning process does not possess any of the interactional properties.
Path (= metho - dologies)	The methodologies possess all the three interactional properties: 1) motor activity: Occurring inside the classroom; 2) purposive: Being didactic, being specific to the needs, available to be used by teachers to teach a specific content; 3) functional: Providing ways to teach and leading to the objectives	The methodologies possess two of the interactional properties.	The methodologies possess one of the interactional properties.	The methodologies do not possess any of the interactional properties.
Top of the mountain (= objective)	The objective possesses all the three interactional properties: 1) motor activity: Being at the highest level of expectations; 2) purposive: Being accomplishable, being encouraging, gratifying once accomplished; 3) functional: Being the last and most important aspect of a process through which students and the teacher evaluate their development	The objective possesses two of the interactional properties.	The objective possesses one of the interactional properties.	The objective does not possess any of the interactional properties.

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Rubric to verify the presence of the mapping correspondences of the potential new metaphor 'Teaching English is climbing a mountain'

Teacher: A	Researcher: 1		Class N°4		Date: October 18th, 2016

	Direct correspondence 3 points	Close correspondence 2 points	Little correspondence 1 point	No correspondence 0 point
Mountain guide (= teacher)	The teacher possesses all the three interactional properties: 1) motor activity: being stood up in front of the class, moving around the classroom; 2) purposive: guiding, evaluating, providing feedback, motivating; 3) functional: teaching	The teacher possesses two of the interactional properties.	The teacher possesses one of the interactional properties.	The teacher does not possess any of the interactional properties.
Climbers (= students)	The students possess all the three interactional properties: 1) motor activity: Being seated at a desk, taking notes and speaking as requested; 2) purposive: Paying attention, taking evaluations, passing the course, being an active participant in the class; 3) functional: learning.	The students possess two of the interactional properties.	The students possess one of the interactional properties.	The students do not possess any of the interactional properties.
Climbing tools (= previous knowledge)	The previous knowledge possesses all the three interactional properties: 1) motor activity: Being at hand; 2) purposive: Being used by the students; 3) functional: Helping to acquire new knowledge	The previous knowledge possesses two of the interactional properties.	The previous knowledge possesses one of the interactional properties.	The previous knowledge does not possess any of the interactional properties.
Mountain (= learning process)	The learning process possesses all the three interactional properties: 1) motor activity: Occurring inside the classroom; 2) purposive: Presenting difficulties for the students to acquire the language, requiring effort; 3) functional: Acquiring a new language.	The learning process possesses two of the interactional properties.	The learning process possesses one of the interactional properties.	The learning process does not possess any of the interactional properties.
Path (= metho - dologies)	The methodologies possess all the three interactional properties: 1) motor activity: Occurring inside the classroom; 2) purposive: Being didactic, being specific to the needs, available to be used by teachers to teach a specific content; 3) functional: Providing ways to teach and leading to the objectives	The methodologies possess two of the interactional properties.	The methodologies possess one of the interactional properties.	The methodologies do not possess any of the interactional properties.
Top of the mountain (= objective)	The objective possesses all the three interactional properties: 1) motor activity: Being at the highest level of expectations; 2) purposive: Being accomplishable, being encouraging, gratifying once accomplished; 3) functional: Being the last and most important aspect of a process through which students and the teacher evaluate their development	The objective possesses two of the interactional properties.	The objective possesses one of the interactional properties.	The objective does not possess any of the interactional properties.

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Rubric to verify the presence of the mapping correspondences of the potential new metaphor 'Teaching English is climbing a mountain'

Teacher: A	Researcher: 2		Class N°4		Date: October 18th, 2016
	Direct correspondence **3 points**		**Close correspondence** **2 points**	**Little correspondence** **1 point**	**No correspondence** **0 point**
Mountain guide **(= teacher)**	The teacher possesses all the three interactional properties: 1) motor activity: being stood up in front of the class, moving around the classroom; 2) purposive: guiding, evaluating, providing feedback, motivating; 3) functional: teaching		The teacher possesses two of the interactional properties.	The teacher possesses one of the interactional properties.	The teacher does not possess any of the interactional properties.
Climbers **(= students)**	The students possess all the three interactional properties: 1) motor activity: Being seated at a desk, taking notes and speaking as requested; 2) purposive: Paying attention, taking evaluations, passing the course, being an active participant in the class; 3) functional: learning.		The students possess two of the interactional properties.	The students possess one of the interactional properties.	The students do not possess any of the interactional properties.
Climbing tools **(= previous knowledge)**	The previous knowledge possesses all the three interactional properties: 1) motor activity: Being at hand; 2) purposive: Being used by the students; 3) functional: Helping to acquire new knowledge		The previous knowledge possesses two of the interactional properties.	The previous knowledge possesses one of the interactional properties.	The previous knowledge does not possess any of the interactional properties.
Mountain **(= learning process)**	The learning process possesses all the three interactional properties: 1) motor activity: Occurring inside the classroom; 2) purposive: Presenting difficulties for the students to acquire the language, requiring effort; 3) functional: Acquiring a new language.		The learning process possesses two of the interactional properties.	The learning process possesses one of the interactional properties.	The learning process does not possess any of the interactional properties.
Path **(= metho - dologies)**	The methodologies possess all the three interactional properties: 1) motor activity: Occurring inside the classroom; 2) purposive: Being didactic, being specific to the needs, available to be used by teachers to teach a specific content; 3) functional: Providing ways to teach and leading to the objectives		The methodologies possess two of the interactional properties.	The methodologies possess one of the interactional properties.	The methodologies do not possess any of the interactional properties.
Top of the mountain **(= objective)**	The objective possesses all the three interactional properties: 1) motor activity: Being at the highest level of expectations; 2) purposive: Being accomplishable, being encouraging, gratifying once accomplished; 3) functional: Being the last and most important aspect of a process through which students and the teacher evaluate their development		The objective possesses two of the interactional properties.	The objective possesses one of the interactional properties.	The objective does not possess any of the interactional properties.

Rubric to verify the presence of the mapping correspondences of the potential new metaphor 'Teaching English is climbing a mountain'

Teacher: A	Researcher: 1		Class N°5		Date: October 25th, 2016
	Direct correspondence 3 points		**Close correspondence 2 points**	**Little correspondence 1 point**	**No correspondence 0 point**
Mountain guide (= teacher)	The teacher possesses all the three interactional properties: 1) motor activity: being stood up in front of the class, moving around the classroom; 2) purposive: guiding, evaluating, providing feedback, motivating; 3) functional: teaching		The teacher possesses two of the interactional properties.	The teacher possesses one of the interactional properties.	The teacher does not possess any of the interactional properties.
Climbers (= students)	The students possess all the three interactional properties: 1) motor activity: Being seated at a desk, taking notes and speaking as requested; 2) purposive: Paying attention, taking evaluations, passing the course, being an active participant in the class; 3) functional: learning.		The students possess two of the interactional properties.	The students possess one of the interactional properties.	The students do not possess any of the interactional properties.
Climbing tools (= previous knowledge)	The previous knowledge possesses all the three interactional properties: 1) motor activity: Being at hand; 2) purposive: Being used by the students; 3) functional: Helping to acquire new knowledge		The previous knowledge possesses two of the interactional properties.	The previous knowledge possesses one of the interactional properties.	The previous knowledge does not possess any of the interactional properties.
Mountain (= learning process)	The learning process possesses all the three interactional properties: 1) motor activity: Occurring inside the classroom; 2) purposive: Presenting difficulties for the students to acquire the language, requiring effort; 3) functional: Acquiring a new language.		The learning process possesses two of the interactional properties.	The learning process possesses one of the interactional properties.	The learning process does not possess any of the interactional properties.
Path (= metho - dologies)	The methodologies possess all the three interactional properties: 1) motor activity: Occurring inside the classroom; 2) purposive: Being didactic, being specific to the needs, available to be used by teachers to teach a specific content; 3) functional: Providing ways to teach and leading to the objectives		The methodologies possess two of the interactional properties.	The methodologies possess one of the interactional properties.	The methodologies do not possess any of the interactional properties.
Top of the mountain (= objective)	The objective possesses all the three interactional properties: 1) motor activity: Being at the highest level of expectations; 2) purposive: Being accomplishable, being encouraging, gratifying once accomplished; 3) functional: Being the last and most important aspect of a process through which students and the teacher evaluate their development		The objective possesses two of the interactional properties.	The objective possesses one of the interactional properties.	The objective does not possess any of the interactional properties.

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Rubric to verify the presence of the mapping correspondences of the potential new metaphor 'Teaching English is climbing a mountain'

Teacher: A	Researcher: 2		Class N°5		Date: October 25th, 2016
	Direct correspondence 3 points		**Close correspondence 2 points**	**Little correspondence 1 point**	**No correspondence 0 point**
Mountain guide (= teacher)	The teacher possesses all the three interactional properties: 1) motor activity: being stood up in front of the class, moving around the classroom; 2) purposive: guiding, evaluating, providing feedback, motivating; 3) functional: teaching		The teacher possesses two of the interactional properties.	The teacher possesses one of the interactional properties.	The teacher does not possess any of the interactional properties.
Climbers (= students)	The students possess all the three interactional properties: 1) motor activity: Being seated at a desk, taking notes and speaking as requested; 2) purposive: Paying attention, taking evaluations, passing the course, being an active participant in the class; 3) functional: learning.		The students possess two of the interactional properties.	The students possess one of the interactional properties.	The students do not possess any of the interactional properties.
Climbing tools (= previous knowledge)	The previous knowledge possesses all the three interactional properties: 1) motor activity: Being at hand; 2) purposive: Being used by the students; 3) functional: Helping to acquire new knowledge		The previous knowledge possesses two of the interactional properties.	The previous knowledge possesses one of the interactional properties.	The previous knowledge does not possess any of the interactional properties.
Mountain (= learning process)	The learning process possesses all the three interactional properties: 1) motor activity: Occurring inside the classroom; 2) purposive: Presenting difficulties for the students to acquire the language, requiring effort; 3) functional: Acquiring a new language.		The learning process possesses two of the interactional properties.	The learning process possesses one of the interactional properties.	The learning process does not possess any of the interactional properties.
Path (= metho - dologies)	The methodologies possess all the three interactional properties: 1) motor activity: Occurring inside the classroom; 2) purposive: Being didactic, being specific to the needs, available to be used by teachers to teach a specific content; 3) functional: Providing ways to teach and leading to the objectives		The methodologies possess two of the interactional properties.	The methodologies possess one of the interactional properties.	The methodologies do not possess any of the interactional properties.
Top of the mountain (= objective)	The objective possesses all the three interactional properties: 1) motor activity: Being at the highest level of expectations; 2) purposive: Being accomplishable, being encouraging, gratifying once accomplished; 3) functional: Being the last and most important aspect of a process through which students and the teacher evaluate their development		The objective possesses two of the interactional properties.	The objective possesses one of the interactional properties.	The objective does not possess any of the interactional properties.

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Supervisor: Prof. Roberto Pichihueche Mellado

Rubric to verify the presence of the mapping correspondences of the potential new metaphor 'Teaching English is climbing a mountain'

Teacher: B	Researcher: 1	Class N°1		Date: August 26th, 2016
	Direct correspondence 3 points	**Close correspondence 2 points**	**Little correspondence 1 point**	**No correspondence 0 point**
Mountain guide (= teacher)	The teacher possesses all the three interactional properties: 1) motor activity: being stood up in front of the class, moving around the classroom; 2) purposive: guiding, evaluating, providing feedback, motivating; 3) functional: teaching	The teacher possesses two of the interactional properties.	The teacher possesses one of the interactional properties.	The teacher does not possess any of the interactional properties.
Climbers (= students)	The students possess all the three interactional properties: 1) motor activity: Being seated at a desk, taking notes and speaking as requested; 2) purposive: Paying attention, taking evaluations, passing the course, being an active participant in the class; 3) functional: learning.	The students possess two of the interactional properties.	The students possess one of the interactional properties.	The students do not possess any of the interactional properties.
Climbing tools (= previous knowledge)	The previous knowledge possesses all the three interactional properties: 1) motor activity: Being at hand; 2) purposive: Being used by the students; 3) functional: Helping to acquire new knowledge	The previous knowledge possesses two of the interactional properties.	The previous knowledge possesses one of the interactional properties.	The previous knowledge does not possess any of the interactional properties.
Mountain (= learning process)	The learning process possesses all the three interactional properties: 1) motor activity: Occurring inside the classroom; 2) purposive: Presenting difficulties for the students to acquire the language, requiring effort; 3) functional: Acquiring a new language.	The learning process possesses two of the interactional properties.	The learning process possesses one of the interactional properties.	The learning process does not possess any of the interactional properties.
Path (= metho - dologies)	The methodologies possess all the three interactional properties: 1) motor activity: Occurring inside the classroom; 2) purposive: Being didactic, being specific to the needs, available to be used by teachers to teach a specific content; 3) functional: Providing ways to teach and leading to the objectives	The methodologies possess two of the interactional properties.	The methodologies possess one of the interactional properties.	The methodologies do not possess any of the interactional properties.
Top of the mountain (= objective)	The objective possesses all the three interactional properties: 1) motor activity: Being at the highest level of expectations; 2) purposive: Being accomplishable, being encouraging, gratifying once accomplished; 3) functional: Being the last and most important aspect of a process through which students and the teacher evaluate their development	The objective possesses two of the interactional properties.	The objective possesses one of the interactional properties.	The objective does not possess any of the interactional properties.

Rubric to verify the presence of the mapping correspondences of the potential new metaphor 'Teaching English is climbing a mountain'

Teacher: B	Researcher: 2		Class N°1		Date: August 26th, 2016
	Direct correspondence 3 points		**Close correspondence 2 points**	**Little correspondence 1 point**	**No correspondence 0 point**
Mountain guide (= teacher)	The teacher possesses all the three interactional properties: 1) motor activity: being stood up in front of the class, moving around the classroom; 2) purposive: guiding, evaluating, providing feedback, motivating; 3) functional: teaching		The teacher possesses two of the interactional properties.	The teacher possesses one of the interactional properties.	The teacher does not possess any of the interactional properties.
Climbers (= students)	The students possess all the three interactional properties: 1) motor activity: Being seated at a desk, taking notes and speaking as requested; 2) purposive: Paying attention, taking evaluations, passing the course, being an active participant in the class; 3) functional: learning.		The students possess two of the interactional properties.	The students possess one of the interactional properties.	The students do not possess any of the interactional properties.
Climbing tools (= previous knowledge)	The previous knowledge possesses all the three interactional properties: 1) motor activity: Being at hand; 2) purposive: Being used by the students; 3) functional: Helping to acquire new knowledge		The previous knowledge possesses two of the interactional properties.	The previous knowledge possesses one of the interactional properties.	The previous knowledge does not possess any of the interactional properties.
Mountain (= learning process)	The learning process possesses all the three interactional properties: 1) motor activity: Occurring inside the classroom; 2) purposive: Presenting difficulties for the students to acquire the language, requiring effort; 3) functional: Acquiring a new language.		The learning process possesses two of the interactional properties.	The learning process possesses one of the interactional properties.	The learning process does not possess any of the interactional properties.
Path (= metho - dologies)	The methodologies possess all the three interactional properties: 1) motor activity: Occurring inside the classroom; 2) purposive: Being didactic, being specific to the needs, available to be used by teachers to teach a specific content; 3) functional: Providing ways to teach and leading to the objectives		The methodologies possess two of the interactional properties.	The methodologies possess one of the interactional properties.	The methodologies do not possess any of the interactional properties.
Top of the mountain (= objective)	The objective possesses all the three interactional properties: 1) motor activity: Being at the highest level of expectations; 2) purposive: Being accomplishable, being encouraging, gratifying once accomplished; 3) functional: Being the last and most important aspect of a process through which students and the teacher evaluate their development		The objective possesses two of the interactional properties.	The objective possesses one of the interactional properties.	The objective does not possess any of the interactional properties.

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Rubric to verify the presence of the mapping correspondences of the potential new metaphor 'Teaching English is climbing a mountain'

Teacher: B	Researcher: 1	Class N°2		Date: October 4th, 2016
	Direct correspondence 3 points	**Close correspondence 2 points**	**Little correspondence 1 point**	**No correspondence 0 point**
Mountain guide (= teacher)	The teacher possesses all the three interactional properties: 1) motor activity: being stood up in front of the class, moving around the classroom; 2) purposive: guiding, evaluating, providing feedback, motivating; 3) functional: teaching	The teacher possesses two of the interactional properties.	The teacher possesses one of the interactional properties.	The teacher does not possess any of the interactional properties.
Climbers (= students)	The students possess all the three interactional properties: 1) motor activity: Being seated at a desk, taking notes and speaking as requested; 2) purposive: Paying attention, taking evaluations, passing the course, being an active participant in the class; 3) functional: learning.	The students possess two of the interactional properties.	The students possess one of the interactional properties.	The students do not possess any of the interactional properties.
Climbing tools (= previous knowledge)	The previous knowledge possesses all the three interactional properties: 1) motor activity: Being at hand; 2) purposive: Being used by the students; 3) functional: Helping to acquire new knowledge	The previous knowledge possesses two of the interactional properties.	The previous knowledge possesses one of the interactional properties.	The previous knowledge does not possess any of the interactional properties.
Mountain (= learning process)	The learning process possesses all the three interactional properties: 1) motor activity: Occurring inside the classroom; 2) purposive: Presenting difficulties for the students to acquire the language, requiring effort; 3) functional: Acquiring a new language.	The learning process possesses two of the interactional properties.	The learning process possesses one of the interactional properties.	The learning process does not possess any of the interactional properties.
Path (= metho-dologies)	The methodologies possess all the three interactional properties: 1) motor activity: Occurring inside the classroom; 2) purposive: Being didactic, being specific to the needs, available to be used by teachers to teach a specific content; 3) functional: Providing ways to teach and leading to the objectives	The methodologies possess two of the interactional properties.	The methodologies possess one of the interactional properties.	The methodologies do not possess any of the interactional properties.
Top of the mountain (= objective)	The objective possesses all the three interactional properties: 1) motor activity: Being at the highest level of expectations; 2) purposive: Being accomplishable, being encouraging, gratifying once accomplished; 3) functional: Being the last and most important aspect of a process through which students and the teacher evaluate their development	The objective possesses two of the interactional properties.	The objective possesses one of the interactional properties.	The objective does not possess any of the interactional properties.

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Teacher: B	Researcher: 2		Class N°2	Date: October 4th, 2016
	Direct correspondence **3 points**	**Close correspondence** **2 points**	**Little correspondence** **1 point**	**No correspondence** **0 point**
Mountain guide **(= teacher)**	The teacher possesses all the three interactional properties: 1) motor activity: being stood up in front of the class, moving around the classroom; 2) purposive: guiding, evaluating, providing feedback, motivating; 3) functional: teaching	The teacher possesses two of the interactional properties.	The teacher possesses one of the interactional properties.	The teacher does not possess any of the interactional properties.
Climbers **(= students)**	The students possess all the three interactional properties: 1) motor activity: Being seated at a desk, taking notes and speaking as requested; 2) purposive: Paying attention, taking evaluations, passing the course, being an active participant in the class; 3) functional: learning.	The students possess two of the interactional properties.	The students possess one of the interactional properties.	The students do not possess any of the interactional properties.
Climbing tools **(= previous knowledge)**	The previous knowledge possesses all the three interactional properties: 1) motor activity: Being at hand; 2) purposive: Being used by the students; 3) functional: Helping to acquire new knowledge	The previous knowledge possesses two of the interactional properties.	The previous knowledge possesses one of the interactional properties.	The previous knowledge does not possess any of the interactional properties.
Mountain **(= learning process)**	The learning process possesses all the three interactional properties: 1) motor activity: Occurring inside the classroom; 2) purposive: Presenting difficulties for the students to acquire the language, requiring effort; 3) functional: Acquiring a new language.	The learning process possesses two of the interactional properties.	The learning process possesses one of the interactional properties.	The learning process does not possess any of the interactional properties.
Path **(= metho-dologies)**	The methodologies possess all the three interactional properties: 1) motor activity: Occurring inside the classroom; 2) purposive: Being didactic, being specific to the needs, available to be used by teachers to teach a specific content; 3) functional: Providing ways to teach and leading to the objectives	The methodologies possess two of the interactional properties.	The methodologies possess one of the interactional properties.	The methodologies do not possess any of the interactional properties.
Top of the mountain **(= objective)**	The objective possesses all the three interactional properties: 1) motor activity: Being at the highest level of expectations; 2) purposive: Being accomplishable, being encouraging, gratifying once accomplished; 3) functional: Being the last and most important aspect of a process through which students and the teacher evaluate their development	The objective possesses two of the interactional properties.	The objective possesses one of the interactional properties.	The objective does not possess any of the interactional properties.

Rubric to verify the presence of the mapping correspondences of the potential new metaphor 'Teaching English is climbing a mountain'

Teacher: B	Researcher: 1		Class N°3		Date: October 11th, 2016
	Direct correspondence 3 points		**Close correspondence 2 points**	**Little correspondence 1 point**	**No correspondence 0 point**
Mountain guide (= teacher)	The teacher possesses all the three interactional properties: 1) motor activity: being stood up in front of the class, moving around the classroom; 2) purposive: guiding, evaluating, providing feedback, motivating; 3) functional: teaching		The teacher possesses two of the interactional properties.	The teacher possesses one of the interactional properties.	The teacher does not possess any of the interactional properties.
Climbers (= students)	The students possess all the three interactional properties: 1) motor activity: Being seated at a desk, taking notes and speaking as requested; 2) purposive: Paying attention, taking evaluations, passing the course, being an active participant in the class; 3) functional: learning.		The students possess two of the interactional properties.	The students possess one of the interactional properties.	The students do not possess any of the interactional properties.
Climbing tools (= previous knowledge)	The previous knowledge possesses all the three interactional properties: 1) motor activity: Being at hand; 2) purposive: Being used by the students; 3) functional: Helping to acquire new knowledge		The previous knowledge possesses two of the interactional properties.	The previous knowledge possesses one of the interactional properties.	The previous knowledge does not possess any of the interactional properties.
Mountain (= learning process)	The learning process possesses all the three interactional properties: 1) motor activity: Occurring inside the classroom; 2) purposive: Presenting difficulties for the students to acquire the language, requiring effort; 3) functional: Acquiring a new language.		The learning process possesses two of the interactional properties.	The learning process possesses one of the interactional properties.	The learning process does not possess any of the interactional properties.
Path (= metho-dologies)	The methodologies possess all the three interactional properties: 1) motor activity: Occurring inside the classroom; 2) purposive: Being didactic, being specific to the needs, available to be used by teachers to teach a specific content; 3) functional: Providing ways to teach and leading to the objectives		The methodologies possess two of the interactional properties.	The methodologies possess one of the interactional properties.	The methodologies do not possess any of the interactional properties.
Top of the mountain (= objective)	The objective possesses all the three interactional properties: 1) motor activity: Being at the highest level of expectations; 2) purposive: Being accomplishable, being encouraging, gratifying once accomplished; 3) functional: Being the last and most important aspect of a process through which students and the teacher evaluate their development		The objective possesses two of the interactional properties.	The objective possesses one of the interactional properties.	The objective does not possess any of the interactional properties.

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Rubric to verify the presence of the mapping correspondences of the potential new metaphor 'Teaching English is climbing a mountain'

Teacher: B	Researcher: 2		Class N°3		Date: October 11th, 2016
	Direct correspondence 3 points		**Close correspondence 2 points**	**Little correspondence 1 point**	**No correspondence 0 point**
Mountain guide (= teacher)	The teacher possesses all the three interactional properties: 1) motor activity: being stood up in front of the class, moving around the classroom; 2) purposive: guiding, evaluating, providing feedback, motivating; 3) functional: teaching		The teacher possesses two of the interactional properties.	The teacher possesses one of the interactional properties.	The teacher does not possess any of the interactional properties.
Climbers (= students)	The students possess all the three interactional properties: 1) motor activity: Being seated at a desk, taking notes and speaking as requested; 2) purposive: Paying attention, taking evaluations, passing the course, being an active participant in the class; 3) functional: learning.		The students possess two of the interactional properties.	The students possess one of the interactional properties.	The students do not possess any of the interactional properties.
Climbing tools (= previous knowledge)	The previous knowledge possesses all the three interactional properties: 1) motor activity: Being at hand; 2) purposive: Being used by the students; 3) functional: Helping to acquire new knowledge		The previous knowledge possesses two of the interactional properties.	The previous knowledge possesses one of the interactional properties.	The previous knowledge does not possess any of the interactional properties.
Mountain (= learning process)	The learning process possesses all the three interactional properties: 1) motor activity: Occurring inside the classroom; 2) purposive: Presenting difficulties for the students to acquire the language, requiring effort; 3) functional: Acquiring a new language.		The learning process possesses two of the interactional properties.	The learning process possesses one of the interactional properties.	The learning process does not possess any of the interactional properties.
Path (= metho - dologies)	The methodologies possess all the three interactional properties: 1) motor activity: Occurring inside the classroom; 2) purposive: Being didactic, being specific to the needs, available to be used by teachers to teach a specific content; 3) functional: Providing ways to teach and leading to the objectives		The methodologies possess two of the interactional properties.	The methodologies possess one of the interactional properties.	The methodologies do not possess any of the interactional properties.
Top of the mountain (= objective)	The objective possesses all the three interactional properties: 1) motor activity: Being at the highest level of expectations; 2) purposive: Being accomplishable, being encouraging, gratifying once accomplished; 3) functional: Being the last and most important aspect of a process through which students and the teacher evaluate their development		The objective possesses two of the interactional properties.	The objective possesses one of the interactional properties.	The objective does not possess any of the interactional properties.

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Rubric to verify the presence of the mapping correspondences of the potential new metaphor 'Teaching English is climbing a mountain'

Teacher: B	Researcher: 1	Class N°4		Date: October 18th, 2016
	Direct correspondence 3 points	**Close correspondence 2 points**	**Little correspondence 1 point**	**No correspondence 0 point**
Mountain guide (= teacher)	The teacher possesses all the three interactional properties: 1) motor activity: being stood up in front of the class, moving around the classroom; 2) purposive: guiding, evaluating, providing feedback, motivating; 3) functional: teaching	The teacher possesses two of the interactional properties.	The teacher possesses one of the interactional properties.	The teacher does not possess any of the interactional properties.
Climbers (= students)	The students possess all the three interactional properties: 1) motor activity: Being seated at a desk, taking notes and speaking as requested; 2) purposive: Paying attention, taking evaluations, passing the course, being an active participant in the class; 3) functional: learning.	The students possess two of the interactional properties.	The students possess one of the interactional properties.	The students do not possess any of the interactional properties.
Climbing tools (= previous knowledge)	The previous knowledge possesses all the three interactional properties: 1) motor activity: Being at hand; 2) purposive: Being used by the students; 3) functional: Helping to acquire new knowledge	The previous knowledge possesses two of the interactional properties.	The previous knowledge possesses one of the interactional properties.	The previous knowledge does not possess any of the interactional properties.
Mountain (= learning process)	The learning process possesses all the three interactional properties: 1) motor activity: Occurring inside the classroom; 2) purposive: Presenting difficulties for the students to acquire the language, requiring effort; 3) functional: Acquiring a new language.	The learning process possesses two of the interactional properties.	The learning process possesses one of the interactional properties.	The learning process does not possess any of the interactional properties.
Path (= metho - dologies)	The methodologies possess all the three interactional properties: 1) motor activity: Occurring inside the classroom; 2) purposive: Being didactic, being specific to the needs, available to be used by teachers to teach a specific content; 3) functional: Providing ways to teach and leading to the objectives	The methodologies possess two of the interactional properties.	The methodologies possess one of the interactional properties.	The methodologies do not possess any of the interactional properties.
Top of the mountain (= objective)	The objective possesses all the three interactional properties: 1) motor activity: Being at the highest level of expectations; 2) purposive: Being accomplishable, being encouraging, gratifying once accomplished; 3) functional: Being the last and most important aspect of a process through which students and the teacher evaluate their development	The objective possesses two of the interactional properties.	The objective possesses one of the interactional properties.	The objective does not possess any of the interactional properties.

Rubric to verify the presence of the mapping correspondences of the potential new metaphor 'Teaching English is climbing a mountain'

Teacher: B	Researcher: 2		Class N°4	Date: October 18th, 2016	
	Direct correspondence **3 points**		**Close correspondence** **2 points**	**Little correspondence** **1 point**	**No correspondence** **0 point**
Mountain guide **(= teacher)**	The teacher possesses all the three interactional properties: 1) motor activity: being stood up in front of the class, moving around the classroom; 2) purposive: guiding, evaluating, providing feedback, motivating; 3) functional: teaching		The teacher possesses two of the interactional properties.	The teacher possesses one of the interactional properties.	The teacher does not possess any of the interactional properties.
Climbers **(= students)**	The students possess all the three interactional properties: 1) motor activity: Being seated at a desk, taking notes and speaking as requested; 2) purposive: Paying attention, taking evaluations, passing the course, being an active participant in the class; 3) functional: learning.		The students possess two of the interactional properties.	The students possess one of the interactional properties.	The students do not possess any of the interactional properties.
Climbing tools **(= previous knowledge)**	The previous knowledge possesses all the three interactional properties: 1) motor activity: Being at hand; 2) purposive: Being used by the students; 3) functional: Helping to acquire new knowledge		The previous knowledge possesses two of the interactional properties.	The previous knowledge possesses one of the interactional properties.	The previous knowledge does not possess any of the interactional properties.
Mountain **(= learning process)**	The learning process possesses all the three interactional properties: 1) motor activity: Occurring inside the classroom; 2) purposive: Presenting difficulties for the students to acquire the language, requiring effort; 3) functional: Acquiring a new language.		The learning process possesses two of the interactional properties.	The learning process possesses one of the interactional properties.	The learning process does not possess any of the interactional properties.
Path **(= metho-dologies)**	The methodologies possess all the three interactional properties: 1) motor activity: Occurring inside the classroom; 2) purposive: Being didactic, being specific to the needs, available to be used by teachers to teach a specific content; 3) functional: Providing ways to teach and leading to the objectives		The methodologies possess two of the interactional properties.	The methodologies possess one of the interactional properties.	The methodologies do not possess any of the interactional properties.
Top of the mountain **(= objective)**	The objective possesses all the three interactional properties: 1) motor activity: Being at the highest level of expectations; 2) purposive: Being accomplishable, being encouraging, gratifying once accomplished; 3) functional: Being the last and most important aspect of a process through which students and the teacher evaluate their development		The objective possesses two of the interactional properties.	The objective possesses one of the interactional properties.	The objective does not possess any of the interactional properties.

Rubric to verify the presence of the mapping correspondences of the potential new metaphor 'Teaching English is climbing a mountain'

Teacher: B	Researcher: 1		Class N°5		Date: October 25th, 2016
	Direct correspondence 3 points		**Close correspondence 2 points**	**Little correspondence 1 point**	**No correspondence 0 point**
Mountain guide (= teacher)	The teacher possesses all the three interactional properties: 1) motor activity: being stood up in front of the class, moving around the classroom; 2) purposive: guiding, evaluating, providing feedback, motivating; 3) functional: teaching		The teacher possesses two of the interactional properties.	The teacher possesses one of the interactional properties.	The teacher does not possess any of the interactional properties.
Climbers (= students)	The students possess all the three interactional properties: 1) motor activity: Being seated at a desk, taking notes and speaking as requested; 2) purposive: Paying attention, taking evaluations, passing the course, being an active participant in the class; 3) functional: learning.		The students possess two of the interactional properties.	The students possess one of the interactional properties.	The students do not possess any of the interactional properties.
Climbing tools (= previous knowledge)	The previous knowledge possesses all the three interactional properties: 1) motor activity: Being at hand; 2) purposive: Being used by the students; 3) functional: Helping to acquire new knowledge		The previous knowledge possesses two of the interactional properties.	The previous knowledge possesses one of the interactional properties.	The previous knowledge does not possess any of the interactional properties.
Mountain (= learning process)	The learning process possesses all the three interactional properties: 1) motor activity: Occurring inside the classroom; 2) purposive: Presenting difficulties for the students to acquire the language, requiring effort; 3) functional: Acquiring a new language.		The learning process possesses two of the interactional properties.	The learning process possesses one of the interactional properties.	The learning process does not possess any of the interactional properties.
Path (= metho - dologies)	The methodologies possess all the three interactional properties: 1) motor activity: Occurring inside the classroom; 2) purposive: Being didactic, being specific to the needs, available to be used by teachers to teach a specific content; 3) functional: Providing ways to teach and leading to the objectives		The methodologies possess two of the interactional properties.	The methodologies possess one of the interactional properties.	The methodologies do not possess any of the interactional properties.
Top of the mountain (= objective)	The objective possesses all the three interactional properties: 1) motor activity: Being at the highest level of expectations; 2) purposive: Being accomplishable, being encouraging, gratifying once accomplished; 3) functional: Being the last and most important aspect of a process through which students and the teacher evaluate their development		The objective possesses two of the interactional properties.	The objective possesses one of the interactional properties.	The objective does not possess any of the interactional properties.

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Rubric to verify the presence of the mapping correspondences of the potential new metaphor 'Teaching English is climbing a mountain'

Teacher: B	Researcher: 2	Class N°5		Date: October 25th, 2016
	Direct correspondence 3 points	**Close correspondence 2 points**	**Little correspondence 1 point**	**No correspondence 0 point**
Mountain guide (= teacher)	The teacher possesses all the three interactional properties: 1) motor activity: being stood up in front of the class, moving around the classroom; 2) purposive: guiding, evaluating, providing feedback, motivating; 3) functional: teaching	The teacher possesses two of the interactional properties.	The teacher possesses one of the interactional properties.	The teacher does not possess any of the interactional properties.
Climbers (= students)	The students possess all the three interactional properties: 1) motor activity: Being seated at a desk, taking notes and speaking as requested; 2) purposive: Paying attention, taking evaluations, passing the course, being an active participant in the class; 3) functional: learning.	The students possess two of the interactional properties.	The students possess one of the interactional properties.	The students do not possess any of the interactional properties.
Climbing tools (= previous knowledge)	The previous knowledge possesses all the three interactional properties: 1) motor activity: Being at hand; 2) purposive: Being used by the students; 3) functional: Helping to acquire new knowledge	The previous knowledge possesses two of the interactional properties.	The previous knowledge possesses one of the interactional properties.	The previous knowledge does not possess any of the interactional properties.
Mountain (= learning process)	The learning process possesses all the three interactional properties: 1) motor activity: Occurring inside the classroom; 2) purposive: Presenting difficulties for the students to acquire the language, requiring effort; 3) functional: Acquiring a new language.	The learning process possesses two of the interactional properties.	The learning process possesses one of the interactional properties.	The learning process does not possess any of the interactional properties.
Path (= metho - dologies)	The methodologies possess all the three interactional properties: 1) motor activity: Occurring inside the classroom; 2) purposive: Being didactic, being specific to the needs, available to be used by teachers to teach a specific content; 3) functional: Providing ways to teach and leading to the objectives	The methodologies possess two of the interactional properties.	The methodologies possess one of the interactional properties.	The methodologies do not possess any of the interactional properties.
Top of the mountain (= objective)	The objective possesses all the three interactional properties: 1) motor activity: Being at the highest level of expectations; 2) purposive: Being accomplishable, being encouraging, gratifying once accomplished; 3) functional: Being the last and most important aspect of a process through which students and the teacher evaluate their development	The objective possesses two of the interactional properties.	The objective possesses one of the interactional properties.	The objective does not possess any of the interactional properties.

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Teacher: C	Researcher: 1	Class N°1		Date: September 8th, 2016
	Direct correspondence 3 points	**Close correspondence 2 points**	**Little correspondence 1 point**	**No correspondence 0 point**
Mountain guide (= teacher)	The teacher possesses all the three interactional properties: 1) motor activity: being stood up in front of the class, moving around the classroom; 2) purposive: guiding, evaluating, providing feedback, motivating; 3) functional: teaching	The teacher possesses two of the interactional properties.	The teacher possesses one of the interactional properties.	The teacher does not possess any of the interactional properties.
Climbers (= students)	The students possess all the three interactional properties: 1) motor activity: Being seated at a desk, taking notes and speaking as requested; 2) purposive: Paying attention, taking evaluations, passing the course, being an active participant in the class; 3) functional: learning.	The students possess two of the interactional properties.	The students possess one of the interactional properties.	The students do not possess any of the interactional properties.
Climbing tools (= previous knowledge)	The previous knowledge possesses all the three interactional properties: 1) motor activity: Being at hand; 2) purposive: Being used by the students; 3) functional: Helping to acquire new knowledge	The previous knowledge possesses two of the interactional properties.	The previous knowledge possesses one of the interactional properties.	The previous knowledge does not possess any of the interactional properties.
Mountain (= learning process)	The learning process possesses all the three interactional properties: 1) motor activity: Occurring inside the classroom; 2) purposive: Presenting difficulties for the students to acquire the language, requiring effort; 3) functional: Acquiring a new language.	The learning process possesses two of the interactional properties.	The learning process possesses one of the interactional properties.	The learning process does not possess any of the interactional properties.
Path (= metho-dologies)	The methodologies possess all the three interactional properties: 1) motor activity: Occurring inside the classroom; 2) purposive: Being didactic, being specific to the needs, available to be used by teachers to teach a specific content; 3) functional: Providing ways to teach and leading to the objectives	The methodologies possess two of the interactional properties.	The methodologies possess one of the interactional properties.	The methodologies do not possess any of the interactional properties.
Top of the mountain (= objective)	The objective possesses all the three interactional properties: 1) motor activity: Being at the highest level of expectations; 2) purposive: Being accomplishable, being encouraging, gratifying once accomplished; 3) functional: Being the last and most important aspect of a process through which students and the teacher evaluate their development	The objective possesses two of the interactional properties.	The objective possesses one of the interactional properties.	The objective does not possess any of the interactional properties.

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Rubric to verify the presence of the mapping correspondences of the potential new metaphor 'Teaching English is climbing a mountain'

Teacher: C	Researcher: 2	Class N°1		Date: September 8th, 2016
	Direct correspondence 3 points	**Close correspondence 2 points**	**Little correspondence 1 point**	**No correspondence 0 point**
Mountain guide (= teacher)	The teacher possesses all the three interactional properties: 1) motor activity: being stood up in front of the class, moving around the classroom; 2) purposive: guiding, evaluating, providing feedback, motivating; 3) functional: teaching	The teacher possesses two of the interactional properties.	The teacher possesses one of the interactional properties.	The teacher does not possess any of the interactional properties.
Climbers (= students)	The students possess all the three interactional properties: 1) motor activity: Being seated at a desk, taking notes and speaking as requested; 2) purposive: Paying attention, taking evaluations, passing the course, being an active participant in the class; 3) functional: learning.	The students possess two of the interactional properties.	The students possess one of the interactional properties.	The students do not possess any of the interactional properties.
Climbing tools (= previous knowledge)	The previous knowledge possesses all the three interactional properties: 1) motor activity: Being at hand; 2) purposive: Being used by the students; 3) functional: Helping to acquire new knowledge	The previous knowledge possesses two of the interactional properties.	The previous knowledge possesses one of the interactional properties.	The previous knowledge does not possess any of the interactional properties.
Mountain (= learning process)	The learning process possesses all the three interactional properties: 1) motor activity: Occurring inside the classroom; 2) purposive: Presenting difficulties for the students to acquire the language, requiring effort; 3) functional: Acquiring a new language.	The learning process possesses two of the interactional properties.	The learning process possesses one of the interactional properties.	The learning process does not possess any of the interactional properties.
Path (= metho-dologies)	The methodologies possess all the three interactional properties: 1) motor activity: Occurring inside the classroom; 2) purposive: Being didactic, being specific to the needs, available to be used by teachers to teach a specific content; 3) functional: Providing ways to teach and leading to the objectives	The methodologies possess two of the interactional properties.	The methodologies possess one of the interactional properties.	The methodologies do not possess any of the interactional properties.
Top of the mountain (= objective)	The objective possesses all the three interactional properties: 1) motor activity: Being at the highest level of expectations; 2) purposive: Being accomplishable, being encouraging, gratifying once accomplished; 3) functional: Being the last and most important aspect of a process through which students and the teacher evaluate their development	The objective possesses two of the interactional properties.	The objective possesses one of the interactional properties.	The objective does not possess any of the interactional properties.

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Rubric to verify the presence of the mapping correspondences of the potential new metaphor 'Teaching English is climbing a mountain'

Teacher: C		Researcher: 1	Class N°2		Date: October 6th, 2016

	Direct correspondence **3 points**	**Close correspondence** **2 points**	**Little correspondence** **1 point**	**No correspondence** **0 point**
Mountain guide **(= teacher)**	The teacher possesses all the three interactional properties: 1) motor activity: being stood up in front of the class, moving around the classroom; 2) purposive: guiding, evaluating, providing feedback, motivating; 3) functional: teaching	The teacher possesses two of the interactional properties.	The teacher possesses one of the interactional properties.	The teacher does not possess any of the interactional properties.
Climbers **(= students)**	The students possess all the three interactional properties: 1) motor activity: Being seated at a desk, taking notes and speaking as requested; 2) purposive: Paying attention, taking evaluations, passing the course, being an active participant in the class; 3) functional: learning.	The students possess two of the interactional properties.	The students possess one of the interactional properties.	The students do not possess any of the interactional properties.
Climbing tools **(= previous knowledge)**	The previous knowledge possesses all the three interactional properties: 1) motor activity: Being at hand; 2) purposive: Being used by the students; 3) functional: Helping to acquire new knowledge	The previous knowledge possesses two of the interactional properties.	The previous knowledge possesses one of the interactional properties.	The previous knowledge does not possess any of the interactional properties.
Mountain **(= learning process)**	The learning process possesses all the three interactional properties: 1) motor activity: Occurring inside the classroom; 2) purposive: Presenting difficulties for the students to acquire the language, requiring effort; 3) functional: Acquiring a new language.	The learning process possesses two of the interactional properties.	The learning process possesses one of the interactional properties.	The learning process does not possess any of the interactional properties.
Path **(= metho - dologies)**	The methodologies possess all the three interactional properties: 1) motor activity: Occurring inside the classroom; 2) purposive: Being didactic, being specific to the needs, available to be used by teachers to teach a specific content; 3) functional: Providing ways to teach and leading to the objectives	The methodologies possess two of the interactional properties.	The methodologies possess one of the interactional properties.	The methodologies do not possess any of the interactional properties.
Top of the mountain **(= objective)**	The objective possesses all the three interactional properties: 1) motor activity: Being at the highest level of expectations; 2) purposive: Being accomplishable, being encouraging, gratifying once accomplished; 3) functional: Being the last and most important aspect of a process through which students and the teacher evaluate their development	The objective possesses two of the interactional properties.	The objective possesses one of the interactional properties.	The objective does not possess any of the interactional properties.

Rubric to verify the presence of the mapping correspondences of the potential new metaphor 'Teaching English is climbing a mountain'

Teacher: C	Researcher: 2	Class N°2	Date: October 6th, 2016		
	Direct correspondence **3 points**		**Close correspondence** **2 points**	**Little correspondence** **1 point**	**No correspondence** **0 point**
Mountain guide **(= teacher)**	The teacher possesses all the three interactional properties: 1) motor activity: being stood up in front of the class, moving around the classroom; 2) purposive: guiding, evaluating, providing feedback, motivating; 3) functional: teaching		The teacher possesses two of the interactional properties.	The teacher possesses one of the interactional properties.	The teacher does not possess any of the interactional properties.
Climbers **(= students)**	The students possess all the three interactional properties: 1) motor activity: Being seated at a desk, taking notes and speaking as requested; 2) purposive: Paying attention, taking evaluations, passing the course, being an active participant in the class; 3) functional: learning.		The students possess two of the interactional properties.	The students possess one of the interactional properties.	The students do not possess any of the interactional properties.
Climbing tools **(= previous knowledge)**	The previous knowledge possesses all the three interactional properties: 1) motor activity: Being at hand; 2) purposive: Being used by the students; 3) functional: Helping to acquire new knowledge		The previous knowledge possesses two of the interactional properties.	The previous knowledge possesses one of the interactional properties.	The previous knowledge does not possess any of the interactional properties.
Mountain **(= learning process)**	The learning process possesses all the three interactional properties: 1) motor activity: Occurring inside the classroom; 2) purposive: Presenting difficulties for the students to acquire the language, requiring effort; 3) functional: Acquiring a new language.		The learning process possesses two of the interactional properties.	The learning process possesses one of the interactional properties.	The learning process does not possess any of the interactional properties.
Path **(= metho-dologies)**	The methodologies possess all the three interactional properties: 1) motor activity: Occurring inside the classroom; 2) purposive: Being didactic, being specific to the needs, available to be used by teachers to teach a specific content; 3) functional: Providing ways to teach and leading to the objectives		The methodologies possess two of the interactional properties.	The methodologies possess one of the interactional properties.	The methodologies do not possess any of the interactional properties.
Top of the mountain **(= objective)**	The objective possesses all the three interactional properties: 1) motor activity: Being at the highest level of expectations; 2) purposive: Being accomplishable, being encouraging, gratifying once accomplished; 3) functional: Being the last and most important aspect of a process through which students and the teacher evaluate their development		The objective possesses two of the interactional properties.	The objective possesses one of the interactional properties.	The objective does not possess any of the interactional properties.

Rubric to verify the presence of the mapping correspondences of the potential new metaphor 'Teaching English is climbing a mountain'

Teacher: C	Researcher: 1		Class N°3		Date: October 20th, 2016
	Direct correspondence **3 points**		**Close correspondence** **2 points**	**Little correspondence** **1 point**	**No correspondence** **0 point**
Mountain guide **(= teacher)**	The teacher possesses all the three interactional properties: 1) motor activity: being stood up in front of the class, moving around the classroom; 2) purposive: guiding, evaluating, providing feedback, motivating; 3) functional: teaching		The teacher possesses two of the interactional properties.	The teacher possesses one of the interactional properties.	The teacher does not possess any of the interactional properties.
Climbers **(= students)**	The students possess all the three interactional properties: 1) motor activity: Being seated at a desk, taking notes and speaking as requested; 2) purposive: Paying attention, taking evaluations, passing the course, being an active participant in the class; 3) functional: learning.		The students possess two of the interactional properties.	The students possess one of the interactional properties.	The students do not possess any of the interactional properties.
Climbing tools **(= previous knowledge)**	The previous knowledge possesses all the three interactional properties: 1) motor activity: Being at hand; 2) purposive: Being used by the students; 3) functional: Helping to acquire new knowledge		The previous knowledge possesses two of the interactional properties.	The previous knowledge possesses one of the interactional properties.	The previous knowledge does not possess any of the interactional properties.
Mountain **(= learning process)**	The learning process possesses all the three interactional properties: 1) motor activity: Occurring inside the classroom; 2) purposive: Presenting difficulties for the students to acquire the language, requiring effort; 3) functional: Acquiring a new language.		The learning process possesses two of the interactional properties.	The learning process possesses one of the interactional properties.	The learning process does not possess any of the interactional properties.
Path **(= metho - dologies)**	The methodologies possess all the three interactional properties: 1) motor activity: Occurring inside the classroom; 2) purposive: Being didactic, being specific to the needs, available to be used by teachers to teach a specific content; 3) functional: Providing ways to teach and leading to the objectives		The methodologies possess two of the interactional properties.	The methodologies possess one of the interactional properties.	The methodologies do not possess any of the interactional properties.
Top of the mountain **(= objective)**	The objective possesses all the three interactional properties: 1) motor activity: Being at the highest level of expectations; 2) purposive: Being accomplishable, being encouraging, gratifying once accomplished; 3) functional: Being the last and most important aspect of a process through which students and the teacher evaluate their development		The objective possesses two of the interactional properties.	The objective possesses one of the interactional properties.	The objective does not possess any of the interactional properties.

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Rubric to verify the presence of the mapping correspondences of the potential new metaphor 'Teaching English is climbing a mountain'

Teacher: C	Researcher: 2		Class N°3		Date: October 20th, 2016
	Direct correspondence **3 points**		**Close correspondence** **2 points**	**Little correspondence** **1 point**	**No correspondence** **0 point**
Mountain guide (= teacher)	The teacher possesses all the three interactional properties: 1) motor activity: being stood up in front of the class, moving around the classroom; 2) purposive: guiding, evaluating, providing feedback, motivating; 3) functional: teaching		The teacher possesses two of the interactional properties.	The teacher possesses one of the interactional properties.	The teacher does not possess any of the interactional properties.
Climbers (= students)	The students possess all the three interactional properties: 1) motor activity: Being seated at a desk, taking notes and speaking as requested; 2) purposive: Paying attention, taking evaluations, passing the course, being an active participant in the class; 3) functional: learning.		The students possess two of the interactional properties.	The students possess one of the interactional properties.	The students do not possess any of the interactional properties.
Climbing tools (= previous knowledge)	The previous knowledge possesses all the three interactional properties: 1) motor activity: Being at hand; 2) purposive: Being used by the students; 3) functional: Helping to acquire new knowledge		The previous knowledge possesses two of the interactional properties.	The previous knowledge possesses one of the interactional properties.	The previous knowledge does not possess any of the interactional properties.
Mountain (= learning process)	The learning process possesses all the three interactional properties: 1) motor activity: Occurring inside the classroom; 2) purposive: Presenting difficulties for the students to acquire the language, requiring effort; 3) functional: Acquiring a new language.		The learning process possesses two of the interactional properties.	The learning process possesses one of the interactional properties.	The learning process does not possess any of the interactional properties.
Path (= metho-dologies)	The methodologies possess all the three interactional properties: 1) motor activity: Occurring inside the classroom; 2) purposive: Being didactic, being specific to the needs, available to be used by teachers to teach a specific content; 3) functional: Providing ways to teach and leading to the objectives		The methodologies possess two of the interactional properties.	The methodologies possess one of the interactional properties.	The methodologies do not possess any of the interactional properties.
Top of the mountain (= objective)	The objective possesses all the three interactional properties: 1) motor activity: Being at the highest level of expectations; 2) purposive: Being accomplishable, being encouraging, gratifying once accomplished; 3) functional: Being the last and most important aspect of a process through which students and the teacher evaluate their development		The objective possesses two of the interactional properties.	The objective possesses one of the interactional properties.	The objective does not possess any of the interactional properties.

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Rubric to verify the presence of the mapping correspondences of the potential new metaphor 'Teaching English is climbing a mountain'

Teacher: C	Researcher: 1		Class N°4		Date: October 27th, 2016

	Direct correspondence **3 points**	**Close correspondence** **2 points**	**Little correspondence** **1 point**	**No correspondence** **0 point**
Mountain guide **(= teacher)**	The teacher possesses all the three interactional properties: 1) motor activity: being stood up in front of the class, moving around the classroom; 2) purposive: guiding, evaluating, providing feedback, motivating; 3) functional: teaching	The teacher possesses two of the interactional properties.	The teacher possesses one of the interactional properties.	The teacher does not possess any of the interactional properties.
Climbers **(= students)**	The students possess all the three interactional properties: 1) motor activity: Being seated at a desk, taking notes and speaking as requested; 2) purposive: Paying attention, taking evaluations, passing the course, being an active participant in the class; 3) functional: learning.	The students possess two of the interactional properties.	The students possess one of the interactional properties.	The students do not possess any of the interactional properties.
Climbing tools **(= previous knowledge)**	The previous knowledge possesses all the three interactional properties: 1) motor activity: Being at hand; 2) purposive: Being used by the students; 3) functional: Helping to acquire new knowledge	The previous knowledge possesses two of the interactional properties.	The previous knowledge possesses one of the interactional properties.	The previous knowledge does not possess any of the interactional properties.
Mountain **(= learning process)**	The learning process possesses all the three interactional properties: 1) motor activity: Occurring inside the classroom; 2) purposive: Presenting difficulties for the students to acquire the language, requiring effort; 3) functional: Acquiring a new language.	The learning process possesses two of the interactional properties.	The learning process possesses one of the interactional properties.	The learning process does not possess any of the interactional properties.
Path **(= metho - dologies)**	The methodologies possess all the three interactional properties: 1) motor activity: Occurring inside the classroom; 2) purposive: Being didactic, being specific to the needs, available to be used by teachers to teach a specific content; 3) functional: Providing ways to teach and leading to the objectives	The methodologies possess two of the interactional properties.	The methodologies possess one of the interactional properties.	The methodologies do not possess any of the interactional properties.
Top of the mountain **(= objective)**	The objective possesses all the three interactional properties: 1) motor activity: Being at the highest level of expectations; 2) purposive: Being accomplishable, being encouraging, gratifying once accomplished; 3) functional: Being the last and most important aspect of a process through which students and the teacher evaluate their development	The objective possesses two of the interactional properties.	The objective possesses one of the interactional properties.	The objective does not possess any of the interactional properties.

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Rubric to verify the presence of the mapping correspondences of the potential new metaphor 'Teaching English is climbing a mountain'

Teacher: C	Researcher: 2		Class N°4		Date: October 27th, 2016
	Direct correspondence 3 points		**Close correspondence 2 points**	**Little correspondence 1 point**	**No correspondence 0 point**
Mountain guide (= teacher)	The teacher possesses all the three interactional properties: 1) motor activity: being stood up in front of the class, moving around the classroom; 2) purposive: guiding, evaluating, providing feedback, motivating; 3) functional: teaching		The teacher possesses two of the interactional properties.	The teacher possesses one of the interactional properties.	The teacher does not possess any of the interactional properties.
Climbers (= students)	The students possess all the three interactional properties: 1) motor activity: Being seated at a desk, taking notes and speaking as requested; 2) purposive: Paying attention, taking evaluations, passing the course, being an active participant in the class; 3) functional: learning.		The students possess two of the interactional properties.	The students possess one of the interactional properties.	The students do not possess any of the interactional properties.
Climbing tools (= previous knowledge)	The previous knowledge possesses all the three interactional properties: 1) motor activity: Being at hand; 2) purposive: Being used by the students; 3) functional: Helping to acquire new knowledge		The previous knowledge possesses two of the interactional properties.	The previous knowledge possesses one of the interactional properties.	The previous knowledge does not possess any of the interactional properties.
Mountain (= learning process)	The learning process possesses all the three interactional properties: 1) motor activity: Occurring inside the classroom; 2) purposive: Presenting difficulties for the students to acquire the language, requiring effort; 3) functional: Acquiring a new language.		The learning process possesses two of the interactional properties.	The learning process possesses one of the interactional properties.	The learning process does not possess any of the interactional properties.
Path (= metho - dologies)	The methodologies possess all the three interactional properties: 1) motor activity: Occurring inside the classroom; 2) purposive: Being didactic, being specific to the needs, available to be used by teachers to teach a specific content; 3) functional: Providing ways to teach and leading to the objectives		The methodologies possess two of the interactional properties.	The methodologies possess one of the interactional properties.	The methodologies do not possess any of the interactional properties.
Top of the mountain (= objective)	The objective possesses all the three interactional properties: 1) motor activity: Being at the highest level of expectations; 2) purposive: Being accomplishable, being encouraging, gratifying once accomplished; 3) functional: Being the last and most important aspect of a process through which students and the teacher evaluate their development		The objective possesses two of the interactional properties.	The objective possesses one of the interactional properties.	The objective does not possess any of the interactional properties.

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Teacher: C	Researcher: 1	Class N°5	Date: November 3rd, 2016	
	Direct correspondence 3 points	**Close correspondence 2 points**	**Little correspondence 1 point**	**No correspondence 0 point**
Mountain guide (= teacher)	The teacher possesses all the three interactional properties: 1) motor activity: being stood up in front of the class, moving around the classroom; 2) purposive: guiding, evaluating, providing feedback, motivating; 3) functional: teaching	The teacher possesses two of the interactional properties.	The teacher possesses one of the interactional properties.	The teacher does not possess any of the interactional properties.
Climbers (= students)	The students possess all the three interactional properties: 1) motor activity: Being seated at a desk, taking notes and speaking as requested; 2) purposive: Paying attention, taking evaluations, passing the course, being an active participant in the class; 3) functional: learning.	The students possess two of the interactional properties.	The students possess one of the interactional properties.	The students do not possess any of the interactional properties.
Climbing tools (= previous knowledge)	The previous knowledge possesses all the three interactional properties: 1) motor activity: Being at hand; 2) purposive: Being used by the students; 3) functional: Helping to acquire new knowledge	The previous knowledge possesses two of the interactional properties.	The previous knowledge possesses one of the interactional properties.	The previous knowledge does not possess any of the interactional properties.
Mountain (= learning process)	The learning process possesses all the three interactional properties: 1) motor activity: Occurring inside the classroom; 2) purposive: Presenting difficulties for the students to acquire the language, requiring effort; 3) functional: Acquiring a new language.	The learning process possesses two of the interactional properties.	The learning process possesses one of the interactional properties.	The learning process does not possess any of the interactional properties.
Path (= metho - dologies)	The methodologies possess all the three interactional properties: 1) motor activity: Occurring inside the classroom; 2) purposive: Being didactic, being specific to the needs, available to be used by teachers to teach a specific content; 3) functional: Providing ways to teach and leading to the objectives	The methodologies possess two of the interactional properties.	The methodologies possess one of the interactional properties.	The methodologies do not possess any of the interactional properties.
Top of the mountain (= objective)	The objective possesses all the three interactional properties: 1) motor activity: Being at the highest level of expectations; 2) purposive: Being accomplishable, being encouraging, gratifying once accomplished; 3) functional: Being the last and most important aspect of a process through which students and the teacher evaluate their development	The objective possesses two of the interactional properties.	The objective possesses one of the interactional properties.	The objective does not possess any of the interactional properties.

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Rubric to verify the presence of the mapping correspondences of the potential new metaphor 'Teaching English is climbing a mountain'

Teacher: C	Researcher: 2	Class N°5	Date: November 3rd, 2016	

	Direct correspondence 3 points	Close correspondence 2 points	Little correspondence 1 point	No correspondence 0 point
Mountain guide (= teacher)	The teacher possesses all the three interactional properties: 1) motor activity: being stood up in front of the class, moving around the classroom; 2) purposive: guiding, evaluating, providing feedback, motivating; 3) functional: teaching	The teacher possesses two of the interactional properties.	The teacher possesses one of the interactional properties.	The teacher does not possess any of the interactional properties.
Climbers (= students)	The students possess all the three interactional properties: 1) motor activity: Being seated at a desk, taking notes and speaking as requested; 2) purposive: Paying attention, taking evaluations, passing the course, being an active participant in the class; 3) functional: learning.	The students possess two of the interactional properties.	The students possess one of the interactional properties.	The students do not possess any of the interactional properties.
Climbing tools (= previous knowledge)	The previous knowledge possesses all the three interactional properties: 1) motor activity: Being at hand; 2) purposive: Being used by the students; 3) functional: Helping to acquire new knowledge	The previous knowledge possesses two of the interactional properties.	The previous knowledge possesses one of the interactional properties.	The previous knowledge does not possess any of the interactional properties.
Mountain (= learning process)	The learning process possesses all the three interactional properties: 1) motor activity: Occurring inside the classroom; 2) purposive: Presenting difficulties for the students to acquire the language, requiring effort; 3) functional: Acquiring a new language.	The learning process possesses two of the interactional properties.	The learning process possesses one of the interactional properties.	The learning process does not possess any of the interactional properties.
Path (= metho - dologies)	The methodologies possess all the three interactional properties: 1) motor activity: Occurring inside the classroom; 2) purposive: Being didactic, being specific to the needs, available to be used by teachers to teach a specific content; 3) functional: Providing ways to teach and leading to the objectives	The methodologies possess two of the interactional properties.	The methodologies possess one of the interactional properties.	The methodologies do not possess any of the interactional properties.
Top of the mountain (= objective)	The objective possesses all the three interactional properties: 1) motor activity: Being at the highest level of expectations; 2) purposive: Being accomplishable, being encouraging, gratifying once accomplished; 3) functional: Being the last and most important aspect of a process through which students and the teacher evaluate their development	The objective possesses two of the interactional properties.	The objective possesses one of the interactional properties.	The objective does not possess any of the interactional properties.

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10.2 CHART TO CLASSIFY THE LINGUISTIC EXPRESSIONS PER CLASS ACCORDING TO THE MAPPING

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Chart to classify the linguistic expressions per class according to the mapping

Class N°_____   Participant's code: _____

Linguistic Expression	Part of the mapping it belongs to
	Mountain guide (= teacher)
	Climbers (= students)
	Climbing tools (= previous knowledge)
	Mountain (= learning process)
	Path (= methodologies)
	Top of the mountain (= objective)

10.3 DATA TRANSCRIPTION AND ANALYSIS

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Data Transcription and Analysis

Class N°_____   **Participant's code: _____**

#	Exchange Type	Opening	Answering	Follow up
1				
2				
3				
4				
5				
6				
7				