Level of Competence on the use of Metaphorical Language among the Ffs- Gulf College Students

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Abstract: *It is of consensus idea that students differ in the level of use of metaphorical language in their school activities especially language- based. There are students who are far better in using metaphorical language over the others thus creating a gap between them. However, there are also students who are average, neither expert user nor no knowledge, in using metaphorical language. In addition, there are still other students who do not know any single thing about metaphorical language making them left behind by the other students of their age.*

As regards to the increasing power of metaphorical language in the world of language, it is expected that students must learn and use metaphorical language often to develop their language more their language abilities.

The objective of the study was to determine the level of competence on the use of metaphorical language among the students in the Faculty of Foundation Studies in Gulf College.

Specifically, it intended to determine the profile of the respondents in terms of sex and programme to determine their level of competence on the use of metaphorical language when they are grouped according to sex and programme, and lastly, to find out the difference in their level of use of metaphorical language according to their profile. The respondents of the study were the 216 students of the Faculty of Foundation Studies, 178 of which are males and 38 were females of the Faculty of Foundation Studies at Gulf College.

The results of the questionnaire-test revealed that majority of the respondents are males (178) which comprise 82.11 percent of the total number of respondents. The rest of which with 17.59 percent (38) are females. The students' programme was dominated by the Beginner Level with 75 or 34.7 percent, Semester 2 with 50 or 23.14 percent, Semester 1 with 46 or 21.29 percent and PRE-IFP with 45 or 20.83 percent. The respondents' level of performance on the use of metaphorical language when grouped according to sex was generally poor. Out of the 178 male respondents, 146 or 82.02 percent garnered a score ranging from 7-14 and thus their level of competence is poor. Also, out of the 38 female respondents, 32 or 84.21 percent earned a score ranging from 7-14 and thus their level of competence is poor.

The level of competence of the respondents in the 30-item metaphorical language test when they are grouped according to their programme revealed that out of the 216 respondents, 82.41 percent of the sample, which includes 55 Beginner Level, 27 PRE-IFP, 46 Semester 1 and 50 Semester 2 garnered scores ranging from 7-14 and were poor. Meanwhile, 20 Beginner and 18 PRE-IFP garnered scores between 15-22 and that denotes that their or competence in the test is satisfactory. These respondents constitute the 17.59 percent of the total respondents.

The T-Test analysis results showed that indeed there is no significant difference in the respondents' level of competence on the use of metaphorical language when they are grouped according to sex. Based on the data, P-value which is 0.80 is greater than $\propto = 0.05$, thus, the null hypothesis number 1 is accepted.

The Analysis of Variance (ANOVA) results revealed that indeed there is no significant difference in the respondents' level of competence in the use of metaphorical language when they are grouped according to programme. Based on the data, P-value of 0.53 which is undeniably not less than or equal to alpha ($\propto$) which is 0.05, and thus, hypothesis number 2 is accepted.

In the light of the findings, the study concludes that students' level of competence on the use of metaphorical language is generally poor. Moreover, students' level of competence on the use of metaphorical language does not significantly differ regardless of their sex and programme.

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It is also recommended that varied exercises related to metaphor must be given by English lecturers especially to determine the specific strengths and weaknesses of the students so that they may have known what to do and how to do the remediation as the case may be. In addition, English lecturers are encouraged to give more emphasis in their instruction the lesson on metaphorical language to acquaint and further develop the knowledge of the students of metaphorical language.

1. THE PROBLEM AND ITS BACKGROUND

1.1. Introduction

Metaphorical language is a more medium in cognizing the world than purely an emblematic device. It is a requisite tool in language learning and language teaching. However, its users are not sentient of its existence.

Lan (2005) wrote that the study of metaphor in the line of rhetoric can be traced back to scholars from Aristotle to Richards. He further cited that Aristotle, in his famous book, *Poetics,* gave his definition of metaphor, thus : "Metaphor consists in giving the thing a name that belongs to something else; the transference being either from genus to species, or from species to genus, or from species to species, or on grounds of analogy."

Metaphors has been used and valued since antiquity. Aristotle once commented that "the greatest thing, by far, is to be a master of metaphor; it is the one thing that cannot be learnt; and it is also a sign of a genius…" Moreover, metaphors are also found in passages from the most celebrated Sumerian epic of Gilgamesh to the Greek plays of Sophocles and Euripides also attest to the long and distinguished history of this trope. (www.Wikipedia.com)

There are many uses of metaphorical language but it is often used in poetry, prose and drama. It is primordially referred to as the "language of poetry". It is also an important aspect of speech and writing. As an aspect of speech and writing, metaphors qualify a style characterized by a type of comparison or an analogy. An expression, usually a word or a phrase, which by implication suggests the likeness of a thing to another thing, gives style to an item of speech and writing. As a characteristic of speech and writing, metaphors serve the poetic imagination of writers and they are often used for descriptive purposes. They are also used by writers to create a particular mood through the comparison of two seemingly related yet unrelated things.

Metaphor is a way to create common ground. It pulls from what is ultimately shared or sharable human experience. And it serves not only as a literary device, but also as a versatile, robust element of our cognitive processes. Students use metaphorical frames when they think, when they speak and most importantly, when they collaborate. In fact, this type of figurative speech has been seen as a fundamental aspect in the development of the human cognition, comprehension and learning.

When students employ metaphor frequently in everyday speech, the technicalities of the technique often remains in obscurity. Metaphors have the power to clarify and enlighten, but students seldom use them intentionally to make a point, or work or find ways to control their full potential.

The fact that the world of language offers the use of metaphorical language, the only problem is that the students are not interested; they are indolent in acquiring the body of knowledge it gives and shares.

It is of consensus idea that students differ in the level of use of metaphorical language in their school activities especially language- based. There are students who are far better in using metaphorical language over the others thus creating a gap between them. However, there are also students who are average, neither expert user nor no knowledge, in using metaphorical language. In addition, there are still other students who do not know any single thing about metaphorical language making them left behind by the other students of their age.

As regards to the increasing power of metaphorical language in the world of language, it is expected that students must learn and use metaphorical language often to develop their language more their language abilities.

1.2. Statement of the Problem

Generally, this study aimed to determine the level of the use of metaphorical language of the Faculty of Foundation Studies- Gulf College students.

Specifically, it sought to answer the following questions:

1. What is the profile of the respondents in terms of:
    a. Sex
    b. Programme
2. What is the level of performance of the respondents' use of metaphorical language when they are grouped according to sex and programme?
3. Is there a significant difference in the respondents' level of use of metaphorical language when they are grouped according to sex and programme?
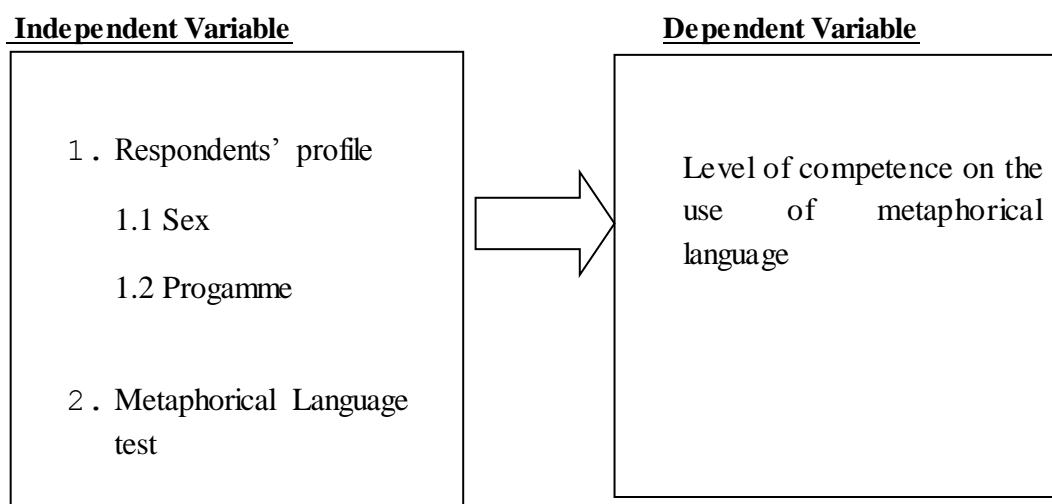
1.3. Research Paradigm

Independent Variable

1. Respondents' profile

    1.1 Sex

    1.2 Progamme

2. Metaphorical Language test

Dependent Variable

Level of competence on the use of metaphorical language

Figure1. *A paradigm showing the Independent and Dependent variables of the study.*

1.4. Scope and Delimitation

This study covered the use of metaphorical language of the students from the Faculty of Foundation Studies in Gulf College. This means how well they can use metaphors in their discourse. The study was conducted in the academic year 2015-2016.

1.5. Keywords

Level of Competence on the Use of Metaphorical, Metaphor, Metaphorical language and Metaphorical language

1.6. Research Design

The descriptive research design was employed in the study. Glass & Hopkins (1994) defined descriptive research as a method that involves gathering data that describe events and then organizes, tabulates, depicts, and describes the data collection. Moreover, descriptive studies report summary data such as measures of central tendency including the mean, median, mode, deviance from the mean, variation, percentage, and correlation between variables.

This was the most appropriate design since the study seeks to find out the current situations or aspects of the respondents' use of metaphorical language. The study is also aimed towards the description and/or identification of problems that may arise about the respondents level of competence on the use of metaphorical language.

1.7. Respondents and Sampling Procedures

The respondents of the study were the students of the Faculty of Foundation Studies of Gulf College, Academic Year 2015-2016.

For the number of the respondents for this study, total enumeration was used. From the four programmes of the Faculty of Foundation Studies, there are 38females and 178 males, a total of 216 were involved in the study.

1.8. Locale of the Study

The study was conducted at the Faculty of Foundation Studies, Gulf College. The Faculty of Foundation Studies is offering four programmes: Beginner, PRE-IFP, Semester 1 and Semester 2.

This study considered the students in all the four programmes of the Faculty of Foundation Studies for the academic year 2015-2016.

The researcher chose the Faculty of Foundation Studies as the target for study for it is of indispensable consideration for the lecturers to have an adept knowledge about metaphors and should be teaching them substantially, effectively, and efficiently. Hence, this study is geared toward the development of teaching of metaphors to students.

1.9. Research Instrument

As a data gathering tool, an originally constructed 30-item metaphorical language test was administered to determine the respondents' level of competence on the use of metaphorical language. The constructedmetaphorical language test is composed of poems, most of which are Shakespeare's, which used metaphors. The poems are succeeded by metaphorical questions of varying difficulty. The respondents then were asked to read carefully the poems then have to answer the questions that follow and will have to answer on the answer sheet provided.

1.10. Data Gathering Procedure

The researcher sought first the permission of the Head of the Faculty of Foundation Studies. After permission was granted, the researcher personally administered the constructedmetaphorical language test among the respondents. Then, the researcher convened the respondents, one section at a time in one room to conduct the constructed test and discussed the following:

First, the researcher explained the nature and purpose of the study and emphasized the need for answering the metaphorical language test honestly and truthfully.

And second, the researcher distributed the papers to the students in which they answered it according to the directions indicated in the metaphorical language test. The test lasted for about an hour.

1.11. Statistical Treatment and Analysis

After conducting the constructed metaphorical language test among the respondents, the data gathered were collected, tabulated and analyzed.

Frequency count and percentage distribution was used in treating the data for the specific problem number one and two about the respondents' profile in terms of sex and programme and level of competence.

In determining the respondents' level of competence on the use of metaphorical language, the 5-point Likert Scale below was utilized.

Score	Descriptive Value
28-30	Excellent
22-27	Very Satisfactory
15-24	Satisfactory
7-14	Poor
0-6	Very poor

T-test Analysis was used to determine if there is a significant difference in the respondents' level of competence on the use of metaphorical language when they are grouped according to sex.

Likewise, the Analysis of Variance (ANOVA) for single factor was utilized to determine if there is a significant difference in the respondents' level of competence on the use of metaphorical language when they are grouped according to programme.

2. PRESENTATION, ANALYSIS, AND INTERPRETATION OF DATA

2.1. Profile of the Respondents

Table 1 presents the frequency and percentage distribution of the respondents when they are grouped according to sex. There are 216 respondents involved in the study and with that sample, majority, which comprise 82.11 percent or178 are males. The rest of which with 17.59 percent or 38 are females.

Table1. *Frequency and percentage distribution of the respondents when grouped according to sex.*

Sex	Frequency	Percentage
Female	38	17.59
Male	178	82.41
TOTAL	216	100%

Table 2 unveils the frequency and percentage distribution of the respondents when they are grouped according to their programme.

Table2. *Frequency and percentage distribution of the respondents when grouped according to programme.*

Programme	Frequency	Percentage
Beginner	75	34.7
PRE-IFP	45	20.8
Semester 1	46	21.2
Semester 2	50	23.14
TOTAL	216	100

2.2. Respondents' Level of Competence

Table 3 contains the level of competence of the respondents in the 30-item metaphorical language test when they are grouped according to sex. It shows that 32 males or 17.98 percent of the total number of male respondents scored from 15-22 which denotes a satisfactory performance and 6females or 15.79 percent of the total number of female respondents did the same and thus their level of competence is satisfactory. Also, out of the 178 male respondents, 146 or 82.02 percent garnered a score ranging from 7-14 and thus rated poor. Also, out of the 38female respondents, 32 or 84.21 percent earned a score ranging from 7-14 and thus their level of competence is poor.

Table3. *Level of competence of the respondents in the 30-item metaphorical language test when grouped according to sex.*

Score	DV	Female		Male		TO-TAL	%
		F	%	F	%		
28-30	Excellent	0	0	0	0	0	0
23-27	Very Satisfactory	0	0	0	0	0	0
15-22	Satisfactory	6	15.79	32	17.98	38	17.59
7-14	Poor	32	84.21	146	82.02	178	82.41
0-6 TOTAL	Very Poor	0 38	0 100	0 178	0 100	0 216	0 100

DV- *Descriptive Value*

F- *Frequency*

%- *Percentage*

Table 4 shows the level of competence of the respondents in the 30-item metaphorical language test when they are grouped according to their ethnicity. The results of the test reveal that out of the 216 respondents, 20Beginner, 18 PRE-IFP, garnered scores between 15-22 and that denotes that their performance or competence in the test is satisfactory. These respondents constitute the 17.59 percent of the total number of respondents. Meanwhile, the other 82.41 percent of the sample, which includes 46Semester 1, 27 PRE-IFP, 55Beginner Level, 50 Semester 2 garnered scores ranging from 7-14 which denotes that they have a poor performance in the 30-item metaphorical language test.

Table4. *Level of competence of the respondents in the 30-item metaphorical language test when according to their programme.*

Score	Programme				Tl	%
	Beg	PRE-IFP	Sem1	Sem2		
28-30	0	0	0	0	0	0
23-27	0	0	0	0	0	0
15-22	20	18			38	17.59
7-14	55	27	46	50	178	82.41
0-6	0	0	0	0	0	0
TOTAL	75	45	46	50	108	100

2.3. Significant Difference of the Respondents' Performance according to Profile Variables

Table 5illustratesthesignificant difference in the respondents' level of competence in the use of metaphorical language when they are grouped according to sex.

Based on the data, P-value which is 0.80 is greater than $\propto$ = 0.05. Indeed, there is no significant difference in the respondents' level of competence on the use of metaphorical language when they are grouped according to sex. This further implies that the sex of the respondents is not significant in determining the respondents' level of competence on the use of metaphorical language.

Table5. *Significant difference in the respondents' level of competence in the use of metaphorical language when they are grouped according to sex.*

Sex	Mean	Stan-dardDevia-tion	Degree of Freedom	P-Value	Decision
Female	11.95	2.37	107	0.80	ACCEPT H$_o$
Male	12.10	2.42			

H$_o$ is significant at alpha ($\propto$) = 0.05

Table 6 confirms if there is a significant difference in the respondents' level of competence in the use of metaphorical language when they are grouped according to programme.

Based on the data, the P-value is 0.53 which is undeniably not less than or equal to alpha ($\propto$) which is 0.05. Indeed, there is no significant difference in the respondents' level of competence in the use of metaphorical language when they are grouped according to programme. This further implies that the programme of the respondents is not significant in determining the respondents' level of competence on the use of metaphorical language.

Table6. *Significant difference in the respondents' level of competence in the use of metaphorical language when grouped according to programme.*

Source of Variation	Sum of Squares	Degree of Freedom	Mean Square	P-Value	Decision
Between Groups	29.75485	6	4.959141	0.530621	
Within Groups	585.6526	101	5.79854		ACCEPT Ho
Total	615.4074	107			

H$_o$ is significant at alpha ($\propto$) = 0.05

3. SUMMARY

The results of the questionnaire-test revealed that majority of the respondents are males (178) which comprise 82.11 percent of the total number of respondents. The rest of which with 17.59 percent (38) are females.

The students' programme was dominated by the Beginner Level with 75 or 34.7 percent, Semester 2 with 50 or 23.14 percent, Semester 1 with 46 or 21.29 percent and PRE-IFP with 45 or 20.83 percent.

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4. CONCLUSIONS

In the light of the findings, the study concludes that students' level of competence on the use of metaphorical language is generally poor.

Moreover, students' level of competence on the use of metaphorical language does not significantly differ regardless of their sex and programme.

RECOMMENDATIONS

In the light of the findings, the following recommendations are hereby advanced:

1. Varied exercises related to metaphor must be given by English lecturers especially to determine the specific strengths and weaknesses of the students so that they may have known what to do and how to do the remediation as the case may be.

2. English lecturers are encouraged to give more emphasis in their instruction the lesson on metaphorical language to acquaint and further develop the knowledge of the students of metaphorical language.

3. Future researches are motivated to conduct parallel studies on metaphorical language where they may focus on identifying students' strengths and weaknesses and investigate remedies for them.

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