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AN INVESTIGATION INTO CONCEPTUAL METAPHORS

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Chapter 1

INTRODUCTION

1.1. RATIONALE

The theory of conceptual metaphor (Lakoff and Johnson, 1980) has underpinned studies of metaphor in sports commentaries. Unfortunately, prior studies targeted the categories and themes of metaphors or their linguistic illustration (Bergh, 2011; Le, 2009). The conceptual mapping mechanism and conceptual projection between the domains are still under research. Besides, the essence for the categorisation of metaphorical expressions is not well-defined. Also, the motivation for the selection of metaphorical images in the sports commentaries is explained not clearly enough. This reasoning, together with my awareness of the power of metaphors in commentary languages and the shortcomings of the previous researches, inspires me to choose the topic: **"An investigation into conceptual metaphors in sport commentaries in English versus Vietnamese"** to bridge the gaps in researches of conceptual metaphors in sports commentaries.

1.2. AIMS AND OBJECTIVES

1.2.1. Aims

This study aims to find out the similarities and differences of metaphors in football commentaries in English and Vietnamese.

1.2.2. Objectives

This study is intended:

1) To identify the kinds of conceptual metaphors used in football commentaries in English and Vietnamese;

2) To determine the semantic mechanism and linguistic realizations of conceptual metaphors used in football commentaries in English and Vietnamese.

3) To figure out the similarities and differences in the semantic mechanism and linguistic realizations of conceptual metaphors in commentaries on football in English and Vietnamese.

1.3. RESEARCH QUESTIONS

This research seeks the answers to the questions:

1) What kinds of conceptual metaphors used in football commentaries in English and Vietnamese?

2) What is the semantic mechanism and linguistic realizations of conceptual metaphors are used in football commentaries in English and Vietnamese?

3) What are the similarities and differences in the semantic mechanism and linguistic realizations of conceptual metaphors employed in commentaries on football in English versus Vietnamese?

1.4. SCOPE OF THE STUDY

This study is restricted to examine (1) the semantic mechanism of conceptual metaphors in football commentaries in English and Vietnamese, (2) the identification of categories of conceptual metaphors, and (3) the contrastive analysis of conceptual metaphors in the two languages.

1.5. SIGNIFICANCE OF THE STUDY

The finding of this study is hoped to help the learners understand the value of using metaphor in football commentaries both in English and Vietnamese and they can use it effectively later.

1.6. ORGANISATION OF THE STUDY

Chapter 2

LITERATURE REVIEW

AND THEORETICAL BACKGROUND

2.1. PREVIOUS STUDIES RELATED TO THIS STUDY

Since Lakoff and Johnson (1980) laid the foundation for a cognitive view of metaphor, conceptual metaphor has seen a myriad of studies in variuos discourses: newspaper sports reports (Charteris-Black, 2004), politics (Musolff, 2004), business magazines (Koller, 2004), newspaper articles (Lule, 2004), newspaper reports (Burnes, 2011), sports interviews (Dervent, 2016). Several studies focus on the contrastive approach, including English and Chinese idioms (Han, 2017), the EMOTION IS LIQUID metaphor in English and Vietnamese (Nguyen, 2013) and metaphorical categories denoting plants in Vietnamese and English (Tran, 2002).

2.2. THEORETICAL BACKGROUND

2.2.1. An overview of Metaphor

Metaphor can be commonly understood as saying one thing while intending another, making implicit comparisons between things linked by a common feature, perhaps even violating semantic rules. Metaphor is a figure of speech that makes an implicit, implied, or hidden comparison between two things that are unrelated, but which share some common characteristics. Reddy (1979) asserts that: "metaphor is the transference of meaning (name) from one object to another, based on similarity between the two objects". Similarly, Lakoff and Johnson (1980) figures out the "essence of metaphor is understanding and experiencing one kind of thing or experience in terms of another". For example:

(1) "Achilles was a *lion* in the fight."

The word *a lion* to be a metaphor, which might be used metaphorically in order to achieve some artistic and rhetorical effect, to impress others with "beautiful," aesthetically pleasing words, or to express some deep emotion. Perhaps we would also add that what makes the metaphorical identification of Achilles with a lion possible is that Achilles and lions have something in common: namely, their bravery and strength.

2.2.2. Classical Views of Metaphors

The substitution view sees metaphor as a verbal embellishment or a misleading deviation from the sought for clear expression presumed to reside in literal language (Winner, 1988).

The comparison view holds that the metaphor process involves comparison of characteristics of the referents of the words that compose the two parts of the metaphor (Winner, 1988).

The interaction view believes that metaphor involves the interaction of concepts, rather than a substitution of literal language or a simple comparison of features or attributes (Black, 1962).

2.2.3. Cognitive Views of Metaphors

2.2.3.1. Defining conceptual metaphors

The theory of conceptual metaphor is initiated by Lakoff and Johnson (1980). A conceptual metaphor could be defined as sets of mappings across different concepts, where one can understand conceptual domains in terms of other domains (Semino, 2008, p.226).

This study exploits the conceptualization of the metaphor proposed by the influential authorities, namely Lakoff and Johnson (1980) and Tendahl (2009) as shown below:

> *"Metaphor can be defined as the mapping of one conceptual domain onto a dissimilar conceptual domain."* (Lakoff and

Johnson, 1980:5)

[...] we use metaphors not only in order to describe similarities, but also in order to create them or, more generally, to conceptualize one conceptual domain in terms of a different conceptual domain." (Tendahl, 2009, p.1)

2.2.3.2. Kinds of conceptual metaphors

a. Structural metaphor

Structural metaphors observe "cases where one concept is metaphorically structured in terms of another" (Lakoff & Johnson, 1980, p.14).

b. Orientational Metaphors

Orientational metaphors rely on our awareness of spatial relationships, and they "gives a concept a spatial orientation" such as "up-down, in-out, front-back, on-off, deep-shallow, central-peripheral" (Lakoff & Johnson, 1980, p.14).

c. Ontological Metaphors

This type of metaphor involves "the projection of entity or substance status on something that does not have that status inherently" (Lakoff & Johnson, 1980, p.196).

2.2.3.3. Mapping

Mapping is the key concept of the cognitive view of metaphor. It is the act of projecting features of the target domain onto the source domain, in which the given context provides relevant background knowledge and so help to eliminate irrelevant features. Features of source domain will in return interact with that of the target domain, which determines formation of the focus information. Cognitive subject, under influence of interaction between A and B, will naturally activate relevant information and process it; meanwhile checking processing irrelevant information to ensure processing

efficiency. By dint of subject's activating mechanism and checking mechanism, one or more features of A and B after mapping and interaction, will find their equivalent feature in each other, thus metaphorical meaning is acquired. When a metaphor is established, it may have several metaphorical meanings because of multiple equivalent features in the source domain and target domain.

2.2.4. Metaphors and Sports

Liu (2002) who indicates that sports related metaphorical expressions are extensively used in the United States. Kellett (2002) recognizes that militaristic generals and players are linked to coaches and soldiers. Besides, sports-related vocabulary are exploited in business (Jurek-kwiatkowska, 2005), military (Romaine 1994; Beard 1998). Also, metaphors are founded in various sports: chess (Mišić Ilić, 2008), or soccer (Matulina & Ćoralić, 2008; Nordin, 2008).

Metaphors are also employed as a therapy in sports. Mascher (2002) remarks that metaphors can be an effective therapeutic tool. Clark (2009) states that football metaphors can function as a therapeutic activity to promote mental health. Also, football metaphor offered a potential therapeutic support (Spander, Roy, & Mckeown, 2014), were used to establish a better understanding of organizational teamwork (Bokeno, 2009).

2.3. SUMMARY

Chapter 3

RESEARCH DESIGN AND PROCEDURE

3.1. RESEARCH DESIGN

This descriptive study was both qualitative and quantitative. The qualitative method helps categorize metaphors and depict their semantic characteristics and linguistic realisations. The quantitative method helped collect the statistical data and draw out the frequency and percentage of each conceptual metaphor. Besides, the contrastive analysis approach help find out the similarities and differences of metaphors in English and Vietnamese football commentaries.

In conducting the thesis, I followed these descriptive research steps:

➢ Statement of the problem
➢ Identification of data
➢ Selection of data gathering instruments
➢ Identification of target population and sample
➢ Design of information collection procedure
➢ Analysis of data
➢ Generalization and/or predictions

3.2. RESEARCH METHODS

The theoretical framework of this investigation is conceptual metaphor by Lakoff and Johnson (1980). In essence, a contrastive approach underpins this study, with descriptive information from both qualitative and quantitative results. Qualitatively, the semantic mechanism of mapping and linguistic realizations were analysed, discussed, compared and contrasted. Quantitatively, the frequency of occurrence of conceptual metaphors both the data bocks was drawn

out and contrasted. Besides, the word groups which realised the metaphors identified in the data block were also presented.

3.3. DATA COLLECTION

3.3.1. Samples

The samples of this study were collected on the eight different websites (four in Vietnamese and the other four in English) in the period from April 15th, 2018 to June 7th, 2018. 329 instances of conceptual metaphor were identified, with 161 metaphorical in English and 168 ones in Vietnamese.

3.3.2. Instruments

The data collection instrument used in this study is the Metaphor Identification Procedure (MIP) developed by Pragglejaz Group (2007), which is described as follow:

1. Read the whole text to have a general understanding.

2. Identify the lexical units in the text.

3. (a) For each lexical unit, consider its contextual meaning, i.e., how it can be interpreted in the given context. Take into account the surrounding words.

(b) For each lexical unit, decide if it has a more basic contemporary meaning in other contexts than the one in the given context. Basic meanings are not always the most popular meanings of the lexical unit.

(c) If the lexical unit is more contemporary in context than the given context, decide whether the contextual meaning is in contrast to the basic but understandable meaning.

If the lexical unit has a more basic contemporary meaning in other contexts than the given context, decide if the

contextual meaning contrasts with the basic meaning but can be understood in comparison with it.

4. If the answer is yes, that lexical unit is marked as metaphorical.

3.3.3. Procedures of Data Collection

Each sport commentary was read closely and metaphorical expressions were extracted manually with the MIP procedures. When metaphorical expressions were collected, the metaphorical patterns in which lexical units occurs were identified and the metaphors were formed. Finally, the collected data were grouped and counted for further analysis in the later stages.

3.4. DATA ANALYSIS

Data analysis was guided by Cameron (1999). The collected metaphorical expressions were grouped into the general metaphors they represent, and the results were used to suggest understanding or thought patterns which construct or constrain people's beliefs and actions. Metaphorical expressions were then analysed to yield qualitative information and quantitative conclusions.

3.5. RELIABILITY AND VALIDITY

The possible biases can be alleviated by using MIP (Pitcher, 2013), combining qualitative and quantitative analysis (Denzin, 1989), and referring to a wide range of other previous studies. Besides, the authenticity of the data can be ensured since the data were carefully collected from the resources in which journalists use English as their first language. Finally, the researcher has regularly sought expert consensual validation from her enthusiastic and excellent supervisor since the start of the research.

3.6. SUMMARY

Chapter 4

FINDINGS AND DISCUSSIONS

4.1. OVERVIEW

Table 4.1 suggests that conceptual metaphors appear to be equally popular in the Vietnamese and English data blocks.

Table 4.1. Number of metaphorical expressions per word

	E	V
Total words examined	35.425	37.267
Tokens of metaphorical expressions	161	168

Both Vietnamese and English football commentaries exploited all the three kinds of conceptual metaphors, but their distribution of these three types of conceptual metaphors is imbalanced in the two languages.

4.2. CONCEPTUAL METAPHORS IN FOOTBALL COMMENTARIES IN THE ENGLISH PRESS DISCOURSE

4.2.1. Structural metaphors

Structural metaphors were extensively used in English data block, with 107 out of 161 samples.

4.2.1.1. FOOTBALL IS A BATTLE

The BATTLE metaphor is salient in the structural metaphors in English, with the total number of 57 occurrences (53.3%). The target domain of FOOTBALL and the source domain of BATTLE can be observed: the events and actions in a soccer competition are the events and actions evident in and during a BATTLE, the target of the match or the tournament is the target of the BATTLE, the players

are the FIGHTERS, RIVALS or OPPONENTS; the teams are the SQUADS, the soccer tactics and strategies are the fighting tactics and strategies such as ATTACK or DEFEND or COUNTER-ATTACK, GIGENPRESSING, the match is the BATTLE and the players' actions and behaviours are the FIGHTERS' ones.

4.2.1.2. FOOTBALL IS A RACE

The RACE metaphor has 21 occurrences (19.6%). Football teams are compared to runners participating in a *race* which includes obstacles (*hurdles*). Football teams enthusiastically practice for *fast starts* before they meet their tough rival in a competition (*a challenger*) and they officially start the *race*, hoping that they will not suffer a setback in the early stages of the competition (i.e. they will not commit a *false start*).

4.2.1.3. FOOTBALL IS A JOURNEY

This metaphor has 9 occurrences. Football aspects correspond to travellers' ones on a journey.

4.2.1.4. FOOTBALL IS FOOD

The FOOD metaphor has 7 occurrences. In this metaphor, a football match is conceived of as a *meal* at a restaurant or a *party*, which is supposed to be 'consumed' by fans, whereas a goal is conceptualised as a *delicious* dish and footballers are perceived as *ingredients* to cook a dish or a meal.

4.2.1.5. FOOTBALL IS A KINGDOM

Teams are also perceived in terms of kings or royalty, 5 occurrences.

4.2.1.6. FOOTBALL IS CONSTRUCTION

This metaphor has 8 occurrences and foregrounds such aspects as the team's structure, strength and relationship.

4.2.2. Orientational metaphors

This type of metaphor has 44 occurrences; they mainly serve to rate and judge a particular performance of a footballer, strength in general, success, mental or physical fitness.

4.2.2.1. TEAM SPIRIT/PERFORMACE IS UP/DOWN

This metaphor occurs with the highest frequency in the English sample data, featuring total of 22 occurrences.

4.2.2.2. POSSIBILITY OF TRANSFER IS UP/DOWN

The English data features a total of 12 occurrences of this metaphor, presented in spatial prepositions (e.g., up, down and ahead' collocate with various verbs (e.g., *step, play, move,* etc.). Some expressions are verb phrases without a spatial preposition and noun phrases.

4.2.2.3. POSSILITY OF RELEGATION IS UP/DOWN

This metaphor has 22 extracts, which include verb, noun and prepositional phrases.

4.2.3. Ontological metaphors

4.2.3.1. FOOTBALL IS AN OBJECT

The OBJECT metaphor has 8 occurrences. The shapes and physical properties of an OBJECT are used to refer to a football team's status.

4.2.3.2. FOOTBALL IS A NATURAL PHENOMENON

This metaphor has five occurrences; natural phenomena are exploited to describe a football team's strength, the quality of a competition or a football player's performance.

4.3. CONCEPTUAL METAPHORS IN FOOTBALL COMMENTARIES IN THE VIETNAMESE PRESS DISCOURSE

4.3.1. Structural metaphors

4.3.1.1. FOOTBALL IS A BATTLE

57 samples of this type of metaphor were found. The target domain of SOCCER and the source domain of BATTLE are systematically corresponded to each other: the events and actions in a soccer competition are the events and actions evident in and during a BATTLE, the target of the match is the target of the BATTLE, the players are the warriors, the teams are the armies, the soccer tactics and strategies are the military tactics and strategies, the match is the battle, and the match formations are the battle formations.

4.3.1.2. FOOTBALL IS A KINGDOM

This metaphor has 7 occurrences. Footballers and teams are conceptualised as a Pharaoh or a king, and a football team that wins a sporting competition is throned and become the king. A team or a coach's successful period is perceived as the Golden age or his reign.

4.3.1.3. FOOTBALL IS A JOURNEY

Six examples were extracted, and that the aspects of FOOTBALL are also conceptualised as those of a JOURNEY.

4.3.1.4. FOOTBALL IS A CHESS/CARD GAME

The CHESS/CARD GAME metaphor has 6 occurrences, where various aspects of the FOOTBALL domain are described in the language of a chess or card game.

4.3.1.5. FOOTBALL IS A MOVIE

There are 4 samples of this metaphor, where football players are conceptualized as an artist and football matches are movies.

4.3.1.6. FOOTBALL PLAYERS ARE WORKERS

This metaphor has 6 occurrences; WORKERS' duties and characteristics are mapped onto FOOTBALL PLAYERS.

4.3.1.7. FOOTBALL IS CONSTRCUTION

This metaphor has 6 samples and it foregrounds such aspects as the team's structure, strength and development.

4.3.2. Orientational metaphors

4.3.2.1. TEAM SPIRIT/PERFORMANCE IS UP/DOWN

This metaphor is the most pervasive, with 31 occurrences.

4.3.2.2. POSSIBILITY OF WINNING IS UP/DOWN

This metaphor is quite limited with only 4 occurrences.

4.3.3. Ontological metaphors

4.3.3.1. FOOTBALL IS AN OBJECT

This metaphor has 36 occurrences, in which materials and physical properties of an object are used to refer to a football team's either a football team, footballers' action and behaviours or the footballers themselves.

4.3.3.2. FOOTBALL IS A NATURAL PHENOMENON

This metaphor has 13 samples, and natural phenomena are exploited to describe teams, players and matches.

4.3.3.3. FOOTBALL IS A HUMAN-BEING

This metaphor has 6 occurrences. Football players are conceptualized as a human-being's parts like an arm or a leg; the possibility of winning a match is metaphorically described as putting a leg into a place; and a scar on a person's body is used to refer to the bad performance in a match.

4.4. CONTRASTIVE ANALYSIS OF CONCEPTUAL METAPHORS IN ENGLISH AND VIETNAMESE PRESS DISCOURSE

4.4.1. Sub-categories and usage

The frequency and percentage of these types of metaphor from the data under consideration are summarised in Table 4.11.

Table 4.11. Types of conceptual metaphors from the data

Types	E		V	
	F	**%**	**F**	**%**
Structural	107	66.5	75	44.6
Orientational	41	25.4	36	21.4
Ontological	13	8.1	57	34
Total	**161**	**100**	**168**	**100**

Structural metaphors are the most popular type of metaphor which is used in both Vietnamese and English press discourse, with 66.5% and 44.6% respectively. In contrast, in the English data, the ontological metaphors have the least popular, with only 13 out of 161 metaphorical samples found in the data, whereas the smallest number of occurrences in Vietnamese belongs to the orientational metaphors, with 21.4% of the total number of the metaphors in the data.

English and Vietnamese share a number of structural metaphors in the source domains of BATTLE, JOURNEY, and KINGDOM. However, the source domain of RACE and FOOD are distinctive in English, while those of MOVIE, WORKERS and CARD/CHESS GAME are used in Vietnamese only.

There exists an extensive use of violent metaphor, which occupies over haft the metaphorical samples (53.2% and 54.7%

respectively). The remaining samples are almost equally divided into other subtypes of structural metaphor. Regarding orientational metaphors, the two languages only share the metaphor TEAM SPIRIT/PERFORMACE IS UP/DOWN, which is statistically more pervasive in Vietnamese. The metaphors POSSIBILITY OF TRANSFER IS UP/DOWN and POSSILITY OF RELEGATION IS DOWN/ UP is only available in English while the metaphors POSSIBILITY OF WINNING IS UP/DOWN is exclusive in Vietnamese.

Ontological metaphors are the least pervasive in English football commentaries, while they are popular-used in Vietnamese football commentaries. English and Vietnamese share three subtypes of ontological metaphor: FOOTBALL IS AN OBJECT, FOOTBALL IS A HUMAN-BEING, and FOOTBALL IS A NATURAL PHENOMENON. However, the FOOTBALL IS A HUMAN-BEING metaphor is exclusive in Vietnamese.

4.4.2. Domains and mappings

All the sources domains of the conceptual metaphors extracted from the data are compared in Table 4.16.

Table 4.16. Source domains used in the English and Vietnamese data

Domains	Languages	
	E	V
BATTLE	+	+
RACE	+	-
JOURNEY	+	+
FOOD	+	-
KINGDOM	+	+
MOVIEW	-	+
WORKERS	-	+
CARD/CHESS GAME	-	+

UP direction	+	+
DOWN direction	+	+
OBJECT	+	+
NATURAL PHENOMENON	+	+
CONSTRUCTION	+	+
HUMAN-BEING	-	+
NOTE. '+' means 'available'; '-' means 'unavailable'		

The statistical data from the above table reveal that the two languages share 8 out of 14 source domains, occupying 57% of the total source domains found in the data. The shared domains between the two languages include BATTLE, JOURNEY, KINGDOM, UP-orientation, DOWN-orientation, OBJECT, NATURAL PHENOMENON and CONSTRUCTION. However, the domains of RACE and FOOD do only appear in the English sub-data block, while those of MOVIE, WORKERS, CARD/CHESS GAME and HUMAN-BEING were only found in Vietnamese football commentaries.

There exist three pairs of the cross-domain mapping which are common in the two languages: BATTLE, JOURNEY, KINDOM, OBJECT onto FOOTBALL COMPETITION, FOOTBALL TEAMS, TEAM MEMBERS; OBJECT, UP direction, DOWN direction onto TEAM SPIRIT/ PERFORMANCE; and NATUAL PHENOMENON, CONSTRUCTION onto FOOTBALL TEAMS, TEAM MEMBERS.

There are three cross-domain mappings which were only found in the English data: RACE onto FOOTBALL COMPETITION, POSSIBILITY OF RELEGATION, POSSIBILITY OF TRANSFER; FOOD onto FOOTBALL TEAMS, TEAM MEMBERS; UP/DOWN direction onto POSSIBILITY OF RELEGATION, POSSIBILITY OF TRANSFER

Several cross-domain mappings are only available Vietnamese: MOVIE, CARD/CHESS GAME onto FOOTBALL COMPETITION, TEAM MEMBERS, TEAM MEMBERS; UP/DOWN direction onto POSSIBILITY OF WINNING.

4.4.3. Linguistic realizations of conceptual metaphors in English & Vietnamese

The parts of speech of the source domain are summarised in Table 4.21.

Table 4.21. Comparison of linguistic realizations of conceptual metaphors found in this study

Linguistic units Domains	Nouns		Verbs		ADJ.		ADV.		PREP.	
	E	V	E	V	E	V	E	V	E	V
BATTLE	29	31	21	15	7	5	0	0	0	0
RACE	16	0	6	0	0	0	0	0	0	0
JOURNEY	5	4	4	2	0	0	0	0	0	0
FOOD	4	0	3	0	0	0	0	0	0	0
KINGDOM	3	6	2	2	0	0	0	0	0	0
MOVIE	0	4	0	0	0	0	0	0	0	0
WORKERS	0	4	0	0	0	0	0	0	0	0
CARD/ CHESS GAME	0	4	0	2	0	0	0	0	0	0
UP direction	6	1	13	6	0	0	0	0	2	0
DOWN direction	9	4	17	8	0	0	0	0	5	2
OBJECT	8	21	0	12	0	0	0	0	0	0
NATURAL PHENOMENON	5	10	0	3	0	0	0	0	0	0
CONSTRUCTION	3	2	5	4	0	0	0	0	0	0
HUMAN-BEING	0	11	0	0	0	0	0	0	0	0

The statistical data reveal that linguistic realizations of conceptual metaphors used in this study is not really diverse, with the large number of metaphorical expressions being noun phrases and verb phrases. Those metaphorical expressions being the other parts of speech is quite restricted; especially, the adverb phrases do not contribute any expressions to the total number of metaphorical linguistic realizations found in both Vietnamese and English football commentaries under considerations.

4.5. SUMMARY

Chapter 5
CONCLUSIONS AND IMPLICATIONS

5.1. CONCLUSION

Several conclusions were drawn out from this study. Firstly, structural metaphors are the most popular type of metaphor in both English and Vietnamese football commentaries, with 66.5% and 44.6% of the total conceptual metaphors extracted from the data respectively. In this type of metaphors, Vietnamese and English share three metaphors, including FOOTBALL IS A BATTLE, FOOTBALL IS A JOURNEY, and FOOTBALL IS A KINGDOM.

With respect to orientational metaphors, the two languages are nearly equal in quantity, with 49 samples found in the English data and 36 ones identified in the Vietnamese data. However, the two languages only share the metaphor TEAM SPIRIT/PERFORMACE IS UP/DOWN, which is statistically more pervasive in Vietnamese. The metaphors POSSIBILITY OF TRANSFER IS UP/DOWN and POSSILITY OF RELEGATION IS DOWN/ UP is only available in English while the metaphors POSSIBILITY OF WINNING IS UP/DOWN is exclusive in Vietnamese.

Ontological metaphors are the least pervasive in English football commentaries, while they are extensively used in Vietnamese ones. The number of Ontological metaphors found in the Vietnamese data outnumbers that of the English one, with 63 and 21 occurrences respectively. English and Vietnamese share three subtypes of ontological metaphor: FOOTBALL IS AN OBJECT, FOOTBALL IS A CONSTRUCTION, and FOOTBALL IS A NATURAL PHENOMENON. However, the FOOTBALL IS A HUMAN-BEING metaphor is exclusive in Vietnamese.

Regarding the source domains, the two languages have 8 out of 14 source domains in common, occupying 57% of the total source domains found in the data. The shared domains between the two languages include BATTLE, JOURNEY, KINGDOM, UP-orientation, DOWN-orientation, OBJECT, NATURAL PHENOMENON and CONSTRUCTION. With respect to mapping, the two languages a large of shared mappings, consisting of the mappings of BATTLE, JOURNEY, KINDOM, OBJECT onto FOOTBALL COMPETITION, FOOTBALL TEAMS, TEAM MEMBERS, the mapping of OBJECT, UP orientation, DOWN orientation onto TEAM SPIRIT/PERFORMANCE, and the mapping of NATUAL PHENOMENON, CONSTRUCTION onto FOOTBALL TEAMS, TEAM MEMBERS.

Besides, the statistical data reveal that linguistic realizations of conceptual metaphors used in this study is not of great diversity, with the large number of metaphorical expressions being noun phrases and verb phrases. Those metaphorical expressions being the other parts of speech is quite restricted; especially, the adverb phrases do not contribute any expressions to the total number of metaphorical linguistic realizations found in both Vietnamese and English football commentaries under considerations.

5.2. IMPLICATIONS FOR TEACHING AND LEARNING

5.2.1. To the Learners

Our everyday talk is structured metaphorically (Lakoff & Johnson, 1980), so language learners' knowledge and skills of metaphors will improve their communicative competence. Especially, once students identify metaphorical patterns between the source domain and the target domain, they can assimilate the

underlying schemas and then use them. Consequently, learners of language learners should attempt to gain more cultural knowledge of the target language, which provides them background to be able to use metaphors effectively.

To start with, knowledge and samples of conceptual metaphors which relate to the domains discussed in this thesis could be a good starting point for students in their journey of discovering this theory and its application in their L2 productions.

5.2.2. To the Teachers

The benefits of metaphors in students' communicative competence suggest the vitality of integrate the teaching of metaphor in language teaching practice. However, prior to teaching, language teachers should be aware of similarities and differences of metaphors between L1 and L2. Additionally, teachers should explicitly show the learners the common target and source domains of metaphors in the two languages, and this may help learners to transfer metaphor knowledge in their L1 to their L2 productions positively. Since culture and metaphors are interrelated with each other, intercultural knowledge and skills should be also added in language teaching.

Obviously, to apply the conceptual metaphor theory to teaching and learning, they firstly need to improve their metaphorical competence. Besides, they should be able to draw out the new conceptual metaphors they encounter during the teaching process since scholars and researchers can not generalize all of the conceptual metaphors to satisfy the demand of teaching and learning as language is undergoing changes consistently. This actuality challenge both English and Vietnamese teachers; hence, teachers should be facilitated to further their study of metaphor theory.

5.3. LIMITATIONS

      No matter how much effort the researcher has been made in carrying out this research, limitations can be unavoidable as the results of available materials, time budget, knowledge as well as other potential barriers which she cannot take into account.

      The major concern of this study might root in the use of MIP mentioned by Steen (2007, p.89). Although the method has been tested over a number of years, it produces reliable results 'fairly well' between analysts who display "fairly high" levels of agreement between their analyzed data. This might be a somewhat risky means of investigating metaphor use, but as stated by Steen (2007, p.88), MIP is a procedure that might be applied by researchers wanting to confirm that their experimental material is viable. Semino (2008, p.12) also points out that researchers might define lexical units differently depending ontheir goals and theoretical knowledge. This might be an issue in the light of how other researchers view this study.

      Besides, identifying metaphors manually has certain disadvantages: it limits the size of the material for interpretation and depends on intuitive judgments about what metaphor is. However, this does not result in negative effects on the very aims of this study which does not target a calculation of all the metaphors used in the materials under question but a contrastive analysis to discover the differences between the use of metaphors in Vietnamese and English soccer commentaries. For this purpose, the qualitative analysis in this study should be of importance in that it supports the quantitative analysis.

      In addition, the data in this study were only collected in a period of time and from a limited number of WebPages. This could negatively impact the diversity of the metaphors that could be found

and could not reach a larger number of metaphors frequently used in football commentaries. Also, this study just focuses on football commentaries, while it is obvious that there must be an abundant number of conceptual metaphors elsewhere that are unreachable to the research and the reader.

5.4. SUGGESTIONS FOR FURTHER RESEARCH

This study has solely discussed metaphorical expressions in English and Vietnamese football commentaries with respect to their types, semantic features and syntactic features. Thus, the pragmatics of conceptual metaphors in this type of discourse could be a fruitful area for further research. Besides, the current study was restricted to written commentaries, so it is recommended that a comparative study of spoken and written commentaries be undertaken, in view of the possible existence of linguistic variation in these discourses. To larger extent, a contrastive study into conceptual metaphors used in other sports could greatly contribute the literature in this field.