THE TEACHING OF METAPHORS AND METONYMIES OF THE FOOTBALL FIELD FROM THE POINT OF VIEW OF COGNITIVE LINGUISTICS

UNED

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List of abbreviations

ACL: Applications of Cognitive Linguistics

CL: Cognitive Linguistics

ESP: English for Specific Purposes

GG: Generative Grammar

LSP: Language for Specific Purposes

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Abstract

Metaphors and metonymies are ubiquitous in any type of discourse and the language of football is no exception. This paper aims to analyse the use of these conceptual mechanisms from the point of view of Cognitive Linguistics in the field of football in order to propose a method and design some activities so that footballers whose native language is different from English are able to identify, understand, and use metaphor and metonymy in their oral interaction, especially in their professional field. This proposal of a pedagogical implementation that makes use of some key tools in Cognitive Linguistics tries to boost motivation as well as the possibilities of successful language acquisition. The analysis of a written football commentary will be carried out to illustrate the use of some of the most common metaphors and metonymies in an authentic football context. This analysis will be the starting point for the design of a series of activities for the teaching of English for Specific Purposes.

Keywords

Football; Cognitive Linguistics; Metaphor; Metonymy; Education; English for Specific Purposes.

1. Introduction

It is almost a globally widespread belief that football is nowadays one of the most popular ways that the population has for their own entertainment. Even though it is not the most loved sport in every country around the world, a high percentage of the population is a football fan. This led to the development of a proper language used to talk about football, its rules and the game progression, the football language.

As language in general, the language of football is fraught with metaphors and metonymies whose correct interpretation is key to avoid any possible misunderstanding in the football language and to comprehend the way people think and behave in relation to this both loved and hated sport. Metaphors and metonymies are one of the areas of study of Cognitive Linguistics (CL henceforth), a functional branch of linguistics which combines both language and cognition and which studies language as a means to process and organize information. It defends that metaphors and metonymies are not arbitrary but motivated and their correct analysis and interpretation would lead to the proper understanding of the situation. This paper is written within this linguistic framework.

According to CL, metaphors are used in order to describe a concept in terms of another due to the fact that both domains are connected somehow. This idea of conceptual metaphors was first proposed by George Lakoff and Mark Johnson in their book *Metaphors We Live By* (1980). They assert that metaphorical expressions structure our everyday lives, as for example TIME IS MONEY. Time is so valued nowadays that is associated with money. Both are measured and both are limited for example. These expressions clearly show how the concept of time is understood as it can be wasted or invested.

- *I have wasted a lot of time*
- *I need to invest a long time in this project*
- *You have just run out of time*

In metonymies, one entity is used to refer to another entity, but both belong to the same domain. In metonymies a domain and a subdomain are involved. For instance, THE PART FOR THE WHOLE is one example of metonymy and an example of this one is shown in the expression below in which people are referred to only by their heads and not by the whole body.

- *The votes will be counted per head*

Furthermore, CL has implications for different areas of applied linguistics such as language acquisition, sociolinguistics or translation. Therefore, not only will the study of the language of football following the cognitive paradigm lead to its proper understanding and the comprehension of people's behaviour and attitudes, but it can also be extremely useful in the teaching of a second language for specific purposes.

Regarding objectives, this paper aims to develop a method with the help of CL to improve and innovate the teaching of English to foreign speakers in the football context. Some activities are designed so that footballers whose native language is different from English are able to identify, understand, and use metaphor and metonymy in their oral interaction, especially in their professional field. Other objectives are to boost motivation as well as the possibilities of successful language acquisition by means of some of the tools provided by Cognitive Linguistics, and, related to this to make the task of language learning easier.

The structure of this paper is as follows. First, an introduction to the main concepts and ideas of CL will be provided. Then, I will analyse a football-match commentary following the cognitive perspective to see the use of metaphors and metonymies in that context. Next, I will provide the implications that CL can have for the teaching of second languages, especially in the football contexts and for those football players who need to learn a new language to adapt to the characteristics of their new environment. The aim of that section is the proposal of a method which eases the task of language learning and allows the adaptation of the players to their new context as soon as possible thanks to the teaching of metaphors and metonymies. Finally, I will offer some conclusions and sketch some further lines of research.

2. Cognitive Linguistics

2.1 Introduction

CL is a functional branch of linguistics which combines both linguistics and cognition "assuming that our interaction with the world is mediated through informational structures in the mind" (Geeraerts and Cuyckens 2010: 5). This discipline started in the 1970s due to the ideas of a group of linguists who claimed that language and the mind were related to one another and that the properties of language were not only dependent

on the language in itself but also on the outside world. This particular approach to the study of language states that language cannot be really understood without making reference to human cognition abilities.

Some of the best-known linguists who worked in the development and defence of this theory were George Lakoff, Mark Johnson, Mark Turner or Ronald Langacker – among many others. George Lakoff, in his renowned book *Woman, Fire and Dangerous things* (1987), challenged the long-standing assumptions regarding objectivism and truth conditional approaches to semantics. Ronald Langacker wrote a book entitled *Foundations of Cognitive Grammar* (1991) in which he built a linguistic theory called Cognitive Grammar (CG) which is part of CL. In CL, the grammatical aspect which received more attention was semantics. Apart from these ones, the pioneering work for the development of CL and specially for the study of metaphors is *Metaphors we live by* (Lakoff and Johnson 1980). This book highlights the importance of metaphors in everyday communication.

In CL "the formal structures of language are studied not as if they were autonomous, but as reflections of general conceptual organization, categorization principles, processing mechanisms and experiential and environmental influences" (Geeraerts and Cuyckens 2010: 3). Language is therefore related to other cognitive abilities and it is seen and studied as a collection of world knowledge and a means of organizing and processing that meaning. To organize that knowledge, Idealized Cognitive Models are used, an issue which will be later developed in section 2.3.

CL rests on the following three hypotheses: (Croft and Cruse 2004: 1)

- Language is not an autonomous cognitive faculty
- Grammar is conceptualization
- Knowledge of language emerges from language use

2.2 Cognitive Linguistics and Generative Grammar

CL contrasted with the ideas of the prevalent linguistic theory at the time which was Generative Grammar (GG). This theory was proposed by Noam Chomsky in the 1950s. The main versions of this theory are: *Syntactic Structures* (Chomsky 1957), *Aspects of Theory in Syntax* (Chomsky 1965), *Government and Binding* (Chomsky 1981) and the *Minimalism Program* (Chomsky 1993, 1995). All these versions of GG deal with

syntactocentric architectures and structures, which means that from all the levels of representation of grammar, syntax is the main level from which all others are derived.

The principles of CL challenged the main ideas of GG. According to Chomsky, language is an innate human ability which is totally autonomous from other cognitive capacities. Chomsky (1972) said we are all biologically programmed for language development. In his approach, he clearly states that humans are born with a set of rules about language in their minds, and these rules are known as Universal Grammar (UG). All languages are formed by this idea of UG, in other words, UG is common to all languages. UG consists not only "of particular rules of a particular grammar, but of a set of general principles that apply to all grammars and that leave certain parameters open" (Cook 1985). Principles and parameters, included in *Lecturers on Government and Binding* (Chomsky 1981) is based on the notion that there are some universal principles, which all languages share and that all human beings are familiar with, and there are also some language specific parameters that shape how the principles should be applied to construct correct grammatical sentences according to the language. To sum up, language is a mental faculty which according to Chomsky is independent in the mind. This idea is clearly not shared by cognitivists as they believe in the inclusion of language with the other mental faculties. For them language is not an autonomous cognitive faculty, but it is related to other cognitive abilities such as memory or attention.

The second and third principles of CL are not shared by GG either. In *Syntactic Structures* (Chomsky 1957), it is said that syntax determines the structure of sentences in a language and meaning does not play a role in the syntactic analysis. This focus on syntax left semantics apart. Moreover, GG is a theory of grammar that derives one level of structure from another one, it is a derivational theory. This concept of derivational or not derivational theory refers to "whether or not there is a derivational relation between the formal and the meaningful levels, i.e. whether or not there is a calculation that can be done to translate one level into another" (Sadock 2003: 335). In derivational theories, there is one level of grammar from which the others are derived whereas in non-derivational theories of grammar, all levels are autonomous. In the case of GG, syntax is the main level from which semantics and phonology are derived, so semantics was always studied in relation to syntax and not independently. The relation between language and meaning was not of truly importance for GG.

Grammar in GG is governed by the modularity hypothesis, which means that "the description of an expression in a language is a set of representations, one for each distinguished level of representation that is recognized in grammar" (Sadock 2012: 6). In CL, language is considered to be a part of cognition and not an autonomous faculty as already mentioned. Language use is explained by processes such as categorization or mental imagery. "Thus the modular approach to linguistic knowledge is rejected in Cognitive Grammar both in terms of level of linguistic analysis and also in terms of the processes underlying language acquisition and use" (Cameron-Faulkner 2004: 421). According to CL, grammar is conceptualization, which means that grammar and semantics cannot be separated. CL does not defend or propose a modular linguistic structure as GG does due to the fact that, as it is a functional approach to linguistics, it is more interested in the function of language than in its form, as GG is.

According to GG and Chomsky's ideas, human beings are programmed for language acquisition as they are born with language rules known as UG. Therefore, language knowledge does not depend on language use, the structure of language does not depend on humans and the use they make of language. However, for CL, knowledge of language comes with language use, so this later theory challenges one of the foundations of the former. In other words, it can be said that GG is interested in knowledge of the language and its structure and organization, whereas CL is interested in knowledge through language (Geeraerts and Cuyckens 2010: 6). CL is interested in the knowledge of the world around us and focuses on the importance of language for the study of it, as it is believed that knowledge of language comes from language use.

2.3 Idealized Cognitive Models

As pointed out, in CL, grammar is regarded as conceptualization and language knowledge comes with language use. Thus, our knowledge of the world should be organized is some way. In this connection, Idealized Cognitive Models (ICMs) were proposed by Lakoff (1987) for the first time as frames of knowledge that govern our everyday common-sense reasoning and they are a key idea for cognitivism. They are representations of structures used to organize our knowledge of the world and they give structure to our everyday experience.

ICMs use four structuring principles (Lakoff 1987*: 68*):

- propositional structure, as in Fillmore's frames (1982,1985).
- image schematic structure, as in Langacker's Cognitive Grammar (1991).
- metaphoric mappings, as described by Lakoff and Johnson (1980).
- metonymic mappings, as studied by Lakoff and Johnson (1980).

2.3.1 Lakoff's propositional ICMs

Propositional ICMs are defined as mental constructs of entities and the relations between those entities. They have an ontology and a structure. The ontology refers to elements of the ICM, the entities, and the structure refers to the relationships among those elements (Lakoff 1987: 285). According to Lakoff (1987:284) there are five types of propositional structures of ICMs:

- simple proposition
- scenario (or script)
- feature bundle
- taxonomy
- radial category

A simple preposition is formed by arguments (the elements of the ontology) and a predicate. A propositional ICM structured according to a scenario exhibits an ontology in which initial state, a sequence of events and a final state can be distinguished.

A feature bundle is a collection of properties, so a propositional ICM structured according to a feature bundle would be considered as a "classical category" defined by clear boundaries whose elements share the same properties.

Taxonomic propositional ICMs consist of classical categories organized hierarchically. "Since a classical category is structured by a feature bundle ICM, higher-level categories must include all the features of their lower-level parts" (Cienki 2007: 178).

A radial category describes a category structured as a container with its subcategories in it. One subcategory would be the centre and the others are connected to it by different links. With this last structured ICM, "we already begin to go beyond the scope of the propositional ICMs in that the links between subcategories often involve

metaphor or metonymy, whereas the other types of propositional ICMs use these devices less if at all" (Cienki 2007: 178).

2.3.2 Image schemas

An image schema, apart from being one of the four structuring principles of ICMs as previously mentioned, is "a recurring, dynamic pattern of our perceptual interactions and motor programs that gives coherence and structure to our experience... These patterns are embodied and give coherent, meaningful structure to our physical experience at a preconceptual level." (Johnson 1987: XIV, 13). By and large, they are schematic structures used to establish recurrent and abstract patterns of understanding. Every image schema has some structural elements and a basic logic, "a set of relations between elements and the inferences based on them" (Peña and Samaniego 2007: 287).

Johnson (1987: 126) lists the most important image schemas: CONTAINER; BALANCE; COMPULSION; BLOCKAGE; COUNTERFORCE; RESTRAINT REMOVAL; ENABLEMENT; ATTRACTION; MASSCOUNT; PATH; LINK; CENTER-PERIPHERY; CYCLE; NEAR-FAR; SCALE; PART-WHOLE; MERGING; SPLITTING; FULL-EMPTY; MATCHING; SUPERIMPOSITION; ITERATION; CONTACT; PROCESS; SURFACE; OBJECT; COLLECTION.

Image schemas themselves can play a role in some ICM and be their major structuring elements "by virtue of the fact that each represents a simplified (idealized) abstraction of some pattern in our bodily experience which we use as a model for conceptualizing other (more abstract) aspects of our lives" (Cienki 2007: 179). They can play a role in propositional ICMs for example. A simple proposition is structured according to a PART-WHOLE schema. In a simple proposition, the predicate is part of the whole, and the whole is the proposition.

In what follows, we provide a summary of the main elements and basic logic (the relationship among the elements) of some image-schemas: PART-WHOLE, PATH, BLOCKAGE, FRONT-BACK, CENTRE-PERIPHERY, CONTAINER, and BALANCE.

The structural elements of the PART-WHOLE image-schema are the following ones:

- Whole
- Parts

- Configuration

Its basic logic reads as follows (Lakoff 1987: 273):

- If A is a part of B, then B is not a part of A.
- A is not a part of A.
- It cannot be the case that the WHOLE exists, while no PARTS of it exist.
- All the PARTS can exist, but still not constitute a WHOLE.
- If the PARTS exist in the CONFIGURATION, then and only then does the WHOLE exist.
- If the PARTS are destroyed, then the WHOLE is destroyed.
- If the WHOLE is located at a place P, then the PARTS are located at P.

In the sentence *We are a team,* the individuals are parts of the whole, which is the team.

A scenario is structured by a PATH schema. In a scenario there is an initial state (source) and a final state (destination).

Regarding the PATH image-schema, it consists of the following structural elements:

- Source
- Destination
- Locations which connect the source with the goal
- Direction

According to the basic logic of the PATH schema, f you go from a source to a destination along a path, then you must pass through each intermediate point on the path (Lakoff 1987:275).

An example of the PATH image schema would be the sentence *There is a long way towards success*. The starting point or source is the beginning of someone's career and the destination is success. The direction is towards the goal and the locations are the stages between the beginning and the destination.

Peña (2003, 2008) did not agree with the fact that all image-schemas can be ranked on a par and she suggested that the CONTAINER, PATH, and PART-WHOLE image-schemas are basic and there are subsidiary image-schemas which are less basic and draw their structure from the basic ones. For instance, according to Peña (2008: 1051), the

BLOCKAGE schema is subservient to the FORCE schema, which is, in turn, dependent on the PATH schema. The BLOCKAGE schema has the following structural elements:

- A path
- A directionality
- A destination which is not reached
- A moving entity, and another entity, which is usually stationary which blocks or resists the force of the moving entity (on many occasions).

According to its basic logic:

- Any entity or force on the way to a destination will be able to block the further progress of the moving entity
- If any obstacle blocks the force of the moving entity, the latter will not be able to reach the intended destination
- The further along the path the moving entity is, the more time will have gone by since starting and the nearer it is to the intended destination.

An example of the BLOCKAGE schema would be the sentence *The road is blocked by tyres*. If the road is blocked, the end of the road cannot be reached by the people due to the tyres.

The FRONT-BACK schema is subservient to PATH since we cannot describe movement of any kind without the help of paths (Peña 2008: 1055). This schema consists of the following structural elements:

- A starting point
- An end point
- Contiguous locations which connect the source with the goal
- Inherent orientation

In terms of the basic logic of the FRONT-BACK image-schema:

- If an entity moves either forward or backward, then it must pass through each intermediate point on the path.
- The further along the path the entity is, the more time will have gone by since starting and the closer the TR (defined trajectory) will be to a front position and the further away from a BACK location.

An example of the FRONT-BACK schema would be the sentence *We should move forward*. If we move forward the starting point, we move away from the BACK point.

Following Peña (2008: 1061), the CENTER-PERIPHERY image-schema "is a specification of PART–WHOLE" in which the entity would be the whole and the center and periphery the parts. Its structural elements are the following ones:

- Entity
- Center
- Periphery

In terms of its basic logic, the periphery depends on the center, but not vice versa (Lakoff 1987:275). An example would be the social circle of an individual. The center would be the individual and the periphery the people related to them such as family and friends. Both center and periphery would form the entity.

Now we describe the structural elements and the basic logic of the CONTAINER image-schema. It consists of the following structural elements:

- Interior
- Boundary
- Exterior

According to the basic logic of the CONTAINER schema (Lakoff 1987:272):

- Everything is either inside a container or out of it.
- If container A is in container B and X is in A, then X is in B.
- If all A's are B's and X is an A, then X is a B.

In *I am in love*, love is seen as a container and the person inside love would be the contents of such a container.

The BALANCE image-schema consists of some force vectors and some point of axis or plane in relation to which those forces are distributed. This schema involves a symmetrical (or proportional) arrangement of forces around a point or axis (Johnson 1987: 85). The prototypical schema is represented in Figure 1.
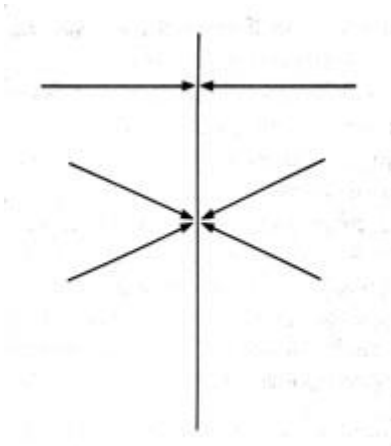
Figure 1. Image-schema of BALANCE AXIS (Johnson 1987: 86)

This schema has three important properties (Johnson 1987: 97)

- Symmetry: A balances B if and only if B balances A
- Transitivity: If A balances B, and B balances C, then A balances C.
- Reflexivity: A balances A

2.3.3 Metaphor and Metonymy

Metaphors and metonymies are ICMs that "involve a partial mapping of structure from a source domain to a target domain" (Ruiz de Mendoza 2000: 109). A mapping is understood as a set of correspondences. Even though metaphors and metonymies can be defined in the same way, there are characteristics that differentiate them. Lakoff and Johnson (1980: 36) remark one of them in the quote below.

> Metaphor and metonymy are different kinds of processes. Metaphor is principally a way of conceiving of one thing in terms of another, and its primary function is understanding. Metonymy, on the other hand, has primarily a referential function, that is, it allows us to use one entity to *stand for* another. But metonymy is not merely a referential device. It also serves the function of providing understanding. For example, in the case of the metonymy THE PART FOR THE WHOLE there are many parts that can stand for the whole. Which part we pick out determines which aspect of the whole we are focusing on. When we say that we need some "good heads" on the project, we are using "good heads" to refer to "intelligent people". The point is not just to use a part (head) to stand for a whole (person) but rather to pick out a particular characteristic of the person, namely, intelligence, which is associated with the head (Lakoff and Johnson 1980: 36-37).

This suggests that metaphor and metonymy are differentiated by the function they serve. However, Ruiz de Mendoza does not agree with this distinction and together with Otal (2002) they claim that metaphor and metonymy are differentiated by the nature of the domains; this means that in metaphor there are two different domains involved and a

correspondence or several correspondences are established between them, whereas in metonymy a single domain is involved and a domain-subdomain relationship is established. This idea will be further developed in sections 2.3.3.1 and 2.3.3.2.

> … the sole (and crucial) distinguishing feature between metaphor and metonymy is to be found in the domain-internal nature of metonymic mappings which contrasts with the domain-external nature of metaphoric mappings (Ruiz de Mendoza and Otal 2002: 53).

2.3.3.1 Metaphor

As claimed in section 1, according to George Lakoff and Mark Johnson's theory (1980) of conceptual metaphors, language is fraught with metaphors and metonymies that help to make sense and fully understand the world around us. Lakoff and Johnson fully defend that metaphors and metonymies are part of our everyday lives and they are not easily dispensable. "Most people think they can get along perfectly well without metaphor. We have found, on the contrary, that metaphor is pervasive in everyday life, not just in language, but in thought and action" (Lakoff and Johnson 1980:3). This quote below perfectly reflects and summarizes their ideas.

> We do not believe that there is such a thing as objective (absolute and unconditional) truth, though it has been a long-standing theme in Western culture that there is. We do believe that there are truths but think that the idea of truth need not be tied to the objectivist view. We believe that the idea that there is absolute objective truth is not only mistaken but socially and politically dangerous. As we have seen, truth is always relative to a conceptual system that is defined in large part by metaphor (Lakoff and Johnson 1980: 160).

Metaphors are mappings or set of correspondences across domains. These domains are the source and target domains in which "the conceptual structure of the source is used to understand and talk about the target" (Peña and Samaniego 2007: 270). The source domain is usually the most concrete domain by means of which the target domain is understood. Both source and target domains are "either in different taxonomic domains and not linked by a pragmatic function, or they are in different functional domains" (Barcelona 2011:53).

According to Lakoff and Johnson (1980), metaphors can be classified into three different groups: structural, orientational and ontological.

Structural metaphors are those in which one concept is conceived in terms of another. One example can be the metaphor ARGUMENTS IS WAR. In it, the target domain is 'argument', and the source domain is 'war'. Arguments are understood in terms

of war. Wars can be won or lost and there is a need to attack and to defend. If arguments are not seen in terms of war, there would be no point in attacking or defending for example (Lakoff and Johnson 1980: 5). In this type of metaphors, there is a system of correspondences between the target and source domain.

Orientational metaphors are those conceptual mappings which organize concepts in terms of spatial orientation. HAPPY IS UP (as in *I'm feeling up*) would be an example of this kind of metaphor. However, this term is limited to orientations (Peña and Samaniego 2007: 277) and does not encompass the full complexity of image-schemas, some of which are not spatial per se (e.g. LINK). That is why Peña (2003, 2008) and Ruiz de Mendoza (2000) replaced orientational metaphors with image-schematic metaphors to refer to those metaphors whose source domain is an image-schema, as in the conceptual metaphor HAPPY IS UP.

Peña (2003) distinguishes basic and subsidiary or dependent image-schemas. For instance, this researcher observes that according to their directionality, there can be horizontal, circular, or vertical paths (Peña 2003: 138-139). Those vertical paths "exhibit an UP-DOWN orientation and motivate the VERTICALITY schema" (Peña 2008: 1058). This schema is therefore a subsidiary schema to PATH and helps us, in the case of HAPPY IS UP, understand the concept of happiness.

Ontological metaphors are those which are based on the Great Chain of Being. The Great Chain of Being "is a scale of forms of being – human, animal, plant, inanimate object – and consequently a scale of the properties that characterize forms of being – reason, instinctual behaviour, biological function, physical attributes and so on" (Lakoff and Turner 1989: 167). PEOPLE ARE ANIMALS (as in *Peter is a pig* to refer to a dirty and/or immoral person) is an example of this kind of metaphor as it involves the conceptualization of people in terms of animals. In this kind of metaphor, there is only one correspondence between the source and the target domains, and not a set of correspondences as in the other two types of metaphors.

After this explanation, it is also necessary to distinguish between linguistic and conceptual metaphor. Conceptual metaphors are mappings across domains and linguistic metaphors are the linguistic realizations of the conceptual metaphors. For example, a conceptual metaphor is HAPPY IS UP and its linguistic realization can be *I am feeling up*.

2.3.3.2 Metonymy

As pointed out, whereas metaphor establishes connections between two different domains, metonymy is a mapping within one cognitive domain. As defined by Radden and Kövecses (1999: 21) ''metonymy is a cognitive process in which one conceptual entity, the vehicle, provides mental access to another conceptual entity, the target, within the same cognitive model''.

As in metaphor, there is a source domain and a target domain in metonymies. Both domains are included in one matrix domain. This idea of the matrix was first proposed by Langacker (1987). The classical classification of metonymies is a threefold one:

- WHOLE FOR PART. A whole domain is used to refer to one of its subdomains.
- PART FOR WHOLE. A subdomain is used to talk about a whole domain.
- PART FOR PART. A part of a domain is used to talk about another part of the same domain.

Ruiz de Mendoza (2000) challenged this classification. He claims that PART FOR PART metonymies do not exist mainly for anaphoric reasons and he proposes two different types of metonymic mappings:

- Source-in-target metonymy. The source domain is a subdomain of the target domain. One example can be the sentence *We are in need of new hands in the farm*, where 'hand', a subdomain of the matrix domain 'person', stands for this whole domain ('farmers' in this context).
- Target-in-source metonymy. The target domain is a subdomain of the source domain. One example can be the sentence *I broke the window*, in order to mean that I broke a windowpane. The whole domain of 'window' is mentioned to afford conceptual access to one prominent subdomain of the window, the pane.

2.4 Categorization and Prototype theory

Cognitive linguists do not believe in the objective nature of meaning. Lakoff and Johnson (1980: 159) assert that "truth is always relative to a conceptual system that is defined in large part by metaphor". They say that truth is a matter of categorization in four different ways (Lakoff and Johnson 1980: 165).

- The truth of some statement depends on its understanding. There is a need to understand the sentence before understanding it as true.

- Understanding is clearly linked to human categorization.

- The truth of a statement depends on the properties of the categories of the proper statement.

- Categories are defined by means of prototypes.

Lakoff (1987: xi) affirms that categorization is the "main way that we make sense of experience". Lakoff and Johnson (1980) following Rosch (1977), put forward that entities in the world should be categorized in terms of prototypes. Rosch proved that people categorize objects in terms of prototypes and resemblances. A prototype is defined as the best example of a category. In the category of birds for example, a sparrow or a blackbird can be the centre of the category, the prototype, because they are some of the most seen and familiar ones. However, as prototypes are context dependent, for those familiar only with seagulls, that bird would be the prototypical one. Moreover, chickens would be also part of the category of bird, but "as the more an entity resembles the prototype, the higher its degree of representativeness within the category in question" (Peña and Samaniego 2007: 249), the chicken would take a non-prototypical position in this category.

> Definition is not a matter of giving some fixed set of necessary and sufficient conditions for the application of a concept (though this may be possible in certain special cases, such as in science or other technical disciplines, though even there it is not always possible); instead, concepts are defined by prototypes and by types of relations to prototypes. Rather than being rigidly defined, concepts arising from our experience are open-ended. Metaphors and hedges are systematic devices for further defining a concept and for changing its range of applicability (Lakoff and Johnson 1980: 125).

We can therefore state that categories are not defined by necessary and sufficient features, but they are defined by prototypes. The ICMs explained before are nothing else but types of prototypes that explain how the world is structured and how it functions.

2.5 Some applications of Cognitive Linguistics: Education and pedagogy

As CL is one linguistic theory which is fully committed with the analysis of meaning, it leads to the development of different applications of this linguistic framework. In this section we do not aim to state the complete map of the Applications of Cognitive

Linguistics (ACL); we only focus on the applications which are relevant in the context of this paper, such as the area of education and pedagogy.

Even though CL was also important for the development and study of first language acquisition, Second Language Acquisition (SLA) has been its most fruitful area in the education field as shown by the amount of existent relevant literature in this field such as Verspoor and Lowie (2003) or Boers and Lindstromberg (2006, 2008). If students are aware that the learning of foreign languages can be approached from different perspectives that ease memorization but do not base the whole learning on leaning by heart, they will be highly motivated in the learning process, which is one of the ideas why using CL in pedagogy can be beneficial and may ensure success.

There are some characteristics of CL that can be key for education and pedagogy (Boers, and Lindstromberg 2006: 306, 307).

- Language is part of cognition.
- There is no innate language-acquisition faculty in a usage-based model of language.
- There is no distinction between grammar and lexis.
- Metaphor and metonymy are of key importance.
- Semantics is conceptualization.

Following CL, language is symbolic and usage-based and this gives rise to the opportunities to successfully use this linguistic framework in the teaching and learning of foreign languages. CL in pedagogy is important in meaning-meaning connections, meaning-form connections and form-form connections. If a considerable number of pieces of language are motivated rather than arbitrary, "opportunities for insightful L2 learning (as opposed to learning by rote, or blind memorisation) must be considerably more numerous, and perhaps also more varied, than has been generally realised" (Boers and Lindstromberg 2006: 313). The fact that elements such as lexical terms or syntactic forms are presented as motivated rather than arbitrary can help learners understand them better and retain the information as well as comprehend cultural and pragmatic values, as culture and pragmatics are embedded in language.

One area of language learning to which CL can be applied is vocabulary. The study of metaphor, prototypes and categorization can lead to the development of effective vocabulary teaching methods. As mentioned, metaphors are present in everyday language

and everyday situations, and "deficient or insufficient metaphoric competence may impair learners' receptive and productive skills in the foreign language" (Doiz and Elizari 2013: 52). Methods which use CL as their basis can both solve and provide a tool for the correct vocabulary and metaphor interpretation in the foreign language. Metaphor is thus highly relevant to second language learning, teaching and testing, from the earliest to the most advanced stages of learning. (Littlemore and Low 2006: 3).

In addition, the application of CL to the teaching and learning of foreign languages has another advantage. Langacker states language is a symbolic system in which there is a symbolic association between a meaning and a phonological form, so grammar is "a structure inventory of conventional symbolic units" (Langacker 1987: 73). This view will allow to teach grammar in a similar way as lexis. It gives the teacher the opportunity to teach grammar following a resembling method as when teaching lexical items. Grammar can be thought providing information of the organization of sentences and its motivation to give students a coherent explanation of the organization of language so that they can comprehend syntax in an easier and better way (Tyler and Evans 2004: 260).

Furthermore, Langacker (2001: 4) asserts that the teaching and learning of rules should never be the focus of the class and he also defends the use of CL for the correct acquisition of word meanings (Langacker 2001:15), as shown in the following quotes.

> …usage-based and construction-based nature of cognitive grammar has certain implications for language pedagogy. One of them is the limited importance of fully general rules. Since regular constructions of full generality constitute only a small proportion of conventional patterns, complete mastery of linguistic rules does not assure any degree of actual fluency in a language (Langacker 2001: 4).

> Traditional semantics focuses on the meanings and combinatory properties of overt elements. Cognitive linguistics has clearly demonstrated the limitations of this approach, showing that linguistic meanings rest on a vast and multifaceted conceptual substrate. Linguistic understanding further relies on elaborate processes of meaning construction involving metaphor, metonymy, mental spaces, blending, idealized cognitive models and the evocation of myriad 'fictive' entities (Langacker 2001:15)

This implies that current methods of learning can extremely benefit from the introduction of the cognitive paradigm in order to get effective and quick success in language learning and teaching.

3. Methodology

In this section I aim to explain the research questions and motivation of this study. This paper aims to identify and analyse the use of metaphors and metonymies in football language focusing on a football commentary due to the fact that football language is characterized by the use of metaphors and metonymies that can specially be found in live commentaries (Lavric 2008: 6). The findings, identification, and explanation of these metaphors and metonymies can influence and help develop methods of teaching and learning English for Specific Purposes (ESP henceforth), especially in the football context.

The first question I aim to answer is from the variety of metaphors used in football, what the most common metaphors in these particular commentaries are and what motivates them. I also want to do the same regarding metonymies. The second question I want to answer is how these results can help in the teaching and learning of ESP in the context of football.

To identify the metaphors, I used the Metaphor Identification Procedure (MIP henceforth) (Pragglejaz Group 2007)

The MIP is as follows: (Pragglejaz Group 2007: 3)

1. Read the entire text–discourse to establish a general understanding of the meaning.

2. Determine the lexical units in the text–discourse

3. (a) For each lexical unit in the text, establish its meaning in context, that is, how it applies to an entity, relation, or attribute in the situation evoked by the text (contextual meaning). Take into account what comes before and after the lexical unit.

(b) For each lexical unit, determine if it has a more basic contemporary meaning in other contexts than the one in the given context. For our purposes, basic meanings tend to be

— More concrete; what they evoke is easier to imagine, see, hear, feel, smell, and taste.

— Related to bodily action.
— More precise (as opposed to vague).

— Historically older. Basic meanings are not necessarily the most frequent meanings of the lexical unit.

(c) If the lexical unit has a more basic current–contemporary meaning in other contexts than in the given context, decide whether the contextual meaning contrasts with the basic meaning but can be understood in comparison with it.

4. If yes, mark the lexical unit as metaphorical.

To identify the metonymies the procedure used was that based on the Pragglejaz Group's (2007) procedure for metaphors (Biernacka 2013: 117).

1. Read the entire text to get a general understanding of the overall meaning.

2. Determine lexical meanings.

3. Decide on the metonymicity of each lexical unit.

    a. For each lexical unit establish its contextual meaning.

    b. For each lexical unit determine if it has a more basic contemporary meaning in other contexts than the meaning in the given context.

    c. If the lexical unit has a more basic contemporary meaning in other contexts than the given context, and the contextual and basic meanings are different, determine if they are connected by contiguity, causal relations and part whole relations.

4. If a connection is found in step 3c that is one of contiguity: check backwards and forwards to determine if any other lexical unit(s) belong(s) together semantically, thus determining the extent of the metonymy vehicle; and mark the lexical unit (or lexical units which belong together) as metonymy vehicle

Our starting point will be the written live comments of a football match. On 21st January 2020, Chelsea played against Arsenal in the Premier League. This match was chosen considering it is a recent match and it is a match from the Premier League. Not only is the Premier league the competition of one extremely well-known English-speaking country, but it is also extremely popular competition worldwide.

The commentaries worked as the base for a pedagogical proposal. This proposal is focused on the teaching of English to footballers whose native language is different to this one and it takes into account the importance of listening and speaking abilities while

it focuses on the improvement of their lexical competence, more specifically on the learning of metaphors and metonymies in the football context. This proposal takes metaphors and metonymies into account due to the benefits they can involve in the teaching process. Recent commentaries work perfectly in that proposal because apart from being related materials to the football field, it is important to use updated materials as language is constantly changing.

The commentaries I chose can be found in the webpage www.sportsmole.co.uk and the commentator was Darren Plant, who, according to the page, is a senior reporter. The whole text can be found in the appendix section. As the commentaries are available and public in the website, there are no copyright issues that needed to be solved to use them and the work of both the webpage and the commentator will be credited.

4. Cognitive analysis of a football match commentary

In this part of the paper I will analyse a football match commentary from the point of view of Cognitive Linguistics. The text to be analysed is full of metaphors and metonymies of which listeners and readers are not always aware since they are extremely common in everyday language and have become entrenched in our minds. However, the tools provided by CL allow us to study the motivation of the use of particular cognitive mechanisms that are extremely useful for the conceptualization of football.

4.1 Football language

Sport language is a 'specialised language or terminology' that evolved quickly due to the increasing popularity of sport, but "since time immemorial the language of sport has been a rich area of specialist linguistic communication" (Lipónski 2009: 25).

There are some works that deal with the language of sports, such as *The Language of Sport* (Beard 1998), the *Linguistics of Football* (Lavric et al. 2008), *Innsbruck Football and Language Bibliography* (Giorgianni and Lavric 2013), *Routledge Handbook of Sport Communication* (Pedersen 2013) and *Routledge Handbook of Sport and New Media* (Billings and Harding 2014).

The Language of Sport (Beard 1998) is a textbook and its main purpose is to offer activities and textual analysis of the language of sport. However, as this book is from 1998, it does not focus on the language used in live written commentaries since they were not common in the past as they are now. Moreover, it focuses on the language of sport in

general, the same as *Routledge Handbook of Sport Communication* (Pedersen 2013) and *Routledge Handbook of Sport and New Media* (Billings and Harding 2014). They do not focus on the language of football and this section here aims to classify and see the main characteristics of the language used in the football commentaries chosen for this paper, so it is important to focus on football.

In the book the *Linguistics of Football* the first *Football and Language bibliography* appeared. That was the paper version, which is now online, and which has also grown from 20 pages to 100 pages. This online version is an extremely useful resource for those interested in language and sport. In it, publications in French, Spanish, English, Italian and other languages can be found (Giorgianni and Lavric 2013: 1). Apart from that, this book is one attempt at linguistic analysis of football. It contains several papers divided into six subsections which are football terminology, football, language, football discourses, football and media, media and discourse: emotions, football and multilingualism. Nevertheless, these papers do not pay attention to live written football commentaries.

Moreover, the perspective adopted here is an innovative one, the one provided by Cognitive Linguistics, a linguistic framework which focuses on meaning and how it emerges from our interaction with the world. Meaning is seen as motivated and this has allowed us to propose a learning method in which students do not have to learn contents by heart but in a motivated way and this boosts their motivation.

When dealing with football language, it is important to distinguish between different types depending on the speaker. The language used in football commentaries is different from the language used by the fans. It is also important to take the situation into account; for example, the language used by coaches and players would differ from the language used by referees and players. It is true that during football matches, the players and referee do no talk much to each other, conversations are usually brief and telegraphic, but there is a vast collection of texts describing such football matches in which the language in worth analysing. There are nine fields of communication in which the language of football can be present (Tworek, quoted in Taborek 2012: 239):

- The language of regulation
- The language of science
- The language of the press

- The language of television sport programs

- The language of radio sport programs

- The language of sportsmen and coaches

- The language of sport supporters

- The language of stadium announcers

- The interview and conversation as a combination of the language used by journalists, supporters, sportsmen and coaches

As shown above, the language of football appears in a lot of different possible communicative contexts. Television and radio programmes are not taken into account due to their different aims. The radio commentators' task is more complex since commentators have to tell listeners what is going on as they are not visualizing it. The language of coaches and sportsmen has to be clear, concise, simple and easy to understand. However, the language used by football supporters does not necessarily share these characteristics. Due to the variety of fields in which this type of specialized terminology can appear, football talk is therefore situated between everyday communication and professional analysis (Stiehler and Marr 2002: 139).

Taborek (2012: 239) suggests four general fields of communication which include the new forms of communication that can be seen nowadays on the Internet.

- The language of regulation and science

- The language of media (press, television, radio, the Internet, mobile)

- The language of supporters

- The language of sportsmen, coaches and referees

Another division of the language of football can be found in Lewandowski (2008).

- The language of soccer players and coaches

- The language of soccer rules, regulations and statutes

- The language of the theory of soccer

- The language of TV soccer commentary

- The language of radio soccer commentary

- The language of press writings of soccer

- The language of Internet soccer portals

- The language of soccer fans

- The language of referees and their assistants
- The language of the stadium announcer

The language of football "is a specialized field of language, containing its own vocabulary, pragmatic conventions and idiomatic phrases" (Krone 2005: 9). However, its division into different kinds indicates that every different type of football language is characterized by some distinctive features. For example, in spoken commentaries the present tense is the most frequent tense, and ellipsis and demonstrative pronouns tend to be common, whereas in written press articles the past tense tends to be the dominant one, syntactic structures tend to be more complex and vocabulary range is usually more varied (Beard 1998).

The commentaries chosen for this analysis can be classified according to Taborek (2012) in the category of the language of the media, and according to Lewandowski (2008) in the language of Internet soccer portals. This classification of language, the language of Internet soccer portals, is relatively recent, and it does not share entirely the characteristics of either written or oral varieties, it can be considered as a "hybrid". Moreover, it is difficult to generalize about this language as it depends on the online magazine, newspaper or Internet portal in which texts that make use of this language appear. As Lewandowski (2008: 28) asserts, a good example of a genre of this type "is a live minute-by minute match report". The text chosen for the analysis perfectly fits that description.

To sum up, the commentaries under analysis share the following features:

- They belong to the language of Internet soccer portals, a hybrid between oral and written language
- The tense most frequently used is the present tense
- Demonstrative pronouns are common
- Metaphors and metonymies are recurrent phenomena

4.2 Metaphors

The previously mentioned commentaries of the football match between Chelsea and Arsenal have been analysed from a cognitive perspective in order to identify the different metaphors and metonymies used in this text.

4.2.1 Structural metaphors

Even though football can be conceptualized in terms of several different domains, one of the most recurrent metaphors in football discourse is FOOTBALL IS WAR, as pointed out by authors like Lakoff (1991) or Seddon (2004).

> It has long been noted that we understand war as a competitive game like chess, or as a sport, like football or boxing. It is a metaphor in which there is a clear winner and loser, and a clear end to the game. The metaphor highlights strategic thinking, team work, preparedness, the spectators in the world arena, the glory of winning and the shame of defeat (Lakoff 1991: 65).

> football is ritualised war: a stylised territorial battle, complete with casualities, which can only be resolved with the victory and defeat that produces winners and losers (Seddon 2004:26).

There are many instances of this metaphor in the commentaries.

- Chelsea string together a fine move down the right, which includes several of their *attacking* players (line 31-32)
- The resulting *shot* appears goalbound (line 32)
- The Blues have their tails up, especially down the right *flank* (line 35)
- I'm not sure if it necessarily benefits them with Arsenal ready to launch *counter-attacks* (line 40-41)
- The striker took the ball around Leno, and was upended by the former Blues *defender* when he was about to *shoot* at goal with Leno stranded (line 60-61)
- *Shot!* (line 68-81-84-127-140)
- The Spaniard may decide on waiting until the break, given that Chelsea are purely on the *defensive* right now (line 79-80)
- The home side go straight onto the *offensive,* with a goalbound Kante *shot* being blocked by Mustafi. It hits the *defender's* hand, although it clearly wasn't intentional. (line 102-103)
- Guendouzi has replaced the ineffective Ozil. In all fairness, that could be perceived to be an *attacking* alteration (line 111-112)
- Even with three *defensive-minded midfielders* on the pitch, Chelsea are not controlling this contest (line 107)
- There is an argument that Chelsea need to make a change as much as their *opponents* (line 111)
- The Brazilian cuts infield and moves onto his right foot, with his powerful *shot* being turned away by Leno (line 141-142)

- Guendouzi is booked for a cynical kick on Mount, who was attempting to break down the left *flank* (line 145-146)

- The full-time whistle goes at Stamford Bridge and Arsenal have earned a remarkable point at the home of their *rivals* after playing over an hour with 10 men (line 174-175)

The metaphor FOOTBALL IS WAR is constantly present in the football context. This metaphor is a structural one in which one domain is understood in terms of another. In this case, football (target domain) is understood in terms of war (source domain). Words such as *rivals, opponents, attacking, defender, offensive,* or *shoot,* which are associated to war, are used in the football context suggesting such characteristic aggressivity of battles and necessity of winning. In football and in war, the participants fight to get their objectives using different strategies to attack, defend or counter-attack. In Table 1, the different mappings of the FOOTBALL IS WAR metaphor are sketched out.

Table 1. Inventory of parallel key concepts in the source domain of war and the target domain of football (Bergh 2011: 91)

SOURCE DOMAIN = WAR	TARGET DOMAIN = FOOTBALL
KEY CONCEPTS	KEY CONCEPTS
politics, conflict, battlefield	sports, competition, arena
army, soldier	team, player
aggression, ability	challenge, skill
weapon, ammunition	body part, ball
hit, kill, defeat	trick, score, beat
win/loss, supremacy	win/loss, title

The effect of conceptualizing football as war influences the way it is understood and the way it is practiced. It makes it go beyond the mere idea of a simple sport, and it can explain its popularity, its significance, its scope and the passion it triggers. Being identified with a team makes supporters feel that they have something to win or lose in every match. This is because the concepts of *sport* and *battle* are so linked that it seems a real fight for the spoils.

We associate this sport with competitivity and with a scenario of violence which has as a result the effect of giving rhythm and emotion to the game. This can be very effective in improving football commentaries as both TV and radio commentators use this metaphor so as to maintain the attention and interest of football fans. As Bergh (2011: 92) brilliantly describes, "to travesty the famous title by Lakoff & Johnson (1980), using war-inspired terminology is a strategy that football commentators live by". However, even though football is perceived in terms of war, in the sport there are some rules which have to be respected so as not to voluntarily injure the participants, in football there are not real dead people, it is only a matter of language and its conceptualization. Nevertheless, the idea of death is sometimes present in football context.

- 50 min: The Gunners have responded with some possession of their own, and Arrizabalaga puts his team in all kinds of trouble with a unnecessary risky pass close to his goal. They *survive*, just, but the goalkeeper shouldn't even be considering it. (line 104-105-106)

Even though football is conceptualised as war and associated with violence, Lewandowski (2012) suggests by the title of his paper *"Football is Not Only War"* that there are more metaphors to conceptualize football. These are FOOTBALL IS THEATRE, A FOOTBALL MATCH IS A TEST, A FOOTBALL MATCH IS A BUILDING, A FOOTBALL MATCH IS FOOD, A FOOTBALL TEAM IS A MACHINE and AN OUTSTANDING SOCCER PERFORMANCE IS MAGIC.

FOOTBALL IS THEATRE is another structural metaphor in which the target domain, football, is understood in terms of the source domain, theatre. There are some examples of this metaphor in the text.

- The resulting *set piece* comes to nothing (line 28)
- Arteta and his team will be jubilant after such a spirited *performance* (line 176-177)

As Geabauer (2006) points out:

Football is a like a huge theatrical event. It is a game that involves more than just a ball; it involves the body both one's own and that of others, as well as emotions and spectators. Playing football is also role-playing, and in this play, the public has its own heroes and villains (Gebauer 2006: 237).

Both theatre and football serve an entertaining function in which there are some actors or football players who are the entertainers and emotion-generators of the people.

Every person in a theatre plays their own role, as it happens in a football match. The role of the director in theatre corresponds to that of the coach of the team, the one who organizes the spectacle with a particular script or system The football players, with their position in the pitch, are like the actors who represent a particular character. Finally, the football stadium is also like the theatre building, the pitch would be the stage, and the public has its own place. In Table 2 below, the different mappings of the FOOTBALL IS THEATRE metaphor are sketched out.

Table 2. Mappings of the metaphor FOOTBALL IS THEATRE

	TARGET DOMAIN: FOOTBALL	SOURCE DOMAIN: THEATRE
PARTICIPANTS	Teams/players	Actors
PUBLIC	Fans	Spectator
PLACE	Football stadium	Theatre building
SCENARIO	Football pitch	Stage
STRATEGY	Everyone has its own role	Everyone has its own role
SOCIAL FUNCTION	Entertaining	Entertaining

Another metaphor from the ones proposed by Lewandowski (2012) that is found in the text under analysis is AN OUTSTANDING SOCCER PERFORMANCE IS MAGIC. This is a common metaphor in football even though there are not many examples of this one in the text. Obviously, if the commentator does not consider that there are outstanding actions in the match, this metaphor is not going to be used. An example of this metaphor can be seen below.

- The Gunners have started brightly with a *spell* on the ball followed by a break down the left (line 24)

Another structural metaphor present in the text is TIME IS FOOD. This metaphor is not exclusive of football but there is an example in the text under analysis. Time is consumed by the players, and by the football game itself, as the food is consumed by the people.

- Arsenal have halted that period in possession and taken the ball up the other end of the pitch. It *eats up more seconds,* although they still have ambitions of their own (line 156)

This metaphor is related to the one proposed by Lewandowski (2012), A FOOTBALL MATCH IS FOOD as a football match can be a product destinated for the people's consumption as food is.

To finish with the metaphors mentioned by Lewandowski (2012), he asserts that both the metaphors FOOTBALL MATCH IS A TEST and FOOTBALL MATCH IS A BUILDING are not very common in the English language. However, football is also related to more domains than the ones proposed by Lewandowski (2012) such as the field of religion (Taborek 2012: 247). The metaphor FOOTBALL IS RELIGION is another structural metaphor in which the source domain, which is religion, helps us understand the target domain, football. Supporters find in religion the same aspects that other people find and seek in religion. However, this metaphor can even go beyond.This metaphor can be perfectly justified due to the fact that the most similar feeling known to describe the passion felt for football and for a football team is found in religion. There is no way to describe that emotion and religion is called on to explain it. In fact, watching a football match is treated as if it were a religious act. "We as a society have shaped sports to be a form of religious devotion. The manifestations of traditional religion that are seen in the chapel are comparable to those seen in the stadium" (Williams 2014: iv). According to Williams (2014: 43), not only is sport similar to religion, but it is also a religion for some supporters. Religion and football highlight the importance of individual and collective merits, the importance of loyalty and devotion no matter what. The football stadium is known as the *temple* where there is a religious ceremony or football match that the believers do not miss. Those believers are the fans who worship the players as if they were God. In both sports and religion, there are institutions and the words *sacred, faith* or *ritual are* recurrent. In Table 3 below, different mappings of the FOOTBALL IS RELIGION metaphor are sketched out.

Table 3. Mappings of the metaphor FOOTBALL IS RELIGION

	TARGET DOMAIN: FOOTBALL	SOURCE DOMAIN: RELIGION
PARTICIPANTS	Teams/players	God
PUBLIC	Fans	Believers
PLACE	Football stadium	Religious building
EVENT	Football match	Religious ceremony

In the text there are not examples of this metaphor; this can be due to the fact that this may be more common in the language of the supporters rather than in the language the commentators use as in the majority of the times they are forced to remain impartial to give an impression of professionalism. Moreover, according to Alkio in the paper "Chelsea sink beneath rising mersey tide: metaphor use in football match reports of the guardian in 1987 and in 2018", religious metaphors were most common in the past than nowadays in the football contexts (Alkio 2019: 45). However, I consider it a really important and revealing metaphor in the football context, which is recurrent in the language of the supporters, so it was worth analysing it.

Another structural metaphor that is found in the text under analysis is HAVING THE BALL IS SUCCESS. The ball does not have a determinate owner and the teams fight for its possession. Its possession gives the teams the possibility of scoring goals and therefore of winning the match. This is a common metaphor in football and some examples can be seen below.

- Chelsea eventually *regain the ball* thanks to Kante, who gives Hudson (line 81)
- The Gunners *have responded with some possession* of their own (line 104)
- Arsenal have *halted that period in possession* (line 155)
- Chelsea *regain the lead*! (line 158)

Another metaphor related to this one is WINNING A CORNER IS GETTING A PRIZE. Both relate the possession of the ball as something positive. Corner is a place inside the football pitch and is used metaphorically as a prize. With this prize the ball goes to the team who wins the corner and the team can center the ball near the goal.

- The Blues eventually *win a corner*, which is headed over by Rudiger (line 82-83)
- Chelsea *win* a late corner (line 171)

4.2.2 Image-schematic metaphors

Apart from structural metaphors, there are also some image-schematic metaphors which are recurrent in the football context. As pointed out in section 2.3.2, image-schematic metaphors are those metaphors which have as a source domain an image-schema. These metaphors make us understand football with the help of those patterns called image-schemas. They help us give structure to our physical experience.

Nordin (2008: 115) says that they "structure an abstract or unstructured target domain with our spatial experience" and identifies different metaphors which are PERIODS OF TIME ARE CONTAINERS, THE FOOTBALL PITCH IS A ROAD, and THE FOOTBALL PITCH IS UP/DOWN (Nordin 2008: 118). In the case of the metaphor FOOTBALL IS A ROAD, the source domain is the image-schema SOURCE-PATH-GOAL, whereas in the metaphor THE FOOTBALL PITCH IS UP/DOWN the source domain is the VERTICALITY image-schema, a schema that holds a subsidiary relationship with respect to PATH. The metaphor PERIODS OF TIME ARE CONTAINERS has as a source domain the CONTAINER image schema. These source domains help us understand the target domains, which tend to be abstract in nature.

There are not a lot of examples in the text of the metaphor PERIODS OF TIME ARE CONTAINERS, but some can still be spotted.

- Nothing is going for them *in the final third* (line 120)
- Chelsea are still offering very little *in the final third* (line 131)
- … five matches head *into the final quarter-of-an-hour* (line 98-99)

It is worth mentioning, however, that this metaphor does not appear exclusively in football contexts; there has been several studies about the conceptualization of time using metaphors, such as *The Poetics of Time – Metaphors and Blends in Language and Literature* written by Anna Piata (2018).

Another image-schematic metaphor whose source domain is the CONTAINER image schema is TROUBLE IS A CONTAINER. As was the case with PERIODS OF TIME ARE CONTAIENRS, it is not only used in the context of football. But in football, if someone puts the team into trouble, it means that the team (the content of the container) is inside the container, in which the conditions are totally negative.

- and Arrizabalaga *puts his team in all kinds of trouble* with a unnecessary risky pass close to his goal (line 105)

In some metaphors like THE FOOTBALL PITCH IS A PATH or THE FOOTBALL MATCH IS A PATH, the source domain is the PATH image-schema. The direction is always from the source destination to reach the opposite goal which is at the end of the pitch.

- As the two teams make their *way out onto the pitch*, let's see who features in each starting lineup... (line 16)

This is an example of the *way* construction (Goldberg 1995). According to Goldberg (1995: 203-204) and Hilpert (2019: 126), in this construction motion takes place in spite of the existence of external obstacles and a path is created by the action encoded by the verb. In this example, the two football teams manage to proceed in an intended direction (each of the teams tries to reach the opponent's net) despite the attempts of the opposite team to block their motion so that they do not score a goal.

- Arsenal get us *underway*! (line 23)
- The resulting shot appears goalbound, but Mustafi *gets in the way* to deny Kovaci (line 32-33)
- Palmieri deservedly goes into the book for hacking down Pepe, who had turned him on the *halfway* line (line 51-52)
- We may only be a quarter of the *way* through this contest (line 53)
- Chelsea get us back *underway* (line 100)
- Christensen goes into the book for tripping Lacazette on the *halfway* line (line 116-117)
- Martinelli ran from his own penalty area, and after Kante slipped over on the *halfway* line, he was through on goal (124-125)
- Arsenal have halted that period in possession and taken the ball up the other *end of the pitch* (line 155-156)

In Table 4 below, the different mappings of the THE FOOTBALL PITCH IS A PATH metaphor are sketched out.

Table 4. Mappings of the metaphor THE FOOTBALL PITCH IS A PATH

PATH	FOOTBALL PITCH
SOURCE	Own goal
DESTINATION	Opposite goal
DIRECTION	from one goal to the opposite one

The VERTICALITY image-schema provides the source domain of some metaphors in the text.

- While Chelsea remain in the *ascendancy*, I'm not sure if it necessarily benefits them with Arsenal ready to launch counter-attacks (line 39-40)
- Chelsea are well *on top* but Arsenal still look lively, especially *down* the left, when they are able to regain possession (line 49-50)
- Jorginho does his usual run-up and just about finds the *bottom* corner, with Leno guessing the right away and almost getting a hand to it (line 63-64)
- While the youngster had Lacazette to his right, he continued on his own to slot the ball into the *bottom* corner (line 125-126)
- Unbelievable. Arsenal are level and Bellerin, of all people, has got it with his left foot, finding the far *bottom* corner with a shot from the edge of the area! (line 165)

As studied by Lakoff and Johnson (1980:16), and Krzeszowski (1990, 1993), up is usually related to good things and events and down to bad things and events. For instance, in While Chelsea remain in the *ascendancy*, the up sense involved in 'ascendancy' is highly positive for Chelsea.

Another interesting aspect is the fact that sometimes there are reversals of evaluation, as in the following example:

- After David Luiz was dismissed against his former club, Jorginho put the Blues in front from the penalty spot, leaving Arsenal with an *uphill* task (line 5-6)

While 'up' in 'uphill' should mean something positive, we should also take into account that this positive sense is overridden by the inherent difficulty posed by the sense of 'hill'.

Football issues can be also metaphorically construed making use of the FRONT-BACK image-schema. As was the case with VERTICALITY, it is usually the case that back positions are related to bad things and front locations to good evaluations.

- *Back down the other end*, a mistake from Arrizabalaga leads to two corners in quick succession for the Gunners (line 29-30)

- They are keeping Arsenal on high alert *at the back* and it leads to another chance (line 43-44)

In this last example above Arsenal is said to be on high alert at the back. This means that the team is near its own goal, which is not positive for the team as they need to score in the opposite one.

Some other linguistic realizations of the FRONT-BACK image-schema are the following ones:

- Rudiger is able to head the ball *back* across goal for Abraham (line 44)
- While Holding waits to be introduced, Arsenal put together a sustained spell of pressure, keeping Chelsea on the *back* foot (line 76-77)
- Chelsea get us *back* underway (line 100)
- The home side are naturally delighted that they are *ahead,* but Abraham is struggling with what is either an ankle or foot problem (line 161-162)

In this example above the home side is ahead, so they are near the opposite goal, which is positive because they have to score there.

- It's a breathless finish. Batshuayi should probably put Chelsea *in front* for a third time, but the substitute sends the ball wide at the near post (line 167-168)

In the commentaries, there is another metaphor based on the PATH image-schema.

- Chelsea respond through Hudson-Odoi, who wins a corner after getting the better of Saka. However, the resulting *set piece comes to nothing.* (lines 27-28)
- Chelsea win a late corner but *it comes to nothing*

In this metaphor, the set piece goes along a metaphorical path whose destination is nothing. This is negative because the final destination in football is the opposite goal instead of nothing.

The following examples are examples of a metaphor that can be analyzed using the BLOCKAGE image-schema. "If we are going along a path, we may encounter some obstacle which prevents us from moving forward" (Peña 2008: 1051). If the ball is along a path and it encounters an obstacle, the ball cannot reach its goal, and this brings about negative consequences for the game.

- … deny Kovacic. It results in a *stoppage in play*, which understandably leaves Chelsea frustrated at a time when they were building momentum. (lines 33-34)
- The home side go straight onto the offensive, with *a goalbound Kante shot being blocked by Mustafi (*lines 102-103)

In this last example, Mustafi is the obstacle which prevents the moving entity, the ball, from moving forward and reaching its destination, which would be the goal.

Finally, the following examples are cases of a metaphor whose source domain is the BALANCE image-schema. The possession of the ball should be proportional to be in balance, and if this is not the case, one of the teams has more possession of the ball and there is no balance.

- As we head into the final 15 minutes, *this game remains in the balance* (line 143)
- There are more changes on the way, for both clubs. Will it help *restore a bit of balance?* (lines 147-148)

In the first example the game is said to be in balance. This means that the arrangement of forces is symmetrical around a point, that no team is superior to the other one as the result in that minute is 1-1.

4.2.3 Ontological metaphors

Finally, there are also some ontological metaphors in the commentaries whereby football is categorized as an entity belonging to a different level of categorization. For instance, the following two examples are linguistic realizations of the ontological metaphor of PEOPLE ARE ANIMALS.

- The Blues *have their tails up* (line 35)
- Kante, who gives Hudson-Odoi the chance to *gallop forward* (lines 81-82).

Having one's tails up means having an optimistic, confident, or happy outlook, mindset, or attitude. This is an ontological metaphor because the Blues (which metonymically refer to those players wearing blue clothes) are considered as animals (they are said to have tails, which are characteristic of animals). When animals have their tails up, this means that they are happy. This can be applied to human behaviour to mean people are happy or have an optimistic, confident, and happy outlook or attitude.In the second example, a person, Hudson-Odoi, is conceptualized as if he were a horse in order to highlight the great speed at which he can run.

Apart from the metaphor PEOPLE ARE ANIMALS, there is an example of personification in the commentaries under analysis in which a set piece is personified, because a set piece cannot come to nothing on its own.

- Chelsea respond through Hudson-Odoi, who wins a corner after getting the better of Saka. However, *the resulting set piece comes to nothing* (lines 27-28)

As shown, there are few ontological metaphors in this football commentary.

4.3 Metonymies

Metonymy is another recurrent device in language. In football language, and specially in football commentaries, there are some recurrent metaphors (as discussed in the previous section), but there are also common metonymies.

Some metonymies that tend to appear in football are those which consider the nationality of the players (Medina Cano 2010: 202), their position in the pitch (Medina Cano 2010: 202, Quintero Ramírez, 2013: 86), the team for which they play (Medina Cano 2010: 202), the number they take (Medina Cano 2010: 202), or the colour they wear (Medina Cano 2010: 202, Nomdedeu Rull, 2004: 85). There are different examples of this metonymies in the commentaries and all of them are target in source metonymies.

These are some examples of those metonymies related to the nationality of the players:

- There are no signs that Arteta is contemplate a change. It looks like the *Spaniard* is prepared to stick with this current 4-4-1 formation, at least until half time (line 72-73)
- This is interesting. Mount is on for Kante. It's not often that the *Frenchman* is hauled off (lines 133-134)
- Better from Chelsea, who manage to find Willian all on his own on the left-hand side. The *Brazilian* cuts infield and moves onto his right foot, with his powerful shot being turned away by Leno (lines 140-141-142)

Arteta is Spanish, Kante is French and Willian is Brazilian. This metonymy is a target in source domain in which Arteta, Kante and Willian are subdomains of Spaniard, Frenchman and Brazilian. In other words, by mentioning the whole domain of Spaniards, Frenchmen, and Brazilian men conceptual access is granted to one of their subdomains,

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Arteta, Kante, and William respectively. These subdomains are made prominent because they are relevant in the context in which they are used.

Regarding those target-in-source metonymies which make reference to the position of the players in the pitch, these are some examples:

- Chelsea have a penalty and Luiz has been sent off! A poor back-pass from Mustafi leads to Abraham being able to run through on goal. *The striker* took the ball around Leno and was upended *by the former* Blues *defender* when he was about to shoot at goal with Leno stranded (line 58-59-60-61)

- The home side go straight onto the offensive, with a goalbound Kante shot being blocked by Mustafi. It hits the *defender*'s hand, although it clearly wasn't intentional (line 102-103)

- The Gunners have responded with some possession of their own, and Arrizabalaga puts his team in all kinds of trouble with a unnecessary risky pass close to his goal. They survive, just, but the *goalkeeper* shouldn't even be considering it (line 104-105-106)

Abraham is a striker; the former Blues defender is Luiz. The commentator refers to him like that because Luiz was several years a Chelsea player and has not been an Arsenal player for long. Mustafi is the defender and Arrizabalaga is a goalkeeper.

Some examples of metonymies which refer to the colour the players wear (COLOUR OF CLOTHES WORN BY PLAYERS FOR PLAYERS) are the following ones:

- After David Luiz was dismissed against his former club, Jorginho put the Blues in front from the penalty spot, leaving Arsenal with an uphill task. (line 5-6)

- *The Blues* have their tails up, especially down the right flank. Abraham does well to win a corner for his side (line 35-36)

- Chelsea have a penalty and Luiz has been sent off! A poor back-pass from Mustafi leads to Abraham being able to run through on goal. The striker took the ball around Leno and was upended *by the former Blues defender* when he was about to shoot at goal with Leno stranded (line 58-59-60-61)

Chelsea is referred to as the Blues due to the colour their players wear. This is a source-in-target metonymy whereby a subdomain of the whole domain of players, the colour of the clothes they wear, is used to make reference to the whole domain (players).

Chelsea and Arsenal are referred to in different ways. Arsenal players are referred to as The Gunners; thus, they are not identified by the colour they wear. Their name comes from the original place where the team was founded, a military tradition neighbourhood. Again, this is target-in-source metonymy (PLACE WHERE THE TEAM WAS FOUNDED FOR PLAYERS OF THE TEAM):

- *The Gunners* have started brightly, with a spell on the ball being followed by a break down the left (line 25)
- *The Gunners* have responded with some possession of their own, and Arrizabalaga puts his team in all kinds of trouble with a unnecessary risky pass close to his goal. They survive, just, but the *goalkeeper* shouldn't even be considering it. (lines 104-105-106)

Chelsea and Arsenal are other target-in-source metonymies that appear in several examples. *Chelsea* is the place where a football team was founded. It is used to make reference to the team itself and again there is another reduction operation involved that focuses on the players of the team. The team *Arsenal* is called like this because it was originally formed by a group of people working at an arsenal (the Woolwich armaments factory in south London). Thus, 'Arsenal' stands for one of its subdomains, the team that was formed by some of its workers, and then team makes reference to another prominent subdomain, the players. Therefore, the following are some linguistic realizations of these double metonymies: PLACE WHERE A FOOTBALL TEAM WAS FOUNDED FOR TEAM FOR PLAYERS, and WORKPLACE FOR TEAM FOR PLAYERS.

- Even with three defensive-minded midfielders on the pitch, *Chelsea* are not controlling this contest (line 107)
- There is an argument that *Chelsea* need to make a change as much as their opponents (line 111)
- While *Chelsea* remain in the ascendancy, I'm not sure if it necessarily benefits them with *Arsenal* ready to launch counter-attacks (line 39-40)
- *Chelsea* are well on top but *Arsenal* still look lively, especially down the left, when they are able to regain possession (line 49-50)

Moreover, in this match Arsenal is referred as the visitors and Chelsea as the home side, as they played in the Chelsea's stadium.

- Hello and welcome to Sports Mole's live coverage of the match in the Premier League between Chelsea and Arsenal. While the *home side* are looking to strengthen their grip of fourth position, *the visitors* requiring all three points to move into eighth position above neighbours Tottenham Hotspur (line 12-13-14-15)

In this text there are not examples of metonymies in which the commentator refers to the players by the number they wear. This is due to the fact that the reader of this type of texts is not normally watching the match at the same time and they may not identify the player by their number.

Apart from the metonymies analyzed so far, there are some other metonymies that appear in the text under analysis. One interesting metonymy is the following one:

- A quick reminder of the two *benches* (line 92)

The word "benches" refers metonymically to the substitute players that are not playing in the pitch. This is another target-in-source metonymy in which the bench is mentioned to refer to one of its subdomains, the players sitting on it.

Finally, there is also a source-in-target metonymy which is an example of the metonymy AGENT FOR ACTION OF ORDERING. The one who orders is mentioned to refer to the action they carry out.

- Arsenal have *bossed* the ball for the last few minutes (line 78).

4.4 Conclusion

My first hypothesis related to football language before carrying out the analysis is that the language of football and specially football commentaries are fraught with metaphors and metonymies. The three types of metaphors, ontological, structural and image-schematic appear in the text under analysis. Apart from that, there is also a large number of examples of different football-related metonymies. Both facts confirm that these conceptual phenomena are present in football language.

In the text chosen for analysis, the structural metaphors we have been able to identify are FOOTBALL IS WAR, FOOTBALL IS THEATRE, A FOOTBALL MATCH IS FOOD, AN OUTSTANDING SOCCER PERFORMANCE IS MAGIC, HAVING

THE BALL IS SUCCESS and WINNING A CORNER IS GETTING A PRIZE. The image-schematic metaphors found in the text are PERIODS OF TIME ARE CONTAINERS, TROUBLE IS CONTAINER, THE FOOTBALL, THE FOOTBALL PITCH IS A PATH, THE FOOTBALL MATCH IS A PATH, and there are also metaphors which have as a source domain the VERTICALITY, BLOCKAGE, BALANCE AND FRONT-BACK image-schemas. The ontological metaphor found is PEOPLE ARE ANIMALS and an example of a personification. Generally, metaphors can have two functions, explanatory and constitutive functions.

> Conceptual metaphors can air our thinking in two ways: as explanatory or constitutive metaphors. Explanatory metaphors are used to make it easier for the layman to understand complex scientific, political and social issues. Constitutive metaphors are an integral part of theorizing about these problems (Schmid and Ungerer 2006: 153).

The metaphors here have an explanatory function which means that metaphors help us to come to terms with certain concepts. Metaphors make football conceptualization and the understanding of how it is played easier. Their function is to help people understand the sport, what is happening in it, its matches, and competitions in terms of other domains and taking into account our physical and spatial experience.

Metonymies are also a common phenomenon in the text. They are mainly target-in-source metonymies. They tend to serve a referential function and avoid repetition of teams and players' names. The target-in-source metonymies that appear in the commentaries are the following: COLOUR OF CLOTHES WORN BY PLAYERS FOR PLAYERS, PLACE WHERE THE TEAM WAS FOUNDED FOR PLAYERS OF THE TEAM, WORKPLACE FOR TEAM FOR PLAYERS and the source-in-target metonymy found is AGENT FOR ACTION OF ORDERING.

All in all, metaphors and metonymies are frequent in the discourse of football and they show that football can be structured using several domains. There are some metaphors and metonymies that are common in everyday language, while others are more common in a football context.

5. Method for the teaching English for Specific Purposes in the football context

The use of CL in the teaching of language for football purposes can extremely benefit the area. In this section, a teaching method for the learning of English for football will be developed. I consider it both necessary and potentially useful for football players as well as efficient and motivating.

5.1 Language for Specific Purposes

Language for Specific Purposes (LSP) is defined as "the area of inquiry and practice in the development of language programs for people who need a language to meet a predictable range of communicative need" (Swales 1992: 300). The learning of languages is normally motivated by some reasons or purposes such as people's profession or interests and it is undeniable that the learner will be highly motivated or interested if the method followed in the teaching of the second language suits their needs and interests.

Inside LSP, ESP refers to the teaching and learning of English as a second or foreign language in which the goal of the learners is using English in a particular domain (Paltridge and Starfield 2013: 2). It is a subdivision of the LSP in which English is the desired language to learn for some particular purposes. This area is in expansion due to the growing demand for English in different professions worldwide. This contributed in the appearance of different subfields of ESP (Williams 2014: 66).

- English for Science and Technology (EST)
- Vocational English as a Second Language (VESL)
- English for Vocational Purposes (EVP)
- English for Specific and Academic Purposes (ESAP)
- English for Professional and Academic Purposes (EPAP)
- English as a Lingua Franca in Academic Settings (ELFA)
- English for Occupational Purposes (EOP)
- English for Business Communication (EBC)
- English for Sociocultural Purposes (ESCP)
- English for General Business Purposes (EGBP)
- English for Medical Purposes (EMP)
- English for Legal Purposes (ELP)

- English for Academic Legal Purposes (EALP)
- English for Research Publication Purposes (ERPP).

These subfields tend to attract learners whose main interest and motivation for learning English is related to the aforementioned areas. In order to create ESP courses, there are some characteristics that should be taken into account. According to Dudley-Evans (1998: 4-5), ESP courses have three absolute characteristics and five variable ones.

Absolute Characteristics:

1. ESP is defined to meet specific needs of the learners.
2. ESP makes use of underlying methodology and activities of the discipline it serves.
3. ESP is centered on the language appropriate to these activities in terms of grammar, lexis, register, study skills, discourse and genre.

Variable Characteristics:

1. ESP may be related to or designed for specific disciplines.
2. ESP may use, in specific teaching situations, a different methodology from that of General English.
3. ESP is likely to be designed for adult learners, either at a tertiary level institution or in a professional work situation. It could, however, be for learners at secondary school level.
4. ESP is generally designed for intermediate or advanced students.
5. Most ESP courses assume some basic knowledge of the language systems.

Therefore, to develop a method for the teaching of English for football it is necessary to address the general necessities of football players when they learn English, taking into account this sport and its whole environment as the main and recurrent topic in the acquisition process.

5.2 Method

The main objective of this section would be the development of an adaptable method for the teaching of English for football purposes considering the benefits that applying CL to this type of pedagogy can give us. The specific aims I want the student to get and pursue are two: the increasing of their football vocabulary, and the improvement of their communicative skills focusing on football contexts. Following this method, the learners

should be prepared to communicate effectively in the tasks prescribed by their field of study or work situation.

Even though the objective is the plausibility of using this method in any English-speaking country, it is true that one of the main countries in which it can be applied is in England, whose league is The Premier League. This league is considered as one of the best leagues in the world and being so, it attracts some of the best players around the world. A lot of footballers would desire to play in teams such as Chelsea, Arsenal, Manchester City or Liverpool for example. In the same way, teams such as these ones are interested in attracting and having the best players in the world. For the players to be effective, skilful, and integrated in the team, the correct development of their linguistic skills should be put on the top of their priority list.

Throughout history, different approaches to the teaching of ESP were developed, which are autonomy, project-based learning, multi-literacies, genre and ethnography (Miller 2014: 313-315).

- Learner autonomy approach: The learners should find out by themselves what they need to learn so that they are more involved in their own learning.

- Project-based learning approach: This is an approach whose aim is to get and increase cooperation among learners. Activities would be focused on participation, interaction, and group success. Therefore, student would not be focused only on their own learning but also on the learning of their classmates. The method can highly benefit environments in which people tend to collaborate in order to get common goals.

- Genre-based approach: This approach seeks to focus especially on using materials that reflect authentic situations so that learners can get used to listening or reading texts and pieces of speech that would help them to fulfil the demands and requests of the specific field of study.

- Multi-literacies approach: This approach considers the existent multiple modes of communication existing nowadays, in part thanks to the information communication technologies (ICTs).

- Ethnographic approach: The aim of this approach is to interact with students so that to discover their needs and their perspectives in the learning context.

From these approaches, there are two which can be seen as more appropriate for the type of method desired for football purposes. Working with materials that resemble real situations and appropriate situations for the learning field is extremely necessary for example, as proposed by the genre-based approach. Moreover, footballers do not work only independently. They are always part of a team, so following a project-based learning approach would be highly beneficial in both fields they will be working, which are football and language learning. They are normally used to working in teams and being part of a group which desires a common goal, so they would not need to learn that ability, but working in group as a team can be highlighted and stressed in language lessons too to strengthen the existent skill.

The main and essential tasks prescribed by the football context are basic communication and the correct understanding of clear instructions. Footballers need to understand the instructions of the coach to be able to train without problems and understand the strategies that the team uses according to the different situations. Apart from that, they should be able to communicate with their mates in the pitch to achieve the common goal, winning. Moreover, the player has the necessity to understand the referee and sometimes to understand and communicate with the media.

As football is one of the most important sports in some countries, it normally has a lot of impact. Media try to release football related news as soon as possible, there are even TV channels, radio broadcasting entities or newspapers whose content is based only on football. They work hard to get the best interviews and the most attractive content. For that purpose, they need to talk to players anytime.

One recurrent moment in which media is normally demanding is in the post-match interviews. Post-match interviews are short interviews in which one player from each team talks about the match and what happened there. Normally the chosen player is the most outstanding one during the ninety minutes. As they are short and they are normally repetitive, those interviews tend to be easily approachable. It is also remarkable that sometimes the reporters and journalists would ask simple questions in case the footballer has problems with the language so that the interview is as successful as possible. However, this is not always the case.

With the analysis of the possible situations that would present a language challenge for the sportsman, it can be highlighted that in practically most of the cases, the

communication required is oral rather than written. Therefore, the aspects and skills on which the method should focus are speaking and listening rather than reading and writing.

All in all, the correct and appropriate method I would like to suggest in this paper for the learning of English for football purposes will focus on the correct development, teaching and learning of oral skills due to their usefulness in their demanded tasks, but it will also consider keeping the players motivation high, as it is an undeniable part of the process. Apart from that I would like to maintain the spotlight on the learning of useful vocabulary, also considering the benefits the CL and its focus on metaphors and, to a lesser extent, metonymies to understand certain concepts, situations and ideas would provide.

5.2.1 Intended audience

Before starting to deal with the proposal for a teaching method, it is necessary to take into account some aspects. This is important in order to develop the method according to the necessities, purposes, and expectations of the students.

- Level of proficiency of the students
- Oral comprehension
- Speaking ability
- Reading comprehension
- Writing ability
- Cultural awareness
- Vocabulary knowledge
- Preferred method (if any)

The intended audience for the proposed method here is formed by football players whose first language is different from English and whose English level is between basic and intermediate levels, which correspond to A2 and B1 levels of the CEFR (Common European Framework of Reference for Languages). As advanced, ESP courses are normally intended for intermediate or advanced students. However, this does not imply that the teaching of metaphors and metonymies cannot be used with all the students, as seen in the quote below.

> metaphorical competence plays an integral and vital role in all areas of communicative competence. More specifically, metaphorical competence contributes to grammatical, textual, illocutionary, sociolinguistic, and strategic competences. Metaphor is thus highly relevant to second language

learning, teaching and testing, from the earliest to the most advanced stages of learning (Littlemore and Low 2006: 3).

5.2.2 Materials

The materials used for the development of this method fulfil a series of characteristics. Materials need to be:

- Authentic materials: Materials need to be authentic so as to prepare the footballers to real situations, which is the main aim of the method.
- Up-to-date materials: There is no point in teaching obsolete linguistic features when footballers need to adapt to their current new situation.
- Related to the field: Materials have to be related to football. The players' main aim is to fulfil the expectations of their professional activity before plunging in another one.
- Related to the purpose: If the speaking and listening abilities of the students are more important than their writing and reading ones, they should be taught how to improve the former ones rather than the later.
- Possible to be used inside and outside the classrooms by the students: The classrooms should not be the only place where students learn. The materials should also help them to improve outside the class.

There are some materials which fulfil these criteria. These are recent commentaries, both oral and written, post-match interviews, football-related pieces of news, recorded training sessions and recorded football matches.

5.2.3 Motivation

Motivation of the learners is a key aspect in every pedagogical methodology. Dörnyei and Schmidt (2001) emphasize the importance of motivation saying that language achievement is not only the product of language attitude, but motivation has a significant role to play. This can be seen in Figure 2 below (Dörnyei & Schmidt 2001: 5). Figure 2 explains how the attitude and the integrativeness in a language community lead to the motivation necessary to achieve a competent language level.
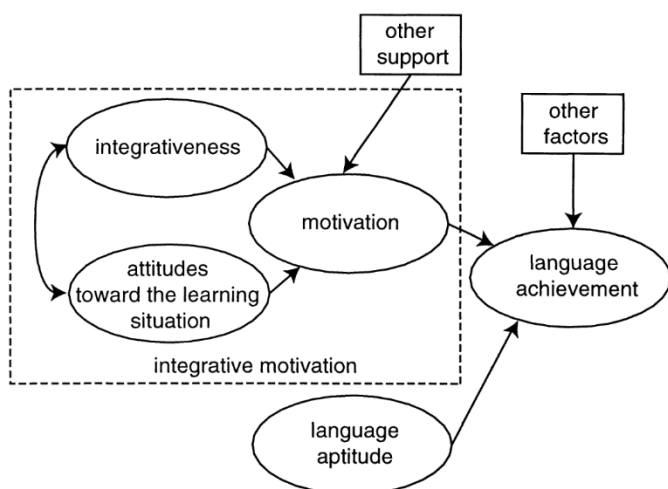
Figure 2. Basic model of the role of aptitude and motivation in second language learning (Dörnyei & Schmidt 2001: 5)

The method should be focused and designed according to the student's purposes and learners should feel they are constantly progressing, and they are acquiring the knowledge they are supposed to. That way it is avoided that they become demotivated. They need to experience they can overcome their difficulties since this would be the main source of demotivation in learners.

Fortunately, keeping motivation high in the football context is not difficult at all. Football players start living in a different country with a different culture and they need to achieve basic communication to be able to adapt to their new lives. This necessity and their constant learning both inside and outside the classroom would make them motivated to keep learning the language so as to improve their quality of life, both personal and professionally speaking.

Nevertheless, their motivation and attitude towards the language can decrease considerably if they do not have the ability to overcome their problems or improve as quick as they desire. It is the role of the teacher to identify learning problems and difficulties and prepare classes in order to maintain motivation high, which, as seen, is key for successful language acquisition.

5.2.4 Listening

Listening is one important ability in the learning of a foreign language. Language is no longer present as soon as the speaker finishes talking, so listening requires a lot of attention and practice. This ability is present in a lot of football-related contexts. The

situations in which the footballers would need to make use of their listening ability are mainly the following ones.

- Coach directions
- Football pitch conversations
- Team conversations
- Post-match interviews

The listening ability has other sub-abilities which can be practiced for a successful development and improvement of the general skill. They are the following ones (Vandergrift and Goh 2012:169):

- Listen for details
- Listen for global understanding (or the main topic)
- Listen for main ideas (main ideas of the general topic)
- Listen and infer
- Listen and predict
- Listen selectively

Listening for global understanding and listening selectively are the abilities which should be considered as the most important ones in football related situations. Listening for global understanding is key in coach directions and conversation with the other people related to the football context, but sometimes the ability to listen selectively is key for the correct development of post matches interviews.

5.2.5 Speaking

Speaking is another one important ability in the learning of a foreign language, and this is also the case the context of football. This ability involves the production of instant language. This means that the speaker needs to think quickly to convey the correct message to a particular audience. In a communicative approach to teaching, this ability should be in the prior list. The situations in which footballers need to make use of their speaking ability are mainly the following ones:

- Football pitch conversations
- Team conversations
- Post-match interviews

To teach speaking abilities considering the objective, which is making the footballers able to perform correctly in their professional tasks, the activities proposed should correspond to real life situations. As the situations mentioned require more fluency than accuracy, the purpose of communication in these situations is to be understood rather than correctness. The activities should also be effective, and they should motivate learners so as to correspond with what they need and expect to learn. Finally, the activities should promote cooperative and collaborative work as well.

One key method used for the improvement of speaking can be role playing. Role playing is defined as an activity in which "learners are usually given some information about a role (e.g. a person or a job title)" (Scrievener 2005:155). Students act some scenes using their ideas, their language knowledge and the information of the contexts to do it as real and understandable as possible. This can be considered suitable for the professional environment of the learners so that they can apply their theoretical knowledge to plausible practical situations. This would make them improve quickly as this type of activities will keep them motivated due to the fact that they are related to the necessities and expectations of the students.

Some appropriate activities that rely on the use of role play would clearly include post-match interviews. To perform those interviews, previous matches of both the team or the player can be chosen to perform a post-match interview which should have both easy and difficult questions. The most general questions focus on asking the football player what happened, how both he and the team felt.

Something that can be spotted by watching only a small number of post-match interviews is that players seem to give the same type of answers. These answers are not intended to give much information. Normally, football players do not speak a lot with the media due to professionalism reasons; they tend to demonstrate their abilities in the pitch rather than to highlight their public speaking skills. As the questions are normally the same in every post-match interview, footballers sometimes use prepared sentences. Therefore, watching and performing post-match interviews would be a very useful activity so that players become familiar with the most common comments in this particular task.

Guided conversations among the members of the team who are trying to learn the new language is another activity in which role play can be applied. This would help

players to learn to communicate inside and outside the football pitch. Players often communicate in the pitch if they want to follow a strategy, if they want support in any situation or if they want another player to move to a particular place for example. This communication does not require complex strategies or difficult and specific vocabulary, but it needs to be concise and clear so that there is no place for confusions or misunderstandings and all the players can continue fighting for the common goal, the victory.

5.2.6 Vocabulary

The learning of vocabulary is key for communication. The lack of lexical knowledge can result in important communication problems. In both listening and speaking, the linguistic skills which are most demanded for footballers, understandability is more important than correctness and grammatical rules. This implies that knowledge of vocabulary rather than proficiency of grammatical rules should be given priority. Vocabulary is therefore key in the teaching and learning of English for football purposes, as shown in the following quotes.

> "Without grammar little can be conveyed; without vocabulary nothing can be conveyed" (David Wilkins 1972: 111-112).

> "When students travel, they don't carry grammar books, they carry dictionaries" Krashen (1987) as cited in Lewis (1993: iii).

It has been proved in different experiments that "an enhanced awareness of conceptual metaphors and metonymies on the part of language learners can help them comprehend and remember figurative lexis" (Berendi 2008: 65). This implies that metaphors and metonymies have a role to play in the learning of vocabulary.

The development of conceptual competence, "the implicit understanding of general principles of the domain" (Greeno, Riley and Gelman 1984: 94) is extremely important in the teaching of foreign languages. The ability to both producing and understanding metaphorical expressions used in everyday language improves learners' competence and shows their level of proficiency in the language. "The inclusion of the study of metaphors in a specific English language programme can provide students with a useful tool to interpret vocabulary, improve reading skills and understand different cultural backgrounds" (Ríos and Pérez 2017: 113).

Students should be familiar with metaphor not only as a linguistic resource but also as a conceptual mechanism that helps us come to terms with the world. Due to its high relevance and presence, its teaching should not be forgotten. The aim of the teaching of metaphor taking as a basis the theoretical insights of Cognitive Linguistics would be making the student familiar with the most typical source domains that are used to conceptualize football so that they can fully understand and use them in the correct settings and situations. Students will be also taught to identify and produce metaphorical uses that are not only specific to football (such as FOOTBALL IS WAR) but that appear in the discourse of football (for instance, PERIODS OF TIME ARE CONTAINERS).

5.2.7 Activities

It is important that footballers know the most common source domains in terms of which football is understood. It can ease both the speaking and listening tasks due to the high use and appearance of metaphors and metonymies in football language. The following activities have been designed so that non-native footballers with a A2-B1 level of English learn to identify, understand, and use metaphor and metonymy in their oral everyday interaction in the context of football.

In order to raise metaphor and metonymy awareness in the football professionals, I suggest a particular process which can be followed. First, the footballers need to be aware of the existence of metaphors and metonymies, before attempting to understand, identify or use them. These are the teaching stages that should be followed:

- Awareness of the existence of metaphors and metonymies
- Understanding of metaphors and metonymies (both at the linguistic and conceptual levels)
- Identification of metaphors and metonymies
- Use of metaphors and metonymies

Awareness of the existence of metaphors and metonymies: Choose some texts which include examples of metaphor and metonymy.

Students should become aware of the use of metaphor and metonymy as linguistic and conceptual resources in non-specialized contexts first before focusing on metaphor and metonymy in the field of football. This means that learners should become exposed to their use in both non-specialized contexts and football contexts. The process would go

from spotting metaphors to using them in conversations. For this purpose, the following activity has been designed:

Activity 1. Read the following sentences that are examples of the following metaphors and metonymies.

PEOPLE ARE ANIMALS: In this metaphor, the target domain is 'people', and the source domain is 'animals'. People are understood in terms of animals.

- Peter is a pig
- She is a cow

LOVE IS FIRE: In this metaphor, the target domain is 'love', and the source domain is 'fire'. Love is understood in terms of fire.

- She is consumed by love
- My heart is on fire

HAPPINESS IS UP: In this metaphor, the target domain is 'happiness', and the source domain is the image-schema VERTICALITY. Happiness is understood in terms of this schema.

- That boosted my spirits
- You are feeling up
- I am in high spirits

WHOLE FOR PART: In this metonymy, the whole domain of 'window' is mentioned to afford conceptual access to one prominent subdomain of the window, the pane.

- I broke a window

PART FOR WHOLE: In this example, 'hand', a subdomain of the matrix domain 'person', stands for this whole domain ('farmers' in this context).

- We are in need of new hands in the farm

As seen, in metaphors, there are two different domains involved and one is understood in terms of other and in metonymies, there is one domain only and a domain-subdomain relationship is established. In the metaphor LOVE IS FIRE, the domains are love and fire, whereas in the metonymy WHOLE FOR PART, there is only one domain, which is the whole, and the subdomains are parts of that whole.

Activity 2. Now repeat the exercise but taking into account that the following extracts are related to the football context. Read the extracts again and try to understand why the underlined parts are examples of metaphor or metonymy.

FOOTBALL IS WAR: In this metaphor, the target domain is 'football', and the source domain is 'war'. Football is understood in terms of war.

- Chelsea string together a fine move down the right, which includes several of their *attacking* players (line 31-32)
- The resulting *shot* appears goalbound (line 32)
- I'm not sure if it necessarily benefits them with Arsenal ready to launch *counter-attacks* (line 40-41)
- The striker took the ball around Leno, and was upended by the former Blues *defender* when he was about to *shoot* at goal with Leno stranded (line 60-61)
- *Shot!* (line 68-81-84-127-140)

THE FOOTBALL PITCH IS A PATH: In this metaphor, the target domain is 'the football pitch' and the source domain is the PATH image-schema. The football pitch is understood in terms of this schema.

- We may only be a quarter of the *way* through this contest (line 53)
- Arsenal have halted that period in possession and *taken the ball up the other end of the pitch* (line 155-156)

FOOTBALL PLAYERS ARE ANIMALS: In this metaphor, the source domain is 'animals', and the target domain is 'football players'. Football players are understood in terms of animals or animals' characteristics.

- The Blues have their *tails up*, especially down the right flank (line 35)
- Kante, who gives Hudson-Odoi the chance to *gallop forward* (lines 81-82)

PLACE WHERE THE TEAM WAS FOUNDED FOR PLAYERS OF THE TEAM: In this example, the team is the whole domain and the place is a subdomain.

- Even with three defensive-minded midfielders on the pitch, *Chelsea* are not controlling this contest (line 107)
- There is an argument that *Chelsea* need to make a change as much as their opponents (line 111)

These extracts are supposed to be explained by the teacher so that the students can fully understand the use of metaphor in football context.

Understanding of metaphors and metonymies: Make them speak about what the metaphors and metonymies mean so as to check they understand them.

Activity 3. Try to give new examples of the following metaphors and metonymies.

- FOOTBALL IS WAR
- FOOTBALL PLAYERS ARE ANIMALS
- THE FOOTBALL PITCH IS A PATH
- PLACE WHERE THE TEAM WAS FOUNDED FOR PLAYERS OF THE TEAM

Identification of metaphors and metonymies. Give them new content to analyse in which they can apply the methods proposed in section 3 for the identification of metaphors and metonymies.

Activity 4. Read the following extracts and identify the metaphors and metonymies.

- The Blues have their tails up, especially down the right flank. Abraham does well to win a corner for his side (line 35-36)
- While Chelsea remain in the ascendancy, I'm not sure if it necessarily benefits them with Arsenal ready to launch counter-attacks (line 39-40)
- Chelsea are well on top but Arsenal still look lively, especially down the left, when they are able to regain possession (line 49-50)
- Jorginho does his usual run-up and just about finds the bottom corner, with Leno guessing the right away and almost getting a hand to it (line 63-64)
- The home side go straight onto the offensive, with a goalbound Kante shot being blocked by Mustafi. It hits the defender's hand, although it clearly wasn't intentional. (line 102-103)
- Guendouzi has replaced the ineffective Ozil. In all fairness, that could be perceived to be an attacking alteration (line 111-112)
- Even with three defensive-minded midfielders on the pitch, Chelsea are not controlling this contest (line 107)
- There is an argument that Chelsea need to make a change as much as their opponents (line 111)

- While the youngster had Lacazette to his right, he continued on his own to slot the ball into the bottom corner (line 125-126)

- The Brazilian cuts infield and moves onto his right foot, with his powerful shot being turned away by Leno (line 141-142)

- Guendouzi is booked for a cynical kick on Mount, who was attempting to break down the left flank (line 145-146)

- Unbelievable. Arsenal are level and Bellerin, of all people, has got it with his left foot, finding the far bottom corner with a shot from the edge of the area! (line 165)

- The full-time whistle goes at Stamford Bridge and Arsenal have earned a remarkable point at the home of their rivals after playing over an hour with 10 men (line 174-175)

Use of metaphors: Make them talk about matches, experiences or their own feelings.

Activity 5. Comment Figure 3 using the metaphor FOOTBALL IS WAR and talk about the last match using the metaphor FOOTBALL IS THEATRE and the metonymy PLACE WHERE THE TEAM WAS FOUNDED FOR PLAYERS OF THE TEAM.
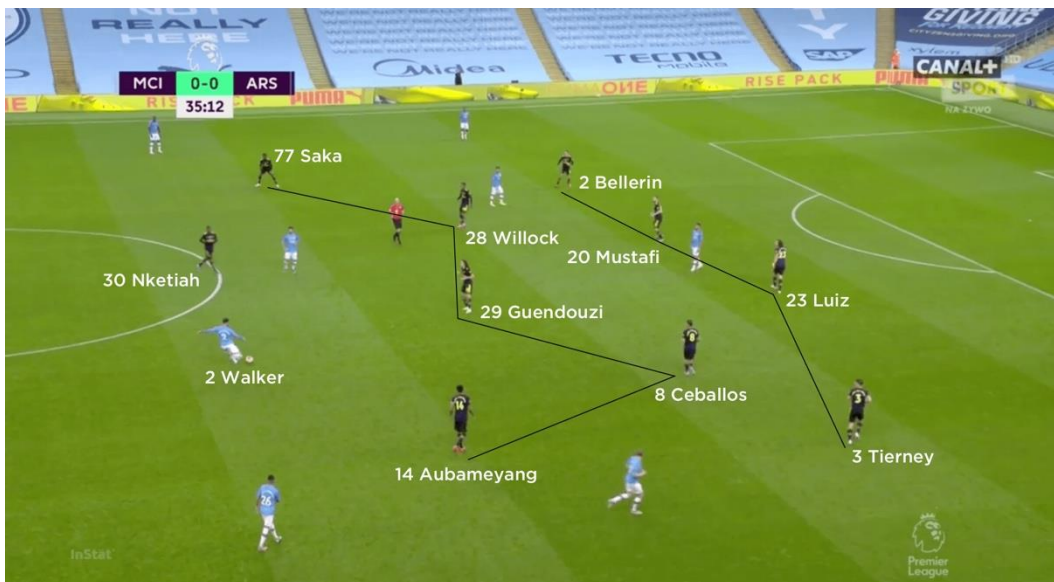

Figure 3. A match situation. Retrieved from https://www.coachesvoice.com/es/analisis-tactico-manchester-city-3-arsenal-0/ (24th June 2020)

60

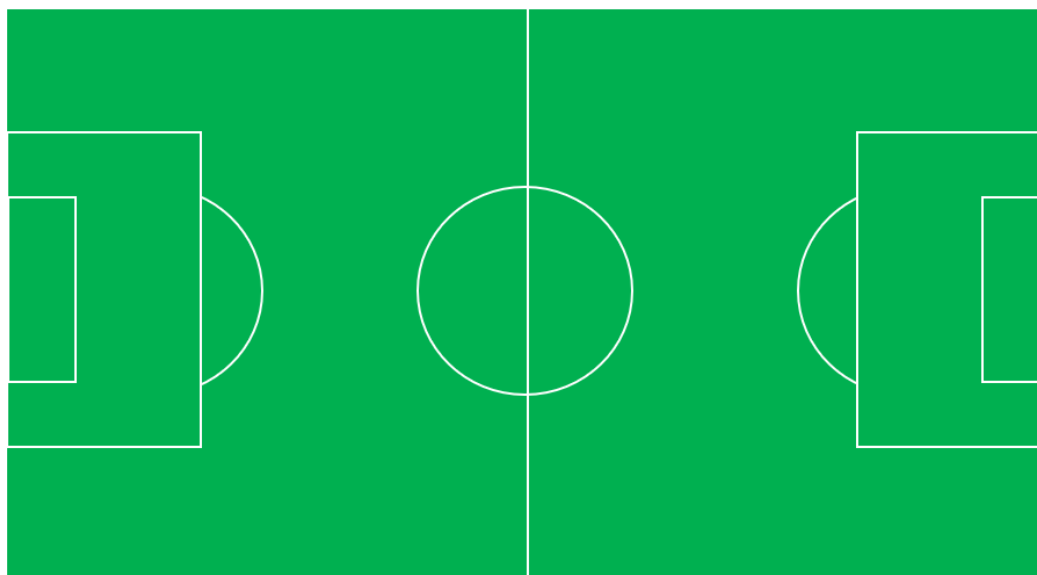Now comment Figures 4 and 5 using the metaphors THE FOOTBALL PITCH IS A ROAD and THE FOOTBALL PITCH IS UP/DOWN.
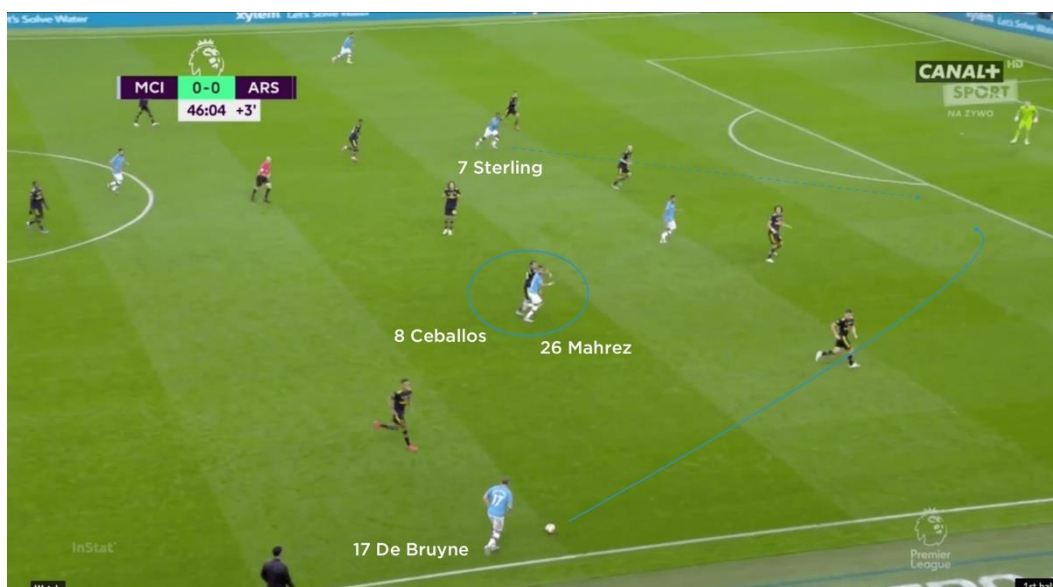

Figure 4. Image of a football pitch

Figure 5. A match situation. Retrieved from https://www.coachesvoice.com/es/analisis-tactico-manchester-city-3-arsenal-0/ (24th June 2020)

I decided to use the metaphors extracted from the analysis shown in part 4, but there are more texts which can be used with the same purpose and students should also analyse texts by themselves and spot the metaphors explained to fully understand them. With this method the students will learn vocabulary related to their professional field in order to improve their listening and speaking skills.

In order to improve the speaking ability of football professionals, I suggest more activities related to the role-play explained in section 5.2.5.

The use of role play activities for the improvement of the speaking abilities

Not only does the use of role play activities improve the speaking abilities, but with these activities, the football player can also try to use the knowledge about metaphors and metonymies learned thanks to the previous activities.

Activity 6. These are questions which are typical of post-match interviews. Answer the following ones taking into account past matches. In every question you will find a possible answer to guide you which includes the use of some metaphors and metonymies to illustrate how they can be used.

- Is this a good and important victory?
    - Every victory is important because it helps us *move forward* our aim. (Here the PATH image-schema is used to convey figurative motion)
- What are your feelings about the match?
    - We could have played better. We were *back down* the whole match and that was not beneficial for us. (The source domains of the metaphor here are the VERTICALITY and FRONT-BACK image-schemas)
- You are the scorer of this match; you score a *magical goal* are you happy?
    - Yes. Scoring a goal is always good. My mates' actions were also magical and brilliant. (AN OUTSTANDING SOCCER PERFORMANCE IS MAGIC)
- How do you assess the match?
    - Good match: It was a good match overall. We could boss the ball almost the whole match. (AGENT FOR ACTION OF ORDERING).
    - Bad match: We need to learn from our mistakes. We got into trouble and it was difficult to get out of there. (TROUBLE IS A CONTAINER)
- What do you think about your debut? (If you start playing in a new team)
    - I feel *uplifted* to be here and to play here to help the team in its objective. (HAPPY IS UP)

- What message would you give to the fans after this match?
  - They are amazing, the fans always support us and *believe in* us and we always want to obtain the victory for the club and for them. (FOOTBALL IS RELIGION)
- A pretty difficult night, what's your summation of this match, what do you think went wrong in this match?
  - The other team was superior, and we tried to make a good *performance* but we couldn't. (FOOTBALL IS THEATRE)
- Are you concerned about the number of mistakes the team made?
  - Of course, but I think we can solve them. Our *shots* were *blocked* by the other team, but we need to work on that. (FOOTBALL IS WAR)

Activity 7. Guided conversations among the members of the team. If members of the team start talking to each other in the target language, they will improve their speaking and listening skills. Moreover, they will learn from each other. They can talk about:

- Last match
- Last teams
- Next matches
- Their opinions about the city and the team
- Their sensations in the training sessions

5.2.8 Conclusion

It is undeniable that football players that go to a new team in an English-speaking country will need English lessons and the correct development of an effective method is necessary. The proposal made in this section involves a focus on the improvement of their lexical competence, more specifically on the learning of metaphorical and metonymic uses, at the same time as they develop their oral abilities, speaking and listening.

The use of insights of Cognitive Linguistics helps footballers who are not native English speakers learn to identify, understand, and use metaphor and metonymy in an innovative and motivated way. Motivation positively influences the learners' process of learning.

6. Conclusion

As football clubs aim to build a team with the best possible players, footballers are constantly moving from one team to another and from one league to another. If footballers move abroad, there is a need of a method to make foreign players learn the new language (if applicable) as soon as possible to be able to adapt to the new place, team, and culture. The method should focus on the teaching and learning of the language of football, a language which is used in any football context to discuss this sport. As the language used in any other situation, the football language contains metaphors and metonymies whose proper interpretation eases its comprehension.

Metaphors and metonymies are a key field of study in Cognitive Linguistics. Metaphorical language helps us come to terms with the world and understand and structure specific fields. That is why the first aim of the paper was to identify the most common metaphors and metonymies in football contexts and analyse how they help us structure the field. According to Cognitive Linguistics, metaphors are used in order to describe a concept in terms of another due to the fact that both domains are connected somehow. This idea of conceptual metaphors was first proposed by George Lakoff and Mark Johnson in their book *Metaphors We Live By* (1980). They assert that metaphorical expressions structure our everyday lives, and therefore, they also structure our football understanding. Metonymies however use one identity to refer to another identity, but both entities belong to the same domain. There is a domain-subdomain relationship involved.

To identify the most common metaphors and metonymies in the football field, the written live comments of a football match played on 21st January 2020 against Chelsea and Arsenal were chosen. They were chosen considering it is a recent match and it is a match from the Premier League, the league of one English-speaking country, England. Apart from being in English, it was important the fact that they were recent because that way the metaphors and metonymies found are going to be the ones which are common nowadays and not in the past.

We identified several structural, image-schematic, and ontological metaphors. The structural metaphors we identified are FOOTBALL IS WAR, FOOTBALL IS THEATRE, A FOOTBALL MATCH IS FOOD, AN OUTSTANDING SOCCER PERFORMANCE IS MAGIC, HAVING THE BALL IS SUCCESS and WINNING A CORNER IS GETTING A PRIZE. The image-schematic metaphors found in the text are

PERIODS OF TIME ARE CONTAINERS, TROUBLE IS CONTAINER, THE FOOTBALL, THE FOOTBALL PITCH IS A PATH, THE FOOTBALL MATCH IS A PATH, and there are also metaphors which have as a source domain the VERTICALITY, BLOCKAGE, BALANCE and FRONT-BACK image-schemas. The ontological metaphors identified are PEOPLE ARE ANIMALS and an example of a personification.

We also identified target-in-source metonymies and a source-in-target metonymy. The target-in-source metonymies that appear in the commentaries are the following: COLOUR OF CLOTHES WORN BY PLAYERS FOR PLAYERS, PLACE WHERE THE TEAM WAS FOUNDED FOR PLAYERS OF THE TEAM, WORKPLACE FOR TEAM FOR PLAYERS and the source-in-target metonymy found is AGENT FOR ACTION OF ORDERING.

After the identification of the most common metonymies and metaphors in the football context, these were used in the second aim of the paper, the development of a teaching method of English focused on the football context. A method to teach English to new players whose first language is different from English should focus on oral abilities such as speaking and listening and on the teaching of appropriate vocabulary. Foreign footballers are taught language classes in their teams, but the method proposed here is different and innovative in several ways. A series of activities focused on the football context are designed so as to improve the linguistic skills required by footballers by paying especial attention to metaphors and metonymies as cognitive mechanisms that help us understand the domain of football. The learning of these metaphors involves not only identifying and understanding those metaphors and metonymies but also using them especially in their oral interaction. The fact that football players get to know that metaphors and metonymies are not arbitrary but motivated phenomena eases the learning of those cognitive mechanisms and boosts the learners' motivation. Being an everyday resource in language, metaphor and metonymy should be used in communication and this also applies to the context of football. Moreover, this method makes use of authentic material.

More specifically, the activities designed in this essay focus on the teaching of the most common source domains in terms of which football is understood as this knowledge can ease the speaking and listening tasks of those football players who are not native speakers of English due to their high frequency in football language. These common source domains were identified in the written live comments of a football match played

on 21st January 2020 against Chelsea and Arsenal that we have just mentioned in order to make use of authentic material. The examples used to design the activities are taken from these comments. Moreover, some activities that focus on the speaking ability were also put forward since footballers are usually interviewed as part of their professional life. In sum, as metaphors and metonymies are part of our daily lives, their teaching should not be considered as an additional issue in the learning of the foreign language. They are key to communication.

Regarding future lines of research, further studies can also focus on the design of teaching methods from the point of view of Cognitive Linguistics applied to different team sports such as basketball or baseball for example. Many sportsmen and sportswomen can encounter communication problems if their native language is different from the one spoken in the place where they work, so the development of teaching methods that consider this problem and try to solve it should be an area which applied linguistics could further study. Another interesting area of research would be related to the potential differences that could arise if the teaching methods are applied to football (or any other sport) players from different countries and especially cultures. The teaching methods could be specifically addressed to people from different countries and cultures. For instance, while conceptual metaphors and metonymies are usually shared by people belonging to the same culture (although of course their linguistic realizations might vary from language to language), people belonging to different cultures might conceptualize a given domain in different ways. For example, we know that some metaphors and metonymies used by Chinese people to speak about emotions are not used in English. Moreover, some other activities involving the teaching of metaphorical and metonymic language could be designed for sportspeople who are non-native speakers of English and whose level of English is higher than A2 or B1. Some players might have a B2 or C1 level and then the activities designed for them could be more advanced.

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8. Appendix

Live Commentary: Chelsea 2-2 Arsenal - as it happened

By <u>Darren Plant</u>, Senior Reporter | 2mo

Chelsea and Arsenal have played out a thrilling 2-2 draw in Tuesday night's Premier League showdown at Stamford Bridge.

After David Luiz was dismissed against his former club, Jorginho put the Blues in front from the penalty spot, leaving Arsenal with an uphill task.

However, Gabriel Martinelli and Hector Bellerin, after Cesar Azpilicueta had put Chelsea back into the lead, netted levellers for the visitors, who will be delighted with a share of the spoils.

Find out how all of the action unfolded in England's capital courtesy of Sports Mole's minute-by-minute updates below.

<u>8.10pm</u>: Hello and welcome to Sports Mole's live coverage of the match in the Premier League between Chelsea and Arsenal. While the home side are looking to strengthen their grip of fourth position, the visitors requiring all three points to move into eighth position above neighbours Tottenham Hotspur. As the two teams make their way out onto the pitch, let's see who features in each starting lineup...

<u>8.12pm</u>: CHELSEA XI: Arrizabalaga; Azpilicueta, Rudiger, Christensen, Palmieri; Kante, Jorginho, Kovacic; Willian, Abraham, Hudson-Odoi. CHELSEA SUBSTITUTES: Caballero, Zouma, Alonso, Barkley, Mount, Pedro Batshuayi

<u>8.14pm</u>: ARSENAL XI: Leno; Bellerin, Mustafi, Luiz, Saka; Torreira, Xhaka; Pepe, Ozil, Martinelli; Lacazette. ARSENAL SUBSTITUTES: Martinez, Holding, Maitland-Niles, Guendouzi, Willock, Ceballos, Nketiah

<u>1 min</u>: KICKOFF: Arsenal get us underway!

<u>2 min</u>: The Gunners have started brightly, with a spell on the ball being followed by a break down the left. However, despite having options, Saka's cross evades everyone and goes out for a throw-in on the far side.

<u>4 min</u>: Chelsea respond through Hudson-Odoi, who wins a corner after getting the better of Saka. However, the resulting set piece comes to nothing.

6 min: Back down the other end, a mistake from Arrizabalaga leads to two corners in quick succession for the Gunners. Like with Chelsea's however, the delivery is poor.

8 min: Chelsea string together a fine move down the right, which includes several of their attacking players. The resulting shot appears goalbound, but Mustafi gets in the way to deny Kovacic. If results in a stoppage in play, which understandably leaves Chelsea frustrated at a time when they were building momentum.

10 min: CHANCE! The Blues have their tails up, especially down the right flank. Abraham does well to win a corner for his side and although the first one comes to nothing, the second finds Christensen, who heads wide of the far post from no more than eight yards out. Big chance.

12 min: This game is currently being played at 100mph. While Chelsea remain in the ascendancy, I'm not sure if it necessarily benefits them with Arsenal ready to launch counter-attacks.

15 min: CHANCE! Chelsea are stringing some really nice passes together, both short and long. They are keeping Arsenal on high alert at the back and it leads to another chance. Rudiger is able to head the ball back across goal for Abraham, who heads straight at Leno from close range.

17 min: OFF THE BAR! I think this is supposed to be a cross, but Hudson-Odoi hits the top of Arsenal's crossbar with an inswinging delivery. Leno probably had it covered if it had been any lower.

19 min: Chelsea are well on top but Arsenal still look lively, especially down the left, when they are able to regain possession. It's been an entertaining game so far.

21 min: YELLOW CARD! Palmieri deservedly goes into the book for hacking down Pepe, who had turned him on the halfway line.

23 min: We may only be a quarter of the way through this contest, but Chelsea have already had eight corners. They possess a limited threat in the air, however, so it is little surprise that Arsenal have been able to keep them out.

25 min: That said, the pace of the game has slowed somewhat, gifting Arsenal the chance to spend some time on the ball. The Blues may be grateful for the break.

26 min: PENALTY! Chelsea have a penalty and Luiz has been sent off! A poor back-pass from Mustafi leads to Abraham being able to run through on goal. The striker took

the ball around Leno, and was upended by the former Blues defender when he was about to shoot at goal with Leno stranded.

28 min: GOAL! CHELSEA 1-0 ARSENAL (JORGINHO)

28 min: GOAL! Jorginho does his usual run-up and just about finds the bottom corner, with Leno guessing the right away and almost getting a hand to it.

30 min: For the time being, Xhaka has dropped into central defence with Ozil playing in the middle of the park. It surely cannot continue like that. Chelsea are dominating possession, as you would expect.

32 min: SHOT! What a goal this would have been. Hudson-Odoi plays a one-two with a teammate before seeing a half-volley with the outside of his foot punched clear by Leno.

34 min: Chelsea are rampant, but their end product is going astray more often now. There is too much of an eagerness to capitalise on having a man advantage.

36 min: There are no signs that Arteta is contemplate a change. It looks like the Spaniard is prepared to stick with this current 4-4-1 formation, at least until half time.

37 min: Forget that. Holding is being readied. Surprisingly, I think Martinelli is the man who is being withdrawn.

39 min: While Holding waits to be introduced, Arsenal put together a sustained spell of pressure, keeping Chelsea on the back foot. The move started through Martinelli, too.

41 min: Arsenal have bossed the ball for the last few minutes. It has certainly led to Arteta having doubts over his intended alteration. The Spaniard may decide on waiting until the break, given that Chelsea are purely on the defensive right now.

43 min: SHOT! Chelsea eventually regain the ball thanks to Kante, who gives Hudson-Odoi the chance to gallop forward. The Blues eventually win a corner, which is headed over by Rudiger.

45 min: SHOT! Hudson-Odoi takes on Martinelli down the right before delivering a cross for Kovacic, who sends a weak header wide of the target.

45+1 min: There will be two minutes of added-on time.

45+2 min: HALF TIME: Chelsea 1-0 Arsenal

9.04pm: The half-time whistle goes at Stamford Bridge and Chelsea deservedly lead thanks to Jorginho's penalty, which came after Luiz had been dismissed for preventing

Abraham from converting into a relatively empty net. Arsenal remain lively, however, so do not rule them out just out.

9.09pm: A quick reminder of the two benches...

CHELSEA SUBSTITUTES: Caballero, Zouma, Alonso, Barkley, Mount, Pedro Batshuayi

ARSENAL SUBSTITUTES: Martinez, Holding, Maitland-Niles, Guendouzi, Willock, Ceballos, Nketiah

9.16pm: There are plenty of other games taking place in the Premier League this evening. Click here to catch up with the latest scores as five matches head into the final quarter-of-an-hour.

46 min: KICKOFF: Chelsea get us back underway. Arteta has opted against making any changes to his lineup.

48 min: The home side go straight onto the offensive, with a goalbound Kante shot being blocked by Mustafi. It hits the defender's hand, although it clearly wasn't intentional.

50 min: The Gunners have responded with some possession of their own, and Arrizabalaga puts his team in all kinds of trouble with a unnecessary risky pass close to his goal. They survive, just, but the goalkeeper shouldn't even be considering it.

52 min: This game is far too open for Chelsea's liking. They should be able to control the tempo of this game, but they are only providing the visitors with encouragement.

54 min: Despite watching his team build some momentum, it looks like Arteta is going to make his first change.

55 min: SUBSTITUTION! Guendouzi has replaced the ineffective Ozil. In all fairness, that could be perceived to be an attacking alteration.

57 min: Chelsea need to be careful that they do not give Arsenal a way back into this match. As I mentioned earlier, this contest is far too open. Even with three defensive-minded midfielders on the pitch, Chelsea are not controlling this contest.

59 min: YELLOW CARD! Christensen goes into the book for tripping Lacazette on the halfway line. Given that he has only just avoided a caution, he was never getting away with that.

61 min: There is an argument that Chelsea need to make a change as much as their opponents. Nothing is going for them in the final third. Barkley or Mount must be the most likely introductions.

63 min: GOAL! CHELSEA 1-1 ARSENAL (GABRIEL MARTINELLI)

63 min: GOAL! This is a disaster for Chelsea. Within 20 seconds of having a corner, they concede an equaliser. Martinelli ran from his own penalty area, and after Kante slipped over on the halfway line, he was through on goal. While the youngster had Lacazette to his right, he continued on his own to slot the ball into the bottom corner.

65 min: SHOT! Chelsea attempt to provide an instant response through a 35-yard strike from Rudiger. It's a good effort, but Leno makes a fairly comfortable save.

66 min: SUBSTITUTION! Here comes Chelsea's first change, with Barkley taking the place of Kovacic.

68 min: Chelsea are still offering very little in the final third. Their crosses into the area have not been accurate since the break. Mount is imminent.

69 min: SUBSTITUTION! This is interesting. Mount is on for Kante. It's not often that the Frenchman is hauled off.

71 min: The home fans are certainly not enjoying this game, whereas the travelling Arsenal support are in full voice. They fancy their side to net a second, and who can blame them

72 min: DISALLOWED GOAL! Arsenal have the ball in the back of the net through Lacazette, but the forward is at least a yard offside.

73 min: SHOT! Better from Chelsea, who manage to find Willian all on his own on the left-hand side. The Brazilian cuts infield and moves onto his right foot, with his powerful shot being turned away by Leno

75 min: As we head into the final 15 minutes, this game remains in the balance. There isn't a lot of structure to it, which is playing into the favour of Arsenal.

76 min: YELLOW CARD! Guendouzi is booked for a cynical kick on Mount, who was attempting to break down the left flank.

78 min: There are more changes on the way, for both clubs. Will it help restore a bit of balance? Probably not!

79 min: SUBSTITUTION! Chelsea's final switch sees Batshuayi replace Willian. I think that will lead to Mount going out onto the left.

80 min: CHANCE! Almost a second for Chelsea. A floated ball into the middle finds Barkley, whose header on the turn is superbly tipped behind by Leno.

81 min: SUBSTITUTION! Arsenal make their third change, introducing Holding for Pepe.

83 min: Arsenal have halted that period in possession and taken the ball up the other end of the pitch. It eats up more seconds, although they still have ambitions of their own.

84 min: GOAL! CHELSEA 2-1 ARSENAL (CESAR AZPILICUETA)

84 min: GOAL! Chelsea regain the lead! After a short corner, Hudson-Odoi delivers an inswinging cross for Azpilicueta, who slots the ball into the bottom corner on the half-volley from eight yards.

87 min: The home side are naturally delighted that they are ahead, but Abraham is struggling with what is either an ankle or foot problem. He would be coming off if Chelsea had any changes left.

87 min: GOAL! CHELSEA 2-2 ARSENAL (HECTOR BELLERIN)

87 min: GOAL! Unbelievable. Arsenal are level and Bellerin, of all people, has got it with his left foot, finding the far bottom corner with a shot from the edge of the area!

89 min: CHANCE! It's a breathless finish. Batshuayi should probably put Chelsea in front for a third time, but the substitute sends the ball wide at the near post.

90 min: SUBSTITUTION! I mistakenly thought that Arsenal had already made three changes. They hadn't. On come Willock for Martinelli.

90+2 min: Chelsea win a late corner but it comes to nothing as Hudson-Odoi sends a wild cross out of play. It sums up Chelsea's night.

90+4 min: FULL TIME: Chelsea 2-2 Arsenal

10.13pm: The full-time whistle goes at Stamford Bridge and Arsenal have earned a remarkable point at the home of their rivals after playing over an hour with 10 men. While Lampard will be rightly furious, Arteta and his team will be jubilant after such a spirited performance.

10.15pm: That will be all from Sports Mole for this match. Thank you for joining us this evening and we hope to see you again soon. If you would like to read our on-the-whistle match report, you can do so by clicking here. Goodbye for now.

Summary in Spanish

Tanto las metáforas como las metonimias son un fenómeno conceptual y no meramente lingüístico común en prácticamente cualquier contexto y, por lo tanto, también en el discurso y contexto futbolístico.

Este trabajo tiene como objetivo analizar el uso de estos mecanismos conceptuales desde el punto de vista de la Lingüística Cognitiva en el mundo del fútbol y presentar un método y diseñar unas actividades para que aquellos futbolistas con un idioma nativo diferente al inglés puedan identificar, entender y usar las metáforas y metonimias en su actividad profesional.

Esta propuesta es novedosa en cuanto a contenido y enfoque porque considera que, si las metáforas y metonimias forman parte de nuestras vidas cotidianas y son inevitables y, de hecho, parte integral en la comunicación humana, es importante que se tenga en cuenta su introducción en la enseñanza de idiomas.

El método tiene como intención mejorar y aumentar la motivación de los estudiantes, así como las posibilidades de éxito del aprendizaje del idioma haciendo uso de algunas de las principales herramientas analíticas de la Lingüística Cognitiva, un marco teórico que presta especial atención al significado que emana de nuestra experiencia, de nuestra interacción con el mundo. Antes de la propuesta de dicho método, se lleva a cabo el análisis de un comentario escrito de un partido de fútbol entre los equipos pertenecientes a la *Premier League* Arsenal y Chelsea con el fin de extraer las metáforas y metonimias más comunes que luego crearán la base para el diseño del método de enseñanza y las actividades enmarcadas dentro del mismo. La comprensión de estos recursos conceptuales y lingüísticos facilitará en gran medida la comprensión de los principales conceptos dentro del ámbito futbolístico. Sin embargo, las actividades no solo se centran en la mera comprensión e identificación de las metáforas y metonimias, sino que también tiene como objetivo que los estudiantes aprendan a usarlas, especialmente en intervenciones orales. Además, el uso de metáforas y metonimias pertenecientes a un texto periodístico no adaptado permite a los estudiantes trabajar con materiales reales, lo cual les ayudará a la hora de enfrentarse a sus propias intervenciones orales.