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Competence of Students in the Realm of Communication Process: A Descriptive Study

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ARTICLE INFORMATION	ABSTRACT

The study employed the descriptive method of research with the questionnaires as the gathering tools. This method was used to gather necessary information regarding the communication process implemented at the Mandaue City College in Mandaue City, Cebu. The research subjects of the study were the second-year college students of Bachelor of Elementary Education college students of Mandaue City College. This study utilized a researcher-made survey questionnaire as the main tool in gathering the necessary data. The indicators on the questionnaire were based on the theories and principles of communication process and understanding by Wiggins and McTighe. The researcher prepared a questionnaire for the college students and the other for the college teachers. The questionnaire determines the level of competence of the college students in the communication process. It also includes the methods and the instructional materials used by the teachers in enhancing the communication process. The validation was done by having this instrument answered by 10 or 10 percent of the final number of college student respondents. This validating group was not part of the final group who provided the answers to the questions asked. Moreover, in relation to the level of competence of the student and teacher respondents in the communication process, it is exemplified that the college students are better at explaining compared to interpreting and applying. It is also revealed that the college teachers utilize varied teaching methods and techniques to the students in tertiary education. Furthermore, the following recommendations are hereby suggested: (1) The proposals of this study are presented to the administration of Mandaue City College for implementation and application in actual classroom practice. (2) The college students' interpreting skills be strengthened through the teacher's employment of varied and engaging strategies to develop their ability to interpret critically. (3) Teachers should employ exercises that would develop their students' applying skills through written and oral exercises.

1. Introduction

College students in the Philippines are confronted with many challenges in school. As global competitiveness is prompted in the academe, they are expected to comply with the standards of the school or university where they are currently enrolled. Schools in the country are now espousing development education with the goal of equipping them to possess the skills needed in the world of work. The 21st-century skills are competencies that college students at Mandaue City College, Mandaue City, Cebu need to enhance to survive in the challenges of the information era. The linkages for twenty-first-century skills list three types: Learning competencies, Literacy competencies, and Life competencies. These competencies are so relevant for college students, though they are specifically relevant in the modern world of work. When most professionals held jobs in the world of work, the necessary skills understanding trade, observing directions, relating with others, execute the job relentlessly and being effective worker-fast, accurate, just and trustworthy. Schools are a challenge to instil these competencies, and college students badly need them.

To keep relevant employment, college students also need to reflect deeply about concerns, address challenges creatively, build relationships teams, put across clearly in various media, learn innovative developments, and deal with enormous and varied knowledge. The fast innovations in the world require college students to be adaptable, take the initiative and lead when necessary, and produce something new and useful. Given of the above skills, it has been observed by human resource management officers observed that many college graduates do not possess these 21st-century skills that are why they remain unemployed or underemployed. Therefore, schools are then tasked to produce globally competent graduates or at least can compete with their ASEAN computer parts. One of the efforts embark by language subject teachers is the so-called communication process.

Development education encompasses the college students' ability to decode or interpret the messages they get at home, in school or in the community. This ability in communication involves the college student's skill in explaining thorough accounts of the existing phenomenon. College students are also expected to interpret or tell meaningful stories or messages that provide multidimensional meanings, models, and analogies. Further, college students must also apply what is being decoded through effective use of what they assimilated in different contexts. Their perceptions about things are tested by their critical thinking and analytical skills, including decision making. Decoding also involves empathy among people, environment and culture. Further, college students in college need to enhance their self-knowledge. This is their awareness of their internal and external beings, their personal thinking styles, habits and uniqueness. This is the college students' ability to seek the value of each encounter with college students and their experiences.

Being a college professor handling language subjects and espousing innovative and college student-centered teaching, the researcher is embarking on this study to explore the phenomenon called development education through communication process at Mandaue City College. This study specifically assesses the college student's skills in the context of the communication process with the end in mind of recommending some proposals to institutionalize and improve the practice of enhancing the communication process in the teaching of language and social sciences.

2. Theoretical Background

This study is anchored on the various theories and perspectives in teaching-learning languages. These are the behaviourist view, postulated by Skinner, nativist by Noam Chomsky, particularly his language acquisition device, and Vygotsky's social interactionist view of language development.

College students learn in many and different ways. They love and enjoy engaging activities and competitions not just for rewards but because of the learning they get in the process. If applied in the actual classroom, these have been proven to be a motivation mechanism and an approach to learning the macro skills in the English language. The development of language skills among college students can be reinforced through practice and writing. This is done through various writing exercises which require the application of grammar rules. These macro skills in language among college students covered listening skills through giving and following instruction, mechanisms, reading skills through oral and silent reading and comprehension check, speaking skills through self-expression and conversation. Classroom activities are geared toward developing these skills for them to pass in the subjects today and become effective communicators in the future.

Proponents of behaviorism characteristics receptive English language to relationships that come out result from classical conditioning. For instance, every time the infant is offered a toy, the nanny names the object when she says, "Here is the toy." After continuous repetitions with the nanny presenting the task/thing and some words, the infant learns that the round and colored toy is a ball (Christie et al., 2007). In college classrooms, teachers conduct drills and review classes so that students can master the skills needed in preparation for higher and more complicated lessons.

Further, the nativist view of language and enhancement, with its highlights on nature, is at the other end of the continuum from the behaviorist undertaking. The Nativist view promotes that a individual's behavior and facilities are largely known in advance. Proponents of nativism believe that every college student has an inborn capability to learn a language. Its specialists were using utilizing information words. They would express those individuals are hardwired for a language. This innate capacity is called a language acquisition device (LAD). Noam Chomsky, a nativist, argues that the LAD allows college students to interpret phoneme models, word meanings, and the rules in communication using language. For example, when college students utilize past tenses, they often over-generalize certain words (Christie et al., 2007). One of the learning activities in college classrooms is vocabulary building to increase their level of comprehension. This vocabulary skill will make for effective writing.

Proponents of nativism also posit the innate language system facilities the college student's own attempts to converse, much the similar way as the computer's writing process the use of a number of software programs. Nativists posit that language acquisition varies in every learning exercise. A college student acquires the skill to relate through language even without support from significant others. They see the classroom's role in language acquisition as largely a function of activating the natural capabilities of the college student. Environment, these theorists believe, is the main strength that shapes a student's language

capability (Christie et al., 2007). It is worthy to note that there are teachers who really structure their classrooms in such a way that it becomes conducive to learning and that students are motivated to learn because of the clean and beautiful classroom.

The social interactionists are skeptical of the nature versus nurture debate; rather, they recognize the influence of appearance and parental discipline. Theorists share with the proponents of behaviourism the belief that the environment plays a significant role in college students' language development. Likewise, along with nativist, social interactionists believe that some college student has an innate predisposition to acquire language competence. In addition, social interactionists highlight the college student's own in language acquisition and the making of meaning. The role of the parents and family background and experiences can never be underestimated. Therefore, it is relevant to each family, especially the parents, to actively participate in the student's learning through their moral and financial support.

The theory of Vygotsky shapes the social interactionist's view of language development. Vygotsky promoted that language developed in the realm of social interaction and language English utilization. As college students experience the different functions and forms of language, they internalize how their communication uses language to put the meaning across. Experiences in life shape the language the college student internalizes. At the same time, the college student is making a conscious effort to communicate to immerse and to express thoughts and feelings with the outside world. These efforts are simultaneous. Two forces, within and without the college student, work together to propel language learning. Cooperative learning and other approaches in language teaching are effective ways of enhancing language learning activities because human being in nature is sociable. Therefore, they learn better when they are with their friends and classmates.

The above theories and perspectives served as the framework in the development of the research problems and methodology as well as bases for analysis and interpretation of data.

3. Related Literature and Related Studies
Correspondence in the scholarly and genuine passes on the content from a sender to a collector in a far-reaching way. The pertinence of viable correspondence among individuals is unlimited in the scholastic enclosure, school, and individual life. In the connection of business and financial matters, viable correspondence generally covers the distinction in the middle of accomplishment and disappointment in a scholarly setting. Correspondence is getting to be in instructing learning procedure is basic to the fruitful and strategy in educating learning process. Each understudy needs to comprehend the essentials of successful correspondence in different settings and events.

At present, numerous scholarly organizations are extending aggregate quality learning. Powerful correspondence in the connection of scholastic exercises is the most imperative part of aggregate quality learning. The way how understudies see and correspond with each other in school about various issues is a noteworthy determinant of high scholastic accomplishment. While encountering poor relational abilities, it is demonstrated to debilitate efficiency and inevitably prompts poor scholastic execution among the learners.

The correspondence procedure is an apparatus in acknowledging yields and results, which can be accomplished through the methodology that has a typical significance between the sender and the collector. Understudies who take after the coral and composed dialect use will have the chance to end up more powerful in each part of their instruction. Powerful correspondence prompts their beneficial learning. There are four key components in the correspondence process. Those components incorporate encoding, medium of transmission, translating, and criticism. There are additionally two different variables all the while, and those two components are available as the sender and the collector. The typical correspondence process starts with the sender and closures with the collector.

The sender is the understudy, class, or school that starts the correspondence. This source is at first in charge of the fruitful transmittal of the message. The sender's year level, states of mind, learning, expertise, recognitions, society points of view in the message, the composed words, expressions and nonverbal inputs choice are fundamental in guaranteeing the collector translates the message as expected by the sender" (Burnett and Dollar, 2009). All correspondence starts with the sender. For this situation, this alludes to the understudies. The last association in the chain of the correspondence system is data. Consequent to getting a message, the beneficiary responds by one means and pictures that respond to the understudy sender. The sign may take a talked thought, a long mumble, a made substance, a grin, or some specific exercises. "Surely, even a nonattendance of response is in a manner of speaking, a kind of response" (Bovee & Thill, 2002). Without information, the understudy sender cannot insist that the understudy authority has interpreted the message unequivocally.

Furthermore, school educators ought not to utilize addresses from references or some other material. Particularly not the Web. Ensure the inquiries set have not been examined in subtle elements in class. Obviously, the inquiries must be comparable; however, ensure that they are not the same. Instructors evaluate the undergrads on their artistic examination, not on their study abilities (Krystle, Hadley, et al., 2012).

Villalta-Cerdas carried out a study that involves explaining skills in 2014 under the subject Chemistry. According to the study, the prevalent trend in chemistry instruction relies on what has been described as the classroom game. In this model, students take a passive role, and the instructor does all the explaining (thinking), and learning is trivialized to knowing the correct answers (memorizing) and being able to produce them when prompted (regurgitating). The generation of explanations is central to scientific and technological development. In the process of figuring out explanations, the generation of inferences relies on the application of skills associated with scientific behaviors

According to Ma (2103), the decoding procedure follows in an almost indiscernible instance, during which the interpreter processes the information stored in the "perceptual auditory storage" and extracts necessary information from both linguistic and non-linguistic codes. It is where the message is born. In this procedure, factors that will influence the quality of the interpretation include the source, particularly the speaker, the interpreter's linguistic competence and his background knowledge, which includes the knowledge of the world and knowledge of the subject under discussion.

The findings in the study of Villaroel (2011) indicate that English-speaking kindergarten through second-grade students enrolled in a Chinese program reported, in general, more positive attitudes toward both the Chinese and English languages in comparison with English-speaking students enrolled in schools with no world language program. This finding coincides somehow with findings made by researchers in studies of commonly taught languages without considering comparative schools. In this study, however, the effect of the school program in which the students were enrolled was further assessed by analyzing other factors that could also affect students' attitudes, the socioeconomic level of the school in which the students were enrolled.

However, another study conducted by Mwalyego (2014) revealed an ineffective utilization of available instruction materials by teachers and pupils during classroom instruction, whereby children are denied an opportunity to enjoy learning in the school context. Thus, it is important that teachers manage pre-primary units to utilize philosophy, which focuses on the young children's developmental needs. This can be attained if teachers are professionally committed, innovative and creative in designing and utilizing appropriate instructional materials for all learning activities.

Lastly, the participants in the study of Al Jabri (2008)   all grant vocabulary high significance in their philosophy of teaching which is compatible with the importance of assigned vocabulary teaching in recent literature in the field of TESOL. However, they believe that their students' proficiency in vocabulary is far behind the required level in the grades they are teaching despite the efforts they claimed to exert in that area. They justified this lack of proficiency by citing the students' negative attitude towards the English language and the length of the curriculum. Through the analysis of the data collected with initial interviews and observations, it became obvious that there are some discrepancies between what the teachers said that they do and what they actually do in their EFL classes. The discrepancies appeared in the following areas: the teachers claimed that they provided context for new words, used the translation method as a last resort, and considered students' level of proficiency when choosing methods to teach abstract versus concrete words

4. Research Problem
This study assessed the level of competence in the communication process vis-à-vis dimension of tertiary instruction at Mandaue City College, Mandaue City Sports Complex A.S. Soriano Avenue, Mandaue City, Cebu during the school year 2014-2015 as the basis for the communication development plan.

Specifically, it sought to answer the following subproblems:

1. What is the level of competence of the college student respondents in the communication aspect along:
     2.1 explaining;
     2.2 interpreting; and
     2.3 applying?
2. To what extent is the attainment of the aforementioned competencies through:
     3.1 adequacy of instructional material; and
     3.2 methods and techniques?
3. Based on the findings, what tertiary communication development plan can be proposed?

5. Methodology
The study employed the descriptive method of research with the questionnaires as the gathering tools. This method gathered necessary information regarding the communication process implemented at the Mandaue City College in Mandaue City, Cebu. The study subjects were the second-year college students of Bachelor of Elementary Education college students of Mandaue City College. A universal sampling of the population was used to determine all college students who have enrolled in the first semester of the school year 2015-2016. All the college teachers teaching English and Social Science subjects were the respondents of this study.

It utilized a researcher-made survey questionnaire as the main tool in gathering the necessary data. The indicators on the questionnaire were based on the theories and principles of communication process and understanding by Wiggins and McTighe. The researcher prepared a questionnaire for the college students and the other for the college teachers. The questionnaire determines the level of competence of the college students in the communication process and the methods and the instructional materials used by the teachers in enhancing the communication process. The validation was done by having this instrument answered by 10 or 10 percent of the final number of college student respondents. This validating group was not part of the final group who provided the answers to the questions asked.

To obtain the data, a letter of request for permission to conduct the said study was prepared and was sent to the College Superintendent of Mandaue City College- A.S Soriano Ave. Mandaue City. The same letter already signed by the college superintendent was endorsed to the Dean of the College of Teacher Education. As soon as the concerned person in authority approved the letter, the researcher started her personal administration of the questionnaire to the identified respondents of the study. Informal interviews were likewise done to verify the authenticity of the responses made on their questionnaire. More so, a gathering of more data can be done. Moreover, the questionnaire was retrieved after the respondents have answered them completely. That questionnaire that was not answered during the researcher's personal administration were collected by the same after a period of one week.

6. Results and Discussion
Level of Competence of the Student Respondents in Communication Process

Table 1 presents the level of competence on the process of students as perceived by themselves and their teacher respondents in terms of explaining.

Table 1. Explaining

Explaining	Students		Teachers	
	Mean	*Verbal Description*	*Mean*	*Verbal Description*
1. Expresses ideas which clear and comprehensive	3.84	Very Good	3.79	Very Good
2. Presents content that is relevant and covers essential points	3.42	Very Good	3.42	Very Good
3. Possesses coordination in the statements.	3.33	Very Good	3.37	Very Good
4. Uses fluent language so that the listeners and readers listen and understand his/ her thoughts.	3.84	Very Good	3.84	Very Good
5. Is effective in the use of words, idioms or connecting links	3.16	Good	3.26	Very Good
6. Has clear and effective beginning statement	4.00	Very Good	3.95	Very Good
7. Uses proper words for explaining an object or an event	3.42	Very Good	3.47	Very Good
8. Words are simple, clear, concise and interesting statements	3.58	Very Good	3.63	Very Good
9. Exerts effort that make the listeners / readers understand	3.42	Very Good	3.42	Very Good
Average	**3.56**	**Very Good**	**3.57**	**Very Good**

Legend:

3.25-4.00	-	Very Good
2.50-3.25	-	Good
1.75-2.50	-	Fair
1.00-1.75	-	Poor

It can be gleaned on the Table that there was 3.56 average level of competence of the students. Expressing ideas which clear and comprehensive has a mean of 3.84 or very good; presenting content that is relevant and covers essential points has a mean of 3.42 or very good, possessing coordination in the statements has a mean of 3.33 or very good, using fluent language so that the listeners and readers listen and understand his/ her thoughts has a mean of 3.84 or very good, they are effective in the use of words, idioms or connecting links has a mean of 3.16 or good, having clear and effective beginning statement has a mean of 4.0

or very good, using proper words for explaining an object or an event has a mean of 3.42 or very good, words are simple, clear, concise and interesting statements has a mean of 3.58 or very good, and exerting effort that make the listeners / readers understand has a mean of 3.42 or very good.

Level of competence on explaining of the students as perceived by the teacher respondents have 3.57 average mean that expressing ideas which clear and comprehensive has a mean of 3.79 or very good, presenting content that is relevant and covers essential points has a mean of 3.42 or very good, possessing coordination in the statements has a mean of 3.37 or very good, using fluent language so that the listeners and readers listen and understand his/ her thoughts has a mean of 3.84 or very good, they are effective in the use of words, idioms or connecting links has a mean of 3.26 or very good, having clear and effective beginning statement has a mean of 3.95 or very good, using proper words for explaining an object or an event has a mean of 3.47 or very good, words are simple, clear, concise and interesting statements has a mean of 3.63 or very good, and exerting effort that makes the listeners / readers understand has a mean of 3.42 or very good.

Table 2 presents the level of competence in the communication process of students as perceived by themselves and their teacher respondents in terms of interpreting.

Table 2. Interpreting

Interpreting	Students		Teachers	
	Mean	*VD*	*Mean*	*VD*
1. paraphrases understanding of the meaning using the tools of the target language	3.00	G	3.00	G
2. explains a thought to someone that are vague or broad	3.26	VG	3.16	G
3. translates scientific concepts and terms into lay man's language	3.26	VG	3.11	G
4. interprets broad and difficult and statements	3.26	VG	3.16	G
5. Has thorough knowledge of the general subject to be interpreted	3.17	G	3.11	G
6. Possesses intimate familiarity with cultures and disciplines	3.26	VG	3.16	G
7. Has extensive vocabulary in the required language	3.26	VG	3.16	G
8. Can express thoughts clearly and concisely in the required language	3.26	VG	3.16	G
9. Uses simpler words instead of the technical and uncommon words	3.17	G	3.11	G
Average	**3.21**	**G**	**3.12**	**G**

Legend:

3.25-4.00	-	Very Good
2.50-3.25	-	Good
1.75-2.50	-	Fair
1.00-1.75	-	Poor

It can be gleaned on the Table that there were 3.21 or a good average mean level of competence of the students. Paraphrasing and understanding of the meaning using the tools of the target language has a mean of 3.0 or good, explaining a thought to someone that is vague or broad has a mean of 3.26 or very good, translating scientific concepts and terms into lay man's language has a mean of 3.26 or very good, interpreting broad and difficult and statements have a mean of 3.26 or very good, Having a thorough knowledge of the general subject to be interpreted as a mean of 3.17 or good, possessing intimate familiarity with cultures and disciplines has a mean of 3.26 or very good, having extensive vocabulary in the required language has a mean of 3.26 or very good, having the ability to express thoughts clearly and concisely in the required language has a mean of 3.26 or very good, and using simpler words in lieu of the technical and uncommon words has a mean of 3.17 or good.

The students' level of competence, as perceived by the teacher respondents, has a 3.12 or good average mean. Paraphrasing understanding of the meaning using the tools of the target language has a mean of 3.0 or good, explaining a thought to someone which are vague or broad has a mean of 3.16 or good, translating scientific concepts and terms into lay man's language has a mean of 3.11 or good, interpreting broad and difficult and statements have a mean of 3.16 or good, Having thorough knowledge of the general subject to be interpreted as a mean of 3.11 or good, possessing intimate familiarity with cultures and disciplines has a mean of 3.16 or good, having extensive vocabulary in the required language has a mean of 3.16 or

good, having the ability to express thoughts clearly and concisely in the required language has a mean of 3.16 or good, and using simpler words in lieu of the technical and uncommon words has a mean of 3.11 or good.

Table 3 presents the level of competence of the student and teacher respondents in a communication process in terms of applying.

Table 3. Applying

Applying	Students		Teachers	
	Mean	*Verbal Description*	*Mean*	*Verbal Description*
1. Uses relevant theories and principles to emphasize ideas	3.26	Very Good	3.16	Good
2. Applies the grammar rules in written language	3.00	Good	3.00	Good
3. Constructs sentences that are structurally and grammatically correct	2.92	Good	2.95	Good
4. Demonstrates expertise in oral language	3.00	Good	3.00	Good
5. Modifies complicated statements into short and simple sentences	2.83	Good	2.89	Good
6. Relates statements that are relevant to the listener/ reader	3.00	Good	3.00	Good
7. Shows comparisons and differences to make a point	2.84	Good	2.84	Good
8. Uses examples which are clear to the listeners/ readers	2.57	Good	2.79	Good
9. Applies what was learned in the classroom into novel situations	3.08	Good	3.00	Good
Average	**2.94**	**Good**	**2.96**	**Good**

It can be gleaned on the Table that the weighted mean 2.94 is equivalent to the average level of competence of the students in applying skills. Using relevant theories and principles to emphasize ideas has a mean of 3.26 or very good, applying the grammar rules in written language has a mean of 3.0 or good, constructing sentences that are structurally and grammatically correct has a mean of 2.92 or good, demonstrating expertise in oral language has a mean of 3.0 or good, modifying complicated statements into short and simple sentences has a mean of 2.83 or good, relating statements that are relevant to the listener/ reader has a mean of 3.0 or good, showing comparisons and differences to make a point has a mean of 2.84 or good, using examples that are cleared to the listeners/ readers has a mean of 2.57 or good and applying what was learned in the classroom into novel situations.

The students level of competence of the students on applying as perceived by the teacher respondents has 2.96 or good average mean. Using relevant theories and principles to emphasize ideas has a mean of 3.16 or good, applying the grammar rules in written language has a mean of 3.0 or good, constructing sentences that are structurally and grammatically correct has a mean of 2.95 or good, demonstrating expertise in oral language has a mean of 3.0 or good, modifying complicated statements into short and simple sentences has a mean of 2.89 or good, relating statements that are relevant to the listener/ reader has a mean of 3.0 or good, showing comparisons and differences to make a point has a mean of 2.84 or good, using examples that are clear to the listeners/ readers has a mean of 2.79 or good and applying what was learned in the classroom into novel situations.

Level of Adequacy of Instruction Materials in the Implementation of Communication Process

Table 4 presents the level of adequacy of instructional materials in the implementation of the communication process.

Table 4. Adequacy of Instructional Materials

Instructional Materials	*Mean*	*Verbal Description*
mock ups	3.00	Very Adequate
Handouts	3.00	Very Adequate
Catalogs	3.00	Very Adequate
Syllabus	2.81	Very Adequate
teacher's guide	2.81	Very Adequate
computer with the internet	2.81	Very Adequate

Dictionaries	2.81	Very Adequate
Magazines	2.80	Very Adequate
leaflets and pamphlets	2.62	Very Adequate
Television	2.61	Very Adequate
Manual	2.60	Very Adequate
periodicals and clippings	2.58	Very Adequate
DVDs	2.44	Very Adequate
reference books, novels	2.41	Very Adequate
Storybooks	2.41	Very Adequate
Modules	2.39	Very Adequate
LCD projector	2.38	Very Adequate
bulletins and circulars	2.23	Adequate
Average	**2.65**	**Very Adequate**

Based on the Table, there was an average mean of 2.65 or very adequate. On the utilizations of instructional materials, mock ups have a mean of 3.0 or very adequate, handouts have a mean of 3.0 or very adequate, catalogues has a mean of 3.0 or very adequate, syllabus has a mean of 2.81 or very adequate, teacher's guide has a mean of 2.81 or very adequate, computer with the internet has a mean of 2.81 or very adequate, dictionaries have a mean of 2.81 or very adequate, magazines have a mean of 2.80 or very adequate, leaflets and pamphlets have a mean of 2.62 or very adequate, television has a mean of 2.61 or very adequate, manual has a mean of 2.60 or very adequate, periodicals and clippings has a mean of 2.58 or very adequate, DVDs has a mean of 2.44 or very adequate, reference books and novels has a mean of 2.41 or very adequate, storybooks have a mean of 2.41 or very adequate, modules have a mean of 2.39 or very adequate, LCD projector has a mean of 2.38 or very adequate, and bulletins and circulars have a mean of 2.23 or adequate.

Mandaue City College has enough instructional materials for teaching language subjects. Teachers are also utilizing the same to optimize the potentials and learning capabilities of the education students.

Utilization of Methods and Techniques

Table 5 presents the utilization of the communication process in terms of methods.

Table 5 Level of Utilization in terms of Methods

Methods	*Mean*	*Verbal Description*
Reporting Method	3.00	Highly Utilized
Others (specify)	3.00	Highly Utilized
Deductive Method	2.90	Highly Utilized
Demonstrative Method	2.90	Highly Utilized
Inductive Method	2.89	Highly Utilized
Lecture Method	2.65	Highly Utilized
Integrative Method	2.56	Highly Utilized
Activity Method	2.44	Highly Utilized
Average	**2.79**	**Highly Utilized**

Legend:
2.33-3.00-   (VA) Highly Utilized
1.67-2.33-   (A) Utilized
1.00-1.67-   (LA) Less Utilized

It can be gleaned in Table 15 that there was an average mean of 2.79 which was interpreted as highly utilized. On methods used by the teachers, reporting method has a mean of 3.0 or highly utilized, others (specify) has a mean of 3.0 or highly utilized, a deductive method has a mean of 2.90 or highly utilized, demonstrative method has a mean of 2.90 or highly utilized, inductive method has a mean of 2.89 or highly utilized, lecture method has a mean of 2.65 or highly utilized, an integrative method has a mean of 2.56 or highly utilized, and activity method has a mean of 2.44 or highly utilized.

The teachers highly utilize all the methods in the teaching communication process. This means that the teachers provided all the opportunities for the students to learn because the teachers explored all the possibilities for teaching and learning.

Table 6 presents the level of utilization of the communication process based on techniques among the teachers in Mandaue City College.

Table 6 Level of Utilization in terms of Techniques

Techniques	Mean	Verbal Description
Small Group Discussion	3.00	Highly Utilized
Project	3.00	Highly Utilized
Brainstorming	3.00	Highly Utilized
Role Playing	3.00	Highly Utilized
Modular Learning	3.00	Highly Utilized
Interview	2.90	Highly Utilized
Teacher – Directed	2.90	Highly Utilized
Student – Directed	2.90	Highly Utilized
Teacher – Student	2.90	Highly Utilized
Demonstration/Lecture	2.90	Highly Utilized
Mastery Learning	2.90	Highly Utilized
Component Technique	2.84	Highly Utilized
Dramatization	2.84	Highly Utilized
Program Instruction	2.84	Highly Utilized
Directed Learning	2.80	Highly Utilized
Socialized Classroom Discussion	2.73	Highly Utilized
Simulation/ Game	2.73	Highly Utilized
Self Learning Kit and Correspondence	2.73	Highly Utilized
Textbook Learning	2.69	Highly Utilized
Unit or Morrison Technique	2.63	Highly Utilized
Symposium	2.63	Highly Utilized
Film Showing/Discussion	2.63	Highly Utilized
Direct Discussion	2.60	Highly Utilized
Lecture-Discussion	2.60	Highly Utilized
Courses	2.60	Highly Utilized
Others (specify)	2.57	Highly Utilized
Field Trip	2.56	Highly Utilized
Outlining Technique	2.50	Highly Utilized
Individual or Group	2.50	Highly Utilized
Debate Teaching	2.50	Highly Utilized
Reporting Discussion	2.50	Highly Utilized
Field Study	2.50	Highly Utilized
Memorization	2.47	Highly Utilized
Rule Technique	2.46	Highly Utilized
Resources – Speaker	2.44	Highly Utilized
Schematic	2.36	Highly Utilized
Research	2.36	Highly Utilized
Reading or Storytelling	2.22	Utilized
Inductive/Deductive	2.22	Utilized
Average	**2.68**	**Highly Utilized**

It can be gleaned in table 15 that there was an average mean of 2.68 or highly utilized. On the techniques used by the teachers, small group discussion has a mean of 3.0 or highly utilized, project has a mean of 3.0 or highly utilized, brainstorming has a mean of 3.0 or highly utilized, role playing has a mean of 3.0 or highly utilized, modular learning has a mean of 3.0 or highly utilized, interview has a mean of 2.90 or highly utilized, teacher-directed has a mean of 2.90 or highly utilized, student-directed has a mean of 2.90 or highly utilized, teacher- student has a mean of 2.90 or highly utilized, demonstration/ lecture has a mean

of 2.90 or highly utilized, mastery learning has a mean of 2.90 or highly utilized, component technique has a mean of 2.84 or highly utilized, dramatization has a mean of 2.84 or highly utilized, program instruction has a mean of 2.84 or very adequate, directed learning has a mean of 2.80 or highly utilized, socialized classroom discussion has a mean of 2.73 or highly utilized, simulation/ game has a mean of 2.73 or highly utilized, textbook learning has a mean of 2.69 or highly utilized, unit or Morrison technique has a mean of 2.63 or highly utilized, symposium has a mean of 2.63 or very adequate, film showing/ discussion has a mean of 2.60 or highly utilized, lecture-discussion has a mean of 2.60 or highly utilized, courses has a mean of 2.60 or highly utilized, others has a mean of 2.57 or highly utilized, field trip has a mean of 2.56 or highly utilized, outlining technique has a mean of 2.50 or highly utilized, individual or group has a mean of 2.50 or highly utilized, debate teaching has a mean of 2.50 or highly utilized, reporting discussion has a mean of 2.50 or highly utilized, field study has a mean of 2.50 or highly utilized, memorization has a mean of 2.47 or very adequate, rule technique has a mean of 2.46 or highly utilized, resources- speaker has a mean of 2.44 or highly utilized, schematic has a mean of 2.36 or highly utilized, reading or storytelling has a mean of 2.22 or utilized, and inductive or deductive has a mean of 2.22 or utilized.

Most of the techniques in the teaching communication process are highly utilized by the teachers at Mandaue City College. The two techniques which are on the level of utilized are reading/ storytelling and inductive/ deductive.

8. Conclusion

In relation to the level of competence of the student and teacher respondents in the communication process, it is exemplified that the college students are better at explaining compared to interpreting and applying. Moreover, the teachers utilize varied teaching methods and techniques for the students in tertiary education.

8.1 Recommendations

Based on the findings and conclusion, the following are the recommendations:

1. The proposals of this study are presented to the administration of Mandaue City College for implementation and application in actual classroom practice.
2. The college students' interpreting skills be strengthened through the teacher's employment of varied and engaging strategies to develop their ability to interpret critically.
3. Teachers should employ exercises that would develop their students' applying skills through written and oral exercises.

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Translation Studies on Huang Jizhong's Chinese Translation of Uncle Tom's Cabin

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ARTICLE INFORMATION	ABSTRACT
	In the 1980s, the cultural turn appeared in translation studies, which brought translation studies a great opportunity to draw nutrients from different disciplines. Narratology and Imagology take part in translation studies, which offers hope for the cultural turn in translation studies. Metalepsis is a term in Narratology that Genett defines that any intrusion by the extradiegetic narrator or narratee into the diegetic universe(or by diegetic characters into a metadiegetic universe, etc.), or the inverse (as in Cortazar), produces an effect of strangeness that is either comical (when, as in Sterne or Diderot, it is presented in a joking tone) or fantastic. This paper contrasts Uncle Tom's Cabin with its translation Tang Mu Da Bo De Xiao Wu by Huang Jizhong in order to explore the variation of the image of African American based on lexicon and Metalepsis, in the hope of finding out the reason for variation of the image. The variation exists in translations so that the target readers could misunderstand the image in the source text. As for translators, attaching much importance to translating the source language's image should be caught first. The cliché and narrative strategies in the source text could be highly recognized.

1. Introduction

Uncle Tom's Cabin is written by Harriet Beecher Stowe who is totally a gifted writer in American. After the first edition was published within a year in America, more than 300,000 copies had been sold in the United States and more than 200,000 copies in England. This antislavery novel has been referred as the immediate flashpoint of the civil war in the United States. It exerted such a great impact on the American society that Lincoln met Stowe at the beginning of the American Civil War when he offered the ironic and respectful greeting, "Is this the little woman who made this great war?".

When *Uncle Tom's Cabin* was first translated into China by Lin Shu in 1901, this book also influenced Chinese society. Our famous man of letters such as Qian zhongshu, Zhou Shuren and Bing Xin who were affected by Linshu's translation of *Uncle Tom's Cabin*—Hei Nu Yu Tian Lu. Besides, *Uncle Tom's Cabin* also has enhanced the Chinese drama campaign in the early phase.

There have been many translations of *Uncle Tom's Cabin* in China. However, the most influential versions are from Lin Shu, Huang Jizhong and Wang Jiaxiang. These three transition versions are varied from each other. Huang Jizhong's version is chosen as the target object of this research. This paper analyzes the variation of African American image in Huang's translation from perspectives of lexicon and paralepsis.

2. Method

2.1 Analysis of the variation of the African American image from lexicon

Daniel henri Pageaux stresses that lexicons can be divided into two categories: those lexicons that are derived from an observing nation as an observer are used to define the nation of being observed. Those lexicons originated from the nation of being observed and converted into the lexicons of the observed country and its imaginaire social without translation. (Meng Hua, 1962:162) Lexicon is the most stable way to conserve the hetero-image.

In Huang's translation, there lie plenty of lexicons that reflect the relationships between auto-image and hetero-image. We can catch a glimpse of the variation of African American image after translating into China through these lexicons.

To begin with, Huang Jizhong applies Szechuan Dialect during translation. For instance, in chapter 4, "Now, missis, she wanted me to do dis way; and finally I got kinder sarcy"(Stowe,1995:24) "天哪，那天太太吩咐我这么做，那么做；后来我实在有点冒火了"（ Huang Jizhong，1981：32）. Uncle tom's wife Chloe complains her owner. In the source language, the author uses "sarcy" to express her complain however Huang uses "冒火" in Szechuan Dialect so that Chloe becomes a Chinese slave who speaking Szechuan Dialect. In addition to this, "Sam, how often must I tell you not to say "Lord bless you," and "the lord knows," and such things? It's wicked" (Stowe,1995:43). "山姆，我得跟你说多少会别老说'我的天哪' '天晓得'这种话呀。这是罪过的" （Huang Jizhong，1982：32）Huang translates "the lord knows" to "天晓得" that typically represents Szechuan Dialect so that Sam also become a Chinese slave who repeatedly noted "天晓得". And Huang translated "lord" to "天" which belongs to Confucianism in the Chinese cultural system. Domesticating translation is used so that the target reader can easily understand its meaning and it also enhance the fluency and readability of the translation.

On the other hand, in Huang's translation, demeaning the African American women appears occasionally. For example, when referring aunt Chloe, the translator always uses passive words or vulgar sentences to express her image. 1. "get along wid ye" (Stowe,1995:26) "滚你们的蛋" （Huang Jizhong，1982：34） 2. "you go long!" (Stowe,1995:27) "去你的吧" （Huang Jizhong，1982：35） 3. "Oh, go long will ye?" (Stowe,1995:25) "哎，滚开点好不好？" （Huang Jizhong，1982：33） all these translations in Huang's version degrade the image of aunt Chloe. Since African American women is oppressed by double racism and patriarchy. Since Huang Jizhong is a male translator, he would translate with patriarchalism unconsciously. In the translation, aunt Chloe becomes a shrew with a bad temper, which is totally different from the image of Chloe in the source language.

2.2 Metalepsis in Huang's Translation and its relationship with the Variation of African American Image

Gerard Genette once mentioned in his classic narrative book that "the Variations in the 'point of view' that occur in the course of narrative can be analyzed as changes in focalization" (Genette,1980:194). He defined it as alterations and two types are divided by Genette: "The first type bears a name in rhetoric, and we have already met it apropos of completing anachronies: we are dealing with lateral omission or *paralipsis*. The second does not yet bear a mane. We will christen it *paralepsis*" (Genatte, 1983:195). But this phenomenon has not been attached much importance among the academic circle. The Chinese scholar Dan Shen put forward the ignored narrative issue in her book *Narratology and the Stylistics of Fiction* and highly affirms the value of researching paralepsis by plenty of examples.

Uncle Tom's Cabin is a novel of first-person narration, but the implied author usually interrupts the narrative discourse and paralepsis often occurs. In the translation, the translator could ignore the narrative strategies the author used so that there could be a lack of the narrative effect in the translation, which would influence reshape of the image of African Americans in the translation.

"'Wal, anyway thar's wrong about it somewhar,' said Aunt Chloe, **in whom a stubborn sense of justice was a predominant trait**" (Stowe, 1995: 89).

"嗳，不管怎么说，这件事总有点不大对头的地方，"克萝大娘说。**这个女人最突出的特点就是她有一股顽强的正义感。**

These bold fonts are paid attention, In the target language, there is no paralepsis. The sentence "in whom a stubborn sense of justice was a predominant trait" is to describe the characteristics of Aunt Chloe and this whole discourse belongs to homodiegetic.

However, there is transgression across from the internal third-person focalization to non-focalization. This sentence"这个女人最突出的特点就是她有一股顽强的正义感" is said by the implied author (in the translation, the translator plays the role of the implied author of the source text). The translator changes the point of view in the source text.

What comes to the variation of the image of African American? Aunt Chloe is filled with justice in the source text. However, as the non-focalization, the translator transgresses into the internal third-person narration to evaluate the personality of Aunt Chloe. The irony is shown in the translation so that it could mislead the reader to think that the author satirizes the Aunt Chloe. In other words, Chloe does not bear a sense of righteousness. As a result, the image of Chloe in the source text varies from the one in the original text.

Let's see another example from Chapter 2.

"George had stood like one transfixed at hearing his doom thus suddenly pronounced by a power that he knew was irresistible. He folded his arms, tightly pressed in his lips, but **a whole volcano of bitter feelings burned in his bosom, and sent streams of fire through his veins**. He breathed short, and his large dark eyes flashed like live coals" (Stowe,1995:13).

"乔治突然听见东家宣布自己的厄运，不由惊惶失色，站在一旁呆若木鸡。**他知道这个人的权力是无法抗拒的。他双手抱在胸前，紧咬嘴唇，可是心头却象一座火山，燃烧着愤怒的火焰，一股股火流向全身的血管放射出去。**他的呼吸忽然变得急促起来，两颗乌黑的大眼珠，就象烧红了的**煤球那**样火光四射" (Huang Jizhong,1982:16)。

 In *Uncle Tom's Cabin*, "He folded his arms, tightly pressed in his lips, but a whole volcano of bitter feelings burned in his bosom, and sent streams of fire through his veins." This sentence is non-focalization where the narrator shows in the text to disrupt the realness of the novel and a sense of humor are produced in the original text. Besides, the presence of the narrator reveals the deep emotion of the character George.

In Huang's translation, "**他知道这个人的权力是无法抗拒的。**"is arranged solo although . It turns from the third-person internal focalization to zero-focalization. Consequently, there are more narrator's discourse of zero-focalization in Huang's translation, and George's indignation is enhanced.

3. Results and Conclusion
Firstly, The paper aims to show the image's variation after translation into the target language nation and points two ways to restore the image in the source language.

Secondly, this paper found that the image in the Huang's translation has varied from the source language. The image of Chloe has changed from an obedient and tender housewife to a rude and shrewish one. The image of Gorge has greatly yearned for freedom and been full of indignation and righteousness. Besides, Translator's gender, background and social identity has impacted greatly on his translation so that the images of characters of the original text varies. When translating Uncle Tom's Cabin, Huang Jizhong, who suffered from the Cultural Revolution, was sent to Chengdu city. Unfortunately, the manuscript of translation has been destroyed in the Cultural Revolution. Despite this version experienced the rite of the Cultural Revolution, it still retains the marks of history. The Szechwan dialect in Chengdu city is used to present a sense of humour and provocative in his translation, which makes the version peculiar differentiate from other translations of *Uncle Tom's Cabin.* We have seen many variations in metalepsis in Huang's translation in contrast with *Uncle Tom's Cabin,* which enlightens that translators must consider the narratology during the process of translation to shun from the variation of the image. To do this, western cultural images could transmit into China to minimize the distortion.

Thirdly, the former researches have not focused on the variation of the image of *Uncle Tom's Cabin.* Some of papers studied the literary value based on the basis of translation theories. Some of them went on literary criticism. But there is no paper focusing on the variation of the image in this novel.

Finally, there is still a limitation in this paper. There are not only two aspects through which we can see the variation of the image. Since I have been bending my mind to study this topic, there are still some problems to solve. I hope that the translators and researchers could pay much attention to image variation in the future.

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A Corpus-Based Study on Conceptual Metaphors in the Finance & Economics Column of *The Economist*

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ARTICLE INFORMATION	ABSTRACT
	Traditional metaphor researches consider metaphors as a rhetoric device for ornamental study. In 1980, Lakoff and Johnson put forward the Conceptual Metaphor Theory, which marks the shift of metaphor study from rhetoric view to cognitive view. Since then, numerous studies at home and abroad on conceptual metaphors have emerged. Economic news has also become a research interest. However, few research concerns about The Economist, let alone Finance & Economics Column inside. Therefore, this study explores the conceptual metaphors in the Finance & Economics Column of the Economist with Conceptual Metaphor Theory as a theoretical foundation. In order to address the above questions, the paper selects articles from October 2019 to December 2019 in The Economist and employs both qualitative and quantitative approaches to analyze conceptual metaphors in the self-constructed corpus. The results show that: firstly, altogether 443 conceptual metaphors are identified in the corpus, covering structural metaphor, ontological metaphor and orientational metaphor. Due to space limitation, only JOURNNEY metaphor, HUMAN BEING metaphor and UP/DOWN metaphor with high frequency is selected to be analyzed in detail. And their frequency varies from each other. Secondly, these three metaphors are identified in the corpus function by mapping from the source domain to the target domain. Finally, the frequency of these three metaphors is different lies in the systematicity, cultural coherence of metaphors and characteristics of economic news. This study enlarges the scope of conceptual metaphor and helps enhance their metaphorical awareness in economic discourses.

1. Introduction

Traditionally, metaphor is regarded as a rhetoric device for decorative use. The publication of Lakoff and Johnson's work *Metaphors We Live By* signifies the shift of metaphor study from the rhetorics view to the cognitive view. In their work, Lakoff and Johnson put forward Conceptual Metaphor Theory and claim that metaphor is ubiquitous in our daily life and our cognition is metaphorical in nature. Since then, numerous scholars have done research with conceptual metaphor as a theoretical framework and many studies on different types of discourses from the perspective of conceptual metaphor emerge, including economic news.

However, as the literature review indicates, few researchers explore conceptual metaphors in *The Economist*, let alone Finance & Economics Column inside. *The Economist* is a kind of English journal widely acknowledged by both native speakers and non-native speakers. The Economist is a financial journey, so it includes many abstract economic terminologies which are difficult for readers to understand. Besides, Conceptual metaphors allow people to understand abstract concepts in terms of concrete concepts.

Therefore, this paper intends to explore the conceptual metaphors in the Finance & Economics Column of *The Economist*. Specifically, it analyses the distribution of three types of conceptual metaphors and explores their mapping process. This paper

has theoretical and practical significance. Theoretically, this paper expands the study scope of conceptual metaphor by studying it at the discourse level. Practically, this study contributes to readers' comprehension of abstract economic terminologies and enhances their metaphorical awareness in economic discourses.

2. Literature review

2.1 Previous Studies of Metaphor

The study of metaphor can be traced back to the ancient Greek period, when Aristotle considered metaphor a figure of speech for decorative use in literature and rhetoric. In his work Rhetorics and Poetics (1954), Aristotle argues that metaphor is a comparison between two things with shared similarity and resemblance. Quintilan put forward substitution theory based on comparison theory, claiming that metaphor is a phenomenon where one word is used to substitute another (Shu Ding Fang, 2002). All these two theories regard metaphor as a rhetorical device for ornamental use. After that, Richards proposed interaction theory, in which metaphor is an interaction of two concepts. This theory studies metaphor not from rhetorics, but semantics. In 1980, Lakoff and Johnson put forward conceptual metaphor theory in their work *Metaphors We Live By*, shifting metaphor research to a cognitive view. Different from the traditional view, conceptual metaphor regards metaphor as cognitive ability. Domestic study on metaphor from the perspective of cognitive linguistics began in the 1980s when *Metaphors We Live By* was introduced into China. Zhao Yanfang (1994) became the first in China to study the cognitive foundation of metaphor and made a book review on *Metaphors We Live By* (1995). In his work Studies in Metaphor, Shu Dingfang (2000) comprehensively discusses the causes, working mechanism, characteristics, and functions of conceptual metaphor. Hu Zhuanglin (2004), in his book *Metaphor and Cognition* summarises foreign metaphorical research.

2.2 Previous Studies of Economic Discourse from the Perspective of Conceptual Metaphor

Since Lakoff and Johnson proposed conceptual Metaphor Theory, it has been employed as a theoretical framework to study different discourses in different domains and economic discourse. Many foreign researchers have researched economic news from the perspective of cognitive linguistics (Henderson, 1982; McCloskey (1985); Krugman, 1997; Boers, 2000; Charteris-Black,2005). For example, Henderson (1982) was the first to study metaphors in economic discourse. McCloskey (1995) claims that metaphor is pervasive in economic discourse and metaphor is important for economic thinking. Besides, metaphor serves as a powerful cognitive device in writing economic news. Domestic scholars have also done much research on economic news from the perspective of cognitive linguistics (Kong, 2002; Li, 2005; Cui, 2013; Luo, 2018; Wang, 2018; Gao, 2019; Xuan, 2019). For example, Kong (2002) analyzes Chinese and German economic news and summarizes seven categories of conceptual metaphors. Cui (2013) identified six types of conceptual metaphors in the China Column of *The Economist*. Luo (2018) compares Chinese China-US strategic and Economic Dialogues with a conceptual metaphor approach. Wang (2018) makes a comparative study of conceptual metaphors in Chinese and American Economic News Headlines.

2.3 Comments on Previous Studies

The above analysis shows that through conceptual metaphors are widely employed in various discourses, including economic news, research on conceptual metaphors in *The Economist* is rare, particularly in Finance & Economics Column. This is why this paper attempts to study conceptual metaphors in the Finance & Economics Column of *The Economist*.

3. Theoretical Framework

3.1 Definition of Conceptual Metaphors

Conceptual Metaphor Theory was put forward by Lakoff and Johnson (1980) in their work *Metaphors We Live By*, which marks the beginning of studying metaphor from cognitive linguistics. They Held that metaphor is a pervasive phenomenon in daily life, not just in language but also in thought and action. Conceptual metaphor is a cognitive device, which allows people to understand abstract concepts with the help of concrete things. They consider metaphor as a cross-domain mapping in the conceptual system, mapping from the source domain to the target domain. Lakoff and Johnson concluded two essential conceptual metaphor characteristics: systematicity and cultural coherence (1980). Systematicity that allows us to comprehend one aspect of a concept in terms of another will hide other aspects of the concept (Lakoff & Johnson,2003: 10). Cultural coherence means metaphors are not only coherent in themselves but also make their metaphorical expressions coherent.

3.2 Classification of Conceptual Metaphors

Lakoff and John divided conceptual metaphors into three categories: structural, ontological, and orientational metaphors (Lakoff & Johnson, 1980). Structural metaphor means that "one concept is metaphorically structured in terms of another. It allows us to map familiar concepts onto unfamiliar and abstract concepts. For example, ARGUMENT IS WAR. The target domain "ARGUMENT" is structured in terms of the source domain "WAR". Ontological metaphor can be defined as "understanding human experiences in terms of objects and substances". In other words, we can project obscure concepts such as events, idea

etc., onto entities and substances to quantify them, refer to them, and categorize them. A typical example of ontological metaphor is INFLATION IS AN ENTITY: *Inflation is lowering our living standard*. In this example, inflation is conceptualized as an entity, so that it can be quantified as an entity. Lakoff and Johnson defined orientational metaphor as "organizing a whole system of concepts with respect to another. For example, HAPPY IS UP metaphor. If we are happy, we usually say I'm feeling up to express our happy mood. Most orientational metaphor are relevant to spatial orientation.

3.3 Working Mechanism of Conceptual Metaphors

According to Lakoff and Johnson, the working mechanism is a kind of cross-domain mapping from the source domain to the target domain. It is a partial, asymmetric mapping process. That is to say, not all source domain features can be processed onto the target domain. The source domain is what we are familiar with, while the target domain is what we are unfamiliar with.

Take LIFE IS A JOURNEY as an example. LIFE is obviously the obscure concept that people use the source domain JOURNEY to help understand. The source domain "JOURNEY" is mapped onto the target domain "LIFE". The mapping process is showed as follows:

Source domain	Target domain
JOURNEY	LIFE
Starting point	Birth
Traveler	Person
Path	Aging
Crossroads	Choices
Obstacles	Problems in life
Destination	Death

Table 1 Mapping process of LOVE IS A JOURNEY Metaphor

According to Table 1, JOURNEY is the familiar source domain and LIFE is the abstract target domain. The elements of the source domain are mapped onto those of the target domain.

4. Research Methods

4.1 Research Questions

The paper is to analyze the economic news in the Finance & Economics Column of *the Economist* from the perspective of conceptual metaphor. It tries to answer the following research questions.

(1) What types of conceptual metaphors are employed in the Finance & Economics Column of *the Economist*?
(2) How do these types of conceptual metaphors mapping from the source domain to target domain?
(3) Why are these types of conceptual metaphors employed differently in the Finance & Economics Column of *the Economist*?

4.2 Data Collection

This paper is to study the Finance & Economics Column of *the Economist* from the perspective of conceptual metaphor, so the data were selected from the Finance & Economics Column. Timespan is from October 2019 to December 2019, with 13 volumes. The size of the self-constructed corpus is 45000 words in total.

4.3 Analytical Procedures

After collecting the data, the corpus tool, AntConc is used to retrieved metaphorical keywords in the corpus. After that, the author needs to identify whether keywords retrieved by AntConc are metaphorical or not. They are identified in accordance with the criteria of Lakoff and Johnson's conceptual metaphor. And then, the sentences, including metaphorical keywords, are analyzed by the author. The mapping process from the source domain to the target domain is also presented. This study adopts a mixed research method, that is, qualitative method and quantitative method. The qualitative method is employed to analyze

the use of conceptual metaphors. The quantitative method is used to count the frequency of conceptual metaphor of each category.

5. Data Analysis and Discussion

5.1 Conceptual Metaphors in Finance &Economics Column of *the Economist*

According to Lakoff and Johnson (1980), metaphors are pervasive in our daily life, so as in economic news. With the help of corpus tools, AntConc, altogether 443 metaphors in self-constructed corpus are identified. And after analyzing, three kinds of conceptual metaphors classified by Lakoff and Johnson (1980) are all employed in the self-built corpus. Due to space limitations, only three major metaphors are selected to be explored in detail: the JOURNEY metaphor. HUMAN BEING metaphor and UP-DOWN metaphor. All these identified conceptual metaphors are important for readers to understand obscure economic terminologies or events. The frequencies of different categories of conceptual metaphors identified in the chosen news are presented in Table 2.

Conceptual Metaphor	Categories	Frequency
Structural Metaphor	JOURNEY	185
Ontological Metaphor	HUMAN BEING	86
Orientational Metaphor	UP/DOWN	172

Table 2 Frequency of Conceptual Metaphors

From the above table, it can be seen that structural metaphors are most used, appearing 185 times. The number of ontological metaphors is 86. Orientational metaphors appear 172 times. The ontological metaphors are used less frequently than orientational metaphors, but the concrete types of orientational metaphors are fewer than ontological ones. Table 3 provides the Frequency of all concrete categories of metaphor in the self-constructed corpus.

Conceptual Metaphor	Categories	Percentage
Structural Metaphor	JOURNEY	42.04%
Ontological Metaphor	LIVING ORGANISM	19.54%
Orientational Metaphor	UP/DOWN	39.09%

Table 3 The Frequency of all Concrete Categories of Conceptual Metaphor

It can be found from Table 2 that the Frequency of JOURNEY metaphor is on the top with 42.04% of the total. UP/DOWN metaphor ranks the second place with a high frequency of 39.09%. Following is HUMAN BEING metaphor with a frequency of 19.54% of the total number.

5.1.1 Structural Metaphors in Finance & Economics Column of *The Economist*

Lakoff and Johnson (1980) defined structural metaphor as "one concept is metaphorically structured in terms of another. The JOURNEY metaphor, WAR metaphor, BUILDING metaphor, and GAME metaphor are all identified in the corpus, but only JOURNEY metaphor is analyzed in detail due to space limitation.

5.1.1.1 JOURNEY Metaphor

In the journey process, there are a starting point, traveler, path, destination, obstacles and crossroads. In the self-built corpus, JOURNEY metaphor is used to describe economic growth. In the following parts, these target domains are presented in accordance to the source domain, for example, FORWARD MOVEMENT Metaphor, BACKWARD MOVEMENT Metaphor, NO MOVEMENT Metaphor, SPEED Metaphor, OBSTACLES Metaphor, PATH Metaphor and DESTINATION Metaphor. Table 4 presents the metaphorical keywords and frequency of JOURNEY metaphor.

Metaphor	Metaphor	Keywords	Frequency
JOURNEY Metaphor	FORWARD MOVEMENT Metaphor	push	16
		Peak	7
		climb	2
		go further	1
	BACKWARD MOVEMENT Metaphor	back	32
		fall	29
		return	18
	NO MOVEMENT Metaphor	wait	4
		halt	2
	SPEED Metaphor	rate	43
		fast	9
		pace	5
	OBSTACLES Metaphor	obstacles	1
	PATH Metaphor	road	5
		path	2
	DESTINATION Metaphor	aim	8
		goal	1

Table 4 Metaphorical Keywords and Frequency of JOURNEY Metaphor

During a journey, travels may move forward, turn back or standstill. There are some similarities between economic development and a journey. The economic activities can make progress, retrogress, or come to a halt due to some reasons. Moving forward in a journey usually means the traveller is getting closer to the destination. By mapping into economic activities, it means economic activities have made an achievement.

From Table 4, it can be seen that "push", "peak" and "climb" are the four keywords employed in the FORWARD MOVEMENT metaphor to refer to the progressing in economic activities. "push" appears most frequently, following is "peak" with 7 times." "climb" and "go furthest" is employed less frequently. The following sentences are some typical examples selected from the corpus.

(1) *It is still 60% below its 2007 **peak**.*
     (October 5th 2019)

(2) *France has gone **furthest**, with a 3% levy on sales that will be backdated to the start of 2019. Britain's version, levying 2%, is set to kick in next April.*
     (December 7th 2019)

In these two examples, moving forward in the process of a journey is mapped onto the progress made in economic activities. the target domain is conceptualized as the source domain; that is, the development of economic activities is conceptualized as a journey based on the structural metaphor: "DEVELOPMENT IS A JOURNEY".

In example (1), "peak" is the metaphorical keyword. In the source domain, it means the peak of a mountain. In this metaphor, "peak" refers to the economic development in Greece striking a new high. In the mapping process from source domain to target domain, economy in Greece is conceptualized as the traveler in Journey. The development of economy in Greece corresponds to traveler in a journey getting closer to the destination. This metaphor illustrates that Greece's economic development strikes a new height in 2007.

In example (2), the metaphorical keyword "go furthest" in the source domain means the traveler getting closer to the destination. In this metaphor, "furthest" refer to the increase in tax rates. Based on "DEVELOPMENT IS A JOURNEY", the traveler in a journey is mapped onto tax rate in France. The increase in tax rates is conceptualized as traveler moving forward. This metaphor illustrates that tax rates in France increasing to a new height.

In contrast, backward movement, most of the time, means traveler is far from the destination. Based on "DEVELOPMENT IS A JOURNEY", backward movement is conceptualized as declining economic activities. No movement metaphor means traveler stops for rest or is attracted by beautiful landscape, so there is no movement in the journey. In the target domain, economic activities may also stop for some reasons.

According to Table 4, there are three metaphorical keywords "back", "fall', "return" used in the backward movement to refer to the declining of economic activities. "back" appears most frequently, following is "fall" with 29 times." "return" appears 18 times. "wait' and "halt" identified in the selected news are employed In no movement metaphor. "wait" appears 4 times, while "halt" appears less frequently, with only two times. The following sentences are some typical examples selected from the corpus.

*(3)   The upshot, Mr Cai calculates, is that China's potential growth rate has **fallen** to about 6.2%—almost exactly where it is today.*
(November 2nd 2019)

*(4)   As the Democrats' impeachment inquiry gains steam, and business is **halted**，the prospects of another round of stimulus look dim.*
(October 12th 2019)

In example (3), the metaphorical keyword "fallen" in the source domain means the traveler getting far from the destination. In this metaphor, "fallen" refer to the decrease of the growth rate in China. Based on "DEVELOPMENT IS A JOURNEY", the traveler in a journey is mapped onto the economic growth rate in China. The reduction in growth rates is conceptualized as travelers moving backwards.

Example (4) is based on "BUSINESS DEVELOPMENT IS A JOURNEY". The metaphorical keyword "halt" in the source domain means the traveler stops for some factors. In the target domain, it means the suspension of business activities. In this metaphor, the traveler in a journey is mapped onto business development. The suspension of business activities is conceptualized as traveler making no movement.

In a journey, speed is an important factor for travelers when heading toward the destination. Rapid speed will enable travelers to arrive at their destination in advance. On the contrary, if too slow, travelers may fail to arrive in time. In terms of economic news, the speeds of economic development or other economic activities are conceptualized as the speed of journey, so the speeds of economic development or other economic activities are interpreted in terms of the speed of journey.

The keywords of SPEED metaphor are listed in Table 4 with their frequencies. It can be seen that there are three keywords identified in the SPEED metaphor. Among them, the metaphorical keyword "rate" appears most frequently, following is "fast", with 9 times. "race" is used 5 times. The following sentences are some examples taken from the corpus.

*(5)   The upshot, Mr Cai calculates, is that China's potential growth **rate** has fallen to about 6.2%—almost exactly where it is today.*
(October 12th 2019)

(6)   *A new government aspires to get the economy growing **fast**.* (October 5th 2019)

Example (5) is based on "CHINA'S ECONOMIC GROWTH IS A JOURNEY.", in which the target domain "China's economic growth" is conceptualized as the source domain "the speed of journey", so we can understand China's economic growth with the help of our experience of the journey. China's economic growth corresponds to the speed of a journey.

In example (6), the metaphorical keyword "fast" in the source domain means travellers travel at a rapid speed. In this metaphor, "fast" refers to the economy growing rapidly. In the mapping process from source domain to the target domain, the speed of economic growth is conceptualized as the speed of a journey, so the sentence "A new government aspires to get the economy growing fast" can be understood in terms of our life experience.

Besides, during a journey, travellers may come across some obstacles, which may derail the advancements when heading toward the destination. The OBSTACLE metaphor in economic news refers to a series of difficulties in economic activities. The difficulties in the process of a journey are mapped onto the obstacles such as inflation in economic growth or other economic activities. As shown in Table 4, we can see that only one word, "obstacles" is identified in the self-constructed corpus. The following sentence is an example selected from the corpus.

(7) *When insurers opened for business in other South-East Asian countries ten to 20 years ago, they encountered, and surmounted, similar* **obstacles.**
    (December 7th 2019)

Example (7) is based on "BUSINESS DEVELOPMENT IS A JOURNEY" in which the target domain "obstacles in starting a business" is conceptualized as the source domain "setbacks during a journey". In the mapping process from the source domain to target domain, setbacks during a journey is mapped onto obstacles in starting a business, so the sentence "When insurers opened for business in other South-East Asian countries ten to 20 years ago, they encountered, and surmounted, similar obstacles" can be understood in terms of our traveling experience.

In a journey, the traveler must choose a road or path when heading toward a destination. When starting an economic activity, a road or a path must be decided to achieve accomplishment. By mapping process, the source domain "path in a journey" is mapped onto the target domain "path in economic activities". As is shown in Table 4, there are two metaphorical keywords "road", with 5 times and "path" with 2 times. Here are some examples identified in the economic news.

(8) *The* **road** *ahead will not be easy for Chinese exporters.*
    （December 14th 2019）

(9) *Across the rich world, forward guidance on the* **path** *of interest rates has become part of the toolkit.*
    （December 14th 2019）

Example (8) is based on "TRADE DEVELOPMENT IS A JOURNEY". "road" in the source domain means the way the traveller takes when heading toward the destination. This metaphor refers to the way how China exports products to other countries. The target domain "road in China's trade development" is conceptualized as the source domain "path in a journey". "road in China's export" is consistent with "road in a journey", which enables readers to understand economic news more easily.

Example 9 is based on "the changing of interest rates is a journey", in which the target domain "path of interest rates" is conceptualized as the source domain "path during a journey". Therefore, we can understand the changing of interest rates in bank in terms of our traveling experience. After the mapping process, the path in a journey can be used to talk about how interest rates change.

Finally, in the process of a journey, the traveler will arrive at the destination. The DESTINATION metaphor in economic news refers to the goal of economic activities. The aim of economic activity is conceptualized as the destination in a journey. From Table 4, it can be seen that two metaphorical keywords "aim" and "goal" used in DESTINATION metaphor. "aim" appears eight times, while "goal" appears only one time. The following two sentences are some examples taken from the corpus.

(10) *If interest rates are cut further in pursuit of that* **goal,** *the country risks another currency crisis.*
    (November 2nd 2019)

(11) *In the hope of reviving inflation, the ecb has pledged to keep rates low and continue buying bonds until underlying inflation returns to its* **aim** *of "close to, but below, 2%".*
    (October 12th 2019)

In example (10), the metaphorical keyword "goal" in the source domain means the destination that travellers arrive at. In this metaphor, "goal" means the goal of the trade between China and US. In the mapping process from source domain to the target domain, the trade goal between China and the US is conceptualised as a journey's destination.

Example (10) is based on "INFLATION CHANGING IS A JOURNEY". The metaphorical keyword "aim" in the source domain means the destination that travelers arrive at. By mapping process, the target domain "the aim of curtailing inflation" is

conceptualized as the source domain "the destination of a journey". Therefore, the sentence "In the hope of reviving inflation, the ecb has pledged to keep rates low and continue buying bonds until underlying inflation returns to its aim of "close to, but below, 2%" can be understood in terms of journey destination.

The source domain "journey" can be mapped onto the target domain "economic activities" from the above analysis. Conceptual metaphors include DEVELPOMENT IS A JOURNEY, ECONOMIC GROWTH IS A JOURNEY, INFLATION CHANING IS A JOURNEY. The following figure shows us the mapping process of the JOURNEY metaphor, which can help us understand the target domain in terms of the source domain.
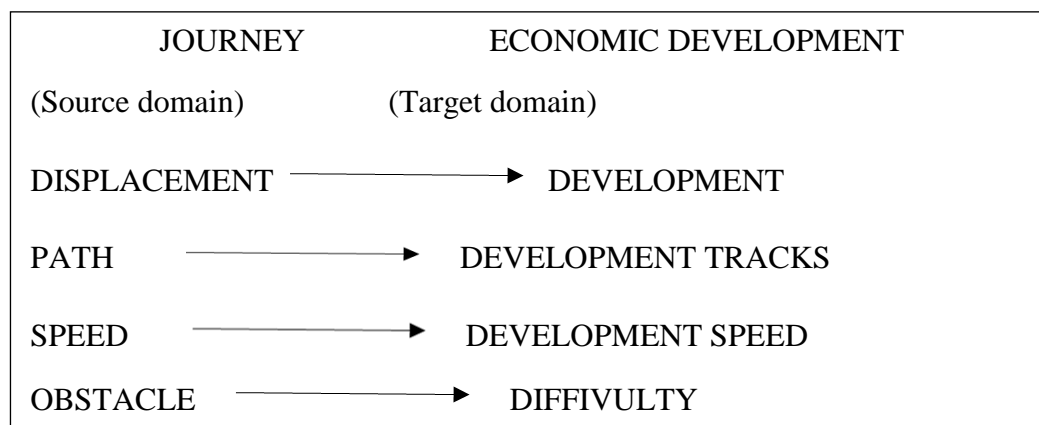
```
         JOURNEY              ECONOMIC DEVELOPMENT

     (Source domain)        (Target domain)

     DISPLACEMENT  ─────────▶  DEVELOPMENT

     PATH  ───────────▶  DEVELOPMENT TRACKS

     SPEED  ──────────▶  DEVELOPMENT SPEED

     OBSTACLE  ──────────▶  DIFFIVULTY
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Figure 1 Metaphorical mapping process of JOURNEY metaphor

5.1.2 Ontological Metaphors in Finance & Economics Column of *The Economist*

According to Lakoff and Johnson (1980), ontological metaphor can be defined as "understanding human experiences in terms of objects and substances". The study only selects HUMAN BEING metaphor to analyze.

5.1.2.1 HUMAN BEING Metaphor

People tend to understand some abstract concepts in terms of human features in daily life, such as human feelings and the human body. In the selected economic news, human features are often attributed to economic terms to help readers understand more easily; that is, the economy can be understood as a person. Table 5 presents the metaphorical keywords and frequency of HUMAN BEING metaphor.

Metaphor	Metaphor	Keywords	Frequency
HUMAN BEING	LIFE CIRCLE	growth	43
		grow	12
		thrive	2
		infancy	1
	THE BODY PART	arm	1
		brain	4
	HEALTH	suffer	12
		hurt	5
		recover	5

paralysed	1

Table 5 Metaphorical Keywords and Frequency of HUMAN BEING Metaphor

As shown in table 5, there are three kinds of metaphors in the HUMAN BEING metaphor in the self-built corpus: LIFE CIRCLE metaphor, THE BODY PART metaphor, and the HEALTH metaphor. LIFE CIRCLE metaphor appears most frequently, the following is HEALTH metaphor. THE BODY PART metaphor is employed less frequently. Within LIFE CIRCLE metaphor, "growth" appears most frequently, with 12 times. Within HEALTH metaphor, "suffer" is used most frequently, with 12 times. Within THE BODY PART metaphor, "brain" appears 5 times. The following sentences are some examples from the self-constructed corpus.

*(12) But for now the ESG rating industry is still in its **infancy** and Ms Peirce's criticisms, though blunt, ring true.*
(December 7th 2019)

*(13) But annual GDP **growth** rates have been anaemic, at 1-2%.*
(October 5th 2019)

*(14) It is also because economic growth has slowed, with oil demand suffering not just in Japan but in India and South-East Asia, where it was expected to **grow** strongly.*
（November 16th 2019）

In the above examples, "infancy", "growth", "grow" are the metaphorical keywords employed in LIFE CIRCLE metaphor. The economy, like children, also experiences its infancy stage. Example (12) is based on INDUSTRY is HUMAN BEING. In this metaphor, the target domain "the infancy stage of ESG rating industry" is conceptualized as the source domain "children's infancy. By mapping process, readers is easy to understand that the ESG rating industry is still in its primary stage. Example (13) (14) are based on ECONOMY IS HUMAN BEING. "growth" and Its noun "growth" are metaphorically used to describe the improvement of some economic activities, such as GDP, productivity, revenue and so on. In the mapping process from the source domain to the target domain, the source domain "human growth" is mapped onto "economy growth".

*(15) That is dismal news for a company already suffering from **brain** drain.*
(November 5th 2019)

In example (15), the metaphorical word "brain" in the source domain is an important part of human beings. In the target domain, it may refer to the capability of the company in economic activities. It is based on "COMPANAY IS HUMAN BEING". By mapping process, the target domain "company" is mapped onto the source domain "human being".

*(16) The currencies of other small countries with substantial foreign trade had also **suffered**.*
(December 14th 2019)

*(17) How the twists and turns of the trade war are **hurting** growth**.***
(October 19th 2019)

*(18) Global revenues are at least **recovering** from a low of just $14.3bn in 2014, when piracy was rampant and business models had yet to adapt to the digital age.*
(October 5th 2019)

*(19) Mr Mitsotakis must deal with twin legacies of the crisis: **paralysed** banks and cripplingly tight fiscal policy.*
(October 5th 2019)

In the above examples, "suffered", "growth", "recovering" and "paralysed" are four metaphorical keywords employed in HEALTH metaphor. Health condition is a problem human beings must face. Based on HEALTH metaphor, health problems are often attributed to describe economic activities. Example (16) is based on "FOREIGN TRADE IS HUMAN BEING". Like a human being, foreign trade also encounters certain hinderance and suffers from it. Example (17) is based on "TRADE WAR IS ILLNESS". Trade war, like illness, also hurts economic growth. Example (18) is based on "ECONOMIC CRISIS IS ILLNESS". In this metaphor, global revenues suffered from a crisis in 2014. After a long period of time, now they recover from the disease condition.

From the above analysis, the source domain "HUMAN BEING" is used to describe the conditions of economic activities. Conceptual metaphors include "INDUSTRY is HUMAN BEING"，"ECONOMY IS HUMAN BEING", "TRADE WAR IS ILLNESS", "FOREIGN TRADE IS HUMAN BEING", "ECONOMIC CRISIS IS ILLNESS". The source domain "HUMAN BEING" is mapped onto the target domain "ECONOMY". The mapping process of the HUMAN BEING metaphor is shown in the following figure 2.

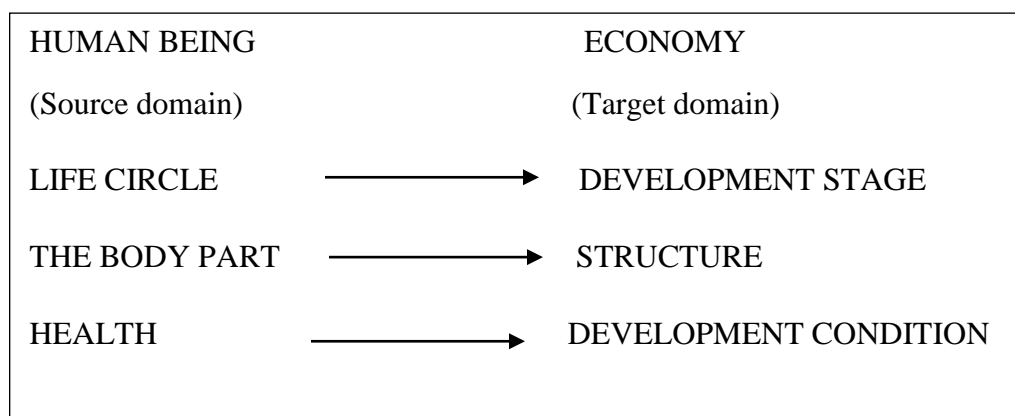| HUMAN BEING	ECONOMY
(Source domain)	(Target domain)
LIFE CIRCLE $\longrightarrow$	DEVELOPMENT STAGE
THE BODY PART $\longrightarrow$	STRUCTURE
HEALTH $\longrightarrow$	DEVELOPMENT CONDITION

Figure 2 Metaphorical mapping process of JOURNEY metaphor

5.1.3 Orientational Metaphors in Finance & Economics Column of *The Economist*

Lakoff and Johnson (1980) defined orientational metaphor as "organizing a whole system of concepts with respect to another. The study only selects UP/DOWN metaphor to analyze.

5.1.3.1 UP/DOWN Metaphor

In the self-constructed corpus, UP/DOWN metaphor is employed most frequently among orientational metaphors. They are mostly employed to describe the fluctuation of prices, production, interest rates, payment, etc. The UP/DOWN metaphor identified in the selected economic news can be divided into three types: MORE IS UP; LESS IS DOWN. Table 6 shows the metaphorical keywords and frequency of UP/DOWN metaphor.

Metaphors	Keywords	Frequency
MORE IS UP	rise	25
	raise	20
	up	16
	increase	15
	boost	6
	push up	5
	prop up	4
	boom	4
	quadruple	1
LESS IS DOWN	cut	32
	fall	21
	drop	7
	down	6
	decline	6

slump	4

Table 6 Metaphorical keywords and frequency of UP/DOWN metaphor

As shown in table 6, MORE IS UP metaphor is employed more frequently than LESS IS DOWN metaphor in the current corpus. Within MORE IS UP metaphor, "rise" appears most frequently, with 25 times, while "cut" in LESS IS DOWN metaphor appears 32 times. The following sentences are several examples selected from the corpus.

*(20) It could have been worse—the Americans could have applied a tariff of **up** to 100%—but even one of 10% will bite. American airlines fear that tariffs will raise the price of Airbus aircraft, and that Boeing will lack the capacity to expand supply.*
(October 5th 2019)

*(21) Pressing firms to **raise** pay, perhaps with faster **increases** in the minimum wage, could help in the short run but accelerate automation over the medium to long term.*
(December 7th 2019)

*(22) The lira has partially recovered from a battering that had **pushed** domestic prices **up**.*
(November 2nd 2019)

In the above examples, they are all based on MORE IS UP. In example (20), the increase of tariff can be regarded as an upward movement. Based on the physical basis of the MORE IS UP metaphor, the metaphorical keyword "up" can be used to understand the tariff increase. For example, (22), raising pay means more in wages. Based on MORE IS UP metaphor, it allows us to talk about the increase of wage. In example (22), when domestic prices increase, people have to spend more to buy products, so "pushing domestic prices up" can be understood in terms of MORE IS UP metaphor.

*(23) Private employers added a net 358,000 jobs in the third quarter, **down** from 527,000 during the same period a year earlier, but still well in positive territory.*
(October 5th 2019)

*(24) In July 2009, in the depths of the financial crisis, it was the first central bank to **cut** interest rates below zero.*
(December 14th 2019)

Above examples are all based on LESS IS DOWN metaphor. In example (23), the metaphorical word "down" is used to describe that employers are become less, "down" from 527000 to 358000. In example (24), based on LESS IN DOWN metaphor, the decrease of interest rates can be understood in terms of metaphorical keyword "cut", which can better help readers understand the actions that the central bank takes.

5.2 Discussion of Differences of Conceptual Metaphors in Economic News

From the above analysis, we can see that conceptual metaphor are employed differently in the corpus. The following discussions explore why different kinds of conceptual metaphors appear at different times from the perspective of cultural coherence and systematicity of conceptual metaphors.

5.2.1 Differences of Conceptual Metaphors in Terms of Cultural Coherence

According to Lakoff and Johnson (1980), conceptual metaphors are deeply connected with culture. Culture is different from country to country. Therefore, metaphors that are chosen to be employed in economic news vary from culture to culture. Language comes from particular cultural context, so language reflects the culture and is shaped by culture. *The Economist* is a typical financial journal in England, so the language used in *The Economist* must carry an English feature. Specifically, the conceptual metaphors employed in Finance & Economics Column are mostly based on English culture.

Take UP/DOWN metaphor as an example; British people often consider "up" as "more" or "good". As a result, LESS IS UP metaphor is rarely employed to facilitate reader's understanding. Instead, "up" is often used to describe the progress made in economic activity while "down" is prone to describe the decline of economic activities. UP/DOWN metaphor is closely related to spatial environment. Some obscure concepts in the target domain are understood in terms of concepts or objects in the source domain closely connected with people's daily lives in structural and ontological metaphor. Therefore, Compared with WAR metaphor, BUILDING metaphor and MACHINE metaphor, JOURNEY metaphor and HUMAN BEING metaphor employed more frequently than other metaphors.

5.2.2 Differences of Conceptual Metaphors in Terms of Systematicity

According to Lakoff and Johnson (1980), "Systematicity that allows us to understand one aspect of a concept in terms of another will unavoidably highlight certain aspects of one concept but hide other aspects of the concept. In other words, due to systematicity, some elements are prior to be chosen than others when conceptualizing one concept in terms of another. That is why we focus on certain aspects of a concept instead of other aspects of the concept that are not consistent with that metaphor. For instance, in TIME IS MONEY metaphor, not all elements of money are mapped onto time. For example, when you spend money to buy something, you can earn your money back, but you can earn your time back if you spend your time doing something.

Analyzing three kinds of conceptual metaphors, the impact of systematicity is pervasive throughout the economic news. In JOURNEY metaphor, some features in the source domain "JOURNEY", like forward, backward, no movement, path, obstacle, speed and destination, can be processed onto the target domain "economy" while some features cannot be processed. For instance, a beautiful landscape in the process of the journey cannot be mapped onto the target domain economy.

5.2.3 Differences of Conceptual Metaphors in Terms of Characteristics of Economic Discourses

Three kinds of conceptual metaphors analyzed in detail are employed disproportionately in the self-constructed corpus. The structural metaphor appears most frequently. Employed in economic news, structural metaphor facilitates comprehension by allowing readers to understand the concept in terms of others that are more familiar to readers. There are more metaphorical keywords identified in structural metaphor than another two metaphors. All identified metaphors of JOURNEY metaphor in the corpus are consistent with the characteristics of economic discourses.

The Economist is a kind of financial journal with an audience of native British, so there are plenty of obscure economic terminologies in the selected news discourse. Some abstract concepts in economy can be conceptualized as concrete source domain in ontological metaphor by employing an ontological metaphor. This may be why the HUMAN BEING metaphor is employed most frequently in the selected corpus in ontological metaphor.

The orientational metaphor employed most frequently is UP/DOWN metaphor. UP metaphor is used to describe the increase of price, production etc. On the contrary, DOWN metaphor is used to describe the decrease in price, production etc. It implicates the conciseness of economic news.

6. Conclusion

In conclusion, with a corpus-based approach, this paper applies Conceptual Metaphor Theory to analyze the economic discourses in the Finance & Economics Column of *The Economist* and comes to the following conclusions. Firstly, a total of 443 conceptual metaphors are identified in the self-constructed corpus, which verifies the pervasiveness of conceptual metaphors in daily life, including economic discourses. Secondly, all three types of conceptual metaphors are employed in the corpus. However, due to space limitations, the paper only selects the most frequent one in each type, namely, JOURNEY, HUMAN BEING, and UP/DOWN. Conceptual metaphors used in economic news allow readers to map the source domain to the target domain to understand some abstract concepts. For example, economic development can be understood metaphorically as a journey process. Finally, the frequency of these three types of conceptual metaphor varies from each other. JOURNEY metaphors appear with 42.04%, HUMAN BEING metaphors appear with 19.54% and UP/DOWN metaphors appear with 39.09%, which indicates that culture may be a factor behind the frequency, since *The economist* is a British journal. Therefore, this paper expands the study scope of conceptual metaphor in the Finance & Economics Column of *The Economist* by analyzing three types of conceptual metaphors and illustrates their working mechanism and why their frequency varies. Despite the theoretical and practical significance provided, this paper still has its limitations. Due to the space limitation, although many categories of conceptual metaphor have been identified in the corpus, such as WAR metaphor, BUILDING metaphor, MACHINE metaphor, the paper only analyze the most frequent metaphor in each category, namely, JOURNEY metaphor, HUMAN BEING metaphor, UP/DOWN metaphor, so it is not comprehensive. Secondly, the data is based on a small number of corpora, only covering three months of articles. Apart from retrieving process with the help of AntConc, the process of metaphor identification and analysis is all manual, so it unavoidably lacks subjectivity. And metaphor identification is not exhaustive. Despite the limitations listed above, this paper still offers some inspirations for future research and it is suggested that future studies in conceptual metaphor should explore many other domains or even connect with other disciplines.

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