

Metaphor and its Applications in Foreign Language Learning and Teaching

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Abstract

This particular study is aimed to scrutinize a mental concept, metaphor, in language learning and language teaching. Studies have stated a variation in metaphoric expression that may specify a variation in the world's perception of teaching. For this paper, the main agenda of this particular research is not to investigate cognitive perspective of metaphor rather the focus is on investigating the presence of metaphoric expression in education and its applications in language learning and teaching. Metaphor is taken as a pedagogical tool rather than a conceptual element. This research has attracted a number of researchers to take interest in this particular area as it's an easy mode of teaching with the help of metaphor. The corresponding research is mixed method research in nature which has been carried out with the help of empirical data for assessing the information or to reach subjected outcomes, students of university are the population of the intended research. The data has been collected through questionnaire and has been analyzed with the help of SPSS. This particular research is descriptive in nature as it is defining phenomenon and affair of matter. Findings of study revealed that the basic phenomenon that is common, is the lack of the practice of using new methods for teaching and learning by teachers and students, respectively. This seems to be the main cause because of which learners are lagging behind in the field of new studies and exploration.

Keywords: Foreign language, learning, teaching, metaphor/metaphoric expression, identification of metaphor and applications of metaphor

Introduction

Henry Sweet, a language scholar and phonetician of English, claimed: 'Language is the manifestation of emotions and ideas by the use of speech sounds that are combined together to make words (Sweet, 1877). Afterwards these words are subjected to combine together to make sentences, this particular combination is subjected to answer the aspect of particular ideas into specific thoughts.' Language is termed as an organization of conservative articulation, or transcribed symbols through which humans, as the members of a kind of social group and applicants in the particular cultural aspect express themselves. It is noted that the basic function of language is communication, identity expressivity, expression of imaginative aspect, and demonstrative proclamation. Metaphors or metaphoric expressions have been comprehensively practiced in poetry in earlier times but these have been practiced in learning and teaching of foreign language in recent years. For example, as Shakespeare's Romeo pronounces 'Juliet is the sun', one can comprehend her disposition as pretty, optimistic and positive. This metaphoric expression shows that Juliet is an important being as the sun for Juliet's Romeo. With the impression of Lakoff and Turner (1989), the meanings of metaphoric expressions have transformed their source by becoming "automatic and unconscious". According to Ortony and Fainsilber (1989, p. 181) metaphor is an 'important tool of reasoning and communication. Metaphoric expressions not only set up our intellect but direct our activities (Lakoff & Johnson, 1980; Richards, 1936). Metaphoric expression act as a mirror, by means of which the metaphorical subjects are grasped. They empower the ways people want to observe what is going on nearby them. They also provide assistance to formulate our intellect and our comprehension of events. So, the way educators theorize their teaching understandings can be scrutinized by using metaphoric expressions. Metaphoric expression is not only figurative component, but it constitutes an important device of the cognizance allowing the demonstration and conversion of prior knowledge into concrete form. With the growing awareness in the practice of such particularly qualitative approaches in investigating teachers' distinctive views, metaphoric expressions have broadly been practiced to provoke personal philosophies of the educators (Balim & Celiker, 2011).

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Metaphor functions via drawing attention to unnoticed similarities and nexus offering, new perspectives to perceive and understand. So fundamental and pervasive is metaphor in everyday life that it may not be regarded as an occasional incursion into the world of particularly figurative language. In that Lakoff and Johnson (1980) noted "in all aspects of life...we define our reality in terms of metaphors and then proceed to act on the basis of the metaphors. We draw inferences, set goals, make commitments, and execute plans, all on the basis of how we in part structure our experience, consciously and unconsciously, by means of metaphor" (p.158).

Researches related to the teaching of foreign language also offered noteworthy consequences and obscure the influence of metaphoric expression as an exploration tool. In the perspective of language learning and teaching, Shaw, Barry and Mahlios (2008) discovered metaphoric expressions of teachers of foreign language and their association with the notions of knowledge. In this regard, Nikitina, Larisa, Furuoka and Fumitaka (2008) composed models of metaphoric expressions that apprentices observed about dialectal educators, and it has been observed that metaphoric expressions favours the progressive extensiveness language education approach. Metaphoric expressions claim that "human reasoning processes are metaphoric in conception" and these metaphoric expressions are practiced every time, daily without even observing. Therefore, language is taken into consideration as "creative acts which result from discursive practices which are constructed and reconstructed in interactive and collaborative ways by individuals in real use" (Farias & Lima, 2010).

The metaphoric identification process (MIP) Steen et al. (2010) is assumed to be an organized and explicit process that includes manual explanation of a metaphoric expression in all practices. This process supports an exploration of metaphoric expression from a bottom up method while having no assumption of theoretical metaphoric expression or suggesting classifications of underlying theoretical metaphoric expressions. Littlemore states that a student's L1 acquaintance and culture can affect processing metaphoric expression in the L2 or foreign language; though, the magnitude, extents, reasons and properties of his encouragements which are mainly unknown. Remarkably, apprentices' MC in first language has been observed to associate with their Metaphoric Competence in second/foreign language (Littlemore, 2010). In relations to learners' metaphoric processing of foreign language, L1 acquaintance appears to be the widely practiced approach (Azuma, 2004). However, the subsequent point of refusing the exact significance in approval of a metaphorical significance is not subjected to occur spontaneously, however rest on certain substances, as apprentices' aptitude.

Literature Review

Metaphor is not only a literary device which adds beautification of words to language; it is something more as to convey the meaningfulness of the message and to make communication favorable in the world. According to Lakoff and Johnson (1980), the theory of metaphor is to share experiences and to put concrete things into more abstract form. Metaphoric language had been considered as ways of assessing the experiences of life with the help of body, mind and conceptualization in the past few decades. The basic assumption of this research is to locate the presence of metaphoric expression and its application in education of foreign language.

Danesi (1986) and Low (1988) opines that Linguistic cognitive paradigm has an application of metaphor to teach language which makes it easier to learn and was started 30 years ago in the field of teaching. This research has attracted a number of researchers to take interest in this particular area as it's an easy mode of teaching with the help of metaphor. There are certain academic measuring facilities to explore the use of metaphoric language and related thoughts in different programs (Gibbs, 2008). As many language investigators were concerned to study the metaphoric expressions, and a number of resilient entitlements had been proliferated related to the expertise of metaphoric expression in virtually every single phase of teaching of language, it was worthwhile to contemplate the metaphoric worth in the research of pedagogical and language frameworks.

Boer (2004) observes metaphor consciousness as per the aptitude to distinguish the commonality, fundamental phrases, static nature, multicultural modifications and dialectal variability in the language theory of symbolic/metaphoric terminologies. Metaphorical inattention to research facts to the

metaphoric foundation of language claim that cognizance actions could enable lexis education. Language novices were in fact conscious of metaphorical language in practice (Chen & Lai, 2012); what had been requested was obvious meta-cognitive directions of the fundamentalist conceptualization and metaphorical acceptance of the objects. The opportunity of the metaphoric cognizance researches, might had not been prolonged than lexis teaching.

Boers and Lindstromberg (2008b) pointed out that the educational advantage may be endorsed to the well-ordered institute of the verbal items in association to a theme that commonly made it tranquil to study and retain. It could be fascinating to discover out whether a lesson based on metaphoric language was more encouraging to advanced education goals than the lesson based on a subject matter or a theme line.

Metaphor is considered to be essential to numerous significant magnitudes of language usage (Low, 1988). First of all, metaphor could assist the advancement of reading abilities. For example, Carter and McCarthy (1988) reassure a type of aptitude in metaphorical language corresponding that intuitive presenters had pointed out dependence on precise readings that might direct pupils to supervise the connotative and evaluative facets of metaphorical language.

The usage of metaphoric language in language teaching is increasing day by day as to illustrate and change the notions related to teaching a language as foreign language. Metaphoric expressions in language teaching are used to shape the understanding level of teacher according to concepts and their role in classroom activities; furthermore, it also illustrates the role and tasks of the educator in a classroom setting to teach in a better way with efficacy (Tobin, 1990).

According to Ortony (1975, p. 45) “metaphors are necessary and not just nice” as he elucidated that there are numerous ways through which metaphoric language can support learning. Since metaphors function as an intellectual instrument of witnessing the world and generating new intellects, it is momentous to introduce metaphoric expression in language teaching. Metaphors can influence a thought or idea by means of powerful imagination or richness of the expressions. Metaphoric language can also apprehend the unutterable facts that what metaphors convey is practically impossible to demonstrate in other ways without dropping the effectiveness of the intended message.

Scheffler (1988) condemns the consequences of this metaphoric proposing that it keeps learners at a place where their inactive reception of the frame designated by the educator is their individual contribution to their education. According to the research described with educators, metaphoric expressions have been effectively used to evaluate learners' views of education and their duties as students. It is a common assumption that the use of metaphoric language is the transmitter of culture and gives notions of teaching and learning phenomenon with the help of cultural beliefs. It also fosters leaning effectively to improve understanding and teaching methods. In this particular aspect, certain things are need to be carried out as:

First of all, instructors of the second language as foreign should have a methodical research on cultural beliefs. Secondly, learners of foreign language need to make cognizant efforts, adoption of positive approach and methodical study technique to learn cultural aspects. In the concluding notes, metaphoric expressions are an opportunity of understanding the world from each and every aspect, this helps to learn and teach foreign language in all perspectives with immense impacts.

Research Questions

1. What is the process of identification of the usage of metaphors in foreign language education?
2. How does the phenomenon of the use of metaphor take place among students?
3. What is the role of the practice of metaphor in foreign language education?
4. What are the factors encountered by the students and teachers regarding the usage of metaphors in foreign language learning and teaching respectively?
5. How much the process of the use of metaphors is effective in learning and teaching foreign language?

Research Methodology

The corresponding study has been subjected to identify metaphoric expression and analyze its applications in foreign language education. This particular research is mixed method research in nature as data has been collected through questionnaire and has been analyzed with the help of SPSS and interpretations have been made on the basis of statistics. Data has been collected from 100 respondents which have been chosen randomly. The instrument of the study is taken from Gregory P. and Campbell J.s' as a questionnaire to check the intended results(Campbell McRobbie & Thomas, 1998).

Data Analysis

All the responses of the questions that has been collected from questionnaire is coded to SPSS sheets for statistical analysis for better understanding of the facts related to the phenomenon of metaphor identification and its applications in foreign language education. the data has been analyzed through SPSS as by means of Mean and Standard Deviation (SD) and final results have been shown in tables with mean and SD. The intended method has been used for interpretation of discourse, drawing conclusions and advocating suitable recommendations. Following mean range is used to regulate level of metaphor importance in language teaching and learning:

Table 1 *Level of Mean Criteria (Oxford, 1990)*

Mean	To	Importance
1.00	2.33	Low important
2.34	3.66	Moderately important
3.67	5.00	Highly important

Measurement Scales of the Research with statistics

Table 2 *Metaphor Identification*

Item	Mean	S. D
1. I have heard my teacher using metaphoric language.	3.3	1.160
2. I have heard my teacher teaching through metaphors.	3.31	1.130
3. I have learnt through the use of metaphor.	3.32	1.140
4. Many concepts are better understood through metaphoric language usage.	3.34	1.160
5. Metaphoric language is an essential element for teaching a language.	3.37	1.170
6. Metaphoric language is an essential element for learning a language.	3.41	1.20

This area of research is designed to evaluate the identity of metaphoric expression and its applications in language education. The basic assumption of the intended study is conceptual metaphor which is also termed as theoretical metaphor. This metaphoric language is not only related to our daily life but is also an important component which cannot be neglected in routine working. The corresponding results have shown the aspect of identification of metaphoric expression as moderately important in foreign language education.

Table 3 *Metaphor usage for language teaching*

Item	Mean	S. D
1. Metaphor usage is one of the methods my teacher uses to teach.	3.47	1.22
2. My teacher uses more metaphors than other forms of language for teaching in classroom.	3.38	1.251
3. The usage of metaphor is for clear understanding of things.	3.39	1.230
4. Use of metaphor is more appropriate than other external material for teaching.	3.32	1.140
5. Use of metaphoric language is convenient for teaching difficult concepts.	3.34	1.270

This corresponding area of research has investigated the usage of metaphor/metaphoric expression in language education and it is also finding out students' and teachers' attitude towards learning and teaching a foreign language respectively. It also helps to alter the view of educational practices on the

basis of its requirement related to situations. It has also been noticed that the usage of metaphoric expression is moderately important in foreign language education.

Table 4 *Role of metaphor in foreign language teaching*

Item	Mean	S. D
1. The main emphasis is on educating the four basic pillars of English language (reading, listening, speaking, and writing).	3.43	1.260
2. Learners are required to be proficient in the four basic skills (reading, listening, speaking, and writing) for their adequate consideration to pass examinations.	3.41	1.220
3. Learners are required to practice situational English (the execution of the language in actual real-life circumstances effectively).	3.38	1.160
4. Lesson charts are divided likely on the four pillars of English language (e.g. listening, speaking, reading, and writing).	3.36	1.140
5. It is significant to assign apprentices' coursework on the four pillars of English language (e.g. listening, speaking, reading, and writing).	3.31	1.150
6. Usage of metaphors in language teaching aids to improve four pillars of English language (e.g. listening, speaking, reading, and writing).	3.32	1.160
7. Usage of metaphor in language learning aids to improve four pillars of English language (e.g. listening, speaking, reading, and writing).	3.31	1.210

This particular area of study is intended to explore the role of the usage of metaphor or metaphoric expressions in foreign language education. It has also been observed that students have rated about the role of metaphoric language as moderately important method for better understanding of the basic pillars of English as foreign language such as listening, speaking, reading, and writing.

Table 5 *Factors influencing usage of metaphor in foreign language learning and teaching*

Item	Mean	S. D
1. Social background of the instructor affects the practice of metaphor in teaching.	3.32	1.130
2. Social background of the student affects the use of metaphor for teaching on teachers end.	3.29	1.110
3. Most of the class time is taken to talk to apprentices about their life interests and hobbies.	3.30	1.110
4. Learners are subjected to encourage interacting with other by means of English language.	3.33	1.220
5. External authentic materials are used to aid students to comprehend more about the values and the usage of the language proficiently.	3.34	1.140
6. The involvement of all learners is important in diverse class activities.	3.31	1.120

In accordance to the corresponding study, the influence of the factors has been shown on the basis of the scales used to test the impact in language education that the usage of metaphoric language according to the social background of the teacher and student as moderately important in language teaching and learning. The phenomenon of using metaphoric language according to the background of the teacher is well accepted and well dominated aspect. Same is the case with the social background of the learner that the usage of metaphoric language according to the social background of the student is moderately important in language teaching on teachers end.

Table 6 *Effectiveness of the use of metaphor in foreign language education*

Item	Mean	S. D
1. I have observed the usage of metaphor for language understanding as the utmost suitable (will be useful if employed) way of acquaintance in the classroom.	3.36	1.180

2. I have observed that the usage of metaphoric expression for language teaching as the utmost suitable (will be useful if employed) way of instruction in the classroom.	3.33	1.160
3. I have observed the usage of metaphoric expression for language understanding as the utmost practical (works efficiently with learners) way of acquaintance in the classroom.	3.34	1.170
4. I have observed the usage of metaphoric expression for language teaching as the utmost practical (works efficiently with students) way of instruction in the classroom.	3.37	1.180
5. I have observed the usage of metaphoric expression for language understanding as the utmost appropriate (can easily be employed) way of acquaintance in the classroom.	3.32	1.120
6. I have observed the usage of metaphoric expression for language teaching as the utmost appropriate (can easily be employed) way of instruction in the classroom.	3.32	1.170

The corresponding results of the study has shown the effectiveness of metaphor in foreign language education. It has been depicted from the analysis that metaphor usage is the most appropriate way of teaching language if it is employed in the classroom. These aspects depict the effectiveness of the usage of metaphoric language on the basis of its suitability, practicality and appropriateness in foreign language education in the classroom.

Findings

This corresponding research helps researcher to find out a number of aspects that need to be explored to have understanding of metaphoric expression in foreign language education. The basic assumption of the intended study is conceptual metaphor which is also termed as theoretical metaphor and it has been indicated that metaphoric cognizance for understanding metaphoric expressions is extremely substantial in foreign language learning and teaching. This particular research is mainly concerned with the identification of the usage of metaphors in foreign language learning and teaching which is moderately important for learning and teaching. The phenomenon of the use of metaphor take place among students at a moderate level as usage of metaphor is also important for better and improved learning of the apprentices. Teachers in this particular area of concern can help their students to enhance their learnability with the help of metaphoric language usage and skill to improve language acquaintance.

This corresponding area of research has investigated the role of metaphor and helps to find out students' and teachers' attitude towards learning and teaching foreign language. The role of metaphor can lead to the enhancement of basic language skills, proficiency by practicing situational English, by devising lesson charts, by assigning students' coursework to aid language teaching and learning. The phenomenon of using metaphoric language is affected by a number of factors which is moderately important in language learning and teaching. As the background of the teacher is well accepted and well dominated aspect just assume is the case with the social background of the learner that the usage of metaphoric language according to the social background of the student is moderately important in language teaching on teachers end. The most common phenomenon of utilizing class time to know about the interests of the students also help teacher to teach them in a better way. The interactions of learners also foster language learning. It has been also observed that the interaction of students in English language as moderately important in language learning. This also helps to foster the learnability of the students according to their level of interest in particular language. Another important factor in language learning is the involvement of the learner in the class activities as it indicates the learnability according to the metaphoric language. This aspect of implanting the use of metaphoric expression for teaching depicts the effectiveness of the usage of metaphoric language in foreign language education. Effectiveness of the use of metaphor in foreign language learning and teaching is also moderately important and is regarded as the most appropriate way of acquaintance and instruction if implemented in the classroom. It is also the most practical and most applicable way of acquaintance and instruction in the classroom.

Discussion

Teachers in this particular area of research are mainly concerned to help their students to enhance their learnability with the help of metaphoric language usage and skills to improve language acquaintance. This particular research has shown the usage of metaphor for language education for the enhancement of the aspect of metaphor application in the field of education with favorable results as in research study by

Maalej et al. (2015). It has been observed by researcher that metaphor usage is treated as a unique method of teaching as a pedagogical method. The role of the use of metaphor or metaphoric expressions in foreign language learning and teaching also indicates the importance of metaphor in educating difficult concepts. A number of factors also used to highlight the learning and teaching with the help of metaphor as social background, time, interaction of learners, external authentic materials and class activities. Effectiveness of the use of metaphor in foreign language education is taken into consideration with moderate results for better and enhanced learning and teaching. On the other hand, Rupp (2016) pointed out that the careless use of metaphor can lead to confusion and there will be no learning and teaching rather than the ambiguity in language learning.

Conclusion

This area of research has designed to meet the demanding needs of the current situation. This study leads to the effective use of teaching and learning method with the help of metaphor or metaphoric language. In this research study MIP has served as a direct investigation technique for the identity of linguistic metaphoric expressions and new theoretical metaphoric expressions. The corresponding research has helped to demonstrate the characteristics of the learners, their teachers and the situation in which they have to work or to learn and teach according to the new ways of teaching. It can be concluded from the proposed study that any modification process initiated by the instructor can help learners to hypothesize their philosophies and information intelligently using metaphoric expressions in foreign language teaching and learning. It has also been noticed that the usage of metaphorical language is moderately important way of learning a language in the classroom due to its effectiveness and uniqueness.

Recommendations

There are certain research recommendationsto enhance the learnability and teaching of learners and teachers for better and authentic results respectively:

1. This particular research can be applied to a large audience from various institutes for the enhancement in the awareness of metaphoric language learning and teaching.
2. The topic under observation can have better results with longitudinal research to enhance foreign language learning and teaching.
3. Identification of Metaphoric expressions in language learning and teaching can be taken into consideration by Semantic similarity.
4. Identification of Metaphoric expressions can be done by word abstractness in Language education.
5. It is recommended to investigate the cultural background of the learners and teachers for better language education.
6. It is recommended to have the understanding of metaphoric language usage for the management of discourse for further exploration.

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