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LEARNING IN SCHOOL WAS LIKE … AND *STUDYING AT UNIVERSITY IS LIKE* …:
EXPRESSING ATTITUDES THROUGH ELICITED METAPHOR

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CONTENTS

INTRODUCTION

The use of literal and figurative language has become common in the modern world. The figurative language, as well as the language used for communication, is enriched by metaphors. According to Sullivan (2017), different languages are used in various situations, all human beings possess the same basic cognitive resources whether they write a poem, plan a meal, organize a relationship, or design a nuclear reactor. Metaphor has been seen as a linguistic and conceptual phenomenon since the 1980s when George Lakoff and Mark Johnson proposed the Conceptual Metaphor Theory. Since then this figure has been very important because it was discovered that metaphor is not only important in language, but, it is relevant to peoples' minds. According to Lakoff and Johnson, "the essence of metaphor is understanding and experiencing one kind of thing in terms of another" (1980, p. 5). Later, Zoltan Kövesces was inspired by the first two scholars, and he summarized the main ideas of Lakoff and Johnson. As it is important for people, it is a way that helps to connect with the outside world and understand what is around us.

Various linguists analyzed metaphors from different perspectives. There is a lot of research done about elicited metaphors and metaphors in educational discourse. According to Low (2015), elicited metaphor is when respondents are instructed (linguistically or visually) to formulate a metaphorical expression. Elicited metaphors are important for educational discourse (Low, p. 17). Botha (2009) in her research about educational metaphors cited Scheffler's description of metaphors as "inventions of thought to explore a certain kind of possibilities in a heuristic way". Ideas and hypotheses can be developed and tested through educational metaphors. Educators and learners can relate educational phenomena to previous experiences through educational metaphors to better understand educational phenomena (p. 432). The topic of metaphors is well explored in linguistics, however, in Lithuania there is little research on the perspective of attitude. This research explores conceptual metaphors that are related to the human mind, and how things are perceived in the real world. This research will help to understand what respondents of the survey think about their learning at different periods of life helps to see the problems behind the metaphors. Metaphors are useful for facilitating the communication of abstract ideas in a concrete and simple manner.

Thus, the research question is what metaphors are used when students of Vilnius University think about learning in school and studying at university.

The **subject** of this research is metaphors related to learning in school and studying at university used by students of the Faculty of Philology.

The **aim** is to investigate the attitudinal perspective of how metaphors contribute to students' attitudinal perspective on studying at university and learning in school.

To achieve the aim, **the objectives** were raised:

1. To review the literature on metaphors in Cognitive Linguistics, metaphors expressing attitudinal perspective, and metaphors in educational discourse.

2. To identify metaphorical expressions used in surveys on learning in school and studying at university.

3. To relate metaphorical expressions to the corresponding source domains.

4. To compare the two types of surveys: "Learning in school was like…" and "Studying at university is like..." at the linguistic and conceptual levels.

This research consists of introduction, theoretical overview of metaphors, methodology, empirical research data analysis, conclusions, references, summary in English and Lithuanian and appendix. The first part of the study presents the ideas of Cognitive Linguistics that help to understand how it is related to metaphor. The second chapter presents the importance of The Conceptual Metaphor Theory, how it is related to human everyday life. Next, metaphors in educational discourse are presented to show how metaphors are relevant in education. The part of methodology presents how students' answers will be analyzed to understand what they think about learning process. In the empirical part, the source domains were identified on the basis of the metaphorical expressions in the students' answers. Conclusions were drawn based on the results. References, and summaries in Lithuanian and English languages are provided. The collected examples are presented in the Appendix section.

I. THEORETICAL OVERVIEW OF METAPHORS

1.1. Cognitive Linguistics

According to Evans, Cognitive Linguistics is an interdisciplinary approach to the study of language, mind, and sociocultural experience that first emerged in the 1970s (2011). It can be related to multiple empirical disciplines, including psychology, philosophy, neuroscience, and linguistics. As claimed by scholars Dirk Geeraerts and Hubert Cuyuckens Cognitive Linguistics includes the following topics like polysemy, prototypes, mental imagery, and metaphor (2007).

Geeraerts and Cuyckens (2007) define Cognitive Linguistics as the study of how language is used to organize, process, and convey information. Geeraerts and Cuyuckens specify that the meaning of *cognitive* can be related to informational structures in connection with society (2007, p. 5). The researchers differentiate three main features of Cognitive Linguistics. The first characteristic defined is the importance of semantics in linguistics. Based on the cognitive perspective, semantics holds primacy in linguistic analysis: categorization is the primary linguistic function, therefore meaning must be the primary linguistic feature. Language is primarily employed as a means of conveying meaning. The second quality is that language is characterized by its encyclopedic nature. Considering language as a categorization system, it is not necessary to propose a systemic or structural level of meaning that differs from the level of world knowledge. The last important characteristic is that language categorizes the world instead of just reflecting objective reality. The use of language is an organized way to communicate that reflects individual needs, interests, and experiences. In relation to human knowledge, Cognitive Linguistics emphasizes that human cognition is determined by both individual and collective experiences and organic embodiment (Geeraerts and Cuyuckens 2007).

Cognitive Linguistics is characterized by "Generalization" and "Cognitive" commitment (Lakoff 1990, Evans 2012). The ¨Generalization¨ commitment involves characterizing the general principles that govern all aspects of language (Lakoff, 1991). Evans (2012) defined "Generalization" commitment as a characterization of language that applies to language features that human possesses. In the Generalization Commitment, the commitment is to examine how different aspects of linguistic knowledge are produced by a common set of human cognitive abilities, rather than assuming that knowledge is produced in a confined module of the mind with distinct types of knowledge. On the other hand, Evans points out that language studies are

affected by the "Generalization" Commitment in several ways: Firstly, cognitive linguistic studies investigate the common elements of language to reuse successful methods and explanations across different aspects of language. Several studies have applied the same principles to the organization of morphology, syntax, and phonology as does word meaning, there are better and worse examples of referents of given words. It is a good scientific practice to generalize successful accounts over different domains of language. It is how biology works, reusing structures for various purposes as time passes (2012).

Cognitive Linguistics is defined by the "Cognitive" commitment (Lakoff, 1991). The commitment to make one's account of human language accord with what is generally known about the mind and brain from disciplines other than linguistics (1991). Evans (2012) notes that "cognitive" commitment should show human cognition in language. Linguistic structure principles should reflect what is currently understood about the functioning of the brain and the cognitive process from other cognitive and brain sciences like psychology, philosophy, and artificial intelligence. However, Evans distinguished several implications that come with the "cognitive" commitment. As a first step, linguistic theories must not include structures or processes that undermine well-established knowledge about cognition. To avoid violating human language processing time constraints, it is best to abandon syntactic structures that are derived sequentially. Furthermore, the language with traditional cognitive characteristics is sparse rather than languages with *a priori* metrics. The study of categorization by cognitive scientists has progressed, however, using the same mechanisms to explain linguistic structure is easier than hypothesizing a separate system. Cognitive linguists need to prove the cognitive reality of any model proposed, regardless of who did the research (Evans, 2012).

According to Steen and Gibbs (1997), there is a two-way relationship between metaphors in cognitive linguistics. For Steen and Gibbs (1997), cognitive linguistics uses metaphors in both directions: from linguistic metaphors to conceptual metaphors, or vice versa. According to cognitive linguists, the vast and systematic presence of metaphors in the language is the basis for the existence of conceptual metaphors, which demonstrate the progression from language to thought. For example, researchers give an example of anger. A metaphorical approach to conceptualizing the same concept "anger" has led to different linguistic expressions related to that concept as shown with metaphorical approaches like "blew his stack" and "bit her head off". It demonstrates the shift from conceptual metaphor to linguistic metaphor. To facilitate two-way communication between language and thought, there must be some sort of basis for metaphors.

Metaphor is a significant part of human everyday conceptual systems, not just a system of signs, symbols, and rules. Cognitive linguists who study metaphor are interested in conceptual metaphor and its relationship to linguistic expression. Metaphors are valuable. As well as being important in everyday communication, they are relevant to Cognitive Linguistics (Steen and Gibbs, 1997).

The relevance of Cognitive Linguistics is supported by the current findings. Scholars Geeraerts and Cuyuckens (1997) concentrate on the main features of Cognitive Linguistics while Evans (2012) and Lakoff (1990) outline important commitments that Cognitive Linguistics can be divided into. Scholars Steen and Gibbs (1997) emphasize the importance of metaphors for cognitive linguists. It could be stated that all linguists emphasized the importance of Cognitive Linguistics which could be related to psychology, philosophy, neuroscience, and linguistics.

1.2. The Conceptual Metaphor Theory

Since the field of Cognitive Linguistics was established and the term was first used in the 1970s, metaphor has been one of the major research areas within it. The Conceptual Metaphor Theory was created by the scholars Lakoff and Johnson (1980). They differentiate between two levels of metaphors: conceptual metaphors and metaphorical linguistic expressions. According to Kövesces (2010, p. 3), who summarizes the main ideas of the pioneers, conceptual metaphors are defined as understanding one domain in terms of another whereas metaphorical expressions are related to a concrete conceptual domain B that is used to understand another domain A. A conceptual metaphor has two domains in which one is understood in terms of another. The source domain is the conceptual domain from which metaphorical expressions are drawn to understand another conceptual domain, while the target domain is the conceptual domain being understood this way (2010, p. 4). To understand the definitions, the author gives an example of the conceptual metaphor LIFE IS A JOURNEY and various linguistic expressions related to the conceptual metaphor (Kövesces, 2010, p. 3).

1) *He's <u>without direction</u> in life.*
2) *I'm <u>where I want to be</u> in life.*
3) *I'm <u>at a crossroads</u> in my life.*

The main notion is that these metaphorical linguistic expressions belong to the domain of journey while they represent a conceptual metaphor LIFE IS A JOURNEY. The author emphasizes a

conceptual metaphor with small capital letters to show that in language this expression conceptually underpins all the metaphorical expressions below it. Metaphorical linguistic expressions are used in everyday language (Kövesces, 2010). It is stated by Kövesces (2010) that metaphorical linguistic expressions are drawn from the source domain. According to the researcher, there is an important relationship between the previously mentioned definitions. Linguistic expressions (the manner of talking) reveal or reflect conceptual metaphors (the ways of thinking).

Lakoff and Johnson (1980) emphasize the main idea that metaphors are important in our daily lives. According to the scholars, metaphorical thinking and action constitute our ordinary conceptual system. However, the researchers claim that metaphorical linguistic expressions can be used to investigate the nature of metaphorical concepts and to gain an understanding of the metaphorical nature of human daily lives. By way of explanation, the authors choose the conceptual metaphor TIME IS MONEY and how it is used in the English language (1980, p. 7).

4) *You're wasting my time.*
5) *This gadget will save you hours*

TIME IS MONEY is a conceptual metaphor because everyday experiences with money, limited resources, and valuable commodities help people to conceptualize time because people understand time through everyday experiences with money, limited resources, and valuable commodities. Humans do not conceptualize time in this way by necessity, it is a cultural phenomenon (Lakoff and Johnson 1992, p. 8-9).

The Conceptual metaphor consist of two domains: the source domain and the target domain (Kövesces, 2010). Kövesces defines the term source domain as "the conceptual domain from which we draw metaphorical expressions to understand another conceptual domain" and the target domain as "the domain that we try to understand through the use of the source domain" (2010, p. 4). Kövesces (2010) emphasizes that conceptual metaphors have a set of systematic correspondences (or in other words, they are called mappings) between the source and the target that help understand the metaphor. A conceptual metaphor occurs when we understand an abstract domain (or concept) by using a physically concrete present domain (or concept). This process can either be achieved through long-term memory or by a historical-cultural process. The scholar gives an example of mapping with the conceptual metaphor LOVE IS A JOURNEY. The given sentences with metaphorical expressions denote some kind of journey of love (2010, p. 6).

6) *We aren't going anywhere*

7) *We're at a crossroads*

8) *It's been a bumpy road*

The first metaphorical expression denotes travelling. Despite the lack of mention of the destination, it is about love since it is about two people who are described as travelers to an unknown place. The second example has a meaning of confusion about which path to take in a relationship. People have to make choices in a relationship as well as a traveler has to decide which road to go. The third phrase conveys a metaphorical meaning of two lovers (travelers) that have problems in a relationship. Two people had to go through a lot to make things better in a relationship (Kövesces, 2010).

Source: JOURNEY	Target: LOVE
the travelers	⇒ the lovers
vehicle	⇒ the love relationship itself
the journey	⇒ events in the relationship
the distance covered	⇒ the progress made
the obstacles encountered	⇒ the difficulties experienced
decisions about which way to go	⇒ choices about what to do
the destination of the journey	⇒ the goal(s) of the relationship

According to Kövesces (2010), mappings help to mark the characteristics of the conceptual metaphor LOVE IS A JOURNEY. There may appear to be a logical relationship between the elements in the target domain and those in the source domain, and this metaphor developed due to preexisting similarities between them. Nevertheless, these elements did not exist before the domain of love was structured by the domain of journey. As a result of the application of the journey domain to the love domain, the concept of love has this particular structure or set of elements. Essentially, love was created by the concept of a journey. This unique structure or set of elements has been created by applying the journey domain to the love domain (Kövesces, 2010).

There is some evidence to suggest that conceptual metaphors are classified according to their cognitive functions (Kövesces, 2010). There could be distinguished three kinds of conceptual

metaphors: structural, orientational and ontological. Kövesces (2010) states that structural metaphors allow speakers to comprehend target A through the source domain B. This understanding occurs through conceptual mappings between components of A and elements of B. For example, the idea of time is organized around motion and space. Given the concept of "time as motion", we interpret time as follows: "We understand time in terms of some basic elements: physical objects, their locations, and their motion. There is a background condition that applies to this way of understanding time: the present time is at the same location as a canonical observer (2010, p. 37). In this clarification, the author distinguishes the mapping that shapes the comprehension of time:

Times are things.

The passing of time is motion.

Future times are in front of the observer; past times are behind the observer.

One thing is moving, the other is stationary; the stationary thing is the deictic center (p. 37).

It could be stated that the conceptual metaphor TIME IS MOTION in English manifests itself in two ways: the motion of an object (TIME PASSING IS MOTION OF AN OBJECT) and the motion of an observer (TIME PASSING IS AN OBSERVER'S MOTION OVER A LANDSCAPE). It should be noted that the first version of the system uses a fixed observer and the times are objects moving relative to the observer. The fronts of time follow the direction of their motion. There are a great number of linguistic metaphors in English that can be attributed to the time is motion metaphor (Kövesces, 2010). For example, TIME PASSING IS MOTION OF AN OBJECT:

9) The time will *come* when . . .
10) The time has long since *gone* when . . . (p. 38)

TIME PASSING IS AN OBSERVER'S MOTION OVER A LANDSCAPE

11) There's going to be trouble *along* the road.
12) He *passed* the time happily. (p. 38)

The mappings explain why specific expressions mean what they mean, and give a fundamental overarching structure and comprehension of time. It would be difficult to imagine the sense of time without the metaphor. Most structural metaphors offer this level of organizing and

comprehension for their target topics. The second type of metaphor that is distinguished is the Orientational metaphor (or in other words "Coherence Metaphor"). Kövesces relates the term to basic human spatial orientations such as up-down, and center-periphery (2010). The author emphasizes the notion of orientational metaphor that particular target ideas are understood consistently "all of the following concepts have an "upward" orientation, their "opposites" have a "downward" orientation" (Kövesces, 2010, p. 40). As an example, the author provides a few orientational metaphors:

13) MORE IS UP; LESS IS DOWN: Speak *up*, please. Keep your voice *down*, please.
14) HEALTHY IS UP; SICK IS DOWN: Lazarus *rose* from the dead. He *fell* ill.

These sentences are an illustration of the idea that "upward orientation tends to go together with positive evaluation, while downward orientation with a negative one" (2010, p. 40). The third type of metaphor distinguished by Kövesces is called ontological. According to the author, "Ontological metaphors provide much less cognitive structuring for target concepts than structural ones do" (2010, p. 38). Therefore, people conceptualize experiences in terms of objects, substances, and containers without specifying exactly what type it is. Metaphors based on ontological principles allow for gaining a more detailed understanding of structure in areas where there is little or no structure (Kövesces, 2010).

By personifying experiences with nonhuman objects, the comprehension of their characteristics, activities can be gained (Lakoff and Johnson, 1980; Kövesces 2010). According to the researchers, human qualities are given to non-living things. It is important to note that, despite the fact that theory, life, inflation, cancer and computers do not constitute humans, they are given human attributes such as explanations, cheating, eating, catching up and dying. The main notion stated by the author is that personifying nonhumans as humans helps us to better understand them. On the other hand, personification is a general term that encompasses a wide variety of metaphors, that represents a specific aspect of a person (Lakoff and Johnson, 1980). It important to note that while people are not able to identify what the mind is, they think of it as an object, substance, container or even a thing that is personified (Kövesces, 2010).

15) His theory *explained* to me the behavior of chickens raised in factories.
16) Life has *cheated* me.
17) Inflation is *eating up* our profits.

Kövesces (2010) points out what can be the source and target domains. There are a number of important differences between target and source domains. Between the source and the target, there are a variety of systematic correspondences in the sense that there are constituent conceptual elements of b that correspond to constituent conceptual elements of a. According to Kövesces (2010), Conceptual Metaphors are unidirectional: they are conversions between concrete and abstract domains. The most common source domain is concrete, whereas abstract concepts are the most common targets. There are several common target domains to consider: emotions, desires, morality, thought, social groups and processes (society, politics, economy, human relations, communication), and personal experiences (time, death, life) (Kövesces, 2010).

Kövesces (2010) and Lakoff and Johnson (1980) introduce The Conceptual Metaphor Theory. However, Sullivan (2017) presents predictions for the conceptual view of metaphor. Sullivan states that metaphor is normally regarded as a figurative tool, in the future, it would be expected that metaphor would be present in everyday conversations and in poetry. In addition, metaphors should function similarly in every human language, despite cultural influences and historical coincidences. Third, it would be expected for conceptual metaphors to appear in both visual and linguistic communication. As well as affecting visual communication, it is likely to impact other cognitive functions without requiring the use of language as well (2017, p. 386).

To summarize, it can be seen that The Conceptual Metaphor theory is important in everyday life. Various researchers emphasize that metaphor is important both in our thinking and in everyday language. The mappings provide a description of how time is structured and comprehended and help to point out the characteristics of the conceptual metaphors.

1.3. Metaphors in educational discourse

Throughout history, metaphors have been used in education to make things more engaging and understandable (Low, 2008). Metaphors have proven to be effective in a variety of research fields. Several studies have shown that the metaphor can take a part in educational research, particularly in improving teachers' performance. Over the past two decades, researchers and teacher educators have shown increasing interest in metaphor research as a means to better understand how teachers conceptualize their most basic views about schooling life, children, curriculum, and teaching.

Education can be described as a broad term that encompasses the acts and events typical of educational activity, such as teaching and learning, as well as the theories and policies that govern

these activities and, the types of institutions within which these processes take place (Botha, 2009). Botha (2009) focuses on metaphors in tertiary education. According to her, metaphors in college and university education can be used for the following purposes:

1) During the development of educational policy, metaphors may play an important role, for example, the "market" metaphor or school choice (goods, services, consumers).

2) In addition, metaphors may be integral parts of the teaching process (such as orchestrating, conditioning, guiding, or training).

3) It would be possible for metaphors to function heuristically as a tool for discovery (spiral staircase or ladder).

4) Metaphors are commonly used as didactic methods of teaching (dramatization and role-playing).

5) Teachers sometimes use metaphors to describe their teaching actions (pottery, gardening, artists, policemen, entertainers, preachers, scholars, guides, coaches, researchers, sculptors, conductors, gardeners,).

6) Occasionally, metaphors are used to determine how the learner or learning process is perceived (sponge, filter, funnel, or strainer).

7) The use of metaphors can serve as an effective communication tool.

8) By using metaphors, one is able to gain a better understanding of the nature of the school as an educational institution (family, factory, etc.) (p. 433)

Various researchers explored the importance of metaphors in the education field. Mahlios et al. (2010) suggest that metaphor is a good starting point for in-service teachers to reflect on their professional identities during a time of reforms and make changes that are harmonious with their own goals. As part of their research here, the researchers have identified the predominant metaphorical views of preservice teachers, to understand how these views influence their perception of schooling, life, childhood, and teaching, and how these images influence their classroom teaching. To evaluate preservice teachers' beliefs, it is useful to identify the conceptual tools they use to understand their work and personal lives. An effective tool is the metaphor (Mahlios et al, 2010). Richardson (1996) states that teachers' beliefs are influenced by their life experiences and actual teaching experiences, which is why it is easier to change metaphors and beliefs during the in-service period than during the pre-service period. Using personal metaphors, Bullough and Stokes (1994) explored the learning styles of a group of preservice teachers to improve their professional development. Based on the analysis of the data, it was determined that

three clusters of weaknesses existed, with varying degrees of severity. It appears that some of these problems originate from the approach itself, while others may arise from a lack of skill in assisting teacher education students to work with metaphors. This study has shown that identifying and exploring personal teaching metaphors could be an effective tool for helping beginning teachers develop productively as teachers, to achieve personal satisfaction and ethical responsibility in their roles. As part of the study, Martinez, Sauleda, and Huber (2001) examined the metaphors used by fifty experienced teachers to describe the teaching and learning process. Thirty preservice teachers were compared with the experienced teachers' group to determine what they understood about the teaching and learning process. In their research, the scholars discovered that the more experienced teachers tend to view teaching and learning as a "social process" as opposed to a more traditional metaphor such as "teaching".

Education is increasingly recognizing metaphors' aesthetic, ornamental, and pedagogical importance (Botha, 2009). In research about educational metaphors, Botha cited Scheffler's description of metaphors as "inventions of thought to explore a certain kind of possibilities in a heuristic way" (2009, p. 432). Ideas and hypotheses can be developed and tested through educational metaphors. Educators and learners can relate educational phenomena to previous experiences through them to better understand educational phenomena (Botha, 2009). Teachers' beliefs are influenced primarily by their life experiences and actual teaching experiences, which is why it is easier to change metaphors and beliefs during the in-service period than during the pre-service period (Richardson 1996). By exploring metaphors that illustrate long-standing issues in education, Sawada and Caley (1985) attempted to develop metaphors that more accurately reflected the troubles associated with the teaching and learning process. These researchers identified the following metaphors: Newtonian Machine, "tight ship", "round trip", child as an investigator, etc. (1985). According to Botha (2009), metaphors do not necessarily have cognitive significance or play a constitutive role in the theory. It is partly due to the fact that many educators still hold to the "double language thesis". All sides have criticized this thesis for failing to recognize metaphors that constitute the pedagogical practice of teaching and learning or to accept the fact that metaphors and models are essential to learning and teaching the subject matter. It does not recognize the indispensable role metaphors and analogies have in mediating new knowledge acquisition.

According to Lakoff and Johnson (1980), most of the language we use in our daily lives is metaphorical in nature. Orit Avidov Ungar (2016) in his study examined the in-service teachers'

perceptions and attitudes through educational reforms by using their metaphors. Ungar (2016) investigated the perceptions and attitudes of in-service teachers through the implementation of educational reforms. Through the use of metaphors that they have developed, teachers addressed a variety of topics regarding their perception of the current educational reforms. The metaphors used by teachers to describe the educational reforms conveyed positive, negative, and ambivalent perceptions. In the research, four types of teachers were identified: the cognitive-concrete dimension, the cognitive-abstract dimension, the emotional-concrete dimension, and the emotional-abstract dimension. The researchers have concluded that teachers experience and deal with reforms differently. There is a need for extensive reform among all four types of teachers, however, each type of teacher requires different support to bring about change. The information that is provided can be an effective tool for helping administrators, teacher educators, and leaders to bring about conceptual changes in teachers' perspectives and identities as educators (Ungar, 2016). In the study carried out by Thomas and Beauchamp metaphors were demonstrated to be a useful tool to elicit teachers' opinions regarding educational reforms since they become an integral part of teachers' daily lives (Priestley 2011; Thomas & Beauchamp 2011). As it is suggested, there is considerable merit in involving teachers in a variety of dialogues, including metaphors (Thomas & Beauchamp, 2011).

To summarize, it could be stated that metaphor has relevance in education. Not only metaphors have aesthetic, ornamental, and pedagogical importance, they are a tool that can be helpful to give rise to changes in teachers' perspectives and identities. Researchers have shown the importance of metaphors while investigating them from the side of education. Botha (2009) stresses the importance of metaphors when she writes about the purpose of metaphors in education. Mahlios et al. (2010) mention that in-service teachers can evaluate their professional growth using metaphors while Bullough and Stokes (1994) state based on the analyzed data that metaphors can help them develop as teachers. The research that was done by Ungar (2016) proved that metaphor helps to elicit teachers' various opinions in this case about educational reforms and assess how they feel about them.

II. METHODOLOGY

This Bachelor thesis focuses on the investigation of the attitudinal perspective expressed by students using explicit metaphors in a survey. To achieve the aim of this research, the study was divided into 4 steps:

1. To conduct a survey "Learning in school was like..." and "Studying at university is like..." among the students of the Faculty of Philology, Vilnius University.

2. To identify metaphorical expressions used by students of the Faculty of Philology.

3. To relate metaphorical expressions to the corresponding source domain.

4. To compare the two types of surveys: "Learning in school was like…" and "Studying at university is like..." at the linguistic and conceptual levels.

The first step was conducted using the method of elicited metaphor. Students were presented with two statements that they had to finish using metaphors they associate with learning in school and studying at university. Each respondent was asked to write two paragraphs. The length of the paragraph had to be between 80-150 words. To launch the survey, two statements in Lithuanian were framed: "Man mokymasis mokykloje buvo tarsi…" and "Studijos universitete man yra tarsi…" ("Learning in school was like…" and "Studying at university is like…"). The aim of this study was to find out what students associate their learning in school and studying at university. The association with a particular concept demonstrated the respondents' attitudinal perspective towards their schools and university. This study uses a qualitative approach as the attitudes of the respondents were produced and analyzed. Demographic data was important in this survey because it provides information about the respondents, and it helps to see potential differences. The respondents were asked to mention their gender, study programme, and study year.

According to Low (2015 p. 17), the term "elicited metaphor" refers to the process by which a researcher prompts the participant to express themselves in a linguistic or visual manner or to suggest metaphorical expressions. As noted by Seung, Park, and Jung (2015), a growing number of metaphor studies have analyzed the relationship between teachers' metaphorical ideas and their practice of teaching by eliciting metaphors. Metaphors that were elicited from the respondents are called explicit metaphors. Low (2015, p. 17) points out that the term "explicit metaphor" refers to the kind of linguistic metaphor where the vehicle is explicitly mentioned by the respondent,

without the researcher having to infer anything about it. If the topic is either stated (perhaps in a prompt like "writing is..."), it can be recovered easily from the 'surface' communication (e.g., it has been omitted, or a picture is referred to). There are several verbal formats researchers can use, including 'A is B' or 'A is like B'. In this study, the format 'A is like B' was used to understand what students think about learning in school and studying at university. To investigate the thoughts of students from Vilnius University of Philology Faculty about school and university a survey was necessary. 60 respondents participated in the survey. However, only 34 answers were selected to carry out the research because the remaining 26 answers were incorrect. The students did not understand the task, or the answers were too short to analyze. The survey was conducted in Lithuanian because the mother tongue shows how people think. If a person uses a foreign language, he can have limited linguistic resources to express their thoughts and feelings accurately. Moreover, the metaphors would be imprecise. The Lithuanian version of the survey was translated by online translating tools such as Deepl, and Google Translator to make the results accessible to the readers of the BA paper. The texts were manually revised to avoid the Translators' inaccuracies and align the students' thoughts with their ideas expressed in their mother tongue. The demographic data like the number of respondents, their study programme and the study year are presented in Table 1. It is important to note that no age data is provided, as the age of the students was predominantly between 18 and 25. There were doubts about whether to write the exact age of each student or to give a range of age. As the exact age does not affect the study, the decision was taken to write the age in the range of 18 to 25.

Table 1. The demographic data of the respondents

No. of respondents	Study programme	Study year
3 females	English and Other Foreign (French) Language	4th year
3 females 3 males	English and Other Foreign (Norwegian) Language	4th and 3rd year
1 female	Translation Studies (Italian)	3rd year
13 females	English and Other Foreign (Spanish) Language	4th year
2 females	German Philology	4th year
2 females	English Philology	3rd year

3 males		
3 females	Spanish Philology	3rd and 2nd year
1 female	Translation Studies (Spanish)	4th year
28 females **6 males**		

The second step was to analyze the data. The collected data were analyzed by applying the Metaphor Identification Procedure (MIP), which was created by Pragglejaz Group (2007). According to these authors, MIP consists of four main steps that help to identify metaphorical expressions. The first step is to read the text and understand its general meaning. The second step is to find the lexical units in the text. The third step is to determine the contextual meaning of every lexical unit in the text, that is, how it relates to a particular entity, relation, or attribute in relation to the context evoked by the text. It should be considered what comes before and after the lexical unit. The fourth step of metaphor identification is to consider whether each lexical unit has a more basic contemporary meaning in other contexts than in the given context. For this, a dictionary is recommended. The expression could be considered metaphorical if the basic meaning of a lexical unit stands in contrast to its contextual meaning; then, the unit is marked as metaphoric. At the beginning, it was necessary to read the answers of each respondent carefully to understand the general meaning. Then, for each answer, it was important to find the lexical items and think about how they are related in context. The last step for metaphorical identification was to think about whether the basic meaning of each lexical unit stands in contrast to its contextual meaning. If yes, the unit was marked as metaphorical (Pragglejaz Group, 2007, p. 3). The third step was to categorize all metaphorical expressions to the corresponding source domains. Several domains were identified into which respondents' metaphorical expressions were grouped.

Finally, the fourth step was to compare the respondents' answers and investigate how students think about learning in school and at university. The comparison was made at the conceptual level in terms of what source domains were used and how the source domains were developed. At the language level, metaphorical expressions were compared.

III. THE ANALYSIS OF ELICITED METAPHORS IN STUDENTS' SURVEYS

34 respondents' answers are analyzed, and 336 metaphorical expressions are identified. The results of the findings are presented in Chapters 3.1, 3.2 and 3.3.

3.1. The source domains related to learning in school

The number of metaphorical expressions and their corresponding source domains related to learning in school are listed in Table 2. The source domains that were used most are listed in the first place; less frequent source domains are listed next.

Based on the respondents' answers, eight source domains are identified in which students compare learning in school. 169 metaphorical expressions related to learning in school are identified. Further, in Table 2 the source domains are listed that were used by the students of the Faculty of Philology.

Table 2. The source domains related to learning in school

Source domains	No. of cases	No. of metaphorical expressions
ENTERTAINMENT	19	89
JOURNEY	4	19
BUILDING	2	14
WATER	3	17
OBJECT	3	14
NATURE	1	7
FOOD	1	5
UNREAL SITUATION	1	4
Total	34	169

3.1.1. The source domain of ENTERTAINMENT

According to the data, the source domain of ENTERTAINMENT is the biggest. This source domain has 19 cases that are subdivided into smaller groups to show exactly how many respondents answered and how many metaphorical expressions are found in each domain. 89 metaphorical expressions related to entertainment are counted in this domain. Games, riding a roller coaster, and reading a fairytale are the most popular answers in this source domain.

Table 3. Cases of the source domain of ENTERTAINMENT

Cases	No. of cases	No. of metaphorical expressions
Games	6	29
Riding a roller coaster	2	9
Reading a fairytale	2	9
Moulding clay	1	5
Performance	1	4
Film	1	5
Gardening	1	5
Hiking	1	4
Vincas Mykolaitis Putinas "In the Shadow of the Altars"	1	4
Painting	1	4
Writing	1	4
Sport	1	7
Total	19	89

Games

The games have been grouped into three sub-categories. The respondents compared learning in school with playing chess, board game, and LEGO.

Playing chess is the most popular answer in the collected data. Four cases are found related to learning in school. Consider the following expressions that have been used by the respondents to express their thoughts about learning in school:

(1) Teachers are our best <u>opponents</u> who try to help us <u>win</u>.
(2) Trying to beat our <u>opponents</u> – teachers on the board.
(3) <u>Winning the game</u> is achieved when we get good results, we try hard, we learn and we prove that we are worthy of <u>winning</u> the <u>prize</u>.
(4) If we miss lessons, we miss a lot of tactics that can help us <u>win the chess game</u>.
(5) There are situations where a student tries to cheat, to <u>win the game without the opponent knowing what are you doing.</u>

There are similarities and differences in each example. In example (1) and example (2), the respondents mention teachers as opponents in the game. The difference in attitude is seen when one respondent sees teachers as opponents in a positive way, while another respondent sees teachers in a negative way. One respondent mention that teachers try to help them win, while another respondent says that students have to beat their opponent teacher at school. In example (3), example (4), and example (5), the respondents mention winning in general. In example (3) the respondents mention *winning the prize*. It is a positive aspect that shows that school is the place where you can win and get a prize. Although there are negative aspects such as beating opponents or cheating and skipping lessons, in the end, the respondent compares learning in school to winning, gaining knowledge, and trying to win with the help of teachers to reach the main goal, finishing school.

One respondent compares learning in school with a board game. These expressions below show a positive attitude towards learning in school:

(6) You read the rules and the further you go, the more interesting and easier <u>the game</u> becomes, and you want to <u>play</u> it as fast and as much as possible.
(7) You start <u>playing the game</u> and you realize that it is tricky.

In example (6) and (7) the respondent mentions playing the game. However, in one example it is says that the game is fun like school and students want to play it a lot, in the last example, the respondent says that the beginning of the game is tricky, like learning in school. Comparing school to a board game, this respondent reveals that although learning, like playing a board game, can be frustrating, in the end, students reach the long-awaited finish line - the end of school.

One respondent compares learning in school with LEGO bricks. This comparison reveals a positive attitude as each student comes to school and constructs his own future profession in spite of the fact that it requires a lot of time and willingness.

(8)   Each <u>LEGO</u> piece we <u>build</u> in represents our knowledge and skills acquired at school.
(9)   We become like <u>constructors of our own lives</u>.
(10) Finally, when we <u>build the construction</u>, we realize that it was worth it, despite the time and effort involved.

The respondent associates LEGO with building and construction. In example (10), for the respondent, the end of school is like building a LEGO set that proves it was worth the sacrifice. According to the respondent, every student in school becomes a constructor who can construct his life as he wishes.

The third expression that is used commonly to express learning in school is riding a roller coaster. Two cases are detected. According to the results, learning in school compared with a roller coaster can be stated as a mixed one.

> (11) *It is full of ups and downs, unexpected turns, and lots of new discoveries.*
> (12) *There are downhills when you are disappointed with a grade or your own strength because something has gone wrong.*
> (13) *Each ride symbolizes learning new things, discovering new knowledge, and getting a good grade.*
> (14) *Every rollercoaster ride brings new things, knowledge and skills in the school.*
> (15) *The upswing represents a good grade or praise and the downswing represents a bad grade or disappointment.*
> (16) *Every day at school is full of ups and downs.*

For both respondents, the school is full of ups and downs. Both cases have similarities. The respondent in example (11) and example (16) mention that school is full of ups and downs and has a lot of turns. Both respondents explain exactly what the train downhills mean to them. For one respondent in example (15), it mean a bad grade or a lack of self-confidence, while for the other in example (12) it is a bad grade and disappointment in oneself. Although this is a negative aspect, there are positive expressions related to discoveries, new things, and knowledge in school. Both respondents uses various expressions related to unexpected turns, ups, and downs, and downhills to express their mixed attitude.

Two cases related to reading a fairytale are found. It can be seen to indicate positive feelings about learning in school. For example, the respondents use the following expressions to indicate positive feelings:

> (17) *We become characters in a fairytale who meet new people.*
> (18) *We become fairytale heroes who meet lots of new people and see many unseen places.*
> (19) *Every profession is like a storybook, where you can try it on, choose your favorite one, and then go on with its story.*
> (20) *A storybook is like the future career we have been working towards for so many years.*

Both cases are similar for the reason that in each case comparable details can be found relating to characters in a fairytale or that a storybook is a future career that a student is working on. The respondents compare students to a fairy tale characters. This comparison in examples (17) and

(18) shows positivity, as the fairy tale characters in the book discover many new things and meet new people. In examples (19) and (20), both respondents compare their future profession to a storybook. Reading a fairytale is an important process in childhood without which we cannot imagine it. Equating learning in school with a fairy tale is a positive approach which revealed that each student is creating his own path toward a dream profession.

The respondent express his thoughts about school in relation to the film. It can be said that this is a positive attitude because the respondent associated school with a happy ending and happiness. The following metaphorical expressions are used:

> (21) *When the last bell rings, you realise that the school year is was beautiful – like a <u>happy ending</u> in a love story.*
> (22) *Every event that happens at school is like <u>the climax of the film</u>.*

As mentioned above, this respondent has positive feelings about learning in school. In example (21), the respondent compare the last bell in school with a happy ending in a love story. In example (22) every event in school is compared to a climax of the film, indicating that all events are important, stressful, and joyful. From these examples, learning school is like watching an exciting film with a happy ending that every student will remember for a long time.

The respondent associates clay moulding with learning in school. This answer reveals a positive attitude, as the respondent compared the student to the magnificent clay sculpture that he becomes when he leaves school with a wealth of knowledge. The following examples illustrate the approach:

> (23) *Every little mark, remark, praise, and mistake <u>adds wonderful detail to the clay sculpture</u>, which makes the artwork unique.*
> (24) *With each piece of knowledge and experience he gains, <u>he is slowly shaped into a clay sculpture.</u>*
> (25) *The graduate leaves the school with a school certificate <u>as a magnificent clay sculpture</u> with a wealth of knowledge, ready to sculpt his or her career path.*

In examples (23) and (24) expressions can be seen related to building. According to the respondent, a number of things contributes to the clay sculpture, which is sculpted during the school year. Not just grades, praise, and comments, however experience and knowledge. In example (25), the respondent compares a student to the magnificent clay sculpture he becomes after leaving school.

The respondent expressed mixed emotions when comparing the school to the performance. The following expressions are used:

> (26) We all have an important _role to play_ in the school _to make the performance interesting and worthwhile._
>
> (27) _Comedy, tragedy, or drama._ Every time the curtain went up, sometimes you heard laughter, an angry retort, or a deathly silence.

There are mixed emotions, because, in example (27), school is just like a play: comedies, dramas, and tragedies, anything can happen. A student never knows whether he will experience positive or negative emotions at school. However, in example (26) the respondent mentions one expression that shows positivity. Every student has an important role to play at school. Regardless of what happens at school, we all have a role to play, because we all contribute to the development of school.

One respondent compares learning in school to hiking. The respondent expresses a positive attitude towards learning in school. As an example, the following expressions are used:

> (28) We were _hiking_ for twelve years on a _hard and long track_ to get proof that we could do it.
>
> (29) _Science is like a drink of water during the hike_, which inspires us and motivates us to keep going towards finishing school.

In example (28) the respondent mentions the hike, which is not easy at school, but at the end of the hike, every student realizes that it has made them stronger both physically and emotionally. Every holiday, study, and grades brings joy to students. The respondent compares school to a long hike, which is not easy. Lastly, in example (29) the respondent compares education with a sip of water on a hard hike that spurs us on. These examples help to understand that, although the hike in school is challenging, the results are rewarding.

The respondent compares learning in school with gardening. The respondent reveals a positive attitude toward learning in school. For example:

> (30) Every successful _plant_ gives me the motivation to continue _gardening_.
>
> (31) Getting a certificate in the 12th grade showed me that I am talented in _gardening_ despite the bad things that happen in my studies.

The respondent in example (30) compares knowledge to a plant, which inspires him to learn and pursue knowledge. In example (31) the respondent mentions that he feels talented in gardening after obtaining his certificate, even though he has been through it all during his school years. In

school, every bad grade is a great lesson on how to grow a better plant without repeating the same mistakes.

One respondent compares learning in school with the book "In The Shadow of the Altars" written by Vincas Mykolaitis-Putinas. This comparison reveals a negative attitude. The respondent chose this book, which was compulsory for everyone at school. Metaphorical expressions are mentioned below:

> *(32) In th*e *end, you realize that you are a hero because you managed not only to get through "In The Shadow of the Altars", however, to sit through 12 years of school, just as <u>Liudas Vasaris</u> managed to be in the seminary, even though he was in an inner conflict about his life path.*
> *(33) Twelve years at school can be compared to <u>the number of pages in this work - 716.</u>*

This book is extremely specific and not everyone likes it. In example (33), a year at school is compared to the number of pages, showing that a year at school is as long as the length of a book. It can be seen in example (32) that the years in school were not easy for the respondent, who compares it to the protagonist of the book Liudas Vasaris who was lost in his career path.

The respondent expresses a positive attitude when comparing learning in school with painting. The following expressions show a positive attitude:

> *(34) You come to school as a child, like a <u>blank white canvas</u>, and during your schooling, you take on a lot of <u>colours</u> - a lot of knowledge, friendships, responsibilities, feelings, and experiences.*
> *(35) After twelve years of education, you become a beautiful <u>painting that can be hung on the wall</u> - to start a professional career, however you can go further - to gain more knowledge, to gain compensation by continuing your education.*

For this respondent, starting school example (34) is associated with a blank white canvas, which turns different colours over time. Every friendship, experience and knowledge add colour to blank white canvas. A positive attitude is shown by the fact that in example (35) the respondent compares the student to the beautiful picture he becomes when he finishes school.

The respondent expresses positive thoughts when comparing learning in school to writing. Four metaphorical expressions are found. These metaphorical expressions show that the respondent is thinking positively about school:

> *(36) <u>A student is like a white sheet of paper</u>, on which every piece of knowledge acquired at school is written down with a pen.*
> *(37) <u>Words written in pen are not usually erased, nor are the knowledge, skills or beautiful memories acquired at school</u>, which will last for a long time.*

In example (36) the respondent compares a student to a piece of white paper that accumulates knowledge throughout the school year and writes it down on the paper. The respondent in example (37) notes that the knowledge is not erasable as well as the knowledge gathered in school. For this respondent, learning in school is a positive aspect because not only you get a lot of knowledge at school, which lasts a long time but also because of memories and people that students meet every day.

The respondent compares learning in school with volleyball, which shows a mixed attitude. The following expressions shows a mixed attitude:

> (38) *The school is <u>a big sandbox</u> where we play for the sake of our successful future careers*.
> (39) *We go to <u>tournaments</u> (exams, tests) to try to get <u>medals</u> (grades) so that we can <u>compete</u> for <u>the cup (school-leaving certificate)</u>.*
> (40) <u>*Each fall in the sand arena*</u> *represents negative emotions and experiences at school.*

In example (38) the respondent says that each student on the volleyball court is fighting for their future careers. In example (39) the respondent reveals a positive attitude as every test or exam is a tournament where we show what we have learned. Students try to compete and get medals so that they can then compete for trophies. Medals are like good grades, and the cup is a school-leaving certificate. Example (40) is a negative expression. The respondent mentions that falling in the arena means negative emotions and experiences in school.

To sum up, in the source domain of ENTERTAINMENT the respondents mostly associate learning in school with different types of games such as playing chess, board game, and LEGO. As well as riding a roller coaster and reading a fairytale are the most common answers. The remaining responses have only one respondent each.

3.1.2. The source domain of JOURNEY

The source domain of JOURNEY has four cases and 19 metaphorical expressions. The respondents compare learning in school to climbing stairs, a bridge, running, and turning into a butterfly.

Table 4. Cases of the source domain of JOURNEY.

Cases	No. of cases	No. of metaphorical expressions
Climbing stairs	1	5

Bridge	1	6
Running	1	4
Turning into a butterfly	1	4
Total	4	19

The respondent compares learning in school with climbing stairs which reveals a positive attitude. For example:

> (41)   *The first steps are timid, just like the first days in school.*
> (42)   *Just like a person who finishes school - proud to have <u>climbed the stairs to his successful future.</u>*

Initially, in example (41) the respondent mentions shyness at school as well as the first steps and once they make it up the ladder, each student proves that anything is possible for a successful career. Every step at school makes students stronger and more confident. These examples show a positive attitude of the respondent.

This respondent associates learning in school with the bridge, which reveals a negative attitude. Six metaphorical expressions are counted.

> (43) *We <u>start our journey</u> across <u>the bridge</u> without any knowledge, or skills.*
> (44) *When we leave school, this <u>bridge</u> becomes potholed and cracked, because our learning path has taken a lot of emotion and strength.*

In example (43) the respondents mention starting school without any knowledge. Every student begins their journey across the long bridge. For the respondent in example (44) learning in school is like a bridge that becomes potholed and cracked after leaving school because it has taken a lot of emotions. The further students go along the bridge, the more difficult it becomes, because there is a lot of information coming in. Although this is a negative attitude, every student leaves school with an education they will use in the future.

One case is found related to running. Running, which is associated with learning in school shows a negative attitude. As an example, the following expressions are presented below:

> (45) *Information is presented by teachers, and <u>you have to run through the topics,</u> understand and learn it <u>quickly</u>.*
> (46) *After the tests, you <u>run fast</u> to the next topic and repeat the process.*

The respondent uses expressions related to running fast. In examples (45) and (46) the respondent uses expressions with fast movement, which they associate with learning. According to him, students in school have to run through topics and learn fast. Running could be seen as a negative

attitude because a student has to study in a hurry and does not have time to get into the topics. Learning requires attention and time.

The respondent compares school to a butterfly, which shows a positive attitude because learning in school has helped him to discover himself. The following examples show a positive approach:

> (47) *The school environment helped me to <u>go through this learning journey and unfold and understand myself as a person.</u>*
> (48) *At school, <u>I grew my wings,</u> revealed myself as best I could to myself and to others, and <u>took off on my journey.</u>*

In example (47) the respondent mentions that the school helped to get through the school journey. Learning in school helps students to understand desires and dreams, so as it is noted in example (48), every student who finishes school spreads his wings and flies off on a long journey of learning. Although school is a long journey, it brings a wealth of knowledge and skills that help you reach your destination - leaving school.

3.1.3. The source domain of BUILDING

The source domain of BUILDING consists of two cases. Learning in school is compared to a house, and a city under a glass enclosure. There are both negative and positive attitudes toward learning in school.

The respondent expresses a positive attitude towards learning in school. Five metaphorical expressions are counted. Every student builds the foundations (basic knowledge) of his house at school, which helps in various situations in life.

> (49) *You have to <u>build the foundations of a house</u> so you can <u>build bricks,</u> just like learning.*
> (50) *Eventually, when you finish school, you have <u>built your own house,</u> however then it is time to <u>tidy up the house</u> and continue your education.*

In example (49) the respondent compares learning with building the foundations of a house as school knowledge is like a foundation for people, from which knowledge begins to build. In example (50) the respondent mentions the end of the school, which is equated with the end of building a house. Each student, when he finishes school, gathers knowledge that enables him to go on to further education.

The respondent compares learning in school to a city enclosed in a glass enclosure. Three metaphorical expressions are counted. This comparison reveals a negative attitude. The following examples are analyzed:

(51) We are <u>locked</u> <u>under glass</u> and do not get everything we want.
(52) <u>The glass enclosure</u> is like a school in which we are <u>locked up</u> for twelve years.
(53) Students who are <u>locked up under a glass enclosure</u> cannot express themselves much, they have to behave like everyone else

For the respondent, the school did not bring back the best memories. In example (51) it is mentions that he felt locked in school under a glass enclosure. Moreover, the respondent feels shackled because he could not express himself because in school all students have to behave as they are told. This respondent in example (52) compares the school not only to a city itself and to a glass enclosure, because students are locked for twelve years under it and have little choice. Finally, in example (53) the respondent states that students have to learn what they are given and there is no freedom of choice. It is possible to see a problem that students are tied to school, even though they may not like it, because of the subjects they learn.

3.1.4. The source domain of WATER

Three cases and 17 metaphorical expressions in the source domain of WATER are counted. In this source domain, the respondents compare learning in school with the river and sea. This source domain has been separated so that the water-related cases are clearly visible.

Table 5. Cases of the source domain of WATER

Cases	No. of cases	No. of metaphorical expressions
River	1	5
Sea	1	4
Constant drawing of never-ending water	1	7
Total	3	17

One respondent compares learning in school with the river. It reveals a mixed attitude as the respondent mentioned that different river currents determine the speed of learning in school. Consider the following examples:

(54) <u>Information gets to each student and floats along the river.</u>
(55) <u>The stronger the current of the river</u>, the faster and smoother the learning, and <u>the slower the current</u>, the slower the learning.

In example (54), the respondent mentions the information that floats along the river. In the last example, the respondent mentions that the information floats down the river and reaches the students. The mixed attitude can be seen in example (55). The respondent gives an example of the force of a river current. According to this respondent, if the river current is slow, learning is slow, however, if the river current is fast, learning is smooth and rapid.

The respondent compares learning in school with the sea which reveals a mixed attitude as the respondent mentions that there are all kinds of days at school. The days are not always easy although it can be difficult when students receive a lot of information. The following examples are provided:

(56) *There are days when the <u>waves</u> are uncontrollable and strong, they bring a large amount of knowledge for the student to absorb.*
(57) *However, <u>the sea as a whole is a refreshment of the soul and joy for me, just like my beautiful school.</u>*

In example (56), the respondent writes a negative statement that the waves are strong and can bring too much information that is difficult for the student to remember. Although it was a negative expression, in example (57) the respondent mentions that the sea was a refreshment for him, just like his school.

One respondent compares learning in school to a never-ending water showing mixed attitude. Four metaphorical expressions are counted. Knowledge is comparable to the constant and unceasing intake of water because it never ends. The following expressions are used:

(58) *The school was like a <u>spring of water</u> that if you do not draw it, will flood.*
(59) *That is, you have to keep doing something, and keep learning, and it never stops, if you stop it will be very difficult to catch up and <u>the water will start rising in the well.</u>*
(60) Students <u>collect water</u> to use in their future careers.

In example (58) the respondent mentions that the school is like a spring of water which, if not used, can cause flooding. As can be seen in example (59), if a student does nothing for his future, the water will rise, and all knowledge will be out of reach. This reflects a negative attitude that if knowledge is not used, it will disappear. Finally, the respondent in example (60) states that students are collecting water for a future career. It can be assumed that collecting water is like accumulating knowledge for the future. This statement shows a positive attitude towards learning in school. This mixed attitude shows that a school can be both positive and negative sometimes.

3.1.5. The source domain of OBJECT

Three respondents' answers are classified in this source domain. 10 metaphorical expressions are counted. In this domain, respondents compares learning in school with an empty cup and garment. These comparisons show positive attitudes toward learning in school.

Table 6. Cases of the source domain of OBJECT

Cases	No. of cases	No. of metaphorical expressions
Empty cup	1	4
Garment	1	6
Battery	1	4
Total	3	14

The respondent shows a positive attitude when comparing school to an empty cup. Positive attitude is revealed. Examples are shown below:

(61) When a student comes to school, he or she seeks knowledge and understanding, and he comes to school with an <u>empty cup</u> of water to <u>fill with knowledge</u>.

(62) Finally, when it is time to say goodbye to his classmates, the student has a <u>full cup of knowledge</u> to use in the future.

It may initially appear as a negative attitude because learning in school is compared to an empty cup. In example (61), the respondent says that a student accumulates knowledge in school, which fills the cup, and ends up leaving school with a cup full of knowledge that will be used in the future. In example (62), it is mentioned that students leave school with a full cup of knowledge that will be used in their future career.

For this respondent, learning in school is associated with the ironed garment. This shows a positive attitude, as the respondent compares the student to a nice and pressed garment, who, after finishing school, moves towards his dream profession. Two examples are given below:

(63) A student begins to <u>iron out his knowledge</u> at the age of seven.

(64) When a graduate receives a certificate in the twelfth grade, <u>he is like a newly ironed garment</u>, ready to move on to the profession of his dreams.

In example (63), the respondent states that the student starts "ironing out" his knowledge at age seven. With this positive statement, the respondent means that at this age students start to acquire knowledge. The respondent in example (64) compares students leaving school with a freshly pressed garment that is ready to be worn.

The respondent compares learning in school to a battery. Four metaphorical expressions were counted. This reveals a positive attitude, because a fully charged battery, like school, helps students to think and express themselves. The following examples are given:

(65) *The charging cord is like a school, without it we would not have reached 100 percent.*
(66) *I realize that charging is the foundation without which they could not function just like learning in school.*

In example (65) the respondent compares a school to a charging cable. This shows that, according to the respondent, without the charging cable, the students would not reach 100 percent in school. In example (66), the respondent indicates that charging is the basis of learning in school, without which we would not be able to function fully, as we receive basic knowledge.

3.1.6. The source domain of NATURE

One case is discovered in the NATURE source domain. Seven metaphorical expressions related to nature are counted.

One respondent compares learning in school with growing tree. The comparison of learning in school with a tree shows a positive attitude, as knowledge, like a tree, grows a student as a courageous person. These examples are used by the respondent:

(67) *A student coming to his or her first day in September is like a small tree whose little leaves are trembling with excitement.*
(68) *As time passes, the student gains knowledge, his roots grow, he becomes stronger, more confident with his new knowledge.*
(69) *The grown tree will be strong for many years, as will the student with the knowledge he has acquired.*

As it was mentioned above, the respondent reveals a positive attitude. In example (67) the respondent compares a student to a small tree that trembles with joy on the first of September. Moreover, in example (68) the respondent mentions that with each passing year and the knowledge you gain, the roots of the student grow stronger and stronger. Finally, in example (69), it is noted by the respondent that a student with his knowledge will remain strong for a long time, just like a grown tree.

3.1.7. The source domain of FOOD

One case and five metaphorical expressions are grouped into the FOOD source domain. One respondent compares learning in school with popcorn.

The respondent compares learning in school with popcorn and reveals a mixed attitude towards learning in school. The following examples are provided:

(70) *When we start school, we are like <u>little unbroken popcorn</u>.*
(71) *Knowledge is not always as <u>sweet as caramel popcorn</u>. Sometimes it is <u>salty and unpalatable</u> to everyone <u>like popcorn with salt.</u>*
(72) <u>We get heat, oil (knowledge and skills) and can be eaten.</u>

In example (70), the respondent compares all students who start school with popcorn kernels. They are small like every student in school who aspires to explode like popcorn and gain knowledge. The mixed attitude can be seen in example (71) when the respondent describes how he sometimes finds knowledge sweet like caramel popcorn, sometimes hard and salty like popcorn with salt. On the other hand, the respondent in example (72) mentions the heat and oil that is compared to knowledge and skills. This shows a positive attitude because heat and oil, like knowledge and skills, help popcorn to grow.

3.1.8. The source domain of UNREAL SITUATION

The source domain of UNREAL SITUATION has one case and four metaphorical expressions. The dream catcher has been allocated to this domain. The respondent expresses a positive attitude towards learning in school.

One respondent compares learning in school with the dream catcher. These expressions show a positive attitude:

(73) *The dreamcatcher is our school, which <u>brings back the best memories</u> and scares away the bad ones.*
(74) *The school and the dreamcatcher are both signs of happiness, as they <u>bring only good things to our hearts.</u>*

For the respondent, a dreamcatcher spreads positivity as well as learning in school. In example (73) the respondent says that school is like a dream catcher that leaves only the best memories in your mind. Moreover, in example (74) the respondent mentions a positive point that in school students get a lot of happiness in their hearts that will last a lifetime.

Finally, the respondents mostly compare learning in school with the source domain of ENTERTAINMENT. 18 cases out of 34 are identified in the ENTERTAINMENT source domain. The respondents compare learning in school with games, riding a rollercoaster, reading a fairytale,

film, performance, gardening, hiking, Vincas Mykolaitis Putinas" In the Shadow of the Altars",
painting, writing, and sports.

3.2. The source domains related to studying at university

In the research, nine source domains have been identified that are related to studying at
university. 167 metaphorical expressions related to studying at university are counted. The source
domains that are related to studying at university are listed in Table 3 below.

Table 7. Source domains related to studying at university.

Source domains	No. of cases	No. of metaphorical expressions
ENTERTAINMENT	13	65
NATURE	7	37
JOURNEY	5	21
FOOD	3	14
UNREAL SITUATION	2	8
OBJECT	1	6
WATER	1	4
BUILDING	1	5
JOB	1	7
Total	34	167

3.2.1. The source domain of ENTERTAINMENT

As can be seen, the source domain of ENTERTAINMENT has the highest number of respondents. 13
cases and 64 metaphorical expressions related to entertainment are identified. This section is a bit
more varied, as there are various forms of entertainment. This domain mainly contains answers
related to sports or games such as football, tennis, basketball, JENGA and puzzle. In this domain,
other leisure activities can be seen such as reading, gathering mushrooms, fishing, stamp
collecting, cooking and drawing.

Table 8. Cases of the source domain of ENTERTAINMENT.

Cases	No. of cases	No. of metaphorical expressions
Game	3	17
Sport	3	19
Reading a book	2	8
Gathering mushrooms	1	4
Fishing	1	4
Stamp collecting	1	3
Cooking	1	4
Drawing	1	5
Total	13	64

The respondent compares studying at university to playing a game. More specifically, taking the game to the next level. The following examples are used by the respondent:

(75) *The game gets harder and harder every time you go through one level, just like university.*

(76) *However, once we have completed the game, we are happy to have completed it, and we share this euphoria with our friends, relatives, and acquaintances.*

Initially, in example (75) the respondent states that the levels of the game are getting harder, just like studying at university. A positive attitude can be observed when the respondent writes in example (76) that beating the game, like university, gives a lot of joy that you want to share with others.

The respondent compares studying to a jigsaw puzzle, which shows a positive attitude, as the jigsaw puzzle symbolizes hard work that has been overcome. Five metaphorical expressions are counted. For example, the following expressions are used by the respondent:

(77) *When you first see the pieces in the box, it seems difficult and insurmountable.*

(78) *Students work on their own jigsaw puzzles so that in the future they can work with what they have been able to put together during their years of learning.*

(79) *If you do not add a piece, the puzzle would not fit together.*

In example (77) the respondent mentions that, at the beginning of university, the subjects look hard. After a while, when you start learning, you realize that it is not so hard. Each lecture is

extremely important because, without it, the puzzle will not come together. In example (78), the respondent mentions that each student puts together a jigsaw puzzle of his future to build a career.

The respondent associates studying at university with the JENGA game, which shows a mixed attitude. The respondent uses the following metaphorical expressions to indicate a mixed attitude:

(80) *The wooden tower that is built during the game is like a university and the wooden blocks are the subjects.*
(81) *Every failed quiz, a bad grade, or a remark brings the tower down.*
(82) *But when the students finally manage to keep the tower from collapsing by pulling out every possible wooden block (studying all subjects), the students are happy, because they finally graduate from university.*

The respondent notes in example (80) that each wooden block is important because it represents the subjects taught and the knowledge. Every student at university has the opportunity to build a tower, as it is noted in example (81), bad grades and failed exams can make it fall. In example (82) the respondent mentions a positive attitude, that if the students manage to pull every possible wooden block from the tower, they graduate from university.

Sport

Three respondents compare studying at university with sports such as basketball, tennis, and football.

The respondent shows a positive attitude when comparing university with football. A positive attitude can be seen in the following examples:

(83) *You have to have a lot of determination, and self-confidence at university to become a champion.*
(84) *After defeating them all, you will receive a huge cup that will symbolize your achievement and will have lasting value for a lifetime.*
(85) *The cup symbolizes a diploma that will show that you are a champion.*

In examples (83) and (85), the respondent mentions becoming a champion, which shows a positive attitude towards the university. According to the respondent, every student who graduates is a champion, although it takes a lot of determination. In examples (84) and (85), the diploma is compared to the football cup that each student receives on graduation.

The respondent compares studying at university to playing basketball, which shows a positive attitude. The following examples show a positive attitude:

> *(86) At university, we go out into the <u>vast playground of knowledge</u>, where <u>we try to score the ball</u> and acquire relevant knowledge.*
> *(87) However, we try to <u>win</u> so that we can get <u>first place</u> and start a successful professional career.*

According to the respondent, the basketball court is like a full court of knowledge that we are trying to get. In example (87), the respondent mentions winning and getting first place, which could be interpreted as graduating from university, receiving a diploma, and starting a successful career.

The respondent compares studying at university with tennis, which shows a mixed attitude. These expressions are used by the respondent:

> *(88) Our lecturers are like our <u>opponents</u>, who give us the material and we try to <u>"bounce" it with the racket</u> or in other words just learn it.*
> *(89) When we manage to graduate, we <u>win the tournament</u> and get a diploma.*

In example (88) the respondent mentions lecturers as opponents that are trying to be defeated. In this case, students try to defeat their lecturers so they could win. This shows a slightly negative attitude. In example (88), the respondent says that at university we have to go out on the tennis court and hit the ball which indicates learning. However, graduation is associated with achievement, and winning the tournament, indicating a positive attitude.

Two respondents compare studying at university to reading a book, which shows a positive attitude. The following examples show a positive attitude:

> *(90) <u>We turn the pages at university</u> with the uncertainty of what it will bring us.*
> *(91) Reading a book is like going to university, <u>has an end, and at the end, you are wiser than before.</u>*
> *(92) We all have the opportunity <u>to become the heroes of a book</u>, who create memories.*

Examples (90) and (91) show that although the respondent thinks that every page, like a day at university, will bring the unknown, every student is smarter at the end of their studies. The respondent in example (92) compares students to the heroes of books, which can be seen as a positive attitude, as every student contributes to the well-being of the university (organizing events, participating in events, giving feedback, etc.).

Mushroom picking shows a positive attitude toward learning at university. The following expressions indicate a positive attitude:

(93) A big forest symbolizes a school where you come to pick mushrooms (to gain new knowledge).

(94) When students have gathered the mushrooms they need for their future career, they leave the university with a full basket.

In example (93), the respondent mentions that school is like a big forest where students come to gather mushrooms or in other words, gain new knowledge. In example (94) it is noted that students leave university with a full basket of mushrooms (knowledge). Every student at university becomes a mushroom picker, gathering knowledge to use in the future.

Respondent reveals a positive attitude when comparing studying at university with fishing. The following examples indicate a positive attitude:

(95) We can not catch all the fish in all the waters, because there are as much fish as there is scientific information at university.

(96) However, when we graduate from university with our catch, we feel happy and proud of the result.

In example (95), the respondent says that there is as much information at the university as there are fish in the water, so each student gets the information he needs. Finally, in example (96) it is written that the student is proud of his catch and the information he has gathered when he graduates from university.

The respondent reveals a positive attitude when comparing studying at university with stamp collecting. The following expressions are used:

(97) We stick the postage stamps in an album and keep them, just like the knowledge we acquire, we keep them in our brain, and they do not go anywhere.

(98) The stamps they collect will never disappear, and neither will the knowledge they acquire.

According to the respondent, in example (97) it is mentioned that postage stamps are like events, emotions, and knowledge from the university that will always remain in the memory. All students collect memories, skills, and knowledge that bring back positive memories.

The respondent compares university with cooking. Four metaphorical expressions are counted. This reveals a positive attitude, as cooking helps to develop skills as well as study at university. The respondent uses the following expressions:

(99) You want to learn to cook more, get deeper into it and understand that it is as simple as it seems at first sight.

(100) You progress along the way even though the cooking and learning never end.

The respondent in example (99) mentions that when a student starts to learn, he is curious and eager to explore and go deeper as well as with cooking. In example (100) the respondent mentions the development aspect. As the students improve with each year of university, learning never ends in life, just like cooking.

The respondent compared studying at university to drawing, which reveals a positive attitude towards university. Seven metaphorical expressions are counted. Several expressions were used to express a positive attitude:

> (101)   It is like being _given the drawing tools to create a portrait of my career._
> (102)   The _canvas is like a future career that we draw_ while studying at university.

In example (101) it is mentioned that every student becomes an artist and can express themselves by drawing their career with various colours. In example (102) the canvas is compared to a future career that every student is working on during studies. According to the respondent, every student can draw his future career as much as he wants.

3.2.2. The source domain of NATURE

The source domain of NATURE is the second most distinguished domain. Seven cases and 37 metaphorical expressions are detected. The largest number of respondents in this domain compared university to a flower petal. The remaining respondents compare learning in school with a rainbow, starry sky and fire.

Table 9. Cases of the source domain of NATURE

Cases	No. of cases	No. of metaphorical expressions
Flower petal	4	21
Rainbow	1	7
Starry sky	1	3
Fire	1	6
Total	7	37

In the source domain of NATURE, the respondents mainly compare studying at university to a flower petal. Four cases are counted. This shows a positive attitude towards studying at university. The following expressions are used:

> *(103) Studying is like <u>light and water</u>, which invigorates us, cheers us up, and gives us a lot of knowledge that will be used in the future.*
> *(104) <u>The sunlight</u> does not want to hurt, it just wants to help <u>the flower to bloom and grow strong</u>, just like the university.*
> *(105) When we finish our studies, <u>we grow strong, full of water and sunshine</u>, which will accompany us all our lives.*

In example (103), the respondent compares studying to the light and sunshine that cheers the student up. Similarly, in example, (104) a positive expression is shown when another respondent compares the university to sunlight, which helps plants grow. This case shows that the university helps students to grow and express themselves. These cases have one similarity that in the end both respondents mention physical condition, which studying at university gives strength.

One respondent reveals a positive attitude by comparing studying at university with a rainbow. The following expressions show a positive attitude:

> *(106) The lecturers at the university are like <u>leprechauns (gnomes) who hide their knowledge at the end of the rainbow.</u>*
> *(107) Lecturers <u>are rich in knowledge and wisdom</u>, which they seek to share with their students.*
> *(108) Studying <u>brings a lot of color</u> to every student's life.*

A positive attitude can be seen in examples (106) and (107) when the respondent compares lecturers to leprechauns, who hide their knowledge in a rainbow but are willing to share their knowledge with their students. According to the respondent, studying at university brings a lot of color into the life of every student.

One respondent positively compares studying at university with a starry sky. These metaphorical expressions are used by the respondent:

> *(109) Studying is like <u>the light that the stars give off</u>.*
> *(110) When studies give us their <u>light and wisdom</u>, we feel happy that we have acquired new skills.*
> *(111) When we graduate from university, <u>we create a constellation with the knowledge we have acquired.</u>*

This can be seen in examples (109) and (110) when studying is compared to starlight, which brings much joy and wisdom to students. Finally, the respondent in example (80) mentions that students create a constellation of knowledge when they leave university.

The respondent compares studying at university with fire and reveals a mixed attitude. One respondent compared studying at university with fire. The examples are shown below:

(112) When I started studying a topic that I will relate to my professional career, I was trying to light a fire.
(113) The more I studied, the more I realized that learning is deep and hard, and the fire became even stronger and more intense.
(114) It is all about finding a balance between studies and leisure so that studying does not become a flammable liquid and harm the existing flame.

Initially, in example (112) the respondent mentions that studying is like lighting a fire which is the basis for a successful start at university. In example (113) the respondent mentions that studying at university is hard, but it is important to find a balance between studies and leisure time so that studies do not become a flammable liquid. If students do not find a balance, sometimes studying can be harmful. Although university brings a lot of knowledge, it is important not to overdo it and to take a break.

3.2.3. The source domain of JOURNEY

The source domain OF JOURNEY has been grouped into five cases. 21 metaphorical expressions related to studying at university are counted. In this source domain, studies have been compared to a maze, climbing a mountain, a racecourse, and a journey.

Table 10. Cases of the source domain of JOURNEY

Cases	No. of cases	No. of metaphorical expressions
Journey	2	8
Maze	1	4
Climbing a mountain	1	4
The racecourse	1	5
Total	5	21

Two respondents compare studying at university with a journey. The following responses reveal a positive attitude towards studying at university:

(115) During the 4 years of university, we gain so many impressions and knowledge that we share with other people - just like a journey.
(116) All students have one destination (graduation) that makes them feel happy.
(117) When we reach our destination, we are happy, proud, and smiling because we know that the future is full of unknowns.

In example (115) one respondent says that university, like a journey, gives us a lot of knowledge and impressions that students want to share with others. When a student reaches his destination (graduation), he is happy to have traveled so far and is ready for new journey experiences in life. The differences can be seen between these two cases. One respondent mentions not only the studies themselves, but personal life as well. According to the first respondent, the future is full of unknowns when you graduate from university. There is a similarity between examples (116) and (117) in the fact that both respondents say that students feel happy when they reach their destination (graduation).

The respondent compares studying at university to a maze, revealing a mixed attitude toward studying at university. The examples below were used by the respondent:

(118) Each year at university takes you through a series of <u>twists and turns</u>, and you seem <u>to get stuck and do not know how to get out</u>.

(119) In the end, you <u>get out of the maze,</u> and you gain a lot of new knowledge.

In example (118) the respondent reveals a mixed attitude by saying at the beginning that the studies are full of twists and turns which can be discouraging. On the other hand, in example (119) a positive attitude can be seen. After completing the studies and coming out of the maze, the student gains a lot of knowledge.

The respondent reveals a mixed attitude when comparing studying at university to climbing a mountain. The following examples revealed a mixed attitude:

(120) *At university, I am <u>climbing a mountain with a goal waiting for me at the top.</u>*

(121) *Climbing a mountain is a <u>difficult journey</u> because it is a <u>big mountain, not a small hill</u>, however, the feeling you get when you get to the top of the hill is quite different.*

In example (120) the respondent mentions a positive aspect that every student at the university is climbing a mountain with a goal on top. Although, it is mentioned in example (121) that it is a difficult process because climbing a mountain, like a university, requires a lot of strength and endurance. However, there are all kinds of days at university, both easier and harder. You need to be motivated to get to the top of the mountain (graduation).

The respondent compares studying at university to a racecourse, revealing a positive attitude. These examples reveal a positive attitude:

(122) *<u>You get behind the wheel </u>and try your hardest to prove that you are the best here.*

(123) *When you <u>reach the finish line,</u> you enjoy the moment knowing that you have competed against the best in your field.*

In example (122) the respondent associates the start of the university with getting behind the wheel. Just like studying at university, the racecourse gives students a lot of joy when they reach the finish line because they realize that they managed to overcome all obstacles.

3.2.4. The source domain of FOOD

In the source domain of FOOD, three respondents compare studying at university with aniseed candy, dark chocolate, and a packet of crisps. 13 metaphorical expressions are counted.

Table 11. Cases of the source domain of FOOD

Cases	No. of cases	No. of metaphorical expressions
Aniseed candy	1	4
Dark chocolate	1	5
Packet of crisps	1	4
Total	3	13

A negative attitude is expressed when one respondent compares studying at university to aniseed candy. The following expressions reveal a negative attitude:

(124) *When a student gets <u>a taste of university</u>, he wants to quit or drop out as soon as possible because he finds it difficult and uninteresting.*

(125) *For me, the university has given me a lot of <u>unpalatable moments</u> during these years that I wanted to sort of <u>spit out of my memory</u>.*

In example (124) the respondent compares the taste of university with the taste of the aniseed candy. This respondent does not like these sweets, in example (125) he compares the bad taste with bad experiences in university, that he would like to spit out of their memory like candy, which reveals a negative attitude.

The respondent expresses a negative attitude when comparing studying at university with dark chocolate. The following expressions show a negative attitude:

(126) *You can compare it to going to university because when I started studying, I realized that studying would be <u>as bitter as dark chocolate</u>.*

(127) *Not everyone likes dark chocolate just as not everyone likes <u>studies and the taste they bring.</u>*

This can be seen in example (126) when the respondent states that studies are as bitter as dark chocolate and not everyone likes it. The respondent mentions in example (127) that not every

student likes the taste the dark chocolate bring. It could be interpreted that not every student enjoys their studies and they do not link their careers to their studies after graduation.

The respondent compares studying at university with a packet of crisps and reveals a negative attitude. This attitude can be seen in the following examples:

> *(128) At first, <u>when you buy a packet of crisps</u>, you are happy to get it - you get into the study programme of your choice.*
> *(129) And finally, you realize that you <u>bought that half-empty chip packet for nothing - you paid for your studies.</u>*

Initially, in example (128) it might appear as a positive attitude when the respondent mentions that a student is happy to have a packet of crisps (the opportunity to study). The respondent compares studying to a packet of crisps, which is usually half-empty. This respondent had high expectations at university, but unfortunately, studying at university was as meaningless as a packet of crisps.

3.2.5. The source domain of UNREAL SITUATION

Two cases and eight metaphorical expressions are identified in the UNREAL SITUATION source domain. Two respondents compare studying at university to a nightmare.

Two respondents compare studying to a nightmare, indicating a negative attitude. The following examples illustrate negative attitudes:

> *(130) Every time I think about university before I go to sleep<u>, I have a terrible nightmare.</u>*
> *(131) The tension in my studies made me feel like <u>I was breaking out in a cold sweat</u> that was making it impossible to live in peace.*

In example (130), the respondent shows a negative attitude by mentioning thoughts about university before going to sleep. Example (131) was taken from the second case. The respondent mentions the tension in studies which did not let to live in peace. This shows that for both respondents, the university was a source of anxiety and stress.

3.2.6. The source domain of BUILDING

In the BUILDING source domain, one case and five metaphorical expressions are counted as related to studying at university. Studying at university is compared to a city covered in plastic sheeting.

The respondents reveal a mixed attitude comparing studying at university with the city covered in plastic sheeting. The respondent expresses negative emotions that he had a lot of fear when he started studying at university.

> (132) *After a while, I realized that I was like in a small <u>town covered in plastic wrap</u> - it seems like there are all the possibilities for a career, however, you have to make it happen.*
> (133) *While we are studying, we are shackled <u>in the grip of plastic sheeting</u>, because without a diploma, we will not be able to create the career path of our dreams.*

In example (132) the respondent explains that being covered in plastic wrap means that each student must make the effort to achieve the career they want. A university is comparable to a city with possibilities, and it takes effort to reach the top. In example (133) the respondent mentions the negative aspect of students being shackled by plastic wrap at university. If students want to get out of the wrap, they have to finish university and get a diploma.

3.2.7. The source domain of OBJECT

In the source domain of OBJECT, one case and six metaphorical expressions are counted. Studying at university has been compared to vitamins. There is a positive attitude towards studying at university.

The respondent compares studying at university with vitamins which reveals a positive attitude. The following expressions reveal a positive attitude:

> (134) *<u>Taking vitamins makes you cheerful and cheerful every day</u>, just like at university.*
> (135) *A person who has finished <u>taking a course of vitamins</u> feels more energetic, more motivated with more smile*

The respondent mentions in example (134) that vitamins cheer you up because you get the nutrients you need, just like studying at university. The respondent associates vitamins with students, events, lectures, and tests. In example (135) the respondent mentions the course of vitamins which could be compared to the university. According to the respondent, a student who finishes university feels motivated and energetic.

3.2.8. The source domain of WATER

In the source domain of WATER, one respondent compares studying at university with the well. Four metaphorical expressions are counted.

The respondent compares studying at university with well and reveals a positive attitude as the well is like the knowledge that each student can draw on as much as they need. As an example, these expressions were given below:

(136) I can <u>draw water,</u> and knowledge, as much as I need it and as much as I find important or useful.
(137) Students <u>collect water</u> from a well to use in their future careers.

The respondent in example (136) compares drawing water to knowledge. According to the respondent, students can choose what type of knowledge and how much knowledge he wants to get. In example (137) the respondent mentions that students collect water for their future which can be associated with knowledge.

3.2.9. The source domain of JOB

In the source domain of JOB, one case and seven metaphorical expressions are detected. Studying at university is compared to a JOB.

The respondent compares studying at university with a job and reveals a positive attitude. The following expression reveals a positive attitude:

(138) Every praise or good grade is like <u>a monthly wage that helps us survive and feel proud of ourselves</u>.
(139) Every morning <u>I have to get up early, just like for work.</u>
(140) When we <u>finish this job</u> at university after 4 years, we are <u>promoted</u> and receive a diploma.

In example (138) the respondent compares good grades and praise to a monthly wage, which makes students proud of themselves because of the good pay. The respondent shows that university is a job when in example (139) he compares it to getting up early as if for work. The respondent mentions the promotion, which is the equivalent of graduation when a diploma is awarded after four years of study.

In conclusion, after the data analysis, 13 out of 34 respondents mostly metaphorically associates studying at university with various types of entertainment such as games, sports, reading a book, gathering mushrooms, fishing, stamp collecting, and drawing. The remaining 21 respondents compare studying at university with NATURE, JOURNEY, OBJECT, WATER, FOOD, BUILDING, UNREAL SITUATIONS, and JOB.

3.3. Insights of learning in school and studying at university through metaphors

34 response was analyzed to view how students in school and at university evaluate their learning and studying process. It has been noted that most respondents equated learning in school with the ENTERTAINMENT metaphor: playing chess, riding a roller coaster, and reading a fairytale. It should be mentioned that respondents associated learning in school not only with ENTERTAINMENT, but also with NATURE, OBJECTS, BUILDINGS, MOVEMENT, AND even UNREAL SITUATIONS. 23 respondents had a positive view of learning at school. Positive attitudes were expressed through positive memories, gratitude, joy, and comparisons. For example, in the source domain of ENTERTAINMENT, one respondent compares a student to a beautiful drawing that he becomes when he finishes school, while another respondent compares students to fairy tale characters who explore, learn new things, and meet people. Four negative attitudes were identified in this study. Negative attitudes are expressed through comparisons, past incidents, and negative expressions, emotions which show that school was not a positive experience for the respondents. It is important to emphasize that the negative attitudes expressed by the respondents may indicate problems related to learning in school that could be addressed in the future. Seven mixed attitudes were based on negative and positive experiences and bad or good emotions. Metaphors helped respondents to see learning in school from a different perspective and write about how they felt about this learning institution.

Studying at university was most often compared to different types of ENTERTAINMENT. In total 25 positive attitudes were found. 13 respondents compared studying at university to entertainment. Moreover, each respondent had a different perception of their studies. There were not only positive attitudes in this study but also negative attitudes as well. Similarly, learning in school had four negative cases while studying at university was evaluated negatively in five cases. Studying at university has been compared to OBJECTS, MOVEMENT, JOB, BUILDING and UNREAL SITUATIONS. The largest number of respondents in the source domain of ENTERTAINMENT compared studying at university with games, sports, and reading a book. Among the most popular answers, for one respondent studying at university is like a blank piece of paper on which students draw their future career, while for another respondent studying is like turning a page in a book with unknowns. This shows that everyone thinks in a different manner when they think about intangible emotions and experiences in the same learning institution.

Looking at the two surveys on learning at school and studying at university, it can be seen that both learning at school and studying at university are expressed mainly through emotions, actions, and comparisons. Looking at learning in school and studying at university ENTERTAINMENT source domains, when respondents compared studying at university, there were more active leisure activities like tennis, basketball, and football. Active leisure shows that it requires endurance, however, the results are rewarding. The second source domain that was popular among the respondents was comparing studying at university with NATURE. On the other hand, the source domain of JOURNEY was the second most frequent when comparing learning in school. Four respondents compared the university mostly to a flower petal while one respondent compared learning in school with a growing tree. A similarity can be seen in both ENTERTAINMENT source domains when the respondents compared learning in school to reading a fairy tale and compared studying at university to reading a book. It can be concluded that respondents saw different types of entertainment at university as they did at school. Although ENTERTAINMENT was expressed with positive, negative, or mixed attitudes this shows that respondents think similarly that both school and university are related to ENTERTAINMENT. As in the case of learning in school, metaphors related to studying at university helped each respondent to see their studies from a contrasting perspective.

Tendencies show how all respondents evaluated their learning in school and university studies. In 13 cases respondents evaluated learning in school and studying at university positively. On the other hand, there was only one case where respondents evaluated learning in school and studying at university negatively. Two respondents revealed mixed attitudes towards learning in school and studying at university. The remaining responses were mixed in terms of positive, negative, and mixed attitudes. It can be concluded that respondents find the most joy and good emotions while learning in school and studying at the university.

Table 12. Attitudes of respondents towards learning in school and studying at university.

Source domain	Attitudes related to learning in school	Attitudes related to studying at university
ENTERTAINMENT	10 positive 1 negative 8 mixed	11 positive 2 mixed
NATURE	1 positive	6 positive

		1 mixed
WATER	3 mixed	1 positive
OBJECT	3 positive	1 positive
BUILDING	1 positive 1 negative	1 mixed
JOURNEY	2 positive 2 negative	3 positive 2 mixed
FOOD	1 mixed	3 negative
UNREAL SITUATION	1 positive	2 negative
JOB	-	1 positive
Total	18 positive 4 negative 12 mixed	23 positive 5 negative 6 mixed

CONCLUSIONS

After studying the conceptual metaphors related to learning in school and studying at university, the following conclusions have been drawn:

1. The literature review became a framework for further research. Lakoff and Johnson (1980), the pioneers of the Conceptual Metaphor Theory, claim that metaphors are related to human thinking. Based on this theory, expanded by Kövesces (2010), the source and target domains help to define a more abstract thing in terms of a concrete one. Metaphors related to education are of great importance because, according to several researchers, they help the teacher not only to improve as well as to identify gaps in education that can be improved in the future.

2. 28 female students and six male students participated in the study. 169 metaphorical expressions were identified related to learning in school and 167 metaphorical expressions related to studying at university. Overall, it could be stated that studying at university was more metaphorically conveyed than learning in school.

3. After relating metaphorical expressions to the corresponding source domains a few conclusions can be drawn.

    3.1 The source domain of ENTERTAINMENT was the most frequent in this study. 19 respondents compared learning in school with ENTERTAINMENT while 13 respondents compared studying at university with ENTERTAINMENT. It can be concluded that the respondents in this study associate both learning in school and studying at university with fun and entertainment.

    3.2 The source domain of JOURNEY was the second most common domain compared to learning in school (four cases) while the NATURE source domain was the second most popular related to studying at university (seven cases).

    3.3 Learning in school and studying at university were also conceptualized through the source domains of FOOD, UNREAL SITUATION, OBJECT, WATER, BUILDING, and JOB. However, the source domain of JOB was only related to studying at university.

4. The findings show that positive attitudes were the most popular among respondents. 18 respondents revealed a positive attitude when compared to learning in school and 23 respondents revealed a positive attitude when compared to studying at university. Positive attitudes were expressed with achieving a good result, finishing school or university, or

having positive memories. On the other hand, negative and mixed attitudes revealed that for several respondents, learning in school and studying at university were associated with stress, too much information, negative emotions, and an inability to express their personality. This research helped to explore views and opinions through metaphors that helped to gain students' insights about learning in school and studying at university. Moreover, attitude research is helpful to identify areas of improvement in the future that teachers or lecturers can make by making modifications to their lessons.

This current study is limited by the small number of cases. For a better result, it would be better to collect more than 50 responses for a clear answer. Likewise, the researchers in future studies could analyze by gender. Analyzing by gender could help to compare attitudes and identify which gender is more positive or negative. This study was also limited by the fact that it only surveyed students from Vilnius University. In the future, the researchers could analyze the students' attitudes from other universities or from other backgrounds such as family, friends, and work colleagues.

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SUMMARY

Nowadays, people use a lot of figurative language to enliven their daily communication. Metaphors are one of the main means of communication. However, metaphor is not only important for language but also for human thinking, as it helps to understand abstract ideas. The research focuses on metaphors that were used to relate learning in school and studying at university by students of the Faculty of Philology. The aim was to investigate how metaphors contribute to students' attitudinal perspective toward learning in school and studying at university.

To achieve the aim, four objectives were raised. The first was to review the literature on metaphors in Cognitive Linguistics, metaphors expressing attitudinal perspective, and the analysis of educational discourse. The second objective was to identify metaphorical expressions used in a survey on learning in school and studying at university. The third was to relate metaphorical expressions to the corresponding source domain. The last objective was to compare the two types of surveys: "Learning in school was like…" and "Studying at university is like..." at the linguistic and conceptual levels. A qualitative approach was used to determine the attitudes of 34 respondents towards learning in school and studying at university.

In order for respondents to express their thoughts metaphorically, elicited metaphors were used. For the identification of metaphorical expressions, Metaphorical Identification Procedure (MIP) was used, which was developed by Pragglejaz Group (2007). The analysis of the data has shown that learning in school and studying at university was mainly related to the source domain of ENTERTAINMENT. Learning in school received 19 responses while studying at university received 13 responses related to the source domain of ENTERTAINMENT. Comparing the two surveys, it can be seen that positive attitudes were the most common among respondents. 18 respondents revealed a positive attitude when comparing learning in school and 23 respondents revealed a positive attitude when comparing studying at university. It can be concluded that respondents associate positive feelings and memories of learning in school and studying at university through metaphors.

SANTRAUKA

Šiais laikais žmonės vartoja daug perkeltinės kalbos, kad pagyvintų kasdienį bendravimą. Metaforos yra viena iš pagrindinių bendravimo priemonių. Tačiau metafora svarbi ne tik kalbai, bet ir žmogaus mąstymui, nes ji padeda lengviau suprasti abstrakčias idėjas. Šio tyrimo objektas yra metaforos, kuriomis Filologijos fakulteto studentai sieja mokymąsi mokykloje ir studijas universitete. Šio tyrimo tikslas yra ištirti, kokią įtaką metaforos daro respondentų požiūriui į mokymąsi mokykloje ir studijas universitete iš požiūrio perspektyvos. Šį tyrimą sudaro įvadas, teorinė metaforų apžvalga, metodologija, empirinio tyrimo duomenų analizė, išvados, literatūros sąrašas, santrauka lietuvių ir anglų kalbomis ir priedas.

Šiam tikslui pasiekti buvo iškelti keturi tikslai. Pirmasis - apžvelgti literatūrą apie metaforas kognityvinėje lingvistikoje, metaforas, išreiškiančias požiūrį, ir edukacinio diskurso analizę. Antrasis tikslas buvo nustatyti metaforinius posakius, vartojamus apklausoje apie mokymąsi mokykloje ir studijas universitete. Trečiasis tikslas buvo susieti metaforines išraiškas su atitinkama ištakų sritimi. Paskutinis tikslas buvo palyginti dviejų tipų apklausas: „Mokymasis mokykloje buvo kaip...” ir „Studijos universitete yra kaip...” lingvistiniu ir konceptualiu lygmenimis. Kokybiniu metodu buvo siekiama nustatyti 34 respondentų požiūrį į mokymąsi mokykloje ir studijas universitete. Metaforinių posakių identifikavimui naudota metaforinių posakių identifikavimo procedūra (MIP), kurią sukūrė Pragglejaz Group (2007). Kiekvienas atsakymas buvo sugrupuotas į ištakų sritis, o tai leido nustatyti, kas studentams labiausiai asocijuojasi su mokymusi konkrečioje institucijoje. Apklausos buvo palygintos, siekiant išsiaiškinti požiūrių skirtumus. Tyrimas parodė, kad mokymasis mokykloje ir studijos universitete daugiausia buvo susijusios su pramogų ištakų sritimi. Mokymasis mokykloje sulaukė 19 atsakymų, o studijos universitete - 13 atsakymų, susijusių su pramogomis. Lyginant abi apklausas, galima matyti, kad tarp respondentų populiariausias buvo teigiamas požiūris. Lygindami mokymąsi mokykloje teigiamą požiūrį atskleidė 18 respondentų, o lygindami studijas universitete - 23 respondentai. Galima daryti išvadą, kad respondentai teigiamus jausmus ir prisiminimus apie mokymąsi mokykloje ir studijas universitete sieja su metaforomis susijusiomis su pramogų ištakų sritimi.

APPENDIX

In the appendix, the full surveys of the respondents' are presented related to learning in school and studying at university.

Case 1

Learning in school was like a roller coaster at an amusement park. It is full of ups and downs, unexpected turns, and lots of new discoveries. Each ride symbolizes learning new things, discovering new knowledge, and getting good grades. There are downhills when you are disappointed with a grade or your strength because something has gone wrong. Turns and new discoveries for me symbolize the choice of subjects and exams. If we choose one or another path, we will choose differently, and most importantly, we will realize ourselves differently in one place or another.

Studying at university is like reading a book for me as if I have already heard something from school, however, each new year reveals things you have never heard before. You gain new knowledge that you can use in your future career. Each page of the book brings more and more every day. We turn the pages at university with the uncertainty of what it will bring us. Reading a book is like going to university, has an end, and at the end, you are wiser than before.

Case 2

Learning in school was like building a house. You have to build the foundations of a house so you can build the bricks, just like learning. Every school year you learn something new, you have the basics of learning and it goes on forever. Once you have the foundations, everything becomes much easier. Every subject at school is like a room in a house, filled with information. Eventually, when you finish school, you have built your own house, then it is time to tidy up the house and continue your education.

Studying at university is like a maze, where you enter but do not know how to get out. Each year at university takes you through a series of twists and turns, and you seem to get stuck and do not know how to get out. In the maze, each turn represents a new thing that happens at the university. Every dead end in the maze shows students that they are going in the wrong direction and that they should not give up and look for the right path. In the end, you get out of the maze and you gain a lot of new knowledge.

Case 3

Learning in school was like turning into a butterfly for me. <u>From a small cocoon, I turned into a large and colourful butterfly</u>. From the first grade, <u>when I was a little cocoon that did not know what the world was and how to act in it, or what to choose</u>. The school environment <u>helped me to go through this learning journey, unfold and understand myself as a person</u>. For me, it was not about learning information and "hammering out what you are asked to do", for me it was about realizing who I am as a person. At school, <u>I grew my wings</u>, revealed myself as best I could to myself and others, and <u>took off on my journey</u>.

Studying at university is like climbing a mountain. At university, <u>I am climbing a mountain with a goal waiting for me at the top</u>. A goal that I have chosen and decided to pursue. <u>Climbing a mountain is a challenge, and sometimes it is euphoric when you see something you have never seen before and it is the same at university</u>. You learn hard, and sometimes you are overwhelmed by what you have learned. <u>Climbing a mountain is a difficult journey because it is a big mountain, not a small hill, however, the feeling you get when you get to the top of the hill is quite different</u>.

Case 4

Learning at school was like reading a fairytale. <u>We become characters in a fairy tale who meets new people</u>. <u>When we read a fairytale, we do not know the ending, we turn the pages and wait what will happen next.</u> Just like at school,<u> we turn the pages of our fairy tales with uncertainty and fear.</u> At school, we are looking for ourselves and the career path we will soon choose<u>. Every profession is like a storybook</u>, where you can try it on, choose your favourite one, and then go on with its story.

Studying at university is like a journey for me, as <u>I discover many new things at university, not only in my studies nevertheless in my personal life</u>. <u>Moving to another city, meeting a lot of new people, and learning new skills, just like traveling</u>. At first, <u>I feel like a tourist because I do not know anyone at the university</u>, after a while, when I get to know the environment and the people, <u>we become like locals</u>. You have to make serious decisions, <u>which are like adventures on a journey</u>. All students have <u>one destination</u> that makes them feel happy.

Case 5

Learning in school was like a hard board game for me. <u>You start playing the game and you realize that it is tricky</u>. <u>You read the rules and the further you go, the more interesting and easier the game becomes, and you want to play it as fast and as much as possible.</u> Just like at school. A pupil starts the difficult process of learning about different kinds of knowledge, where he or she begins to learn, deepen knowledge, and be interested. <u>With each passing year, the pupil takes a few more steps towards the career of his dreams, just like a piece on a game board takes a few more steps towards the finishing line.</u>

Studying at university is like gathering mushrooms in the forest. <u>A big forest symbolizes a school where you come to gather mushrooms. (to gain new knowledge) Whenever a person gathers mushrooms, he prepares them for eating</u>. It is the same with learning. A person looks at which received information is the most interesting and appropriate for him. When a person studies, he acquires a lot of information and prepares it for further use in his future career like people <u>gather and prepare mushrooms for eating.</u> <u>When students have gathered the mushrooms they need for their future careers, they leave the university with a full basket</u>.

Case 6

Learning in school was like running. A constant series of exams, assignments, and tests. <u>School is associated with running fast.</u> Information is presented by teachers and <u>you have to run through the topics</u>, understand and learn it quickly. Teachers check how well you have understood the information by giving you tests to solve. After the tests, you<u> run to the next topic and repeat the process.</u> Running has a negative connotation for me because <u>you have to rush, and you do not have time to prepare.</u>

Studying at university is like fishing for me. <u>When we start fishing, we realize how much information there is that we do not know</u>. <u>We can not catch all the fish in all the waters, because there is as much fish as there is scientific information at university.</u> When we start to learn, we only take in information that is useful to us and will be useful in the future. <u>We are like fishermen who fish for information in a certain professional field</u>. <u>When we finish university, we realize that we cannot know all the information that is floating around.</u>

Case 7

Learning in school was like a film for me. <u>The beginning of school was full of excitement and different emotions like the beginning of the film</u>. My first thoughts before going to school, not knowing how it would be. Starting to go to class, you get a taste of school life. <u>Every event that happens at school is like the climax of the film.</u> Friends, events, teachers, excursions, and of course homework. A little bit of everything. <u>As time goes by, more challenges, friends, experiences, and drama come along.</u> For a moment you think things are not going well. You want to give up, however, you find the strength within yourself to overcome the challenges of school and life. You choose the friends you hang out with. Little by little, you realize what you want to achieve in life. You start to appreciate yourself and the people around you more. <u>When the last bell rings, you realize that the school year was beautiful – like a happy ending in a love story</u>. Everything is just ahead of you.

Studying at university is like a race course. Once you know what you want, <u>you choose the course you find most comfortable and appealing. You get behind the wheel and try your hardest to prove that you are the best here</u>. <u>You are pushing your rivals to do better, and you realize you would not always be the fastest.</u> <u>The important thing is not to get off the track and to keep going until the very end. When you reach the finish line, you enjoy the moment knowing that you've competed against the best in your field.</u>

Case 8

Learning in school was like writing with a pen. A student is like <u>a white sheet of paper</u>, on which every piece of knowledge acquired at school is <u>written down with a pen</u>. That piece of paper eventually fills up with knowledge and skills. <u>The written sheet may contain imperfections, and mistakes because we are only learning.</u> <u>Words written in pen are not usually erased, nor are the knowledge and skills acquired at school, which will last for a long time</u>.

Studying at university is like moving to the next level of the game for me. It is <u>like playing a game and moving on to a level that is like going to university.</u> When we go to university<u>, we continue the game,</u> and <u>the structure and the difficulty of the game change</u>. <u>The game gets harder and harder every time you go through one level. At the end of the game, we are awarded with a badge</u> and when we graduate we get a diploma to prove our hard work. However, <u>once we have</u>

completed the game, we are happy to have completed it, and we share this euphoria with our friends, relatives and acquaintances.

Case 9

Learning in school was like a play for me. Every morning and over the years it was different. Comedy, tragedy or drama. Every time the curtain went up, sometimes you heard laughter, an angry retort or a deathly silence. It was always accompanied by applause and shouts to repeat. Everyone at school shows their emotions as clearly as the actors in the play. We all have an important role to play in the school to make the performance interesting and worthwhile. The past year at school is unforgettable, with the first classmates and teachers met, the disco, the centenary, the graduation, the sun rising at the seaside, and the tear wiped away as we said goodbye.

Studying at university is like stamp collecting for me. One adds new stamps to one's collection, stamps one has never seen before. It is the same with knowledge. Students learn and acquire new knowledge, which they incorporate into their daily lives and professional careers. We stick the postage stamps in an album and keep them, just like the knowledge we acquire, we keep them in our brain, they do not go anywhere. The stamps they collect will never disappear, and neither will the knowledge they acquire. It will last a lifetime.

Case 10

Learning in school was like an empty cup of coffee. When a student comes to school, he seeks knowledge and understanding and he comes to school with an empty cup of water to fill with knowledge. It is like an empty cup that needs to be filled to be used. With each passing year, as knowledge increases, the empty cup gets fuller. Each spill of coffee represents a failed test or exam. Finally, when it is time to say goodbye to his classmates, the student has a full cup of knowledge to use in the future.

Studying at university is like the petals of a flower. We start our studies like little stalks that want sunlight and water. Studying is like light and water, which invigorates us, cheers us up, and gives us a lot of knowledge that will be used in the future. When we do not get knowledge, our blossoms fall and we become sad. When we finish our studies, we grow strong, full of water and sunshine, which will accompany us all our lives.

Case 11

Learning in school was like playing chess. <u>We start our days at school in tension just like a game of chess.</u> <u>We do not know what to expect from the future, whether we will win or not.</u> <u>At school, we are like chess pieces trying to get through the days at school and win a lot of knowledge and skills</u>. <u>If we miss lessons, we miss a lot of tactics that can help us win the chess game.</u> <u>Teachers are our best opponents who try to help us win</u>. When the end of the game is near and we feel victorious, we feel grateful to our opponents' teachers for helping us win this difficult round.

Studying at university is like a nightmare for me. <u>Every time I think about university before I go to sleep, I have a terrible nightmare.</u> Every <u>bad grade made me feel like I had just woken up from a nightmare.</u> Every lecturer with his subject <u>wakes up my brain so that it does not relax too much</u>. At university, I <u>feel like I am in a nightmare from which it is impossible to wake up, I feel shackled</u>.

Case 12

Learning in school was like a fairy tale for me. When we start school, <u>we start to create our storybook. We become fairy tale heroes who meet lots of new people and see many unseen places.</u> In twelve years, <u>we create our dream fairy tale,</u> which we continue to improve after school. <u>A storybook is like the future career we have been working towards for so many years. When we finish writing a fairy tale, we become the best version of ourselves. This written fairy tale remains in our memory forever, so we will each tell it to our parents, grandparents, and children.</u>

Studying at university is like a nightmare for me. I had no idea <u>where I had ended up and I had no idea what the lecturers were asking of me</u>. <u>I felt lost like I had just woken up from a bad dream</u>. The tension in my studies <u>made me feel like I was breaking out in a cold sweat that was making it impossible to live in peace</u>. Every colloquium, test, exam, or survey <u>made me feel scared</u> because I did not know what the result would be, whether successful or not.

Case 13

Learning in school was like living in a city under a glass enclosure. The school has everything you need to survive, however not everything you want. We are locked under glass and do not get everything we want. We went to school and we did not have much choice, we had to do as the teachers and parents told us. Students who are locked up under a glass enclosure cannot express themselves much, they have to behave like everyone else. The glass enclosure is like a school in which we are locked up for twelve years. Every pupil has to learn what the teachers and the curricula tell him to learn.

Studying at university is like living in a city covered in plastic sheeting. When I started university, I felt shackled, full of fear. After a while, I realized that I was like a small town covered in plastic wrap - it seems like there are all the possibilities for a career, however, you have to make it happen. We are each the blacksmith of our careers. We have to pull ourselves together and break through the plastic wrap to achieve our goals. While we are studying, we are shackled in the grip of plastic sheeting, because without a diploma, we will not be able to create the career path of our dreams.

Case 14

Learning in school was like climbing stairs. The first steps are timid, just like the first days at school. You start a long climb with many obstacles and difficulties. With each step, you get stronger and braver. When you are at school, sometimes you think you would not make it, you feel weak. When you climb the stairs, no matter how tired you get halfway up, you concentrate and you reach the highest floor of the building. Once you have climbed, you are proud of your strength, will, and courage. Just like a person who finishes school - proud to have climbed the stairs to his successful future.

Studying at university is like vitamins for me. Vitamins are not always compulsory, just like going to university. However, people take vitamins because they want to feel well in the future and they do not want to get sick. Just like studying. A person chooses to go to university because he wants to feel good in the future, to know more, and to achieve as much as possible in the career he has chosen. A person who has finished taking a course of vitamins feels more energetic and more motivated with more smile. The vitamin itself is not only the university, but, the fellow students, events, lectures, and tests. Taking vitamins makes you cheerful and cheerful every day,

just like at university. When you finish your vitamin course, you will realize that this decision was worth every mood change.

Case 15

Learning in school was like moulding clay. At the beginning of your studies, you can struggle, just like in ceramics. Things may not always work out on the first try. A student starts his long learning journey as a small piece of clay. With each piece of knowledge and experience he gains, he is slowly shaped into a clay sculpture. Every little mark, remark, praise, and mistake adds wonderful detail to the clay sculpture, which makes the artwork unique. The graduate leaves the school with a school certificate as a magnificent clay sculpture with a wealth of knowledge, ready to sculpt his or her career path.

Studying at university is like a game JENGA. The wooden tower that is built during the game is like a university and the subjects it teaches. During the game, you have to pull the dice and not destroy the tower. In the university, we pull the wooden decks to represent the subjects, skills and knowledge. There is some bad luck during the university years - when you pull the blocks and the tower slowly falls down. Every failed quiz, a bad grade, or a remark brings the tower down. When the students finally manage to keep the tower from collapsing by pulling out every possible wooden block, the students are happy, because they finally graduate from university.

Case 16

Learning in school was like playing chess. The game is slow, like learning in school - it takes a long time, as long as 12 years. We were like a game piece on the board, trying to beat our opponents - the teachers on the board. Winning the game is achieved when we get good results, we try hard, we learn and we prove that we are worthy of the prize. When we finish school, we gain knowledge that will be useful in other chess games, playing against other opponents.

Studying at university is like football. You have to have a lot of stamina to achieve a good result. It does not take a few years to be a champion. You have to have a lot of determination, and self-confidence to become a champion. Football matches are like colloquiums, settlements and papers, and Bachelor's theses. After defeating them all, you will receive a huge cup that will symbolize your achievement and will have lasting value for a lifetime. The cup symbolizes a diploma that will show that you are a champion.

Case 17

Learning in school was like painting a picture. First, you take a blank canvas and start painting it with the colours you choose. In the same way, you come to school as a child, like a blank white canvas, and during your schooling, you take on a lot of colours - a lot of knowledge, friendships, responsibilities, feelings, and experiences. And finally, after twelve years of education, you become a beautiful painting that can be hung on the wall - to start a professional career, however, you can go further - to gain more knowledge by continuing your education.

Studying at university is like a well from which I can draw water, that is, knowledge, whenever I want it. Well with knowledge is in my backyard, I can come to it at any time, I can use it because it is close to me - close to me. That is, you have to keep doing something and keep learning, and it never stops, if you stop it will be very difficult to catch up and the water will start rising in the well. I can draw water, and knowledge, as much as I need it and as much as I find important or useful. Students collect water in a well to use in their future careers. The well is under my control, not mine.

Case 18

Learning in school was like playing chess. Every move with a piece on a chess board determines what happens next. Just like at school. Every test, essay, and grade you get will determine your future and whether you are worthy of a certificate after the last year of school. At school, a student tries to do his best, to win. There are situations where a student tries to cheat, to get a good result without the opponent knowing what you are doing.

Studying at university is like putting together a jigsaw puzzle. When you first see the pieces in the box, it seems difficult and insurmountable. Once you dig deeper, just like in your studies, you realize that you have to put in a lot of work to get through the puzzle. Each piece represents a subject. Every subject is important in studies, just like every piece of a puzzle. If you do not add a piece, the puzzle would not fit together. Just like the subjects. Failure to understand and learn a subject in your studies can lead to problems in your future career. Students can not learn everything at once, so they learn little by little. Students work on their jigsaw puzzle so that in the future they can work with what they have been able to put together during their years of learning.

Case 19

Learning in school was like a slowly growing tree. A pupil coming on his or her first day in September is like a small tree whose little leaves are trembling with excitement. As time passes, the student gains knowledge, his roots grow, and he becomes stronger, and more confident with his new knowledge. The knowledge he acquires can be referred to as watering. When a tree receives water now and then, it grows. As the student learns, he grows more and more, his mind is stronger. When he finishes school, he goes out proudly with a certificate in his hand, like a strong and majestic tree. The grown tree will be strong for many years, as will the pupil with the knowledge he has acquired.

Studying at university is like a flower petal unfolding. I started studying and I felt like a little bud that needs sunlight to open up. The sunlight is the university environment, the studies, and the fellow students. All this helped me to unfold, to show myself, to grow as a person. The flowers grew in a meadow, amongst countless other flowers. All the other blossoms are my fellow students, who always support me during a difficult periods of growth and development. There are difficult days when a leaf falls off and a flower's petal does not fully unfold. You have to understand that the sunlight does not want to hurt, it just wants to help the flower to bloom and grow strong, just like the university. The university has an important meaning in the life of every student, which will help it to blossom at every moment of growth.

Case 20

Learning in school was like a set of LEGO for me. I am given the pieces and I have to pick and choose what is relevant and important to me. We become like constructors of our own lives. Each LEGO piece we put in represents our knowledge and skills acquired at school. As constructors, we can choose the size, colour, and shape of LEGO pieces. Each learning object are like a small LEGO piece. The size of the piece can correspond to the relevance of each lesson for the student. It is very individual. It may be more important for one person and less important for another. Each student chooses what is more interesting and important to him/her and what he/she wants to work on more. Colour plays a role as well. Darker colours indicate what a pupil is less good at, while lighter colours indicate what he/she is better at or excellent at. Finally, when we build the construction, we realize that it was worth it, despite the time and effort involved. Just like school, it requires a lot of perseverance, otherwise, when we get the certificate in our hands, we realize that constructing for the sake of our future is worth it.

Studying at university is like reading a book. We all have the opportunity to become the heroes of a book, who create memories. We each turn the pages of a fairy tale with the uncertainty of the unknown. We take a tentative approach to university studies because we do not know what they will bring us. We turn the pages and finally come to an end. University, like a book, has an end, although at the end we realize that university, like a book, has given us a lot of knowledge.

Case 21

Learning in school was like a dream catcher for me. A person dreams all sorts of dreams, of different genres, of different vividness, evoking different emotions. Learning in school provides a wealth of memories, new experiences, and feelings. Everything seems to remain in one building, and when you see it, a wave of memories, like dreams, floods in. Dreamcatcher is our school, which brings back the best memories and scares away the bad ones. The school and the dreamcatcher are both signs of happiness, as they bring only good things to our hearts.

Studying at university is like drawing for me. It is like being given the drawing tools to create a portrait of my career. Through my studies, I can give colours to my career future. Every lecture, skill, and knowledge gives colour to my future career. Every failed colloquium or exam has given me colours, however, they were dark. At university, I was able to set the boundaries of portraiture and focus on creating my canvas. The canvas is like a future career that we draw while studying at university. After finishing university, the painted portrait is an indicator that shows which area is the strongest and weakest.

Case 22

Learning in school was like gardening for me. I had to develop the knowledge myself to have a successful harvest. I did not feel that without my efforts, the school would have helped me to grow successfully. Every successful plant gives me the motivation to continue gardening. It can be said that every remark or bad grade is a good lesson on how to go on so that the plant of the future will bloom and shine. Getting a certificate in the 12th grade showed me that I am talented in gardening despite the bad things that happen in my studies.

Studying at university is like a bright and shining rainbow for me. Studying brings a lot of colour to every student's life. The duration of studies at university is as long as the rainbow itself. Each colour in the rainbow is like a subject at university. They are as varied as the colours. Some shades are more beautiful and others not so much. The lecturers at the university are like

leprechauns (gnomes) who hide their "knowledge" at the end of the rainbow. Lecturers are rich in knowledge and wisdom, which they seek to share with their students. During their studies, lecturers are very clever, just like leprechauns, so each student has to understand the lecturer's teaching scheme and outsmart the lecturer himself.

Case 23

Learning in school was for me like Vincas Mykolaitis Putinas "In the Shadow of the Altars". This book was as boring as my years at school. Twelve years at school can be compared to the number of pages in this work - 716. That is a very long time at school, as is the number of pages. Reading this book is a symbol of victory that you have made it through, even though it is not a gripping book. Neither is school. You learn, you do not engage because the subjects do not reveal your personality. In the end, you realize that you are a hero because you managed not only to get through "Altar in the Shade" but, to sit through 12 years of school, just as Liudas Vasaris managed to be in the seminary, even though he was in an inner conflict about his life path.

Studying at university is like a flower blooming in spring. Each petal of the flower symbolizes the knowledge we have acquired. Teachers are like our gardeners because they share knowledge with us and give us sunlight and water, which make us wise and cheerful. Every leaf that falls shows that not all knowledge is easy, so we must not give up and strive for the best result. When we graduate from university, we have spread our roots and are ready to grow further in our career path.

Case 24

Learning in school was like a freshly pressed garment. A student begins to iron his knowledge at the age of seven. Comparing is like learning. When every wrinkle on a garment has disappeared, the garment is ready to be worn. When a graduate receives a certificate in the twelfth grade, he is like a newly ironed garment, ready to move on to the profession of his dreams. Not all materials iron perfectly. In a garment factory, there can be inferior and superior materials. The same is true at school - there may be more interesting lessons and more boring ones. However, that does not change the fact that at the end of the day, we are all "ironed" and ready to be worn again.

Studying at university is like a bar of dark chocolate. When you bite into the chocolate, it is bitter and full of flavour. You can compare it to going to university because when I started studying, I realized that studying would be as bitter as dark chocolate. After a while, the chocolate becomes

sweeter and tastier. The result of your studies brings a lot sweetness into your life, especially for your professional career. Not everyone likes dark chocolate. Just as not everyone likes studies and the taste they bring.

Case 25

Learning in school was like playing chess. I had to think about every move... which lessons to spend more time and preparation on, whether it was worth going to all the lessons or whether it was better to write the test the following week... It is a game after all... It is a game... It is a thoughtful game, with some strategies and moves, however, the goal is to win the main prize- to finish school and get a secondary education. It is a game that requires a lot of reflection, just like learning at school - some of your decisions (steps) determine your next moves (life, future, career decisions)

Studying at university is like a flower to me. The knowledge that is given at university "grows" us. With every lesson we learn, we grow and spread like a flower petal. Studying can be compared to water and sunlight. These resources are essential for the flower to grow. Every day we receive nutrients (knowledge) that, over time, help us to know who we are, what we like, and what we dislike. Like sunlight, each lesson entertains us and cheers us up. When we graduate, we grow up as strong and beautiful flower, ready for our professional careers.

Case 26

Learning in school was like a river. Information gets to each student and floats along the river. Along the way, the information connects with different experiences, efforts, questions and thoughts. As the information floats along the river, information transforms, bends, yields, limits, calms, and hits the rocks. However, the student finds the information that he wants to learn more about, and the rest is swallowed up by the rushing river and carried unused into the deep. The stronger the current of the river, the faster and smoother the learning, and the slower the current, the slower the learning. We are all swimming downstream in school towards one goal - the certificate.

Studying at university is like a full-time job for me. We work all week, and we study. Every morning I have to get up early, just like for work. We spend half a day at the university. That is not enough. We have extra 'shifts' at work where we have to sit and study for very long periods. When we get projects or need to prepare for tests and exams. If we are struggling to keep up, we

work nights. We study a lot and work. Every praise or good grade is like a monthly wage that helps us survive and feel proud of ourselves. When we finish this job at university after 4 years, we are promoted and receive a diploma.

Case 27

Learning in school was like crossing a bridge. We start our journey across the bridge without any knowledge, or skills. We are lost. When we start walking, we gather information, use it, share it with others. The further you go, the harder it becomes to cross the bridge, because the amount of information is very big. We have to try not to give up and not to fall off. We are trying to make sure that the bridge of our sciences does not collapse from the amount of information. When we leave school, this bridge becomes potholed and cracked, because our learning path has taken a lot of emotion and strength.

Studying at university is like a journey for me. When we come to university, we have a clear goal - to travel. During the 4 years of university, we gain so many impressions and knowledge that we share with other people - just like a journey. We are on our way to our diploma, no matter how tired we feel during the journey. When we reach our destination, we are happy, proud, and smiling because we know that the future is full of unknowns. We do not know what our future destination will be.

Case 28

Learning in school was like a sea for me. You do not know what new knowledge each wave might bring to a student. For one pupil the knowledge might sail and for another, it might not. The sea is as big as the knowledge in the world, it is not impossible to know everything. There are days when the waves are uncontrollable and strong, they bring a large amount of knowledge for the student to absorb. There are days when the sea is calm and quiet as well as learning at school. And so is a student. The knowledge is harder to understand and use. However, the sea as a whole is for me a refreshment of the soul and a joy, just like my beautiful school.

Studying at university is like aniseed candy for me. When I see these sweets, I want to eat them because they look pretty. When you taste it, you want to spit it out as soon as possible. Just like the university. When a student gets a taste of university, he wants to quit or drop out as soon as possible because he finds it difficult and uninteresting. For me, the university has given me a lot of unpalatable moments during these years that I wanted to sort of spit out of my memory.

Case 29

Learning in school was like playing volleyball. <u>We run around in the hot sand and try to bounce the ball - the amount of knowledge that flies right into our hands. When we manage to bounce it back, that means we have learned</u>. If we can not bounce the ball, then the topic was tricky, difficult, and unclear. <u>Each fall in the sand arena represents negative emotions and experiences at school.</u> My classmates and I are trying <u>to win the cup</u> - the school-leaving certificate that we have been fighting for twelve years. We <u>go to tournaments (exams, tests) to try to get medals (grades)</u> so that we can compete for <u>the cup (school-leaving certificate).</u> The school is <u>a big sandbox where we play for the sake of our successful future careers.</u>

Studying at university is like playing basketball. We go out on <u>the basketball court and try to make as many shots as possible and score points.</u> At university, we go out into <u>the vast playground of knowledge, where we try to score the ball and acquire relevant knowledge.</u> Each <u>successful shot is a symbol of our success at university and in certain subjects. The act of throwing the ball on the ground is our learning and understanding that helps us to put the ball in the basket (to pass tests and exams with flying colours). When we do not hit the ball, things do not go as well as we would like.</u> However, <u>we try to win so that we can get first place</u> and start a successful professional career.

Case 30

Learning in school was like popcorn for me. When we start school,<u> we are like little unbroken popcorn.</u> After a while they pop and you can eat them. <u>Knowledge is not always as sweet as caramel popcorn. Sometimes it is salty and unpalatable to everyone like popcorn with salt</u>. Every year, we grow up, <u>we explode like popcorn</u>. <u>We get heat, oil (knowledge and skills),</u> and can be eaten. When we finish school, we are ready to move on, just like popcorn.

Studying at university is like a starry sky for me. <u>The stars in the sky are like the subjects</u> taught in a study programme. <u>Studying is like the light that the stars give off</u>. <u>The brighter the star shines, the better the student has learned the topics</u> at university. When the stars shine, we feel good and peaceful. Moreover, <u>when studies give us their light and wisdom</u>, we feel happy that we have acquired new skills. When we graduate from university, <u>we create a constellation with the knowledge we have acquired.</u>

Case 31

Learning in school was like a rollercoaster ride. <u>Getting on the train is as stressful as the first days at school</u>. Every day at school is <u>full of ups and downs</u>. School days can be sad and happy, full of emotions. <u>The upswing represents a good grade or praise and the downswing represents a bad grade or disappointment.</u> <u>Every train ride brings new things, knowledge, and skills in the school.</u> <u>An unexpected turn on a roller coaster is a sign that there may be unexpected new experiences and changes.</u> It is like choosing a subject when you have to decide what you want to study in the future and what you want your career to be about. However, riding the train is very fun for me, just like my days at school.

Studying at university is like tennis for me. After school, we <u>go out on the big court with our coursemates and try to hit a tennis ball.</u> <u>Hitting the ball symbolizes that we have learned every subject and that we have done well in it. However, failing to hit it means that we have struggled in that subject.</u> <u>We play tennis with our teachers.</u> Our teachers are like our <u>opponents</u>, who give us the material and <u>we try to „bounce" it with the racket</u> or in other words just learn it. When we manage to graduate, we <u>win the game</u> and get a diploma.

Case 32

Learning in school was like a long hike for me. <u>We were hiking for twelve years on a hard track to get proof that we could do it.</u> During the hiking, <u>there are also moments of rest, breaks, and joy.</u> Just like at school. We have holidays, we are excited about our studies, and we are excited about our honors and grades. <u>Science is like a drink of water during the hike</u>, which inspires us and motivates us to keep going towards finishing school. At the end of the hike, we realize that <u>the hike has made us stronger and more emotional</u>, just like learning at school.

Studying at university is like learning to cook. At first, you know what you want ant sort of how to make it. As you progress and <u>learn how to make simple and easiest recipes</u>. <u>You want to learn more, get more deep into it and you understand that it is as simple as it seems at first sight</u>. You start asking questions, and advice from other people. Then <u>you try to make something delicious at home or your friends' house with help and finally when you make it.</u> <u>Comes the tasting.</u> <u>Every opinion counts for you and your masterpiece.</u> <u>You progress along the way even though the cooking and learning journey never ends.</u>

Case 33

Learning in school was like a constant drawing of never-ending water. The school was like a spring of water that if you do not draw it, will flood. If you missed something one day, the water would increase and the next day it would be harder to get out. You can not stop scooping water because you would catch up and you will drown. That is, you have to keep doing something and keep learning, and it never stops, if you stop it will be very difficult to catch up. Learning in school is a constant and unceasing intake of water (knowledge).

Studying at university is like a fire for me. When I started studying a topic that I will relate to my professional career, I was like trying to light a fire. In the first year, when I started to study intensively, I lit a fire. The more I studied, the more I realized that learning is deep, and the fire became even stronger and more intense. I realized that studying at university is difficult, but it can be controlled like a fire. In my opinion, controlling the flame is like a balance between studies and leisure. It's all about finding a balance so that studying doesn't become a flammable liquid and does not harm the existing flame.

Case 34

Learning in school was like recharging my battery. When I always charge my electronic devices, I realize that charging is the foundation without which they could not function just like learning in school. Devices would not work. I gained knowledge at school, I gained the knowledge to be able to function, to think. Without this basic knowledge, such as mathematics, geography, or history, we would not be able to function, because this knowledge is essential for further development. The charging cord is like a school, without it, we would not have reached 100 percent.

Studying at university is like a packet of crisps. At first, you are happy to get it - you get into the study programme of your choice. But when you open the packet of crisps, you realize that something is missing, that it is not complete – it is the same in studies, you miss certain information (chips) that you need for your future job, your career. And finally, you realize that you bought a half-empty chip packet for nothing - you paid for your studies.