

Dedication

I dedicate this work to my family and friends.

To my parents for their valuable advice and support

To my brothers, AHMED and Djallal, and my sister Fatima Zohra

To the memory of my grand-father who always appreciated learning and higher studies.

To all my friends: Lamia, Nassima, Aicha, Houda, Leila, Fayza and all 'EDOLAS' candidates at Laghouat University.

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Abstract

Recently, myriad empirical evidence in the domains of specialised languages has focused on teaching vocabulary to both native and non-native speakers of English and on corpus-based analysis of specialised discourses. Business vocabulary instruction has been carried out following different methods. However, only a few empirical studies have been carried out to apply metaphor-based lessons in EFL. This research work sets to test empirically the theoretical grounds on which cognitive linguistics-inspired metaphor teaching is based; using congruent quantitative assessment of the subjects' performances in the experimental group and the control group in a sequence of studies. Metaphor awareness hypothesis has been tested to show its effects on learners' achievements in acquiring, integrating and recalling specialised vocabulary. The groups who participated in the study were first year MA Business students at Laghouat University. The variables were, further, controlled throughout the study to arrive at accurate conclusions about the introduced material. The findings of the study confirm that metaphors are part and parcel of business discourse and establish, therefore, the relevance of implementing metaphor-based instruction in business classes. It also provides linguistic evidence in support of the CMT claim that subjects' awareness of metaphorical expressions increases their potential for vocabulary acquisition. This additional channel for vocabulary teaching may be considered as essential to a better understanding of business discourse.