



Elicited metaphor analysis in educational discourse /

Wan, Wan,
Low, Graham,

John Benjamins Publishing Company,
[2015]

Monografía

This study aims at identifying the types of metaphor produced by first-year college students of an English-teaching and a Spanish-teaching program in Chile on their role as professional educators and students of pedagogy. A questionnaire was administered to a total of 56 student-teachers at a Chilean university. The participants' responses were analyzed qualitatively using content analysis. The results show three categories of metaphor: (1) teacher-centered, (2) student-centered and (3) social value-related

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Título: Elicited metaphor analysis in educational discourse edited by Wan Wan, National Hua-qiao University ; Graham Low, University of York

Editorial: Amsterdam, Netherlands Philadelphia, PA John Benjamins Publishing Company [2015]

Descripción física: 1 recurso electrónico

Mención de serie: EBSCO Academic eBook Collection Complete Metaphor in language, cognition, and communication 3

Bibliografía: Incluye referencias bibliográficas e índice

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Detalles del sistema: Forma de acceso: World Wide Web

ISBN: 9789027268433 9027268436 9789027202079 9027202079

Autores: Wan, Wan, Low, Graham,

Baratz Innovación Documental

- Gran Vía, 59 28013 Madrid
- (+34) 91 456 03 60
- informa@baratz.es