Research into Metaphor-type Art Teaching

Yuan-Lung Yu, National Yunlin University of Science and Technology, Taiwan
Ming-Chang Wu, National Yunlin University of Science and Technology, Taiwan

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Abstract
In the description of metaphor, the western Metaphor Theory is applied to the word "the wicker swaying in the wind is the lithe and graceful dance" and its allusion is transformed into linguistic phenomenon in the idiom, but it implies the more meaningful mental phenomena (Wang, 2011). The means of metaphor is used as the art teaching mode and it is expected that the art has the function of conveying thematic meaning and artistic conception by virtue of "metaphor" in rhetoric.
This research adopted literature exploration method to discuss Metaphor Theory and rhetoric and applied questionnaire survey to analyze the effect of students in Art Department on metaphor-type creative teaching. The research objectives are shown as below: possibility to apply Conceptual Metaphor Theory to art teaching.
1. To research Conceptual Metaphor Theory and analyze the possibility to apply Conceptual Metaphor theory to art teaching.
2. To set up the teaching method where visual elements are converted into creation contents.
3. To apply the figures of speech of metaphor to develop art teaching mode having the metaphor effect.
The method where visual elements are converted into creation contents is sought from the metaphor and combination skills and the combination contains the creation methods of concept formation, material expression and symbolic implication to construct the metaphor art form constituted by tenor, vehicle and comparative word. This innovative teaching method integrating metaphor and combination should have the innovative significance to art teaching and creation.

Keywords: Metaphor, Art teaching, ceramic, creation, rhetoric

Introduction

Due to the rapid development of science and technology and the development of the Internet and mobile technology, student's learning is no longer limited to classroom teaching. According to the investigation by PEW research center, during the period from September 12 to September 18, 2014, into 1,066 users who are over 18 years old and have access to the Internet and smartphone, 87% online interviewees in the U.S. indicated that the Internet and mobile phone can improve their ability to learn new knowledge and skills (STPI Technology Industry Information Room, 2014). Thus, it is important issue for flipped classroom to teach students applying the new tools and methods to face the new interdisciplinary knowledge in the diverse learning.

In various fields, intelligent learning is a new wave since the starting of the new knowledge based economy on the Internet. Hands-on practices in classrooms or mere description of the outdoor landscape can no longer meet the evolution of modern society. In particular, the depiction methods of cultural contents are deficient.

In modern times when the culture creativity is demanded, how to extract the cultural core value and improve the learning effectiveness have become the new challenge of the art teaching. In this research, the method of metaphor is used to seek for the cultural contents. For instance, as described by the book *Metaphors We Live By* George Lakoff & Mark Johnson (1980), those metaphors generated through cultural inheritance and have shaped our thinking contents and thinking methods. In other words, our understanding of culture is mostly defined by metaphors, which has also opened the new era for metaphorical language cognition (Ou, 2012).

In order to achieve the new cultural and interdisciplinary learning method, this research attempted to use the metaphor effect of rhetoric and Conceptual Metaphor Theory (CMT) to discuss the semantic transformation. Through the alternative approaches of metaphor, the abstract cultural meaning can become the real description. As for the students in drawing course, the metaphor method can be realized in the cultural creation and description through this teaching procedure and the thematic interpretation for culture can be formed.

Literature Review

This research applied metaphor effect of rhetoric and CMT to the drawing teaching, which has the innovation effect on the scene of art education and can be helpful to the applications in other fields of disciplines. In face of the cultural analysis and course teaching of creativity performance, the drawing culture and traditional knowledge can be reused to make the research more significant.

CMT was proposed by cognitive linguists George Lakoff and Mark Johnson in 1980. Compared with the traditional metaphor theory, the main contribution of CMT is its explanatory ability in the systematization of general non-literary language. Moreover, one of its key points is the use of metaphor is unconscious and its operation is to understand the indirect and abstract world based on the body direct experience (Shie, 2006).

CMT means that human's use of action and thinking concepts is systematically the

metaphorical performance. In the understanding, CMT can rely on some concrete and practical shapes or characteristics to understand the abstract and incomprehensible concepts. The metaphor is pervasive in people's daily life. Not by choice, people tend to use the conceptual system having the metaphor characteristics to construct the world perceived (Yang, 2002). The cultural connotation is constructed according to this theoretical basis and the cultural phenomenon is explained according to the semantic expression.

In this research, "metaphor" of rhetoric was used as the cultural analysis skill. Metaphor is composed of 3 parts: tenor, comparative word, and vehicle. Tenor refers to something or somebody to be described; vehicle refers to something or somebody in other areas having the common similar characteristics with the tenor, and it is used to draw an analogy or describe the tenor. Comparative word refers to the words connecting tenor and vehicle (Guan, 1993).

Metaphor refers to a figure of speech of "understanding one object by using another object" in the philology. Since ancient times, the metaphor of "expressing the meaning by relying on objects" has been widely applied and developed (Yen, 2011). The words that are commonly used in Chinese language are metaphors. When the two objects are originally irrelevant, people attempt to make them equal to each other due to their similarities, it is called the metaphor (Chao, 2009).

Research Content

In order to achieve the cultural discussion and interdisciplinary teaching framework, this research took the historical site as the subject. The teaching method contains 4 steps. The symbolic elements of culture and historical sites were extracted, so as to further train the students in art and design to use smartphones and drawing system to depict the cultural value of historical sites.
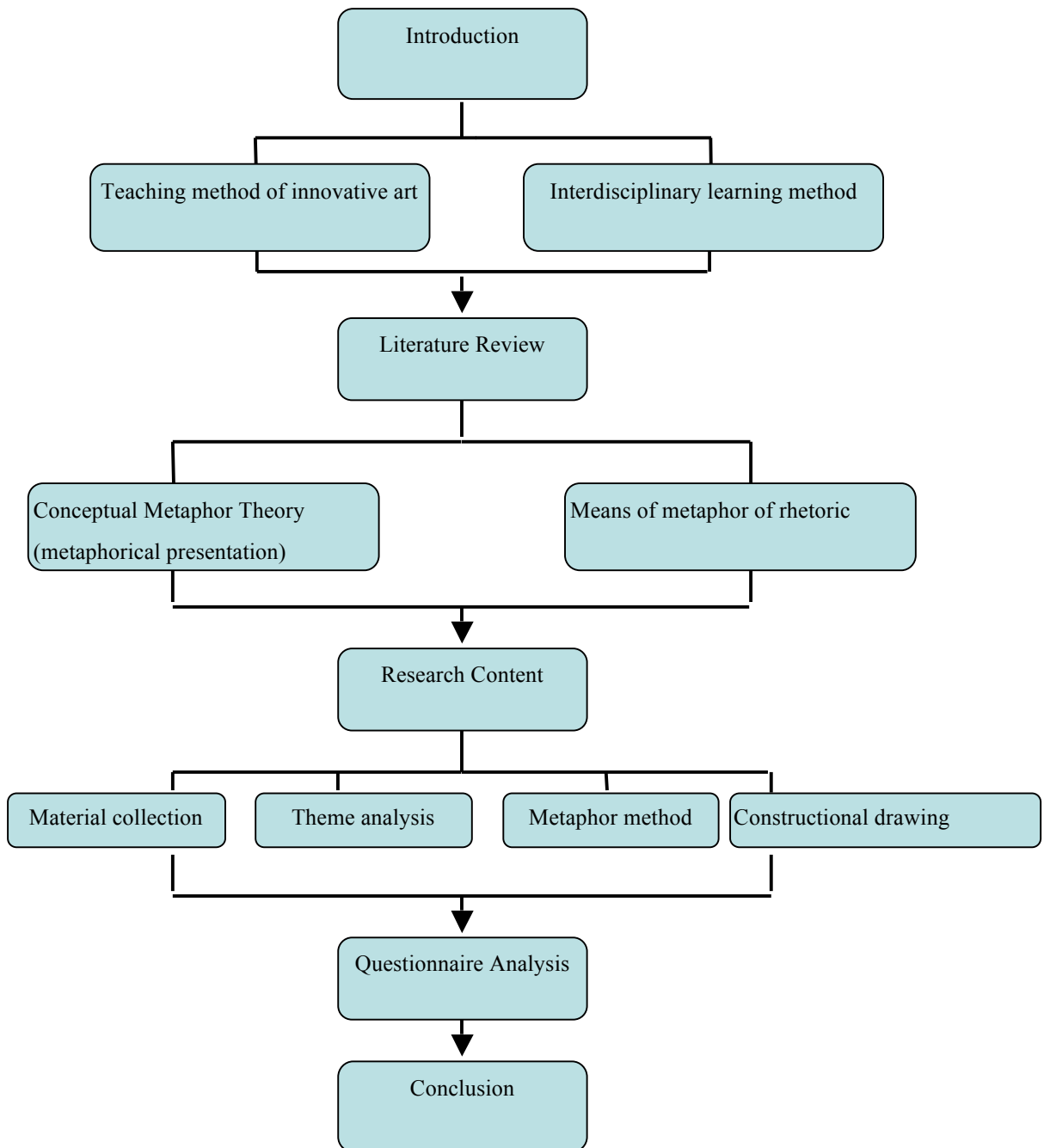
In terms of research framework, the materials of historical sites were collected and the photos of historical sites were sorted out and integrated to look for the representative objects and reflect the hidden cultural characteristics, so as to further "rely on the object to express the meaning" to choose the drawing contents and draw them into the visual composite image. Thus, this picture can be used to replace the original impression of this historical site.

As for the historical sites, this research selected the historical site officially recognized by Taiwan – Yunxu Building. Yunxu Building is the junior high school house built in 1968 and its building style is based on the uniform schoolhouse design drawing provided by the Ministry of Education of Taiwan. In 1989, this junior high school handed over the campus of Yunxu Building, and it became one of the newly established university campuses.

Nowadays, Yunxu Building has not been used effectively, so it is expected that this historical site can be used for cultural analysis and drawing to further become the data of reuse of historical site in the future. It is one of the objectives of this research how to look for the value of Yunxu Building from the appearance, internal decoration or equipment.

The research framework and contents are shown as below:

Table1. Research Structure

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                        ┌─────────────────┐
                        │  Introduction   │
                        └─────────────────┘
              ┌──────────────────────┴──────────────────────┐
   ┌──────────────────────────┐         ┌──────────────────────────┐
   │ Teaching method of        │         │ Interdisciplinary         │
   │ innovative art            │         │ learning method           │
   └──────────────────────────┘         └──────────────────────────┘
              └──────────────────────┬──────────────────────┘
                        ┌─────────────────┐
                        │ Literature Review│
                        └─────────────────┘
              ┌──────────────────────┴──────────────────────┐
   ┌──────────────────────────┐         ┌──────────────────────────┐
   │ Conceptual Metaphor Theory│         │ Means of metaphor of      │
   │ (metaphorical presentation)│        │ rhetoric                  │
   └──────────────────────────┘         └──────────────────────────┘
              └──────────────────────┬──────────────────────┘
                        ┌─────────────────┐
                        │ Research Content │
                        └─────────────────┘
     ┌──────────────┬────────────┴────────────┬──────────────┐
 ┌──────────┐ ┌──────────┐       ┌──────────┐  ┌──────────────┐
 │ Material │ │  Theme   │       │ Metaphor │  │Constructional│
 │collection│ │ analysis │       │  method  │  │   drawing     │
 └──────────┘ └──────────┘       └──────────┘  └──────────────┘
     └──────────────┴────────────┬────────────┴──────────────┘
                        ┌─────────────────┐
                        │  Questionnaire   │
                        │    Analysis      │
                        └─────────────────┘
                        ┌─────────────────┐
                        │   Conclusion     │
                        └─────────────────┘
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1. Data collection

In the research, 41 freshmen in Design Department of the university were chosen to go through the 4-week learning procedure. In the first week, students experienced the architecture of Yunxu Building, and used smartphones to take pictures and made sketches. The drawings were transferred into files, and uploaded to the Facebook group, so as to share the feelings toward historical site and discuss the contents of the pictures.

2. Theme analysis

During the visit, students were required to establish the data in the form of characters, symbols, pictures and sketch for the historical site. They then analyzed the key words related to the theme from the data contrast, and chose the building objects or contents to describe this historical sit. The pattern must be related to the theme and can represent the cultural significance and sense of beauty of this historical site.

3. Metaphor method

Students quoted the above-mentioned materials to choose the pictures corresponding to the theme and applied the means of metaphor so that the collected picture data can be used to present the imagination and vision for this historical site. For instance, the characteristics of the building stairs are described as below: "The stair is the road to the history". In this metaphor, stair is the tenor, "is" is the comparative word and "the road to the history" is the vehicle. In the image, the stair composition is stressed and it links the entire picture, so that the historical site can present the cultural information by means of metaphor.

4. Constructional drawing

The collected data were used to find the image which is the best for the theme drawing according to the group discussion. The metaphors and images were classified into main visual map, minor visual map and the additional visual map. The theme description was combined in the picture to form the creative drawing having the aesthetic culture and imagination.

Questionnaire analysis on teaching achievements

In order to verify students' change before and after the learning, questionnaire survey was adopted to test the teaching achievements. There are mainly 3 scopes in the questionnaire items: (1) background; (2) drawing learning effectiveness; (3) degree of preference. This questionnaire adopted the closed selective questionnaire (fixed-alternative questions), namely multiple answers were listed and the interviewees were required to freely choose 1 correct answer from the 5 answers. The scores for each answer are shown as below: 5 scores for "Strong", 4 scores for "Moderate", 3 scores for "Basic", 2 scores for "None" and 1 score for "Absolutely none". After the scoring and average analysis, the degree of answers or effectiveness analysis could be determined.

There were totally 41 investigated samples. In terms of gender, males account for 35% and females account for 65%. In terms of education background, senior high school accounts for 54% and higher vocational school accounts for 46%. 41 questionnaires were collected and the response rate was 100%. Under the anonymous questioning, there were 37 valid questionnaires and 4 invalid questionnaires and the effective rate was 90.24%. The scoring for the questionnaire on integrated learning effectiveness is shown as below:

Table 2. Scoring for the questionnaire on learning effectiveness

Question	Answer	Score	Vote	Total score	Average	Percentage
1. Previous drawing creation concepts	Strong	5	2	10	2.59	5.40
	Moderate	4	4	16		10.81
	Basic	3	14	42		37.84
	None	2	11	22		29.73
	Absolutely none	1	6	6		16.22
2. Current drawing creation concepts	Strong	5	2	10	3	5.40
	Moderate	4	7	28		18.92
	Basic	3	19	57		51.35
	None	2	7	14		18.92
	Absolutely none	1	2	2		5.40
3. Previous drawing technique	Strong	5	3	15	2.57	8.108
	Moderate	4	2	8		5.40
	Basic	3	12	36		32.43
	None	2	17	34		45.95
	Absolutely none	1	2	2		5.40
4. Current drawing technique	Strong	5	3	15	3.03	8.11
	Moderate	4	3	12		8.11
	Basic	3	23	69		62.16
	None	2	8	16		21.62
	Absolutely none	1	0	0		0
5. Previous theme constitution ability	Strong	5	1	5	2.62	2.70
	Moderate	4	4	16		10.81
	Basic	3	13	39		35.14
	None	2	18	36		48.65
	Absolutely none	1	1	1		2.70
6. Current theme constitution ability	Strong	5	1	5	2.81	2.70
	Moderate	4	4	16		10.81
	Basic	3	19	57		51.35
	None	2	13	26		35.14
	Absolutely none	1	0	0		0
7. Previous ability to transfer the cultural elements into design	Strong	5	0	0	2.27	0
	Moderate	4	2	8		5.40
	Basic	3	10	30		27.03

Question	Response	Scale	Count	Weighted	Score	Percentage
	None	2	21	42		56.76
	Absolutely none	1	4	4		10.81
8. Current ability to transfer the cultural elements into design	Strong	5	0	0	2.76	0
	Moderate	4	5	20		13.51
	Basic	3	19	57		51.35
	None	2	12	24		32.43
	Absolutely none	1	1	1		2.70
9. Helpful to your creation concepts	Highly helpful	5	3	15	3.3	8.11
	Very helpful	4	12	48		32.43
	Helpful	3	17	51		45.95
	Not helpful	2	4	8		10.81
	Absolutely not helpful	1	0	0		0
10. Like the metaphorical or combined teaching type	Highly like	5	4	20	3.16	10.81
	Quite like	4	3	12		8.11
	Like	3	25	75		67.57
	Dislike	2	5	10		13.51
	Highly dislike	1	0	0		0

According to the analysis results of the questionnaire in Table 2, the highest score is for "current drawing technique", which is 3.03, meaning that 37 respondents have improved their drawing ability after the teaching. Compared with "Current drawing technique", which has the highest score, the score of "Previous ability to transfer the cultural elements into design" is 2.27, which is lower than the average of 3. In other words, students should first improve their understanding and application of cultural elements.

As a whole, the average of drawing ability after the learning (questions 2, 4, 6, 8) is 2.90, which has been increased compared with the average (2.51) of previous drawing ability (questions 1, 3, 5, 7). It shows that the learning module in the research can significantly improve students' drawing ability.

As for questions 9 and 10, the average score of the degree of preference for the drawing teaching is 3.24, which is obviously higher than the average score of 3. Therefore, generally speaking, the metaphor used as the drawing teaching method is recognized by students.

Conclusion

Drawing in art has been taught by sketching for students to learn technique and cultivate creation. Under the advancement of digital technology and the demand for interdisciplinary culture, the traditional teaching approach cannot cope with the

diverse and changing manifestation of drawing. Under the design demand, the drawing system with themes and cultural values needs creative teaching contents.

In this research, metaphor and CMT were used to transfer the depicted objects into constructional image with expressive imagination and sense of beauty. According to the research results, 65% of the respondents could improve their ability in drawing and constructional image through this method. Students saw the depicted scene, and discussed the planning to introduce the historical value of site to the public. Historical sites cannot express themselves, but the cultural context can be presented in the history and the cultural sweetness can be appreciated through the analysis and transformation of cultural elements.

Interdisciplinary cultural content is a dilemma faced by the modern education because its scope is broad, covering fields of history, politics, society and market. The complicated factors cannot be expressed by mere depiction. The methods of metaphor and constructional type such as the exploration of metaphorism in psychology, thought and experience are used as the constructional and situational artistic creation forms (Metaphor Art Net, 2017). When this form is combined with the idea of flipped classroom, it is helpful to the analysis of future culture and art contents to further deduce the creative art teaching type. This is the development expected by this research.

Figure 1: The upper left picture is the students' record of historical site and the rest are the students' drawing achievements

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Contact email: vinceyu@yuntech.edu.tw
          wumc@yuntech.edu.tw