

**Cameron, Lynne. "Metaphors in the Learning of Science: a discourse focus." British Educational Research Journal 28 (2002): 673-688. Academic Search Elite. EBSCO. 1 Dec. 2005.**

In this article, the author starts off by defining metaphors and then goes on to talk about how metaphors work, how metaphors are interpreted, and the problems that come with interpretations of metaphors. The author states that "A metaphor brings together two domains that are distinct and somehow incongruous, but whose juxtaposition can be made sense of" (674). The author goes on to state that metaphors work on two levels that include conceptual and linguistic. Linguistic metaphors, the most commonly used type of metaphor; almost always contain similes, analogies, verbs, and nouns. Conceptual metaphors are just what their name reveals. They deal with relating on concept to another. The author also says that not all metaphors come easy and are general knowledge but, some metaphors require a bit of thinking and analyzing depending on how familiar the person is with the subject.

The author also realizes that many times metaphors can be misunderstood after interpretation. The author looks at this problem from a child's point of view since this is the time when most background learning takes place. The author says, "Firstly, children may not realize that what they hear or read is metaphorical and needs processing as such, and are assisted by more explicit marking of metaphors, as in similes. Secondly, knowledge about the conceptual aspect of a metaphor will affect interpretation, with background knowledge cited as greatest importance. Thirdly, even if children recognize that metaphorical interpretation is necessary and know about the background, they may still have problems in selecting appropriate attributes and relations to connect between [the metaphor and the concept being conveyed]" (676). The author also stated how children typically learn and says, "It seems that relational connections cause most problems, and that metaphors based on physical or perceptual similarity are more easily understood by young children" (676).

This article further gives a definition of what a metaphor is and different types of metaphors and the way they are used. In this article, the author gives support to researchers that say metaphors can hinder a persons learning ability. However, in this article the problem of learning and interpreting is looked at from a child's level. This article also gives support to different ways that might improve the use of metaphors for the purpose of teaching.