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Prohlašuji, že jsem Diplomovou práci vypracoval samostatně a použil jen uvedených pramenů literatury.

V Karviné dne 15.6.   _____

                                              Tomáš Jindřich

Contents

Abstract

This diploma thesis will be dealing with the concepts of Metonymy, specifically THE PART FOR THE WHOLE Metonymy, and its use in English language lessons. The thesis will be divided into two parts. the theoretical part, which will be dealing with the definition of metonymy, the different views on metonymy by various linguists, the relationship between THE PART FOR THE WHOLE Metonymy and Synecdoche, and different views on teaching figurative language, including metonymy. The second, practical part will introduce the study along with the research problem, aims, questions, and environment, then the realization of the study will be shown, and lastly, the research results and conclusion will close the practical part. The main objective of this thesis is to create a lesson plan on THE PART FOR THE WHOLE Metonymy, that could be used in schools and teach students to identify this metonymic pattern.

1. Introduction

This diploma thesis pays attention to The Part For The Whole Metonymy and its use in English as a second language lessons.

The thesis was written because figures of speech such as metonymies are not usually included in the curriculum of teaching English in Czech schools. On the other hand, metonymies and other types of figurative language are a part of everyday English, spoken and written by native speakers, which is a reason why students should learn it as well. Hence why the lesson plan trying to teach The Part For The Whole Metonymy was created. To test how effective it is, the students will take a test before and two weeks after the lesson, to measure the level of their knowledge and their improvement.

The main aim of the thesis is to test if the lesson plan prepared with its activities can improve the level of students' knowledge of The Part For The Whole Metonymy.

The theoretical part of this thesis will focus on Metonymy, its definition, different approaches to it, different metonymic patterns, and their examples, with a focus on The Part For The Whole Metonymy. Lastly, the theory focuses on examples of teaching metonymy in schools.

The thesis might be useful for teachers and students of English who wish to teach or learn about The Part For The Whole Metonymy, and it may be expanded further on teaching other Figures of speech.

2. Theoretical part

2.1 Definition of THE PART FOR THE WHOLE metonymy.

2.1.1 What metonymy is in linguistics.

Metonymy is one of the key concepts of literature and linguistics, which means that before transforming it into ESL useable materials, exercises, and/or worksheets, there is a need to specify what metonymy actually is. A good start in the definition of metonymy could be the etymology of the word metonymy which is of Greek origin and bears the meaning "change of name" ('meta' – other; 'onoma' – name). The important part of this etymological origin is the word "name" which in this case means a name of an object or a thing. Peprník(2006) for example defines metonymy as a figure of speech that instead of its own name uses a name of an attribute of said thing. These attributes can, according to Peprník, be distinguished into several patterns, namely transfer of activity name onto its bearer, transfer of condition name onto its bearer, transfer of activity name onto its product, transfer of quality name onto its bearer, transfer of material name onto product made of it, transfer of product name onto a person connected to it, and transfer of place name onto a person connected to it. This distinction by Peprník is done on a linguistic background and does not include for example synecdoche also known as THE PART FOR WHOLE metonymy.

On the other hand, Koch (1999) says that metonymy is a trope, that is getting its expression from things near and things close. Through that process, we can understand which specific item is meant, even though it wasn't properly expressed. It is clear that in this definition, " change of name" means a change in the way we call something, specifically when we call something by a different word that is close in its meaning.

Additional linguistic definitions have likewise discussed metonymy not only as a figure of speech but also as a transfer, that is based on the relation of association. For example, Galperin in his "Stylistics" (1971) assumes that in metonymy, the two concepts represented by two different meanings, are connected by a kind of an association, rather than being related by some close affinity to one another. It can be understood that what Galperin was taking note of, is the lexical closeness of the two meanings and not any kind of morphological relation. Galperin also states, that metonymy, is a type of relationship that lies in the middle of contextual and dictionary meanings and claims metonymic transfer to be clear and

conspicuous. He calls this a derivative logical meaning, that can be seen in dictionaries with a label fig, meaning figurative use, thus implying that the original meaning is not replaced by the metonymy but rather they exist next to each other in what could be called a symbiotic relationship. This way he distinguishes two types of meaning, a dictionary meaning of a word, by which a certain phenomenon or object is effortlessly recognizable, and a contextual meaning, where the word obtains this meaning only in context.

Another definition of metonymy comes from Cruse(2006) as multiple figurative uses of a language. Metonymies use of an expression is distinguished by the figurative and literal meaning and their relation with each other. The terms figurative meaning and literal meaning are parallel to Galperin's (1971) dictionary meaning and contextual meaning respectively. He also notes that the relation of resemblance or analogy is not relied on by metonymy, in contrast to metaphor. Cruse then, like Peprník (2006) gives examples of different types of metonymies, namely WHOLE VIA PART, REPRESENTING ENTITY VIA REPRESENTED ENTITY, POSSESSED ENTITY VIA POSSESSOR, CONTAINED ENTITY VIA CONTAINER, WOOD VIA TREE, and PLANT VIA FLOWER.

Up to this point, linguists mostly agreed on what metonymy is, but there are topics that are not so clear-cut. All of the names mentioned above like Galperin, Peprník, or Cruse, go along with the consensus that metonymy is a figure of speech and that it transfers meaning from one word to another. Some linguists call it a trope. There however the consensus ends. Peprník (2006) talks about lexicalized transfers, which would be those transfers that have entered a wide vocabulary, and figures of speech, which are in this case understood as tools that a writer uses for subjective description. These statements are met with Galperin's (1971) comments about lexicalized transfers, being metonymical meanings that are widely used, but still mostly denoted in dictionaries, whereas poetic figures of speech would not be noted at all.

The theory in the previous paragraph could be demonstrated by means of the noun hospital, whose general meaning would be "a place or a building in which people receive medical care" but in a lexicalized transfer might be " The regional hospital received a new EU grant for new X rays". In this sentence, hospital means the institution that operates inside of the hospital building, but not the building itself, as one hospital institution might have multiple buildings, or " I got a new medical prescription from the hospital" where hospital denotes a transferred meaning of an actual doctor, that gave the prescription.

Another description of metonymy comes from Lakoff and Johnson (2003) as they identify metonymy as using one entity for referring to another one, and contrast it with personification, which is done by imputing human qualities into non-human objects, giving them personality, which is a different kind of transfer. The authors also proceed to contrast metonymy with yet another figure of speech and that is a metaphor. Metaphor is defined by Lakoff and Johnson as a figure of speech where understanding is a primary function, and it is a mode of conceiving one thing in perspective of another thing, whereas metonymy, they write, is more of a primarily referential figure of speech, that lets one entity stand in place of another, related one. They also write that aside from referring, metonymy helps with providing understanding as well. When metonymy is used, it has to be clear why we could use one word to substitute the original one, but not some different word. Metonymy always has to have a deeper meaning based on some associations. In some cases, though, the same purposes a metaphor does serve can be found in metonymy, but with a focus on the partial aspect of the referred word. Since Lakoff and Johnson were aware of the fact that there are certain patterns in metonymy, and are not just some arbitrary or random occurrences, they put them into a systematic order, that is; THE PART FOR THE WHOLE metonymy, PRODUCER FOR PRODUCT metonymy, OBJECT USED FOR USER metonymy, CONTROLLER FOR CONTROLLED metonymy, AN INSTITUTION FOR PEOPLE RESPONSIBLE metonymy, THE PLACE FOR THE INSTITUTION metonymy, AND THE PLACE FOR THE EVENT metonymy.

Lakoff and Johnson(2003) show that these metonymic concepts are not just random occurrences, but that they reflect the way our brains digest and create information, thoughts, and actions, in relation to language. It is a way that humans can picture a concept in their head just by hearing or reading an expression that is closely conceptually connected to it. On the other hand, the metonymic concepts mentioned above can influence people's thoughts actions, and attitudes, toward certain people, things, and other concepts. Lakoff and Johnson also discuss the fact that metonymy and its concepts have their origins in common human experience, maybe even more, than metaphoric concepts, because of its connection and involvement of more casual or physical associations. The involvement of metonymies in human experiences however has its drawbacks, as some specific metonymic patterns may be connected to specific cultures or their elements. One example of this is given by Lakoff and Johnson, in a dove for the holy spirit, which serves as a metonymical device specifically in Christianity and cultures that are close to this religion, generally speaking, Europe and the

Americas, but would not be understood as much in some Asian, African, or other indigenous cultures around the world. These are recognized as symbolic metonymies, and they serve s specific purposes in cultural and religious connections. Additional info on Lakoff and Johnsons' view of metonymy is discussed in the cognitive linguistic part.

What stands out from the above, is the definition of metonymy as a figure of speech that transfers meaning from one word to another via association. This serves a part in defining THE PART FOR THE WHOLE metonymy, also known as a synecdoche in subsequent chapters. These observations, however, were only done under the linguistic microscopes of authors like Cruse, Galperin, Koch, Lakoff and Johnson, or Peprník. Nevertheless, there is another way of observing metonymy, and that is through the lens of literature, rather than linguistics. These will be discussed before the aforementioned THE PART FOR THE WHOLE metonymy, to give a wider understanding of metonymy as a figure of speech.

2.1.2 What metonymy is in literature.

As it was mentioned above, metonymy is not only defined in a linguistic field of study but it has been given definitions by countless literates and dictionaries of literary terms. Such definitions are key to understanding the basic principles and ideas of metonymy.

One of these definitions is provided by Baldick (1991) which agrees with the above-stated origin of the Greek word for change of names, stating that one name that is closely associated with another, is replacing it. An important note is the mention of contiguity as a main differentiator between metonymy and metaphor. Where metaphor relies on the similarity of relationships, metonymy is keen on contiguity between two things, terms, or words.

Another distinct definition of metonymy was written by Cuddon(1999), describing metonymy as a figure of speech of course, but in the case of this definition, it is mentioned that the thing itself is instead replaced by a name of an attribute or other thing. In this dictionary, a "metaphor/metonymy" theory or in other words "Theory of binary opposition" is also mentioned, and it shall be discussed more thoroughly.

The "Theory of binary opposition" was written by Roman Jakobson (1956). It studies aphasia, a language disorder gained after memory loss. There, two axes of language, originally proposed by Ferdinand de Saussure, syntagmatic and paradigmatic, are discussed. The syntagmatic axis is seen as a vertical one, where the words are connected with each other

through contiguity, representing metonymic associations, whereas the paradigmatic axis is horizontal where meanings are able to be substituted, which represents metaphors. With this difference figured out, Jakobson's study found out that aphasia can be differentiated into contiguity disorder and similarity disorder, which means that those with contiguity disorder cannot use metonymies and tend to use metaphors more, and those with similarity disorder use metonymy because they are unable to work metaphors out. Jakobson additionally applied his theory on literature, and forms of writing. Metaphors were, according to Jakobson, more likely to be found in works of romantic and modernist poets, on the other hand, realistic novelists tend to use metonymies more, as do authors of magic realism and postmodernists.

Contiguity is mentioned in plenty of examples of metonymy definition but is most precisely explored by Abrams(1999) who claims that the relationship achieved through metonymy is described as an in common experience rooted recurrent relationship, that leads to a close association of a couple of terms. Of course, contiguity has a broader meaning, but in the case of metonymy, this seems like a sensible depiction of what is meant by it. Further investigation of contiguity in metonymy will be discussed in Chapter 2.2

2.2 Metonymy in cognitive linguistics

When talking about cognitive linguistics, a more recent development in linguistics comes to mind. This approach to the study of language took off in the eighties and developed around multiple ideas. The first idea is that language, including syntax, phonetics, semantics, and others, is developed for the purpose of conveying meaning. The second idea is the inseparability of language and other general cognitive abilities, like intelligence or creativity, since there is no autonomous portion of the brain that specializes in language. The last idea is that meaning involves shaping or composing form on conceptual and perceptual material in specific ways, and thus it is conceptual in nature.

Metonymy was given more spotlight in the last few decades, even though it has been known for centuries, even in ancient European cultures. In these recent decades, many cognitive linguists, like Croft, Radden, and Koch, raised the topic of metonymy in cognitive linguistics and helped with developing a more thorough understanding of metonymy and its use. There has been a shift in how Metonymy is viewed by cognitive linguists that sets it apart

from the historical view. Thus, metonymy has been described as a change in a meaning of a word that adds additional sense to those, that were not originally present. These senses are closely related to the word's original meaning, even though the relation between the new and old meaning may not be exact. (Campbell, 2013)

The above definition supports both the claims of the cognitive linguists, that both meanings of a word are perceived at the same time, as well as the historical, or traditional approach, which claims that metonymy is a change or a substitution of meaning for one that is closely related to it. Campbell then continues, by writing that metonymy can be also defined as a shift of concepts within the identical semantic domain. This claim shifts the conversation about Metonymy into cognitive linguistics. The example that Campbell uses is tea, which as a noun means "a hot drink", but the meaning of the word conceptually changed in most English-speaking countries, to also denote "the evening meal". This means the shift of the initial meaning of tea and also shows that Metonymy can be based only within specific cultures, as this shift took place only in English-speaking countries.

This leads to rethinking the concept of contiguity, which is closely related to Metonymy, if not synonymous. In the traditional linguistic approach, the contiguity was relevant due to a relationship that was frequent in the real world. But when seen from the point of view of cognitive linguistics, contiguity is also happening on a conceptual level. The contiguity of metonymy is based not only on relationships in real life, but also on the context it is used within, and the experience of both the speaker and the listener. (Campbell, 2013)

The concept of cognitive linguistics is also used in Metaphors we live by, written by Lakoff and Johnson. The concern of this book is a conceptual metaphor and with that also conceptual metonymy. Lakoff and Johnson discuss the role of conceptual metaphors and metonymies in life and culture. Their claim is that metaphors and metonymies are not just literary devices, but that they also reflect cognitive processes that mimic the way people think, and the way people express their attitudes and actions in the real world, and therefore structure the human language around these concepts. Metaphors and metonymies are not viewed by Lakoff and Johnson on a linguistic level only, but also on a conceptual level. This means that human conceptual systems are organized by metaphoric and metonymic processes. (Lakoff and Johnson, 2003)

Lakoff and Johnson discuss the similarities between metaphors and metonymies as well. That is because both of these phenomena can be seen as one thought, being expressed by a different one, on a surface level. Metaphors and metonymies are also systemized by the authors because in any examples of metaphors and metonymies, a pattern can be seen and the Metaphors or metonymies can be grouped under this pattern. Metonymic patterns and their examples will be the topic of the next chapter, so only one will be shown in this chapter. The pattern 'Object used for User' is shown with examples 'The sax has the flu today, The BLT is a lousy tipper, The gun he hired wanted fifty grand, We need a better glove at the third base, The buses are on a strike today.' In these examples, the relationship between the metonymy and the real world is observable, because inanimate objects are talked about as if they are people because they are closely related to the people they represent. For example, When someone says that buses are on strike, they do not mean that the vehicles are on strike, but the people that drive them are.

After describing the similarities between metaphors and metonymies, Lakoff and Johnson continue by showing the differences between the two, showing that metonymy is not a type of metaphor. The difference in the processes of metaphors and metonymies is that metaphor provides understanding by the way of conceiving one entity in terms of another, but metonymy works referentially, since by showing a relation of one concept to another.

The authors also point at the highlighting aspects of metonymy besides the above-mentioned referential ones. Since metonymy can highlight certain qualities of what is being referred to, the speaker can give additional information, and the listener can gain them. This can be shown in an example "Philip brought two six packs of Radegast for our trip, but he drank them even before we arrived at our destination." Radegast in this sentence refers to beer, but since the name of the brand was used, the listener can assume what kind of beer was brought, and that this was the beer of choice. Of course, the referencing between the concepts of beer and Radegast shows the real-life connection between the two. The fact that Radegast is a brewery that produces beer, signifies the contiguity between the terms, why the metonymic connection can be established, and show a difference between metaphor and metonymy. In examples like this, the connection between metonymy and common everyday experience is visible and Lakoff and Johnson discuss that both metaphors and metonymies are based on the human experience, but that metonymies are more straightforward than metaphors, because they usually work with more direct associations, albeit physical or causal.

Langacker's definition of metonymy emphasizes its cognitive nature, stating that it is a process by which one conceptual entity is accessed mentally through another entity (Langacker, 1993). This definition highlights the cognitive aspect of metonymy, emphasizing the mental connections and associations that occur when using metonymy in language and thought.

Blank's definition of metonymy provides clarity by describing it as a linguistic device rooted in salient conceptual relations within a frame network (Blank, 1999). This definition highlights the significance of saliency, emphasizing the notion that certain elements within a conceptual frame network stand out and become prominent in metonymic expressions. By emphasizing saliency, Blank's definition sheds light on the key factor influencing the selection of specific metonymic associations within a given context.

From a cognitive perspective, Radden and Kovecses define metonymy as a cognitive process where one conceptual entity, referred to as the "vehicle," enables mental access to another conceptual entity, known as the "target," within the same idealized cognitive model (Radden & Kovecses, 1999). This definition emphasizes the cognitive aspect of metonymy, highlighting how it operates within our mental models to establish connections and facilitate understanding between related concepts. By conceptualizing metonymy as a process of mental access between entities, Radden and Kovecses provide insight into the cognitive mechanisms underlying metonymic expressions.

In summary, although cognitive linguists may hold varying viewpoints, there is a consensus among them regarding the metonymic process. This process involves mentally accessing one conceptual entity through another entity. Metonymy extends beyond being solely a figure of speech and is deeply ingrained in people's everyday thinking. Moreover, the purpose of metonymy extends beyond artistic or aesthetic objectives; its primary function is to enhance the understanding of concepts. Therefore, metonymy serves as a powerful cognitive tool for individuals to conceptualize the world more effectively.

2.3 Domain/Frame Approach to Metonymy.

The concept of "frame" originates from Frame Semantics, which was developed by Charles Fillmore. Fillmore's non-traditional approach to semantics involves a specific

perspective on word meaning and provides principles for constructing new words and phrases, extending the meanings of existing words, and integrating the meanings of text elements to derive the overall meaning of a text (Fillmore, 2006). Therefore, Fillmore's theory can effectively explain metonymic expressions, as these expressions arise from similar cognitive processes that involve activating specific frames and accessing associated conceptual content. By incorporating frames into his semantic framework, Fillmore's theory offers a valuable framework for understanding how metonymy operates within the broader context of meaning construction.

Fillmore's concept of a "frame" refers to a system of interconnected concepts in which understanding any individual concept necessitates comprehending the entire structure to which it belongs. When one element within this structure is introduced into a text or conversation, all the other associated elements become automatically accessible and available for understanding (Fillmore, 1976). The notion of a frame allows for a holistic understanding of meaning, as the activation of one concept within a frame triggers the activation of related concepts, facilitating the comprehension of the overall structure and its associated elements. Frames provide a framework for organizing and retrieving knowledge, enabling the automatic accessibility of interconnected concepts in various linguistic and cognitive contexts.

At present, Fillmore's ideas hold a prominent position within the field of cognitive linguistics. The notion of "frame" has not only gained widespread acceptance but has also served as a foundation for further theoretical advancements by numerous scholars. Additionally, "frame" has become a generic term encompassing related concepts such as the "idealized cognitive model" (ICM) as proposed by Lakoff (1987), and the "conceptual domain" as discussed by Croft (1994) and Langacker (1993). These extensions and refinements of the original concept of a frame demonstrate its enduring significance and its role in shaping subsequent theoretical frameworks and analyses within cognitive linguistics.

In the context of cognitive linguistics, Ronald Langacker (1982) contributed significantly to the development of an approach that involves distinguishing between central elements of attention ("figure") and the remaining elements that are still perceptible but occupy a more peripheral role ("ground"). Langacker introduced the concepts of "profile," which shares similarities with "figure," and "base," which is akin to "ground."

The principle of distinguishing between "figure" and "ground" can be applied to metonymic concepts as well. In the given example, the term "Radegast" represents a specific product, which in this case refers to a type of beer. However, to fully understand the meaning of "Radegast," it is necessary to consider its background, or the contextual information related to its producer, i.e., the concrete brewery associated with it. The "figure" in this scenario is the specific product beer, while the "ground" encompasses the broader context and the producer's role within it.

Ronald Langacker indeed employs the terms 'base' and 'domain' interchangeably, often using them as synonyms for what Charles Fillmore referred to as 'frame'. Langacker's theoretical framework served as the foundation for William Croft's extensive exploration of the 'domain' concerning metonymy. Croft's investigation delves into the concept of 'domain' to elucidate the functioning of metonymic principles and their distinction from metaphorical principles in terms of the domain-based approach to word meaning.

According to Fillmore (2006), a 'frame' is characterized as any system of concepts, where the activation of one element within the system triggers the activation of the entire system. On the other hand, Croft (1993) defines a 'domain' as a semantic structure that serves as the base for one or more concept profiles. Typically, multiple concept profiles are associated with a single domain.

Croft, along with Langacker, distinguishes between 'basic domains' and 'abstract domains'. Basic domains are rooted in directly embodied human experience (Croft and Cruse 2004), while abstract domains encompass non-basic domains. It is common for abstract domains to be profiled or conceptualized concerning basic domains, although this is not a mandatory condition. This perspective aligns with Lakoff and Johnson's proposition that even abstract concepts ultimately find their interpretation through our physical experiences.

Building upon his previous ideas, Croft (1993) introduces the concept of "domain highlighting" to explain the role of metonymy. According to Croft, metonymy brings attention to a secondary domain that becomes primary in the figurative or metaphorical sense, despite its secondary status in the literal meaning. To illustrate this concept, consider the example sentence "It was hard for me to read Kant." In the literal sense, the sentence refers to the act of reading the works of Immanuel Kant, a renowned philosopher. However, Croft argues that our knowledge and understanding of Kant's works are associated with the broader domain of

"creative activity." Within this domain, the works produced (books) by Kant become a salient element, making the domain of creative activity prominent. As a result, metonymy allows for a shift in focus, where Kant's works take center stage as the primary domain of interest.

Metonymy can be described as a process in which a concept from one domain, known as the "source domain," is utilized to refer to or identify a specific concept within another domain, referred to as the "target domain." In the previous example of "It was hard for me to read Kant," we can apply this terminology. Kant serves as the source domain, representing the broader concept associated with him. Within the target domain, which pertains to the specific focus of the sentence, Kant's works become the target, representing the specific aspect being referred to. In this way, metonymy allows for the use of a related concept from the source domain to identify or highlight a specific concept within the target domain.

Indeed, for metonymy to occur, there needs to be a contiguous association between the source domain and the target domain. The mapping between the source and target concepts in metonymy is established within a single complex domain. Both Langacker and Croft refer to this complex domain as a "domain matrix." Croft (1993) defines a domain matrix as a combination of domains that are presupposed by a particular concept. It is important to note that according to Croft (1993), metonymic mapping takes place within a single domain matrix and not across different domains or domain matrices.

The assertion that metonymy operates within a single complex domain is indeed supported by various cognitive linguists, including Lakoff and Johnson (2003), Radden and Kövecses (1999), and Ruiz de Mendoza (2000). According to these scholars, metonymic mapping is distinctive in its nature. The central idea is that in a metonymy, there is only one domain involved, referred to as the immediate subject matter or context. Within this singular domain, metonymic mapping takes place. Typically, the metonymic source concept maps onto the metonymic target, which is the referent being referred to. This mapping allows for one item within the domain to stand for or represent another item. In other words, the metonymic relationship allows for substituting or representing one concept with another within the same domain.

Indeed, this interpretation of metonymy highlights its contrasting characteristics with metaphor. Metonymy operates within a single domain matrix, whereas metaphor involves the interaction between two domain matrices. As a result, the source and target concepts in

metaphor belong to different, unrelated domains. In metaphor, there are two distinct domains involved: the target domain, which represents the immediate subject matter, and the source domain, where metaphorical reasoning occurs and provides the source concepts used in that reasoning. The target domain serves as the domain of interest in the metaphorical expression, while the source domain provides the conceptual basis for understanding and making inferences. Furthermore, in metaphorical mapping, there are multiple mappings between the source and target domains. This means that two or more elements from the source domain are mapped to two or more elements within the target domain. These mappings facilitate the transfer of meaning and allow for the creation of new insights and perspectives.

Indeed, Lakoff and Johnson provide a demonstration of the distinction between metonymy and metaphor by examining the correlation between the time and space domains. In the example "I live three hours from Olomouc," metonymy is observed as the time domain is used to represent distance. In this case, the concept of time (three hours) is metonymically employed to stand for the distance covered during that time. The source domain of time is mapped onto the target domain of distance. The connection between these two domains can be unified by a complex domain, such as a trip or journey. Importantly, since there is a direct and single mapping between the source and target within a shared complex domain, this demonstrates the characteristic of metonymy. The metonymic relationship allows for the representation or substitution of one concept (time) with another concept (distance) within the same domain. Thus, based on the analysis provided by Lakoff and Johnson(2003), we can conclude that the example "I live three hours from Olomouc" exhibits metonymy, where the time domain is used as a metonymic representation for the distance domain.

Indeed, Lakoff and Johnson(2003) provide a contrasting example to demonstrate the metaphorical mapping between the time and space domains. In the example "Exam period is close to the summer holidays," metaphor is observed as the location domain is used to describe the time domain. In this case, the relationship between the times of the two events, the exam period and the summer holidays, is metaphorically expressed in terms of space. The proximity or closeness associated with physical distance is used metaphorically to describe the temporal relationship between the two events. The crucial distinction in this example is that the source domain of location (space) is applied to describe the target domain of time. These are two distinct domains that cannot be directly joined into a single complex domain. The mapping between the two domains is metaphorical, as it involves the transfer of meaning and inference-

making from the source to the target domain. Therefore, based on the analysis provided by Lakoff and Johnson, we can conclude that the example "Exam period is close to the summer holidays" exhibits metaphor, as the spatial domain is metaphorically applied to describe the temporal domain.

Overall, metonymy is not merely a straightforward substitution of one concept with a word or symbol representing another concept based on its contiguity. Instead, considering the framework of the 'frame/domain' approach and its role in distinguishing between metaphor and metonymy, metonymy can be defined as described by Radden and Kövecses (1999). According to their definition, metonymy is a cognitive process in which one conceptual entity, referred to as the vehicle, allows for mental access to another conceptual entity, known as the target, within the same idealized cognitive model. In other words, metonymy involves the activation and association of related concepts within the same idealized cognitive model.

Indeed, the term "Idealized Cognitive Model" (ICM) was introduced by Lakoff and has been adopted and further developed by other cognitive linguists, including Radden and Kövecses. The concept of ICM emphasizes that the knowledge represented in a frame or cognitive model is a conceptualization of experience, which may not always align perfectly with reality. ICMs are mental representations or cognitive models that capture our conceptual understanding of specific domains, concepts, or phenomena. These models provide a structured framework through which we perceive, interpret, and make sense of the world around us. However, it's important to note that ICMs are idealized in the sense that they simplify and abstract aspects of our experiences, highlighting certain features and suppressing others. When it comes to metonymic concepts, the notion of ICM reminds us that their interpretation and understanding can be influenced by various factors, including the participants' cultural, social, and even personal backgrounds in a conversation. The shared cultural and social knowledge and individual experiences contribute to the formation and comprehension of metonymic mappings and allow for a clearer understanding and interpretation of metonymic expressions.

2.4 Metonymic Patterns and Their Examples.

The classification of metonymy is essential in traditional and cognitive studies. It helps in understanding metonymy and uncovering its operational methods. Metonymic cases

are categorized into patterns reflecting conceptualized relationships between physical and non-physical entities. These patterns assist in analyzing metonymy and its manifestations in language and thought and will be the topic of this section, namely the concepts introduced by Lakoff and Johnson (2003) with examples in both English and Czech.

The metonymic pattern of PRODUCER FOR PRODUCT has been previously discussed, although only individual examples were provided without an overview of the entire pattern. In English, examples such as "Philip brought two six packs of Radegast for our trip, but he drank them even before we arrived at our destination" or "He is reading Nietzsche at the moment" illustrate this pattern. Similarly, in Czech, examples like "Koupil si škodovku" or "Po zápase jsem vypil celou Mattonku" exemplify the pattern. In this pattern, the Producer serves as a metonymic source that provides access to the domain of the Product, highlighting specific features and qualities associated with the Producer. Furthermore, the example "He is reading Nietzsche at the moment" can be categorized under the commonly observed subtype pattern of Creator/Artist For His Work.

The metonymy of INSTITUTION FOR PEOPLE RESPONSIBLE is illustrated in English with examples like "We were instructed by the university to wear masks" or "Martin does not approve of the government's actions." Similarly, in Czech, examples such as "Soud vyřkl rozsudek" or "Magistrát schválil dotace sportovních klubů" demonstrate this metonymic pattern. In this type of metonymy, the institution represents a collective entity that can also stand for the individuals associated with it. Here, the domain of People is highlighted against the domain of Institution, signifying the unified group of people. This metonymic shift can give rise to personification, a type of metaphor where physical objects are perceived as human beings (Lakoff and Johnson 2003). Therefore, the examples describe the actions of the institutions using verbs typically used to describe human actions.

The metonymy of THE PLACE FOR THE INSTITUTION is exemplified by English sentences like "The White House announced a press conference this evening" or "10 Downing Street will issue a statement soon," as well as Czech sentences such as "Pražský hrad by se neměl míchat do mezinárodních vztahů" or "Bazaly podepsaly nového brankáře." In these examples, the domain of Place identifies the institutions or organizations associated with those specific locations. This metonymic pattern occurs when one domain within the domain matrix highlights the relationship it has with another domain. As a result, the domain of Place is utilized to single out the relevant institutions or organizations situated in those specific places.

The metonymy of THE PLACE FOR THE EVENT is exemplified in English sentences like "Let's not make this situation the second Watergate" or "We should not forget Pearl Harbor," as well as Czech sentences such as "Bílá hora znamenala pro Čechy potupnou porážku" or "Nagano byl náš hokejový vrchol." In these examples, the domain of Place is used to refer to specific events or historical occurrences. This metonymic pattern occurs within the domain matrix of the Event, which encompasses various elements such as Time, Place, Participants, Status Of The Event, Acts, Outcome, or Character. Each example highlights specific aspects associated with the events being referenced, demonstrating the interpretation of abstract concepts through concrete physical objects or locations.

The metonymic pattern of THE CONTROLLER FOR THE CONTROLLED, highlighted by Lakoff and Johnson, emphasizes the concept of responsibility. English examples such as "Popovic ran a Pick and roll action" or "Hitler lost the war" and Czech examples like "Babiš vydal další opatření" or "Deanerys obsadila Královo přístaviště" illustrate this pattern. In these examples, the domain of Controller is profiled within the domain matrix of Human Beings, specifically against the domain Controlled, which represents a collective entity. This metonymic pattern allows for referring to the whole group through its representative, who bears the responsibility for the group's actions. It enables judgments or evaluations of a group based on the actions or behavior of its members or representatives.

Lastly, The metonymic pattern THE PART FOR THE WHOLE has examples in English like "Dude, those are nice wheels you got there" or "He is the brain of the operation" and "Dokud žiješ pod mu střechou" or "Nemám na chleba". The Part & The Whole metonymic patterns, including THE PART FOR THE WHOLE and The Whole For The Part, are considered foundational in understanding metonymy. THE PART FOR THE WHOLE metonymic pattern involves using a specific part of something to refer to the whole entity, while The Whole For The Part pattern involves using the whole entity to refer to a specific part.

It is noted that special attention is given to THE PART FOR THE WHOLE metonymy in the given pair of metonymic patterns. This particular pattern is considered less common compared to The Whole For The Part metonymy and is therefore more likely to stand out and be noticed. Additionally, THE PART FOR THE WHOLE pattern is seen as the most prototypical metonymic pattern because it aligns with the common figure-ground perception, where one concept (the part) is highlighted while the entire conceptual frame (the whole)

remains present. Lakoff and Johnson use the term 'synecdoche' to refer to THE PART FOR THE WHOLE metonymy, highlighting the relationship between the part and the whole and the cognitive processes involved in understanding this type of metonymic mapping.

Some cognitive linguists propose that the relationship between synecdoche and THE PART FOR THE WHOLE metonymy is more intricate and warrants further investigation. However, due to the significance of this question for the thesis at hand, a detailed examination of this relationship is not necessary, and only THE PART FOR THE WHOLE metonymy will be employed to prevent any potential misunderstandings.

2.5 Teaching metonymy in English as a second language lessons

Before giving out a specific lesson on THE PART FOR THE WHOLE Metonymy, it is best to talk about the specifics of teaching this topic. Not much of the curriculum is given to figures of speech, and if so, it is most likely idioms or metaphors that are taught.

The volume of the English lexicon that a student has to understand before becoming at least close to being fluent in the English language is astonishing. The student has to understand both the denotative and connotative meanings of the words, in order to reach some level of proficiency in their skill as a speaker of English. Through learning figures of speech, the learner gains new ways to express themselves and to understand others. Not only does learning figures of speech like metaphors, idioms, metonymy, or personification help students in understanding figurative aspects of language, but it also helps with the imagination and language creativity of the students. Since figures of speech are used in formal and informal settings, and slang and standard use of language learner needs to be able to use and understand such structures. If the level of understanding is not reached, it may lead to confusion and frustration for the learner, and it is the teacher's job to help their students with understanding these language structures that may not always be as straightforward as other parts of the English lexicon.

On the other hand, the learners that learn to understand and use these figurative expressions effectively, display not only a deeper understanding of the English language but

also the culture of English-speaking countries, as these expressions are deeply rooted in culture and are culturally specific in nature. While trying to teach figures of speech, it is advised to assimilate them throughout the curriculum, although if there is a need for a specific lesson on figures of speech, it should be done through activity-based learning programs. It is important to have all of the students in the classroom involved in these activities. (Wordsworth, 2019)

The website ELT Concourse teacher training thinks of metonymies as a subclass of synonymy, but the views that are written on this page, regarding teaching Metonymy are worth an analysis. After analysis of what they call subsets of synonymy, that is Metonymy, Synecdoche, Simile, Metaphor, and Hyponymy, the authors go on and describe synonymy proper. It is specifically mentioned that even though this categorization may not be found correct by theoretical linguists, the site uses this categorization to help teachers with teaching these concepts in their lessons.

Then, the possible problems with teaching synonymy are discussed. The sense problem is described as the possibility of explaining words through synonyms, which could get you from one word in the English lexicon to any other word, sooner or later. Metonymy does not face this problem because the relationship between the two words is contiguous, which means that the meanings are very closely related. The other problems discussed such as syntactical problems, syntactical homonymy, connotational problems, collocational problems stylistic problems, affixation problems, and variety problems can be problems of metonymy to an extent, but on the website, only the relationships of synonymy with these problems are discussed and thus it is not a concern for this study.

The next part of this article however is of interest to this study, because it discusses some possible techniques for teaching figurative language in English as a second language classes. The first technique discussed is searching for the figurative counterparts of words in the text. It is pointed out that by replacing the words in the text it creates a nonsensical text. That is the reason why it is better to let students look for words that would have not their counterparts, but their meaning written under the text. For example, in the text "We were chatting with my brother Tom yesterday. Tom bought shiny new wheels. He said that he has never driven a better car than this" the instructions should be "Find the word that means car, in the text" and not "find metonymy for a car." This exercise is of course again focused more on synonymy, but it can be adapted for teaching THE PART FOR THE WHOLE Metonymy. The exercise focuses on raising the learners' awareness of the frequency of the use of metonymies,

synecdoches, hyponyms, and metaphors in everyday language. A table with two columns is created and on the left side sentences that use figurative language are written and on the other side, the same sentences with literal meaning are written, in a mixed order. The figures of speech and their counterparts are highlighted, and the students have to connect the correct sentences and then explain the difference between them. This activity would be great for the introduction of the topic of figurative language, as the students have to figure out the relationships between figures of speech and their literal counterparts themselves. The last part of the article is focused on using similes and metaphors in English as second language lessons, but the nature of the exercises could be used on metonymies. For example, exercises based on spotting similes in a text could be used in a lesson as well as trying to create students' examples. (ELT Concourse teacher training, 2023)

The last article to be considered is The Cognitive Nature of Metonymy and Its Implications for English Vocabulary Teaching which concentrates on expanding students' vocabulary by teaching metonymy. (Guan, 2009) The author begins the article by introducing the topic of metonymy, mostly citing authors like Lakoff or Radden, and discussing different approaches of cognitive linguistics on metonymy. Then metonymies are classified for easier understanding of the students, and the term contiguity is discussed. The last part of this article deals with metonymy and lexical meaning, which is arguably advantageous for students to learn since their understanding of English discourse would get much better this way.

The webpage literacyideas.com uses the word synecdoche to discuss THE PART FOR THE WHOLE Metonymy. Firstly, it defines synecdoche as a figure of speech where either part of something can represent the whole of something or the whole represents the part, which shows the difference between The terms THE PART FOR THE WHOLE Metonymy and Synecdoche.

Then examples are given including "Check out my new wheels.", "Can you give me a hand?", "All eyes were on him.", or "The team needs some fresh legs.", which are some great examples of synecdoche that the students were probably able to hear or read somewhere else, and recognize it.

Third, it gives students and teachers some writing tips like using synecdoche purposefully, which means that the writers should consider if and why they are using synecdoche, before using it. Another writing tip mentioned is choosing practical Parts to

represent the Whole so that the metonymy is relevant, recognizable, and close in meaning. In other words, there has to be contiguity. The last tip is for the students and teacher to be clear and concise so that their writing will not confuse the reader. There should not be an abundance of synecdochical phrases in one piece of writing, and the connection between The Part and The Whole should be evident.

The last thing provided by this website is a Synecdoche teaching task. In this task, students should make groups and obtain copies of old newspapers. There they should try to spot the examples of Synecdoche and highlight them. The same can be done with THE PART FOR THE WHOLE Metonymy. If there would be a need, the task could be expanded, so that the students would colorfully highlight different figures of speech if they already learned them with their teacher. (Literacyideas.com, 2021)

It can be said that most of the authors agree on the beneficiality of teaching figures of speech and by extent THE PART FOR THE WHOLE Metonymy. The insight of figurative language helps the students with a deeper understanding of the English language as a whole, it helps with the fluency of the students' use of the language, and it makes the students think creatively in terms of the use of a foreign language. It has been mentioned that both integrating the teaching of figurative language into lessons or creating whole lessons focused on figurative language can work and is encouraged.

3. Practical part

3.1. The research introduction

The study was conducted at the Private Secondary School of Business in Opava in the first grade of secondary school. The students were between the ages of fifteen and eighteen, and a total of twenty students had undergone the study. The study was made up of a pre-test, a lesson plan, and a post-test. Both pre-test and post-test were made up of nine closed questions with four possible answers for each of the questions thus making this study a questionnaire-based quantitative research.

In quantitative study, the goal is for a relationship between an independent variable and a dependent outcome to be established. Quantitative studies are either descriptive, where the subjects are measured only once, and experimental where the subjects of the study are measured before and after a treatment. Since this study has two questionnaires, which are the pre-test and the post-test, this study is an experimental one. That is because the post-test is taken after the students had undergone a lesson on THE PART FOR THE WHOLE Metonymy, thus establishing causality.

Other characteristics of quantitative research are a generalization of the study outcome across multiple groups, gathering data in numerical values, using structured research instruments, basing the results on larger sample sizes that are representative of the population, ability to be easily replicated or repeated, having defined research questions that are to be answered by the study, and designing all aspects of the study before the collection of data. The data that is collected by quantitative research is in numerical form, organized in charts, tables, figures, or other non-textual forms. Tools such as questionnaires are used to collect the data. (Babbie, 2010)

3.1.1 Research problem

Figures of speech like metaphors, idioms, similes, and others are not a part of the curriculum for English lessons in Czech high schools, thus the knowledge of THE PART FOR THE WHOLE Metonymy is rather low. Therefore, there is a need to try and implement THE PART FOR THE WHOLE Metonymy in English lessons, more preferably to focus an entire lesson on it. It is then necessary to define how did the lesson improve students' level of knowledge of THE PART FOR THE WHOLE Metonymy.

3.1.2 Research aims

This study aims to assess the students' level of knowledge of THE PART FOR THE WHOLE Metonymies and measure the improvement of this knowledge after undergoing a lesson focused on THE PART FOR THE WHOLE Metonymy.

3.1.3 Research questions

For the study to be conducted, research questions have to be created. Since the study concerns teaching THE PART FOR THE WHOLE Metonymy, the suitable research questions are all connected to the students and the use of THE PART FOR THE WHOLE Metonymies in class.

The optimal way to study THE PART FOR THE WHOLE Metonymy and its use in class is first to assess the level of students' knowledge about THE PART FOR THE WHOLE Metonymy. Since figures of speech and specifically THE PART FOR THE WHOLE Metonymy is not a standard part of the curriculum, the assumption is, that the level of knowledge will be low. Afterward, it is important to ask, how did the level of students' knowledge of THE PART FOR THE WHOLE Metonymies improve? Lastly, the data collected can be used to signify, which of THE PART FOR THE WHOLE Metonymies were more problematic for the students, and which they could understand more easily.

The following research questions are hence constructed based on the statements in the paragraph above:

Q1: What is the initial level of students' knowledge of THE PART FOR THE WHOLE Metonymies?

Q2: How did the level of students' knowledge of THE PART FOR THE WHOLE Metonymies improve by the prepared lesson based on teaching THE PART FOR THE WHOLE Metonymy?

Q3: Which of THE PART FOR THE WHOLE Metonymies was harder and which was easier for the students to understand in the pre-test?

Q4: Which of THE PART FOR THE WHOLE Metonymies was harder and which was easier for the students to understand in the post-test?

3.1.4 Research environment

The study took place at the Private Secondary School of Business in Opava, which is a high school that specializes in the studies of the operator in polygraphy, multimedia and advertising creation, journalism and media communication, tourism and guiding, sales representative, economist accountant, and public administration. All of the mentioned studies are four years long and at the end of the studies, the students have to pass the maturita exam.

For English lessons, the students are divided into four groups each year, based on their level of English, not on their field of study. The level of English was assessed at the beginning of their studies at this school. There are four lessons in a week either as a standard forty-five-minute lesson in four days or two ninety-minute classes in two days. (Soukromá střední škola podnikatelská, s. r. o., Opava, 2023)

The class in which the study was realized consisted of twenty students. The students were between fifteen and eighteen years old. These first-year students were a part of the second-best English group in their year. The proportion of sexes in this class was thirteen girls and seven boys, thus making this a heterogeneous group of students.

This group of students was selected because the topic might be a bit too hard for elementary school kids, yet too easy for older high school students who would be nearing the maturita exam in English.

3.2 Realization of the research

3.2.1 Pre-Test

The pre-test consisted of nine close questions, each with three false and one correct answer. These were given to the students before the start of the lesson. The premise was that the students were not familiar with THE PART FOR THE WHOLE Metonymy, so their answers would not be correct. These questions were based on the student's ability to identify THE PART FOR THE WHOLE Metonymy in a text. Below is the pre-test's final form.

Choose which option is THE PART FOR THE WHOLE Metonymy in these examples.

(tip: A word that is a part of something, that means the whole thing in the sentence)

1) It was the kind of voice that the ear follows up and down, as if each speech is an arrangement of notes that will never be played again.
   a. *Voice* means 'the whole speaker'.
   b. *Notes* means 'whole song'.
   c. *The ear* means 'the whole listener'.
   d. *Speech* means 'a whole event'.

2) As I walked through the crowded city streets, I couldn't help but notice the many different types of faces around me. There were young faces and old faces, happy faces and sad faces.
   a. *Streets* means 'the whole country'.
   b. *Young* means 'all the babies'.
   c. *Faces* means 'the people as a whole'.
   d. *Happy* means 'the whole comedy show'.

3) As the deadline for the project drew near, the manager yelled out, "All hands on deck!" The phrase was a clear call to action. Everyone understood the urgency of the situation and immediately sprang into action, each person doing their part to ensure that the project was finished on time.
   a. *Project* means 'the whole company'.
   b. *Hands* means 'all the people and their effort'.
   c. *Deadline* means 'the whole workday'.
   d. *Action* means 'the whole workday'.

4) They were her countrywomen; and the beef and ale of their native land, with a moral diet not a whit more refined, entered largely into their composition. The bright morning sun, therefore, shone on broad shoulders and well-developed busts, and on round and ruddy cheeks, which had ripened in the far-off island, and had hardly yet grown paler or thinner in the atmosphere of New England.
   a. *Island* means 'the whole nation'.
   b. *Beef and ale* means 'a part of the whole community'.
   c. *Sun* means 'the whole space'.
   d. *New England* means 'the whole United States'.

5) But the point which drew all eyes, and, as it were, transfigured the wearer—so that both men and women, who had been familiarly acquainted with Hester Prynne, were now impressed as if they beheld her for the first time—was that SCARLET LETTER, so fantastically embroidered and illuminated upon her bosom. It had the effect of a spell, taking her out of the ordinary relations with humanity, and inclosing her in a sphere by herself.
   a. *Eyes* means 'the women'.
   b. *Sphere* means 'the Earth'.
   c. *Time* means 'history'.
   d. *Spell* means 'witches'.

6) "He will think differently," the musketeer threatened, "When he feels the point of my steel." Then the musketeers ran toward the castle, with courage.
   a. *Castle* means 'the whole country'.
   b. *Musketeers* means 'the whole army'.
   c. *He* means 'the whole upper class'.
   d. *Steel* means 'the whole sword'.

7) I trust him with everything. He is the operation's brain, so we will follow anything he says. If you have questions, ask now, there won't be much time when we get this thing rolling.
   a. *Brains* means 'the whole intelligent person'.
   b. *Thing* means 'the whole machine'.
   c. *Operation* means 'the whole hospital'.
   d. *Now* means 'the whole length of the operation'.

8) The sea was calm and blue, and the weather was perfect. They had three more days until they could get to their destination. Lieutenant Surge had about fifteen sails under his command, and he was determined to guide them all to the port.
   a. *Sea* means the 'vwhole world'.
   b. *Destination* means 'the whole continent'.
   c. *Sails* means 'the whole ships'.
   d. *Port* means 'the whole country'.

9) All he heard in church was his pastor talking about pearly gates, while all he could think about were vacations. He imagined laying on sandy beaches, swimming in the sea, and drinking cold beverages.
a. *Church* means 'the whole religion.
b. *Pastor* means 'the whole crowd of churchgoers'.
c. *Vacations* means 'the whole year'.
d. *Pearly gates* means 'the whole concept of heaven'.

3.1.2 Lesson plan

Then the actual lesson started, with a PowerPoint presentation where the students were given the definition of THE PART FOR THE WHOLE Metonymy along with one example of THE PART FOR THE WHOLE Metonymy in English, wheels as THE PART FOR THE WHOLE car and one example of THE PAER FOR THE WHOLE Metonymy in Czech, 'roof as a part for a whole house or home', as in "Dokud bydlíš pod mou střechou".

After the presentation, the students were given a worksheet to fill out. The worksheet consisted of five exercises. The first exercise connected two sentences with the same meaning, where one in one of the sentences of THE PAER FOR THE WHOLE Metonymy was used, and the other one was written without THE PAER FOR THE WHOLE Metonymy. There were five pairs of sentences in this exercise. In the second exercise, there were 5 sentences in which THE PART FOR THE WHOLE Metonymy was used, the metonymic word was underlined, and the students were supposed to write the non-metonymic meaning of the underlined word. Exercise number three asked the students to write down their own description of THE PART FOR THE WHOLE Metonymy. In the fourth exercise, students should make their own THE PART FOR THE WHOLE Metonymy, and in the last exercise, an example of THE PART FOR THE WHOLE Metonymy in Czech or any other first language the students knew was required. The specific worksheet can be seen below.

THE PART FOR THE WHOLE metonymy

1. Connect sentences with the same meaning.

I must make a lot of money to support my family.   I need help.

Dude, nice wheels!   You really rocked the strings!

Good job playing the guitar tonight.   I need to win her heart.

Can you give me a hand?   I have hungry mouths to feed at home.

I want her to love me.   Your car is really nice.

2. What is meant by these sentences?

Peter asked for Hannah's <u>hand</u>.

We drove him to the hospital, now he's in good <u>hands</u>.

We were having lunch when a bunch of <u>suits</u> walked in and interrupted us.

Pour me a glass of <u>bubbly</u>.

Friends, Romans, Countrymen, lend me your <u>ears</u>.

3. How would you describe PfW metonymy?

4. Since PfW metonymy is not set in stone, try to make your examples.

5. Try to think of at least 5 examples of PfW metonymy in Czech (If Czech is not your mother tongue, write examples in your language, but with English translation)

The next activity is called "running dictation" where the students received a worksheet with eight texts where there was a part missing. These parts were THE PART FOR THE WHOLE Metonymies, which the students were supposed to find on pieces of paper hidden around the class and write the right THE PART FOR THE WHOLE Metonymy to the text it belonged to. Then they had to explain what THE PART FOR THE WHOLE Metonymies they found and written, down meant. The answers the students found for the text that will follow were "My heart is yours, Faces in the crowd, Lend me your ears, The pearly gates, Boots on the ground, Sails, Wheels and Mouths to feed."

Find the missing part of the texts, then explain what they mean on the line below.

My dear, _____. Every beat, every rhythm, every pulse belongs to you. It's been that way since the moment I met you and it will never change. You are the center of my universe, the light that illuminates my darkest moments, and the anchor that keeps me grounded. I love you more than words could ever express, and I'm grateful every day for being with you.

As I walked through the busy airport terminal, I couldn't help but notice the many _____. Some looked excited, eager to embark on a new adventure or reunite with loved ones. Others looked weary and worn out, perhaps returning home after a long journey. There were businessmen in suits, families with young children, couples holding hands, and solo travelers lost in thought.

There is something important that I must say, and I hope that you will hear me out. We live in a world that is full of noise and distractions, where it can be difficult to focus on what truly matters. But if you can spare a moment, I promise that what I have to say is worth your attention. So please, _____ _____, and together, we can explore new ideas, share our hopes and fears, and work towards a brighter future.

As I stood before the _____, my heartbeat with a mixture of excitement and trepidation. This was the moment I had been waiting for my entire life - the chance to enter into the kingdom of heaven and bask in the glory of God's love. But at the same time, I couldn't help but wonder if I was truly worthy of such a divine reward. Had I lived a good enough life?

The success of any military operation depends on having _____. It's one thing to launch airstrikes or conduct cyber-attacks, but without troops on the front lines, it's impossible to achieve a decisive victory. That's why soldiers are often referred to as the backbone of the military - they are the ones who put their lives on the line to defend their country and protect their fellow citizens.

As the morning sun rose over the horizon, we set out to sea with our fleet of _____. The wind was brisk and the waves were high, but our crew was well-prepared for the journey ahead. We sailed past rocky cliffs and verdant islands, marveling at the natural beauty that surrounded us.

I pulled up to the curb in my shiny new _____, feeling a sense of pride and satisfaction wash over me. I had worked hard to save up for this car, and it represented a major milestone in my life. As I stepped out of the driver's seat and looked back at the sleek lines and gleaming paint job, I knew that this was more than just a mode of transportation - it was a symbol of my hard work and determination.

As a parent, I know what it's like to have _____. Every day is a delicate balancing act between providing for my family and ensuring that we have enough left over for the future. It can be a daunting task, but it's one that I take on willingly because I love my children and want to give them the best possible start in life.

The last activity of this lesson plan was a game called "Bamboozle." This is a game on an online platform, which has the class divided into two teams. The teams had to decide if the sentence on the screen is THE PART FOR THE WHOLE Metonymy or not. For every right answer, a team receives 15 points. There were 20 questions and 6 random power-ups or power-downs, organized randomly in a four-by-four grid, with the teams only being able to see a number each of the questions had, while choosing one. The ten sentences that the students had to decide were THE PART FOR THE WHOLE Metonymy or not, were the following:

- The White House invited the Canadian prime minister for a visit.
- I am busy as a bee, She is cool as a cucumber, This country is a melting pot.
- Life is a highway.
- I only see him once in a blue moon.
- To kill two birds with one stone
- The Pentagon prohibited its officials to use TikTok on their phones.
- The crown visited Liverpool last week.
- I was on a date with blue eyes yesterday.
- Hurry up, grey beard!
- The civilians were put to the sword.
- Are you paying with plastic?
- British Navy has many sails.
- Lend me your ears.
- We saw boots marching yesterday.
- Pen is mightier than the sword.
- Wow, nice wheels.
- All hands on deck.
- Lend me your ears.

3.1.3 The Post-test

The Post-test was conducted in the same manner as the pre-test, that is, it included nine closed questions with four possible answers to each question. This post-test was given to the students two weeks after they attended the lesson on THE PART FOR THE WHOLE Metonymy. In the post-test, THE PART FOR THE WHOLE Metonymies chosen were different from those in the Pre-Test, since the main point of the lesson was to teach the students the principle of THE PART FOR THE WHOLE Metonymy, and not just some selected ones. The specific questions on the test were these;

Choose which option is THE PART FOR THE WHOLE Metonymy in these examples.

1)   I had a lot of fun yesterday. We were with some friends in a pub, and we spent the evening rolling the dice. You should come with us next time. We meet every Saturday at eight o clock, in Maclaren's pub.

a.   *Friends* means 'all the people in the pub'.

b.   *Yesterday* means 'the whole past'.

c.   *Dice* means 'the whole game'.

d.   *Fun* means 'all the activities they did'.

2)   When my sister was little she spent most of her time during family gatherings in front of the lens. But as she got older she spent more and more time behind them. Now she is thinking about opening her own studio, so she can be a professional photographer.

a.   *Family* means 'the whole of humankind'.

b.   *Lens* means 'the whole camera'.

c.   *Sister* means 'the whole family'.

d.   *Little* means 'the whole childhood'.

3)   Last time we were at the Oak farm, we saw a herd of hooves galloping through the field. What magnificent animals they are. I just love seeing them running, individually or the herd as a unit.

a.   *Hooves* means 'the whole horse'.

b.   *Oak* means 'the whole forest'.

c.   *Farm* means 'the whole city'.

d.   *Field* means 'the whole farm'.

4)   I know the voices dying with a dying fall, beneath the music from a farther room.

a.   *Room* means 'the whole house'.

b.   *Voices* means 'the whole people'.

c.   *Music* means 'the whole band'.

d.   *Dying fall* means 'the whole death'.

5)   I read in the newspaper, that the arsonist had been caught and charged with setting the flames that destroyed the forest. He will spend three to five years in jail and has to pay for all damages he is responsible for.

a.   *Newspaper* means 'the whole editorial office'.

b.   *Arsonist* means 'the whole population of the town'.

c.   *Flames* means 'the whole forest fire'.

d.   *Forest* means 'the whole of nature'.

6)   Last night Peter did not go out with us. He sat behind the keyboard for hours, writing his next bestseller. As if he could write it in a night. But with the energy and passion he is putting into his new book, I believe it will be a hit.

a.   *Out* means 'the whole world'.

b.   *Keyboard* means 'the whole computer setup'.

c.   *Bestsellers* means 'the whole book series'.

d.   *Night* means 'the whole day'.

7)   Their eyes met as she sat in front of him paler than anyone in the huge ocean of faces before them. As she smiled at him, his heartbeat got faster and faster. He couldn't stay calm.

a.   *Eyes* means 'the whole face'.

b.   *Faces* means 'the whole people'.

c.   *Ocean* means 'the whole planet'.

d.   *Anyone* means 'the whole of humankind'.

8)   What I remember the most from elementary school is that every morning we had to pledge allegiance to the flag. When I look back, I would say these were simpler times, I did not know what is going on in the world around me, and I did not care.

a.   *Elementary School* means 'the whole education system'.

b.   *Morning* means 'the whole day'.

c.   *Pledge* means 'the whole anthem'.

d.   *The flag* means 'the whole country'.

9)   What did you like the most from yesterday's concert? I liked the fingers behind the strings of the guitar, which wowed the crowd with their performance. The singer was also good, but There was something about the man with the guitar that sent chills down my spine.

a.   *Yesterday* means 'the whole past'.

b.   *Concert* means 'the whole music industry'.

c.   *Fingers* means 'the whole guitarist'.

d.   *Guitar* means 'the whole band'.

3.3 Results

3.3.1 Pre-test results

The results of the pre-test were better than the expectations before the study took place. Out of twenty students, only one was not able to answer any questions correctly. Surprisingly most of the students had at least five correct answers, and this scored fifty-six percent in the pre-test. The average score of the pre-test was forty percent.

In the first question, the students had to find THE PART FOR THE WHOLE Metonymy in the sentence "*It was the kind of voice that the ear follows up and down, as if each speech is an arrangement of notes that will never be played again."* The right answer" *a) Voice means the whole speaker."* was selected four times out of twenty, that is twenty percent of all the answers gathered. Of the other three options "*b) Notes mean a whole song"* Was selected eight times, "*c)The ear means the whole listener"* was selected five times, and *d) Speech means a whole event"* was selected three times.

In the text of the second question, *"As I walked through the crowded city streets, I couldn't help but notice the many different types of faces around me. There were young faces and old faces, happy faces and sad faces."* the right THE PART FOR THE WHOLE Metonymy to find was the option *"c) Faces mean the people as a whole"* which was selected fifteen times. That was seventy-five percent of the answers. From the wrong answers, the students selected *"a) Streets mean the whole country"* three times and *"b) Young means all the babies"* two times. No student chose the answer *"d) Happy means the whole comedy show".*

The third text "As the deadline for the project drew near, the manager yelled out, "All hands on deck!" The phrase was a clear call to action. Everyone understood the urgency of the situation and immediately sprang into action, each person doing their part to ensure that the project was finished on time" used THE PART FOR THE WHOLE Metonymy option "b) Hands mean all the people and their effort." This Answer was selected by eight students. Of the rest of the answers, a) Project means the whole company." Was selected two times, c) Deadline means the whole workday" was selected six times, and d) Action means the whole workday" four times.

THE PART FOR THE WHOLE Metonymy to be found in the fourth question "*They were her countrywomen; and the beef and ale of their native land, with a moral diet not a whit more refined, entered largely into their composition. The bright morning sun, therefore, shone on broad shoulders and well-developed busts, and on round and ruddy cheeks, which had ripened in the far-off island, and had hardly yet grown paler or thinner in the atmosphere of New England*" was "*b) Beef and ale represent a part of the whole community*" which was chosen only seven times, thirty-five percent of the time. The other options "*a) Island represents the whole nation*", "*c) Sun represents the whole space*", and "*d) New England represents the whole United States*" were selected five, five and three times respectively.

In the fifth question, the students were supposed to find THE PART FOR THE WHOLE Metonymy in the text "*But the point which drew all eyes, and, as it were, transfigured the wearer—so that both men and women, who had been familiarly acquainted with Hester Prynne, were now impressed as if they beheld her for the first time—was that SCARLET LETTER, so fantastically embroidered and illuminated upon her bosom. It had the effect of a spell, taking her out of the ordinary relations with humanity, and inclosing her in a sphere by herself.*" The right answer was option "*a) Eyes represent the women*" which was selected by four students, that is twenty percent. From the rest of the options "*b) Sphere represents the Earth*" was selected four times, option "*c) Time represents history*" eight times and option "*d) Spell represents witches*" also four times.

THE PART FOR THE WHOLE Metonymy that was the right answer in the sixth question "*He will think differently,*" the musketeer threatened, "*When he feels the point of my steel.*" *Then the musketeers ran toward the castle, with courage*" was the option "*d) Steel means the whole sword*" which was selected by forty percent of the students, that is eight times. Of the other three options "*a) Castle means the whole country*" was selected only once, "*b) Musketeers mean the whole army*" was selected eight times, same as the right answer, and "*c) He means the whole upper class*" was selected three times.

The seventh question of the pre-test had THE PART FOR THE WHOLE Metonymy in the text "*I trust him with everything. He is the brains of the operation, so anything he says, we will follow. If you have questions, ask now, there won't be much time when we get this thing rolling.*" The right answer, "*a) Brains mean the whole intelligent person*", was selected by eleven students, that is more than half of the respondents, fifty-five percent exactly. Option "*b) Thing means the whole machine*" was selected by one student, option "*d) Now means the whole*

length of the operation” by eight students, and none of the respondents selected option *“c) Operation means the whole hospital.”*

In the eighth question, the respondents were looking for THE PART FOR THE WHOLE Metonymy in the text *“The sea was calm and blue, and the weather was perfect. They had three more days until they could get to their destination. Lieutenant Surge had about fifteen sails under his command, and he was determined to guide them all to the port.”* The correct answer was *”c) Sails means the whole ships”*, selected by six students, thirty percent of the class. From the incorrect answers *“a) Sea means the whole world*” was selected two times, *“b) Destination means the whole continent”* nine times, and “*d) Port means the whole country*” three times.

“All he heard in church was his pastor talking about pearly gates, while all he could think about were vacations. He imagined laying on sandy beaches, swimming in the sea, and drinking cold beverages.” was the text of the last question, and THE PART FOR THE WHOLE metonymy that the respondents were searching for was *“d) Pearly gates mean the whole concept of heaven”*, which ten respondents answered correctly. That is half of the class, fifty percent of the students. Of the incorrect answers *“a) Church means the whole religion”* was selected four times, and *“b) Pastor means the whole crowd of churchgoers”* and “*c) Vacations men the whole year”* three times both.

The complete analysis of the students' answers to the pre-test is visualized in Table 1. Each line shows a different question from one to nine, and each column represents different student, who were randomly assigned numbers before the pre-test. The last column shows the correct answer for each question. Correct answers by students have cells in green color.

Table 1

Question/student	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Correct answer
1	a	c	b	a	b	a	c	a	b	b	c	b	d	c	b	d	b	b	c	d	a
2	c	c	a	c	b	c	b	c	a	c	a	c	c	c	c	c	c	c	c	c	c
3	c	b	b	b	c	b	b	c	c	a	d	c	b	d	c	a	d	b	d	b	b
4	b	a	b	c	a	d	a	b	a	d	b	c	d	b	a	c	c	c	b	b	b
5	a	a	d	c	d	c	a	b	c	c	b	d	c	c	d	b	b	c	c	a	a
6	d	d	c	d	a	b	b	c	d	b	b	b	c	d	b	b	d	b	d	d	d
7	a	b	d	a	d	a	a	d	a	a	d	d	a	a	a	d	d	d	a	a	a
8	b	c	c	b	a	c	c	b	b	b	c	c	b	b	d	a	d	b	b	d	c
9	d	d	d	b	a	d	d	b	c	a	a	a	d	d	b	c	d	d	d	c	d

Table 2 shows the sum of how many times was each option selected. Every line is a different question of the pre-test, and every column represents the different options students had in the test.

Table 2

Question	No. a	No. b	No. c	No.d
1	4	8	5	3
2	3	2	15	0
3	2	8	6	4
4	5	7	5	3
5	4	4	8	4
6	1	8	3	8
7	11	1	0	8
8	2	9	6	3
9	4	3	3	10

3.3.2 Post-test results

The post-test had an average score of forty-nine percent which was an improvement of nine percent. The most common score, however, was twenty-two percent, and forty-four percent which is lower than the most common score on the pre-test. Nevertheless, the most common improvement was by eleven percent.

In the first question of the post-test, The students had to find THE PART FOR THE WHOLE Metonymy in the text "*I had a lot of fun yesterday. We were with some friends in a pub, and we spent the evening rolling the dice. You should come with us next time. We meet every Saturday at eight o clock, in Maclaren's pub."* The correct answer was *"c) Dice means the whole game"*, which was selected by four students, that is twenty percent. Option *"a) Friends means all the people in the pub"* was selected two times, option *"b) Yesterday means the whole past"* one time, and option *"d) Fun means all the activities they did"* thirteen times.

THE PART FOR THE WHOLE Metonymy in the text of the second question *"When my sister was little she spent most of her time during family gatherings in front of the lens. But as she got older she spent more and more time behind them. Now she is thinking about opening her own studio, so she can be a professional photographer."* was option *"b) Lens mean the whole camera."* This option was selected by nine respondents, which is forty-five percent of all answers. Of the incorrect answers, option "*a) Family means the whole of humankind"* was selected one time, option *"c) Sister means the whole family"* also one time, and option *" d) Little means the whole childhood"* nine times, same as the correct answer.

In the text of the third question of the post-test, *"Last time we were at the Oak farm, we saw a herd of hooves galloping through the field. What a magnificent animal they are. I just love seeing them running, individually or the herd as a unit"*, the students were looking for the right THE PART FOR THE WHOLE Metonymy, which was the answer *"a) Hooves means the whole horse"*, which was selected by nine students, forty-five percent of the responses. From the rest of the answers, *"b) Oak means the whole forest"* was selected by one student, "*c) Farm means the whole city"* by two students, and *"d) Field means the whole farm"* by eight of the students.

In the text of the fourth question of the post-test *"I know the voices dying with a dying fall, beneath the music from a farther room"*, THE PART FOR THE WHOLE Metonymy, that was the right answer, was *"b) Voices mean the whole people"*, selected by eleven respondents, fifty-five percent of the answers. Of the incorrect answers, option *"a) Room means the whole house"* was selected four times, option *"c) Music means the whole band"* was selected three times, and the option *" d) Dying fall means the whole death"* was selected only once.

In the text of the fifth question, the respondents were supposed to find THE PART FOR THE WHOLE Metonymy in the text *"I read in the newspaper, that the arsonist was*

caught and charged with setting the flames that destroyed the forest. He will spend three to five years in jail and has to pay for all damages he is responsible." The correct answer to this question was option *"c) Flames mean the whole forest fire"*, which was selected by fourteen of the respondents, that is seventy percent of all the responses. Only two incorrect answers were selected by the rest of the respondents, option *"b) Arsonist means the whole population of the town"* was selected two times, and option *"d) Forest means the whole of nature"* four times. None of the respondents selected the option *"a) Newspaper means the whole editorial office."*

In the text of the sixth question *"Last night Peter did not go out with us. He sat behind the keyboard for hours, writing his next bestseller. As if he could write it in a night But with the energy and passion he is putting into his new book, I believe it will be a hit"* the respondents were looking for THE PART FOR THE WHOLE Metonymy *"b) Keyboard means the whole computer setup."* Fifteen of the respondents, seventy-five percent overall, selected this option. Two respondents selected the option *"a) Out means the whole world"*, three respondents selected the option *" c) Bestsellers means the whole book series",* and zero times was option *"d) Night means the whole day"* selected.

THE PART FOR THE WHOLE Metonymy that the respondents were supposed to find in the text of the seventh question, *"Their eyes met as she sat in front of him paler than anyone in the huge ocean of faces before them. As she smiled at him, his heartbeat got faster and faster. He couldn't stay calm"*, was the option *"b) Faces mean the whole people"* which was selected by five of the respondents, that is twenty-five percent. Of the incorrect answers, option *"a) Eyes mean the whole face"* was selected by nine respondents, option *"c) Ocean means the whole planet"* was selected by two respondents, and the option *"d) Anyone means the whole of humankind"* by four respondents.

The text of the eighth question *"What I remember the most from elementary school is that every morning we had to pledge allegiance to the flag. When I look back, I would say these were simpler times, I did not know what is going on in the world around me, and I did not care"* had the correct answer in option "d) The flag means the whole country", which was selected by ten students. That's half of the respondents or fifty percent. From the incorrect answers option *"a) Elementary School means the whole education system"* was selected by two respondents, option *"b) Morning means the whole day"* was also selected by two respondents and the option *" c) Pledge means the whole anthem"* by six of the respondents.

In the text of the ninth question, which was the last one, *"What did you like the most from yesterday's concert? I liked the fingers behind the strings of the guitar, which wowed the crowd with their performance. The singer was also good, but There was something about the man with the guitar that sent chills down my spine"* the respondents were supposed to select the option *"c) Fingers mean the whole guitarist"*, which was selected by fifteen of the respondents, that is seventy-five percent. Of the incorrect answers, option *"a) Yesterday means the whole past"* was selected three times, option *"b) Concert means the whole music industry"* was selected two times, and option *"d) Guitar means the whole band"* was not selected at all.

The complete analysis of the students' answers to the post-test is visualized in Table 3. Each line shows a different question from one to nine, and each column represents different student, who were randomly assigned numbers before the pre-test. The last column shows the correct answer for each question. Correct answers by students have the cell colored green.

Table 3

Question/student	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Correct answers
1	c	c	d	d	d	c	d	d	d	a	d	b	d	c	d	d	d	d	a	d	c
2	b	b	d	b	d	b	b	d	a	d	d	d	c	d	d	b	b	d	b	b	b
3	d	d	d	a	d	d	a	d	c	b	a	c	a	a	a	d	d	a	a	a	a
4	b	b	b	a	c	b	a	b	a	d	b	a	b	b	d	c	b	b	c	b	b
5	c	c	c	c	c	c	c	b	c	c	d	d	c	c	b	d	c	d	c	c	c
6	b	a	b	b	b	b	b	c	c	b	b	b	b	b	c	a	b	b	b	b	b
7	b	b	a	d	a	b	d	b	a	d	a	a	c	a	a	c	d	a	b	a	b
8	d	c	d	c	c	d	d	d	d	a	b	b	d	a	d	c	c	d	c	d	d
9	c	c	c	c	a	c	c	c	b	c	c	c	b	c	c	a	a	c	c	c	c

Table 4 shows the sum of how many times was each option selected. Every column represents one of the four different options students had in the test, and every line is a different question from the post-test.

Table 4

Question	N.a	N.b	N.c	N.d
1	2	1	4	13
2	1	9	1	9
3	9	1	2	8
4	4	11	3	2
5	0	2	14	4
6	2	15	3	0
7	9	5	2	4
8	2	2	6	10
9	3	2	15	0

The cumulative results are shown in *Table 5* in Chapter 3.5

3.4 Reflection of the Lesson

The lesson on THE PART FOR THE WHOLE Metonymy took place at the Private Secondary School of Business in Opava, on the nineteenth of May. The class consisted of twenty students from freshman years, with thirteen girls and seven boys between the ages of fifteen and eighteen making out the class.

Before the lesson on THE PART FOR THE WHOLE Metonymy took place, attendance of the class was taken by their teacher. Firstly, the students were asked students if they ever heard of metonymy, or specifically THE PART FOR THE WHOLE Metonymy, and their answer was silence, with a few of the students shaking their heads, signalling that they had no clue, what THE PART FOR THE WHOLE Metonymy was. This was expected, and it was a signal to give the students the pre-test, to see what their initial knowledge and abilities were. After seeing the test, the students asked for the meaning of some of the words they did not know and ensured that the pre-test would not be graded. They were reassured that the pre-test nor anything in that lesson will be graded and that it is okay if they have no clue what to answer, that it is expected. With that being said, they were asked to not just blindly pick one of the four possible choices, but they should at least try to read the texts in the questions and pick one that they think is correct.

After the students were done with the pre-test, they were given a presentation on what THE PART FOR THE WHOLE Metonymy is, with some examples of THE PART FOR THE WHOLE Metonymy in both English and Czech. THE PART FOR THE WHOLE Metonymy in English was *Wheels as a whole car* and the Czech one was *Roof as a whole house* from the sentence *"Dokud žiješ pod mou střechou, budeš dodržovat má pravidla."* It was visible that many of the students connected the dots, and realized what kind of problem they would solve in this lesson.

Next, the students received the worksheet and were given ten minutes to try and solve it either alone or in pairs. Some of the students again asked for translations of some words they did not know, but other than that, they were able to work on the worksheet without any help. The first exercise the students had to work on was connecting a sentence containing THE PART FOR THE WHOLE Metonymy with a sentence that has the same meaning. In this exercise, nineteen students were able to correctly connect *"I must make a lot of money to support my family"* with *"I have hungry mouths to feed at home."* Then all twenty students correctly connected *"Dude, nice wheels"* with *"Your car is really nice."* The third sentence *"Good job playing the guitar tonight"* was correctly connected to *"You really rocked the strings"* by eighteen students. The last two sentences *"Can you give me a hand"* and *"I want her to love me"* were correctly connected to *"I need help"* and *"I need to win her heart"* by all twenty of the students.

The second exercise had the students write down the meaning of a sentence that contained THE PART FOR THE WHOLE Metonymy. The first sentence *"Peter asked for Hannah's hand"* was answered correctly by eleven students, stating that Peter wants to marry Hannah. However, the other nine students wrote the same exact mistake, that Peter asked Hannah for help. When asked about this, the students said that they took the hint from the sentence *"Can you give me a hand"* in the previous exercise. The second sentence *"We drove him to the hospital, now he's in good hands"* was answered correctly by eighteen students. *"We were having lunch when a bunch of suits walked in and interrupted us"* was the third sentence, which was answered correctly by four students. Nine students correctly wrote THE PART FOR THE WHOLE Metonymy corresponding to the sentence *"Pour me a glass of bubbly."* THE PART FOR THE WHOLE Metonymy that was last in this exercise was *"Friends, Romans, Countrymen, lend me your ears"* answered correctly by six of the students.

In the third exercise, the students had to try to describe THE PART FOR THE WHOLE Metonymy, in the fourth exercise they were to try and think of their examples of THE PART FOR THE WHOLE Metonymy, and in the fifth exercise, they were supposed to write some examples of THE PART FOR THE WHOLE Metonymy in Czech. Two of the students were able to describe THE PART FOR THE WHOLE Metonymy in their own words, none were able to think of an original example, and six wrote an example of THE PART FOR THE WHOLE Metonymy in Czech.

While checking their answers with them, it was apparent, that they had no problem with recognizing THE PART FOR THE WHOLE Metonymy or understanding its meaning, thus answering the first two exercises mostly correctly. some of the students also did not have a problem with describing what THE PART FOR THE WHOLE metonymy is in their own words. On the other hand, none of the students was able to think of an example of THE PART FOR THE WHOLE Metonymy that was not already mentioned in the previous part of the lesson, and the only Czech example they could think of was the one from the previous presentation.

While the students were working on the worksheet, the next activity, running dictation, was being prepared. In this activity, students have to find pieces of paper hidden around the classroom and write them down into the correct texts on a worksheet. They were allowed to work in pairs and the first pair to have all of the answers right were promised to win a prize. While checking the answers with the class, it was pleasing to see that the students made little to no mistakes. The faster pairs even started to work on additional questions explaining THE PART FOR THE WHOLE Metonymies they found.

To the first text *"My dear, _____. Every beat, every rhythm, every pulse belongs to you. It's been that way since the moment I met you and it will never change. You are the center of my universe, the light that illuminates my darkest moments, and the anchor that keeps me grounded. I love you more than words could ever express, and I'm grateful every day for being with you",* seventeen of the students correctly filled in *"My heart is yours."*

THE PART FOR THE WHOLE Metonymy *"Faces on the crowd",* was correctly written to the second text *"As I walked through the busy airport terminal, I couldn't help but notice the many _____. Some looked excited, eager to embark on a new adventure or reunite with loved ones. Others looked weary and worn out, perhaps returning home after a*

long journey. There were businessmen in suits, families with young children, couples holding hands, and solo travelers lost in thought", by fourteen students.

In the third text *"There is something important that I must say, and I hope that you will hear me out. We live in a world that is full of noise and distractions, where it can be difficult to focus on what truly matters. But if you can spare a moment, I promise that what I have to say is worth your attention. So please, _____, and together, we can explore new ideas, share our hopes and fears, and work towards a brighter future"*, thirteen students had written down the correct answer *"Lend me your ear."*

Fifteen of the students had filled in the correct answer *"The Pearly gates"*, to the fourth text *"As I stood before the _____, my heartbeat with a mixture of excitement and trepidation. This was the moment I had been waiting for my entire life - the chance to enter into the kingdom of heaven and bask in the glory of God's love. But at the same time, I couldn't help but wonder if I was truly worthy of such a divine reward. Had I lived a good enough life?"*

In the fifth text, *"The success of any military operation depends on having _____. It's one thing to launch airstrikes or conduct cyber-attacks, but without troops on the front lines, it's impossible to achieve a decisive victory. That's why soldiers are often referred to as the backbone of the military - they are the ones who put their lives on the line to defend their country and protect their fellow citizens"*, the correct answer was *"Boots on the ground"*, as answered correctly by twelve students.

Seventeen students found THE PART FOR THE WHOLE Metonymy that was correct *"sails"* and wrote it down to the sixth text *"As the morning sun rose over the horizon, we set out to sea with our fleet of _____. The wind was brisk and the waves were high, but our crew was well-prepared for the journey ahead. We sailed past rocky cliffs and verdant islands, marveling at the natural beauty that surrounded us"*

The correct answer to the seventh text *"I pulled up to the curb in my shiny new _____, feeling a sense of pride and satisfaction wash over me. I had worked hard to save up for this car, and it represented a major milestone in my life. As I stepped out of the driver's seat and looked back at the sleek lines and gleaming paint job, I knew that this was more than just a mode of transportation - it was a symbol of my hard work and determination"*, was *"wheels"* and eighteen students wrote this correct answer down.

Finally, in the last text *"As a parent, I know what it's like to have _____. Every day is a delicate balancing act between providing for my family and ensuring that we have enough left over for the future. It can be a daunting task, but it's one that I take on willingly because I love my children and want to give them the best possible start in life"*, thirteen students wrote down the correct answer *"mouths to feed."*

As promised, the pair of the fastest students to fill out the running dictation won a prize. The prize was a captain spot in the last activity, bamboozle. Bamboozle is an online quiz platform, where teachers can create quizzes for their students, and in this case a quiz on detecting if a phrase is THE PART FOR THE WHOLE Metonymy or not was used. The pair of winners were captains of their respective teams and took turns drafting their teams from their classmates. As soon as the teams were completed, and each team sat on one side of the classroom, the grid with numbers representing different questions was shown on the screen, and teams took turns selecting and answering questions. The correct answer was worth fifteen points, as is a default on this platform, and incorrect answers were worth zero points. There was a twist in the shape of boosts and downgrades that the game provided, which could make teams switch places, or make them gain or lose points. Through all this, the game was quite even, the winning team won by thirty points, which is just two questions ahead of the losing team. As for the reaction of the students, they visibly had fun, and discussed a lot before each of their answers, which showed that they had a sense of understanding the problem of THE PART FOR THE WHOLE Metonymy. Since the platform does not save the answers by the students, a deeper analysis was not possible

At the end of the lesson, the students were asked once again, what they thought THE PART FOR THE WHOLE Metonymy is and their answers were mostly correct, signaling that the lesson was at least partially a success.

3.5 Research Conclusion

3.5.1 Answers to research questions

To conclude this study on THE PART FOR THE WHOLE Metonymy and its use in English lessons, it is important to answer the research questions that were stated at the beginning of the practical part.

Q1: What is the initial level of students' knowledge of THE PART FOR THE WHOLE Metonymies?

The initial level of students' knowledge of THE PART FOR THE WHOLE Metonymy was between zero percent to seventy-eight percent, with an average score of forty percent and a median of thirty-nine percent. The most common score on the pre-test was fifty-six percent, with five respondents having this exact score. This answer is supported by the data in *Table 5*.

Q2: How did the level of students' knowledge of THE PART FOR THE WHOLE Metonymies improve by the prepared lesson based on teaching THE PART FOR THE WHOLE Metonymy?

The student's score on the post-test was between twenty-two to eighty-nine percent with an average score of forty-nine percent, a median of forty-four percent, and mode being twenty-two and forty-four percent, with four students having each of those scores. That means that the class on average improved by nine percent after the lesson, but the median of the class moved by eleven percent. Only five students did not improve at all, with thirteen students improving by eleven percent, which is the majority of the class, and three students improving by twenty-two percent, as shown in *Table 5*.

Table 5

Student No.	Pre-test%	Post-test%	Improvement%
1	78%	89%	11%
2	56%	56%	0%
3	44%	56%	12%
4	56%	56%	0%
5	0%	22%	22%
6	67%	89%	22%
7	56%	67%	11%
8	33%	44%	11%
9	22%	22%	0%
10	22%	33%	11%
11	22%	33%	11%
12	22%	22%	0%
13	44%	44%	0%
14	56%	67%	11%
15	22%	33%	11%
16	11%	22%	11%
17	33%	44%	11%
18	33%	44%	11%
19	56%	67%	11%
20	67%	78%	11%
Average	40%	49%	9%
Median	39%	44%	11%
Mode	56%	22%, 44%	11%

Q3: Which three of THE PART FOR THE WHOLE Metonymies were the hardest and which were the easiest for the students to understand in the pre-test?

Judging by the data collected by the pre-test, and presented in Table 2, the three hardest of THE PART FOR THE WHOLE Metonymies in the pre-test were "a) Voice means the whole speaker" in the first text "It was the kind of voice that the ear follows up and down, as if each speech is an arrangement of notes that will never be played again", selected by four students, then "a) Eyes represent the women" in the fifth text "But the point which drew all eyes, and, as it were, transfigured the wearer—so that both men and women, who had been familiarly acquainted with Hester Prynne, were now impressed as if they beheld her for the first time—was that SCARLET LETTER, so fantastically embroidered and illuminated upon her bosom. It had the effect of a spell, taking her out of the ordinary relations with humanity, and inclosing her in a sphere by herself" selected by four students, and "c) Sails means the whole ships" in the eighth text "The sea was calm and blue, and the weather was perfect. They had three more days until they could get to their destination. Lieutenant Surge had about fifteen sails under his command, and he was determined to guide them all to the port" selected by six students.

Based on the same data presented in Table 2 the three easiest OF THE PART FOR THE WHOLE Metonymies in the pre-test were "c) Faces mean the people as a whole" in the second text "As I walked through the crowded city streets, I couldn't help but notice the many different types of faces around me. There were young faces and old faces, happy faces and sad faces" selected by fifteen students, then "a) Brains mean the whole intelligent person" in the seventh text "I trust him with everything. He is the operation's brain, so we will follow anything he says. If you have questions, ask now, there won't be much time when we get this thing rolling" selected by eleven students, and the answer "d) Pearly gates mean the whole concept of heaven" in the ninth text "All he heard in church was his pastor talking about pearly gates, while all he could think about were vacations. He imagined laying on sandy beaches, swimming in the sea, and drinking cold beverages" selected by ten students.

Q4: Which three of THE PART FOR THE WHOLE Metonymies were the hardest and which were the easiest for the students to understand in the post-test?

Considering the data collected by the pre-test, and presented in Table 4, the three hardest of THE PART FOR THE WHOLE Metonymies in the post-test were "a) Dice means the whole game" in the first text "I had a lot of fun yesterday. We were with some friends in a pub, and we spent the evening rolling the dice. You should come with us next time. We meet every Saturday at eight o clock, in Maclaren's pub" selected by four students, the answer "b) Faces mean the whole people" in the seventh text "Their eyes met as she sat in front of him paler than anyone in the huge ocean of faces before them. As she smiled at him, his heartbeat got faster and faster. He couldn't stay calm" selected by five students, and both "b) Lens mean the whole camera" in the second text "When my sister was little she spent most of her time during family gatherings in front of the lens. But as she got older she spent more and more time behind them. Now she is thinking about opening her own studio, so she can be a professional photographer" and "a) Hooves means the whole horse" in the third text "Last time we were at the Oak farm, we saw a herd of hooves galloping through the field. What magnificent animals they are. I just love seeing them running, individually or the herd as a unit" which were selected by nine students each.

Lastly, judging by the data presented in Table 4, the three easiest of THE PART FOR THE WHOLE Metonymies in the post-test were "c) Fingers mean the whole guitarist" in the ninth text "What did you like the most from yesterday's concert? I liked the fingers behind the strings of the guitar, which wowed the crowd with their performance. The singer was also good,

but There was something about the man with the guitar that sent chills down my spine" selected by fifteen students, then "b) Keyboard means the whole computer setup" in the sixth text "Last night Peter did not go out with us. He sat behind the keyboard for hours, writing his next bestseller. As if he could write it in a night. But with the energy and passion he is putting into his new book, I believe it will be a hit" selected by fifteen students as well, and "c) Flames mean the whole forest fire" in the fifth text "I read in the newspaper, that the arsonist was caught and charged with setting the flames that destroyed the forest. He will spend three to five years in jail and has to pay for all damages he is responsible" selected by fourteen students.

It is plausible to conclude that all of the research questions were answered. The conclusion of the questions shows the fact that the lesson that was constructed to teach THE PART FOR THE WHOLE Metonymy was successful, since all of the students improved by at least a little.

3.5.2 Discussion

This study was successful in proving that the methods used in the lesson were able to help the students in advancing their proficiency in understanding THE PART FOR THE WHOLE Metonymy. The average percentage, the overall percentage of the class, and the individual percentages of the students went up. Only five students did not improve, out of those two did already score over fifty percent on the initial pre-test.

It is safe to say, that if lessons on THE PART FOR THE WHOLE Metonymy and other figures of speech were a bigger part of the curriculum, or if they were at least included more throughout lessons, it would not be a problem for Czech high school students to get their level of understanding the figurative part of English language.

If there were any improvements to be made, including just one activity in a lesson but throughout more lessons in a school year might be a more efficient way to teach THE PART FOR THE WHOLE Metonymy, and figures of speech overall. There could also be more visual aids provided through presentations or other means, as the students seemed to enjoy those. A reading comprehension activity might be a good idea as well, but since those kinds of activities are harder to time because of different levels of the students' reading abilities, this kind of reading ability was not included.

On the other hand, a lesson plan like the one that was used in this study is a good way to make one lesson purely on THE PART FOR THE WHOLE Metonymy. The students enjoyed learning different aspects of the English language, and since a lot of figurative languages can be used in informal settings, they even tried to write some of the pieces of the language down for future use.

4. Conclusion

This diploma thesis was focused on The Part For The Whole Metonymy, and its use in English as a second language lessons.

All of the aims of this thesis that was set were accomplished, as the results of the post-test were better than the pre-test results. The theoretical part is defined, Metonymy and has a thorough literature review of books and articles, published by the likes of Cruse, Lakoff and Johnson, Croft, or Peprník. The Practical part provides a lesson plan with multiple activities, as well as pre-test and post-test, which could be modified for future use.

The results of this research are not to be taken universally but should function more like a possible way of conducting a lesson plan. The activities used can be modified for future use.

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Resumé

Tato diplomová práce má za cíl definici metonymie Část za celek neboli synekdochy, následně ukázat užití této metonymie ve výuce anglického jazyka s pomocí připravených aktivit, a ukázat jak tyto aktivity pomohly ke zlepšení studenů právě ve zmíněné problematice. K tomu napomáhají dva připravené testy na znalosti studentů směrem k synekdochám, z nichž jeden napsali před připravenou hodinou, a druhý dva týdny po tom, co hodina proběhla.

ANOTACE

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Rok obhajoby:	2023

Název práce:	Synekdochy v Českém a Anglickém jazyce, a jejich užití ve výuce Anglického jazyka
Název v angličtině:	The Part For Whole Metonymy in English and Czech, and its use in ELT
Anotace práce:	Diplomová práce je zaměřena na metonymii ČÁST za CELEK a její využití ve výuce Anglického jazyka. Teoretická část rozebírá definice y typy metonymií, praktická se zaobírá konkrétním postupem při výuce, a jejími výsledky.
Klíčová slova:	Metonymie, ČÁST ZA CELEK, výuka anglického jazyka,
Anotace v angličtině:	Diploma thesis is focused on THE PART FOR THE WHOLE metonymy and its use in English as a second language lessons. The theoretical part defines metonymy and its theories and patterns, while the practical part shows the created lesson plan and its results.
Klíčová slova v angličtině:	Metonymy, THE PART FOR THE WHOLE metonymy, English as a second language
Rozsah práce:	61 s.
Jazyk práce:	angličtina