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**Metaphors as language learning strategies.
Metafors for emotions in class: Lust in English and Spanish.**

The Cognitive Theory of Metaphor (Lakoff and Johnson, 1980; Barcelona, 2002; Cuenca and Hilferty, 1999; Kövecses, 2000) considers that a metaphor is a conceptualizing mechanism that helps to understand complex concepts through simple ones, by mapping a source domain into a target domain through different correspondences. Metaphors are embedded in our discourse and often used to express key concepts or evaluations. In fact, they are considered a stable part of our category system (Barcelona, 2000). Although some metaphors seem to be universal, culture variation plays an important role in conceptualising abstract concepts and creating extensive meanings. Then, the study of metaphors is an important issue to cross-cultural studies (Kövecses, 2005; Ibarretxe Antuñano, forthcoming).

Main Cognitive Linguistics applications in language instruction have been done on polysemy and idioms (Boers and Lindstromberg, 2006). Some authors have also shown the importance of *metaphoric intelligence* to develop communication strategies such as word coinage and paraphrase (Littlemore, 2001, 2004). It would mean that learners awareness of differences in conceptualization could imply an improvement in their strategic, and therefore, in their communicative competence. Furthermore, Conceptual Metaphors have often an important cultural background. If the L2 students do not have access to this shared cultural knowledge and expectations, they will probably misinterpret their meaning.

Many authors have shown that the field of human feelings and emotions is mainly expressed by metaphors (Kövecses, 2000; Soriano, 2004; Barcelona, 1992). Based on Csábi's (1998) analysis of English Lust, this paper studies the concept of Sexual Desire from a cross-cultural and cross-linguistic point of view, and its possible applications to translation and second language acquisition. In the first part of the paper, a detailed description of Sexual Desire in Spanish is presented. Following Csábi's methodology, the metaphors are drawn from Spanish romantic novels. Then, a contrastive comparison between English and Spanish lust metaphors is offered. This highlights the differences in the conceptualization of Lust and its frequency.

The second part of the paper examines how the results of this study can be applied to different fields such as translation, Second Language acquisition and teaching/learning pragmatic and sociocultural skills. The study of metaphors can help to understand extensive meanings in other languages and develop strategic skills in communication. It will be shown here how metaphors can be very useful in the development of the *strategic competence* (Canale & Swain, 1980) and the different language learning strategies (Oxford, 1990).

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