

TURKISH EFL LEARNERS' INTERPRETATION OF METAPHORS: A
STUDY ON CONCEPTUAL SOCIALIZATION

A MASTER'S THESIS

BY

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TEACHING ENGLISH AS A FOREIGN LANGUAGE

İHSAN DOĞRAMACI BILKENT UNIVERSITY

ANKARA

NOVEMBER 2017

To the memory of my father

Turkish EFL Learners' Interpretation of Metaphors: A Study on Conceptual
Socialization

The Graduate School of Education

of

İhsan Doğramacı Bilkent University

by

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In Partial Fulfilment of the Requirements for the Degree of

Master of Arts

in

The Program of Teaching English as a Foreign Language

İhsan Doğramacı Bilkent University

Ankara

November 2017

İHSAN DOĞRAMACI BILKENT UNIVERSITY
GRADUATE SCHOOL OF EDUCATION

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Socialization

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November 2017

I certify that I have read this thesis and have found that it is fully adequate, in scope and in quality, as a thesis for the degree of Master of Arts in Teaching English as a Foreign Language.

Asst. Prof. Dr. Deniz Ortaçtepe (Supervisor)

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ABSTRACT

TURKISH EFL LEARNERS' INTERPRETATION OF METAPHORS: A STUDY
ON CONCEPTUAL SOCIALIZATION

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M.A., Program of Teaching English as a Foreign Language

Supervisor: Asst. Prof. Dr. Deniz Ortaçtepe

November 2017

The aim of this study was to investigate the conceptual socialization of Turkish EFL learners in terms of their interpretation of English metaphors. In this respect, the similarities and differences between native English speakers and Turkish EFL learners in their interpretation of metaphors were analyzed by looking at their performance in three categories of metaphors; a) conceptually and linguistically similar, b) conceptually similar, but linguistically different, and c) conceptually and linguistically different metaphors. The role of two other variables (presenting the situational context and EFL learners' familiarity with the metaphors) on their interpretation of metaphors were also examined. The participants consisted of two groups; 38 Turkish advanced level EFL learners and seven native English speakers. In this mixed-methods study, data were collected through a familiarity scale (FAMscale) and two metaphor tests called sentence level test (SLT) and situation-based test (SBT) including all three categories of metaphors. Data analysis was accomplished by scoring the EFL learners' responses to metaphor tests according to the baseline of correct response by the native English speakers and analyzing the

results according to the research questions.

The results of the analyses showed that presenting the metaphors in context did not have a significant role in Turkish EFL learners' interpretation of metaphors. However, conceptual and linguistic similarities and differences played a significant role in their interpretation. Familiarity with the metaphors did not play a significant role in their interpretation of metaphors as well. Moreover, Turkish EFL learners differed very much from native English speakers regarding correct metaphor interpretation although they are advanced level learners. These findings indicated that Turkish EFL learners' conceptual socialization into English was not sufficient due to lack of exposure to the English conceptual system and enough interaction with native speakers.

Based on the findings mentioned above, this study suggested that, in order to promote conceptual socialization in EFL context, teachers can emphasize cultural differences to raise awareness, and conceptual and linguistic similarities and differences between the L1 and the TL, and they can draw explicit attention to metaphors in class by creating opportunities for the students to practice the language as a good source of the target language conceptual system.

Key words: Conceptual socialization, metaphors, L2 metaphors

ÖZET

Yabancı Dil Olarak İngilizce Öğrenen Türk Öğrencilerin Metafor Yorumlaması:
Kavramsal Sosyalleşme Üzerine Bir Araştırma

Şeyma Kökcü

Yüksek Lisans, Yabancı Dil Olarak İngilizce Öğretimi

Tez Yöneticisi: Yrd. Doç. Dr. Deniz Ortaçtepe

Kasım 2017

Bu çalışma, yabancı dil olarak İngilizce öğrenen Türk öğrencilerin kavramsal sosyalleşmesini onların metafor yorumlaması açısından araştırmayı amaçlamıştır. Bu bakımdan, ana dili İngilizce olanların ve Türk öğrencilerin metafor yorumlamalarındaki benzerlikler ve farklılıklar üç metafor kategorisindeki performanslarına bakılarak araştırılmıştır; a) kavramsal ve dilbilimsel olarak benzer, b) kavramsal olarak benzer, ancak dilbilimsel olarak farklı, ve 3) kavramsal ve dilbilimsel olarak farklı metaforlar. Diğer iki değişken olan durumsal bağlam sunmanın ve Türk öğrencilerin metaforlarla aşinalık seviyesinin de metafor yorumlamalarındaki rolü incelenmiştir. Katılımcılar iki gruptan oluşmuştur; ileri düzeyde yabancı dil olarak İngilizce öğrenen 38 Türk öğrenci ve ana dili İngilizce olan 7 kişi. Karma yöntem kullanılan bu çalışmada, veriler bir aşinalık ölçeği, ve cümle seviyesinde test ve durum bazlı test olarak adlandırılan iki metafor testi aracılığıyla toplandı. Türk öğrencilerin metafor testlerindeki cevapları anadili İngilizce olan kişilerin cevapları doğru cevap temeli alınarak puanlanmıştır ve

sonular arařtırma sorularına gre analiz edilmiřtir.

Analiz sonuları durumsal baėlam saėlamının Trk ėrencilerin metafor yorumlamasında nemli bir rol olmadığını gstermiřtir. Bununla birlikte, kavramsal ve dilbilimsel benzerlikler ve farklılıklar ėrencilerin metafor yorumlamalarında nemli bir rol oynamıřtır. ėrencilerin metaforlarla olan ařinalıkları da metafor yorumlamalarında nemli bir rol oynamamıřtır. Buna ek olarak, ileri dzeyde olmalarına raėmen, anadili İngilizce olanlardan metaforları doėru yorumlamak asısından byk miktarda farklılık gstermiřlerdir. Bu bulgular, yabancı dil olarak İngilizce ėrenen Trk ėrencilerin kavramsal sosyalleřmelerinin, İngilizce kavramsal sistemine maruz kalmada ve anadili İngilizce olanlarla etkileřimlerindeki eksikliklerden dolayı yeterli olmadığını gstermiřtir.

Yukarıda bahsedilen bulgulara dayanarak, bu alıřma, İngilizce'nin yabancı dil olarak ėretildiėi baėlamalarda kavramsal sosyalleřmeyi desteklemek iin, ėretmenlerin bilinliliėi arttırmak ii kltrel farklılıkları, ve kavramsal ve dilbilimsel benzerlik ve farklılıkları vurgulayabileceėini, ve hedef dilin kavramsal sisteminin iyi bir kaynaėı olarak ėrencilere dilde pratik yapmaları iin fırsat yaratarak metaforlara sınıfta aıka dikkat ekebileceėini ne srmřtir.

Anahtar kelimeler: Kavramsal sosyalleřme, metaforlar, ikinci dil metaforları

ACKNOWLEDGEMENTS

Writing a thesis was a challenging journey which could not be accomplished without some individuals in my life. For this reason, I would like to express my sincerest gratitude to those who accompanied me with their support and faith in this challenging process .

Above all, I would like to thank my supervisor Asst. Prof. Dr. Deniz Ortaçtepe for her patience, encouragement, constructive feedbacks and guidance during this process. There are no words to explain my deepest gratitude to her since she was always there to help me with her wisdom. This thesis could not have been completed without her endless support and guidance. Besides my supervisor, I would like to thank my committee members, Prof. Dr. Julie Mathews-Aydınlı and Asst. Prof. Dr. Aysel Sarıcaoğlu for their suggestions, comments and contributions to my thesis.

I am grateful to Prof. Dr. Mustafa Şahin, the President of Gaziosmanpaşa University, and Assoc. Prof. Dr. Fatih Yılmaz, the Director of School of Foreign Languages, for giving me the permission to attend this eligible program, and to my colleagues for their support throughout this process.

I would like to express my gratitude to the ELT students and the native speakers for their participation. I would like to extend my particular gratitude to Dr. Ufuk Balaman and the British academics at Bilkent University, for their time, assistance and collaboration. I also owe many thanks to my friends Ashleigh Starnes, Steve Sloto and Michelle Foley for their valuable help before and during the data collection phase.

I am deeply grateful to have such friends at the end of this journey since this program would not have been such fun without my classmates; Esmâ Kot, Kamile Kandıralı, Güneş Tunç, Tuğba Bostancı, Kadir Özsoy and Nesrin Atak (the MA TEFLer of hearts). We were always together to overcome the obstacles we came across throughout this year, and we will be together to share our good times as well. I also would like to thank my dear friends Esra Karakuş, Behice Koçak and Rabia Kösten for their never-ending company during this challenging year. Being with them again in Ankara after three years was a great experience.

Finally, I would like to express my heart-felt gratitude to my mother, my sisters and my brother for their endless support, love and encouragement. They always believe in me and encourage me to pursue my dreams, and I know that they are always there to be with me whenever I need them. Without their support and faith in me from the beginning to the end, I would not accomplish this long and demanding journey. And lastly, I dedicate this thesis to the memory of my beloved father.

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CHAPTER I: INTRODUCTION

Introduction

Learning a language requires learners to attain social and cultural knowledge of that language through interaction in order to communicate appropriately.

Language socialization is about the role of language in this process of becoming "competent members of social groups" (Schieffelin & Ochs, 1986, p. 167).

According to second language socialization, second language (L2) learners not only acquire the linguistic rules of the target language, but they learn about functions of the target culture to be socially active as well (Ros i Sole, 2007). However, Kecskes (2002) states that learners do not simply acquire the L2 culture, they convert their conceptual system based on the functional needs of the target language, and this process is called conceptual socialization. More specifically, as a result of the bidirectional influence of the two languages and with the help of the interaction, L2 learners adjust their conceptual system in relation to the L2 functional system.

Having pragmatic competence is an important part of conceptual socialization since what language learners transform in this conceptual socialization process is their contextual knowledge, namely pragmatics in their L1 conceptual system.

Metaphors are one significant component of pragmatic competence because learners should have knowledge about the TL social contexts to comprehend an utterance with figurative meaning (Kecskes, 2014). Differences in learners' conceptual systems, the linguistic similarities between two languages and learners' familiarity with the metaphors may influence their interpretation of the TL metaphors (Türker, 2016). However, there is no study in the literature investigating metaphors in relation

to conceptual socialization. Therefore, this study aims to analyze conceptual socialization in interpretation of English metaphors in an EFL context.

Background of the Study

Language socialization refers to the process of becoming "socialized through language and socialized to use language in culturally specific ways" (Schieffelin & Ochs, 1986, p.163). Since this process requires novice learners going through various interactions, language socialization is a lifelong process. Additionally, learners need to have sociocultural and contextual knowledge to comprehend an expression appropriately. For this reason, culture has a prominent role in this socializing process due to the strong relation between language and culture. The interdependence between culture and language is valid for second language (L2) acquisition as well because learning a second language requires learning about the target culture. According to Lam (2004), learning a second language "involves a process of assimilation into the linguistic conventions and cultural practices of the L2 discourse communities" (p.44).

Research investigating what prevents native-like proficiency of the TL does not include conceptualization, which refers to the representation of concepts by words (Kecskes & Papp, 2000). Hence, Kecskes (2002) suggests the term *conceptual socialization*, which refers to "the transformation of the conceptual system which undergoes characteristic changes to fit the functional needs of the new language and culture" (p. 157). In other words, it is the progressive advance in an L2 learner's L1 conceptual system to fit the L2 functional system (Ortaçtepe, 2012). In this respect, conceptual system refers to our world knowledge (Barsalou, 2003). The difference between L2 socialization and conceptual socialization is that in the latter L2 learners convert their L1 conceptual knowledge according to the L2 conceptual system due to

bidirectional effects of the first and second languages, they do not just gain cultural and social norms of the second language like in the former (Kecskes, 2002). Watson-Gegeo (2004) states that there is no communication without a context and each context requires social and cultural knowledge in order for people to communicate effectively. In that sense, learners should acquire knowledge of concepts in the TL culture and adjust their existing conceptual knowledge accordingly in order to interact successfully. For this reason, conceptual socialization is a valuable part of second language acquisition since becoming native-like in the TL and being able to fit into the social and cultural norms are crucial components of a language learning process.

Development of pragmatic competence is crucial for conceptual socialization because cultural and social norms require learners to use pragmatic ability in order to achieve interaction with native speakers. Pragmatic ability is defined as “the study of language from the point of view of users, especially of the choices they make, constraints they encounter in using language in social interaction and the effects their use of language has on other participants in the act of communication” (Crystal, 1997, p. 301). When learners enter into social activities in a group, they get an awareness of socially correct use of target language forms and discourse parts to produce suitable meaning and in this way they can compare social roles, identities and relationships required by certain forms used in this context (Shively, 2010). Moreover, Kecskes (2015) claims that even when people can speak many languages, they have just one pragmatic competence and it continuously changes according to their experience in various languages and cultures. That is, throughout their conceptual socialization process, learners adapt their knowledge of pragmatic ability based on the target language pragmatic structures such as metaphors.

Metaphors are valuable parts of pragmatic competence as they are also one of the basic components of the cultural aspects of a language. Charteris-Black (2004) states that speakers select metaphors to achieve interactional aims in certain contexts and speakers' choices and comprehension of metaphors necessitate knowledge of context. Hence, metaphors should be studied according to the cultural and communicative contexts in which they are formed since they vary cross-linguistically and culturally, also regarding differences in our conceptual systems. Dong (2004) shows the importance of metaphors for L2 learners by stating no matter how proficient nonnative learners are in English, they will not become a part of the culture and language unless they learn metaphors. According to a study by Türker (2016), L2 learners firstly interpret literal meaning before figurative meaning which means that they find surface comprehension of metaphors more salient. In other words, salient meaning of metaphors refers to the first meaning that learners think of when they see it (Cieslicka, 2006). What is salient for learners depends on their previous knowledge in relation to familiarity (Kecskes, 2006). Thibodeau and Durgin (2011) claim that the more language users become familiar with metaphors, the more figurative meaning they can interpret from the metaphors. Therefore, the question of whether learners use their L1 conceptual knowledge to comprehend L2 metaphors is critical. In addition, effects of the differences and similarities between L1 conceptual and lexical knowledge, and L2 conceptual and lexical knowledge on interpretation of L2 metaphors should be investigated as well (Türker, 2016). The studies by Charteris-Black (2004), Dong (2004) and Türker (2016) have shed light on the importance of metaphors for L2 learners and the necessity of exploring the role of similarities and differences between two languages in their acquisition.

Statement of the Problem

A great deal of research has been conducted in recent years investigating how second language (L2) learners acquire figurative language in L2 by looking at the role of native language (L1) knowledge in this process as well (e.g., Abel, 2003; Alsadi, 2016; Dong, 2004; Erdmann, 2016; Picken, 2001; Türker, 2016).

Metaphorical competence is related to cultural and contextual knowledge in a language as it is a part of pragmatic competence, and conceptual socialization in L2 requires knowing pragmatics of the target language (TL) to use the right words and expressions. While there is considerable research about L2 socialization and pragmatic competence of EFL and ESL learners (e.g., Lam, 2004; Matsumura, 2001; Poole, 1992; Watson-Gegeo, 2004), only a limited number of studies examining conceptual socialization in an L2 have been conducted (Ortaçtepe, 2012; Şanal 2016), none of them focusing on the acquisition of L2 metaphorical expressions. As far as Turkish English as a Foreign Language (EFL) learners are concerned, many studies have been carried out on their perception and use of metaphors to define coursebooks, language learning process and their teachers (Aslan, 2016; Elkılıç & Aybirdi, 2016; Kesen, 2010; Şimşek, 2014). To the knowledge of the researcher, only one study measured Turkish learners' interpretation of English metaphors by focusing on how learners translate metaphors from Turkish to English and from English to Turkish to look at the process of metaphor transfer (Saygın, 2001). However, that study did not adopt the framework of conceptual socialization, therefore, there is a lack of research on Turkish learners' development of conceptual socialization in their interpretation of metaphors (i.e. learners' understanding of the metaphors) in EFL context.

Communicating appropriately in an L2 requires acquisition of its pragmatic knowledge in addition to linguistic knowledge. However, Turkish EFL learners might have problems with maintaining a conversation because of their limited knowledge of the TL culture and its social contexts. This lack of knowledge might occur because of the importance learners give to learning forms over their functions or due to the inadequate exposure to native speakers. For this reason, learners apply translation from Turkish to comprehend an item which requires them to have English pragmatic competence (Bikmen & Martı, 2013; Han & Tazegül-Burgucu, 2016; Kılıçkaya, 2010; Şanal, 2016) and metaphors are one of these items learners make pragmatic transfer for interpretation. As a result, they end up with inappropriate sentences causing misunderstandings. Therefore, there is a clear need to investigate the conceptual socialization of Turkish EFL learners in relation to their interpretation of metaphors to address their problems more efficiently.

Research Questions

The purpose of this study is to investigate the conceptual socialization of Turkish EFL learners who are pre-service English language teachers in terms of their interpretation of English metaphors. In this respect, this study aims to address the following questions:

1. How does Turkish EFL learners' interpretation of metaphors differ in context-provided vs. context-free tasks?
2. How do Turkish EFL learners perform in
 1. conceptually and linguistically similar metaphors in English?
 2. conceptually similar, but linguistically different metaphors in English?
 3. conceptually and linguistically different metaphors in English?

3. What role does familiarity with the metaphors play in Turkish EFL learners' interpretation of metaphors?
4. How do Turkish EFL learners differ from native English speakers regarding their interpretation of metaphors?

Significance of the Study

This study may contribute to the existing literature in various aspects. Firstly, exploring how similarities and differences between two languages affects learners' interpretation of metaphors may benefit learning about the role of L1 in the acquisition of L2 figurative language. Secondly, influence of learners' familiarity with metaphors in their interpretation can contribute to understanding the role of conceptual knowledge in this process. Furthermore, studies regarding metaphors have not investigated the process of learning L2 metaphors in terms of conceptual socialization. For this reason, examining learners' development of conceptual socialization in metaphors can help understand how learning about the target language culture and its social contexts influences learners' pragmatic competence in the target language.

Most Turkish EFL learners lack pragmatic competence to communicate appropriately according to the social contexts of English. Therefore, exploring the role of L1 conceptual and linguistic knowledge in the development of conceptual socialization can contribute to understanding the reason why learners make errors when they comprehend or use a structure which necessitates knowing about the target language culture. Furthermore, ELT students need to be competent enough to use and to teach pragmatic aspects of English such as metaphors in order to improve their future learners' development of pragmatic competence. In addition, gaining

awareness of cultural differences in conceptual systems of Turkish and English can improve their interlanguage pragmatics.

Conclusion

In this chapter, a general introduction to the study was provided. The rationale behind this study was discussed. Following that, an overview of literature on conceptual socialization and metaphors was given in the background of the study. Next, the gap in the literature, research questions and significance of the study was presented. The next chapter will provide a detailed review of existing literature on conceptual socialization, pragmatic competence and metaphors.

CHAPTER II: LITERATURE REVIEW

Introduction

The aim of this chapter is to review the existing literature related to this study investigating the conceptual socialization of Turkish EFL learners in terms of their interpretation of English metaphors. This chapter will start with a general introduction into conceptual socialization and then continue with pragmatic competence especially in relation to figurative language and metaphors. In addition, historical background and discussion of previous studies will be presented for each section and related subheadings.

Conceptual Socialization

Language allows human beings to socialize starting from the first interaction they have and going on throughout their life (Schieffelin & Ochs, 1986). In relation to human beings' socialization through interaction, language socialization is about the role of language in the process of becoming "competent members of social groups" (Schieffelin & Ochs, 1986, p. 167). More specifically, the study of language socialization is defined as how sociocultural elements and language are interconnected in the process of individuals' becoming a part of a social community by using the language (Leung, 2001). Novices achieve the process of being a member of the community "by taking on the appropriate beliefs, feelings and behaviors" (Leung, 2001, p.2). In this respect, language constitutes the most essential part of the socialization process (Kulick & Schieffelin, 2004) because every interaction novices experience contributes to their socialization through the use of social and cultural aspects in communication (Schieffelin & Ochs, 1986).

The framework of language socialization can be employed to investigate the socialization process learners go through in the second language (L2) (e.g., Duff, 2007; Kanagy, 1999; Li, 2000; Matsumura, 2001; Nguyen & Kellog, 2010; Ohta, 1999; Poole, 1992; Wang, 2010; Willet, 1995).

Researchers examined second language socialization which refers to the process of new learners' being socialized into both the target language and its culture (Leung, 2001). According to second language socialization, learners attain both linguistic and cultural aspects of a second language while learning the L2 (Lam, 2004). The attainment is achieved by being exposed to the social and cultural aspects of the target culture and having an active role in interaction (Matsumura, 2001). To contribute to the socialization into a foreign language and its culture, foreign language teachers should present the appropriate use of structures in the social contexts of the target language (Ortaçtepe, 2012).

There are a lot of studies investigating L2 socialization in various contexts, ranging from ESL classes with children (e.g., Kanagy, 1999; Poole, 1992; Willet, 1995) to studies on adult language learners (e.g., Duff, 2007; Li, 2000; Matsumura, 2001; Nguyen & Kellog, 2010; Ohta, 1999; Wang, 2010). Of the studies examining L2 socialization in adult language learners, Matsumura (2001) investigated the pragmatic development of Japanese ESL learners studying at a university in Canada by examining how they use English while offering advice and how the changes in their sociocultural perceptions influence their use of English to offer advice. There were two groups involved: ESL learners studying in Canada and EFL learners studying in Japan. The participants were given a questionnaire, consisting of 12 scenarios, three times in eight months. The results of the study showed that being in the target community and participating in interactions with the native speakers had a

positive effect on ESL learners' way of offering advice in English to people of equal status and lower status. On the other hand, no positive effect was observed on ESL learners' way of offering advice to people at higher status. It was suggested by Matsumura (2001) that ESL learners used their L1 socialization experience in the L2 context in some circumstances. However, it was also possible that both groups of learners gained some L2 pragmatic competence because of media or school in Japan. In her study investigating L2 socialization in work setting, Li (2000) examined an immigrant woman's use of request speech act in an ESL workplace context in the United States. Li (2000) found that exposure to the target language pragmatics and communication with native speakers affected the participant's linguistic performance positively and she started to use more direct requesting strategies. These findings emphasize the significance of exposure to the pragmatics of the target language and its sociocultural norms and learners' active role in interaction in the L2 socialization process. In another study, Ohta (1999) examined the role of interactional routines to express alignments in L2 adult learners of Japanese as a foreign language and found that both active and peripheral participation in classroom interactional routines improved learners' use of follow-up expressions. The findings of her study underlined the importance of both active and peripheral participation in communication during the L2 socialization process.

All these studies discussed above looked at how L2 learners socialize into the L2 linguistic structures and sociocultural norms, however none of them included the role of conceptualization, which refers to the appropriate representation of the concepts by words through linguistic input and sociocultural atmosphere in the TL culture (Kecskes & Papp, 2000). Kecskes and Papp (2000) argue that the absence of conceptualization in the sociocultural setting of the target language is the main

reason for L2 or foreign language learners' problems with language acquisition. With respect to the lack of conceptualization, Kecskes (2002) suggested the term *conceptual socialization* which refers to the changes in a learner's conceptual system to fit the functional aspects of the target language and its contexts. In other words, since learners already go through the process of language socialization in their L1, they gain an awareness of the differences and similarities between the two languages in terms of linguistic structures, functional norms and sociocultural knowledge through conceptual socialization. The difference between conceptual socialization and L2 socialization is that the latter is the process of assimilation into the TL functions and norms, but the former refers to adjusting L1 conceptual knowledge to the TL knowledge through interaction with members of the TL community (Kecskes, 2002).

There is quite limited research investigating conceptual socialization (e.g., Ortaçtepe, 2012; Şanal, 2016). In a longitudinal study, Ortaçtepe (2012) investigated the process of conceptual socialization in international students who study abroad in the United States. The study examined the effect of conceptual socialization on Turkish international students' use of formulaic language as they engage in interaction with members of the target language community. Based on the results of the study, Ortaçtepe (2012) presented that language socialization does not end after childhood, but it continues when a language learner enters into new communities or contexts to socialize or to study like in this study. Furthermore, it was found that investment constitutes a more important part of the conceptual socialization than extended social networks. That is, the participants' engagement in communication at school and in different contexts enabled them to have enough input to be competent

in use of the L2 formulaic language even though some social groups did not include native speakers.

In his paper discussing how the developing new language which has its own sociocultural base affects the existing L1 sociocultural knowledge and pragmatic competence of *adult sequential bilinguals*, Kecskes (2015) argues that learners have only one pragmatic competence and that is the one which they developed in their L1. To adjust to the TL pragmatics, learners make changes in their L1 pragmatic competence according to the sociocultural norms and beliefs of the TL. However, development of pragmatic competence through socialization is different in L1 and L2. L1 socialization occurs in a natural environment without attention to learning the functions and linguistic structures. The process is governed by social, cultural and linguistic aspects of the learner's L1 community. Namely, the whole process is based on exposure to linguistic and sociocultural aspects of the L1 community. On the other hand, socialization in the TL is influenced by the role of learners' motivation and consciousness in choosing the language structures they use or do not use and adjusting their existing knowledge to accommodate the TL norms. In other words, Kecskes (2015) argues that there is a "partial individual control" in L2 socialization in addition to the exposure and this individual control can be observed in the use of formulaic expressions since they reflect the cultural aspects of a language community (p. 14). Moreover, TL learners may not be willing to use some expressions in the TL community due to the cultural differences between two language communities (Kecskes, 2015).

Kecskes (2000) proposes that foreign language learners make representations of the TL functions based on their L1 conceptual system and this leads to pragmatic errors. Therefore, learners should develop knowledge of the pragmatic units of a

foreign language and the contexts in which these functions are used in addition to the linguistic forms. Thus, it may help learners avoid pragmatic failure (i.e., the failure to understand the intended meaning in an utterance) and communicate appropriately when they encounter figurative expressions like metaphors, which require contextual knowledge to interpret. Kecskes (2014) also states that language learners need to learn social and cultural aspects of the TL in order to learn and use pragmatics of the target language appropriately since pragmatic units of each language (e.g., speech acts, idioms, metaphors) may change in various cultures.

Given that the development of pragmatic competence is a crucial part of conceptual socialization, pragmatics and pragmatic competence will be briefly discussed in the next section.

Pragmatics and Pragmatic Competence

In very simple terms, pragmatics can be defined as the study of meaning depending on the situation in which it is uttered (Leech, 1983). More specifically, pragmatics is "the study of how-to-say-what-to-whom-when and L2 pragmatics is the study of how learners come to know how-to-say-what-to-whom-when" (Bardovi-Harlig, 2013, p. 68).

Yule (1996) provides a wider definition of pragmatics through four dimensions. Firstly, he states that pragmatics is "the study of speaker meaning" (p. 3) because it is about what people mean by making an utterance, rather than meanings of the words in that utterance on their own. Secondly, he defines pragmatics as "the study of contextual meaning" (p. 3) since there is a need to analyze what people say based on a context and how that context influences what they say to whom, when and where. Thirdly, he proposes that "pragmatics is the study of how more gets communicated than said" (p. 3) by drawing attention to the

meaning of what is unsaid in an interaction. That is, people make interpretations of an intended meaning in both what is said and unsaid. Lastly, Yule (1996) explains pragmatics as "the study of the expression of relative distance" in relation to the role of distance or closeness between the speaker and the listener in deciding the amount of how much is to be said.

Pragmatics is important for language learners since they have to know all of the aspects mentioned above (i.e., study of 1) speaker meaning, 2) contextual meaning, 3) meaning derived from what is unsaid and 4) the relation between meaning and the closeness of speakers) to communicate appropriately in social and cultural contexts. Therefore, language learners need to develop pragmatic competence which refers to being aware of and using the norms of appropriateness in language (Koike, 1989).

Pragmatic competence is defined by Bachman (1990) as a component of his language competence model which consists of two main competence as *organizational* competence and *pragmatic* competence (see Figure 1).

Language Competence			
Organizational Competence		Pragmatic Competence	
Grammatical Competence	Textual Competence	Illocutionary Competence	Sociolinguistic Competence
<ul style="list-style-type: none"> • Vocabulary • Morphology • Syntax • Phonology 	<ul style="list-style-type: none"> • Cohesion • Rhetorical Organization 	<ul style="list-style-type: none"> • Ideational functions • Manipulative functions • Heuristic functions • Imaginative functions 	<ul style="list-style-type: none"> • Sensitivity to dialect or variety • Sensitivity to register • Sensitivity to naturalness • Cultural references and figures of speech

Figure 1. Language competence model by Bachman (1990)

As displayed in Figure 1, Bachman (1990) explains *pragmatic* competence as the knowledge required to understand and use language appropriately apart from *organizational* competence, referring to the knowledge of morphology, syntax, vocabulary, cohesion, and organization, namely *grammatical* and *textual* abilities. Under Bachman's (1990) definition of pragmatic competence, there are *illocutionary* competence and *sociolinguistic* competence. *Illocutionary* competence refers to various functional elements of a language which language learners need to know (Bachman, 1990), in other words, it is about "one's ability to understand the message behind the words that one reads or hears, or to make clear one's own message through careful use of words" (Littlemore & Low, 2006, p. 112) and *sociolinguistic* competence refers to knowing social and cultural aspects of the language to use that functional elements appropriately (Bachman, 1990). According to Bachman (1990), *illocutionary* competence includes four functions which are *ideational functions*, *manipulative functions*, *heuristic functions* and *imaginative functions*. *Ideational functions* refer to use of language to convey knowledge or to state feelings. To illustrate *ideational functions*, giving information through lecturing or talking to a friend about one's feelings are examples to this function. As to *manipulative functions*, they refer to use of language to achieve what language users want to do with the help of speech acts like ordering, requesting or suggesting. *Heuristic functions* are about using language to increase one's world knowledge. In other words, *heuristic functions* refer to activities by which you can gain information such as teaching, learning or problem solving. Lastly, *imaginative functions* are about using language for creative and humorous aims such as "telling jokes, constructing and communicating fantasies, creating metaphors and other figurative expressions" (Bachman, 1990, p. 94).

Many researchers have proposed that having a high level of grammatical competence does not guarantee a high proficiency of pragmatic competence (Arnaud & Savignan, 1997; Charteris-Black, 2004; Cieslicka, 2006; Johnson, 1996; Johnson and Rosano, 1993; Kecskes, 2000; Ortaçtepe, 2012; Taguchi, 2012) because grammatical competence is about having knowledge of the grammar rules, words, morphology, syntax, semantics and phonology of a language, however pragmatic competence is about knowing to use these components of grammatical competence, namely language structures, appropriately in certain contexts. For instance, based on the results of their study on metaphor interpretation and L2 proficiency, Johnson and Rosano (1993) state that high proficiency in a language does not correspond to accurate metaphor interpretation. Given that comprehending and using metaphors require contextual knowledge, being proficient in a language may not prevent pragmatic failure (i.e., the failure to understand the intended meaning in an utterance) if learners do not have the pragmatic knowledge of that language.

One important component of pragmatic competence is figurative language because learners need to know about correct use of language based on the TL contexts in order to process metaphorical meaning. Therefore, a brief discussion about figurative language will be presented in the next section.

Figurative Language

Figurative language is defined as the use of language in a different way than the straightforward, namely literal meaning of the words (Thompson, 2001). It refers to “expressions that represent a concept beyond the literal interpretation of words” (Moran, Nippold & Gillon, 2006, p. 417). In other words, figurative language enables language users to convey their intended meaning beyond the literal meaning of the words through the concepts they represent. For example, when one says “I

demolished her argument”, the speaker does not mean that he physically destroys her argument like a building, but he means that he proved that the other person’s argument is wrong. In this respect, understanding figurative expressions is about comprehending the *speaker meaning*, which is the speaker's intention in an utterance (Evan, 2010). Processing meaning in a figurative expression firstly involves literal interpretation, or *sentence meaning*, then communicative principles are applied to understand what the *speaker meaning* is which leads to look for figurative meaning (Evan, 2010). Therefore, literal meaning is processed before figurative meaning and interpretation of figurative meaning is a "post-access procedure" (Giora, 2003, p. 185). In other words, "literal language is processed more quickly than figurative language" and "literal language is processed automatically while figurative language is not. If a literal conception is available no further processing is required." (Evan, 2010, p. 606). However, some researchers have argued that interpretation of figurative meaning is an automatic process as well (Gibbs, 1994; Giora, 2003; Goldvarg & Glucksberg, 1998; Katz et al., 1998; Kovecses, 2002). In Goldvarg and Glucksberg's (1998) study the participants were required to explain meanings of the compounds which include items with only literal meanings, and items with either literal or figurative meaning. It was found that most of the explanations produced by the participants were metaphorical showing that figurative meaning can be interpreted automatically.

Given that meanings of the words in figurative expressions cannot be interpreted literally, it can be claimed that figurative meaning cannot be predicted (Cooper, 1999). That is, comprehending the intended meaning may not be achieved only by the literal meanings of the words, but if there is enough information about the context, nonliteral meanings of figurative expressions can be processed more

easily (Giora, 2003). Thus, if language users are presented with contextual information, it can be easier for them to understand what concepts are represented in the related context by figurative expressions.

L2 Figurative Language

Acquisition of the TL or L2 figurative expressions is an important part of the pragmatic competence of language learners. In relation to pragmatic competence, learning figurative items is crucial for the development of conceptual socialization as well because these items are components of the TL culture and there is a strong relationship between culture and language. Jiang (2000) explains the interconnection between culture and language by stating that "language and culture makes a living organism; language is flesh, and culture is blood. Without culture, language would be dead; without language, culture would have no shape" (p. 328). As to the importance of figurative language for language learners, Danesi (1995) argues that language learners are far from native speakers' use of language unless they know how to reflect concepts based on metaphorical reasoning in the TL. Some concepts can be represented in a different way in each culture, for this reason L2 learners should know how the concepts are reflected in the figurative expressions of the TL.

Many researchers have investigated L2 learners' use and understanding of figurative language and it has been proposed that the processing of figurative language is different in native and nonnative speakers (Abel, 2003; Arnaud & Savignon, 1997; Bortfeld, 2002; Charteris-Black, 2002; Cooper, 1999; Kecskes, 2000, 2006; Liontas, 2003). According to Arnaud and Savignon (1997), while native speakers may not distinguish literal and figurative meaning as they process these two automatically, L2 learners have a tendency to interpret the literal meaning first (Arnaud & Savignon, 1997). Kecskes (2000) also supports this view by referring to

situation-bound utterances (SBUs) which are "formulaic, highly conventionalized, prefabricated pragmatic units that occur in standardized communicative situations" (p. 606). He argues that native speakers of a language can process figurative meaning automatically without addressing its literal meaning, however, adult L2 speakers mostly process literal meaning of the SBUs. The reason why L2 learners process literal meaning first may be the lack of exposure to the figurative meanings in utterances (Abel, 2003; Bortfeld, 2002; Nippold & Taylor, 2002) and the lack of contextual knowledge of the TL (Liontas, 2003) and its cultural items (Radencich & Baldwin, 1985). Additionally, L2 learners who study the TL in an *instructional environment* especially give priority to the literal meaning "due to the bottom-up approach to instruction," which indicates that teaching should begin from what is easy and it should get more difficult in following steps, because literal meaning process is not as complicated as figurative processing (Kecskes, 2006, p. 9). On the other hand, native speakers experience the language in a natural environment so they do not have that tendency to literal processing (Kecskes, 2006). All in all, it can be argued that the frequency of figurative language items language learners encounter and knowledge of the social and cultural contexts of the TL affect the process of figurative meaning interpretation.

Metaphors constitute a crucial place in figurative language and conceptual socialization. Metaphors represent both cultural and linguistic characteristics of a language and they are used frequently in everyday life. Therefore, the next section will discuss metaphors, how they are processed by language learners and the factors affecting learners' interpretation.

Metaphors

There are many types of figurative language such as idioms, metonym, and simile and one of the most frequently used items is metaphors. Lowery (2013) states that "figurative speech relies heavily on metaphor to convey its message and metaphor, in turn, often relies heavily on culture for its meaning" (p. 12). According to Kovecses (2002), a metaphor refers to addressing a conceptual domain to understand another domain. That is, people express their ideas by comparing them to something else. Moreover, Ritchie (2006) defines metaphors as tools which "often allow us to express subtle nuances of thought and feeling that would otherwise be inexpressible" (p. 2). In other words, metaphors enable people to explain *abstract concepts* which can only be conveyed figuratively (Lakoff & Johnson, 1980) and this is achieved by making use of *concrete terms* to refer to that *abstract concepts* (Littlemore, 2001). As a component of pragmatic competence, metaphors allow language users to convey meaning in a creative way (Carston, 2002) and see better the way people perceive the world and the way they interact with others (Cameron, 2003). Therefore, Lowery (2013) argues that all languages give a remarkable role to metaphors as abstract concepts are understood via metaphors.

For many people, metaphors just represent a group of words and they are literary devices decorating the language rather than *thought* or *action*, therefore they think that they do not have to use metaphors in everyday life (Lakoff & Johnson, 1980). Lakoff and Johnson (1980) object to this traditional view of metaphors by arguing that metaphors are not just a sophisticated group of words, but they constitute a big part of life because people *think* and *act* according to their conceptual system and metaphors are a part of that conceptual system as well. Instead, they propose the term conceptual metaphors to refer to metaphors because the concepts

through which people perceive the world and do things are also represented by metaphors since they come from the same conceptual system.

Semino (2008) defines conceptual metaphors as "systematic sets of correspondence, or 'mappings,' across conceptual domains, whereby a 'target' domain is partly structured in terms of a different 'source' domain" (p. 5). In other words, people create conceptual metaphors by transferring the properties of the source domain, which is usually concrete, to another target domain, which is usually abstract (Caballero & Ibarretxe-Antuñano, 2013). For example, by transferring the properties from the source domain of JOURNEY to the target domain of LIFE, interpreting the concept LIFE becomes easier as it is structured through a more concrete concept. That is, people conceptualize LIFE metaphorically in terms of journey and create the conceptual metaphor 'LIFE is a journey' (Lakoff & Johnson, 1980). Therefore, in order to interpret conceptual metaphors properly, both literal and conceptual meanings of the words forming the metaphors should be included in the comprehension process (Agyekum 2002; Orthony 1993). In this respect, Littlemore and Low (2006) propose that inferring the abstract relationship between the concepts or entities is more important than what words are used in conceptual metaphors.

Conceptual Fluency and Metaphor Comprehension for L2 Learners

As mentioned in the other sections, metaphors constitute a prominent part of people's lives even though they use metaphors automatically. Learning metaphors is important for foreign language learners as well (Charteris-Black, 2004; Deignan, Gabrys & Solska, 1997; Dong, 2004; Erdmann, 2016; Littlemore, 2001; Littlemore & Low, 2006; Low, 1988; Lowery, 2013; Nam, 2010; Radencich & Baldwin, 1985, Radić- Bojanić, 2013; Saygın 2001; Türker, 2016) because as Dong (2004) states,

"metaphors are tools for insight -poetic, conceptual, and cultural- and without acquiring knowledge about them, nonnative English-speaking students will always be cultural and language outsiders, despite advanced language and cognitive skills" (p. 30). That is, metaphors are a part of language and culture which are shaped around the same conceptual system, for this reason, to communicate appropriately, L2 learners should know the metaphors of the TL conceptual system as well.

The process L2 learners undergo in processing metaphors is different from the native speakers'. L2 learners already have L1 conceptual fluency, which refers to the knowledge of encoding concepts through metaphorical reasoning (Danesi, 1995). For this reason, they think according to their L1 conceptual knowledge to interpret figurative meaning in the TL no matter how advanced they are at using TL structures (Danesi, 1995). In other words, L2 learners may *speak* with the correct structures of the TL, but the way they think is based on the L1 conceptual system (Danesi, 1995). To compensate for this lack of conceptualization in the L2, language learners need to be conceptually fluent in the L2 as well (Danesi, 1995). The development of conceptual fluency in the L2 requires a reorganization of the L1 conceptual system according to TL conceptual base of the native speakers (Kecskes, 2000). Thus, learners have access to the figurative meanings of the structures according to the L2 conceptual system instead of applying only translation of the words (Nam, 2010).

Another necessity for language learners to interpret and produce metaphors properly is the development of metaphoric (Littlemore, 2001) or metaphorical (Danesi, 1986) competence, which refers to "the ability to acquire, produce, interpret metaphors in the target language" (Littlemore, 2001, p. 459). The reason why development of metaphoric competence is important for language learners is that developing the ability to *metaphorize* in the target language proves that a learner's

communicative proficiency has developed (Danesi, 1986). Metaphoric competence provides language learners with the ability to predict more than one possible meaning for a metaphorical expression (Littlemore, 2001) which is at the interpretation level. As to production phase, language learners can present their ideas in a more creative and personalized way by using metaphors (Littlemore, 2001)

In addition to the metaphoric competence, language learners need to have the knowledge of the target language culture. Lantolf (1999) suggests that common cultural knowledge of the target language community is necessary for language learners to use the TL effectively and all cultures use a remarkable amount of metaphors (Kimmel, 2004; Lowery, 2013; Shore, 1996). For this reason, learners need to have background knowledge of the TL culture to interpret and use metaphors appropriately (Charteris-Black, 2001; Littlemore & Low, 2006). Furthermore, while some metaphors can be universal as they are similar in languages, some of them can vary across cultures (Boers, 2003; Caballero & Ibarretxe-Antuñano, 2013; Cardoso & Vieira, 2006; Deignan, Gabrys & Solska, 1997; Lowery, 2012). Universally similar metaphors are easier to comprehend and to use, but the ones which differ in cultures are more difficult to process (Lowery, 2013) as they require knowing more about the TL culture. In a similar vein, Charteris-Black (2004) states that metaphors are selected by speakers for certain interactional goals and necessitate to have the knowledge of certain contexts. Therefore, the argument by Charteris-Black (2004) supports the necessity of cultural knowledge for language learners. There are some factors which may affect metaphor comprehension in L2 such as familiarity with metaphors, conceptual and linguistic similarities and differences between two languages and presenting situational context, and literature related to these factors will be presented in the next sections.

Similarities and Differences at Conceptual and Linguistic Levels

Some metaphors are common in all languages while some metaphors differ across languages both conceptually and linguistically. Metaphors may vary cross-linguistically and/or culturally due to differences in people's conceptual systems. A concept which is common in one language and culture may not be found in another language's conceptual system (Deignan et al., 1997). Cultural differences are not the only factor affecting the metaphor interpretation process. Similar concepts can also be encoded in a linguistically different way (Türker, 2016). Namely, two languages may use different words and linguistic forms to encode a common concept (e.g., Instead of the word “see” in the metaphorical expression “I *see* what you mean”, another word which means “to understand” is used in Turkish). Given that language learners already have L1 conceptual and linguistic knowledge, many studies indicated that conceptual and linguistic similarities and differences between the L1 and the TL affect the way learners interpret and use metaphoric expressions in the TL (Alsadi, 2016; Boers & Demecheleer, 2001; Charteris-Black, 2001, 2002; Deignan et al. 1997; Dong, 2004; Littlemore 2003; Lowery, 2012; Nam, 2010; Saygın, 2001; Türker, 2016). In the study by Türker (2016) looking at the interpretation of metaphors by English learners of Korean at three levels of conceptual and linguistic similarity (i.e. same conceptual/same lexical; same conceptual/different lexical; different conceptual/different lexical), participants' performance in metaphorical expressions was the best with the metaphors which are conceptually and linguistically similar in L1 and L2.

Some of these studies looking at metaphors are conducted in EFL contexts such as the ones by Alsadi (2016), Deignan et al. (1997), Dong (2004), Littlemore (2003), Lowery (2013) and Nam (2010). These studies indicated that the metaphors

which are common in both languages are easier to be interpreted and produced however, the ones which are different across languages, namely those that are culture-specific, are more difficult to be processed by EFL learners (Alsadi, 2016; Deignan et al., 1997; Dong, 2004; Littlemore, 2003; Lowery, 2013, Nam, 2010). The study by Deignan et al. (1997) investigated metaphor learning by Polish EFL learners in four categories: 1) same conceptual /same lexical; 2) same conceptual/different lexical; 3) different conceptual/different lexical, and 4) similar lexical/different conceptual levels. The results showed that the participants had almost no difficulty with the metaphoric expressions in category 1. In category 2, students did not have problem with understanding the concept as it has equivalent in their L1, however finding the correct words to represent these concepts in the TL was more difficult. As to the categories 3 and 4, it was found that learners may translate these kinds of items literally into the TL. These findings show that conceptual and linguistic similarities and differences between two languages play a crucial role in metaphor interpretation as they can hinder or facilitate L2 learners' comprehension.

Familiarity with Metaphors

In addition to the influence of similarities and differences between two languages at the conceptual and linguistic levels, another factor affecting learners' interpretation of metaphors is familiarity. There are many studies arguing that familiarity with metaphors affects understanding metaphorical expressions (Alsadi 2016; Blasko & Connine, 1993; Charteris-Black, 2002; Coney & Lange, 2006; Dulcinati, Mazzarella, Pouscoulous, Rodd, 2014; Giora, 2002; Jones & Estes, 2006; Kecskes, 2006; Thibodeau & Durgin, 2011; Türker, 2016). Blasko and Connine (1993) define familiarity as learners' anticipated experience with metaphors. In a similar vein, Dulcinati et al. (2014) refer to familiarity as the reflection of learners'

absolute experience with metaphors. In their study investigating effects of familiarity on metaphor processing, Blasko and Connine (1993) found that interpreting figurative meaning from familiar metaphors was as easy as understanding the literal meaning of these metaphors. However, figurative meaning processing of the unfamiliar metaphors was not equal to comprehension of their literal meaning.

Giora (2002) perceives familiarity in metaphor processing in relation to saliency, which refers to the first meaning that learners think of when they see a metaphor (Cieslicka, 2006). Kecskes (2006) states that the most frequent, familiar and conventional meaning of an utterance leads to its most salient meaning and salient meaning is based on previous knowledge and experience. Türker (2016) found that L2 learners interpret literal meaning as the salient one since they do not have the same familiarity with the metaphors as native speakers do. Additionally, language learners can process figurative meaning in metaphors in an automatic way without a need for contextual knowledge of the concepts if they are familiar enough with the metaphors (Kecskes, 2006). Furthermore, Charteris-Black (2002) states that L2 learners have a tendency to process literal meaning first with unfamiliar metaphors in particular. In this respect, the more familiar learners are with metaphors, the more figurative meaning they can interpret and if learners are familiar enough with metaphors, the process for figurative meaning can be as fast as it is in literal meaning.

Among these studies (Alsadi 2016; Blasko & Connine, 1993; Charteris-Black, 2002; Coney & Lange, 2006; Dulcinati et al., 2014; Giora, 2002; Jones & Estes, 2006; Kecskes, 2006; Thibodeau & Durgin, 2011; Türker, 2016), the only one conducted in an EFL context is the one by Alsadi (2016). Alsadi (2016) investigated the difficulties Qatari EFL learners face with metaphor comprehension and

production. The results of the study showed that the participants could not interpret the figurative meaning of metaphors they are not familiar with or the cultural aspect embedded in it while they were successful in metaphors which were familiar.

Presenting Situational Context

Apart from conceptual and linguistic similarities and differences between the L1 and the TL, and L2 learners' familiarity with metaphors, presenting the metaphors in context is also a factor which may affect metaphor interpretation. There are some studies investigating the role of situational context in metaphor interpretation (Gildea & Glucksberg, 1983; Inhoff, Lima & Carroll, 1984; Littlemore, 2003; Ortony, Schallert, Reynolds & Antos, 1978; Peleg, Giora & Fein, 2001; Türker, 2016). Most of the studies showed that only when there is enough information about the context, L2 learners interpret correct figurative meaning in metaphors better (Gildea & Glucksberg, 1983; Inhoff, Lima & Carroll, 1984; Littlemore, 2003; Ortony et al., 1978; Peleg, Giora & Fein, 2001). That is, the participants found it easier to comprehend metaphors and process figurative meaning when there was long contextual information in metaphors and processing the figurative meaning took more time when there was less information about the context. On the other hand, the study by Türker (2016) displayed a different finding in relation to presenting contextual information in metaphors. In the study by Türker (2016), American participants studying L2 Korean in the USA performed worse with the metaphors sharing similar conceptual and linguistic features in L1 and L2 when the amount of context provided in the metaphors increased. For Türker (2016), the reason why the participants interpreted the similar metaphors more correctly when there was no context might be that they pay more attention to linguistic forms in the

absence of context. Thus, they apply their L1 conceptual knowledge to interpret these similar items helping them interpret the correct figurative meaning.

In relation to the ineffective role of the context, Littlemore (2003) argues that L2 learners may not benefit from contextual clues in the metaphors due to the cultural differences between the L1 and the TL. In other words, L2 learners need to have some knowledge of the TL culture to understand what concepts are represented in the related contexts in the TL and if they do not, they may only notice and understand the contextual clues which are similar to theirs or they may misinterpret the metaphors if they use their L1 cultural background to interpret the contextual information (Littlemore, 2003). These results show that role of presenting situational context in metaphor interpretation may change according to the learners' knowledge of the TL culture and the amount of contextual information presented in metaphors. In conclusion, presenting metaphors in situational context can facilitate or inhibit L2 learners' interpretation of their correct figurative meaning depending on factors such as conceptual, linguistic and cultural similarities between L1 and the TL in some cases, and the length of the contextual information in others.

Conclusion

In this chapter, the relevant literature on conceptual socialization, conceptual metaphors and factors affecting metaphor interpretation has been provided by involving definition of terms and previous studies. Next chapter will present the methodology of the study consisting of information about the setting and participants, data collection tools, procedure and data analysis

CHAPTER III: METHODOLOGY

Introduction

The purpose of this study was to investigate the conceptual socialization of Turkish EFL learners who are pre-service English language teachers in terms of their interpretation of English metaphors. The similarities and differences between native English speakers and Turkish EFL learners in their interpretation of metaphors were analyzed by looking at their performance in three categories of metaphors; a) conceptually and linguistically similar metaphors, b) conceptually similar, but linguistically different metaphors and c) conceptually and linguistically different metaphors. Furthermore, the role of learners' familiarity with the metaphors and context in the expressions were taken into consideration. In this respect, the following research questions were addressed in this study:

1. How does Turkish EFL learners' interpretation of metaphors differ in context-provided vs. context-free tasks?
2. How do Turkish EFL learners perform in
 - a. conceptually and linguistically similar metaphors in English?
 - b. conceptually similar, but linguistically different metaphors in English?
 - c. conceptually and linguistically different metaphors in English?
3. What role does familiarity with the metaphors play in Turkish EFL learners' interpretation of metaphors?
4. How do Turkish EFL learners differ from native English speakers regarding their interpretation of metaphors?

This chapter presents information about methodological procedures of the study of in four sections. The first section provides detailed information about setting and participants of the study. In the second section, detailed description of the different categories of metaphors used in the instruments, data collection tools, which are FAMscale, sentence level test (SLT) and situation-based test (SBT) are presented. In the third section, procedures regarding the research are introduced and in the final section, data analysis method is described.

Setting and Participants

The participants of this study consisted of two groups, a focal group including Turkish EFL learners and a baseline group including native English speakers (NESs). The group of EFL learners included 38 Turkish advanced level EFL learners, with an age range of 18 to 20, studying at English Language Teaching department of a public university in Ankara, Turkey. This study's focal group was pre-service language teachers in English Language Teaching department. This particular group was selected since they are at an advanced level in English and they are supposed to be English teachers yet they are still EFL learners and language learning is a life-long process which does not stop at a point. As part of their teacher education curriculum, they still take classes such as reading and writing. By taking these kinds of courses, these pre-service teachers are expected to continuously improve their knowledge of English language. The participants were reached with by contacting an instructor in the ELT department who agreed to allocate time for the study. Then the researcher introduced the study and it was conducted by the students who agreed to participate.

The baseline group consisted of seven native English speakers as four American and three British with an age range of 24 to 55. Two British participants were professors in the Department of Cultures, Civilizations and Ideas and they were

reached through the researcher's supervisor since they work at the same institution in Turkey. The supervisor asked her British friends for their participation and they volunteered to participate in this study. The other British participant was an English Instructor in English Language Preparatory Program and she volunteered to participate after she was reached by a friend of the researcher. As to American participants, they were reached by the researcher herself as they were friends of her. They consisted of two academics teaching English at a university in Turkey who were also MA TEFL students, and two Linguistic graduates from the USA who also have teaching experience in Turkey via Fulbright English Teaching Assistantship program. The reason for including both American and British speakers of English is that coursebooks, which are used to teach English in Turkey, have been mostly American and British. As a result, while studying English, learners may be exposed to metaphors in different wordings in American and British English. Therefore, collecting data from the native speakers of both nationalities was important for the reliability and validity of the study.

The native speaker data served two purposes in this study. First, with the data collected through the familiarity scale (FAMscale), metaphors which were the NESs were familiar the most were selected to be included in sentence level test (SLT) and situation-based test (SBT). Second, native English speakers' responses to SLT and SBT were used as a baseline of the correct figurative meaning of metaphors to compare EFL participants' data accordingly. In this way, an analysis of EFL participants' conceptual socialization was accomplished by looking at the similarities and differences between the answers of the two groups.

Instruments

In this mixed-methods study, data were collected through three instruments: a familiarity scale (FAMscale) and two metaphor tests called sentence level test (SLT) and situation-based test (SBT) consisting of three categories of metaphors: a) conceptually and linguistically similar metaphors, b) conceptually similar, but linguistically different metaphors and c) conceptually and linguistically different metaphors. In this section, firstly three categories of metaphors will be presented and then information about the FAMscale, SLT and SBT will be provided.

Three Categories of Metaphors

The metaphors used in data collection tools of this study were in three categories: a) conceptually and linguistically similar metaphors, b) conceptually similar, but linguistically different metaphors and c) conceptually and linguistically different metaphors. The familiarity scale (FAMscale), sentence level test (SLT) and situation-based test (SBT) consisted of ten metaphors from each category. The conceptual metaphors in the metaphorical expressions included in this study were taken from the book by Lakoff and Johnson (1980) and the server designed by Osaka University (Conceptual metaphor server, n.d.).

Conceptually and linguistically similar metaphors. This category of metaphors has both linguistic and conceptual counterparts in Turkish and English. As they are similar in both languages, the assumption is that they can be easier to comprehend for Turkish EFL learners. To illustrate, in relation to metaphor of LOVE IS A PHYSICAL FORCE (Lakoff & Johnson, 1980), the metaphorical expression "love is an electricity between two people" is associated with the source domain of *electricity* and the target domain of *love* in English like in "I could feel the *electricity* between us." This metaphorical expression shares both direct translation and

common conceptual features with Turkish equivalent of "iki kişi arasındaki elektrik" (i.e., electricity between two people) as in "aramızda bir elektrik var" (i.e., There is an electricity between us). That is, the figurative meaning of the metaphorical expression is the same in both languages. Some other examples of metaphors from this category are as follows:

E.g.,

- ARGUMENT IS WAR

English: "She *attacked* my *ideas*"

Turkish: "Fikirlerime saldırdı"

- TIME IS MONEY

English: "You are *wasting* my *time*"

Turkish: "Zamanımı boşa harcıyorsun"

- LOVE IS A UNITY

English: "*He* is my *other half*:"

Turkish: "O benim diğer yarım."

Conceptually similar, linguistically different metaphors. As to the conceptually similar, but linguistically different metaphors, these ones have different linguistic properties like wording in Turkish and English whereas they rely on the same concept in the metaphor. For instance, in relation to the metaphor IDEAS ARE FOOD (Lakoff & Johnson, 1980) whose source domain is *food* and target domain is *ideas*, the metaphorical expression "His idea was *half-baked*," is conceptually similar to the Turkish expression "Fikri olgunlaşmamış." However, it is linguistically different as the Turkish one does not include anything with *baking*, but use a different word (i.e. olgunlaşmak= to ripe) as the source domain. Below are other examples of conceptually similar, but linguistically different metaphors.

E.g.,

- PROPERTIES ARE POSSESSIONS

English: "I *got* my hair from my mother"

Turkish: "Saçlarım anneme *çekmiş*" çekmek: to take after

*my hair my mother take after past tense

- LIFE IS A JOURNEY

English: "He *passed away*"

Turkish: "O bu diyardan *göç etti*" göç etmek: to migrate

*He this place preposition migrate past tense

- EUPHORIC STATES ARE UP

English: "He is really *high*"

Turkish: "Kafası gerçekten *iyi*" iyi: good

*His head really good

As these metaphors share the same concept in both languages, it may create a more difficult process of comprehension for EFL learners. More specifically, the same concept can be conceptualized, namely can be represented by different lexical items in Turkish and English. Therefore, EFL learners are expected to process the figurative meaning in this kind of metaphors more slowly.

Conceptually and linguistically different metaphors. Conceptually and linguistically different metaphors are the ones that exist in English, but do not have conceptual and linguistic equivalents in Turkish. In other words, these metaphors are not found in Turkish. As a result, this kind of metaphors can be the most difficult ones for Turkish learners to interpret. For example, regarding the metaphor of COMMUNICATION IS FEEDING (Lakoff, & Johnson, 1980) whose source domain is *feeding* and target domain is *communication*, the metaphorical expression "a live

feed" like in "We have a live *feed* from London" is not found in Turkish as a metaphorical expression and conceptual aspect. Three other examples from this category of metaphors can be seen below:

E.g.,

- IDEAS ARE PEOPLE
"Whose *brainchild* was that?"
- RELATIONSHIP IS AN ANIMAL
"Relationships, like *sharks*, have to keep moving to stay alive"
- THEORIES ARE BUILDINGS
"Complex theories have problems with *plumbing*"

Familiarity Scale (FAMscale)

The FAMscale served two purposes. The pre-FAMscale was administered to NESs to choose the items, with which they were familiar the most, to be used in the metaphor tests. Second, the post-FAMscale was carried out to explore the participants' familiarity with the metaphorical expressions from each three category. The FAMscale was adapted from Nippold and Rudzinski (1993) and required the participants to specify the degree of their familiarity with the metaphors in the scale to indicate how often they have heard or seen the items in the list by choosing the number and its explaining term in a 5 points scale (1: heard or seen it *many times* before; 5: *never* heard or seen it before) (See Appendix A).

The pre-FAMscale was carried out with only the native English speakers in order to choose the metaphors with which they were familiar the most to be used in the post-FAMscale, SLT and SBT later. The first draft of the pre-FAMscale was piloted with two native English speakers, one American and one British, and two Turkish EFL learners to see if the design of the scale was appropriate for both

groups. According to the feedback on the instruction, grammar and wording of the items, necessary changes such as using more frequent vocabulary items, changing the phrases in the instructions and correcting the grammar mistakes were applied and the items were improved. Following that, it was conducted with five British and four American participants and it included 30 items from each category of metaphors.

The post-FAMscale was developed according to the results of the pre-FAMscale by selecting the ten metaphors which were stated as the more familiar by the highest number of participants. It was conducted with only the EFL group to see the role of familiarity in their interpretation of metaphors in SLT and SBT.

Therefore, all these three included the same metaphors.

Sentence Level Test (SLT)

The first test used in this study was a sentence level test (SLT). In SLT, the metaphors were presented in a sentence to the participants and it included the same ten items which were used in the post-FAMscale. In this test, native English speakers were asked to write their interpretation in English and Turkish EFL learners completed the task in Turkish (see Appendix B). For example, they wrote their understanding of "She got her eyes from her father" which included the metaphorical expression '*to get a property from someone*' in relation to the metaphor PROPERTIES ARE POSSESSIONS and which is a conceptually similar and linguistically different metaphor.

E.g.,

Please write what you understand from the sentences below in Turkish / English

1. *She got her eyes from her father*

_____.

2. *His idea was half-baked*

The SLT was piloted with two native speakers, one American and one British, and two Turkish EFL learners to check if there was an inappropriate or vague item in the test. Based on the results of the piloting, grammar mistakes in the items were corrected and vocabulary items which were infrequent or did not sound natural to the NESs were replaced with the ones they recommended.

Situation-Based Test (SBT)

The second test in this study was a situation-based test (SBT). In SBT, the same ten metaphorical expressions used in the post-FAMscale and SLT were presented this time in context with some information about the situation (see Appendix C). SBT was also piloted with two native speakers including one American and one British participants, and two Turkish EFL learners to see if there was any points to be improved. According to the piloting results, the necessary changes related to correction of grammatical errors and using the appropriate vocabulary items were applied to make sure that the items are intelligible. Furthermore, the number of items in both SLT and SBT were decreased from 60 to 30 since NESs stated completing both tasks took too much time.

Both NESs and Turkish EFL learners were asked to write their interpretation of the metaphorical expressions, which were written in italics in the dialogues, in English in SBT. Turkish EFL learners were asked to complete the test in English to see if there was any transfer from their L1.

Please rewrite the sentences in *italics* in English

1. situation: Two friends in a beauty salon having a conversation about hair care;

A: Your hair is so beautiful, especially the color.

B: Thank you, *I got it from my mother.*

2. situation: Two colleagues discussing about an idea suggested by their boss;

A: Why didn't you like his suggestion to start this new project?

B: I don't know. I think *his idea was half-baked.*

Procedure

This study was carried out at an English Language Teaching (ELT) department of a state university in Ankara, Turkey. After the instruments were prepared, the permission was granted from both the Ethics Committee of Bilkent University and the institution where the data were collected. Before collecting data, the instruments were piloted with two native English speakers (one American and one British) and two Turkish EFL learners. All participants in the piloting were given the related instrument and they did the related task by writing their feedback on it. Based on their feedback on the items in the tools, timing of the task, and its design, necessary changes (e.g., correction of the grammar mistakes, replacing some phrases and vocabulary items with the ones which were stated to be used more frequently by the NESs, and decreasing the number of items in the tests from 60 to 30 since the participants stated that it took too long to complete the tasks) were applied to the instruments. After completing the piloting procedure, the participants were provided with a consent form, as their participation was on a voluntary basis and data collection was accomplished through the FAMscale and the metaphor tests (i.e., SLT and SBT). First, the native group was given the pre-FAMscale in order to choose the metaphorical expressions they were familiar the most, which were used in the tests and the post-FAMscale, and it took four days to receive the data from all

participants. After analyzing the results of the pre-FAMscale in three days, items native English speakers were familiar the most were chosen and they were used in the post-FAMscale, SLT and SBT. Later, the metaphor tests (i.e., SLT and SBT) were given to the native group. They were asked to complete the tasks and return them back whenever they finished, and it took around a week to get the tasks back from each participant. As to the data from EFL participants, it was collected two weeks later than it was completed with the native group since it was the only suitable day the instructor could allocate his class for the researcher. The instructor allocated two hours of classes and completing all the three tasks took around 75 minutes for the EFL participants. First, the post-FAMscale was distributed to them only to see the role of their familiarity with the metaphors on their metaphor interpretation. After completing the post-FAMscale, each participant was given the SLT. Lastly, SBT was given to the participants as soon as they finished doing the SLT.

Data Analysis

In this mixed-methods study, quantitative data was obtained by conducting SPSS analyses and qualitative data was acquired through the content analyses of the EFL participants' incorrect answers. Analysis of the data consisted of three phases which involve 1) scoring the responses to metaphor tests, 2) calculating the inter-rater reliability and inter-item reliability analyses, and 3) analyzing the results in terms of four research questions. In the first phase, responses to the metaphor tests by Turkish EFL learners were scored according to the baseline of correct responses by the NESs. The second phase had two sub-steps; inter-rater reliability and inter-item reliability. Reliability of the ratings by the researcher and the expert was analyzed in the first step of the second phase and in the second step of the second phase, consistency between the items in the metaphor tests was analyze. In the third phase,

the analyses for each research question were conducted in four sub-steps by looking at the role of presenting situational context, making content analyses of Turkish EFL learners' errors in both tests, examining the role of familiarity and comparing the results EFL learners' performance to NESs. Detailed information regarding each phase of the data analysis was provided below.

Phase # 1: Scoring the Responses to the Metaphor Tests

In this mixed-methods study, the participants' responses to the metaphorical expressions in three different categories, which are a) conceptually and linguistically similar metaphors, b) conceptually similar, but linguistically different metaphors, and c) conceptually and linguistically different metaphors were analyzed descriptively by using the native speakers' responses as a baseline of correct responses to compare Turkish EFL learners' responses accordingly. To analyze the data from the EFL participants, their responses were examined and the parts referring to the metaphors in their interpretations were entered into a Microsoft Office Excel file. Each participant was given a code to address them throughout the analysis (i.e., 'E' for EFL participants, 'N' for NESs) and their codes were written next to their responses for each item. Following that, EFL participants' responses for both tests were scored out of three points by comparing them with the native English speakers' responses. Each correct interpretation was assigned three points, somewhat correct two and incorrect interpretation one. In addition to that, an expert was asked for her opinion about the items about which the researcher felt unsure while deciding their correctness and the expert's scoring for those items were taken into consideration.

Phase # 2, Step # 1: Inter-rater Reliability

To ensure reliability of the scoring, the same expert rated four participants' data (i.e., equal to ten percent of the sample group) which were chosen randomly.

Scores by the both raters were compared and discrepancies between the scorings were evaluated. Each item which had three points of discrepancy were discussed and changes were made in the scoring accordingly. To increase the reliability of rating between the two raters, the expert rated data from four other participants and the same procedure of discussion and change was followed for these participants as well. After completing the rating, inter-rater reliability was checked with the ratings of eight participants through reliability analysis by using SPSS (see Table 1).

Table 1

Inter-Rater Reliability of the Ratings Coming from the Researcher and Expert

Intraclass Correlation – Average Measures		
Participant	SLT	SBT
E1	.946	.913
E2	.853	.788
E8	.904	.787
E14	.977	.969
E25	.992	.988
E28	.998	.996
E30	.994	.996
E35	.999	.999

Note. E: EFL, SLT: Sentence level test, SBT: Situation-based test

Based on the results of the interrater reliability analysis, the values of Cronbach's alpha (i.e., intraclass correlation average measure) were checked according to the

criteria of 1) seven and above; high, 2) four-seven; moderate and 3) four and less; low. In this regard, high inter-rater reliability was found for all eight participants in both tests.

Phase # 2, Step # 2: Inter-item Reliability

In addition to the analysis of inter-rater reliability, to find out the extent of consistency between the participants' responses to the items in the tests, inter-item reliability analyses were run for both tests (see Table 2).

Table 2

Inter-Item Reliability

Metaphor test	Inter-item reliability
SLT	.527
SBT	.532

Note. SLT: Sentence level test, SBT: Situation-based test

Inter-item correlations were checked by evaluating Cronbach's alpha values of both tests based on the criteria of 1) seven and above; high, 2) four-seven; moderate and 3) four and less; low. The results of analysis showed that there were moderate inter-item reliability for both tests. Furthermore, a correlation test was run for these two tests to examine if the participants scores in these two tests would correlate with each other. The Pearson Product Moment Correlation revealed a strong positive correlation between Turkish EFL learners' performance in SLT and SBT and this correlation is statistically significant ($r = .747, p < .01$).

Phase # 3, Step # 1: Analysis of the Role of Presenting Situational Context in Metaphor Interpretation

In the first step of the phase # 3, the role of presenting situational context in Turkish EFL learners' metaphor interpretation was analyzed. To achieve this, EFL

learners' scores of sentence level test (SLT) including metaphors without situational context, and situation-based test (SBT) including metaphors presented in situational context were compared. Before comparing the scores of the two tests, descriptive statistics analysis and a normality test was run to see if the data showed normal distribution. Since both Skewness and Kurtosis values obtained from descriptive statistics and the Shapiro-Wilk value of the normality test suggested a normal distribution (See Appendix D), a paired-samples t-test was conducted to compare Turkish EFL learners' SLT and SBT results.

Phase # 3, Step # 2: Content Analyses of the Errors by Turkish EFL Learners

In this step, qualitative data were obtained by conducting content analyses of Turkish EFL learners' incorrect responses to see the role of conceptual and linguistic similarities and differences between Turkish and English in metaphor interpretation. While doing this, the focus was only on transfer errors since it would be beyond the scope of this study to determine if the errors are interlanguage errors or caused by an unknown reason.

Phase # 3, Step # 3: Analysis of the Role of Familiarity with the Metaphors in Metaphor Interpretation

In this step of the third phase of the data analysis, the role of familiarity with the metaphors in metaphor interpretation was examined to see if there was a relationship between Turkish EFL learners' level of familiarity with the metaphors and their performance in sentence level and situation-based tests. The analyses were run in terms of both Turkish EFL learners' total scores from SLT and SBT and also their scores from each category in both tests. Firstly, Turkish EFL learners' total scores were analyzed to see what sort of distribution it had and to choose the correct statistical analysis accordingly. Descriptive statistics and a normality test were

carried out and it was shown based on the Shapiro-Wilk value (i.e., $p = \text{FAMscale: .279; SLT: .071; SBT: .342}$) that the data had normal distribution (See Appendix E). Therefore, a Pearson's Product Moment Correlation was run to see if there is a relationship between familiarity level and Turkish EFL learners' total scores in both tests. Following that, the same normality analyses were done for their scores for each category. Data in relation to CAT 1 showed normal distribution based on the Skewness and Kurtosis values (See Appendix E), for this reason a Pearson's Product Moment Correlation test was conducted to analyze the relationship between familiarity with metaphors and performance in SLT and SBT. However, data regarding CAT 2 and CAT 3 did not show normal distribution and thus a nonparametric Spearman's correlation test was run to analyze the role of familiarity in CAT 2 and CAT 3 (See Appendix E).

Phase # 3, Step # 4: Comparison of Turkish EFL Learners to NESs

In the last step of the phase # 3, a non-parametric Mann-Whitney test was run to compare Turkish EFL learners to native English speakers (NESs) to answer the last research question. Normality analyses were not conducted for this analysis because of the discrepancy between the sample size for the two groups (seven NESs and 38 Turkish EFL participants).

Conclusion

This methodology chapter presented a detailed description of the participants and setting, the instruments used to collect data and the procedure by which the study was carried out and also an overview of the data analysis. A more detailed analysis of the data collected through the FAMscale, SLT and SBT will be discussed in the next chapter.

CHAPTER IV: RESULTS

Introduction

The purpose of this study was to investigate the conceptual socialization of Turkish EFL learners who are pre-service English language teachers in terms of their interpretation of English metaphors. The similarities and differences between native English speakers and Turkish EFL learners in their interpretation of metaphors were analyzed by looking at their performance in three categories of metaphors; a) conceptually and linguistically similar metaphors, b) conceptually similar, but linguistically different metaphors, and c) conceptually and linguistically different metaphors. Furthermore, the role of Turkish EFL learners' familiarity with the metaphors and context in the expressions were taken into consideration. In this respect, the following research questions were addressed in this study:

1. How does Turkish EFL learners' interpretation of metaphors differ in context-provided vs. context-free tasks?
2. How do Turkish EFL learners perform in
 - a. conceptually and linguistically similar metaphors in English?
 - b. conceptually similar, but linguistically different metaphors in English?
 - c. conceptually and linguistically different metaphors in English?
3. What role does familiarity with the metaphors play in Turkish EFL learners' interpretation of metaphors?
4. How do Turkish EFL learners differ from native English speakers regarding their interpretation of metaphors?

There were two groups participating in this study: a focal and a control group. The focal group consisted of 38 Turkish EFL learners who were pre-service teachers studying English Language Teaching (ELT) in their first year at a state university and the control group included seven native English speakers. Data were collected through three instruments; 1) familiarity scale (FAMscale), (see Appendix A), 2) sentence level test (SLT) (see Appendix B), and 3) situation-based test (SBT) (see Appendix C). The SLT was carried out in Turkish and the SBT was carried out in English.

In this chapter, findings of the data analysis will be presented to address the four research questions. Firstly, the role of presenting situational context on interpretation of metaphors will be discussed in relation to the first research question. Following that, analyses of Turkish EFL learners' performances in three categories of metaphors will be discussed in terms of error frequency and L1 transfer by addressing the second research question. Then, the role of familiarity with metaphors on metaphor interpretation will be evaluated regarding the third research question. Lastly, analysis of the difference between Turkish EFL learners and native English speakers will be discussed to address the last research question.

The Role of Presenting Situational Context in Interpretation of Metaphors

In the present study, the role of presenting situational context was controlled as a variable by designing two tasks. The items in SLT were presented in only one sentence and they were not given in situational context (see Appendix B). On the other hand items in SBT were given in context with some information about the situation at hand (see Appendix C) in order to see if contextual clues play a role in Turkish EFL learners' interpretation of metaphors. Before comparing the results of the two tests, a normality test was run for each test separately. Since the data showed

normal distribution based on the skewness and kurtosis values, which were obtained through descriptive statistics, and the value of Shapiro-wilk, which was identified through the normality test (see Appendix D), a parametric paired-sample *t*-test was conducted to compare Turkish EFL learners' performance in context-free and context provided test (i.e., SBT) (see Table 3).

Table 3

The Role of Presenting Situational Context in Interpretation of Metaphors

Metaphor Tests	<i>t</i> -test				
	\bar{x}	SD	df	<i>t</i>	<i>p</i>
SLT	68.32	9.328	36	-1.929	.062
SBT	70.84	7.474			

Note. SLT: Sentence level test, SBT: Situation-based test

As seen in Table 3, there is no statistically significant difference between the Turkish EFL learners' performance in SLT ($\bar{x} = 68.32$, $SD = 9.328$) and SBT ($\bar{x} = 70.84$, $SD = 7.474$) which means that context does not have a role in their interpretation of metaphors ($t(36) = -1.929$, $p > .05$). In other words, presenting the metaphors in context with some information about the situation did not make Turkish EFL learners understand the items more easily than they did in SLT. Apart from the role of presenting situational context, conceptual and linguistic similarities and differences between Turkish and English were also examined in terms of their role in interpretation of metaphors. In this regard, results belonging to the role of conceptual and linguistic similarities and differences in interpretation of metaphors by Turkish EFL learners will be presented in the following section.

The Role of Linguistic and Conceptual Similarities and Differences in Interpretation of Metaphors

In this section, results related to the role of linguistic and conceptual similarities and differences between two languages in interpretation of metaphors will be presented in terms of Turkish EFL learners' interpretation of the metaphors in sentence level test (SLT) and situation-based test (SBT).

The Role of Linguistic and Conceptual Similarities/Differences in Interpretation of Metaphors in SLT

In order to investigate the role of L1 linguistic and conceptual knowledge in Turkish EFL learners' interpretation of English metaphors, the metaphors in the instruments (i.e., sentence level test and situation-based test) were selected from three categories which are a) conceptually and linguistically similar metaphors (CAT 1), b) conceptually similar, but linguistically different metaphors and (CAT 2), and c) conceptually and linguistically different metaphors (CAT 3). In other words, it was aimed to see if Turkish EFL learners' existing L1 conceptual and linguistic knowledge help them interpret English metaphors depending on the extent of similarities and differences between Turkish and English conceptual and linguistic knowledge. To achieve this, firstly Turkish EFL learners' performance in each category of metaphors in sentence level test (SLT) was investigated through descriptive statistics analysis (see Table 4).

Table 4

Descriptive Statistics of Turkish EFL Learners' Scores in Each Category of Metaphors in SLT

Category*	N	\bar{x} **	SD	Min	Max
CAT 1	38	27.13	2.09	22	30
CAT 2	38	26.00	2.84	17	30
CAT 3	38	15.16	6.48	2	26

*CAT 1: conceptually and linguistically similar metaphors, CAT 2: conceptually similar, but linguistically different metaphors, CAT 3: conceptually and linguistically different metaphors
 **Highest mean score possible: 30

As seen in Table 4, EFL learners obtained the highest score from the conceptually and linguistically similar metaphors (CAT 1), which included 10 items, with a mean of 27.13 out of 30. The second highest score was observed in the CAT 2 with a mean of 26, which was close to the mean in CAT 1, and EFL learners acquired the lowest score from the CAT 3 with a mean of 15.16. It can be argued based on the results that as the conceptual and linguistic differences between English and Turkish increased, the correctness of Turkish EFL learners' interpretation decreased.

Following the descriptive statistics analysis, a one-way ANOVA was conducted to compare the role of linguistic and conceptual similarities-differences between Turkish and English on interpretation of metaphors in SLT in conditions of 1) conceptually and linguistically similar, 2) conceptually similar, but linguistically different metaphors and 3) conceptually and linguistically different in English (see Table 5).

Table 5

Comparison of Interpretation of Metaphors in Three Categories in SLT

Source	df	SS	MS	F	<i>p</i>
Between Groups	2	3321.21	1660.60	91.36	.000***
Within Groups	111	2017.39	18.17		
Total	113	5338.60			

****p* < .001

As shown in Table 5, there was a statistically significant effect of the extent of conceptual and linguistic similarities and differences between Turkish and English on Turkish EFL learners' interpretation of metaphors for the three conditions ($F(2, 111) = 91.36, p < .001$). A Tukey's post-hoc test was run in order to find out where the significant difference occurs (see Table 6).

Table 6

Comparison of Scores in Each Category in SLT

(I) categories*	(J) categories	Mean difference			95% Confidence interval	
		(I-J)	SE	<i>p</i>	Lower bound	Upper bound
CAT 1	CAT 2	1.13	.978	.481	-1.19	3.45
	CAT 3	11.97	.978	.000***	9.65	14.30
CAT 2	CAT 1	-1.13	.978	.481	-3.45	1.19
	CAT 3	10.84	.978	.000***	8.52	13.17
CAT 3	CAT 1	-11.97	.978	.000***	-14.30	-9.65
	CAT 2	-10.84	.978	.000***	-13.7	-8.52

* CAT 1: conceptually and linguistically similar metaphors, CAT 2: conceptually similar, but linguistically different metaphors, CAT 3: conceptually and linguistically different metaphors
****p* < .001

As displayed in Table 6, results of the Tukey's post-hoc test showed that there was a statistically significant difference between Turkish EFL learners' performance in CAT 1 and CAT 3 with a mean difference of 11.97 ($p < .001$) (\bar{x} CAT 1: 27.13, \bar{x} CAT 3: 15.16). Moreover, there was a statistically significant difference between their performance in CAT 2 and CAT 3 as well with a mean difference of 10.84 ($p < .001$) (\bar{x} CAT 2: 26.00, \bar{x} CAT 3: 15.16). In conclusion, Turkish EFL learners' performance differed when the extent of conceptual and linguistic similarities and differences between Turkish and English increased.

Content Analysis of the Errors in SLT and Their Frequency

In relation to the role of linguistic and conceptual similarities/differences in Turkish EFL learners' interpretation of metaphors, a content analysis was applied to their responses in order to see if there was any transfer from Turkish to English while interpreting the metaphors and to find out the frequency of these incorrect responses. After examining the incorrect responses in each category of the tests, the items which had the most frequent incorrect interpretation by Turkish EFL learners and the sort of errors (i.e., transfer error vs. interlanguage error or unknown reason) were identified (see Table 7).

Table 7

Total Numbers and Percentages of Errors in Each Category in SLT

Category*	Number of incorrect responses	Number of correct responses	Number of total responses
CAT 1	11 (2.98 %)	357 (97.01 %)	368
CAT 2	26 (7.20 %)	335 (92.79 %)	361
CAT 3	111 (38.14 %)	180 (61.85 %)	291
TOTAL	148 (14.5 %)	872 (85.49 %)	1020

* CAT 1: conceptually and linguistically similar metaphors, CAT 2: conceptually similar, but linguistically different metaphors, CAT 3: conceptually and linguistically different metaphors

Table 7 shows that Turkish EFL learners made the highest number of errors in CAT 3 in SLT with 111 incorrect responses out of total 291 responses while there were 26 incorrect responses out of 361 in CAT 2 and 11 out of 368 in CAT 1. The items which were interpreted incorrectly the most in SLT were identified as well (see Table 8).

Table 8

Items with the Highest Number of Errors in SLT

Category*	Item	Expression	Number of incorrect responses	Number of correct responses	Number of total responses
CAT 3	21	What he said <i>left a bad taste in my mouth</i>	17 (47.22 %)	19 (52.77 %)	36
CAT 3	29	That is a <i>budding theory</i> .	15 (55.55 %)	12 (44.44 %)	27
CAT 3	25	The teacher <i>spoon-fed</i> them the information.	15 (51.72 %)	14 (48.27 %)	29
CAT 2	15	He is a real <i>level-headed</i> person	12 (42.85 %)	16 (57.14 %)	28
CAT 3	26	He insisted on <i>sugar-coating</i> his promises.	12 (46.15 %)	14 (53.84 %)	26

* CAT 1: conceptually and linguistically similar metaphors, CAT 2: conceptually similar, but linguistically different metaphors, CAT 3: conceptually and linguistically different metaphors

As displayed in Table 8, the items with the highest number of errors in SLT were 1) item # 21 in CAT 3 with 17 incorrect responses (47.22 %) out of total 36 responses, 2) item # 25 and item # 29 in CAT 3 with 15 incorrect responses out of total 29 responses (51.72 %) and 27 responses (55.55 %), and 3) item # 15 in CAT 2 with 12 incorrect responses (42.85 %) out of 28 responses and item # 26 in CAT 3 with 12 incorrect responses (46.15 %) out of 26 responses. All in all, the results presented that linguistic and conceptual differences between Turkish and English led Turkish

EFL learners to make incorrect interpretation of metaphors as they made the highest number of errors in CAT 3.

Type and frequency of the errors in CAT 1 in SLT. The number of errors made by Turkish EFL learners, their type and frequency in each category of metaphors were identified through the content analysis and firstly the errors in CAT 1 were investigated (see Table 9). In this analysis, transfer errors mainly refer to the literal translation of items into Turkish which might have been caused by applying Turkish conceptual system to interpret English metaphors and interlanguage errors are the ones which might have been derived from the participants' deficiencies in language use in English.

Table 9

Type and Frequency of Errors in CAT 1

Category 1		Correct response by the NESs	Turkish translation of the correct response	Incorrect responses (frequency)	
Item	Expression			Interlanguage error or unknown source	Transfer error
1	She <i>attacked</i> my <i>ideas</i> .	Disagreed with my ideas in an aggressive/violent way /	Saldırdı, sert şekilde karşı çıktı	Saygı göstermedi (She did not respect my ideas) (1) Beni susturdu (She made me stop talking) (1) Böldü (She interrupted me) (1)	--

Table 9

Type and Frequency of Errors in CAT 1 (cont'd)

				Katkıda bulundu (She contributed to my ideas) (1)	
3	It will take time to <i>digest</i> this <i>information</i> .	It will take time to understand, internalize that information	Bilgiyi sindirmek, hazmetmek anlamak zaman alacak	Bilgiyi almak (Taking the information) (1)	--
5	She was <i>blinded</i> by <i>love</i> .	She was behaving irrationally	Aşktan mantıksız davranıyordu , aşk gözünü kör etmişti başka bir şey görmüyordu	--	Kara sevdaya tutulmuş (She was infatuated with) (1)
6	He <i>exploded</i> during their fight.	He had an extremely angry, aggressive reaction	Patladı, çok sinirlendi	Çıkışmak (Blaming) (1)	--
7	He is the <i>father</i> of astrophysics	Founder, the first person of astrophysics	Babası, kurucusu	Çok zeki biri (He is a very smart person) (1) En iyisi (He is the best) (3)	--

As seen in Table 9, it was revealed through the content analysis that Turkish EFL learners responded to only five items incorrectly in CAT 1 in SLT. Among these five items, item # 1 and item # 7 were misinterpreted the most with four incorrect

responses out of total 34 (11.76 %) and 38 (10.52 %) responses. Each of the other three items were interpreted incorrectly by only one participant. As to what sort of errors they were, there was only one transfer error which was made for item # 5 and the other errors might have been caused by other reasons.

Type and frequency of the errors in CAT 2 in SLT. Turkish EFL learners' incorrect responses in CAT 2 were identified with the help of the content analysis too in order to find out the frequency and type of errors in the related category (see Table 10).

Table 10

Number and Type of Errors in CAT 2 in SLT

Category 2		Correct response by the NESs	Turkish translation of the correct response	Incorrect responses (frequency)	
Item	Expression			Interlanguage error or unknown source	Transfer error
11	Their idea was a bit <i>half-baked</i>	It is not well thought, planned	Olgunlaşmamış, iyi düşünülmemiş	Kabul edilebilir (It was acceptable) (1) Tam sağlıklı değil (It was not not healthy at all) (1) Tutarlı değil (It was not consistent) (1)	Yarı pişmişti (It was half-baked) (1) Yeterince pişmemiş (It was not baked enough) (1) Yavandı (It was tasteless) (1)

Table 10

Number and Type of Errors in CAT 2 in SLT (cont'd)

14	They gave me a <i>warm welcome</i> .	They were friendly hospitable, gracious welcoming	Dost canlısı, konuksever karşılama	--	Sıcak bir hoşgeldin verdiler (They gave me a warm welcome)(1)
15	He is a real <i>level-headed</i> person	He is rational calm patient pragmatic	Mantıklı, sakin	Aklı kıt (He is not much smart) (1) Kafa dengi (He is like-minded) (2) Geri kafalı (He is narrow-minded) (2) Üstün (He is Superior) (1) Dik kafalı (He is stubborn) (1) Başarı odaklı (He is success-focused) (1) Zeki (He is smart) (1) Yenilikçi (He is innovator) (1)	Statülere odaklı (He is status-focused) (1) Karşısındaki kişiye göre davranan (His acts change depending on people) (1)
17	His son's death <i>hit</i> him really <i>hard</i>	He was affected deeply	Duygusal olarak yıktı, derinden etkiledi	Alıp götürdü (It made him think of other things) (1)	Sert vurdu (It hit him hard) (2)

Table 10

Number and Type of Errors in CAT 2 in SLT (cont'd)

18	I want to <i>raise</i> a question about that.	I want to ask a question	Sormak istemek	Aşk etmek (To strike) (1)	--
20	The blame <i>fell</i> on me.	I was blamed, took the blame	Suç bana kaldı, ben suçlandım	Üstümden kalktı (I was not blamed anymore) (1) İçime bir ateş düştü (A strong feeling hit me) (1)	--

Table 10 displays that the number of incorrect items were six and the item which had the highest number of incorrect responses was item # 15 with 12 errors (42.85 %) out of 28 responses, meaning 12 of the 38 Turkish EFL learners got it wrong. Among these 12 incorrect responses, two were transfer errors and ten were interlanguage or other reason errors. There were nine transfer errors (34.61 %) out of total 26 errors and the one which was interpreted incorrectly the most due to L1 transfer was item # 11 with four transfer errors.

Type and frequency of the errors in CAT 3 in SLT. In this category of metaphors, almost all of the items were responded incorrectly and the item which was responded incorrectly the most was item # 21 with 17 wrong responses (47.22 %) out of 36 responses which means that 17 Turkish EFL learners misinterpreted it (see Table 11).

Table 11

Number and Type of Errors in CAT 3 in SLT

Category 3		Correct response by the NESs	Turkish translation of the correct response	Incorrect response (frequency)	
Item	Expression			Interlanguage error or unknown source	Transfer error
21	What he said <i>left a bad taste in my mouth.</i>	What he said made me feel uncomfortable and stayed with me/	Söylediği şey beni rahatsız etti ve etkisi kaldı	Kabak tadı verdi (It became boring) (1) Aklıma yatmadı (I did not find it reasonable) (1) Canımı yaktı (It hurt me) (1) Kötü izlenime yol açtı (It created a bad impression of him) (1) Ağzımı açık bıraktı (It made me very astonished) (1)	Ağzımda kötü nahoş bir tat bıraktı (It left a unpleasant taste in my mouth) (10) Acı bir tat bıraktı (It left a bitter taste) (1) Çürük tadı verdi (It gave me a rotten taste) (1)
22	That argument <i>smells fishy.</i>	That argument sounds suspicious	Şüpheli arguman	Tartışma çok alevli gibi (It seems like a heated debate) (1)	Tartışma bozmaya başladı (The debate started to become

Table 11

Number and Type of Errors in CAT 3 in SLT (cont'd)

Çok kolay bir konu (It is a very easy topic) (1)	unpleasant) (1)
Tartışma kabak tadı verdi (The debate started to get boring) (1)	
Arguman çok kötü ve provoke edici (Argument is very bad and provoking) (1)	
Tatsız bir tartışma (It is an unpleasant debate) (1)	
Saçma (Nonsense) (1)	
Baştan savma (It is sloppy) (1)	
Verdiği karşılık düzgün değildi (His response was not decent) (1)	

Table 11

Number and Type of Errors in CAT 3 in SLT (cont'd)

				Tartışma kötü bir yere gidiyor (The debate is leading to a bad point) (2)	
23	This is the <i>meaty</i> part of the paper.	The most important, sourceful part	En önemli, en dolu bölüm	En zor kısmı (It is the most difficult part) (6)	--
				Süslenmiş kısmı (It is the ornamented part) (1)	
				En kolay yeri (It is the easiest part) (1)	
				Sadece küçük bir parça (It is just a small part) (1)	
24	He gave me the <i>cold</i> <i>shoulder</i> .	He ignored me, was not friendly	Umursamadı, arkadaşça değildi	Ödümü kopardı (He scared me a lot) (2)	Omuz attı (He hit me on my shoulder) (1)
				Yardım eli uzattı (He offered me a hand) (1)	Dürüstçe dürttü (He poked me honestly) (1)
				Samimi gelmedi (He did not seem sincere) (1)	

Table 11

Number and Type of Errors in CAT 3 in SLT (cont'd)

				Çok ürperti (He made me shudder) (1)	
				Kötü izlenim verdi (He left a bad impression) (1)	
25	The teacher <i>spoon-fed</i> them the informatio n.	He taught in step by step, gave info in small pieces, made it easy for Ss	Adım adım öğretti, kolaylaştırdı	Bilgiyi hızlı aktardı (He gave the information fast) (1)	Çokça Verdi (He gave a lot of information) (1)
				Çocuklara doldurdu (He stuffed the information into kids) (1)	Bilgiyi ağızlarına kaşıkla sundu (He gave the information with a spoon) (1)
				Zorla öğretti (He hardly taught) (2)	
				Çok iyi bilgilendirdi (He informed them very well) (1)	Ağızlarına Verdi (He put it into their mouth) (1)
				Vereceği bilgi için önceden ortam hazırladı (He created an atmosphere for he information he will give) (1)	

Table 11

Number and Type of Errors in CAT 3 in SLT (cont'd)

26	He insisted on <i>sugar-coating</i> his promises.	He made promises sound better	Vaatlerini kulağa daha iyi gelir yaptı, daha iyi gösterdi	Bir sürü bilgi verdi (1) (He gave a lot of information) Bilgiye boğdu (He put us into a lot of information) (1) Kafalarına soktu (He put information into their heads) (2) Hazır bilgi veriyordu (He was giving prepared information) (1) Biraz bilgi verdi (He gave a little information) (1) Güvenilir bir şekilde resmiyete dökmek (Making it official in a safe way) (1) Bahane bulmakta	Tatlı bahaneler ile üstünü örttü (He covered it with sweet excuses) (1)
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Table 11

Number and Type of Errors in CAT 3 in SLT (cont'd)

	(Finding excuses) (1)
	Tutacağına güvence verdi (Ensured that he will keep his promises) (1)
	Sözlerini aklamakta ısrar etti (He insisted on justifying his promises) (1)
	Sözlerini tutmak konusunda ısrarcıydı (He was insistent that he will keep his promises) (3)
	Abartmaya devam etti (He kept exaggerating) (1)
	Tuttuğunu iddia ediyor (He claims that he kept his promises) (1)

Table 11

Number and Type of Errors in CAT 3 in SLT (cont'd)

				Verdiği sözde ısrarcı (He insists on his promise) (1)	
				Verdiği sözleri bulandırmakta n başka bir şey yapmıyordu (he did nothing but blurring his promises (1)	
27	We have a <i>live</i> satellite <i>feed</i> from Paris.	A synchronous live image connection	Senkronize canlı görüntülü bağlantı	Parisi iyi bilen biri (A person who knows Paris well) (1) Son dakika bilgisi (Breaking news) (1) Sıkı bir ilişki (A close relationship) (1) Bir şeyler duyduk (We heard something) (1)	Paristen beslenen yaşam (A life feeding from Paris) (1) Paris merkezli uydu (A satellite centered which is in Paris) (1) Yöneltilen uydu (Directed satellite) (1) Uydu bilgisi (Satellite information) (1)

Table 11

Number and Type of Errors in CAT 3 in SLT (cont'd)

28	We have to <i>regurgitate</i> everything <i>we learned</i> in the final.	We have to repeat, reproduce everyhting we learned exactly the way we learned	Aynen öğrendiğimiz şekilde yapmalı, tekrarlamalıyız	Unutmamız gerek (We have to forget everything we learned) (1) Yapma vakti (It's time to do what we learned) (1) Yapmak zorundayız (We have to do what we learned) (1) Unutmalıyız (We have to forget what we learned) (1) Finalde öğrendiğimiz her şeyden ders almalıyız (We must learn lessons from what we learned) ((1) Tartışmalıyız (We have to discuss what we learned) (1)	Kustuk (We vomited) (1) Geri çıkarmalıyız (We have to regurciate what we learned) (1)
29	That is a <i>budding theory</i> .	A new emerging developing theory	Yeni, gelişen bir teori	Saçma (Nonsense) (4)	Filiz veren (It is budding) (1)

Table 11

Number and Type of Errors in CAT 3 in SLT (cont'd)

				Tartışmaya açık (It is open to debate) (1)	Yeşeren (Budding) (1) Tomurcuklan an (Budding) (1)
				Anlamlı (It is meaningful) (1)	
				Düşündürücü (It makes people think) (1)	
				Çelişkili (It is conflicting) (1)	
				Asılsız (It is unfounded) (1)	
				Kafa karıştırıcı (It is confusing) (1)	
				Can sıkıcı (It is offending) (1)	
				Kötü (It is bad) (1)	
30	<i>A cold stab of fear went through me.</i>	A sudden strong feel of fear	Ani güçlü bir korku	Amansız bir korku sardı (A cruel sense of fear covered me) (1)	Korku beni soğuk bir bıçak gibi kesti (Fear cut me like a cold knife) (1)
				Ölüm korkusu sardı (I was	Tüylerim diken

Table 11

Number and Type of Errors in CAT 3 in SLT (cont'd)

covered with the fear of death) (1)	diken oldu (It made my hair stand on end) (1)
Sırtımdan soğuk bir ter aktı (I broke out into cold sweating) (2)	Keskin bıçak gibi geldi (It came like a sharp knife) (1)
	Korkunun ecele faydası yok (Fear doesn't prevent death) (1)

As seen in Table 11, apart from item # 21, there were three more items with high number of incorrect responses and they were item # 25 with 15 incorrect responses (51.72 %), item # 29 with 15 (55.55 %) and item # 26 with 12 errors (46.15). There were total 114 incorrect responses (39.17) out of 291 responses in this category. 32 of these incorrect responses were transfer errors (28.07 %) which were made in relation to nine items and which made this category had the highest number of transfer errors. Among these nine items, the one which was interpreted incorrectly the most because of transfer from Turkish was item # 21 with 12 transfer errors (70.58 %) out of total 17 incorrect responses. The other highest number of transfer errors was four and it was made in relation to item # 27 and item # 30.

To sum up, the findings related to the types and percentages of the errors from each category in SLT were presented in Figure 2.

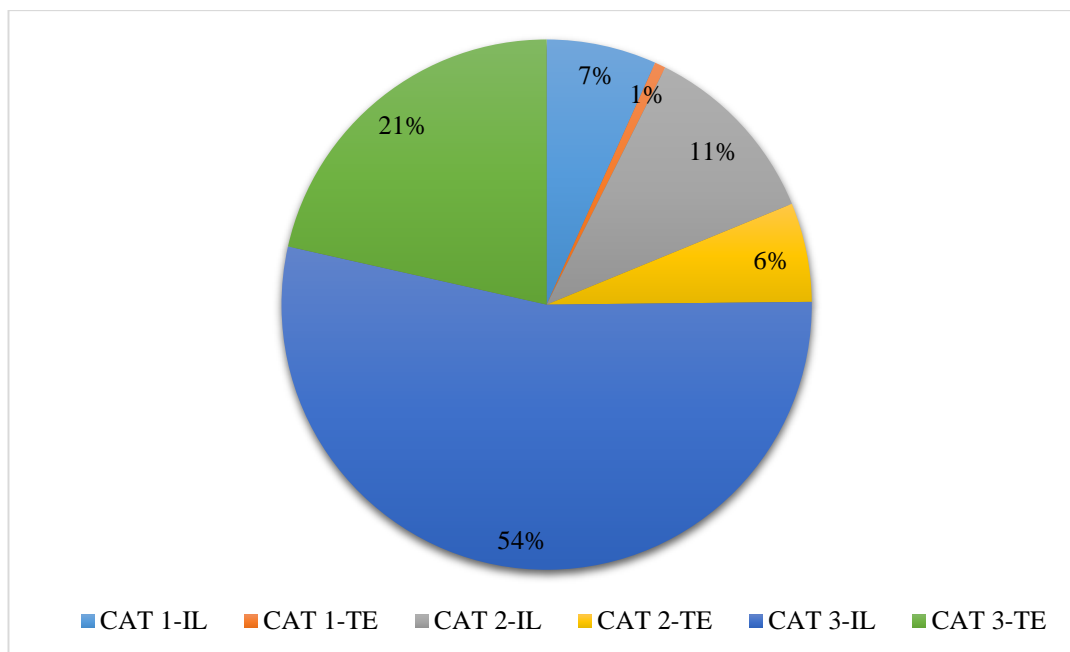


Figure 2. Type and percentages of the errors in each three category in SLT

Note. CAT 1: conceptually and linguistically similar metaphors, CAT 2: conceptually similar, linguistically different metaphors, CAT 3: conceptually and linguistically different metaphors. IL: Interlanguage errors, TE: transfer errors

As seen in Figure 2, in SLT, Turkish EFL learners made the highest number of errors in CAT 3 with 75%. The highest number of transfer errors were made in CAT 3 as well with 21% and the least number of transfer errors were observed in CAT 1 with only 1%, meaning Turkish EFL learners applied transfer the most when the conceptual and linguistic differences between Turkish and English were the most too.

The Role of Conceptual and Linguistic Similarities/Differences in Interpretation of Metaphors in SBT

When it comes to the role of L1 conceptual and linguistic knowledge in SBT, where there was context and some information about the situation, the same analyses which were applied for SLT were done for this test as well. Turkish EFL learners' score for each category (i.e., CAT 1, CAT 2 and CAT 3) were analyzed to see if the

EFL learners' conceptual and linguistic knowledge in Turkish contribute to their interpretation of English metaphors (see Table 12).

Table 12

Descriptive Statistics of Turkish EFL Learners' Scores in Each Category of Metaphors in SBT

Category*	N	\bar{x} **	SD	Min Max	
CAT 1	37	24.84	2.04	21	29
CAT 2	37	26.78	2.23	21	30
CAT 3	37	19.24	5.16	8	28

* CAT 1: conceptually and linguistically similar metaphors, CAT 2: conceptually similar, but linguistically different metaphors, CAT 3: conceptually and linguistically different metaphors

** Highest mean score possible: 30

As displayed in Table 12, Turkish EFL learners performed the highest score in CAT 2 in the SBT, which consisted of 10 items, with a mean score of 26.78. The second highest score was observed in CAT 1 with a mean value of 24.84 and the lowest score was found out to be from the CAT 3 with a mean score of 19.24, which was also the category with the lowest mean score in SLT.

In order to analyze EFL learners' performances in CAT 1, CAT 2 and CAT 3 and to explore the role of linguistic and conceptual similarities and differences between Turkish and English on their interpretation of metaphors, a one-way ANOVA was carried out by comparing the participants' total scores for each category (see Table 13).

Table 13

Comparison of Turkish EFL Learners' Interpretation of Metaphors in Three Categories in SBT

Source	df	SS	MS	F	<i>p</i>
Between Groups	2	1134.00	567.00	47.392	.000***
Within Groups	108	1292.10	11.96		
Total	110	2426.10			

**p* < .001

As seen in Table 13 there was a statistically significant difference in performances of the Turkish EFL learners in three categories due to the conceptual and linguistic similarities and differences between Turkish and English ($F(2, 108) = 47.39, p < .001$), which means that similarities made interpretation of metaphors easier for Turkish EFL learners while differences led them to make errors.

In addition to one-way ANOVA, a Tukey's post-hoc test was carried out to have multiple comparisons of the scores in each category and to see where the significant difference comes from (see Table 14).

Table 14

Comparison of the Scores in Each Category

(I) categories*	(J) categories	Mean difference (I-J)	SE	<i>p</i>	95% Confidence interval	
					Lower bound	Upper bound
CAT 1	CAT 2	-1.94	.804	.045*	-3.86	-.03
	CAT 3	5.59	.804	.000***	3.68	7.51

Table 14

Comparison of the Scores in Each Category (cont'd)

CAT 2	CAT 1	1.94	.804	.045*	.03	3.86
	CAT 3	7.54	.804	.000***	5.63	9.45
CAT 3	CAT 1	-5.59	.804	.000***	-7.51	-3.68
	CAT 2	-7.54	.804	.000***	-9.45	-5.63

* CAT 1: conceptually and linguistically similar metaphors, CAT 2: conceptually similar, but linguistically different metaphors, CAT 3: conceptually and linguistically different metaphors

* $p < .05$

*** $p < .001$

As shown in Table 14 there was a statistically significant difference between Turkish EFL learners' performance in CAT 1 and CAT 2 with a mean difference of -1.94 ($p < .05$) (\bar{x} CAT 1: 24.84, \bar{x} CAT 2: 26.78). The difference between CAT 1 and CAT 3 was statistically significant too with a mean difference of 5.59 ($p < .001$) (\bar{x} CAT 1: 24.84, \bar{x} CAT 3: 19.24). Furthermore, there was a statistically significant difference between EFL learners' performance in CAT 2 and CAT 3 with a mean difference of 7.544 ($p < .001$) (\bar{x} CAT 2: 26.78, \bar{x} CAT 3: 19.24), showing that conceptual and linguistic similarities and differences had a significant role in Turkish EFL learners' performance in the two metaphor tests.

In conclusion, Turkish EFL learners' performance significantly differed across the three categories of metaphors in SBT as also displayed in Figure 3 showing the mean scores of each category from the results of Turkish EFL learners SLT and SBT performances.

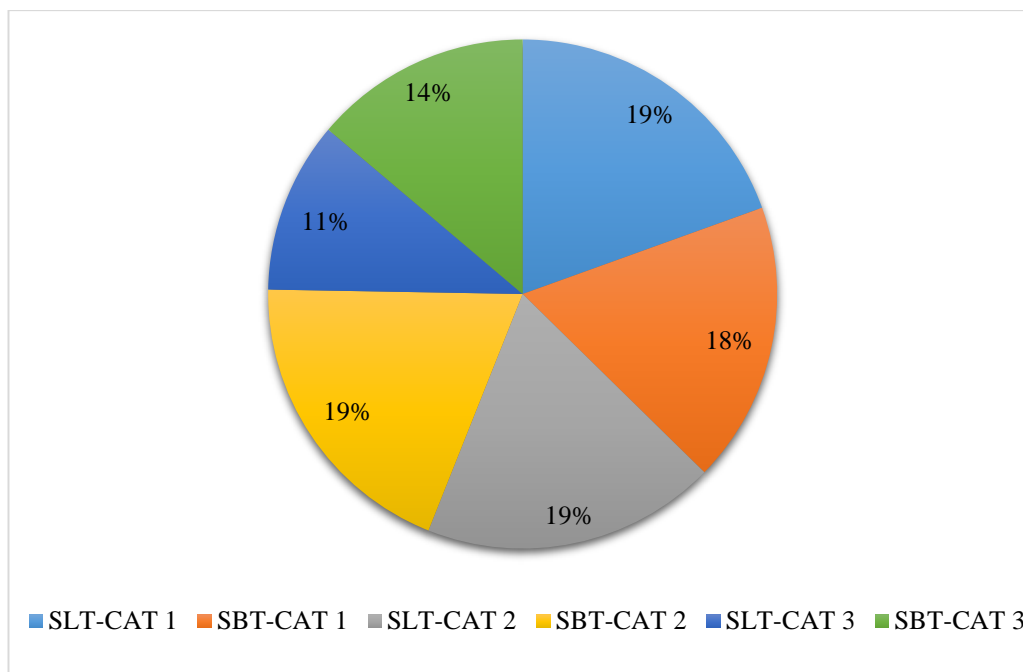


Figure 3. Comparison of mean scores of each category in both SLT and SBT

Note. CAT 1: conceptually and linguistically similar metaphors, CAT 2: conceptually similar, linguistically different metaphors, CAT 3: conceptually and linguistically different metaphors.

Highest mean score possible: 30

As seen in Figure 3, Turkish EFL learners' performance showed differences in terms of the three categories of metaphors in both SLT and SBT, indicating that no matter if the items were presented in context as in SBT or given without context as in SLT, conceptual and linguistic similarities and differences between Turkish and English played a significant role in Turkish EFL learners' performance in the two metaphor tests. In order to have a better analysis of L1 transfer and its frequency in SBT, analysis of the incorrect responses by Turkish EFL learners will be presented in the following section.

Content Analysis of the Errors in SBT and Their Frequency

A content analysis was carried out to find out what kind of errors were made by Turkish EFL learners in SBT and what frequency was observed in these errors (see Table 15).

Table 15

Total Numbers of Errors in Each Category in SBT

Category*	Number of incorrect responses	Number of correct responses	Number of total responses
CAT 1	21 (5.73 %)	345 (94.26 %)	366
CAT 2	23 (6.44 %)	334 (93.55 %)	357
CAT 3	37 (11.7 %)	279 (88.29 %)	316
TOTAL	81 (7.79 %)	958 (92.2 %)	1039

* CAT 1: conceptually and linguistically similar metaphors, CAT 2: conceptually similar, but linguistically different metaphors, CAT 3: conceptually and linguistically different metaphors

As shown in Table 15, Turkish EFL learners made the highest number of errors in CAT 3 with 37 incorrect responses (11.70 %) out of total 316 responses. It was followed by 23 incorrect responses in CAT 2 (6.44 %) out of 357 responses and 21 errors in CAT 1 (5.73 %) out of 366 responses. Furthermore, items which were responded incorrectly the most by Turkish EFL learners were examined as well (see Table 16)

Table 16

Items with the Highest Number of Errors

Category	Item	Situation and expression	Number of incorrect responses	Number of total responses
CAT 3	4	Situation: A woman introducing her husband to his new colleagues from the hospital he works at. Her husband thinks that they didn't like him much.	12	34

Table 16

Items with the Highest Number of Errors (cont'd)

		A: I think my friends liked you.		
		B: I don't think so. Especially that guy, called Sam, <i>he gave me the cold shoulder</i> .		
CAT 3	7	Situation: A news reporter announcing that they will connect to a historian to ask about the demolition of an old historical building.	9	27
		A: Now, <i>we have a live satellite feed from Paris</i> and he will explain the importance of the building.		

Note. CAT 3: conceptually and linguistically different metaphors

As displayed in Table 16, the items which had the highest number of incorrect interpretation were item # 24 in CAT 3, including 10 items, with 12 incorrect responses (35.29 %) out of 34 and item # 27 in CAT 3 with 9 incorrect responses (33.33 %) out of 27 responses. This finding shows that conceptual and linguistic differences between Turkish and English might have led Turkish EFL learners to make errors since the highest number of errors were made in metaphors belonging to CAT 3.

Type and frequency of the errors in CAT 1 in SBT. In order to have a better understanding of the type of errors in SBT, content analysis was run to identify the errors by Turkish EFL learners in each category and the results of the analysis conducted for the CAT 1 was displayed in Table 17.

Table 17

Type and Frequency of the Errors in CAT 1

Category 1		Correct response by the NESs	Incorrect response (frequency)	
Item	Situation and expression		Interlanguage error or unknown source	Transfer error
1	<p>Situation: Two friends talking about a business trip with a third party from their office. One of them asks a question about the trip.</p> <p>A: How was your journey with Ash? Did you talk about the elections?</p> <p>B: No way! The last time we talked, <i>she attacked my ideas.</i></p>	<p>The person disagreed in a mean, rude and aggressive manner.</p>	<p>She exposed to his ideas (1)</p> <p>Disturb (1)</p> <p>Didn't want to talk about the topic (1)</p> <p>Interrupted and disrespected (1)</p>	--
2	<p>Situation: A woman arguing with her therapist in his office as she thinks that the therapy is not effective.</p> <p>A: <i>You are wasting my time.</i> I keep having the same nightmares although I've been seeing you for months.</p> <p>B: But, you've made some progress.</p>	<p>You're not helping me. Therapy isn't working. Useless time.</p>	<p>I don't have time for that (1)</p> <p>You're taking process in a good way (1)</p> <p>Stop arguing, I don't want to listen anymore (1)</p>	--

Table 17

Type and Frequency of the Errors in CAT 1 (cont'd)

3	<p>Situation: A group of students talking to their teacher about the assignment of writing an essay after reading the related book. One student comments on the deadline of the assignment:</p> <p>A: I don't think we need two months to read the book and write an essay.</p> <p>B: But, this is not a book you can read once and it will be enough to understand it. <i>It will take time to digest this information.</i></p>	<p>It will take time to process and understand the book. Can't be processed quickly as the ideas are complex. Book is dense</p>	<p>To understand the info clearly (1)</p> <p>Extending the info (1)</p>	--
4	<p>Situation: Two psychologists discussing the frames people use to describe relationships.</p> <p>A: The sentences people use to describe love are so strong. Most of them say <i>we were made for each other.</i></p> <p>B: But they eventually break up after all these passionate claims</p>	<p>They were very compatible, soulmates, suited. Destined and meant to be together</p>	<p>Know each other well (1)</p> <p>Believe in faith (1)</p>	--

Table 17

Type and Frequency of the Errors in CAT 1 (cont'd)

6	<p>Situation: A group of friends talking about an incident in which a woman helped her boyfriend to rob the bank she worked at.</p> <p>A: How could she do this? She'd been working there for more than 8 years.</p> <p>B: It's all Jim's fault. <i>She was so blinded by love</i> that she did everything he wanted her to.</p>	<p>Due to her love, she lost her sense of judgment. She wasn't able to think logically/rationally. She did only what he wanted her to do,</p>	Lovesick (1)	--
7	<p>Situation: A couple had an argument over something insignificant. The husband was yelling at his wife at the end of the dinner and at this moment their son came in and asked his little sister.</p> <p>A: What is going on here? Why is dad yelling at mum?</p> <p>B: They started to argue about something and <i>he exploded during their fight.</i></p>	<p>Father displayed a sudden burst of anger, he started to yell angrily, raised voice, emotion /agitated</p>	<p>He was so angry that went beyond the borders (1)</p> <p>He can't help listening her anymore (1)</p>	--

Table 17

Type and Frequency of the Errors in CAT 1 (cont'd)

8	<p>Situation: Two students discussing some important names related to modern physics.</p> <p>A: Albert Einstein is surely the most important person in modern physics.</p> <p>B: Well, I'm not sure about modern physics, but <i>Einstein is the father of astrophysics.</i></p>	<p>Einstein is the founder of astrophysics. He was the first to study it. He made strong contributions key discoveries.</p>	<p>He is very smart (2)</p>	--
9	<p>Situation: Some people talking about a speech at a conference which they didn't find realistic.</p> <p>A: I can't believe people actually pay attention to this man.</p> <p>B: Me neither. <i>They swallowed whatever he told them.</i></p>	<p>They believed what he said without questioning, considering the facts.</p>	<p>They didn't care much (1)</p> <p>Everybody got all at conference (1)</p>	--
10	<p>Situation: A woman talking about the argument which she had with her best friend to her mother</p> <p>A: So, you're not going to talk to her again?</p> <p>B: No way! <i>She used some sharp words</i> and that hurt me a lot.</p>	<p>He said cruel harsh rude hurtful. He used blunt language</p>	<p>Cutting words (1)</p>	--

In the first category of the metaphors, except for item # 5, most of the items, were interpreted incorrectly by most Turkish EFL learners. The item which was not interpreted correctly the most was item # 1 with four incorrect responses (10.81 %) out of 37 total responses. Furthermore, there was no transfer error in this category of metaphors. All of the errors might have been either interlanguage error or caused by another unknown source.

Type and frequency of the errors in CAT 2 in SBT. Incorrect responses in CAT 2 were analyzed to find out the type and frequency of errors in this category too (see Table 18).

Table 18

Type and Frequency of the Errors in CAT 2

Category 2		Correct response by the NESs	Incorrect response (frequency)	
Item	Situation and expression		Interlanguage error or unknown source	Transfer error
11	Situation: Two colleagues exchange ideas an idea suggested by their boss. A: Why didn't you like his suggestion to start this new project? B: I don't know. I think <i>his idea was half-baked</i> .	His idea was not well fully thought/planned. It was rushed/ unrealistic. It needs more thought	It was not clear (1) Not acceptable (1) It was not 100% true (1) Superficial (2)	
12	Situation: Two friends in a beauty salon having a	I inherited it from my mum. She has the same	She looks after her mum(1)	

Table 18

Type and Frequency of the Errors in CAT 2 (cont'd)

	<p>conversation about hair care.</p> <p>A: Your hair is so beautiful, especially the color.</p> <p>B: Thank you, <i>I got it from my mother.</i></p>	<p>type of hair. These are my mums genes</p>	<p>She loves mum's hair (1)</p>
13	<p>Situation: A shopkeeper giving information to two women about a new perfume.</p> <p>A: <i>This perfume drives men out of their minds.</i> You can find the love of your life with this perfume.</p>	<p>Men are attracted to women using this perfume. It makes men romantically interested. It makes them crazy when they smell it. They love it. You'll attract attention with it.</p>	<p>It blows out of men's mind (1)</p> <p>It distracts men (1)</p>
15	<p>Situation: A boy reading his descriptive essay he wrote about his best friend.</p> <p>A: My best friend is my cousin Henry. He is a real <i>level-headed</i> person. He never rushes when he has to make a decision and considers every detail.</p>	<p>He thinks clearly and objectively without letting emotions affect his decisions. He is logical/patient cautious calm/practical/ unlikely to take risks.</p>	<p>He is a smart person (7)</p>

Table 18

Type and Frequency of the Errors in CAT 2 (cont'd)

16	<p>Situation: A Physics professor lecturing to college students and talking about the importance of the theory of relativity.</p> <p><i>A: The theory of relativity gave birth to many other discoveries. Other scientists also made contributions to the discussion of space-time around the Earth.</i></p>	<p>He brought/caused/ led to other discoveries. It was the beginning/source/start for other discoveries.</p>	<p>Imagination is the essence of discovery (1)</p>
17	<p>Situation: A group of people talking about the difficult situations, which their common friend had after his son died.</p> <p><i>A: He is not like the same old person we know.</i></p> <p><i>B: His son's death hit him really hard. He has completely changed since then.</i></p>	<p>It was hard to deal with his son's death. He could not cope with it. It made him really sad and it was a very traumatic experience. He is really/deeply emotionally/ affected.</p>	<p>Changed him (1) He breaks down (1)</p>

Table 18

Type and Frequency of the Errors in CAT 2 (cont'd)

18	<p>Situation: A group of friends from a book club discussing the main points in the last book they read.</p> <p>A: I believe Kafka refers to how people are alienated from their own creativity by the transformation of Gregor Samsa into a giant insect.</p> <p>B: I want to <i>raise</i> a question about that as I am not sure about its relation to alienation.</p>	<p>I want to ask a question which I think important (as I don't fully agree)</p>	<p>I like to share a question (1)</p> <p>I want to start a discussion (1)</p>
19	<p>Situation: A teacher explaining her concern about the changes her colleagues plan to make in the school curriculum.</p> <p>A: If we don't include the post-method in the curriculum, students may lose their only chance to learn about it.</p> <p>B: <i>I see what you mean by that.</i> I think you are right</p>	<p>I understand/recognize your point/logic.</p>	<p>I hear you (1)</p>

As seen in Table 18, there were 23 incorrect responses (6.46%) out of 356 responses and the item with the highest number of incorrect responses was item # 15 with seven incorrect responses (22.58 %) out of total 31 responses in CAT 2. As to the kind of errors, most of the incorrect responses were interlanguage error or they were caused by unknown source and there was only one transfer error which was made in relation to item seven.

Type and frequency of the errors in CAT 3 in SBT. Errors in CAT 3 were examined based on the content analysis to find out their type and frequency and the results were displayed in Table 19.

Table 19

Type and Frequency of the Errors in CAT 3

Category 3		Correct response by the NESs	Incorrect responses (frequency)	
Item	Situation and expression		Interlanguage error or unknown source	Transfer error
22	<p>Situation: A man trying to justify why he lied to his wife about the night he didn't come home.</p> <p>A: Look, an old friend from college wanted to talk to me about his problems with his wife and wanted to keep it as a secret. That's why I lied about that night.</p> <p>B: I don't believe you. <i>That argument smells fishy.</i></p>	<p>It sounds suspicious. Ssomething is wrong about the argument / It is flimsy.</p>	<p>It doesn't look useful (1)</p>	

Table 19

Type and Frequency of the Errors in CAT 3 (cont'd)

23	<p>Situation: Two friends talking about how long the assigned reading for their Language and Society class is.</p> <p>A: This article is too long. I'm planning to skim it.</p> <p>B: I won't read it in detail too. Just reading the second section will be enough since <i>it is the meaty part of the paper.</i></p>	<p>The part that is most content-heavy with the most relevant information / the most important part.</p>	<p>There is meaningful thing on the paper (1)</p> <p>A small part of it (1)</p> <p>Hardest part of reading (1)</p>
24	<p>Situation: A woman introducing her husband to his new colleagues from the hospital he works at. Her husband thinks that they didn't like him much.</p> <p>A: I think my friends liked you.</p> <p>B: I don't think so. Especially that guy, called Sam, <i>he gave me the cold shoulder.</i></p>	<p>He snubbed me, didn't talk to me. He turned away and didn't talk. He intentionally ignored him/ he was unfriendly.</p>	<p>He creeped me out (1)</p> <p>He didn't like me at all (7)</p> <p>I didn't like him (3)</p> <p>He freaked me out (1)</p>
25	<p>A group of students talking about how easy preparing for their Italian final exam will be for</p>	<p>He gave the information directly. He informed without letting them discover on their own.</p>	<p>He helped us about the sources we can use it for the info (2)</p>

Table 19

Type and Frequency of the Errors in CAT 3 (cont'd)

	<p>them thanks to their teacher.</p> <p>A: We just need to revise the questions Dr. Martinez gave us for the exam. <i>She spoon-fed us the information</i> by providing every source we needed to study for the exam.</p>	<p>All the information made it easy for them/ he explained in detail.</p>	<p>Teaching greatly (1)</p> <p>He was prepared well to explain everything (1)</p> <p>He wanted them to get her marks (1)</p> <p>He took many ways to let them know the info (1)</p>
26	<p>Situation: A candidate giving his speech for the mayoral elections and people talking about his promises he claims to do if he wins.</p> <p>A: What do you think about the last candidate's speech?</p> <p>B: I don't believe him. Half of the things he said won't be realized. He just insisted on <i>sugar-coating</i> his promises.</p>	<p>He makes them sound better than they are regardless of the truthfulness of his statements.</p>	<p>He is exaggerating (4)</p> <p>He wanted to be stick to his rules (1)</p> <p>They are not realistic, hard to implement (1)</p>
27	<p>Situation: A news reporter announcing that they will connect to a historian to ask about the demolition of an old historical building.</p>	<p>A live real-time TV image / live network both audio and video.</p>	<p>They will call a historian to ask questions(1)</p> <p>There is flash news (1)</p>

Table 19

Type and Frequency of the Errors in CAT 3 (cont'd)

	A: Now, <i>we have a live satellite feed from Paris</i> and he will explain the importance of the building.		Radios were invented (1)	
			A correspondent will help the reduction (1)	
			We have heard something about it(1)	
			We have someone who knows everything about it (3)	
			Last minute information(1)	
28	Situation: Two students talking about how much information they have to remember to pass the final exam. A: We have learned so many things and now we have to <i>regurgitate</i> everything <i>we learned</i> in the final. B: And we have only three days to study.	They should repeat the information word for word/recall what they memorized/ have to do what they learned/exactly repeat the information.	We have to forget about it (1) We have to hit the books (1) They are bored about the exam (1) We should check everything again (2)	We have to bring everything back and study again (1)
29	Situation: A girl telling her friend the incident when a man tried to steal her purse in the street and her friend asking about her feelings.	A sudden feeling and chilling of fear/ strong quick sense of fear making feel unsafe.	I was fiercely afraid (1) It is hard to master this situation now (1)	

Table 19

Type and Frequency of the Errors in CAT 3 (cont'd)

	A: How did you feel when you saw him?		He made me feel strange (1)
	B: When I looked at his eyes in the dark, <i>a cold stab of fear</i> went through me. I thought I would die.		
30	Situation: Two scientists discussing the pros and cons of a new astrophysics theory. One of them thinks the theory is vague and the other disagrees.	Theory isn't fully developed, can't be relied upon. A growing and developing theory. Just the starting it is so new.	Theory has many info (1) There will be interesting findings about it (1) It is a complex theory (1) It can be developed (1) It is large but will be specific soon (1) It is important (1)
	A: I don't even take this claim as a theory. There are so many missing parts.		
	B: I think it is still developing. <i>That is a budding theory.</i> It will be more specific soon.		

As presented in Table 19, out of the 316 responses in CAT 3, 52 of them (16.45 %) were incorrect. The item which had the highest number of incorrect responses was item # 24 with 12 incorrect responses (35.30 %) out of 34 responses, meaning that 12 of the 34 Turkish EFL learners got it wrong. Most of the incorrect responses were interlanguage errors or they might have been caused by an unknown source and there was only one transfer error which was a response to item # 8.

In order to see the difference in type and amount of errors by Turkish EFL learners in each category of metaphors in SBT, a comparison of the percentages were given based on their type in Figure 4.

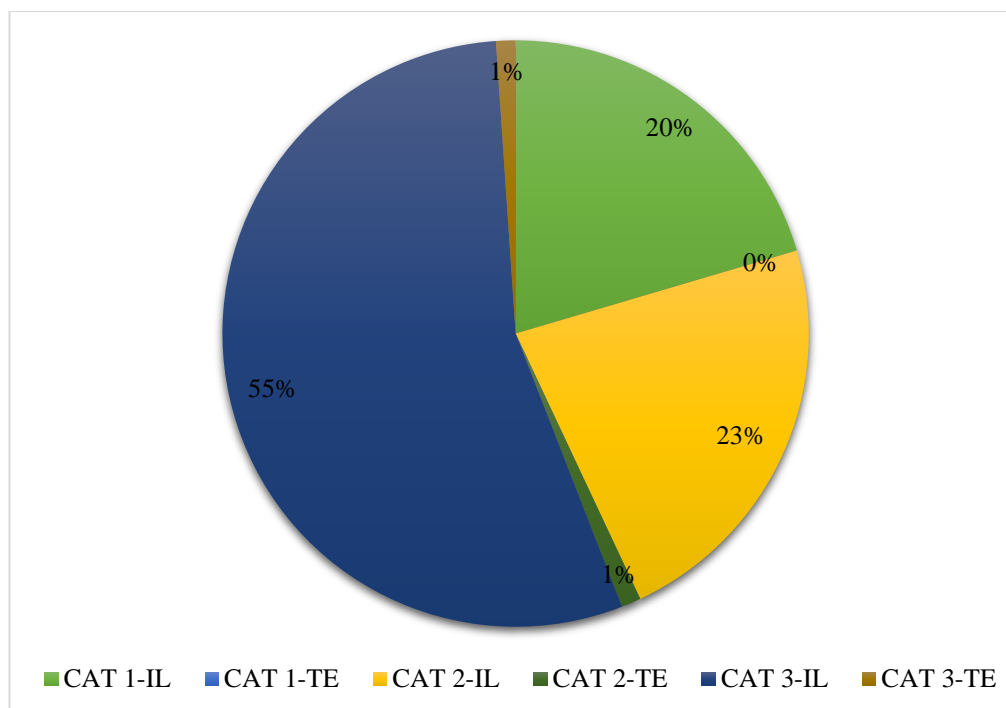


Figure 4. Type and percentages of the errors in each three category in SBT.

Note. CAT 1: conceptually and linguistically similar metaphors, CAT 2: conceptually similar, linguistically different metaphors, CAT 3: conceptually and linguistically different metaphors. IL: Interlanguage

In summary, as displayed in Figure 4, there were not many transfer errors in the third category of metaphors. Only 1% of the errors in CAT 2 and CAT 3 were transfer errors, which means that Turkish EFL learners did not apply their L1 conceptual and linguistic knowledge to interpret the metaphors in SBT, resulting in less transfer errors. In addition to the role of conceptual and linguistic similarities and differences between Turkish and English, familiarity with the metaphors was another variable of this study. In this respect, results related to the role of familiarity with the metaphors in interpretation of metaphors by Turkish EFL learners will be given in the next section.

The Role of Familiarity with the Metaphors in Interpretation of Metaphors

In the present study, Turkish EFL learners were given a familiarity scale (i.e., FAMscale) so as to investigate what role familiarity with the metaphors has in Turkish EFL learners' interpretation of metaphors. The FAMscale included 30 items as there were ten metaphors from each three category: a) conceptually and linguistically similar metaphors, b) conceptually similar, but linguistically different metaphors and c) conceptually and linguistically different metaphors. FAMscale was a five point Likert scale (1: many times; 5: never) indicating how often the participants have heard, seen or used these metaphors (see Appendix A). After entering the total scores of Turkish EFL learners for the FAMscale, a normality test was carried out to see if the data was normally distributed and values of skewness and kurtosis, and Shapiro-Wilk value was checked. As the data showed normal distribution (see Appendix E), a Pearson's Product Moment Correlation test was conducted to find out the relationship between the Turkish EFL learners' level of familiarity and their performance in the two metaphor tests (see Table 20).

Table 20

Correlations Between Familiarity with the Metaphors and Tests Scores

Instruments*	1	2	3
1. FAMscale	-		
2. SLT	-.180	-	
3. SBT	-.196	.563***	-

*. FAMscale: Familiarity scale, SLT: Sentence level test, SBT: Situation-based test
 Number of participants in SLT=38, Number of participants in SBT = 37
 *** $p < .001$

As Table 20 presents, there is no correlation between the familiarity level of Turkish EFL learners with the metaphors and their performance in SLT and SBT,

however, there is moderate positive correlation between their SLT and SBT scores ($r = .563, p < .001$). Although no relationship was found between Turkish EFL learners' familiarity with the metaphors and their performance in terms of their total scores in both tests, analyses were run for each separate category of metaphors as well.

The Role of Familiarity in Interpretation of Metaphors in Each Category

To have a deeper understanding of the role of familiarity with metaphors in Turkish EFL learners' interpretation of metaphors, the relationship between their performances in both tests (i.e., SLT and SBT) and familiarity with the metaphors in the tests were analyzed according to the three categories of metaphors which are CAT 1 (i.e., conceptually and linguistically similar metaphors), CAT 2 (i.e., conceptually similar, but linguistically different metaphors) and CAT 3 (i.e., conceptually and linguistically different metaphors). In this regard, Turkish EFL learners' level of familiarity and performance in each category of metaphors was analyzed through correlation analyses in order to see if there was any difference between the correlations depending on the type of metaphors in the related category. Firstly, the role of familiarity in Turkish EFL learners' interpretation of conceptually and linguistically similar metaphors (i.e., CAT 1) in both SLT and SBT were analyzed. In order to see if the data was parametric or nonparametric, a normality test was conducted. As the data from CAT 1 in both tests and the FAMscale were normally distributed based on the skewness and kurtosis values (see Appendix E), a Pearson's Product Moment Correlation test was run (see Table 21).

Table 21

Correlations Between Familiarity and Scores in CAT 1 Metaphors of the Both Tests*

Instruments*	1	2	3
1. FAMscale-CAT 1**	-		
2. SLT-CAT 1	-.051	-	
3. SBT-CAT 1	.029	.126	-

* FAMscale: Familiarity scale, SLT: Sentence level test, SBT: Situation-based test

** CAT 1: conceptually and linguistically similar metaphors

Number of participants in SLT=38, Number of participants in SBT = 37

As seen in Table 21, Pearson's Product Moment Correlation test yielded similar results as found in the correlation between total scores since there was no correlation between Turkish EFL learners' familiarity with similar metaphors and their interpretation of these items in both SLT and SBT.

As to the analysis of familiarity and interpretation of the metaphors in CAT 2 (i.e., conceptually similar, but linguistically different metaphors), result of the normality test revealed that data from the three instruments were not normally distributed (see Appendix E). For this reason, a nonparametric Spearman's correlation test was conducted to find out the role of familiarity in Turkish EFL learners' understanding of the metaphors (see Table 22).

Table 22

Correlations Between familiarity and scores in CAT 2 metaphors of the both tests*

Instruments*	1	2	3
1. FAMscale-CAT 2**	-		
2. SLT-CAT 2	-.035	-	
3. SBT-CAT 2	-.209	.125	-

* FAMscale: Familiarity scale, SLT: Sentence level test, SBT: Situation-based test

** CAT 2: conceptually similar, linguistically different metaphors

Number of participants in SLT=38, Number of participants in SBT = 37

As seen in Table 22, results of the Spearman's correlation test showed that there was no correlation between Turkish EFL learners' familiarity with the items and their performances in SLT and SBT which is consistent with the results of the analyses conducted for CAT 1 and total scores.

When it comes to the analysis of the relationship between familiarity and interpretation of metaphors in the CAT 3 (i.e., conceptually and linguistically different metaphors), third category data from the FAMscale, SLT and SBT did not show normal distribution (see Appendix E). Therefore, a nonparametric Spearman's correlation test was run to investigate the role of familiarity in interpretation of different metaphors (see Table 23).

Table 23

Correlations Between Familiarity and Scores in CAT 3 Metaphors of the Both Tests*

Instruments*	1	2	3
1. FAMscale-CAT 3**	-		
2. SLT-CAT 3	-.348*	-	
3. SBT-CAT 3	-.395*	.747**	-

* FAMscale: Familiarity scale, SLT: Sentence level test, SBT: Situation-based test

** CAT 3: conceptually and linguistically different metaphors

Number of participants in SLT=38, Number of participants in SBT = 37

* $p < .05$

** $p < .01$

As displayed in Table 23, results of the Spearman's correlation test revealed that there was a weak negative correlation between Turkish EFL learners' familiarity with the conceptually and linguistically different metaphors and their interpretation of these items in both SLT ($r = -.348$) and SBT ($r = -.395$). These correlations are statistically significant ($p < .05$).

In summary, these findings show that familiarity with the metaphors did not play a significant role in Turkish EFL learners' interpretation of metaphors. However, the weak negative correlation between their familiarity with the items in CAT 3 and their performance in SLT and SBT might mean that as the extent of EFL participants' familiarity with the items increased, the level of correctness of their interpretation in both SLT and SBT items might have slightly decreased. Following the results related to the role of familiarity, comparison of the results of performances by Turkish EFL learners and NESs will be presented in the next section.

Comparison of Turkish EFL Learners and Native English Speakers in terms of Their Performance in SLT and SBT

In the present study, Turkish EFL learners' performance in both metaphor tests (i.e., SLT and SBT) was compared with native English speakers' (NESs) performance to investigate their conceptual socialization since it was expected them to have gone through some conceptual socialization as advanced level EFL learners. In this respect, the extent of difference between EFL learners and NESs regarding their interpretation of metaphors was examined and NESs' responses to both tests were used as a baseline of correct responses to compare and score Turkish EFL learners' responses accordingly. Since each item was scored out of three and there were 30 items in each test, NESs' score were regarded as 90 to be used as the baseline of correct responses for comparison. There were seven NESs in the study while Turkish EFL learners were 38 for SLT and 37 for SBT. For this difference between the two sample sizes, a non-parametric Mann-Whitney test was run to compare Turkish EFL learners' total scores for both SLT and SBT to the baseline of correct responses from the NESs (see Table 24).

Table 24

Comparison of Turkish EFL Learners to NESs in Terms of SLT and SBT Scores

Group*	N	Mean Rank	Sum of Ranks
SLT-NESs	7	42.00	294.00
SLT-EFL	38	19.50	741.00
SLT-Total	45	-	-
SBT-NESs	7	41.00	287.00
SBT-EFL	37	19.00	703.00
SBT-Total	44	-	-

* NESs: Native English speakers, EFL: Turkish EFL learners

$U = .000$

$SBT-Z = -4.16$, $SLT-Z = -4.17$

$p < .001$

As seen in Table 24, results of the Mann-Whitney tests showed that Turkish EFL learners' performance was significantly different from the NESs' performance in SLT ($U = .000$) with a mean difference of 22,5 (\bar{x} NESs: 42.00, \bar{x} EFL: 19.50). This difference between Turkish EFL learners and NESs in their interpretation of metaphors in SLT was statistically significant ($p < .001$). It was explored that there was a significant difference between NESs and Turkish EFL learners in relation to their SBT performance as well ($U = .000$) with a mean difference of 22 (\bar{x} NESs: 41.00, \bar{x} EFL:19.00). This difference between EFL learners and NESs regarding their interpretation of metaphors in SBT was statistically significant ($p < .001$).

Conclusion

This study explored Turkish EFL learners' conceptual socialization in terms of their interpretation of English metaphors. To achieve this, the similarities and differences between native English speakers and Turkish EFL learners in their

interpretation of metaphors were analyzed by looking at their performance in three categories of metaphors; a) conceptually and linguistically similar metaphors, b) conceptually similar, but linguistically different metaphors and c) conceptually and linguistically different metaphors through sentence level test (SLT) and situation-based test (SBT). Moreover, the role of EFL learners' familiarity with the metaphors and presenting the items in context were examined as well. In this chapter, findings obtained from the SLT and SBT were presented in four main sections as 1) the role of presenting situational context in interpretation of metaphors, 2) the role of L1 linguistic and conceptual knowledge on interpretation of metaphors, 3) the role of familiarity on interpretation of metaphors and 4) comparison of native English speakers and Turkish EFL learners. In the next chapter, what the results say about Turkish EFL learners' conceptual socialization will be discussed in relation to the findings, and pedagogical implications, limitations of the study and suggestions for further studies will be presented.

CHAPTER V: CONCLUSION

Introduction

The study investigated the conceptual socialization of Turkish EFL learners in terms of their interpretation of English metaphors. The similarities and differences between native English speakers and Turkish EFL learners in their interpretation of metaphors were analyzed by looking at their performance in three categories of metaphors; a) conceptually and linguistically similar metaphors, b) conceptually similar, but linguistically different metaphors, and c) conceptually and linguistically different metaphors. Moreover, two other factors, namely, the role of presenting situational context and EFL learners' familiarity with the metaphors in their interpretation of metaphors were taken into consideration. In this respect, the following research questions were addressed in this study:

1. How does Turkish EFL learners' interpretation of metaphors differ in context-provided vs. context-free tasks?
2. How do Turkish EFL learners perform in
 - a. conceptually and linguistically similar metaphors in English?
 - b. conceptually similar, but linguistically different metaphors in English?
 - c. conceptually and linguistically different metaphors in English?
3. What role does familiarity with the metaphors play in Turkish EFL learners' interpretation of metaphors?
4. How do Turkish EFL learners differ from native English speakers regarding their interpretation of metaphors?

In this chapter, major findings related to 1) the role of presenting situational context in metaphor interpretation, 2) the role of linguistic and conceptual similarities and differences in relation to the error frequency and L1 transfer, 3) the role of EFL learners' familiarity with metaphors in metaphor interpretation, and 4) comparison of Turkish EFL learners and native English speakers in terms of their performance in SLT and SBT will be discussed in relation to EFL learners' conceptual socialization. Next, pedagogical implications will be described, limitations of the study will be explained and some suggestions for further research will be provided.

Findings and Discussion

The findings of this study showed that presenting the metaphors in context did not play a significant role in metaphor interpretation by Turkish EFL learners. On the other hand, conceptual and linguistic similarities and differences had a significant role in their interpretation. More specifically, as the differences between Turkish and English increased their performance decreased and the number of errors deriving from L1 transfer increased. As to the role of familiarity with the metaphors, it also did not play a significant role in Turkish EFL learners' interpretation of metaphors. Lastly, even though the participants are advanced level learners, Turkish EFL learners differed to a great extent from native English speakers in terms of correct metaphor interpretation, revealing the role of exposure to L2 conceptual system and making adjustments in the L1 conceptual system accordingly. These four major findings of the four research questions will be discussed in relation to EFL learners' conceptual socialization in the next sections.

The Role of Presenting Situational Context in Metaphor Interpretation

In the present study, the results of the analysis showed that presenting the metaphors in context with some information about the situation did not play a significant role in Turkish EFL learners' interpretation of metaphors nor make them understand the items more easily than they did when context is not provided in terms of their total scores of metaphor tests. This finding is consistent with the study by Türker (2016) because Korean L2 learners' correct understanding of the metaphors in her study decreased as the given context in expressions increased. According to Littlemore (2003), diversity in L2 learners' cultural background may affect how they use the context to understand a metaphor as they might tend to identify the contextual information which shows similarity to theirs. Given that Turkish EFL learners' cultural background is different from native English speakers, it can be argued that the cultural differences between Turkish and English might have prevented Turkish EFL learners from benefiting from the information regarding the situational context to interpret the items correctly. They might have used clues which belong to the Turkish culture while making sense of the context to interpret metaphors and this might have led to reverse effect of misinterpreting the metaphor. On the other hand, a different finding was obtained when Turkish EFL learners' performance was compared in terms of three categories. They performed slightly better in CAT 2 than CAT 1 when context was provided in SBT, implying that context plays a role in metaphor interpretation when it is accompanied with conceptual similarities. In other words, EFL learners are already successful at CAT 1 categories, but they can slightly be better at CAT 2 as well when context is provided, leading to the conclusion that when context is combined with conceptual similarities it plays a role in metaphor interpretation.

The Role of Linguistic and Conceptual Similarities and Differences in Interpretation of Metaphors

One of the variables of this study was the role of linguistic and conceptual similarities and differences in Turkish EFL learners' interpretation of metaphors and it was analyzed in terms of their performance in both sentence-level test (SLT) and situation-based test (SBT). The findings displayed that Turkish EFL learners performed the best in the category of conceptually and linguistically similar metaphors (CAT 1) in SLT and their highest performance was in conceptually similar, but linguistically different metaphors (CAT 2) in SBT with a slight difference of mean score from CAT 1. They performed the worst in conceptually and linguistically different metaphors (CAT 3) in both SLT and SBT, and they made the least number of errors in CAT 1 in both tests. That is, conceptual and linguistic similarities helped them to interpret the metaphors correctly because they performed better in these two tests for CAT 1 and CAT 2 and their performance was the worst in CAT 3.

These findings are consistent with the studies by Türker (2016) and Deignan, Gabrys and Solska (1997) because in these studies, participants' performance in metaphorical expressions was the best with the metaphors which are conceptually and linguistically similar in L1 and L2 and the most difficult class of metaphors to be understood was conceptually and linguistically different metaphors. According to Lowery (2013), metaphors which are similar across languages are easier to interpret and use while understanding the ones which are different is more difficult. In this respect, it can be argued that conceptual and linguistic similarities between two languages might make acquisition of culture specific items like metaphors easier. That is, as the conceptual and linguistic differences between English and Turkish

increase, the correctness of EFL learners' interpretation of metaphors might decrease. Moreover, as mentioned earlier in the section related to the role of presenting situational context in interpretation of metaphors, it seems that conceptual similarities play a role when context is provided because at the sentence level, when no context is provided, EFL learners need both conceptual and linguistic similarities. However, when context is provided, conceptual similarities play a more important role because context helps EFL learners' correct metaphor interpretation when it is combined with conceptual similarities. That is why Turkish EFL learners might have performed better in CAT 2 when context is provided in SBT. Namely, they are already good at CAT 1, but conceptual similarities contributed to their metaphor interpretation more when context was given.

Turkish EFL participants made the highest number of transfer errors in sentence level test (SLT), meaning they made use of their L1 while interpreting the metaphors when no context was provided whereas there were only two transfer errors when context was provided, unlike their performance in SLT. Saygın (2001) proposed that transfer errors occur more frequently when learners translate from L2 to L1, which was observed in the findings of the SLT when the participants performed in Turkish. In relation to that, it can be argued that Turkish EFL learners made less transfer errors in SBT as they wrote their interpretation of metaphors in English. Additionally, Nam (2010) suggested that when learners have conceptual fluency in L2, they do not make literal translation of the linguistic items in the metaphors. In this regard, this finding might mean that Turkish EFL learners might have used contextual clues when context was provided preventing them to make transfer errors. Furthermore, Turkish EFL learners might have been more conceptually fluent when they wrote their interpretation of metaphors in English

because SBT was conducted in English and writing their responses in English might have prevented transfer from Turkish. That is, as Turkish EFL learners wrote their responses in English, the way they thought might have been more based on English conceptual system and the interlanguage errors they made might have caused by their lack of knowledge of the metaphors or other reasons.

The Role of Familiarity in Metaphor Interpretation

In this study, it was found that Turkish EFL learners' familiarity with the metaphors did not play a significant role in their interpretation of metaphors. This might mean that familiarity with the metaphors does not affect EFL learners' interpretation of metaphors. This finding is different from what was argued by some researchers in relation to the role of familiarity in metaphor interpretation (Alsadi, 2016; Charteris-Black, 2002; Kecskes, 2006). For instance, Kecskes (2006) stated that if L2 learners are familiar with the metaphors, they can interpret figurative meaning easily even if there is no information on context. Charteris-Black (2002) also argued that L2 learners might not have access to the figurative meaning first unless they are familiar with metaphors. Alsadi (2016) found in his study that EFL learners could not interpret figurative meaning of the metaphors which were unfamiliar to them. This study's contradictory finding in relation to the role of familiarity in metaphor interpretation can be explained by the lack of explicit attention to metaphors. It seems that EFL learners either understand metaphorical expressions or not when they encounter them no matter how often they have seen or heard them before. That is, the extent of their exposure to the metaphors did not facilitate their understanding of the metaphors. While exposure constitutes a critical part of conceptual socialization, exposure in EFL context might not have created the same effect. Therefore, it can be suggested that just being familiar with the

metaphors, namely being exposed to them, might not be enough to interpret them correctly, EFL learners may also need to pay explicit attention when they encounter metaphors. By paying explicit attention to metaphors, they might notice the metaphors better and so familiarity with the items can be helpful to interpret them.

When the role of familiarity was analyzed in relation to EFL learners' score in each category of metaphors separately (i.e., a) conceptually and linguistically similar metaphors, b) conceptually similar, but linguistically different metaphors, c) conceptually and linguistically different metaphors), a different finding was explored. The results showed that there was a weak negative correlation between Turkish EFL learners' familiarity with the items in CAT 3 and their interpretation of these items in both sentence level test (SLT) and situation-based test (SBT) while no correlation was found in relation to their total scores. In this respect, it can be argued that as the extent of Turkish EFL learners' familiarity with the items which are different in English and Turkish increased, correctness of their interpretation of the items in both SLT and SBT decreased. This might be because their familiarity with these metaphors might be based on only literal meanings of the metaphors, namely they might have stated that they are familiar with these metaphors in the familiarity scale just because they know the literal meanings of the vocabulary items in the metaphors. Therefore, they might have interpreted the literal meanings of the metaphors and failed to process their figurative meaning.

Comparison of Turkish EFL Learners and Native English Speakers in terms of Their Performance

The findings of this study revealed that although they are advanced level learners, Turkish EFL learners differed to a great extent from native English speakers regarding correct metaphor interpretation, implying that they lack conceptual

socialization in English because of insufficient exposure to L2 conceptual system. Thus, the lack of conceptual socialization in English makes it difficult for Turkish EFL learners to make adjustments in their L1 conceptual system. Conceptual socialization is quite important for language learners because L2 learners do not have the conceptual fluency in the L2 which enables them to process figurative meaning of the metaphorical expressions (Danesi, 1995) but instead they rely on their L1 conceptual knowledge to comprehend pragmatic aspects of the L2 (Kecskes, 2002). For this reason, L2 learners have to adjust their L1 conceptual system according to the L2 conceptual system through conceptual socialization to avoid pragmatic failures (Ortaçtepe, 2012). In this socialization process, exposure to the target language culture and interaction with the native speakers are important aspects (Matsumura, 2001). In a study investigating L2 socialization, Li (2000) found that active participation in interaction with native speakers and exposure to the TL pragmatics positively affected the participant's use of L2 pragmatics. Ortaçtepe (2012) also investigated conceptual socialization in international students and found that having communication with the native speakers served as input of the correct use of formulaic language for the L2 learners, which shows the importance of interaction with the native speaker.

Discussion of the findings in relation to EFL Learners' Conceptual Socialization

In this section, the four major findings of the study will be presented along with a discussion on EFL learners' conceptual socialization. The major findings of this study can be summarized as:

- 1) Presenting the metaphors in context did not have a significant role in Turkish EFL learners' interpretation of metaphors since they could not

make use of the contextual clues as they lack conceptual socialization. Namely, benefiting from context requires conceptual socialization to reduce the effect of cultural differences because context is strictly tied to culture not language per se.

- 2) In relation to the role of conceptual and linguistic similarities and differences in metaphor interpretation, the reason why Turkish EFL learners made a lot of transfer errors in CAT 3 might be that Turkish EFL learners did not acquire these specific items in their L1 because they do not exist in Turkish both at the conceptual and sentence levels. Therefore, they might have used their L1 conceptual knowledge to interpret these items since they might not have adjusted their Turkish conceptual system according to the conceptual system of English through conceptual socialization and their language development in English might have evolved according to Turkish culture concepts. Furthermore, it was found that Turkish EFL learners made the smallest number of errors in conceptually and linguistically similar metaphors (CAT 1) in both SLT and SBT. The reason why they made the least number of errors in CAT 1 in both tests might be that EFL learners' conceptual socialization and conceptual fluency in English might not have affected their performance in this category as the items were similar in both English and Turkish. EFL learners' L1 conceptual system might have helped them comprehend English metaphorical expressions due to the similarities and these similarities might not have required adjustment of L1 conceptual system through socialization.

- 3) Turkish EFL learners' familiarity with the metaphors did not help them correctly interpret these metaphors due to the lack of conceptual socialization. Lack of exposure to native speakers of English can be listed as an important factor here as also argued by Şanal (2016), since their exposure to English was mostly the instructional context as they have been learning English in an EFL context probably since the age of ten.
- 4) No matter how advanced they are, Turkish EFL learners differed from native English speakers to a great extent in their metaphor interpretation due to their inadequate exposure to L2 conceptual system. Hence, they could not adjust their L1 conceptual system accordingly and used L1 conceptual knowledge instead while interpreting the metaphors.

In conclusion, since Turkish EFL learners have not gone through sufficient enough conceptual socialization into English, they could not benefit from presenting situational context and their familiarity with the metaphors while interpreting them, and also they made L1 transfer errors and they differed very much from native English speakers in terms of correct interpretation of the metaphors.

Based on what previous studies suggested (Danesi, 1995; Li, 2000; Matsumura, 2001; Ortaçtepe, 2012; Şanal, 2016), Turkish EFL learners' lack of conceptual socialization can be explained by the three features of EFL contexts: heavy reliance on instruction, Turkish teacher as the role model, lack of access to the TL culture, and native speakers (Ortaçtepe, 2012; Şanal, 2016). To begin with the heavy reliance on classroom instruction, Turkish EFL participants might not have had enough exposure to sociocultural aspects of English language in Turkish EFL context compared to learning the L2 in the L2 context since more attention is paid to following the curriculum and teaching the TL forms. In other words, coursebooks are

usually based on forms and functions of the TL, however, most of the classroom time is allocated for teaching the TL forms rather than practicing the functions by paying attention to the TL sociocultural features and its conceptual system. Moreover, Turkish teachers might be inadequate as a source of exposure to the TL conceptual system. Most of the Turkish teachers of English have also learned the TL in EFL context causing them to have insufficient knowledge of the TL culture (Atay, Kurt, Çamlıbel, Ersin & Kaslıoğlu, 2009). Therefore they might also lack sufficient enough conceptual socialization in English, and thus they might not adequately present the TL language conceptual system. Lack of access to native speakers and the TL culture might have caused insufficient conceptual socialization as well. Danesi (1995) claimed that L2 learners have conceptual fluency in their L1 and therefore they think according to their L1 conceptual knowledge while interpreting L2 figurative meaning even if they are good at using L2 structures. In order to acquire conceptual fluency in L2, L1 conceptual system of the L2 learners should be accommodated based on conceptual base of the native speakers of the L2 (Kecskes, 2000) and language learners adjust their L1 conceptual system based on L2 conceptual system to “fit the functional needs of the new language and culture” through the process of conceptual socialization (Kecskes, 2002, p.157). For this reason, they might apply their existing L1 conceptual knowledge to understand these different metaphors and this might lead to transfer. Furthermore, understanding metaphorical expressions depends on the knowledge of the TL culture and if learners lack the knowledge of these culture-specific concepts, they might apply their L1 conceptual knowledge to interpret them (Ortaçtepe, 2012). In relation to what was asserted by Danesi (1995), Kecskes (2002) and Ortaçtepe (2012), it can be claimed that Turkish EFL learners might not have had enough interaction with native English

speakers as opposed to what an EFL learner might have experienced in an English speaking country and the amount of interaction in English they have been through in EFL context might not have provided the suitable context for conceptual socialization. In this respect, these lack of exposure to the TL culture items and the absence of enough interaction with native speakers might have prevented them gaining conceptual fluency in English conceptual system through conceptual socialization. For this reason, they might have interpreted English metaphors based on Turkish conceptual system.

Pedagogical Implications of the Study

The findings of this study provide some suggestions which can be taken into consideration to teach metaphors in EFL context. First of all, EFL learners should be assisted to gain awareness of the cultural differences between two languages in order to take advantage of contextual clues in metaphorical expressions because context is based to a great extent on the culture. To be able to notice the contextual clues and benefit from them to interpret metaphors, language learners should have knowledge of the target language culture. For this reason, cultural differences should be emphasized by teachers and thus EFL learners can get better help from the situational context while interpreting metaphors.

Furthermore, to avoid L1 transfer in metaphor interpretation and promote conceptual socialization, Turkish EFL learners should be aware of the conceptual and linguistic similarities and differences between Turkish and English metaphors. Gaining awareness of the similarities and differences may ease learning the underlying concepts in metaphors and thus learning the related metaphors since being aware of the *common underlying conceptual base* of the two languages constitutes an important aspect of conceptual socialization (Kecskes, 2002). Each

language has its own culture and metaphors are part of that culture, but learning what *underlying concepts* metaphors are comprised of can make comprehending and learning similar metaphors easier for EFL learners and they can go beyond just memorizing lexical items (Nam, 2010) even if they cannot learn each unique culture-specific metaphors. For instance, the expression of *she is a block of ice* is based on the conceptual metaphor AFFECTION IS WARMTH, and this metaphor is based on the underlying concepts of *emotion* and *warmth* (Lakoff & Johnson, 1980). If EFL learners learn these underlying concepts of *emotion* and *warmth* in the metaphor of AFFECTION IS WARMTH, they can learn similar metaphors related to these concepts better. To achieve this, as suggested by Ortaçtepe (2012), foreign language teachers should present the appropriate use of functional structures in social contexts to contribute to the socialization into a foreign language and its culture (Ortaçtepe, 2012). While teaching metaphors, making the EFL learners exposed to the metaphorical expressions based on *the target concept* is crucial as conceptualization in the TL does not happen immediately (Nam, 2010). Since teachers might be the most valuable source of the TL conceptual system in EFL context, they should be a good source for exposure to the TL metaphors and they should create opportunities for interaction to make learners practice these items.

Limitations of the Study

The present study had some limitations and the findings should be evaluated with caution. The first limitation was that some of the items in the context-provided task (i.e., SBT) might not have provided the contextual clues well enough to help the EFL participants interpret the metaphors correctly (e.g., Situation: Two friends talking about a business trip with a third party from their office. One of them asks a question about the trip. A: How was your journey with Ash? Did you talk about the

elections? B: No way! The last time we talked, *she attacked my ideas*.) For this reason, different results could have been obtained regarding the role of context in metaphor interpretation if the situational information had directly matched the metaphorical expression in the item it was provided for. Furthermore, some of the metaphors in the tests belong to the academic context while some are from the social context since there was no focus on which setting the metaphors are used in while choosing them. Given that most of the EFL learners come across metaphors in academic context, using metaphors belonging to the both academic and social settings might have affected their interpretation of the metaphors.

Another limitation was that Turkish EFL learners' performance was rated by the researcher and an expert due to the time constraint. In a longer period of time, evaluation of the participants' performance can be conducted with more than two raters to increase the reliability of the scoring.

Moreover, the participants could have been asked to think aloud while doing the metaphor tests and the researcher could have recorded them. Thus, there could have been data related to how and why the participants ended up in these responses to the metaphor tests.

Proficiency level of the participants was not a variable of this study and the focal group consisted of only high level EFL learners. Therefore, different results could have been obtained if lower level EFL learners were investigated as well and if participants from different proficiency levels were compared to other levels.

Additionally, there was not any information regarding the EFL learners' background for learning English. In other words, they were not asked if they had been abroad or not, or what language learning experiences they have had when they participated in the study. Therefore, results of the present study could have changed if the

participants' background for language learning was taken into consideration since being in an English-speaking country and having interaction with native speakers are crucial components of conceptual socialization. Participants who have been abroad and interacted with native English speakers to learn the language could have performed different from the ones who have been learning English in EFL context.

Suggestions for Further Research

In relation to the findings and limitations of the present study, it is possible to make some suggestions for further research. First of all, another study can be conducted in a longer period of time by collecting data after teaching metaphors to EFL learners because no instruction was given to Turkish EFL learners on metaphors due to the time constraint on the present study.

Moreover, retrospective interviews can be conducted in order to have deeper data about Turkish EFL learners' responses to metaphor tests. Thus, a better understanding of the reasons why they interpreted metaphors correctly or incorrectly can be acquired since the logic behind their errors was not examined in this study.

The only focus was on transfer errors in the present study, if an error came from learners' interlanguage or another source was not investigated. Therefore, investigation of why other types of errors are made apart from transfer errors can be conducted in another study.

Lastly, this study explored conceptual socialization in an EFL context with a limited exposure to the L2 conceptual system and lack of being in an English speaking country for a long period of time. As these circumstances are important factors in conceptual socialization, a new study can investigate conceptual socialization of EFL learners who have spent a long time abroad in an English

speaking country and these learners can be compared to the ones in EFL context as well.

Conclusion

This study explored Turkish EFL learners' conceptual socialization in terms of their interpretation of English metaphors. To achieve this, the similarities and differences between native English speakers and Turkish EFL learners in their interpretation of metaphors were analyzed by looking at their performance in three categories of metaphors; a) conceptually and linguistically similar metaphors, b) conceptually similar, but linguistically different metaphors and c) conceptually and linguistically different metaphors through sentence level test (SLT) and situation-based test (SBT). Moreover, the role of EFL learners' familiarity with the metaphors and presenting the items in context were examined as well. Findings obtained from the results of the metaphor tests indicated that Turkish EFL learners' conceptual socialization into English was not sufficient enough, for this reason presenting situational context and their familiarity with the metaphors did not facilitate their interpretation of metaphors, and they made many L1 transfer errors and they differed from native English speakers in terms of correct interpretation of the metaphors in a great extent.

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APPENDICES

Appendix A: Familiarity Scale (The FAMscale)

INSTRUCTIONS FOR THE STUDY

The familiarity scale aims to explore your familiarity with the metaphorical expressions presented. You are supposed to read each metaphorical expression and select the number according to your familiarity (i.e. have you heard it before, how often have you heard or seen it before?) by putting a tick in the appropriate box.

The scale for familiarity is as follows:

I have heard, seen or used it...

1 *many times* before

2 *several times* before

3 *a few times* before

4 *once* before

5 *never* before

Name / Nickname:

	I have heard, seen or used it...				
	1 <i>many times</i> before	2 <i>several times</i> before	3 <i>a few times</i> before	4 <i>once</i> before	5 <i>never</i> heard or seen it before
1) She <i>attacked</i> my ideas.					
2) You are <i>wasting</i> my time.					
3) It will take time to <i>digest</i> this information.					
4) She is a <i>warm</i> person.					
5) She was <i>blinded</i> by love.					
6) He <i>exploded</i> during their fight.					
7) He is the <i>father</i> of astrophysics.					

8)	We were <i>made</i> for each other.					
9)	They have a <i>healthy</i> marriage.					
10)	She used some <i>sharp words</i> .					
11)	Their idea was a bit <i>half-baked</i> .					
12)	I <i>got</i> my hair from my mother.					
13)	This perfume <i>drives men out of their minds</i> .					
14)	They <i>gave</i> me a warm welcome.					
15)	He is a real <i>level-headed</i> person.					
16)	The theory of relativity <i>gave birth</i> to many others discoveries.					
17)	His son's death <i>hit</i> him really hard.					
18)	I want to <i>raise</i> a question about that.					
19)	I <i>see</i> what you mean by that.					
20)	The blame <i>fell</i> on me.					
21)	What he said <i>left a bad taste in my mouth</i> .					
22)	That argument <i>smells fishy</i> .					
23)	This is the <i>meaty</i> part of the paper.					
24)	He gave me the <i>cold shoulder</i> .					
25)	The teacher <i>spoon-fed</i> them the information.					
26)	He insisted on <i>sugar-coating</i> his promises.					
27)	We have a <i>live</i> satellite <i>feed</i> from Paris.					
28)	We have to <i>regurgitate</i> everything <i>we learned</i> in the final.					
29)	That is a <i>budding</i> theory.					
30)	A <i>cold stab of fear</i> went through me.					

Appendix B: Sentence Level Test (SLT)

In this test, you are supposed to read each metaphorical expression and write what you understand from each metaphor in Turkish. Please write how you would say the metaphorical expressions in **Turkish**.

	How would you say these sentences in Turkish?
1) She <i>attacked</i> my ideas.	
2) You are <i>wasting</i> my time.	
3) It will take time to <i>digest</i> this information.	
4) She is a <i>warm</i> person.	
5) She was <i>blinded</i> by love.	
6) He <i>exploded</i> during their fight.	
7) He is the <i>father</i> of astrophysics.	
8) We were <i>made</i> for each other.	
9) They have a <i>healthy</i> marriage.	
10) She used some <i>sharp</i> words.	
11) Their idea was a bit <i>half-baked</i> .	
12) I <i>got</i> my hair from my mother.	
13) This perfume <i>drives</i> men out of their minds.	
14) They <i>gave</i> me a warm welcome.	
15) He is a real <i>level-headed</i> person.	
16) The theory of relativity <i>gave birth</i> to many others discoveries.	
17) His son's death <i>hit</i> him really hard.	

18)	I want to <i>raise</i> a question about that.	
19)	I <i>see</i> what <i>you mean</i> by that.	
20)	The blame <i>fell</i> on me.	
21)	What he said <i>left a bad taste in my mouth</i> .	
22)	That argument <i>smells fishy</i> .	
23)	This is the <i>meaty</i> part of the paper.	
24)	He gave me the <i>cold shoulder</i> .	
25)	The teacher <i>spoon-fed</i> them the information.	
26)	He insisted on <i>sugar-coating</i> his promises.	
27)	We have a <i>live</i> satellite <i>feed</i> from Paris.	
28)	We have to <i>regurgitate</i> everything <i>we learned</i> in the final.	
29)	That is a <i>budding theory</i> .	
30)	A <i>cold stab of fear</i> went through me.	

Appendix C: Situation-Based Test (SBT)

Name / Nickname:

Situation-Based Test

What does the author mean by the *italicized* expressions in the dialogues? Write your response in **English**.

- 1) Situation: Two friends talking about a business trip with a third party from their office. One of them asks a question about the trip.

A: How was your journey with Ash? Did you talk about the elections?

B: No way! The last time we talked, *she attacked my ideas*.

—

- 2) Situation: A woman arguing with her therapist in his office as she thinks that the therapy is not effective.

A: *You are wasting my time*. I keep having the same nightmares even though I've been seeing you for months.

B: But, you've made some progress.

—

- 3) Situation: A group of students talking to their teacher about the assignment of writing an essay after reading the related book. One student comments on the deadline of the assignment:

A: I don't think we need two months to read the book and write the essay.

B: But this is not a book you can simply read once and expect to understand everything. *It will take time to digest this information*.

—

- 4) Situation: Two psychologists discussing the frames people use to describe relationships.

A: The sentences people use to describe love are so strong. Most of them say *we were made for each other*.

B: But they eventually break up after all these passionate claims.

- 5) Situation: A man telling his friends that he met his girlfriend's mother and his friends asking questions about her.

A: So, did you like Edith's mother? What do you think about her?

B: Yes. *I think she is a warm person*. She is just great like her daughter.

- 6) Situation: A group of friends talking about an incident in which a woman helped her boyfriend to rob the bank she worked at.

A: How could she do this? She'd been working there for more than 8 years.

B: It's all Jim's fault. *She was so blinded by love that she did everything he wanted her to*.

- 7) Situation: A couple had an argument over something insignificant. The husband was yelling at his wife at the end of the dinner and at this moment their son came in and asked his little sister.

A: What is going on here? Why is dad yelling at mum?

B: They started to argue about something and *he exploded during their fight*.

- 8) Situation: Two students discussing some important names related to modern physics.

A: Albert Einstein is surely the most important person in modern physics.

B: Well, I'm not sure about modern physics, but *Einstein is the father of astrophysics.*

- 9) Situation: Some people talking about a speech at a conference which they didn't find realistic.

A: I can't believe people actually pay attention to this man.

B: Me neither. *They swallowed whatever he told them.*

- 10) Situation: A woman talking about the argument which she had with her best friend to her mother

A: So, you're not going to talk to her again?

B: No way! *She used some sharp words and that hurt me a lot.*

- 11) Situation: Two colleagues exchange ideas an idea suggested by their boss.

A: Why didn't you like his suggestion to start this new project?

B: I don't know. I think *his idea was half-baked.*

- 12) Situation: Two friends in a beauty salon having a conversation about hair care.

A: Your hair is so beautiful, especially the color.

B: Thank you, *I got it from my mother.*

- 13) Situation: A shopkeeper giving information to two women about a new perfume.

A: *This perfume drives men out of their minds.* You can find the love of your life with this perfume.

-
- 14) Situation: A famous traveler talking about his last trip to Ecuador and how much he liked the people there.
A: The most amazing thing there was the people. *They gave me a warm welcome* and helped me with everything throughout my trip.
-
- 15) Situation: A boy reading a piece of homework he wrote about his best friend.
A: My best friend is my cousin Henry. *He is a really level-headed person.* He never rushes when he has to make a decision and considers every detail.
-
- 16) Situation: A physics professor lecturing to college students and talking about the importance of the theory of relativity.
A: *The theory of relativity gave birth to many other discoveries.* Other scientists also made contributions to the discussion of space-time around the Earth.
-
- 17) Situation: A group of people talking about the difficult time which their common friend had after his son died.
A: He is not like the same old person we know.
B: *His son's death hit him really hard.* He has completely changed since then.
-
- 18) Situation: A group of friends from a book club discussing the main points in the last book they read.
A: I believe Kafka refers to how people are alienated from their own creativity by the transformation of Gregor Samsa into a giant insect.

B: *I want to raise a question* about that as I am not sure about its relation to alienation.

- 19) Situation: A teacher explaining her concern about the changes her colleagues plan to make in the school curriculum.

A: If we don't include the post-method in the curriculum, students may lose their only chance to learn about it.

B: *I see what you mean by that.* I think you are right.

- 20) Situation: Two siblings had a party while their parents were away but only one of them was punished when their parents heard about the party.

A: My parents didn't do anything to Jason even though we planned the party together and he was the one who wanted it. *The blame fell on me.*

- 21) Situation: A man is trying to change the attitude of people in his office towards their new boss by making bad comments about the new boss.

A: How can he dare to speak like this? I can't forget the horrible words he used to describe the new boss.

B: I know. *What he said left a bad taste in my mouth.*

- 22) Situation: A man trying to justify why he lied to his wife about the night he didn't come home.

A: Look, an old friend from college wanted to talk to me about his problems with his wife and wanted to keep it a secret. That's why I lied about that night.

B: I don't believe you. *That argument smells fishy.*

- 23) Situation: Two friends talking about how long the assigned reading for their Language and Society class is.

A: This article is too long. I'm planning to skim it.

B: I won't read it in detail too. Just reading the second section will be enough since *it is the meaty part of the paper*.

- 24) Situation: A woman introducing her husband to her new colleagues from the hospital she works at. Her husband thinks that they didn't like him much.

A: I think my friends liked you.

B: I don't think so. Especially that guy, called Sam, *he gave me the cold shoulder*.

- 25) A group of students talking about how easy preparing for their Italian final exam will be for them thanks to their teacher.

A: We just need to revise the questions Dr. Martinez gave us for the exam. *She spoon-fed us the information* by providing every source we needed to study for the exam.

- 26) Situation: A candidate giving his speech for the mayoral elections and people talking about the policies he claims he will implement if he wins.

A: What do you think about the last candidate's speech?

B: I don't believe him. Half of the things he said won't be realized. *He just insisted on sugar-coating his policies*.

- 27) Situation: A news reporter announcing that they will contact a historian to ask about the demolition of an old historical building.

A: Now, *we have a live satellite feed from Paris* and he will explain the importance of the building.

-
- 28) Situation: Two students talking about how much information they have to remember to pass the final exam.

A: We have learned so many things and now *we have to regurgitate everything we learned in the final.*

B: And we have only three days to study.

- 29) Situation: A girl telling her friend about an incident when a man tried to steal her purse in the street and her friend asking about her reaction.

A: How did you feel when you saw him?

B: When I looked at his eyes in the dark, *a cold stab of fear went through me.* I thought I would die.

- 30) Situation: Two scientists discussing the pros and cons of a new astrophysics theory. One of them thinks the theory is vague and the other disagrees.

A: I don't even consider this claim a theory. There are so many missing parts.

B: I think it is still developing. *That is a budding theory.* It will be more specific soon.

**Appendix D: Normality Values for the Analysis of the Role of Presenting
Situational Context**

Normality Value of SLT

Test of Normality for SLT

Shapiro-Wilk			
	Statistic	df	p
SLT	.948	38	.079

Normality Value of SBT

Test of Normality for SBT

Shapiro-Wilk			
	Statistic	df	p
SBT	.963	37	.252

Normality Value of the Scores Related to CAT 2 from the FAMscale, SLT and SBT

Descriptive Statistics for the CAT 2 Scores from the FAMscale, SLT and SBT

	N	Minimum	Maximum	Mean	Std. Deviation	Skewness	Kurtosis	Std. Error	Std. Error
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic
FAMscale-CAT2	37	10	48	24.32	6.960	.988	.388	2.942	.759
SLT-CAT2	37	17	30	26.11	2.807	-1.384	.388	2.373	.759
SBT-CAT2	37	21	30	26.78	2.238	-.421	.388	-.183	.759
Valid N	37								

Test of Normality for the CAT 1 Scores from the FAMscale, SLT and SBT

	Shapiro-Wilk		
	Statistic	df	p
FAMscale-CAT2	.931	37	.024
SLT-CAT2	.879	37	.001
SBT-CAT2	.954	37	.131

Normality Value of the Scores Related to CAT 3 from the FAMscale, SLT and SBT

Descriptive Statistics for the CAT 3 Scores from the FAMscale, SLT and SBT

	N	Minimum	Maximum	Mean	Std. Deviation	Skewness	Kurtosis	Std. Error	Std. Error
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic
FAMscale-CAT3	37	12	50	40.22	8.845	-1.126	.388	1.211	.759
SLT-CAT3	37	2	26	15.11	6.565	-.111	.388	-.893	.759
SBT-CAT3	37	8	28	19.24	5.166	-.646	.388	-.055	.759
Valid N	37								

Test of Normality for the CAT 1 Scores from the FAMscale, SLT and SBT

	Shapiro-Wilk		
	Statistic	df	p
FAMscale-CAT3	.883	37	.001
SLT-CAT3	.955	37	.139
SBT-CAT3	.943	37	.057