ANALYSIS OF THE IMPACT OF L1 TRANSFER AND CONTEXT ON COMPREHENSION OF METAPHORICAL EXPRESSIONS IN A FOREIGN LANGUAGE: A STUDY OF AZERBAIJANI LEARNERS OF ENGLISH

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ABSTRACT

AN ANALYSIS OF THE IMPACT OF L1 TRANSFER AND CONTEXT ON COMPREHENSION OF METAPHORICAL EXPRESSIONS IN A FOREIGN LANGUAGE: A STUDY OF AZERBAIJANI LEARNERS OF ENGLISH

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Lexical and conceptual mismatches and similarities between L1 and L2 metaphors are known to play a role in accurate interpretation. The current study aimed to reveal the impact of L1 transfer effects and context on L2 metaphor comprehension. Three different comprehension tests were administered with 121 Azerbaijani learners of English. Each comprehension test included 18 conceptual metaphors expressing emotions of anger, happiness, and sadness. Selected English metaphors were categorized into three groups according to their similarity/dissimilarity to L1 corresponding forms: Category 1 - lexically and conceptually same, Category 2 - lexically different and conceptually similar, Category 3 - lexically and conceptually different. Comprehension tests were differentiated according to the length of linguistic context provided; metaphors were presented in phrasal unit forms in Test 1 (no-context), in a short sentence in Test 2 (limited-context), and in a short dialogue in Test 3 (extended context). Comprehension scores were analyzed using One-way between-subject ANOVA design and Paired-Samples T-tests. The findings of the study showed that L1 transfer effects significantly impact EFL learners' L2 metaphor comprehension. While similarities between L2 and L1 metaphors on a lexical and conceptual level exerted a positive effect, differences impacted comprehension

negatively. Regarding context, participants had the highest comprehension across all metaphor categories in the availability of a context. Extended context was found to be less important for L2 metaphors that are conceptually similar but lexically different in L1, but more important for comprehension of metaphors that have no conceptual and lexical equivalents in L1.

ÖZ

D1 AKTARIMI VE BAĞLAMIN YABANCI DİLDE METAFORİK İFADELERİN ANLAŞILMASI ÜZERİNDEKİ ETKİSİ: İNGİLİZCEYİ YABANCI DİL OLARAK ÖĞRENEN AZERBAYCANLI ÖĞRENCİLER ÜZERİNE BİR ÇALIŞMA

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Ana dili (D1) ve D2 metaforları arasındaki sözlüksel ve kavramsal uyuşmazlıklar ve benzerliklerin, D2 metaforların doğru yorumlanmasında rol oynadığı bilinmektedir. Bu çalışma, D1 aktarımı etkileri ve bağlamın D2 metaforların anlaşılmasını nasıl etkilediğini ortaya çıkarmayı amaçlamaktadır. İngilizce öğrenen 121 Azerbaycanlı öğrenci ile üç farklı anlama testi uygulanmıştır. Her anlama testi, öfke, mutluluk ve üzüntü duygularını ifade eden 18 kavramsal metafor içermiştir. Seçilen İngilizce metaforları, D1 metaforlarına benzerlik ve farklılıkları açısından üç gruba ayrılmıştır: Kategori 1 - sözlüksel ve kavramsal olarak aynı, Kategori 2 - sözlüksel olarak farklı ve kavramsal olarak benzer, Kategori 3 - sözlüksel ve kavramsal olarak farklı. Anlama testleri, sağlanan dil bağlamının uzunluğuna göre farklılaştırılmıştır; metaforlar Test 1'de (bağlamsız) öbek birim formlarında, Test 2'de (sınırlı bağlam) kısa bir cümle içinde ve Test 3'te (genişletilmiş bağlam) kısa bir diyalogiçinde sunulmuştur. Anlama puanları, tek faktörlü varyans analizi ve bağımlı örneklem T-testleri kullanılarak analiz edildi. Çalışmanın bulguları, D1 aktarım etkilerinin İngilizce öğrencilerinin D2 metafor anlama yeteneklerini önemli ölçüde etkilediğini gösterdi. D2 ve D1 metaforları arasındaki benzerliklerin sözlüksel ve kavramsal düzeyde olumlu bir etkisi olduğu, farklılıkların ise anlamayı olumsuz etkilediği

görüldü. Bağlam açısından, katılımcıların tüm metafor kategorilerinde en yüksek anlama düzeyine bağlam varlığında sahip olduğu bulundu. Genişletilmiş bağlam, D1'de kavramsal olarak benzer ancak sözlüksel olarak farklı olan D2 metaforları için daha az önemli olduğu, ancak D1'de kavramsal ve sözlüksel eşdeğerliliği olmayan metaforların anlaşılması için daha önemli olduğu bulunmuştur.

Anahtar Kelimeler: D2 metafor anlamlandırma, D1 aktarımı, kavramsal aktarım, sözlüksel aktarım, bağlam

To my granny

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LIST OF ABBREVIATIONS

ABL	Ablative Case
ACC	Accusative Case
CMT	Conceptual Metaphor Theory
DAT	Dative Case
EFL	English as a Foreign Language
Etc.	Et Cetera
GEN	Genitive Case
L1	First Language
L2	Second Language
LOC	Locative Case
PL	Plural
POSS	Possessive
SD	Standard Deviation
SG	Singular
TL	Target Language
Vs.	Versus

CHAPTER I

INTRODUCTION

This chapter provides background information of the study. First, it presents information about the research problem, research objectives and the research questions. Then, the significance and the theoretical framework of the study are explained.

1.0. Background of the Study

Metaphors have a crucial role in human cognition and they are widespread in language since they enable clear discussions in formal and informal language settings by associating abstract and complex ideas with concrete and tangible concepts. As native-speakers are exposed to the language in real-life situations, accurate comprehension and fluent use of metaphorical expressions is generally acquired naturally. However, it can be a challenging task to correctly interpret and effectively use metaphors for foreign language learners. According to the Conceptual Metaphor Theory (Lakoff & Johnson, 1980), which constitutes the theoretical framework of this study, metaphors are based on conventionalized associations on a conceptual level between elements of different domains of human experience. However, such associations are not universal and can vary from one language to another, which constitutes a major reason for the difficulties of L2 learners' comprehension of conceptual metaphors (Abovic, 2021; Lakoff & Johnson, 1980; Türker, 2016). L2 learners do not only need to master the formal language and realize the literal meanings of the words but also to interpret and use the figurative language in a culturally appropriate manner. Otherwise, metaphoric phrases, which are commonly used by native speakers, can be an obstacle preventing effective communication (Danesi, 2008; Littlemore et al., 2014). While an ample amount of theoretical models on the processing of figurative language in first language (L1)

exists (R. W. Gibbs et al., 1989; R. W. Gibbs, 1994; Giora, 1997, 2003; Sprenger et al., 2006), a limited number of such models explaining the comprehension of figurative expressions in a second language (L2) have been proposed. Most of the proposed theoretical models related to the processing of metaphors in L2 discuss the possibility of applying L1 metaphor learning models in a foreign language; such studies mainly focus on the differences in the representation of literal and figurative meanings in native and non-native speakers. Several studies report that L2 learners tend to interpret metaphorical expressions not in a figurative sense, but in a literal sense (A. Cieślicka, 2004, 2006; Liontas, 2003). There are also studies focusing on the representation of figurative phrases in L2 learners' mental lexicon. Such studies report that familiarity, decomposability, and frequency can cause differences in the representation of figurative phrases in native and non-native speakers' mental lexicons (Conklin & Schmitt, 2008; Kecskes, 2000). While there is no consensus on the processing of L2 figurative expressions, studies in this field can be categorized into three groups: (1) some studies argue that figurative expressions are represented and accessed in the form of single units in L2 learners' mental lexicon (Conklin & Schmitt, 2008; Jiang & Nekrasova, 2007); (2) others report that figurative phrases (idioms) are first decomposed and then processed by L2 learners (A. Cieślicka, 2006); (3) some studies state that figurative expressions co-exist as both a unitary form and a single entry. Studies in the third category also report that such a co-existence is conditioned by factors like context and L2 proficiency (Bortfeld & Brennan, 1997; Liontas, 2003; Matlock & Heredia, 2002).

Although there have been many studies exploring the relationship between a learner's L1 and their ability to comprehend metaphors in their L2, and the effectiveness of teaching methods for developing L2 metaphorical competence (Charteris-Black, 2002; De Cock & Suñer, 2018; Ferreira, 2008; Irujo, 1986; Liontas, 2003), understanding how different factors, specifically, cross-linguistic aspects and context, influence L2 metaphor comprehension is still limited. Thus, the present study aims to investigate how L2 metaphor comprehension is affected by L1 lexical knowledge, L1 conceptual knowledge, and the presence of a context. Here, lexical knowledge refers to knowledge of specific linguistic forms, their conventional use, and encoded meanings which are closely linked to the surface structure of sentences.

Conceptual knowledge, on the other hand, is non-linguistic knowledge that is concerned with perceptual, inferential, and subjective experiences involved in creating meaning (Galantomos, 2019).

1.1. Research Problem

While there is a limited amount of studies conducted to explore how L1 conceptual and lexical knowledge impact comprehension of L2 figurative language, a number of researchers have specifically focused on this subject. A study conducted by Bortfeld in 2003 explored the accessibility of conceptual structures across different languages. The methods used in the study involved presenting Latvian and Mandarin idioms to native-English-speaking participants, who were asked to translate and categorize Latvian, Mandarin, and English idioms into conceptual categories of "revelation", "insanity", "control", "anger", and "secretiveness". Based on their own semantic and conceptual knowledge and general conceptualizing abilities, the participants were able to determine the conceptual interpretations of the idioms in different languages. In contrast to English idioms, the participants performed less accurately and more slowly while categorizing Latvian and Chinese idioms. According to Bortfeld, this difference can be linked to the idioms' historical or cultural origins. This suggests that despite possible cross-linguistic differences in lexicalization, people are still able to access and understand the conceptual underpinnings of idioms in other languages, though this may be more challenging when idioms have associations with culture or history to which the speakers are unfamiliar.

Another study conducted by Charteris-Black in 2002 investigated the relationship between a person's L1 and their ability to comprehend figurative language in L2. The study focused on body-part metaphors and used multiple-choice and cued-completion tasks to assess participants' performance using L2 figurative expressions. The study found that the participants performed better when the L1 and L2 idioms have a conceptual underpinning and similar linguistic forms. Conversely, when the L1 and L2 idioms did not have a conceptual underpinning but shared identical linguistic forms, participants performed the weakest. Although the results indicate that conceptual and linguistic knowledge in L1 plays an important role in the

comprehension of figurative language in an L2, the study does not investigate figurative language use in context.

Besides cross-linguistic influences, comprehension of L2 figurative language can be greatly impacted by whether a context is available or not. In particular, the availability of a context can assist learners in balancing the cognitive effects and efforts required to interpret idioms, leading to more successful results (Cooper, 1999).

So far, very few studies have investigated how cross-linguistic similarities and contextual support interact and affect L2 metaphor comprehension. Liontas (2002) sought to determine how L2 learners' understanding and use of strategy were impacted by the context and idiom type. The idioms were presented to the L2 learners of Spanish, French, and German with or without context and were grouped depending on how closely they resembled their L1 equivalents. The findings revealed that giving a context improved response accuracy for all idiom categories in all three languages. However, the study did not differentiate different levels of lexical and conceptual similarity, which might have offered more in-depth information about the effects of cross-linguistic influences. Overall, the findings suggest that context can facilitate L2 idiom comprehension.

Despite the predominant view in linguistics that more contextual information is needed to understand figurative language (Gildea & Glucksberg, 1983), there have been studies reporting no facilitative or negative effects of a context on L2 metaphor comprehension. The role of L1 conceptual knowledge and the presence of a context in L2 metaphor comprehension were investigated in a psycholinguistic study conducted by Ferreira (2008). Brazilian-speaking English learners were required to provide the meanings of English metaphorical phrases presented with and without context. Although the statistical analysis provided support for the universal conceptualizing capacity, context did not prove to significantly affect L2 metaphor comprehension. Another study conducted by Türker (2016) specifically focused on the effects of L1 conceptual and lexical transfer on the acquisition of Korean metaphors by English L2 learners. Along with L1 transfer effects, frequency of

metaphors was also included as a variable. The study involved L1 English learners of Korean and asked the participants to provide the L1 equivalents of Korean metaphors related to anger, happiness, and sadness presented in three different conditions (without a context, limited context, elaborate context). In the absence of context, the participants performed significantly better on metaphors with full equivalents, and worse on partially equivalent and L2-only metaphors. However, when more context was provided, these differences disappeared, and in the highest context condition, learners performed best on L2-only metaphors. This finding is noteworthy because it suggests that context has a greater impact on the comprehension of L2-only metaphors than previously thought.

While, according to cognitive linguistics, the ability to conceptualize is universally inherent, there is cross-cultural and cross-linguistic variation in figurative language and conceptual systems. From this perspective, metaphorical expressions embody the functioning of a conceptual process rather than a process that is specific to language itself. According to previous research studies, L2 learners tend to place more importance on the literal meaning compared to the figurative meaning (A. Cieślicka, 2004, 2006; A. B. Cieślicka, 2013a), indicating that they initially perceive the surface-level interpretations of metaphorical expressions as more prominent. Moreover, cross-linguistic studies demonstrate the transferability of conceptualization patterns learned in one language into another (Bylund & Jarvis, 2011; Jarvis & Pavlenko, 2010).

If L2 learners tend to prioritize the literal meaning of metaphorical concepts, there is a need to investigate how L2 learners recognize the figurative meaning, as well as whether L1 conceptual knowledge is utilized to comprehend figurative meaning in the L2. While a large number of studies have investigated how L1 and L2 interaction influences the comprehension of figurative expressions, a solid base regarding the effects of pre-existing L1 conceptual and lexical knowledge on initial processing and how the availability of context conditions this effect has not been established. If L2 figurative language comprehension is realized through accessing L1 conceptual knowledge, how this comprehension is influenced by the linguistic and conceptual differences/similarities between L1 and L2, and how this influence is modulated by the presence of a context is worth being studied.

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1.2. Research Objectives

The overall purpose of the current study is to reveal L1 transfer effects on the comprehension of L2 metaphors. To be more precise, the aim is to gain insights into the effects of L1 conceptual and lexical knowledge on the comprehension of L2 metaphors by Azerbaijani EFL learners. To explore how the availability of context affects EFL learners' metaphor interpretation is another aim of the study.

1.3. Research Questions

In order to analyze L1 transfer effects and the role of context in metaphor comprehension in a foreign language, English conceptual metaphors expressings feelings of anger, happiness, and sadness were chosen and presented to Azerbaijani EFL learners under three different context conditions: no context, limited context (sentence level), and extended context (dialogue level). The following research questions were addressed:

1) To what extent does L2 learners' conceptual knowledge in L1 affect L2 comprehension of metaphorical expressions?
2) To what extent does L2 learners' lexical knowledge in L1 affect L2 comprehension of metaphorical expressions?
3) To what extent does the availability of a context affect L2 comprehension of metaphorical expressions?

It was predicted that the EFL learners would understand metaphors sharing lexically and conceptually same equivalents in L1 and L2 easily and with the highest accuracy rates since such metaphors are available in both languages at both levels. The selected metaphors were also distinguished by lexical difference and conceptual similarity they bear with L1 corresponding forms. While these types of metaphors are based on the same concept, they can make comprehension difficult for EFL learners due to lexical differences. Kroll and Steward (1994) state that when conceptual activity is increased, an increased number of related words might be activated in L2 speakers mind, which might induce interference to retrieve a single,

most fitting equivalent. Therefore, it was predicted that EFL learners would comprehend metaphors in this category with relatively lower accuracy rates than in the first category, but still with higher accuracy rates than the metaphors in the third category. The third category contained L2 metaphorical expressions that had no available lexical or conceptual equivalents in learners' L1. Therefore, the participants were predicted to have the most difficulty understanding this category of metaphors and show lowest accuracy rates. L2 learners were also expected to provide mainly literal, word-for-word translations for this category metaphors especially in no-context and limited context conditions. According to the Graded Salience Hypothesis (Giora, 1997, 2003), the salient meaning of a word is always activated first and cannot be ignored. The salient meaning of a word or an utterance refers to its more conventional, familiar, and frequent meaning in the mental lexicon. Faced with metaphorical expressions based on unfamiliar conceptual underpinnings, it is possible that literal translations are activated first in L2 learners' mental lexicon. This prediction was also based on Cieslicka's (2006) study regarding the role of literal salience in online processing of L2 idiomatic expressions. Drawing on Giora's (1997) work on salience, Cieslicka suggested that literal meanings of the constituent words of figurative expressions are prioritized during processing.

1.4. Significance of the Study

The current study may contribute to the existing literature in several aspects. Firstly, since metaphors are pervasive in daily language, grasping how to use metaphorical expressions effectively is crucial for L2 learners to be able to naturally and fluently communicate in the target language. So far, the studies which investigated L2 metaphor comprehension and included the abovementioned variables were conducted with L1 English, Arabic, Polish, Japanese, Chinese, French, Brazilian, and Spanish speakers (Arif & Abdullah, 2017; Azuma, 2009; Boers, 2003; Bortfeld, 2003; Chen & Lai, 2014; A. Cieślicka, 2006; A. B. Cieślicka, 2013b; A. B. Cieślicka et al., 2014; De Cock & Suñer, 2018; Ferreira, 2008; Irujo, 1986; Türker, 2016; Zibin, 2016). To the knowledge of the researcher, there have not been any studies investigating the metaphor comprehension of Azerbaijani EFL learners, along with the effects of L1 conceptual influences. Considering the increasing number of EFL

learners in Azerbaijan (Mammadov & Mammadova, 2022), such a study can have implications to better understand how various factors (L1 lexical knowledge, L1 conceptual knowledge, and availability of a context) interact with each other to speed up L2 development.

Furthermore, metaphors are not consciously, but naturally acquired in real-life situations by native-speakers. In most cases, it can be especially difficult to interpret metaphors correctly and use them effectively for Azerbaijani learners who learn English in a formal classroom environment since they have limited opportunities for regular communication with native speakers to learn and practice metaphorical expressions. In this regard, the investigation of the role of L1 knowledge and linguistic context in the initial processing of metaphors can help to find effective ways to present metaphors in language classrooms.

Moreover, the results of the present study can have significant implications for understanding the role of context in forming metaphoric competence. In most of the studies conducted on this issue, metaphorical expressions are usually presented in two conditions, decontextualized and contextualized (A. B. Cieślicka, 2013b; De Cock & Suñer, 2018; Kökcü, 2018; Liontas, 2003). Research on the positive or negative effects of different levels of linguistic context on metaphor comprehension is still inconclusive. Understanding metaphors in context is also a component of pragmatic competence, which involves understanding how language is used in various social and communicative situations. Therefore, research in this area can also provide useful results regarding the development of pragmatic skills for effective communication.

CHAPTER II

LITERATURE REVIEW

2.0. Introduction to Literature Review

This chapter provides a summary of the existing literature that is pertinent to the aims of the present study. The first section reviews the definition and types of metaphors, and elaborates on conceptual metaphor theory, which establishes the theoretical framework of this thesis; later, its relevance to second language learning is discussed. The second section of the literature review defines what L1 lexical and conceptual transfer are, and explains their role in L2 metaphor comprehension, along with studies reporting empirical evidence on transfer effects on L2 metaphor comprehension. The next section reviews studies investigating the impact of different context conditions on understanding L2 metaphorical expressions. The chapter is finalized with a short summary of the studies exploring the possible role of gender on L2 metaphor comprehension.

2.1. Metaphors

2.1.1. Definition, types, different perspectives

Since the time of the Greek philosopher Aristotle in Western literature, the term "metaphor" has received close scientific attention, and has been investigated from various angles both as a term and lexical component, remaining consistent in theoretical and practical use (Demir & Yildirim, 2019). As a term, metaphor has been given various and complex definitions in different languages. Cambridge Online English Dictionary defines metaphors as "an expression, often found in literature, that describes a person or object by referring to something that is

considered to have similar characteristics to that person or object" (Cambridge, 2024). In other comprehensive dictionaries, such as the Longman Dictionary of Contemporary English, Collins Online Dictionary, or Merriam-Webster the term metaphor receives almost the same definition and is characterized mainly as a literary device, which emerges by transferring certain features of an object or event to another object or event. However, today, metaphor is a concept researched in many fields ranging from scientific language to cognitive science, and it is not seen as a mere literary device anymore (Tretjakova, 2013).

Besides commonly accepted dictionary definitions, metaphors can be described as word combinations that connect two different concepts by creating a comparison between those concepts and keeping the literal meanings of the composing words out of the primary focus. Generally, in metaphorical expressions, one concept replaces or is assigned to the same category as another one (e.g., "Jack is a peacock"). Describing the target concept (Jack) with a distant concept gives the source/vehicle expression (peacock) a different and metaphorical meaning (vain) than its original and literal meaning (a male bird with long tail features with bright colours and patterns on, proud, conceited). In the example given above, Jack and a peacock might be distant as concepts, however, the characteristic 'vanity' aimed to be conveyed through the metaphorical expression becomes a familiar concept when it is discussed through the source domain (peacock - a bird, generally symbolized as being arrogant). Therefore, metaphor should be approached as a cognitive-semantic device which bridges gaps in human understanding and reveals intuitive thought processes (Khkalay & Turabi, 2019).

Apart from its dictionary definitions, there have been many approaches to metaphors and they have been classified in different ways. Since metaphor is a multifaceted linguistic tool, classification of metaphor types can vary depending on the context and research area (Kasirer & Mashal, 2014). Metaphor was generally classified according to their circulation (dead vs. active), the word classes they represent (concretizing, animating, synaesthetic, personifying), and the concepts that denote human experience they refer to (Goatly, 1997). Besides the classic categorization, metaphors have also been studied from different perspectives including semantic,

pragmatic, and cognitive linguistic (Carston, 2018). The existing semantic approaches to metaphor are explained in different ways. According to some scholars, metaphor is a semantic phenomenon that results from violation of the standard language norms (Levin, 1977; Matthews, 1971). Some argue that metaphor falls under the scope of pragmatics since it includes usage and context-based rules (Stern, 2008). Cognitive perspective, on the other hand, discriminates between metaphors' linguistic expression and their conceptual representations. Kövecses (2010) describes this distinction as the linguistic expression of metaphors being a way of speaking, and conceptual metaphors being a way of thinking. However, deciding whether metaphor fits into semantics or pragmatics is a difficult task and requires consideration of several factors, such as context dependence, linguistic and extra-linguistic factors, and one's own semantic knowledge. Thus, it is suggested that semantic, pragmatic, and cognitive criteria should be incorporated into metaphor analysis and a thorough analysis of metaphoric statements must take into account all three factors (Li, 2016; Stern, 2008; Tendahl & Gibbs, 2008; Wearing, 2006).

2.1.2. Conceptual Metaphor Theory

In 1980, with their book "Metaphors We Live By", Lakoff and Johnson brought a whole new perspective to the existing approaches to metaphor, which stood against the traditional approaches that treated metaphor as a merely linguistic expression. According to this new framework called Conceptual Metaphor Theory, metaphor is treated not as a simple verbal construct or a poetic and rhetorical device, but as an intrinsic cognitive mechanism that influences how we perceive the world, ourselves, and others. They help us understand, structure and communicate our experiences that are difficult to communicate literally. That is, metaphor should be analyzed not as a simple combination of words built on comparison, but as a structural notion which is frequently employed in daily conversations. Our regular language is inherently metaphorical, and the metaphorical meaning is delivered through mapping which is derived from our most fundamental bodily experiences. According to cognitive linguistics, language builds associations between the human body and mind; and metaphors are crucial components of these associations. Human body, having dimensions in the physical world, performs certain acts based on intuition. Human

mind combines these acts with other concepts already present, and generates new concepts, which may come to realization. Similar to how human body has dimensions, we embody abstract concepts by assigning them physical dimensions and directions. This is done through metaphors, transforming abstract notions into more comprehensible concepts. Time, for instance, is an abstract concept. Evaluating it as an object, we place time in physical space, give it dimensions, conceptualize it as an animated object and say (Khkalay & Turabi, 2019):

Time is approaching.
Time is over.
Your time is coming.

In addition to the term conceptual metaphor, the framework also introduces the concepts of "conceptual domain" and "metaphorical mapping". Conceptual domain is a specific area of human knowledge or experience, and this domain is used for the purpose of understanding and conceptualizing other domains. Metaphorical mapping involves the cognitive process that takes place during the understanding of any conceptual domain through another one. This mapping allows us to understand abstract and complex concepts, which are the target domains, through more concrete and organized notions, namely source domains. Here, target domain is aimed to be interpreted in a more concrete way, and the domain that mediates this interpretation is called "source domain" (Lakoff & Johnson, 1980). For example, in the metaphor "anger is fire", the source domain "fire" is used to understand and conceptualize the abstract concept "anger", i.e. the target domain.

Lakoff and Johnson (1980) classified conceptual metaphors into three categories: structural, ontological, and orientational. Structural metaphors involve transferring structural characteristics of one domain usually of a concrete nature, onto another, which is usually abstract (as in the abovementioned ANGER IS FIRE example). Kövecses (2002) provides further support for this explanation by characterizing structural metaphors as the process in which the knowledge structure of the source domain enhances our perception of the target domain. In ontological metaphors, on the other hand, seemingly unrelated but shared attributes of concepts are emphasized

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to establish a conceptual mapping. Samaniego-Fernandez (2022) elaborates on ontological metaphors by linking them to The Great Chain of Being. The Great Chain of Being systematizes entities in a hierarchy, with each level being regarded as inferior to the one above it. Each level, along with its distinctive features, also carries certain characteristics of the following inferior level. According to this scale, humans are the highest-order beings, compared to them, animals, then plants are considered to be lower-order beings, and inanimate objects being at the lowest level. Since humans are at the top of the scale, they possess all the characteristics of lower level beings (emotions, substance, etc.) as well as a number of characteristics unique to humans (ability to communicate, abstract thinking, etc.). With this model, we create ontological metaphors and unconsciously conceptualize our experiences. That is, people are perceived through animals, plants, and inanimate objects while lower-order beings are conceptualized in terms of people. PEOPLE ARE ANIMALS, and the expressions "Jack is a peacock, or Peter is a fox" emerging from this metaphorical mapping can be examples of an ontological metaphor. Here, the former highlights particular behavioral traits of peacock (being arrogant) and the latter emphasizes that of fox (being cunning or sly). Compared to the other two types of conceptual metaphors, orientational metaphors are rather different. They do not rely on knowledge structure of one domain to conceptualize another one. Orientational metaphors are formed by assigning a form of spatial orientation to non-spatial concepts which emerge from physical bodily experiences. HAPPY IS UP; SAD IS DOWN is a common example of orientational metaphor and so the expressions in 'I'm feeling up' or 'You're in high spirits' are produced from this metaphorical mapping (Lakoff & Johnson, 1980).

2.1.3. Metaphor in language and thought

> "The way we think about concepts is fundamentally metaphorical" (Lakoff, 1993: 203)

Lakoff suggests that the linguistic expressions we use in daily life are a clear manifestation of how one domain of experience is conceptualized in terms of another one. In other words, when we talk, we resort to simple and familiar concepts (e.g. money) to understand the more complex, abstract and distant concepts (e.g. time).

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Conceptual domains are based on different aspects of human experience and are shaped by our embodied experience. The metaphorical mapping between these domains is systematic and structured, connecting the components of the source domain with those of the target domain and creating a network of interconnected concepts. For example, the ARGUMENT IS WAR metaphor produces phrases like "He attacked every weak point in my argument" or "I demolished his argument" (Lakoff & Johnson, 1980). Here, source domain is WAR and target domain is ARGUMENT. The existing metaphorical mapping between the concrete domain of WAR and the abstract domain of ARGUMENT enables us to speak more concretely about this concept. Thus, we talk about the source domain (WAR) by moving the details of our existing knowledge to the target domain (ARGUMENT) and form metaphoric entailments. The expression "I've never won an argument with him" becomes a possible and logical expression thanks to the entailment "we can actually win or lose wars". According to Lakoff, new metaphorical expressions are formed on the basis of conventional metaphorical patterns existing between domains. Even poetic metaphors are not expressions completely alien to everyday speech, but are additions to the conventionalized metaphorical system we use in our everyday language and thinking. Even the development of new and poetic metaphors is evidence of the existing conventional metaphorical patterns in our conceptual system:

> "Great poets can speak to us because they use the modes of thought we all possess", of which "metaphor is a primary tool for understanding our world and ourselves" (Lakoff & Turner, 1989: 11-12).

In addition to being systematic and not arbitrary, metaphorical mappings are also influenced by cultural context and social interactions (Lakoff & Johnson, 1999). Differences in the concepts characterizing the worldview of different nations directly determine the diversity in the field of conceptual metaphors. For instance, in Persian culture, a devious and cruel person is usually referred to as a wolf. By contrast, Turks usually refer to a brave and independent person as a wolf. So, the metaphor is conceptually determined by the ethno-cultural ideas of these nations about the wolf (Şahverdiyeva, 2022). Studies have shown that there are similar patterns of conceptualization of abstract concepts through concrete concepts in typologically

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different languages. Research has also highlighted that some metaphors are more central and universal than others, which is due to the fact that these metaphors are based on human physical experience. On the other hand, sometimes even in typologically similar languages, metaphors and conceptualization patterns might differ depending on cultural differences (Materassi, 2022).

The fact that metaphor is not purely linguistic, but a by-product of metaphoric thought has been supported by several empirical studies (Sullivan, 2017), and linguistic and non-linguistic evidence about the conceptual nature of metaphor has been provided (Górska, 2009). The systematicity of existing metaphorical expressions to talk about a certain target concept is the most basic linguistic evidence. Consider the following sentences about love and marriage taken from Lakoff & Johnson (1980):

Our relationship had *hit a dead-end street*.
It has been *a long bumpy road*.
We are *going in different directions*.
The marriage is *on the rocks*.
Our marriage is *off the track*.

The expressions in italics are conventional expressions employed to talk about love and marriage, but they are also used when talking about journeys. The expressions given above constitute only a small part of the "journey lexicon"; they are extended and ascribed with metaphorical meaning to explain certain aspects of a love relationship. The main point here is that the systematicity of the metaphorical expressions is a manifestation of a certain metaphorical thought. That is, without the metaphorical reasoning (Love relationship is seen as a kind of journey and lovers are seen as travelers) on which these expressions are based, it would not be possible to talk about this topic in this way (Górska, 2009). Further evidence was presented by studies on polysemy and semantic change. Lexical units are not confined to just concrete domains with their literal referents, but they also have systematic correspondences in abstract domains. For example, research on prepositions demonstrates that words like "up" and "down", verbs like "rise" and fall", and

adjectives like "high" and "low" are used not only to talk about physical height, but also when talking about quantity (Materassi, 2022). The existence of conceptual metaphors in the form of mode of thought also motivates novel semantic extensions (Sweetser, 1990).

2.1.4. Relevance of CMT to Foreign Language Learning

The fact that metaphors are conventionalized and used in a fixed format in everyday speech makes them a necessary research object in the field of L2 learning. Researchers agree that it is essential to learn collocations, multi-word expressions, and idioms during foreign language learning to achieve full proficiency in the target language (McCarthy, 2018). EFL learners are conventionally taught to simply memorize the meanings of idioms, which would be hard to retain in the long term. Therefore, the contemporary approaches to metaphor may yield advantages for the EFL context, as understanding common metaphorical patterns might facilitate vocabulary acquisition (Pérez, 2017). A number of studies have demonstrated the advantages of incorporating activities that highlight the metaphorical basis of figurative language into L2 curriculum (Boers, 2003; Charteris-Black, 2002; Kovecses & Szabo, 1996; Pérez, 2017). Considering that most of the figurative expressions that are conventionally used in everyday language have metaphorical roots, it is reasonable for the studies conducted in this field to adopt Conceptual Metaphor Theory as a theoretical framework. According to CMT, it is stated that the higher number of metaphorical expressions in a language is a sign of the productivity of that metaphor. For example, some of the common examples of conceptual metaphors such as INTENSE ANGER PRODUCES PRESSURE ON THE CONTAINER create conventional linguistic expressions that are widely used in everyday English. The same metaphorical mapping is quite productive in the Azerbaijani language too. In Table 1.1, the linguistic expressions created by this metaphor in English are presented with their Azerbaijani correspondences:

As can be seen from the table, conventionalized expressions with metaphorical roots can be conceptually and lexically equivalent in different languages (a, b, c). However, when (d) is literally translated into Azerbaijani (*əsəbini içinə çevirmək)*, it

produces an unnatural and stylistically unacceptable expression. In Azerbaijani, the same expression based on this concept, which is perfectly acceptable in Azerbaijani, is expressed by a lexically different verb - *to throw (atmaq)*, not with the verb *to turn (çevirmək)*. In the Azerbaijani equivalent of (e), however, *red (qırmızı, qıpqırmızı)* is pronounced instead of *blue*. Replacing *blue* with *red* is related to another conceptual mapping in English: ANGER IS REDNESS IN FACE AND NECK AREA.

Table 1. Conventional Metaphorical Expressions Related to the Conceptual Metaphor *INTENSE ANGER PRODUCES PRESSURE ON THE CONTAINER*

(a) He was *bursting with anger*. *To burst with anger*	əsəbdən partlamaq
(b) She could barely *contain her rage*. *To contain one's rage*	əsəbini tutmaq/saxlamaq
(c) She couldn't *suppress her anger*. *To suppress anger*	əsəbini boğmaq
(d) He *turned his anger inward*. *to turn anger inward*	əsəbini içinə *atmaq**
(e) He was *blue in the face*. *To be blue in the face*	(əsəbdən) *qızarmaq \ qıpqırmızı* olmaq*

As illustrated in the examples above, the same conceptual metaphor may be expressed differently in another language depending on linguistic and cultural factors, or may not even exist at all. This difference between L1 and the target language can create difficulties for L2 learners and make it difficult for them to correctly understand metaphorical expressions. Considering differences in conceptual and/or linguistic levels, there is a low probability that L2 learners will naturally understand metaphorically rooted expressions in L2 without exerting any extra effort as in their L1 (Lakoff & Johnson, 1980). It is assumed that when there is a similarity between metaphorical expressions at conceptual and lexical levels, positive L1 transfer emerges as a result. Moreover, building comparisons between L2 and L1 metaphors by focusing on their usage and meanings can facilitate L2 learners' metaphor acquisition. As it has been previously shown with the expressions related to conceptual metaphor "INTENSE ANGER PRODUCES PRESSURE ON THE CONTAINER" most of the widely-used collocations, phrasal verbs, and idioms have

metaphorical roots based on systematic conceptual motivation (Kovecses, 2002). (Boers, 2003) states that applying Conceptual Metaphor Theory and drawing L2 learners' attention to conceptual similarities between L2 and L1 figurative expressions can provide coherence in L2 figurative language acquisition.

Moreover, when L2 metaphor comprehension is investigated there are other factors that can lead to the correct interpretation of unknown linguistic expressions encountered by L2 learners and they should be considered in research. These factors might include the context in which the linguistic expression is used, and the frequency or familiarity of individual words (Jimenez-Munoz & Martínez, 2017). A study combining the impact of conceptual and lexical similarity and mismatch, along with the role of linguistic context can gain valuable insights into L2 metaphor comprehension.

2.2. Role of L1 Conceptual and Lexical Knowledge in L2 Metaphor Comprehension

Before reviewing the existing literature on the role of L1 conceptual and lexical knowledge on L2 metaphor comprehension, this section aims to provide definitions for the terms "conceptual transfer" and "lexical transfer", elaborate on their importance in the field of SLA, and then narrow the topic down to their relevance to L2 metaphor comprehension.

2.2.1. The Extent to Which L1 Conceptual and Lexical Knowledge Transfer to L2

Conceptual knowledge refers to how an individual understands abstract concepts, ideas, and mental representations of the world in mind. Knowledge of categories, principles, theories, and processes is encompassed in this term. We use our conceptual knowledge not only for verbal comprehension but also to move to language production (Lambon Ralph, 2014). On the other hand, lexical knowledge, in SLA studies, refers to a person's understanding of L2 words and their usage and being able to use them. A number of aspects, such as vocabulary size, collocations,

and associations between words and their meanings are covered under this term. Laufer and Goldstein (Laufer & Goldstein, 2004) define lexical knowledge as follows:

> "the sum of interrelated sub-knowledges" or "…construed as a continuum consisting of several levels of knowledge, starting with superficial familiarity with the word and ending with the ability to use the word correctly in free production" (p.400).

Here, lexical knowledge is viewed as a continuum, and the starting point of the continuum is a basic familiarity with a word. As a language learner progresses along the continuum, his knowledge of words also progresses and becomes more complex. L2 learners reach a peak at the continuum when they begin to use words correctly and effectively in spontaneous communication. That is, in addition to learning the form and meaning of the word, the cognitive effort spent on learning its use in real communicative situations is also taken into account.

The influence of L1 conceptual and lexical knowledge on L2 learning has been an issue constantly studied by SLA researchers and applied linguists under the name of Language Transfer or Cross Linguistic Influence (Jarvis, 2000b; Jarvis & Pavlenko, 2010; Odlin, 1989, 2005; P. L. Yu & Odlin, 2015). In the literature, this effect has been evaluated as positive or negative, and it has been reported to affect almost all areas of linguistic and pragmatic competence, including lexicon, syntax, and conceptual knowledge (Crossley & McNamara, 2012).

Conceptual transfer refers to the influence of non-linguistic or extra-linguistic conceptual representations on a language learner's L2 use (Jarvis, 2000a). That is, how knowledge structures in an L2 learner's native language affect their understanding and use of a target language. Odlin (2005) defines conceptual transfer as the transfer of a way of thinking from one language to another, not just surface meanings. From this point of view, L1 conceptual transfer can be treated as a manifestation of the "binding power" of the language on thought, and even learners from higher levels may not be completely free from the influence of L1. In order to understand this transfer, it is important to recognize the difference between concepts

and meanings. L2 learners learn the meanings of new words in the target language; however, the conceptual underpinnings of the equivalents of these words formed by the learner's L1 still continue to influence their thinking. Although the term "conceptual transfer" was first introduced by Kellerman in 1978 (Kellerman, 1978), research directly related to this topic has been more intensively conducted in the last two decades, and empirical evidence for the existence of L1 conceptual transfer has been proposed (Comesaña et al., 2009; Dong et al., 2005; Jared et al., 2013; Larrañaga et al., 2012; Ramirez et al., 2010). Lexical transfer, on the other hand, refers to the influence of the L2 learners' L1 on their learning and use of vocabulary in the target language. It involves the transfer of lexical knowledge, including word meanings and collocations, from the L1 to the L2. Evidence for lexical transfer and its role in foreign language learning has been provided in a number of studies (Gildersleeve-Neumann et al., 2009; Hohenstein et al., 2006; Jarvis, 2000a; Jiang, 2002; Sunderman & Kroll, 2006; Wei, 2020; Yamashita & Jiang, 2010; K. Yu et al., 2019).

When it comes to why conceptual and lexical transfer are treated as integrated, a good place to start is to consider what knowledge L2 learners bring when they deal with an L2 task. In the case of adult L2 learners, they already have a fairly extensive and systematic vocabulary in their native language. This vocabulary is built on a similarly systematic and complex conceptual system, which is shaped by experiential knowledge and enables the learner to understand how concepts relate to word forms. When faced with L2 lexical items, L2 learners' initial processing relies on this already existing and fully formed conceptual-lexical system (Wolter, 2006). Since conceptual knowledge reflects human experience and our knowledge of the physical world, it has universal properties. That is, we can assume that each language has its conventional expressions to convey certain human emotions (anger, happiness, sadness, love, pride, etc.) and events happening in the physical world (rain falls from the sky, the sun shines, water flows in a river in one direction). However, our conceptual knowledge is shaped depending on the social context and culture in which we grow up. As long as there are no cultural differences, L2 learners can express universal emotions and events by simply learning lexical items and comprehend them easily when encountered in written and oral speech. When there

are cultural differences in the expression of certain concepts, L2 learners have to restructure their conceptual networks.

2.2.2. L1 transfer in L2 metaphor comprehension: positive or negative?

Since conceptual metaphors are closely related to culture and differ interculturally, transfer effects have to be considered in L2 metaphor comprehension (Yamaguchi & Taguchi, 2019). Although conceptual metaphors are usually based on concepts related to universal human experience, sometimes the same concept can be coded linguistically differently in different languages (Türker, 2016). Given that foreign language learners possess conceptual and lexical knowledge already formed in their L1, several studies have investigated the role of this pre-existing L1 knowledge, as well as the similarities and differences among metaphors in L1 and L2 (Alsadi, 2016; Charteris-Black, 2002; Chen & Lai, 2014; De Cock & Suñer, 2018; Deignan et al., 1997; Kökcü, 2018; Materassi, 2022; Türker, 2016).

In an empirical study by Deignan, Gabrys, and Solska (1997) Polish students were asked to provide translations of English metaphors presented in a sentence. The participants were also interviewed to discuss their answers and thoughts on the metaphorical expressions. Three types of metaphors were identified in the task: metaphors with the same conceptual and linguistic equivalents in English and Polish, English metaphors with same conceptual but different linguistic Polish equivalents, and English metaphors sharing no conceptual equivalents with Polish. Results showed that learners performed better in finding translation equivalents for the first group metaphors, since the transfer seemed identical in both languages while conceptual differences made it difficult for the participants to provide correct translations in the third group metaphors.

In another study, (Charteris-Black, 2002) Malay-speaking ESL learners were given a comprehension and production task to test their figurative proficiency in English. Conceptual metaphors with a similar conceptual basis and linguistic form were reported to be the easiest to comprehend by the learners, while those with a different conceptual basis and linguistic wording proved to be the hardest to interpret.

Chen & Lai (2014) investigated the role of universality and specificity of culture of metaphors and metonymy on EFL learners' comprehension. Taiwanese EFL learners were given a comprehension test containing English anger metaphors and asked for their translations in Chinese. Results showed that participants excelled in interpreting English metaphors that had similar basis with Chinese metaphors in terms of literal, figurative, and conceptual meaning.

In a study (Alsadi, 2016), testing both comprehension and production of metaphorical expressions Qatari EFL learners were administered a questionnaire containing 15 conceptual metaphors based on food concepts. Findings indicated that learners had a major difficulty comprehending the metaphors in the target language that have different conceptual referencing in their L1.

Türker (2016) investigated transfer effects in comprehension of Korean metaphors. In order to test how American learners of Korean interpret L2 metaphors expressing emotions of anger, happiness and sadness, three comprehension tasks were used. Three types of conceptual metaphors were identified: metaphors overlapping at conceptual and lexical levels, metaphors sharing similar conceptual basis but differing at lexical level, and metaphors differing at conceptual and lexical levels. Data suggested that learners' interpretation was significantly better when metaphors have overlappings at conceptual and lexical levels.

In a similar study, Kökcü (2017) investigated how Turkish EFL learners' metaphor interpretation differed from that of native speakers. Learners' metaphor interpretation was measured in a comprehension test which presented metaphors at three levels: 1) conceptually and linguistically similar, 2) conceptually similar but linguistically different, and 3) conceptually and linguistically different. Results revealed that conceptual and linguistic similarities and mismatches significantly affected EFL learners' metaphor comprehension.

De Cock & Suner (2018) focused on the role of conceptual and sociocultural differences in comprehension of taboo metaphors by French-speaking Spanish learners. The main data collection instrument was a questionnaire asking the

participants to provide L1 equivalents of taboo metaphors. Taboo metaphors included in the questionnaire were classified into four groups: metaphors sharing the same conceptual base in L1 and L2, the ones sharing a different conceptual base in L1 and L2, metaphors requiring specific sociocultural knowledge, and the ones not requiring specific sociocultural knowledge. Results suggested that when L2 metaphors share a higher degree of sociocultural and conceptual similarity with L1, it facilitates correct interpretation by L2 learners.

In a recent study, Materassi (2022) tested the role of level of transferability in metaphor comprehension of L1 Dutch learners of L2 Italian. Here, metaphors sharing the same conceptual and lexical properties were identified as highly-transferable; metaphors with the same conceptual basis but different lexical properties were defined as mid-transferable; and metaphors with no conceptual and lexical equivalents in L1 and L2 were named as low-transferable expressions. Results suggested that learners were more accurate in their comprehension when the metaphors were highly- and mid-transferable.

The results obtained from the above-mentioned studies provide empirical evidence that conceptual and lexical similarities and differences between metaphors in L1 and L2 can positively or negatively affect their correct interpretation. In general, people tend to make extensive use of metaphors rooted in their native culture. Naturally, when they encounter L2 metaphors based on different cultural and conceptual bases, they tend to interpret these metaphors with the conceptual and cultural bases of their L1, which might lead to misinterpretation, especially when the languages are typologically and culturally distant. On the other hand, studies show that if the conceptual base of the metaphors is the same, but the wording is different, it is still possible for L2 learners to make the correct interpretation (Lu, 2021). Because accurate comprehension of metaphors is based on metaphorical mappings, and when metaphorical expressions in different languages are conceptually similar, cross-domain mappings are also formed in a similar manner. When an L2 metaphor is conceptually absent in L1, it might lead to the activation of wrong/different metaphorical mappings in the L1 and therefore lead to misinterpretation.

2.3. The Impact of Context on L2 Metaphor Comprehension

The significant effect of context on processing metaphorical expressions has been supported in several psycholinguistic studies. A number of such studies have investigated the role of context in comprehension of L1 metaphors and reported that supporting context facilitates interpretation (Bambini et al., 2014; Blasko & Briihl, 1997; Gernsbacher et al., 2001; Gildea & Glucksberg, 1983; Inhoff et al., 1984; Martin, 2008; Ortony et al., 1978). Ortony et al. (1978) investigated the role of context from a schematic perspective by manipulating context length. The assumption was if the context had provided sufficient information to trigger an appropriate schema, comprehension of the targets following the context would be easy. Here, two types of context preceding the target metaphors were defined: short (3-11 words) and long (33-60 words). Results showed that presenting metaphors in a longer context eliminated significant timing differences between processing metaphors and their literal equivalents; however, longer time was required to comprehend metaphors than literals when given in a short context.

Context manipulation effects have also been explored in comprehension of L2 figurative language, and the presence of a linguistic context is generally associated with a higher level of accuracy in comprehension (Asl, 2013; A. B. Cieślicka, 2013b; A. B. Cieślicka et al., 2014; Liontas, 2003; Marković, 2022; Suñer, 2018). While these studies specifically investigated idioms, they also provide insights into the impact of context on L2 figurative language comprehension, including metaphors. Besides, from a cognitive semantics perspective, idioms are also driven by conceptual mappings and cognitive processes. Kövecses & Szabo (1996) suggest that conceptual metaphors which are orderly mappings between various conceptual domains, constitute the foundation of idiomatic expressions. This implies that the figurative meaning of idioms derives from their metaphorical roots (Lakoff & Johnson, 1980). Therefore, studies examining the role of context in L2 idiom comprehension can provide a thorough understanding on the context's influence.

Liontas (2003) investigated how idiom type and the presence of a context affect idiom interpretation. An idiom comprehension task containing 15 Spanish, 15

French, and 15 German idioms were presented to the L2 learners of these languages. Two different context conditions were used: zero-context (in which idioms were displayed in the form of phrasal units without any supporting context), and full context (in which idioms were embedded either in a 5-10 sentence long text or in a short dialogue). Results showed that comprehension scores were noticeably higher in the full context condition, indicating that the availability of a context contributes positively to the interpretation of idiomatic meaning.

In a study conducted with Iranian EFL learners, Asl (2013) looked into the effect of context on idiom acquisition. Three groups were defined; idioms were presented to the learners in the first group through brief stories (extended-context), the second group learners were taught idioms in single sentences (limited-context), and the third group were given only simple definitions (decontextualized). Immediate post-test and delayed post-test results showed that learners in the first group outperformed those who were taught idioms through single sentences or mere definitions, revealing the facilitative effect of extended-context on learning and retention of L2 idiomatic expressions.

In an eye-tracking study, Cieslicka, Heredia & Olivares (2014) investigated the effect of context and salience on Spanish-English bilinguals' processing of idiomatic expressions in English. Idioms were given in their figurative or literal meanings and inserted into two types of preceding context: neutral or supportive of the target meaning. Participants' eye movements were recorded while they were reading idioms and answering Yes/No comprehension questions. In the supportive context condition, reading times were recorded to be significantly shorter, which supports the high impact of context on processing L2 figurative language.

Suner (2018) examined how L2 idiom comprehension is affected by the availability of a context along with cross-linguistic differences. French-speaking German learners did a comprehension test containing L2 metaphorical idioms that lack conceptual and lexical equivalents in their L1. The effect of context was measured by introducing two context conditions: without context and with context. In the context condition, the idioms were presented within authentic language context extracted

from corpora. Regarding the supportive role of context in L2 idiom comprehension, learners' performance was evidently improved with the availability of context, especially with the conceptually different idioms.

Markovic (2022) conducted a study with L1 Croatian learners of Italian and examined the degree to which context aids L2 idiom comprehension. 15 L2 Italian idioms, all lacking L1 equivalents, were included in two idiom comprehension tests, which differed according to context conditions. In the first test, idioms were inserted in a broad context, which was a single sentence. The second test involved a specific context, which was a short dialogue. Results supported a positive correlation between the presence of a specific context and L2 idiom comprehension, since a higher proportion of participants were able to infer correct interpretations of idioms in specific context condition. Although the above-mentioned studies report positive and facilitative effects of context, more specifically extended linguistic context, on L2 idiom comprehension, recent studies conducted explicitly on the role of context in comprehension of L2 metaphors have shown contradictory results (De Cock & Suñer, 2018; Ferreira, 2008; Kökcü, 2018; Türker, 2016).

Regarding the influence of context on the comprehension of L2 metaphors, the study conducted by Türker (2016) is frequently mentioned. Although in this study the results were not interpreted in terms of context, the metaphors were presented in three different context conditions: no context (infinitive forms), limited context (short dialogues), and extended context (essay). It was found that L1 English learners of L2 Korean recorded the worst performance in comprehension of metaphors sharing the same conceptual basis and wording in L1 and L2 when they are presented in an extended context. However, participants' interpretations of similar metaphors were more accurate when context was not provided. The researcher interpreted this result by stating that learners might focus more on linguistic forms when context is lacking. Therefore, they rely more on their L1 conceptual knowledge to determine the correct figurative interpretation of the metaphorical expression with similar lexical forms.

In the study focusing on conceptual and linguistic transfer effects (Kökcü, 2018), measuring the effect of context on Turkish EFL learners' metaphor comprehension

was one of the aims. Here, two types of context conditions were distinguished: context-free and context-provided. In context-free condition, metaphors were presented in a single sentence. In context-provided condition, metaphors were introduced in short dialogues containing two sentences, and also, short information about the situation in which the dialogues were taking place was provided before each dialogue item. The results reported no facilitative effect of situational context in Turkish EFL learners' metaphor comprehension. In other words, presenting metaphors by providing background information about the situation did not cause Turkish EFL learners to understand the metaphors more accurately than when they are presented in a single sentence. The results were interpreted by the differences in the cultural backgrounds of Turkish EFL learners and native English speakers. That is to say, Turkish EFL learners might have used contextual clues belonging to the Turkish culture while interpreting the metaphors, which might have resulted in misinterpretation of the metaphorical meaning. Regarding the insignificant role of context, Littlemore (2003) (Littlemore, 2003) states that cultural differences between L1 and L2 may prevent L2 learners from benefitting from contextual clues during metaphor comprehension. Without knowing about the target culture, L2 learners might fail to understand what concepts the related contexts represent and therefore, they might misinterpret the metaphors by relying only on L1 cultural knowledge to make sense of contextual information.

De Cock & Suner (2018) also investigated the facilitative effect of contextual information on comprehension of L2 metaphoric taboo expressions. They presented pairs of conceptually same vs. different, and socioculturally same vs. different taboo metaphors in two context conditions: decontextualized form and in a linguistic context, which was a single sentence. The effects of context on L2 learners' metaphor interpretation were rather ambiguous. L2 learners performed better at comprehending conceptually different metaphors in the absence of a linguistic context, while their interpretation was weaker when metaphors were embedded in a context. Researchers explained this result with a distraction effect, arguing that the availability of a linguistic context might divert learners from using their embodied experiences while interpreting metaphors. When metaphors are presented in a linguistic context and not in their infinitive forms, grammar might turn out to be a

distracting factor. Presented with a linguistic context, learners might have resorted more to constructional clues (Spanish middle passive marker) than to accessing the source domain for interpreting the metaphorical meaning. However, a facilitative effect of context was reported in comprehension of socioculturally different metaphors. The researchers explained this result by a longer stay-abroad experience of the learners who performed better in comprehending metaphors of this category. Besides being exposed to culture in person, such learners might have learned to resort more to context to draw inferences and make guesses about the correct interpretation of metaphorical expressions.

Ferreira (2008) investigated metaphor comprehension of Brazilian EFL learners from different proficiency levels by presenting novel metaphors with a short context and without a context. Results revealed a slight difference between learners' performance in different context conditions, indicating that context did not significantly influence metaphor comprehension. This result was accounted for a universal mechanism based on embodied human experience that allows L2 learners to comprehend metaphors without having to depend on context. Regarding this universal mechanism, Gibbs (1994) (R. W. Gibbs, 1994) hypothesized about a universal pattern through which abstract concepts are structured; and this mechanism governs understanding of metaphor not only in L1 but also in L2. When L2 learners encounter a metaphorical expression in the target language, regardless of their proficiency level, they might correctly comprehend L2 metaphors by utilizing their embodied experience rather than depending on context.

To summarize, context operates to be an essential factor in investigating L2 metaphor comprehension. Cultural, linguistic, and situational contexts might exert positive or negative effects on L2 learners' understanding of metaphorical expressions. As learners are exposed to the target language and culture, and gain fluency in using language, this understanding also evolves over time.

2.4. Possible Role of Gender on L2 Metaphor Comprehension

Research conducted on the impact of gender on L2 learning has reported that female learners tend to have an advantage over male learners in terms of motivation level,

strategy use, comprehension, a tendency to speak more "correctly," and to be more cooperative than interruptive (Bacon & Finnemann, 1992; Baker & Hengeveld, 2012; Fasold & Connor-Linton, 2006; Nasab & Motlagh, 2016). On the other hand, studies also exist indicating that male learners may have better memory in learning new vocabulary and retaining meanings (Geiger & Litwiller, 2005). This disparity between male and female learners is often associated with differences in brain activity (Bowden et al., 2005). Cognitive and individual differences, including gender, have also been suggested to impact L2 learners' metaphoric competence (Hashemian, 2018; Littlemore & Low, 2006). Several studies have explored the impact of gender on L2 learners' metaphoric competence. Hashemian & Forouzandeh (2012) (Hashemian & Forouzandeh, 2012) investigated the role of gender on Iranian L2 learners' metaphor comprehension. 126 upper-intermediate EFL learners (51 males, 75 females) were administered a metaphor test; the test was in multiple-choice format and the participants were asked to choose the meaning of the given metaphorical expression. Results revealed an effect of gender on metaphoric competence level since female learners' comprehension scores were significantly higher than those of male learners. The results were interpreted in terms of developmental differences among male and female brain and motivation-related factors. It was stated that female learners are more willing to communicate effectively in an L2 and therefore focus more on their metaphorical competence.

In addition, Galantomos (2017) reported a female-learner-advantage at using L2 metaphors while investigating the effect of gender and proficiency in L2 metaphor use among L2 Greek learners. 31 Greek learners (14 males, 17 females) from different L1 backgrounds were asked to write an essay. When the number of metaphors produced was measured, gender was found to exert an effect on L2 learners' metaphor use since female learners performed better compared to male students. Similar to Hashemian & Forouzandeh (2012), this difference was explained in terms of female learners' higher motivation to enhance their L2 communicative competence. However, the researcher also highlighted the possible role of social variables, such as gender roles and identity. Female participants in that study were reported to assist their children's homework in order to improve their communicative skills in L2. From this perspective, gender can be regarded not as a stable variable,

but as a dynamic social one affected by educational level, experience, and cultural norms.

In contrast, the study by Fattahi & Nushi (2021) (Fattahi & Nushi, 2021) focused on the role of gender and proficiency level in Iranian TEFL students' metaphor use in writing and found no statistically significant effect of gender. 50 Iranian-speaking TEFL students (22 males, 28 females) from intermediate and upper-intermediate levels were asked to write an IELTS Writing Task 2 (essay). After the essays were analyzed for metaphor use, no statistically significant effect of gender was found although male students were reported to use more metaphorical expressions than female learners. This result, which contradicts female superiority over men in metaphor use, was explained in terms of individual characteristics of the participants, such as age, ethnicity, and social class; and a dynamic approach was adopted towards gender.

While the above-mentioned studies provide certain insights into L2 metaphorical competence in the L2 learning context, it is cautioned that empirical evidence is limited to generalize the results in terms of a female advantage universally.

CHAPTER III

METHODOLOGY

3.0. Introduction to Methodology

This chapter elaborates on the research method adopted in the study in four sections. First, a brief overview of the research objectives and questions is presented in the Research Design section. The second section provides detailed information on metaphor categories included in the study, data collection tools, and the formation of the tools. The following sections give thorough information about the participants, the procedures and the analysis of the collected data, respectively.

3.1. Research Design

The study adopted a quantitative research method and aimed to measure the influence of L1 transfer effects on the comprehension of metaphors in L2. L1 transfer effects were investigated by measuring Azerbaijani EFL learners' comprehension of metaphors assigned to three different categories based on similarities and differences between metaphors in English and Azerbaijani languages. Apart from L1 transfer effects, examination of the influence of linguistic context that is provided at different levels on L2 metaphor comprehension was also among the research objectives. To this end, the following research questions were formulated:

1) To what extent does L2 learners' conceptual knowledge in L1 affect L2 comprehension of metaphorical expressions?
2) To what extent does L2 learners' lexical knowledge in L1 affect L2 comprehension of metaphorical expressions?

3) To what extent does the availability of a context affect L2 comprehension of metaphorical expressions?

3.2. Data Collection Instruments

3.2.1. Three Categories of Metaphors

The present study employed three different metaphor comprehension tests as a data collection instrument. All the tests included 18 conceptual metaphors expressing emotions of ANGER, HAPPINESS, and SADNESS and were taken from Lakoff and Johnson (1980), Lakoff and Kövecses (1987), and Kövecses (1991). To investigate the effects of L1 lexical and conceptual transfer (research questions 1 and 2), selected metaphors were divided into three categories; first category (C1) included English metaphors which share *lexically and conceptually same* equivalents with Azerbaijani. Metaphors in this category are expressed in Azerbaijani and English with overlapping lexical and conceptual components. Since such metaphors are available in both languages at both levels, it was predicted that participants would understand them easily and with the highest accuracy rates. ANGER IS FIRE (Lakoff & Johnson, 1980) metaphor can be an example for this category. In the metaphorical expression, "a heated argument", "heated" is related to the source domain "fire", and the target domain "argument" is related to "anger", as in the sentence "They had a heated argument". This metaphorical combination in English shares the same equivalent with Azerbaijani (qızğın mübahisə). More examples in this category might include (abbreviations used in morphological analyses were taken from (Göksel & Kerslake, 2005)):

HAPPINESS IS A DESIRED/HIDDEN OBJECT
English: I have found happiness.
Azerbaijani: Xoşbəxtliyi   tapdım.
          Happiness-ACC find-PAST-1 SG.

SADNESS IS ILLNESS
English: My heart aches for those orphan kids.
Azerbaijani: O   yetim uşaqlara   ürəyim   ağrıyır.
          That orphan kid-PL-DAT heart-POSS-1 ache-PRESENT-3 SG.

The second category (C2) was comprised of English metaphors that are *lexically different and conceptually similar* to Azerbaijani ones. Although the metaphors included in this category are based on the same concept in Azerbaijani and English, their linguistic components differ. For instance, in the metaphor SADNESS IS DARK" (Lakoff & Johnson, 1980) SADNESS is the target domain, and DARK is the source domain. The metaphorical expression "to be in a dark mood" shares the same conceptual basis as "qanı qara olmaq" (to be dark blood) in Azerbaijani. However, in terms of the lexical difference, in the Azerbaijani version, the word "blood" (qan) is used instead of the word "mood". While these types of metaphors are based on the same concept, they can make comprehension difficult for EFL learners due to lexical differences. Therefore, it was predicted that EFL learners would comprehend metaphors in this category with relatively lower accuracy rates than in the first category, but still with higher accuracy rates than the metaphors in the third category. The following metaphors can be examples of this category:

ANGER IS THE HEAT OF FLUID IN A CONTAINER
English: Steam is coming out of his *ears*.
Azerbaijani: *Başından*   tüstü   çıxır.
                    Head-POSS 3 SG-ABL smoke come-PRESENT-3 SG.

HAPPINESS IS BEING OFF THE GROUND
English: She was on cloud nine.
Azerbaijani: Sevincdən göyün   yeddinci qatında   idi.
                    Joy-ABL   sky-GEN seventh   floor-LOC was.

The third category (C3) contained metaphorical expressions that are *lexically and conceptually different* in the given languages. English metaphors included in this category have no available lexical or conceptual equivalents in Azerbaijani. Therefore, Azerbaijani EFL learners were predicted to have the most difficulty understanding this category of metaphors and show lower accuracy rates. For example, in the metaphor HAPPINESS/JOY IS AN OPPONENT (Lakoff & Johnson, 1980) source domain is "opponent" and the target domain is "happiness/joy". According to this conceptualization, the metaphorical expression "to be overcome by joy" in "She was overcome by joy" does not exist in Azerbaijani as a concept and a metaphorical expression. Further examples of this category may include:

WHEN A PERSON EXPLODES, PARTS OF HIM GO UP IN THE AIR

She flipped her lid at the customer service counter.

SADNESS IS A LIVING ORGANISM

He drowned his sorrow in drink.

To the best of the researcher's knowledge, so far, no contrastive analysis investigating the conceptual and linguistic similarities and differences between metaphors in Azerbaijani and English have been carried out, nor has a similar study been conducted in the Azerbaijani EFL context. In order to determine whether the selected metaphors were correctly assigned to the above-mentioned categories, experts' view was obtained. The content validity of the task was measured with the help of two experts studying metaphor translation in English and Azerbaijani. A questionnaire (Appendix H) was prepared for the experts and they were asked to evaluate whether each test metaphor had been correctly assigned to the abovementioned categories by the researcher. The experts were asked to evaluate each test metaphor as "appropriate for the given category", "appropriate, but correction is needed", and "not appropriate, should be removed". They were also asked to provide possible translations of the test items to be used while scoring the participants' test results. When "Appropriate, but correction is needed" was chosen, the experts were asked for their suggestions on how to edit the test item. Similarly, when they decided a given metaphor to evaluate as "not appropriate, should be removed", they were requested to provide an explanation and an alternative. Following the experts' evaluations, 18 conceptual metaphors, six of which were composed of metaphors expressing anger, six sadness, and six happiness, were included in the tests. Each six included two metaphors from each category (C1 - lexically and conceptually same; C2 - lexically different and conceptually similar; C3 - lexically and conceptually different). A total of 18 conceptual metaphors were selected expressing ANGER (C1 x2 + C2 x2 + C3 x2), SADNESS (C1 x2 + C2 x2 + C3 x2), and HAPPINESS (C1 x2 + C2 x2 + C3 x2). Besides test metaphors, 18 distractors which contained literal expressions were also included in the tasks.

In order to measure the impact of context on L2 metaphor comprehension (research question 3), a mixed sample of metaphors from all three different categories was

presented under three different conditions: *(1) context-free, (2) limited-context, (3) extended-context*. Following Ortony et al. (1978) context was operationalized as the number of words preceding the test metaphor; the limited contexts had 3 to 11 words preceding the test metaphor and extended contexts had 30 to 70 words preceding the test metaphor.

3.2.2. Context-free test

The first task used in the study was *a context-free metaphor comprehension test* (Appendix A). In the context-free task, the selected metaphors were presented in the form of phrasal units in isolation. It is common to present metaphorical expressions in the form of phrasal units in previously conducted studies; and condition was called decontextualized, without context, context free condition (Asl, 2013; De Cock & Suñer, 2018; Ferreira, 2008; Liontas, 2003; Suñer, 2018; Türker, 2016). The participants were asked to provide the L1 equivalents of the metaphorical expressions. For example, the participants were asked to write what they understand from the metaphorical phrase "to shake with anger", which is related to the conceptual metaphor "ANGER IS AGITATION" and shares conceptually and lexically same equivalent in Azerbaijani:

Please write in Azerbaijani what you understand from the expressions below:
1) *to shake with anger*

_____

2) *to be in a dark mood*

_____

3.2.3. Limited-context Test

The second task was *a limited-context metaphor comprehension test* (Appendix B). Conceptual metaphors expressing emotions of HAPPINESS, SADNESS, and ANGER were presented in a single sentence and the test included the same test metaphors used in the context-free metaphor comprehension test. In a number of studies conducted so far by manipulating the length of context and investigating the effect of this manipulation on L2 metaphor comprehension, the metaphor was given

within a single sentence and this condition was called limited context or broad context (Asl, 2013; De Cock & Suñer, 2018; Marković, 2022). The participants were asked to provide the L1 equivalents of the metaphorical expressions marked in italics:

Please rewrite the sentences in italics in Azerbaijani:

1) We should talk later maybe, you are *shaking with anger* now.

_____

2) She is in *a dark mood* these days.

_____

3.2.4. Extended-context test

The third task was a *metaphor comprehension task with an extended context* (Appendix C). Here, the same conceptual metaphors used in Test 1 and 2 were presented in a dialogue. In some of the similar studies, the extended-context condition was provided through short dialogues (Liontas, 2003; Marković, 2022). The participants were asked to provide the translation of the metaphorical expressions given in italics:

Please write in Azerbaijani what you understand from the expressions in italics:

1) A: You married Jane, my ex-fiancé, and you're acting like it's no big deal!
   B: Look, I get you're upset, but Jane and I, we just couldn't help it, you know?
   A: Help it?! Are you seriously calling it that? All I see is a complete betrayal of our friendship!
   B: Look, it's been a very long time since you two split. We should talk later maybe, you are **shaking with anger** now.

_____

2) A: I heard that Emily got fired from her job last month. How is she doing?
   B: She's struggling with finding a new job and being unemployed really frustrates her.
   A: I can understand, it's not easy to deal with the uncertainty of finding new employment.

B: Yeah, she's been actively looking for new opportunities, but every time there's a problem, that's why she's ***in a dark mood*** these days.

_____

The dialogues used in the test were formed by the researcher with the help of the *Corpus of Contemporary American English*. Preselected conceptual metaphors were searched in the corpus, and dialogues were constructed by choosing sentences from the contexts resulting from the search. When constructing dialogues, attention was paid not to use any words preceding the test metaphor that would reveal the meaning of the test metaphor. To make sure that this condition was fully satisfied, after the tests were prepared, they were submitted to the review of two native-speakers. A form was prepared for the native-speakers to evaluate whether there is any word preceding the test metaphors that helps to understand the meaning of the test metaphors. The native-speakers were also requested to evaluate whether the dialogues flow logically and naturally, and whether they help to understand the test metaphors. Data was also collected from the native-speakers regarding their comprehension of the test metaphors; their responses were used as a baseline of the correct interpretation of metaphors to compare EFL participants' responses respectively. After the feedback of the native-speakers, the words determined to reveal the meaning of the test metaphors were removed and some test items were edited.

3.2.5. Language Background Questionnaire

A language background questionnaire (Appendix D) was designed to collect information about participants' language profile. Apart from proficiency-related questions, questions about the participants' age, educational background, exposure to language, and stay-abroad experience were also included.

3.3. Participants

The sample of the study consisted of Azerbaijani EFL learners who were studying in undergraduate or graduate programs at different Azerbaijani universities and

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receiving instructions in English at the time of data collection. The main reason for choosing this specific group of EFL learners was to form a homogeneous sample in terms of proficiency level. Possible effects of L2 proficiency level on L2 figurative language comprehension have been reported by several studies (Bortfeld & Brennan, 1997; A. B. Cieślicka et al., 2014; Ferreira, 2008; Liontas, 2003; Matlock & Heredia, 2002). Those students who receive their higher education in English are required to have at least a B2 proficiency level in order to meet the requirements of the program they are studying in. A total of 121 participants were recruited for the study. All the participants were adults aged between 18-30 (M = 23.95). The study encompassed 44 male and 77 female learners. All of the participants were native speakers of Azerbaijani and none of them reported to be fluent in any other languages besides Azerbaijani and English. None of the participants had any stay-abroad experience in an English-speaking country. Convenience sampling was chosen as the sampling method due to the practicality of recruiting participants. The participants were randomly assigned to the given tasks.

3.4. Procedure

Once the data collection instruments were ready, approval from METU Human Subjects Ethics Committee was obtained (Appendix G). The tasks were piloted with five participants (L1 Azerbaijani advanced speakers of English) prior to the actual data collection phase. After completing the tests, the participants were asked to provide feedback on the design of the task including its length and time given to complete it. According to their feedback, some of the task items were revised as needed, such that grammar errors were corrected, and some words were replaced to give the dialogues that sounded too formal a more natural tone. The data obtained in the piloting part were not included in the analyses. After piloting and necessary adjustments to the tasks, data collection phase started on 13 October 2023 and ended on 30 November 2023. In the current study, the data was collected online, through Google Forms, with the participation of the researcher in an online Zoom meeting. The researcher met with each participant individually and informed the participants about the purpose of the study and the tasks. An informed consent form was obtained from each participant (Appendix F). Initially, participants completed the Language

Background Questionnaire and answered questions about their language skills. Once the LBQ was completed, each participant was given the respective metaphor comprehension test. Although there were no time limitations, each participant took approximately 30-45 minutes to complete the task.

3.5. Data Analysis

In this quantitative study, all statistical analyses were conducted through IBM SPSS v.29. Before statistical analysis, participants' responses were scored. During scoring, distractors were not taken into account, only the items that contained test metaphors were evaluated. Each correct interpretation was scored 2 points, somewhat correct 1 point, and incorrect answers received 0 points. Correct interpretations involve the metaphor equivalent of the test metaphors; if the conceptual equivalent is lacking in the learners' L1, then correct interpretation should involve figurative translation. Somewhat correct interpretations involved non-metaphorical L1 translations/equivalents of the target L2 metaphors. Incorrect interpretations refer to translations of L2 target metaphors that are translated literally and do not make sense in the given context, or translations expressing different emotions other than the ones meant in the target L2 metaphor. The rubric used in the scoring procedure is presented in Appendix E. Each presented test was scored with 36 points in total, 0/36 is the minimum score, and 36/36 is the maximum. Scoring was conducted by the researcher and was based on the responses of the experts and native-speakers who had been consulted in determining the content validity of the tasks.

Following the completion of the scoring phase, the participants' comprehension scores and responses to LBQ were entered into the SPSS.

Descriptive statistics, including means and standard deviations were explored for metaphor comprehension tests and LBQ. Analyses were conducted according to the between-subject ANOVA design. Extreme values, normality and homogeneity were analyzed to fulfill the assumptions. One-Way between subjects ANOVA was run to measure the effect of context on participants' metaphor comprehension. Total comprehension score that each participant gained was evaluated as the dependent

variable and the tasks were included in the analyses as an independent variable with three levels (Task 1 - context-free, Task 2 -limited-context, Task 3 - extended-context).

Paired-Samples T-test was conducted to measure the effect of conceptual and lexical similarities and differences on metaphor comprehension. Besides total comprehension score, comprehension score in each metaphor category (C1 - lexically and conceptually same, C2 - lexically different and conceptually similar, C3 - lexically and conceptually different) was calculated for each participant. Participants' mean comprehension scores in different metaphor categories were compared with Paired-Samples T-test.

CHAPTER IV

RESULTS

4.0. Introduction to Results

The primary objective of this research was to ascertain the impact of L1 transfer effects on EFL learners' L2 metaphor comprehension. Focus was centered on exploring the effect of L1 conceptual and lexical knowledge on the comprehension of English conceptual metaphors by Azerbaijani adult EFL learners. The study also aimed to determine whether the availability of a linguistic context affects L2 metaphor comprehension. In this regard, the following research questions were formed:

1) To what extent does L2 learners' conceptual knowledge in L1 affect L2 comprehension of metaphorical expressions?
2) To what extent does L2 learners' lexical knowledge in L1 affect L2 comprehension of metaphorical expressions?
3) To what extent does the availability of a context affect L2 comprehension of metaphorical expressions?

This chapter presents the findings of the data analysis conducted in line with the three research questions. The chapter begins with the results of the descriptive analysis, normality and homogeneity tests conducted in order to fulfill the assumptions for the statistical analysis employed. The results of the analyzes are presented under two sections. The first section reports the results of the Paired Samples T-test conducted to address the first and second research questions, that is, to determine how conceptual and lexical similarities and differences between L1 and L2 metaphors affect comprehension. The second section presents the results of One-way ANOVA conducted to determine the effect of context on L2 metaphor comprehension.

4.1. Descriptive Statistics

Total comprehension score in each metaphor category (C1 - lexically and conceptually same, C2 - lexically different and conceptually similar, C3 - lexically and conceptually different) was calculated for each participant and analyzed as a dependent variable. Skewness and kurtosis values for each category were analyzed and found to be within normal limits. The descriptive statistics of the total comprehension scores gained in each category are presented in Table 2. As it can be seen from Figure 1, mean comprehension score decreased as the conceptual and lexical distance between L1 and L2 metaphors became larger.

Table 2. Descriptive Statistics

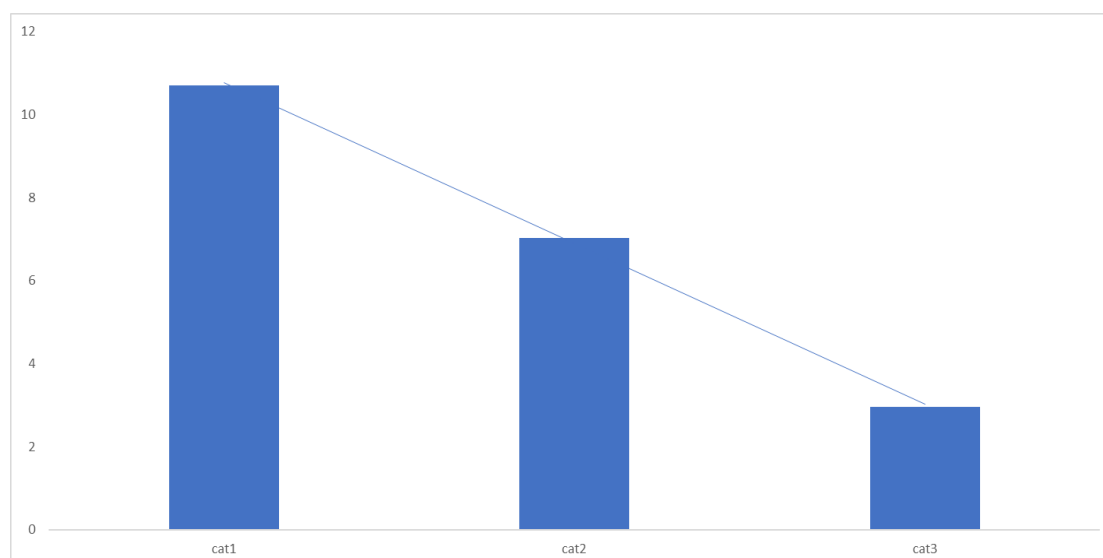|	*Min*	*Max*	*M*	*SD*	*Skewness*	*Kurtosis*
Category 1	5.00	12.00	10.70	1.54	-1.36	1.77
Category 2	4.00	10.00	7.03	1.45	-.26	-.55
Category 3	.00	6.00	2.95	1.74	.27	-1,22

Figure 1. Descriptive statistics of mean comprehension scores across categories

4.2. Differentiation of Comprehension Scores in Tasks across Metaphor Categories

A Paired Samples T-test was performed to determine the effect of L1 conceptual and lexical similarities and differences on comprehension scores (Table 3). The findings from this analysis were used to answer the first and second questions of the study. A significant difference was observed between Category 1 (M = 10.70, SD = 1.54) and Category 2 (M = 7.03, SD = 1.45); t(120) = 22.78, p = .000. There was also a significant difference between Category 1 (M = 10.70, SD = 1.54) and Category 3 (M = 2.95, SD = 1.74); t(120) = 38.97, p = .000. Paired Samples T-test results revealed a significant difference between Category 2 (M = 7.03, SD = 1.45) and Category 3 (M = 2.95, SD = 1.74); t(120) = 24.95, p = .000.

Table 3. Comparison of mean scores across metaphor categories

	M	SD	95% Confidence Interval of the Difference		t(120)
			Lower	Upper	
Category 1 - Category 2	3.67	1.77	3.35	3.99	22.78[***]
Category 1 - Category 3	7.75	2.19	7.36	8.15	38.97[***]
Category 2 - Category 3	4.08	1.80	3.76	4.40	24.94[***]

***p<.001

As predicted, the presence of statistically significant differences in participants' scores across all metaphor categories provides evidence of the impact of lexical and conceptual differences and similarities between L1 and L2 on metaphor comprehension. As Table 2 presents, the fact that the mean comprehension score is the highest in Category 1 and the lowest in Category 3 provides evidence for the positive effect of lexical and conceptual similarities, and the negative effect of lexical and conceptual differences on comprehension. The fact that the mean comprehension score is higher in Category 2 than in Category 3 indicates the negative effect of conceptual difference on comprehension.

4.3. Differentiation of Comprehension Scores in Metaphor Categories across Tasks

A one-way ANOVA was performed to compare the effect of context conditions (Task 1 – context-free, Task 2 – limited context, Task 3 – extended context) on comprehension of metaphors in three different categories. The third research question about whether the availability of a context affects L2 comprehension of metaphorical expressions was answered by the findings of these analyses.

Category 1 – lexically and conceptually same metaphors in English and Azerbaijani

A one-way ANOVA was performed to compare the effect of context conditions on comprehension of Category 1 metaphors (Table 4). Results revealed a statistically significant difference in Category 1 between at least two groups ($F(2,118) = 10.60$, $p = .000$). Tukey's HSD Test for multiple comparisons found that the mean value of Category 1 scores was significantly different between Task 1 and Task 2 ($p = .044$, 95% C.I. = [-1.53, -.02]). There was a statistically significant difference in mean Category 1 scores between Task 1 and Task 3 ($p = .000$, 95% C.I = [-2.22, -.71]). No statistically significant difference was observed in mean Category 1 scores between Task 2 and Task 3 ($p = .081$, 95% C.I. = [-1.44, .07]). The fact that Task 2 and Task 3 scores are higher than Task 1 scores provides evidence for the negative effect of the absence of any type of context on metaphor comprehension, even if the metaphors are lexically and conceptually identical in both languages.

Table 4. Differentiation of Category 1 scores across Tasks

Measure	Task 1		Task 2		Task 3		F (2, 118)
	M	*SD*	*M*	*SD*	*M*	*SD*	
Category 1	9.95	1.65	10.73	1.58	11.41	.97	10.60[***]
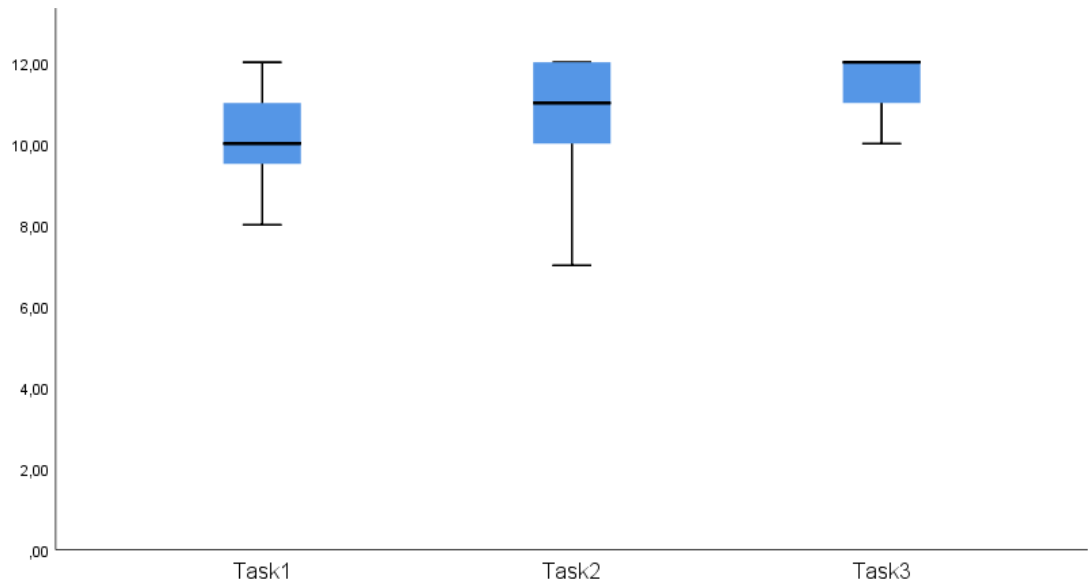
Figure 2. Differentiation of Category 1 scores across Tasks

Category 2 - lexically different and conceptually similar in English and Azerbaijani

A one-way ANOVA was performed to compare the effect of context size on comprehension of Category 2 metaphors (Table 5). Results revealed a statistically significant difference in Category 2 comprehension scores between at least two groups ($F_{(2, 118)} = 29.89$, $p = .000$). Turkey's HSD Test for multiple comparisons found that the mean value of Category 2 scores was significantly different between Task 1 and Task 2 ($p = .000$, 95% C.I. = [-2.00, -7.4]). A statistically significant difference was observed in mean Category 2 scores between Task 1 and Task 3 ($p = .000$, 95% C.I. = [-2.63, -1.37]. There was no statistically significant difference in mean Category 2 scores between Task 2 and Task 3 ($p = .05$, 95% C.I. = [-1.26, .00]). As demonstrated by the fact that Category 2 comprehension scores are significantly higher in Task 2 and Task 3 than in Task 1 proves that the absence of any context is an obstacle to decode figurative meaning. The fact that no significant difference was found between Task 2 and Task 3 scores indicates that availability of a minimal context - even in one sentence - is enough for successful interpretation of L2 metaphors that are conceptually same but different in form.

Table 5. Differentiation of Category 2 scores across Tasks

| Measure	Task 1		Task 2		Task 3		F (2, 118)
	M	*SD*	*M*	*SD*	*M*	*SD*	
Category 2	5.90	1.10	7.28	1.15	7.90	1.30	29.89***
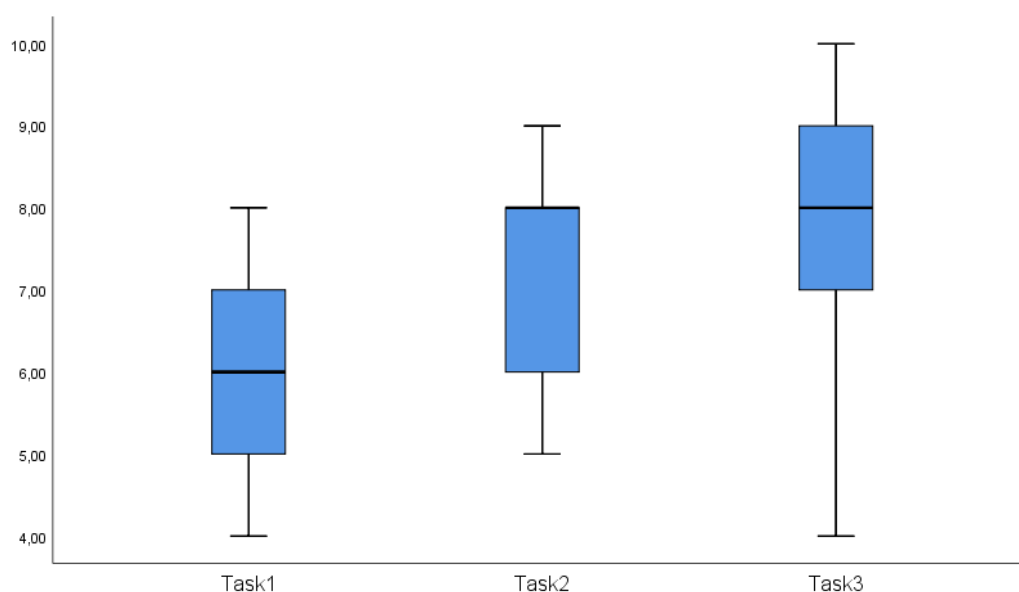
Figure 3. Differentiation of Category 2 scores across Tasks

Category 3 - lexically and conceptually different metaphors in English and Azerbaijani

A one-way ANOVA was run to compare the effect of context on comprehension of Category 3 metaphors (Table 6). A one-way ANOVA revealed that there was a statistically significant difference in comprehension scores in Category 3 metaphors between at least two groups (F(2, 118) = 62.89, p = .000). Tukey's HSD Test for multiple comparisons found that the mean value of Category 3 scores was no significantly different between Task 1 and Task 2 (p = .574, 95% C.I. = [-.92, -.37]). There was a statistically significant difference in mean Category 3 scores between Task 1 and Task 3 (p = .000, 95% C.I. = [-3.40, -2.11]). A statistically significant

difference was observed in mean Category 3 scores between Task 2 and Task 3 (p = .000, 95% C.I. = [-3.13, -1.84]). This finding suggests evidence for the positive effect of extended context on comprehension of L2 metaphors that lack lexical and conceptual equivalents in L1.

Table 6. Differentiation of Category 3 scores across Tasks

Measure	Task 1		Task 2		Task 3		*F (2, 118)*
	M	*SD*	*M*	*SD*	*M*	*SD*	
Category 3	1.93	1.27	2.20	1.30	4.68	1.08	62.89***
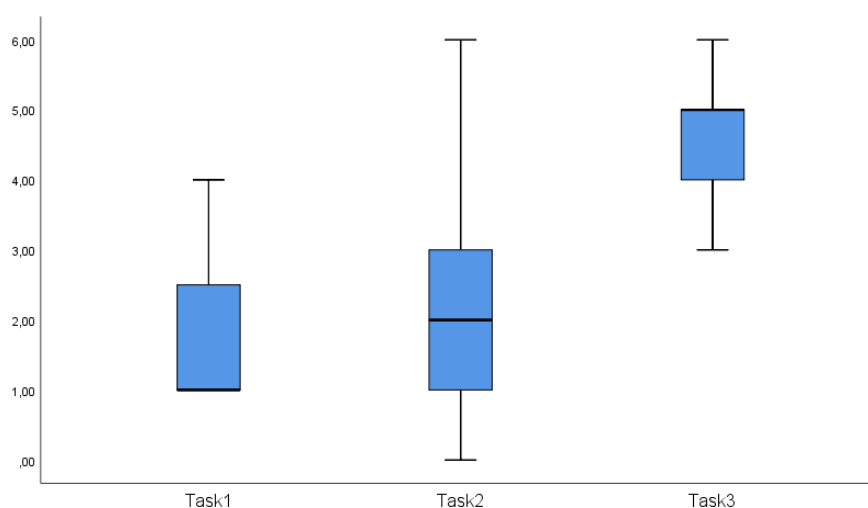
Figure 4. Differentiation of Category 3 scores across Tasks

Although the role of gender is not questioned explicitly in this study, since individual differences seemed to play a role in some studies, we also wanted to check whether gender might be an isssue. An independent samples T-test was conducted to compare the total comprehension scores of male and female students (Table 7). For the total comprehension scores of male learners (M = 21.5, SD = 3.58) and female learners (M = 20.22, SD = 3.16) the 95% CI for the difference in means is .03, 2.52 (t = 2.03, p = .62, df = 119); gender was not found significant to affect L2 metaphor comprehension of Azerbaijani EFL learners.

Table 7. Comparison of mean comprehension scores across gender

Gender	M	SD	t (119)	p
Male	21.5	3.59		
			2.05	.044
Female	20.22	3.17		

p<.001

In summary, according to the analyses, L1 transfer effects were found to significantly impact EFL learners' L2 metaphor comprehension, similarities on lexical and conceptual levels in L1 and L2 exerting a positive effect while differences impact comprehension negatively. In regard with context, the results revealed a positive effect of the availability of a linguistic context; comprehension scores were the lowest in no-context condition across all metaphor categories. Furthermore, the availability of a minimal context - even in the form of a single sentence - was enough for successful interpretation of L2 metaphors that are conceptually similar but lexically different in L1. However, for L2 metaphor that have no conceptual and lexical equivalents in L1 comprehension scores were significantly improved only in the extended-context condition, highlighting the benefit of presenting such L2 metaphors to EFL learners in short dialogues.

CHAPTER V

DISCUSSION AND CONCLUSION

5.0. Introduction

This chapter presents the main findings regarding the impact of L1 conceptual knowledge, L1 lexical knowledge, and availability of a context on metaphor comprehension in an L2. The chapter starts with a brief overview of the study objectives and research questions. The second section discusses the role of lexical and conceptual similarities and mismatches between learners' L1 and the target language on L2 metaphor comprehension. The third section delves into the results related to the role of linguistic context in comprehension of L2 metaphors from different categories. The following sections elaborate on the role of gender on L2 metaphor comprehension, the implications of the study, its limitations and suggestions for further research.

5.1. Summary of the study

The current study investigated the L2 metaphor comprehension of Azerbaijani adult EFL learners. The study primarily focused on exploring the impact of L1 transfer on comprehension of English conceptual metaphors expressing emotions of anger, happiness and sadness. In order to reveal the effect of L1 conceptual and L1 lexical knowledge on L2 metaphor comprehension, Azerbaijani EFL learners' comprehension scores were compared across three different metaphor categories: Category 1 - lexically and conceptually same, Category 2 - lexically different and conceptually similar, Category 3 - lexically and conceptually different metaphors in English and Azerbaijani. The study also aimed to ascertain whether context aids L2 learners to decode metaphorical meaning. To measure the effect of context, metaphors were presented under three different context conditions: no-context,

limited context (a short sentence), and extended context (a short dialogue). In line with these research objectives, the following research questions were formulated:

1) To what extent does L2 learners' conceptual knowledge in L1 affect L2 comprehension of metaphorical expressions?
2) To what extent does L2 learners' lexical knowledge in L1 affect L2 comprehension of metaphorical expressions?
3) To what extent does the availability of a context affect L2 comprehension of metaphorical expressions?

5.2. The Effect of Lexical and Conceptual Similarities and Differences on L2 Metaphor Comprehension

The primary aim of the study was to ascertain how EFL learners' comprehension of metaphorical expressions is influenced by conceptual and lexical similarities and differences between L1 and L2 metaphors. Building upon prior research (Jiang, 2004; Kroll & Stewart, 1994; Yamashita & Jiang, 2010), similarities at the lexical and conceptual level were anticipated to positively influence L1 transfer effect on L2 metaphor comprehension. Conversely, differences were expected to pose difficulties for the L2 learners to interpret intended meanings. This expectation was supported by the results of the comprehension tasks. As predicted, learners delivered the most accurate interpretations for metaphor that share conceptual and lexical similarities in both in L1 and L2. They exhibited less accurate interpretations for lexically different but conceptually similar metaphors. The lowest level of accuracy was observed in the comprehension of L2 metaphors differing at both conceptual and lexical levels. These findings are consistent with previous studies (Charteris-Black, 2002; Deignan et al., 1997; Kökcü, 2018; Materassi, 2022; Türker, 2016). Deignan, Gabrys & Solska (1997) highlights the importance of cross-linguistic awareness-raising activities in EFL classrooms; their study reported that Polish EFL learners had no difficulty providing acceptable translations for conceptually and linguistically similar metaphors, less difficulty in metaphors based on same concepts but different linguistic forms, and particular difficulties in metaphors which do not have direct or even semantically similar equivalents. While exploring L2 learners' difficulties in

learning figurative language, Charteris-Black (1997) found that metaphors with an equivalent conceptual basis and linguistic form in L1 and L2 are the easiest to comprehend for Malay-speaking English learners. Kökcü (2018) also reported the significant role of conceptual and linguistic similarities and differences in Turkish EFL learners' interpretations of L2 metaphors; similarities at conceptual and lexical levels between L2 and L1 metaphors were positively correlated with higher comprehension while differences affected EFL learners' performance negatively. In Türker's study (2016), Significantly better performance in Korean metaphor comprehension by American students was also recorded when L1 and L2 showed similarities at both lexical and conceptual levels. Materassi (2022) also found differences in comprehension of Italian metaphors by L1 Dutch learners, providing evidence that L2 learners interpret metaphoric expressions sharing the same conceptual and lexical properties more easily, while differences in all aspects cause greatest difficulty for accurate comprehension; also, similarity in conceptual basis compensated for lexical differences. In the present study, the highest scores attained by the learners in interpreting Category 1 metaphors signals a sensitivity to L1 during the initial processing of L2 metaphors, demonstrating a heightened activation of L1/L2 corresponding forms. Furthermore, even though a statistically significant difference was evident between comprehension scores of Category 1 and Category 2 metaphors, this difference was less pronounced than the disparity noticed between Category 1 and Category 3 scores. Although the lexical forms do not align, the conceptual similarity between Category 1 and Category 2 in Azerbaijani and English is more likely to be the main factor contributing to the enhanced comprehension. Since metaphor is a tool used to bridge concepts beyond language and its comprehension necessitates extensive cognitive processing, L2 learners would consistently and instinctively draw on their prior encyclopedic knowledge and L1 cognitive system during comprehension (Strapparava, 2018; Wang & Sun, 2020). Upon further analysis of the learners' interpretations, it was frequently observed that when interpreting Category 2 metaphors, the participants often expressed the emotion conveyed through the metaphor with non-figurative translations even though figurative equivalents are available (for instance, *to add fuel to the fire* – vəziyyəti pisləşdirmək\gərginləşdirmək, *to be in a dark mood* – pis olmaq\pis hiss etmək, *to jump out of one's skin* – sevinmək). When L2 and L1 metaphors vary

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lexically, lexical differences could prevent word-for-word translation or could cause L2 learner's confusion since such metaphors appear unfamiliar at first glance. Faced with unfamiliarity, L2 learners might attempt to decipher the metaphorical meaning through the framework of their L1, which might require more cognitive effort or lead to misinterpretation (Arif & Abdullah, 2017; Feng & Zhou, 2021; Wang & Sun, 2020). However, when target language metaphors bear conceptual similarity with learners' L1, it means that the underpinning abstract ideas and emotions also bear a resemblance. This resemblance assists learners to connect L2 metaphors to concepts they are already acquainted with in L1, thus bridging the lexical difference.

The comprehension scores were notably the lowest for Category 3 metaphors in all tasks, indicating that the participants had the most difficulty in interpreting the metaphors that exhibit lexical and conceptual differences in English and Azerbaijani. Category 3 metaphors were frequently translated literally especially in Task 1 and Task 2. For instance, the metaphorical expression "*to flip one's lid*" which generally means to become extremely angry and the metaphor "*to be knocked out*" which means to cause enjoyment and admiration were often given a word-for-word translation ("*qapağı çevirmək*" and *"döyülmək"*). Frequent occurrence of literal translations for Category 3 metaphors indicates the initial activation of literal meaning; considering that Category 1 metaphors also had lexically similar equivalents in Azerbaijani, their comprehension might have been facilitated by this initial literal meaning activation. This is also supported by the Graded Salience Hypothesis (Giora, 1997, 2003) which holds that literal meanings are prioritized over figurative meanings. Cieślicka's (2006) literal-salience model of L2 idiom comprehension, which suggests that comprehension of L2 idioms depends on calculating literal meaning of constituent words, can provide further explanation in L2 learners' tendency to interpret Category 3 metaphors literally. The absence of lexical similarities, which might have hindered initial activation of the literal meaning, coupled with the lack of conceptual similarities, might have led to the lowest performance in Category 3 metaphors and created a negative effect on comprehension.

In order to determine whether different emotions may have led to different levels of comprehension, descriptive statistics of comprehesnsion scores across emotion

concepts were explored (Table 8). Since the data collected through this study focused on only three emotions and the number of the items per emotion was limited, it will not allow us to make any generalizations, but it was worth examining.

Table 8. Descriptive statistics of comprehension scores across emotion concepts

	Minimum	Maximum	Mean	Std. Deviation
Anger	2.00	10.00	7.55	1.59
Happiness	3.00	9.00	5.57	1.82
Sadness	5.00	9.00	7.33	1.02

The comprehension scores varied across different types of metaphors, with the highest scores observed in the interpretation of anger metaphors, slightly lower scores in sadness metaphors, and the lowest scores in happiness metaphors. The influence of emotional valence, particularly in the recognition of L2 words and comprehension of metaphorical expressions, has been reported (Mashal & Itkes, 2014). Specifically, expressions charged with negative emotions, such as anger and fear are suggested to lead to a faster processing due to their association with richer emotional experiences (Amini et al., 2022; Citron et al., 2016, 2019; Citron & Goldberg, 2014; Salih et al., 2020). In the current research, better comprehension of metaphors related to anger may be attributed to the higher emotional salience of these metaphors in both L1 and the target language culture. Conversely, metaphors expressing happiness, being more culturally specific in their nuances, might have posed greater challenges for L2 learners in terms of accurate interpretation.

5.3. Linguistic Context and L2 Metaphor Comprehension

Effect of context on comprehension of conceptually and lexically similar metaphors

One of the aims of the study was to assess what kind of an impact the length of a linguistic context has on the comprehension of L2 metaphors. The higher comprehension scores across Category 1 metaphors in Task 2 and Task 3 compared

to Task 1 indicates that the presence of a context has a positive effect on metaphor comprehension, irrispective of its length - whether it is limited or extended. This result contradicts the findings of Turker (2016). In Turker's (2016) study L2 learners showed the worst performance in Category 1 metaphors when they were presented in an extended context, and learners' interpretations of similar metaphors were more accurate in the absence of a context. This inconsistency can be explained by the differences between the extended context condition in Turker's (2016) study and the current study. While a dialogue condition was used in the extended context condition in the current study, an essay was utilized as a larger context to present the metaphors in Turker (2016). Unlike the formal tone used in an essay, the emotional tone in the dialogues might have assisted the learners in achieving a more accurate interpretation. On the other hand, this finding is consistent with the results of previous studies that emphasize the pivotal role of context in L2 figurative language interpretation (Asl, 2013; Bambini et al., 2014; Liontas, 2003; Stamenković et al., 2020). Liontas (2003) reported that L2 learners' comprehension noticeably improved when L2 idioms were presented in a short dialogue or in a short text, compared to no context condition. Asl's study (2013) conducted with Iranian EFL learners also revealed a facilitative effect of extended context on learning and retention of L2 figurative expressions. Bambini et al. (2016) highlights the crucial role of linguistic context in shaping the processing of metaphors. In their experiment, use of extended context decreased processing effort, suggesting that the availability of a larger linguistic context reduces the effort in retrieving lexical aspects of metaphors. The study conducted by Stamenkovic et al. (2020) revealed that prior linguistic context aids metaphor comprehension compared to no-context condition. The finding of the current study also underscores the significance of providing a context for more accurate comprehension. A linguistic context (even a minimal one – in the size of a single sentence) supporting the intended meaning of the metaphorical meaning, can enhance comprehension even though the metaphors are lexically and conceptually identical in the target language and L1.

Despite the presentation of a wider context in the form of dialogue, the absence of a significant difference in the comprehension of conceptually and lexically similar metaphors between Task 2 and Task 3 is consistent with the findings of Kökcü

(2018). Kökcü (2018) also reported no significant difference between the Turkish EFL learners' performance when metaphors were presented in a sentence or in a situation-based dialogue. It seems that the short sentences in which the metaphors were presented in Task 2 had already provided sufficient cues necessary for the metaphor comprehension; and in Task 3, extending the context by presenting the metaphors in a short dialogue was unnecessary for interpreting the specific emotions (anger, happiness, sadness) conveyed through metaphors. This situation is consistent with the concept of the optimal level of context required for learners to understand unfamiliar linguistic expressions (de la Garza & Harris, 2017; Knoeferle, 2019; Levy & Kirsner, 1989). Thus, in Task 2, comprehension might have reached a saturation point with single sentences; and then adding additional context (additional sentences within the dialogue) did not significantly develop learners' understanding of metaphors.

Effect of context on comprehension of conceptually similar but lexically different metaphors

Contingent on the context, the variation in the comprehension scores for conceptually similar but lexically different metaphors shows that context has an influence on the accurate interpretation of such metaphors. Lack of any context in Test 1 might have prevented learners from correctly decoding the meaning intended to be conveyed through the metaphor and caused them to gain the lowest comprehension scores. In Test 2, presentation of metaphors in a single sentence, and in Test 3 in a short dialogue compensated for the lexical differences and acted as a scaffolding for understanding the intended meaning, thereby causing the learners to get a higher comprehension score. This finding is consistent with Türker (2016), which also reported an increase in comprehension scores of L1 American-English learners of L2 Korean when L2 metaphors were introduced in a larger context. In addition, the lack of significant difference between Task 2 and Task 3 scores suggests that although providing limited and extended context improved comprehension compared to no context condition, comprehension was leveled off by presenting only single sentences. It is possible that the optimal level of context, which is a condition for correct comprehension, might have been provided at the

level of a short sentence, and the expansion of context through short dialogues became reduntant.

Effect of context on comprehension of conceptually and lexically different metaphors

Results regarding the comparison of the comprehension scores in conceptually and lexically different metaphors across tasks revealed a facilitative effect of context in the comprehension. The participants' performance in Task 3 was significantly better than that in Task 1. This result aligns with the findings of Türker (2016), Suner (2018) and Markovic (2022). According to Türker (2016), American students' comprehension of Korean metaphors that are conceptually and lexically dissimilar in English were significantly enhanced in the extended context condition compared to no-context condition. Suner's (2018) interaction analysis between cross-linguistic differences and context regarding L1 French learners' comprehension of L2 German idioms also supported a significantly positive effect of context when figurative expressions vary conceptually in L1 and L2. The study conducted by Markovic (2022) revealed a positive correlation between L2 idiom comprehension and the presence of a short dialogue as a context in helping L1 Croatian learners of L2 Italian to infer correct interpretations of L2 idioms. In the current study, enhanced comprehension in Task 3 indicates that the provision of no context made it extremely difficult for L2 learners to understand the intended meaning and led to the lowest comprehension scores. Considering that metaphorical mapping is hindered by conceptual differences and learners become unable to access similarities between the source and the target language, the participants are more likely to have relied on context. Moreover, The absence of a significant difference between the scores of Task 1 and Task 2 shows that although presenting metaphors in a single sentence provided a limited context, it did not offer sufficient support for the correct comprehension of English metaphors that do not have conceptual and lexical equivalents in Azerbaijani. The highest comprehension scores in this category were observed when metaphors were given in short dialogues. Unlike Task 2 (limited context - short sentences), Task 3 dialogues involve additional contextual cues such as tone, emotion and situational details, which may have facilitated to correctly

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interpret the emotions intended to be conveyed through metaphors. Besides a richer context, unlike isolated sentences, dialogues offer a broader picture of how metaphor is used within a conversation. Due to conceptual disparities, when L2 learners could not directly access domain comparisons in the target language, they might have benefitted from this rich context and received support in understanding the metaphor.

5.4. Gender and L2 Metaphor Comprehension

Although previous studies suggest a female advantage in L2 metaphor comprehension, the performance of male and female learners in interpreting L2 metaphorical expressions did not differ significantly in the current study. While this finding is consistent with Fattahi & Nushi (2021), it contradicts Galantomos (2017) and Hashemian and Forouzandeh (2012). This inconsistency can be first explained by the limited sample size. The number of male participants (44) recruited for the study was relatively smaller compared with female learners (77), which might have affected the statistical power to spot any differences. Furthermore, the role of gender can vary depending on cultural context. Despite reporting a higher metaphoric competence on behalf of female learners, Galantomos (2017) also discusses the dynamic nature of gender and states that roles assigned to gender might vary across cultures which might affect L2 learning outcomes positively or negatively. Unlike the EFL context in Hashemian and Forouzandeh (2012), which limits L2 learners to perform communicative activities with both genders because of cultural practices, the Azerbaijani EFL context equally engages male and female learners. Also, the specific group of Azerbaijani EFL learners involved in the current study shared similar educational backgrounds and exposure to English, which might have contributed to the lack of a significant performance difference.

5.5. Conclusion

Reviewing all findings, the present study illuminated crucial aspects of L2 metaphor comprehension regarding the role of L1 transfer effects in the Azerbaijani EFL context. L1 transfer effects were explored through measuring the effect of L1 conceptual and L1 lexical knowledge on comprehension of English conceptual

metaphors. L1 conceptual and lexical similarities were observed to be a significant factor facilitating L2 metaphor interpretation. EFL learners demonstrated the highest performance interpreting L2 metaphors that shared conceptual and lexical similarities with L1. Conversely, learners' comprehension was observed to be significantly poor in metaphors differing at both levels. This can be associated with a sensitivity to L1/L2 corresponding forms at the initial stages of figurative language processing. Lexically different, conceptually similar metaphors, on the other hand, were more difficult to comprehend for the learners than Category 1 metaphors; but still easier than Category 3, which can be approved by the significant differences in the comprehension scores. Better performance in Category 2 metaphors can be attributed to the equivalence of the conceptual bases between languages. Finally, Category 3 metaphors elicited the lowest comprehension scores, highlighting a negative effect of lexical and conceptual mismatch on L2 metaphor comprehension. Frequent occurrences of literal translations for Category 3 metaphors provide further evidence for the prominence of literal meanings over figurative ones.

This study provides further insight into another significant factor: the effect of context on L2 metaphor comprehension. What is meant here by context is the linguistic context which was conditioned by single sentences or short dialogues, and absence of any. Overall, availability of a context, even limited to a single sentence, suggests an advantage in L2 metaphor comprehension.

However, depending on lexical and conceptual distance between L1 and L2 metaphors, context may yield different effects. For Category 1 and Category 2 metaphors there may be a threshold for context provided by single sentences, making presentation of short dialogues unnecessary. However, the importance of a larger and more detailed context increased as the lexical and conceptual distance between L1 and L2 metaphors became larger. This importance was highlighted with significantly better performance across Category 3 metaphors when presented in short dialogues and lowest comprehension scores when they were presented without a context or in a single sentence. One reason for better comprehension of Category 3 metaphors in dialogues can be that context reliance increases when metaphorical mapping is hindered by conceptual mismatch.

5.6. Implications

The findings of the study provide practical implications on the teaching of metaphorical expressions in EFL context. Conscious exploration of the similarities and mismatches between L1 and L2 could benefit language learners by developing a deeper understanding of the target language. Danesi (1995) argues that L2 learners use the vocabulary and grammar of the target language as a "carrier" of L1 concepts, increasing L1 conceptual interference. However, conceptual interference from learners' L1 can be reduced by increasing awareness of L2 conceptualization patterns. Regarding metaphorical expressions, since metaphors carry cultural connotations, recognizing the cultural associations and background knowledge embedded in these linguistic expressions could help L2 learners to enhance their overall comprehension (Boers, 2003; Lazar, 1996). The results of the present study showed that L1 conceptual knowledge impacts correct comprehension of metaphors by students with even higher level of proficiency. First, to avoid negative L1 transfer effects, EFL learners should be made aware of the lexical and conceptual differences and similarities between the L1 and the target language. Mastering these differences can facilitate the learning of the concepts that form the basis of metaphorical expressions in the target language, and consequently lead to a more accurate interpretation and use of metaphors by L2 learners. As stated by Kecskes (2002), learning the underlying conceptual bases in L1 and L2 is one of the first important factors for developing metaphorical competence in a foreign language. Moreover, the finding that context can effectively facilitate understanding metaphors across varying levels of conceptual and lexical similarity and difference has practical implications for EFL classrooms. EFL instructors can enhance learners' metaphor comprehension incorporating metaphors in short dialogues, especially when L2 metaphors lack L1 conceptual corresponding forms.

5.7. Limitations and suggestions for further research

Although the results of the study provide some bring forth some clarity about L2 metaphor comprehension, the study itself has some limitations, which should be taken into account for future similar studies. Initially, since there is no up-to-date

Azerbaijani corpus of conceptual metaphors, the translations of the metaphors included in the comprehension tasks used in the study were determined by the researcher, and later were evaluated and confirmed by two additional experts. Future research can benefit from wider contrastive analyzes between conceptual metaphors used in Azerbaijani and English. In addition, the comprehension task used in the present study measured students' responses by asking for translations. Introducing conceptual metaphors to study participants in online processing tasks that also measure reaction times can provide more reliable findings regarding whether metaphors that are conceptually similar to L1 have a processing advantage during the initial processing of L2 figurative language. Also, administering think-aloud protocols or interviewing participants after the comprehension task can provide more information about the processing stages that EFL learners go through when interpreting L2 conceptual metaphors and how much they refer to L1 conceptual knowledge. In addition, the present study only included conceptual metaphors expressing anger, sadness, and happiness. Including metaphors expressing more different emotion concepts and adding English metaphors that are lexically same but conceptually different from Azerbaijani as a fourth category can provide more comprehensive results about L1 transfer effects. Also, in addition to conceptualization capacity, the interpretation of conceptual metaphors can be influenced by factors related to linguistic features of metaphors such as compositionality, saliency, frequency, and familiarity. Future research considering these features may provide better insight into how L2 metaphors are processed and advance the existing literature. Finally, the number of male and female participants was not equal in the current study. Even though the effect of gender differences was not within the scope of the study, a larger sample size involving an equal number of male and female learners might yield different results and contribute to the literature in understanding the role of individual differences in decoding metaphorical meaning.

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APPENDICES

A. TEST 1: CONTEXT-FREE METAPHOR COMPREHENSION TEST

Instructions: **Please write in Azerbaijani what you understand from the expressions below:**

1) *a heated argument*

_____

2) *to feel sad*

_____

3) *to be carried away*

_____

4) *to be jealous*

_____

5) *to make one's blood boil*

_____

6) *a big smile*

_____

7) *to shake with anger*

_____

8) *to do a little dance*

_____

9) *to have an aching heart*

_____

10) *to hug someone*

_____

11) *to feel down*

_____

12) *to kick the ball*

_____

13) *to jump out of one's skin*

_____

14) *to feel anxious*

_____

15) *to add fuel to the fire*

_____

16) *to feel great*

_____

17) *to drown sorrow*

_____

18) *to be relaxed*

_____

19) *to be knocked out*

_____

20) *to feel embarrassed*

_____

21) *to be filled with anger*

_____

22) *to be disappointed*

_____

23) *to find happiness*

_____

24) *to throw something angrily*

_____

25) *to fly high*

_____

26) *to kick the door*

_____

27) *to be in a dark mood*

_____

28) *to be furious*

_____

29) *to look on the bright side*

30) *to punch the wall*

_____

31) *to feel trapped in sadness*

_____

32) *to be delighted*

_____

33) *to fall into depression*

_____

34) *to shout angrily*

_____

35) *to flip one's lid*

_____

36) *to be happy*

B. TEST 2: LIMITED-CONTEXT METAPHOR COMPREHENSION TEST

Instructions: Please write how you would say the <u>underlined</u> expressions in Azerbaijani:

1) Let's not turn this into <u>*a heated argument*</u>.
_____
2) I also <u>*feel sad*</u> about leaving so much behind.
_____
3) I'm sure he must be <u>*carried away with happiness*</u>.
_____
4) It's okay <u>*to be jealous*</u>, after all, it is a part of human nature.
_____
5) It just <u>*makes my blood boil*</u>.
_____
6) She had *a <u>big smile</u>* on her face.
_____
7) We should talk later maybe, you are <u>*shaking with anger*</u> now.
_____
8) She even <u>*did a little dance*</u> to celebrate.
_____
9) It's not easy to concentrate on work when *you <u>have an aching heart</u>*.
_____
10) My mom <u>*hugged me*</u> when she heard the news.
_____
11) He is really <u>*feeling down*</u>.
_____
12) He angrily <u>*kicked the ball*</u> away to the bench.
_____
13) When she saw the numbers, she <u>*jumped out of her skin*</u>.
_____
14) It's normal *to <u>feel anxious</u>* before making such important decisions.
_____
15) The client's demands just <u>*added fuel to the fire*</u>.
_____
16) I would <u>*feel great*</u> to be there.
_____
17) He chooses *to <u>drown sorrow</u>* in this way.
_____
18) My parents <u>are very *relaxed*</u>; they don't get angry if I'm late.
_____
19) The place just <u>*knocked me out*</u>.

20) I am _feeling very embarrassed_ to see her again.

_____

21) I understand why you are _filled with anger_.

_____

22) She _was disappointed_ again that they hadn't called back.

_____

23) She must feel like she has truly _found happiness_.

_____

24) I _threw the remote control_ across the room in anger.

_____

25) I am sure he is _flying high_.

_____

26) He _kicked the door_ in frustration and left the meeting room.

_____

27) She is in _a dark mood_ these days.

_____

28) I _am furious_ about the way you are treating me.

_____

29) You should _look on the bright side_.

_____

30) Instead of punching the guy in the face, I _punched the wall_.

_____

31) I was _feeling trapped in sadness_.

_____

32) I _am delighted_ with the new flat.

_____

33) When I think about it, I'm _falling into depression_.

_____

34) I _shouted angrily_ at him.

_____

35) I will _flip my lid_ at their counter.

_____

36) You'll _be happy_ with your results tomorrow.

_____

C. TEST 3: EXTENDED-CONTEXT METAPHOR COMPREHENSION TEST

Instructions: Please write how you would say the <u>underlined</u> expressions in Azerbaijani:

1) A: I can't believe they made that decision! It's unfair and unjust!
   B: I understand you feel strongly about this, but I have a different perspective.
   A: I can't believe you're defending their actions! It's absurd!
   B: Look, I understand your frustration, but let's not turn this into <u>*a heated argument*</u>.

   _____

2) A: So you are moving abroad?
   B: Yes, I got accepted to a Master's degree program at a well-known university in Germany and I am planning to move next month.
   A: You must be excited about it. I know you have been planning this for so long.
   B: Yes, I am very excited about starting a new chapter but I also <u>*feel sad*</u> about leaving so much behind.

   _____

3) A: You won't believe the news! Jack got that promotion finally!
   B: I knew he was working so hard for it. He truly deserves it for all the effort he put into that last project.
   A: Absolutely! His dedication and commitment have finally paid off.
   B: Please pass on my congratulations to him. I'm sure he must <u>*be carried away with happiness*</u> now!

   _____

4) A: My girlfriend is going to the Bahamas with her friend Mark. I don't know how to feel about it.
   B: I guess it shouldn't be a problem for a couple like you and Jane. You have been together for a long time.
   A: Actually, I wanted to talk to her about this but I don't want to sound like a controlling boyfriend.
   B: I think it's okay <u>*to be jealous*</u>, after all, it is a part of human nature.

   _____

5) A: As I read your blog, I felt as though I was reading about the schools in my own country.
   B: Really? Do you also have no text books, no libraries, and facilities?
   A: Unfortunately, we don't. And the worst is that when these schools underperform, government blames the teachers.
   B: It's absurd that teachers are held accountable. It just <u>*makes my blood boil*</u>.

6) A: How was your date yesterday with Jane?
B: It was great. I was nervous at first and afraid that she would say no, but everything turned out to be just great.
A: Oh, sounds so cute. I would love to see her face when you proposed with that beautiful diamond ring.
B: All my stress was gone as I showed the ring and saw that she had *a big smile* on her face.

---

7) A: You married Jane, my ex-fiancé, and you're acting like it's no big deal!
B: Look, I get you're upset, but Jane and I, we just couldn't help it, you know?
A: Help it?! Are you seriously calling it that? All I see is a complete betrayal of our friendship!
B: Look, it's been a long time since you two split. We should talk later maybe, you are *shaking with anger* now.

---

8) A: Have you heard the news? Jessica finally beat cancer!
B: I haven't heard the news, I've seen the news. I was with her at doctor's appointment so that she didn't feel alone.
A: She has gone through a lot with all those chemos and surgeries. To be honest, I didn't expect this result.
B: Neither did she. When the doctor said that she was all clean, she even *did a little dance* to celebrate.

---

9) A: Sarah's been so careless with her work lately, and I'm constantly fixing her mistakes!
B: I've noticed it too. I heard she went through a tough breakup recently.
A: Oh, I had no idea. That explains a lot. Poor Sarah must be going through a difficult time.
B: Yeah, it's not easy to concentrate on work when you *have an aching heart*.

---

10) A: You also applied for Goldgrad scholarship program, right? The results were announced yesterday.
B: Yeah, it was a huge shock for me when I saw my name on the list. As you know, my family has been going through some financial troubles recently.
A: Great news, congrats! I'm so happy for you, it must also be a great relief for your family.
B: Totally! You should have seen their reaction. My mom *hugged me* when she heard the news.

---

11) A: Have you noticed something different about John lately? He seems quite distant.
B: Yes, I've noticed it too. I think it is because of the loss of his close friend.
A: Oh, right, he was at the funeral last week. Losing a close friend is never easy.

B: Maybe we should reach out to him and offer some support. He's really _feeling down_.

_____

12) A: Have you seen yesterday's match? It was a tough one, yeah?

B: Yes, as we are getting closer to the end of the tournament, the pressure on the players is also increasing.

A: And it's not only physical, there's emotional tension, too. It was more obvious in yesterday's game.

B: Agree. I particularly felt that when one of the players couldn't take it anymore and angrily _kicked the ball_ away to the bench.

_____

13) A: Have you heard the latest news about Sarah?

B: Oh yes, I did! She won the lottery, didn't she? It was quite a shock for her.

A: I can imagine! The substantial amount she got must have been an incredible surprise for her.

B: When I spoke to her, she told me when she saw the numbers, she _jumped out of her skin_.

_____

14) A: Come on, Mike, it is a huge opportunity. You should definitely invest in it!

B: It does sound like a win but I should not rush in and think over it carefully before I make a decision.

A: I feel like you've changed a lot. You were such an impulsive person back then.

B: But now it's different. I have a family and kids to think about. It's normal _to feel anxious_ before making such important decisions.

_____

15) A: Did you hear what happened in the meeting with the client today?

B: Yes, I did. I can't believe they demanded such a huge price reduction.

A: I could see our boss getting more and more furious as the meeting went on.

B: Now we have to figure out how to handle both our boss's anger and the pressure from the client. The client's demands just _added fuel to the fire_.

_____

16) A: Are you going to attend Highschool Reunion 2023 next week?

B: No, I'm not sure. My schedule is so tight nowadays. I might not be able to drive that long way.

A: Oh, come on! It would be fun if you could join us. Maybe you can rearrange your schedule, we haven't seen each other for years.

B: I hope so. I would _feel great_ to be there and see some old familiar faces.

_____

17) A: Why is Jamie drinking so much? He's at the local bar every night after work. It's too much.

B: It's just usual Jamie. Every time a girl breaks up with him, he starts drinking every day and coming to work with a hangover.

A: But it's not healthy. He should quit drinking and face reality.

B: You're right, but there's nothing we can do. He chooses _to drown sorrow_ in this way.

_____

18) A: How's it going? We haven't seen each other for a long time.

B: On Friday I am arranging a party at my place, it would be fun drinking and dancing all night. Would you like to come?

A: Actually, I have very strict parents. I am not sure whether they will be okay with me being out all night.

B: Unfortunately, I have no tips for your case. My parents are very _relaxed_, they don't get angry if I'm late.

_____

19) A: How was your vacation in the Maldives?

B: Oh, it was absolutely incredible! I got to taste some of the most exotic and delicious dishes. The seafood was so fresh and flavorful.

A: But what about the nature? I've seen pictures, and the scenery there looks breathtaking.

B: Oh, the views were beyond description. Beautiful blue ocean, amazing white sandy beaches. The place just _knocked me out_.

_____

20) A: What's wrong with? Why are you upset?

B: You know that new girl who started working in our office? I didn't like her that much and while I was gossiping about her, she came right behind me and heard everything.

A: Oh, that's bad. Did she say anything?

B: No, she pretended as if nothing happened, but I am _feeling very embarrassed_ to see her again.

_____

21) A: How could you betray my trust like that? I thought we had something special.

B: I know, and I'm so sorry. I made a terrible mistake, and I deeply regret it.

A: It's not just a mistake; it's a betrayal that's destroyed me! I trusted you completely.

B: I'll do whatever it takes to make things right again. I understand why you're _filled with anger_, and I wish I could take it all back.

_____

22) A: Hey Laura, how's your daughter? Congratulations, by the way, I heard she recently graduated from college.

B: Thank you. Yes, she graduated last month, and now she's looking for a job.

A: How's it going? I know that job market is crashed now. I hope she will find a decent job soon.

B: Unfortunately, yes. Last time she thought she really got it but she was _disappointed_ again that they hadn't called back.

_____

23) A: Did you attend Sarah's wedding this Sunday?

B: Of course, I wouldn't miss it for the world. You should have seen how she was dancing.

A: Everyone is talking about her performance. It seems she truly enjoyed the wedding.

B: It's not only for the wedding. She must feel like she has truly _found happiness_.

---

24) A: Did you have a chance to watch the final episode of Game of Thrones?

B: Yeap, as soon as it got released. It was 4 am and I was waiting ready in front of the screen.

A: Did you like it? I still can't still believe that Bran became the king. The final failed to live up to all the hype.

B: Me neither. When they announced Bran as the king, I _threw the remote control_ across the room in anger.

---

25) A: Guess what! I heard from someone that Mike has become a father.

B: Oh! But how? They were expecting the baby for the next month.

A: Yes, but the baby has arrived safely, and they have a baby girl now.

B: That's fantastic news! I am sure he is _flying high_.

---

26) A: Have you seen Mark today? I've been trying to reach him about some files for the project.

B: The company assigned the project to someone else, Mark is not the manager anymore.

A: Oh! But he's been working on that project so hard. How could the company ignore all his efforts?

B: Well, Mark also thought the same. When he found out that he was dismissed, he _kicked the door_ in frustration and left the meeting room!

---

27) A: I heard that Emily got fired from her job last month. How is she doing?

B: Well, She's struggling with finding a new job and being unemployed really frustrates her.

A: I can understand, it's not easy to deal with the uncertainty of finding new employment.

B: Yeah, she's been actively looking for new opportunities, but every time there's a problem, that's why she's _in a dark mood_ these days.

---

28) A: What's wrong, Tom? All day you've been avoiding me.

B: You exactly know the reason! Stop invading my privacy and personal space!

A: What are you talking about? I haven't done anything wrong!

B: I've noticed you listening in on my phone calls and even reading my personal messages. It's not okay and I'm _furious_ about the way you are treating me.

29) A: I can't believe the car broke down here! There's no sign of help around and it's so remote.
B: True, but look around. We never get to see such unspoiled nature in the city.
A: I get that, but what about getting to the hotel on time? Our whole schedule is messed up now.
B: We can enjoy the beautiful scenery while waiting for help. You should *look on the bright side*.

_____

30) A: What happened to your hand? What are these deep cuts on your knuckles?
B: Oh, it's nothing. I have done something stupid but I will survive, don't worry about that.
A: Something stupid? What happened?
B: Someone in the kitchen said something that made me angry. Instead of punching the guy in the face**,** I *punched the wall*.

_____

31) A: You went to watch a movie about the Holocaust yesterday, right? How was   it?
B: It was intense. The movie really made me think about the brokenness of humanity, you know? The way people can do such terrible things to each other.
A: I get that it's a heavy topic, but it's just a movie. I think you're exaggerating.
B: But the emotions were overwhelming. Towards the end, I was *feeling trapped in sadness*.

_____

32) A: So, when are you planning to have a housewarming party? It's a big step into adulthood, we definitely have to celebrate it.
B: Now, I'm having some renovations being done. As soon as it's over, I'll have a huge party.
A: What renovations? What are you pleased with the current state of the flat?
B: You know, it's a little bit old building. It needs some minor touch-ups, other than that I am *delighted* with the new flat.

_____

33) A: Sweetie, you seem a bit quiet today. Is something bothering you?
B: Jessica told me she's moving away, I'm going to miss her so much.
A: It's completely natural to feel this way but distance doesn't mean you have to lose your best friend.
B: But I'm afraid it won't be the same and when I think about it I'm *falling into depression*.

_____

34) A: I can see you're really upset. What's going on?
B: It's Mark. We're supposed to finish the final project together, but he's not doing his part at all and we're running out of time!
A: Have you talked to him about it? Maybe he's dealing with something that's

causing this delay.

B: I did, but he just ignored me and that made me even more frustrated. I _shouted angrily_ at him and now he is not answering my calls.

_____

35) A: Oh, your order has arrived. Let me see what you've bought.

B: They messed up my order once more. This is the third time, and I'm so fed up!

A: Seriously? They sent you the wrong items again? Why don't you call them to sort it out?

B: I did! They better get it right next time, or I will go right to the store and I will _flip my lid_ at their counter.

_____

36) A: I have a driving license exam this weekend and I'm so nervous about it.

B: Don't feel nervous about it. It's just an exam and you can retake it as much as you want. Actually, I passed mine after the fifth time.

A: And you expect me not to be nervous after hearing this?

B: But you are more attentive and careful than I am. I'm sure you'll _be happy_ with your results tomorrow.

_____

D. LANGUAGE BACKGROUND QUESTIONNAIRE

Personal details	
I am participating in this study voluntarily.	☐ Yes ☐ No
E-mail address:	
Name, Surname	
Age	
Gender	☐ Female ☐ Male ☐ Prefer not to say
Education level	☐ Undergraduate ☐ Graduate ☐ Post-graduate
Do you speak any other languages fluently (besides English and/or your native language)?	☐ Russian ☐ German ☐ Arabic ☐ French ☐ Italian ☐ Spanish ☐ Other: _____ _____
In what grade did you start learning English?	☐ Kindergarten / pre-school ☐ 1st grade ☐ 4th grade ☐ Secondary school ☐ University preparatory school
What exposure to English, other than school/university, do you have?	☐ I speak in English at home with my family members. ☐ I watch films and TV series in English. ☐ I read in English.
Have you ever spent time in an English-speaking country? If yes, how many years/weeks/days?	☐ Yes, _____ ☐ No
Your writing skills in English:	☐ very poor ☐ poor ☐ below average ☐ average ☐ above average ☐ good

	☐ excellent
Your speaking skills in English:	☐ very poor ☐ poor ☐ below average ☐ average ☐ above average ☐ good ☐ excellent
Your reading skills in English:	☐ very poor ☐ poor ☐ below average ☐ average ☐ above average ☐ good ☐ excellent
Your listening skills in English:	☐ very poor ☐ poor ☐ below average ☐ average ☐ above average ☐ good ☐ excellent

E. RUBRIC APPLIED IN ASSESSING LEARNERS' RESPONSES

Correct (2 pts)	learner's interpretation accurately uses equivalent lexical choices in L1 and demonstrates a precise understanding of the underlying conceptual similarity/mismatch. Interpretation of the test metaphor suggests a figuratively translated metaphor equivalent
Somewhat correct (1 pts)	there are some variations in lexical choices but the translation effectively conveys the main conceptual meaning, although the interpretation involves a non-metaphorical translation
Incorrect (0 pts)	the translation involves significant errors in lexical choices and reflects a misunderstanding of the core conceptual meaning and deviations from the emotion intended to be expressed. The metaphor is translated literally and does not make sense in the given context

F. INFORMED CONSENT FORM

INFORMED CONSENT FORM

This research is conducted by Mushgunaz Mammadli, a graduate student of the English Language Teaching program at METU. The study is carried out within the scope of the master's thesis under the supervision of Prof. Dr. Çiğdem Sağın Şimşek. This form has been prepared to inform you about the research conditions.

The aim of the study is to investigate how first language (L1) affects Azerbaijani EFL learners' understanding of English metaphorical expressions. You will be asked to complete three different metaphor tests, each having 36 questions, at two-week intervals in an online Zoom meeting with the presence of the researcher. Each test is expected to take approximately one hour to complete. In the tests, you will be presented with a set of sentences and dialogues and you will be asked to provide a written interpretation of the underlined words in your native language.

Participation is on a voluntary basis. You will not be asked for any identity or personal information. Your answers will be kept confidential and evaluated only by the researcher. The obtained data will be used for scientific purposes and will not be shared with any person or institution other than the researcher and the supervising thesis advisor.

The tests do not include questions that may cause personal discomfort. However, during participation, for any reason, if you feel uncomfortable, you are free to quit at any time. In such a case, it will be sufficient to tell the researcher that you want to quit.

Your questions about the study will be answered at the end of the test. We would like to thank you in advance for your participation in this study. For further information about the study, you can contact Prof. Dr. Çiğdem Sağın Şimşek (E-mail: ███████████) or graduate student Mushgunaz Mammadli (E-mail: ███████████████████) in the Department of Foreign Language Education.

I am participating in this study totally on my own will and am aware that I can quit participating at any time I want. I give my consent for the use of the information I provide for scientific purposes. (Please return this form to the data collector after you have filled it in and signed it).

Name, Surname	Date	Signature
_____	__/__/____	_____

G. APPROVAL OF METU HUMAN SUBJECTS ETHICS COMMITTEE

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ORTA DOĞU TEKNİK ÜNİVERSİTESİ
MIDDLE EAST TECHNICAL UNIVERSITY

13 EKİM 2023

Konu: Değerlendirme Sonucu

Gönderen: ODTÜ İnsan Araştırmaları Etik Kurulu (İAEK)

İlgi: İnsan Araştırmaları Etik Kurulu Başvurusu

Sayın Çiğdem Sağın Şimşek

Danışmanlığını yürüttüğünüz Mushgunaz Mammadli'nin *"D1 aktarımı ve bağlamın yabancı dilde metaforik ifadelerin anlaşılması üzerindeki etkisi: İngilizceyi yabancı dil olarak öğrenen Azerbaycanlı öğrenciler üzerine bir çalışma."* başlıklı araştırmanız İnsan Araştırmaları Etik Kurulu tarafından uygun görülerek **0427-ODTUİAEK-2023** protokol numarası ile onaylanmıştır.

Bilgilerinize saygılarımla sunarım.

Prof. Dr. Ş. Halil TURAN
Başkan

Prof.Dr. İ. Semih AKÇOMAK
Üye

Doç. Dr. Ali Emre Turgut
Üye

Doç. Dr. Şerife SEVİNÇ
Üye

Doç.Dr. Murat Perit ÇAKIR
Üye

Dr. Öğretim Üyesi Süreyya ÖZCAN KABASAKAL
Üye

Dr. Öğretim Üyesi Müge GÜNDÜZ
Üye

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H. QUESTIONNAIRE FOR THE EXPERTS TO EVALUATE SELECTED METAPHORS

This form aims to determine the content validity of the metaphors included into three different metaphor comprehension tasks which will be used to measure L1 linguistic and conceptual transfer effects on metaphor comprehension of Azerbaijani EFL learners.

This form has been prepared for you to evaluate whether the metaphors are appropriate for the concepts they intend to measure. You are expected to mark "*appropriate*" if the metaphor is correctly assigned to the given category, "*appropriate, but correction is needed*" if the metaphor is correctly assigned but needs to be edited, and "*not appropriate*" if the metaphor is not correctly assigned to the given category.

1) A: I can't believe they made that decision! It's unfair and unjust!

   B: I understand you feel strongly about this, but I have a different perspective.

   A: I can't believe you're defending their actions! It's absurd!

   B: Look, I understand your frustration, but let's not turn this into ***a heated argument***.

The underlined metaphor ***shares lexically and conceptually same*** equivalents with Azerbaijani.

- Appropriate
- Appropriate, but correction is needed
- Not appropriate, should be removed

If your answer is "appropriate", what are the possible translations of the underlined expression into Azerbaijani? _____

If your answer is "appropriate, but correction is needed", what is your suggestion as to how it should be edited? _____

If your answer is "not appropriate, should be removed", why?

_____

2) A: You won't believe the news! Jack got that promotion finally!

   B: I knew he was working so hard for it. He truly deserves it for all the effort he put into that last project.

   A: Absolutely! His dedication and commitment have finally paid off.

   B: Please pass on my congratulations to him. I'm sure he must ***be carried away with happiness*** now!

The underlined metaphor ***does not*** ***share lexically and conceptually same***
equivalents with Azerbaijani.

- Appropriate
- Appropriate, but correction is needed
- Not   appropriate,   should   be   removed

If your answer is "appropriate", what are the possible translations of the underlined expression into Azerbaijani? _____
If your answer is "appropriate, but correction is needed", what is your suggestion as to how it should be edited? _____
If your answer is "not appropriate, should be removed", why?
_____

3) A: As I read your blog, I felt as though I was reading about the schools in my own country.
B: Really? Do you also have no text books, no libraries, and facilities?
A: Unfortunately, we don't. And the worst is that when these schools underperform, government blames the teachers.
B: It's absurd! These schools lack basic support from the government and yet they are held accountable for non-performance. It just ***makes my blood boil***.

The underlined metaphor ***does not*** *share lexically and conceptually same* equivalents with Azerbaijani.
- Appropriate
- Appropriate, but correction is needed
- Not appropriate, should be removed

If your answer is "appropriate", what are the possible translations of the underlined expression into Azerbaijani? _____
If your answer is "appropriate, but correction is needed", what is your suggestion as to how it should be edited? _____
If your answer is "not appropriate, should be removed", why?
_____

4) A: You married Jane, my ex-fiancé, and you're acting like it's no big deal!
B: Look, I get you're upset, but Jane and I, we just couldn't help it, you know?
A: Help it?! Are you seriously calling it that? All I see is a complete betrayal of our friendship!
B: Look, it's been a long time since you two split. We should talk later maybe, you are ***shaking with anger*** now.

The underlined metaphor shares ***lexically and conceptually same*** equivalents with Azerbaijani.
- Appropriate
- Appropriate, but correction is needed
- Not appropriate, should be removed

If your answer is "appropriate", what are the possible translations of the underlined expression into Azerbaijani? _____
If your answer is "appropriate, but correction is needed", what is your suggestion as to how it should be edited? _____
If your answer is "not appropriate, should be removed", why?
_____

5) A: Sarah's been so careless with her work lately, and I'm constantly fixing her mistakes!
B: I've noticed it too. I heard she went through a tough breakup recently.
A: Oh, I had no idea. That explains a lot. Poor Sarah must be going through a difficult time.
B: Yeah, it's not easy to concentrate on work when you ***have an aching heart***.

The underlined metaphor shares ***lexically and conceptually same*** equivalents with Azerbaijani.
- Appropriate
- Appropriate, but correction is needed
- Not appropriate, should be removed

If your answer is "appropriate", what are the possible translations of the underlined expression into Azerbaijani? _____
If your answer is "appropriate, but correction is needed", what is your suggestion as to how it should be edited? _____
If your answer is "not appropriate, should be removed", why?
_____

6) A: Have you noticed something different about John lately? He seems quite distant.
B: Yes, I've noticed it too. I think it is because of the loss of his close friend.
A: Oh, right, he was at the funeral last week. Losing a close friend is never easy.
B: Maybe we should reach out to him and offer some support. He's really ***feeling down***.

The underlined metaphor shares ***lexically different but conceptually same*** equivalents with Azerbaijani.
- Appropriate
- Appropriate, but correction is needed
- Not appropriate, should be removed

If your answer is "appropriate", what are the possible translations of the underlined expression into Azerbaijani? _____
If your answer is "appropriate, but correction is needed", what is your suggestion as to how it should be edited? _____
If your answer is "not appropriate, should be removed", why?
_____

7) A: Have you heard the latest news about Sarah?
B: Oh yes, I did! She won the lottery, didn't she? It was quite a shock for her.
A: I can imagine! Winning such a substantial amount must have been an incredible surprise for her.
B: When I spoke to her, she told me when she saw the numbers, she ***jumped out of her skin***.

The underlined metaphor shares *lexically different but conceptually same* equivalents with Azerbaijani.

- Appropriate
- Appropriate, but correction is needed
- Not appropriate, should be removed

If your answer is "appropriate", what are the possible translations of the underlined expression into Azerbaijani? _____
If your answer is "appropriate, but correction is needed", what is your suggestion as to how it should be edited? _____
If your answer is "not appropriate, should be removed", why?
_____

8) A: Did you hear what happened in the meeting with the client today?
B: Yes, I did. I can't believe they demanded such a huge price reduction.
A: I could see our boss getting more and more furious as the meeting went on.
B: Now we have to figure out how to handle both our boss's anger and the pressure from the client. The client's demands just ***added fuel to the fire***.

The underlined metaphor shares *lexically different but conceptually same* equivalents with Azerbaijani.

- Appropriate
- Appropriate, but correction is needed
- Not appropriate, should be removed

If your answer is "appropriate", what are the possible translations of the underlined expression into Azerbaijani? _____
If your answer is "appropriate, but correction is needed", what is your suggestion as to how it should be edited? _____
If your answer is "not appropriate, should be removed", why?
_____

9) A: Why is Jamie drinking so much? He's at the local bar every night after work. It's too much.
B: It's just usual Jamie. Every time a girl breaks up with him, he starts drinking every day and coming to work with a hangover.
A: But it's not healthy. He should quit drinking and face reality.
B: You're right, but there's nothing we can do. He chooses ***to drown sorrow*** in this way.

The underlined metaphor ***does not share lexically and conceptually same*** equivalents with Azerbaijani.

- Appropriate
- Appropriate, but correction is needed
- Not appropriate, should be removed

If your answer is "appropriate", what are the possible translations of the underlined expression into Azerbaijani? _____

If your answer is "appropriate, but correction is needed", what is your suggestion as to how it should be edited? _____
If your answer is "not appropriate, should be removed", why?
_____

    10) A: How was your vacation in the Maldives?
        B: Oh, it was absolutely incredible! I got to taste some of the most exotic and delicious dishes. The seafood was so fresh and flavorful.
        A: But what about the nature? I've seen pictures, and the scenery there looks breathtaking.
        B: Oh, the views were beyond description. Beautiful blue ocean, amazing white sandy beaches. The place just ***knocked me out***.

The underlined metaphor ***does not share lexically and conceptually same*** equivalents with Azerbaijani.
- Appropriate
- Appropriate, but correction is needed
- Not appropriate, should be removed

If your answer is "appropriate", what are the possible translations of the underlined expression into Azerbaijani? _____
If your answer is "appropriate, but correction is needed", what is your suggestion as to how it should be edited? _____
If your answer is "not appropriate, should be removed", why?
_____

    11) A: How could you betray my trust like that? I thought we had something special.
        B: I know, and I'm so sorry. I made a terrible mistake, and I deeply regret it.
        A: It's not just a mistake; it's a betrayal that's destroyed me! I trusted you completely.
        B: I'll do whatever it takes to make things right again. I understand why you're ***filled with anger***, and I wish I could take it all back.

The underlined metaphor shares ***lexically different but conceptually same*** equivalents with Azerbaijani.
- Appropriate
- Appropriate, but correction is needed
- Not appropriate, should be removed

If your answer is "appropriate", what are the possible translations of the underlined expression into Azerbaijani? _____
If your answer is "appropriate, but correction is needed", what is your suggestion as to how it should be edited? _____
If your answer is "not appropriate, should be removed", why?
_____

    12) A: Did you attend Sarah's wedding this Sunday?
        B: Of course, I wouldn't miss it for the world. You should have seen how happy she was!

A: It's nice to see her so genuinely happy, especially after all that hardship they've been through.

B: Agreed. She must feel like she has truly ***found happiness***.

The underlined metaphor shares ***lexically and conceptually same*** equivalents with Azerbaijani.

- Appropriate
- Appropriate, but correction is needed
- Not appropriate, should be removed

If your answer is "appropriate", what are the possible translations of the underlined expression into Azerbaijani? _____

If your answer is "appropriate, but correction is needed", what is your suggestion as to how it should be edited? _____

If your answer is "not appropriate, should be removed", why?

_____

13) A: Guess what! I heard from someone that Mike has become a father.

B: Oh! But how? They were expecting the baby for the next month.

A: Yes, but the baby has arrived safely, and they have a baby girl now.

B: That's fantastic news! I am sure he is ***flying high***.

The underlined metaphor shares ***lexically and conceptually same*** equivalents with Azerbaijani.

- Appropriate
- Appropriate, but correction is needed
- Not appropriate, should be removed

If your answer is "appropriate", what are the possible translations of the underlined expression into Azerbaijani? _____

If your answer is "appropriate, but correction is needed", what is your suggestion as to how it should be edited? _____

If your answer is "not appropriate, should be removed", why?

_____

14) A: I heard that Emily got fired from her job last month. How is she doing?

B: Well, She's struggling with finding a new job and being unemployed really frustrates   her.

A: I can understand, it's not easy to deal with the uncertainty of finding new employment.

B: Yeah, she's been actively looking for new opportunities, but every time there's a problem, that's why she's ***in a dark mood*** these days.

The underlined metaphor shares ***lexically different but conceptually same*** equivalents with Azerbaijani.

- Appropriate
- Appropriate, but correction is needed
- Not appropriate, should be removed

If your answer is "appropriate", what are the possible translations of the underlined expression into Azerbaijani? _____
If your answer is "appropriate, but correction is needed", what is your suggestion as to how it should be edited? _____
If your answer is "not appropriate, should be removed", why?
_____

15) A: I can't believe the car broke down here! There's no sign of help around and it's so remote.
B: True, but look around. We never get to see such unspoiled nature in the city.
A: I get that, but what about getting to the hotel on time? Our whole schedule is messed up now.
B: We can enjoy the beautiful scenery while waiting for help. You **should _look on the bright side_**.

The underlined metaphor shares *lexically different but conceptually same* equivalents with Azerbaijani.
- Appropriate
- Appropriate, but correction is needed
- Not appropriate, should be removed

If your answer is "appropriate", what are the possible translations of the underlined expression into Azerbaijani?
_____
If your answer is "appropriate, but correction is needed", what is your suggestion as to how it should be edited?
_____
If your answer is "not appropriate, should be removed", why?
_____

16) A: You went to watch a movie about the Holocaust yesterday, right? How was   it?
B: It was intense. The movie really made me think about the brokenness of humanity, you know? The way people can do such terrible things to each other.
A: I get that it's a heavy topic, but it's just a movie. I think you're exaggerating.
B: But the emotions were overwhelming. Towards the end, I was **_feeling trapped in sadness_**.

The underlined metaphor **_does not_ share lexically and conceptually
same** equivalents with Azerbaijani.
- Appropriate
- Appropriate, but correction is needed
- Not appropriate, should be removed

If your answer is "appropriate", what are the possible translations of the underlined expression into Azerbaijani? _____
If your answer is "appropriate, but correction is needed", what is your suggestion as to how it should be edited? _____
If your answer is "not appropriate, should be removed", why?

_____

17) A: Sweetie, you seem a bit quiet today. Is something bothering you?
B: Jessica told me she's moving away, I'm going to miss her so much.
A: It's completely natural to feel this way but distance doesn't have to break your bond with your best friend.
B: But I'm afraid it won't be the same and when I think about it I'm _**falling into depression**_.

The underlined metaphor shares **_lexically and conceptually same_** equivalents with Azerbaijani.

- Appropriate
- Appropriate, but correction is needed
- Not appropriate, should be removed

If your answer is "appropriate", what are the possible translations of the underlined expression into Azerbaijani? _____
If your answer is "appropriate, but correction is needed", what is your suggestion as to how it should be edited? _____
If your answer is "not appropriate, should be removed", why?

_____

18) A: Oh, your order has arrived. Let me see what you've bought.
B: They messed up my order once more. This is the third time, and I'm so fed up!
A: Seriously? They sent you the wrong items again? Why don't you call customer service to sort it out?
B: I did! They better get it right next time, or I will go right to the customer service and I will _**flip my lid**_ at their counter.

The underlined metaphor _**does not**_ share lexically and conceptually **_same_** equivalents with Azerbaijani.
- Appropriate
- Appropriate, but correction is needed
- Not appropriate, should be removed

If your answer is "appropriate", what are the possible translations of the underlined expression into Azerbaijani? _____
If your answer is "appropriate, but correction is needed", what is your suggestion as to how it should be edited? _____
If your answer is "not appropriate, should be removed", why?

_____

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TEZİN TÜRÜ / <u>DEGREE</u>**:**   **Yüksek Lisans** / Master   ✓   **Doktora** / PhD   ☐

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