

The Comparative Study of American and Iranian English Seniors' Metaphorical Competence

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Abstract

This study aimed to investigate the factors affecting native and nonnative seniors' competence both in comprehension and production of English metaphorical expressions. The subjects included 112 EFL seniors from three universities in Tehran (72 seniors who took part in the course Using Metaphorical Expressions in EFL Contexts as the Experimental Group and 40 seniors as the Control Group) and 30 American seniors of English as the Comparison Group. The lesson plans containing activities that aimed to teach metaphorical expressions, their meanings, and the logic behind them were developed and implemented in two-hour sessions, 12 consecutive weeks. Having been administered the OPT to guarantee homogeneity between and among nonnatives, the pretest and posttest of metaphorical competence were developed and administered to assess the receptive and the productive metaphorical abilities. The data were analyzed considering the amount of metaphorical language produced and comprehended in the pretest and posttest using the t-test and ANOVA. The results revealed that natives and nonnatives differed noticeably both in comprehending and producing metaphorical expressions.

Keywords: *Conceptual metaphors, EFL seniors, Iranian EFL learners, Metaphorical competence, Grammatical competence.*