The Effects of Focus-on-Form(s) on Intermediate L2 Learners' Metaphorical Competence Development

Rabi Nezhad, Elham

Mahmood Hashemian: استاد راهنما

Mohammad Reza Talebi Nezhad: استاد مشاور

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Recent developments in cognitive linguistics have highlighted the importance and the ubiquity of metaphors in language. Their effect has been instrumental in making significant headway into the pedagogical practice and design of teaching materials. This study was carried out to explore the efficacy of FonF(s) instruction on the learning of metaphorical language by intermediate L2 learners of English. First, 60 participants who were homogeneous in terms of language proficiency and metaphorical competence were assigned to 3 groups: 2 being experimental groups and one control group. One of the experimental groups was exposed to the explicit teaching of metaphors (i.e., FonFs) contained in 20 reading passages. The second group was taught the target metaphorical expressions through implicit instruction (i.e., FonF). However, the control group did not receive any particular kind of instruction. But they took the same pretest and posttest as the 2 experimental groups did. To analyze the data, a three-way ANOVA and analysis of covariance was utilized. The findings revealed that the FonFs-taught group gained better results on the posttest. The results seem to indicate a positive correlation between the FonFs and the metaphorical competence. It is also possible to enhance L2 learners' metaphorical competence through FonFs instruction of metaphors. Keywords: FonFs, FonF, Metaphor, Metaphoric competence