The Difference Between Honest and Dishonest Teaching of Metaphorical Expressions to Upper-Intermediate L2 Learners

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Metaphorical expressions as a means of understanding and explaining language use are, by now, well established; however, they have made little effect on language teaching. This study provides a strategy of teaching and its usefulness in teaching of metaphorical expressions. It reports on a study carried to examine the difference between honest (i.e., explicit) and dishonest (i.e., implicit) teaching of metaphorical expressions in English as a Second Language (ESL). Also, the importance of metaphorical competence has been argued as an essential element of awareness and knowledge in language use. A group of 50 upper-intermediate L2 learners were tested to have a metaphorical competence and the results showed they had almost such a competence. The results show important evidence on positive relationship of honest and dishonest teaching of metaphorical expressions. The effect of this strategy on L2 learners' awareness and success in understanding the meaning of metaphors is evaluated by the use of pre and posttests. Therefore, L2 teachers can use this strategy to help their L2 learners to use and improve comprehending of metaphorical expressions in natural communication too. Key Words: Honest and dishonest strategy, Teaching of metaphorical expressions, Metaphorical competence.