

**A Case Study on the Acquisition of English Hyperbolic
Expressions by EFL Undergraduate Students with
Different Native Language Backgrounds**

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ABSTRACT

It has been proven that certain language exponents in a foreign language are more difficult than others. This is especially obvious when we deal with such language exponents as idiomatic expressions or formulaic language in which the meaning of the whole expression is not the entire meaning of each part making them. It would be interesting in this regard to define the role of the learners' native language transfer in acquiring idiomatic or formulaic expressions. It would also be interesting to find out whether there exists any relationship between the learners' levels of proficiency. Thus, the study purports to focus on both native language transfer and the relationship between the learners' proficiency level and their acquisition of the target language's figures of speech.

To achieve the purpose of the study, the research methodology chosen is based on quantitative and qualitative methods. The research design consists of a multiple choice test and a translation task based on McCarthy and Carter's (2004) categorization of hyperbole and other expression taken from various sources.

The study involved participants of two different native languages. The data were collected from the departments of English in both the University of Mosul and the University of Duhok where the Arabic and Kurdish languages are spoken respectively by the EFL learners.

It has been found out that learners understand metaphorical expressions which have identical or very similar Arabic and Kurdish correspondents more frequently. It has

also been found out that the language transfer occurs when respondents are unsure of the metaphorical meaning. Thus, when respondents do not understand an expression, this occurs due to native language intervene along with other factors such as semantic transparency and linguistic structure of the items given, linguistic and pragmatic proficiency, and the context.

Data analysis has also verified the hypothesis that the acquisition of idiomatic expressions is directly dependent on the learners' level of foreign language proficiency.

Keywords: hyperbole expressions, formulaic language, foreign language, Arabic and Kurdish, language transfer

ÖZ

Yabancı dile ait değişik unsurlar dikkate alındığı zaman bazılarının diğerlerinden daha zor olduğu kanıtlanmıştır. Aynı ayrı kümelerden oluşan ve bu kümelerin anlamlarının bir araya gelmesi ile anlam bütünlüğü sağlamayamayan deyimsel ve kalıplaşmış dil unsurları ile uğraşırken, bu zorluk açıkça görülmektedir. Bu bağlamda, öğrencinin deyimsel ve kalıplaşmış dil unsurlarını öğrenirken yaptığı ana dil aktarımlarını tanımlamak ilginç olacaktır. Daha da ilginç, yapılan bu aktarımlarla öğrencinin yabancı dil seviyesi arasında herhangi bir bağlantı bulunup bulunmadığını saptamak olacaktır. Dolayısı ile bu çalışma hem yapılan dil aktarımlarına hem de öğrencinin dil seviyesi ile deyimsel edinimler arasındaki ilişki üzerine odaklanacaktır.

Çalışmanın amacına erişmek için, nicel ve nitel araştırma yöntemleri seçilmiştir. Araştırma modeli çoktan seçmeli test, MCarthy ile Carter'e (2004) ait abartı dil kategorilerine bağlı çeviri testi, ve farklı kaynaklardan alınan deyimlerden oluşmaktadır.

Çalışmaya iki farklı ana dili konuşan katılımcılar iştirak etmiştir. İstenilen bilgiler Arapça ve Kürtçenin konuşulduğu Musul ve Duhok üniversitelerindeki İngilizce bölümlerinde okuyan öğrencilerden sağlanmıştır.

Arapça ve Kürtçe dillerinde benzer karşılıkları bulunan mecazi deyimlerin öğrenciler tarafından daha kolay anlaşıldığı saptanmıştır. Katılımcıların mecazi anlamların çıkarımında emin olmadıkları durumlarda dil taşımaları yaptıkları da ortaya

çıkmiştir. Başka bir deyişle, ana dilin etkisi ile beraber anlamsal belirsizlikler, deyimsel sözcüklerin dil yapısı, öğrencinin dilsel ve pratik düzeyi, ve de ortam gibi etmenler deyimlerin anlaşılmasına neden olmaktadır.

Bilgi analizleri, deyimsel ifadelerin edinimi ile öğrencinin yabancı dil seviyesi arasındaki doğrudan bağlantı tezini de doğrulamış bulunmaktadır.

Anahtar kelimeler: Ayrıtlı deyimler, kalıplaşmış sözler, yabancı dil, Arapça ve Kürtçe, dil taşıması

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TABLE OF CONTENT

| | |
|--|-----|
| ABSTRACT..... | iii |
| ÖZ..... | v |
| AKNOWLEDGEMENT..... | vii |
| LIST OF TABLES..... | xii |
| LIST OF FIGURES..... | xiv |
| LIST OF ABBREVIATIONS..... | xv |
| I INTRODUCTION..... | 1 |
| 1.1 Background of the Study..... | 1 |
| 1.1.1 Introducing Formulaic Language and the Hyperbole..... | 1 |
| 1.1.2 The Native Language and the Acquisition of the Foreign Language..... | 2 |
| 1.2 Aim of the Study..... | 5 |
| 1.3 Problem of the Statement..... | 5 |
| 1.4 Hypotheses..... | 6 |
| 1.5 Research Questions..... | 7 |
| 1.6 Definitions of Terms..... | 7 |
| 1.7 Summary..... | 8 |
| 2 LITERATURE REVIEW..... | 9 |
| 2.1 Introducing the Formulaic Language..... | 9 |
| 2.1.1 Literal and Non-literal Meaning..... | 10 |
| 2.1.2 Perspectives on the Idiomatic Expressions..... | 11 |
| 2.2 The Hyperbole..... | 12 |
| 2.2.1 Perspectives on Hyperbole..... | 13 |
| 2.2.2 Hyperbole and Discourse Analysis..... | 15 |

| | |
|--|-----------|
| 2.2.3 Characteristics of Hyperbole..... | 15 |
| 2.2.3.1 Gradability and Intensification | 16 |
| 2.2.3.2 A Contextually Intentional Phenomenon..... | 17 |
| 2.2.3.3 A Literal and Non-literal Device | 19 |
| 2.2.3.4 Ambiguity and Explanation of Hyperbole..... | 20 |
| 2.2.4 Hyperbolic Forms | 20 |
| 2.3 On the Teaching of Formulaic Language | 20 |
| 2.3.1 Teaching the Formulaic Language and Language Transfer..... | 23 |
| 2.4 Avoidance of Using and Teaching Hyperbole..... | 23 |
| 2.4.1 Hyperbole and Grice Maxims..... | 24 |
| 2.4.2 Avoidance of Using Formulaic language by ESL learners..... | 25 |
| 2.5 Language Transfer and the Effect of Mother Tongue..... | 26 |
| 2.5.1 Language Transfer and Pragmatic Transfer..... | 27 |
| 2.5.2 Language Transfer and the Cross-cultural Differences | 28 |
| 2.6 Summary | 30 |
| 3 METHODOLOGY | 31 |
| 3.1 Research Design..... | 31 |
| 3.2 Context..... | 32 |
| 3.3 Participants..... | 33 |
| 3.4 Data Collection and Method | 34 |
| 3.4.1 Procedures..... | 34 |
| 3.5 Questionnaire..... | 35 |
| 3.5.1 Multiple-choice Test (MCT)..... | 35 |
| 3.5.1.1 MCT on McCarthy and Carter’s Categories..... | 37 |
| 3.5.1.2 MCT on Other Expressions | 37 |

| | |
|--|-----|
| 3.5.1.3 Literal Distracters..... | 38 |
| 3.5.2 Translation Task..... | 38 |
| 3.6 Data Processing..... | 39 |
| 3.7 Summary | 39 |
| 4 DATA ANALYSIS..... | 40 |
| 4.1 Research Question 1 | 40 |
| 4.1.1 Results of (MCT) on McCarthy and Carter’s Categories | 40 |
| 4.1.1.1 Results from Arabic Participants | 41 |
| 4.1.1.2 Results from Kurdish Participants | 46 |
| 4.1.2. Results of (MCT) on Other Expressions..... | 51 |
| 4.1.2.1 Results of Other Expressions from Arabic Participants | 51 |
| 4.1.2.2 Results of Other Expressions from Kurdish Participants | 60 |
| 4.2 Research Question 2 | 69 |
| 4.2.1 Results of the Translation Task from Arabic Participants | 70 |
| 4.2.2 Results of the Translation Task from Kurdish Participants | 82 |
| 4.3 Data Analysis | 92 |
| 4.3.1 Analysis of MCT Results..... | 92 |
| 4.3.1.1 Analysis of MCT on McCarthy and Carter’s Categories..... | 92 |
| 4.3.1.2 Analysis of MCT on Other Expressions | 95 |
| 4.3.2 Analysis of the Translation task from the Two Groups | 97 |
| 4.4 Discussion | 110 |
| 4.4.1 The Findings from MCT..... | 110 |
| 4.4.1.1 The Findings of McCarthy and Carter Categories..... | 110 |
| 4.4.1.2 The Findings of Translation Task on the Other Expressions..... | 111 |
| 4.5 Summary | 116 |

| | |
|--|-----|
| 5. CONCLUSION..... | 118 |
| 5.1 Conclusion | 118 |
| 5.2 Limitation of the Study | 120 |
| 5.3 Implication | 120 |
| 5.4 Recommendation | 122 |
| REFERENCES | 123 |
| APPENDENCES | 132 |
| Appendix A: Questionnaire | 133 |
| Appendix B: Questionnaire Results | 139 |
| Appendix C: Translations from Native teachers..... | 145 |

LIST OF TABLES

| | |
|--|----|
| Table 4.1.1.1.a: Results of Expressions of Number (Arabic participants)..... | 41 |
| Table 4.1.1.1.b: Results of “Amounts or quantity of” (Arabic participants) | 42 |
| Table 4.1.1.1.c: Results of “adjectives +amounts of” (Arabic participants)..... | 43 |
| Table 4.1.1.1.d: Results of Expressions of Time (Arabic participants)..... | 44 |
| Table 4.1.1.1.e: Results of “Expressions Size and Degree“(Arabic participants) | 45 |
| Table 4.1.1.2.a: Results of Expressions of Number (Kurdish participants)..... | 46 |
| Table 4.1.1.1.b: Results of “Amounts or Quantity of” (Kurdish participants) | 47 |
| Table 4.1.1.1.c: Results of “adjectives +amounts of” (Kurdish participants)..... | 48 |
| Table 4.1.1.1.d: Results of Expressions of Time (Kurdish participants)..... | 49 |
| Table 4.1.1.1.e: Results of “Expressions Size and Degree“(Kurdish participants) ... | 50 |
| Table 4.1.2.1.a: Results of “a heavy lecture” (Arabic participants)..... | 51 |
| Table 4.1.2.1 .b: Results of “haven’t slept a wink” (Arabic participants) | 53 |
| Table 4.1.2.1.c: Results of “a thunder face” (Arabic participants) | 54 |
| Table 4.1.2.1.d: Results of “such a dragon” (Arabic participants) | 55 |
| Table 4.1.2.1.e: Results of “stuffed” (Arabic participants)..... | 57 |
| Table 4.1.2.1.f: Results of “a storm in a cup of tea” (Arabic participants)..... | 58 |
| Table 4.1.2.1.g: Results of “that was a heavy sigh” (Arabic participants) | 59 |
| Table 4.1.2.2.a: Results of “a heavy lecture” (Kurdish participants)..... | 61 |
| Table 4.1.2.2 .b: Results of “haven’t slept a wink” (Kurdish participants) | 62 |
| Table 4.1.2.2.c: Results of “a thunder face” (Kurdish participants) | 63 |
| Table 4.1.2.2.d: Results of “Such a dragon” (Kurdish participants)..... | 65 |
| Table 4.1.2.2.e: Results of “Stuffed” (Kurdish participants)..... | 66 |
| Table 4.1.2.2.f: Results of “a storm in a cup of tea” (Kurdish participants)..... | 67 |

| | |
|--|-----|
| Table 4.1.2.2.g: Results of “that was a heavy sigh” (Kurdish participants) | 69 |
| Table 4.2.1a: Translation of “a heavy lecture” (Arabic participants) | 71 |
| Table 4.2.1.b: Translation of “haven’t slept a wink” (Arabic participants)..... | 72 |
| Table 4.2.1.c: Translation of “a thunder face” (Arabic participants)..... | 73 |
| Table 4.2.1.d: Translation of “such a dragon” (Arabic participants)..... | 75 |
| Table 4.2.1.e: Translation of “Stuffed” (Arabic participants)..... | 76 |
| Table 4.2.1.f: Translation of “a storm in a cup of tea” (Arabic participants) | 77 |
| Table 4.2.1.g: Translation of “that was a heavy sigh” (Arabic participants)..... | 79 |
| Table 4.2.1.h: Translation of “ages (Arabic participants)..... | 80 |
| Table 4.2.2.a: Translation of “that was a heavy lecture” (Kurdish participants)..... | 82 |
| Table 4.2.2.b: Translation of “haven’t slept a wink” (Kurdish participants)..... | 83 |
| Table 4.2.2.c: Translation of “a thunder face” (Kurdish participants)..... | 84 |
| Table 4.2.2.d: Translation of “such a dragon” (Kurdish participants)..... | 86 |
| Table 4.2.2.e: Translation of “Stuffed” (Kurdish participants)..... | 87 |
| Table 4.2.2.f: Translation of “A storm in a cup of tea” (Kurdish participants) | 88 |
| Table 4.2.2.g: Translation of “That was a heavy sigh” (Kurdish participants)..... | 90 |
| Table 4.2.2.h: Translation of “Ages” (Kurdish participants)..... | 91 |
| Table 4.3.1.1.a: MCT of McCarthy’s categories with correspondents (Arabic) | 93 |
| Table 4.3.1.1.b: MCT of McCarthy’s categories with correspondents (Kurdish) | 93 |
| Table 4.3.1.2.a: MCT on “Other Expressions” with correspondents (Arabic) | 96 |
| Table 4.3.1.2.b: MCT on “Other Expressions” with correspondents (Kurdish)..... | 96 |
| Table 4.3.2.1.a: Analysis of translation task (Arabic participants)..... | 98 |
| Table 4.3.2.1.b: Analysis of translation task (Arabic participants) | 99 |
| Table 4.3.2.2.a: Analysis of translation task (Kurdish participants)..... | 100 |
| Table 4.3.2.2.a: Analysis of translation task (Kurdish participants)..... | 101 |

LIST OF FIGURES

| | |
|--|----|
| Figure 1: Gradability..... | 16 |
| Figure 2: Participants..... | 34 |
| Figure 3: Hyperbole-proneness (McCarthy & Carter, 2004)..... | 94 |

LIST OF ABBREVIATIONS

| | |
|-----|-------------------------------|
| EFL | English as a Foreign Language |
| IRT | Idiomatic Recognition Test |
| MCT | Multiple-Choice Test |
| L1 | First Language |
| L2 | Second Language |
| LT | Target Language |
| SLA | Second Language Acquisition |
| TA | Think Aloud |

Chapter 1

INTRODUCTION

This chapter is composed of several sections. The first section provides background information of the study. The second section focuses on the importance of the study. The third section presents the assumption which the study is based on. Finally the last section provides the definition of the terms used throughout the study.

1.1 Background of the Study

It has been assumed that learning certain exponents in a foreign language is more difficult than others (Irujo, 1986, Cooper, 1999, Boers, & Demecheleer. 2001). This is especially obvious when we deal with such language constructions as idiomatic phrases or formulaic expressions in which the meaning of the whole expressions is not the sum of the meaning of the each part making them (Irujo, 1986, Cooper, 1999). Among these formulaic expressions, the hyperbolic expressions will be the focus of this study.

1.1.1 Introducing Formulaic Language and the Hyperbole

The formulaic, nonliteral language has become recently of interest to scholars' research. For example, Wray (2005) considered the formulaic expressions as formulaic sequences, language chunks or phrasal units that contribute to language use and learning.

With regard to the figurative language theories, great attention has been given to metaphor and irony (Cooper, 1999, Coulson, 2006). Nevertheless, hyperbolic expressions have almost been neglected or avoided either by scholars or teachers.

Preliminary literature shows that, as an expression of exaggeration, hyperbole was used in old and classical writings to deal with the figures of overstatement. For instance, hyperbole referred to as exaggeration or overstatement has been studied in rhetoric and in literary contexts (McCarthy & Carter, 2004). They focus on rhetoric and literacy contexts, especially in the boarder context of exaggerated assertions for variety types of interpersonal meaning (p.151).

The use of hyperboles has also been of interest to critical discourse analysis (Van Dijk, 1995, 2005). From a collection of expression used by right-wing British newspapers, Van Dijk (1995) showed how rhetorical hyperboles played a prominent role in the formulation of opinion. Additionally, upon analysing speeches in Spanish Parliament with a critical discourse analysis approach, he found that semantic polarization can be emphasized by hyperboles (Van Dijk, 2005).

1.1.2 The Native Language and the Acquisition of the Foreign Language

Throughout the research, we have noticed that no comparative studies have been conducted to investigate two genealogically and typologically different languages in learning English as a foreign language. Thus, the purpose of this study is to find out the effect of the mother tongue in acquiring the foreign language among other factors like; linguistic structure, semantic transparency and the context. This study is concerned with students of two different background cultures; Arabic as one of the Semitic languages and Kurdish as one of the Indo-Iranian languages.

Arabic language belongs to Semitic languages (Bussmann, 1998). The language is written from right to left to compose a sentence or a phrase. Generally, the grammatical structure of a sentence in Arabic consists of subject and verb or a subject, verb and object. Sometimes the verb precedes the subject and vice versa. The parts of speech in Arabic include; noun, verb, preposition, adjective and adverbs. The adjective modifies a noun and the adverb modifies a verb. This language is highly inflected in its syntactic structure especially when using tenses since the forms of verbs and adjectives depend on the gender of the subject. For example, when we say "كتب" /kətəbə/ is a past tense for a masculine verb while the present tense is inflected by adding ي /j/ sound and become يكتب /jəktubu/. As for feminine we add ت /t/ before the verb in present and after the verb in the past (Abu Charka 2007).

Kurmanji Kurdish language is the language spoken in Northern Iraq and it belongs to the Indo-European languages (Strazny, 2005). Kurmanji Kurdish and Persian languages are close to each other since they originate from the same branch which is Indo-Iranian (Thackston, 2006). Kurmanji language has many dialects, among which, Badini dialect (a standard language in Bahdinan Region of Iraqi Kurdistan) which will be considered in our study. Although Kurmanji Kurdish language uses Latin scripts (Thackston, 2006; Shepherd, 2009), in Iraq Arabic scripts are used at present in most formal aspects of correspondences and education.

We may notice the difference between the two languages in the word order (Haywood & Nahmad, 1965:20; Thackston, 2006:18) in the example "Ahmed is writing a letter" (subject+ verb+ object) in the English language for both languages shown as follows:

| | | | | | |
|-----------------|---------|-----------|---------------------------|----------|------------|
| أحمد يكتب رسالة | | | ئەحمەد کاغەزەکی تێنێفیسیت | | |
| <u>Arabic</u> | | | <u>Kurdish</u> | | |
| أحمد | يكتب | رسالة | ئەحمەد | کاغەزەکی | تێنێفیسیت |
| S. | V. | O. | S. | O. | V. |
| əhməd | jəktubu | risalətən | əhməd | kağəzəki | t'nivisi:t |

This study aims to prove that although Arabic and Kurdish languages are genealogically and typologically different, language transfer will take place in the acquisition of English as a foreign language.

The data collection will be both quantitative since it investigates whether the learners comprehend these expressions and qualitative one since it investigates whether the proficiency level affects the awareness, comprehension, and the interpretation of the English hyperbolic expressions in their native languages.

With regard to the native language, the mother tongue may affect the learning of vocabulary of the foreign language when the EFL learners try to remember the use of formulaic expressions. The learners seem to compensate in their translation because they lack the knowledge of some difficult or unfamiliar expressions to compose complex lexical units (Swan, 1997). The knowledge of mother tongue may affect positively or negatively in understanding and interpreting such figures of speech as (Azuma, 2009) claims that they might be useful but risky. Together, the lack of knowledge and the mother tongue influence may result to language transfer. The transfer might simply occur when learner doesn't understand the relevant property in

the target language and will only use the native language knowledge (Kellerman and Sharwood, 1986).

1.2 Aim of the Study

The aim of this study is to inquire whether the acquisition of English as a foreign language is dependent on the proficiency level of the learners. In other words, our aim is to see the role of the students' native language in acquiring the target language's figures of speech of which the hyperbole will be the focus of the study. The study assumes that the acquisition of English hyperbolic expressions will be higher in the advanced levels depending on the students' proficiency and awareness of the pragmatic figures of speech such as hyperbole in both the first language and the target language.

1.3 Problem of the Statement

The acquisition or learning hyperbolic expressions has not been engrossed or even avoided by foreign language teaching community. Kreuz et al. (1996) mentioned the importance of hyperbole in language use. These expressions are used in everyday life but neglected in the teaching of the foreign language despite their cultural significance on English Language teaching as a foreign language. The existence of keywords or preconstructed word combinations shows significant cultural benefits in language learning.

To our knowledge, most of the studies conducted have been on the comprehension of idiomatic expressions and the role of the mother tongue on learning English as a second language (Irujo, 1986), second language figurative proficiency between English and Malay (Black, 2002), the acquisition of metaphorical expressions, idioms, and proverbs by Chinese learners of English language (Fuyin, 2002),

orientation toward metaphor and metonymy by English and Malay phraseology (Black, 2003), Yu's (2009) study on metaphorical expression in English and Chinese, and (Nazal,2014) on the difficulties.

This study will focus on the figures of speech regarding the hyperbolic expressions. The EFL learners use such expressions in their everyday life, but face problems when using them in foreign language due to the lack of pragmatic proficiency and awareness of the pragmatic figures of speech such as hyperbole in both first and target language.

For nearly a century, the role of the native language in the acquisition of a second language has been a highly adversarial issue. Most, if not all, theoretical suppositions of second language acquisition (SLA), from syntactical to generative theories, assume some role for a learner's first language (L1) in acquiring a second language (L2), see for example (Gass, 1988; Schmitt, McCarthy, 1997, Azuma, 2009). They attributed transfer and learners' general difficulties in acquiring a foreign language to the differences between the target language and native language.

1.4 Hypotheses

In assuming that the mother tongue, among other factors, affects the acquisition of the foreign language and the advanced levels of proficiency would be using the native language positively in comprehension and production of the formulaic expressions, the following hypothesis have been formulated:

1. There is a direct relationship between learners' acquisition of the foreign language and their use of the mother tongue.

2. The proficiency level affects the comprehension and production when learning the figures of speech in the field of the second language acquisition.

1.5 Research Questions

1. Does the native language impact the students' comprehension of the formulaic language in their study?
2. Does the proficiency level have a role in the awareness, comprehension and the interpretation of the hyperbolic expressions into the native languages?

1.6 Definition of Terms

In the present study, we will deal with some keywords along the whole chapters of the research.

Formulaic Language: it refers to formulaic sequences in which the meaning of the whole expression is not the sum of the meaning of the each part and which contribute to language use and learning (Wray, 2005).

Hyperbole: It is a figure of speech that refers to the amount or worth, of a neutral fact that is personally overestimated or underestimated in varying degrees but always to have a notion of excess (Mora, 2006).

Language Transfer: it refers to the process of transferring the first language L1 when producing the second language when learner doesn't understand the relevant property in the target language and will only use the L1 knowledge (Kellerman & Sharwood (1986).

1.7 Summary

This brief review shows that the acquisition or learning hyperbolic expression has not been focused on by foreign language teaching community, nor has it been considered from the perspective of native language transfer. Moreover, no research has been carried out in which one could see the relationship between learners' levels of proficiency and the acquisition of idiomatic or formulaic expressions. Therefore, this study focuses on the acquisition of hyperbolic expressions by learners and assumes that learners with different cultural backgrounds seem to acquire or comprehend the idiomatic expressions at the later stage of their learning process. In fact, as with other language events, there seems to take place pragmatic transfer implying that learner face two problems due to pragmatic transfer; learners do not know what expressions to use and when to use them.

Chapter 2

LITERATURE REVIEW

This chapter consists of several sections; first it will introduce formulaic language. Second, it will present the hyperbole and its characteristics and forms. Third, it will present some perspectives on teaching and avoiding the using of formulaic language and the idiomatic expressions. Finally, it will mention the effect of mother tongue and the language transfer from different perspectives.

2.1 Introducing Formulaic Language

In the field of second language acquisition (SLA), the formulaic, or figurative language and idiomatic expressions in which the meaning of the whole expressions is not the sum of the meaning of the each part making them have recently attracted the scholars' attentions. For example, Coulson (2006), Pawley and Syder (1983) regard formulaic or lexicalized units as 'sentence stem' which depend on the linguistic knowledge and cultural perception, and the mastery of them will lead to efficient outcome.

An idiom is a multi-word conventional expression, whose meaning cannot always be readily resulting from the common meaning of each word (Irujo, 1986, Cooper, 1999). Thus, formulaic expressions may act as an access to meanings and functions due to the widespread of their referential, forthcoming, and stylistic roles in discourse (Martinez & Schmitt, 2012).

Wray (2005) considers the formulaic expressions as formulaic sequences, language chunks or phrasal units that contribute to language use and learning. Moreover, Wray (2012) argues that as a relevant phenomenon, stored in our lexicon, one doesn't know how various parts or structures related to formulaic unit suit each other. On the other hand, Wray (2011) claims that formulaic language might limit the interaction in some situations with people suffering from language disorder.

Wood (2002:1) states that formulaic language units, the ready-made chunks and sequences of words stored in the memory play a significant part in language acquisition and facilitate fluent production. The use and perception of formulaic language in SLA rely on the nature of the target language and its development as idiomaticity in L2, and the learners' use of target and interlanguage formulas and their role in L2 language use and development, mostly of target rules (Weinert, 1995). These elements cannot always be separated although they often appear independently (p.184).

2.1.1 Literal and Non-literal Meaning

For the second language learners, it is hard to tell from the literal meaning of the individual words. For example, “hit the ceiling or blow your stack” means “to get very angry” because figurative meaning is unpredictable, and presents a special language learning problem to master these expressions (Cooper, 1999, Irujo, 1986).

Literal meaning is referred to as a straightforward Lakoff, (1986), meaningfulness talk or salient meaning, while non-literal meaning is considered as indirectness, exaggerated, overstated and interpretative metaphor (Giora,1999). To understand the idiomatic expression, one should distinguish between their literal meaning (what

speaker means to say), and non-literal usage (what speaker means), (Winner; Windmueller, Rosenblatt, Bosco, Best, & Gardner, 1987).

2.1.2 Perspectives on the Idiomatic Expressions

Research on the idiomatic language has drawn scholars' attention not only in literary studies but also in other fields of research such as linguistics, pragmatics and psycholinguistics or cognitive psychology. For example, Gibbs (1994:290-141) states that speakers' tacit knowledge and familiarity with idioms help and motivate them understands these expressions over literal phrases. Furthermore, Boers, & Demecheleer (2001:255) claim that apparent idioms are figures of speech whose meanings are easy to guess than of those ambiguous ones. Moreover, Spöttl and McCarthy (2004) found that learner could successfully select the proper formulaic expressions for the context. Additionally, Boers, Eyckmans & Stengers, (2007) argued that second language learners can just rely on contextual constituents to interpret idiomatic expressions due to the arbitrary nature of the meaning of idioms.

Recently formulaic language such as metaphor and irony had a lot of interest in research, yet hyperbole had been received less attention or ignored in research (McCarthy & Carter, 2004; Mora, 2004), or recognized as a rhetoric device to exaggerate a statement by minimization or magnification (Leech, 1969). Furthermore, after conducting a study on the occurrence of figurative language in literature, Kreuz et al. (1996) underlined the significance of hyperbole. From their findings, hyperbole had been noticed to be involved in 80% of the interactional cases of co-occurrence among other tropes (p.92).

2.2 The Hyperbole

Literature research shows that little interest has been given to hyperbole due to intensive investigation conducted on other tropes such as metaphor and irony. Hyperbole, on the other hand, has been nearly ignored or examined within the master tropes or equated to them.

With regard to hyperbolic types, Smith (1657) distinguishes two kinds of hyperboles: *auxesis* as a kind of overstatement and *meiosis* as a kind of understatement. The first one is an extreme intensification and expanding of an entity, and the second as an extreme reduction or attenuation of an entity.

The term hyperbole has a long history in classical rhetoric since Aristotle (McCarthy; 2004, Mora, 2004, Norrick, 2004, Herrero, 2009, Mora, 2009). Additionally, some scholars regard hyperbole as a dead trope due to its conventionality. For example, Gibbs, (1994) claimed that many idiomatic expressions might be considered as dead or matters of convention stirred by figurative organizations. On the other hand, Gibbs (1994:25) argues that the meanings referred by hyperbole should be taken non-literary in the sturdiest acceptable way. Furthermore, Leech (1969) regards hyperbole as an incredible fictional device when twist by saying too much considering honest, deception, truth and falsehood issues in poetry with regard to hyperbole.

Mora (2004) also, considers hyperbole as a form of extremity, bold exaggeration that either magnifies or minimizes some real form of matters. Furthermore, Mora (2006) argues that hyperbole is an overgeneralized exaggeration by which something is represented as much greater or less, better or worse. Accordingly, hyperbole can be

outlined as “a figure of speech by which the amount or worth, of a neutral fact is personally overestimated or underestimated in varying degrees but always to have a notion of excess” (p.103).

Overstatement may also lie at the base of implicated cohort, (Herrero, 2009). The example of the heavy suitcase according to which the source expression is ‘This suitcase weighs a ton’ and the objective meaning could be seen in terms of a request that can be paraphrased as ‘Help me’, (p. 226)

The importance of the formulaic expressions attracted many scholars’ attention. For example, Robert, & Kreuz (1994) conducted a study on various figures of speech to determine the discourse goals of using the figurative language. They found out that these figures accomplish certain communicative goals among which the hyperbolic expressions were found out to be used for humour and emphasis.

2.2.1 Perspectives on the Hyperbole

Some scholars associate the hyperbole as extreme formulae with verbal irony (Kreuz & Roberts, 1995, Gibbs, 2000). They claim that these two terms share a number of important discourse objectives like humour, emphasis and clarification. If we ironically say; “that was simply the most incredible dining experience in my entire life”, we present an extreme statement in a completely straight-faced way (Gibbs, 2000:24), i.e., overstating the utterance and reality. Gibbs (2000) subsumes hyperbole under irony and associates it with humour stating that people use hyperbole where speakers expressed their nonliteral meaning by exaggerating the reality of the situation (Gibbs, 2000:12).

On the other hand, other scholars, for example, Colston & Keller (1998: pp.499-500) state that hyperbole is quite different mechanisms from irony when expressing surprise. Moreover, the authors claimed that verbal irony and hyperbole perform different pragmatic accomplishments; verbal irony uses contrast of kind because positive remarks are made toward negative occurrence, while hyperbole uses contrast of magnitude since the negative comments are made about moderately negative situations (Colston & O'Brien, 2000: pp.179-181).

Exaggeration is not simply a valuable rhetorical figure, but also a conventional feature of everyday language use and a pattern of conversational implicature which became a normal way of talking. Thus, to say one has not seen someone 'for ages' simply means 'for a long time' does not mean exaggerating a simple truth and a verb such as 'die to' (e.g. 'dying to meet someone') may barely be perceived as exaggerated or overstated, although it is simply far from the truth (McCarthy & Carter, 2004:151).

McCarthy and Carter (2004) focus on rhetoric and literacy contexts, especially in the boarder context of exaggerated assertions for variety types of interpersonal meaning. They argue that "examination of hyperbole in interactive contexts also underlines the expressive and interpersonal meanings foregrounded in its use: intensifying, humour and interpersonal meanings antipathy, informality and intimacy, along with evaluative and persuasive goals, are all recurrent feature, (pp.149-150). Moreover, they set a frame work and criteria depending on the corpus for what is regarded as a hyperbole, (ibid:151)

Following McCarthy & Carter (2004), some scholars and researchers conducted their research on hyperbole in semantic and conversational analysis. For example, Mora (2004) focused on the role of conversational interactivity in constructing hyperbole as a joint device between speaker and listener and how listener reacts to hyperbole (pp.13-17). Additionally, Mora (2009) made an attempt to analyse the form of hyperbole characteristics in the fields of informal, leisure, educational, business and institutional conversation cases depending on the British Council Corpus (BNC) taking into consideration the criteria set by McCarthy (2004).

On the other hand, Norric (2004) considers the extreme case formulation in English as a subcategory of hyperbole that asserts a statement in the most extreme way. Additionally, Norric (2004:1728) differentiates between hyperbole as a figure of bold exaggeration and overstatement as an excessive statement of augmentation to express emotion.

2.2.2 Hyperbole and Discourse Analysis

The use of hyperboles has also been of interest to critical discourse analysis. For example, (Van Dijk, 1995) showed how rhetorical hyperboles played a prominent role in the formulation of opinion. Additionally, upon analysing speeches in Spanish Parliament with a critical discourse analysis approach, he found that semantic polarization can be emphasized by hyperboles (Van Dijk, 2005:66).

2.2.3 Characteristics of Hyperbole

Claridge (2011) highlighted some significance aspects of hyperbole depending on different corpora on the study of exaggeration in English language as follows;

2.2.3.1 Gradability and Intensification

The notion of degree is basic to hyperbole when the expression goes beyond the reasonable limits of the fact in the given context. This will lead to different scales of distinction between the fact given in the context and exaggerated one. For example, if we ask a singer of about the years he had been singing a particular song and his answer would have been, for example, 30 years. Giving the fact that his age is no more than 25 years old at the time of speaking, this would be an exaggerated statement as the time extent expressed is much longer than can be factually true and then can consequently be *literally* meant by the speaker (Claridge, 2011:4). This contrast in quantity will lead to a linguistic distinction between what is acceptable to the extra-linguistic) and the creative exaggerated expression on the basis of the gap between the meaning of two and a linguistic contrast within the lexicon as shown in the figure below;

| Literal Expression | Hyperbolic Expression |
|---|--|
| Agrees with the extra-linguistic facts in the given context | Exceeds the (credible) limits of fact in the given context |
| Contains semantic attribute expressing "X" | Contains attribute "more of x', i.e., 'more of the same' |

Figure1: Hyperbole; Gradability

There are also other differences that can be pragmatically relevant in a discrete example of overstatement. This seems to depend on speaker assumption and expectations about a situation which will lead to the creation of a different scale in the given context (ibid:23). For example, if a speaker describe a garden in a house as

a *jungle* referring to the large amount of plants in it giving the notion of jungle environment to justify the utterance.

There is another type of scale which relies on the position of argumentative power. That is when a speaker uses an utterance of strength to support his or her argument to a different degree. For example when we say “*it is freezing*” by putting thick clothes and a coat, wearing scarf and gloves is more convincing rather than merely saying *it is cold*. The examples given above shows that hyperbole is a phenomenon of intensification. Intensification or intensifier is concerned with the semantic category of degree, a predictable point of intensity which may be high or low (Quirk et al, 1985:589). We may assume that *jungle* or *freezing* occur in highest or lowest end of the scale, but we can't say so to the *30 years* or even referring to the time in the example; *I will be ready in a second* rather than *shortly* or *soon* because numerical or time scale is open-ended one. Thus, the degree scale will have a role in interpreting the hyperbolic. Furthermore, it will have an effect on emotion when saying *famished* or *starving* rather than *very hungry*. Accordingly, hyperbole is regarded here as an intensification in the emotional sense which does not rely on the degree scale, yet an emphatically one (Kreuz & Robert, 1994) and involves emotional and social truth of the statement (Claridge, 2011).

2.2.3.2 A Contextually Intentional Phenomenon

There are some factors comprise the notion of context here which are; (i) the extra-linguistic, primarily physical setting of the speech and the situations and the things mentioned in, (ii) the qualities of the participants of the conversation including their psychological states, (iii) the relationships of the interlocutors, as well as, (iv) the shared knowledge of the participants about the subjects given in the context.

As for the (i), the extra-linguistic facts, it involves the chosen of the intensive vocabulary that are commonly used hyperbolically. Take for example a situation described in a place where an earthquake took place as *disastrous* or *very dramatic*, would be plainly fitting to describe the danger it represents. Also, when speakers overstate a number or a situation or event giving it a big deal of importance that do not deserve it, yet not considered as a lie, the hypothetically hyperbolic expression is understood in counterfactual terms and thus disconnected from reality (McCarthy & Carter, 2004:151). For example, if a speaker says: “if *someone had offered me a million dollars*, I would have achieved the task within a week”, it cannot be accepted as a hyperbolic force (although it of course adds emphasis, (Claridge, 2011:28). Therefore, it will depend on the speaker and the hearer, if the expressions are understood, contextualized or interpreted as hyperbolic ones or not depending on the contextual knowledge by the two (ibid:29-30). An example is given hereto illustrate the situation; “*she got a bath and left every door in the house open*”. Normally taking a bath will have the bath door shut.

Another contextual matter is the appropriateness of a statement or the way of expression where overstatement is possible. For example, if a speaker tries to make the others believe what s/he is saying is honest not a fun and saying “*honestly, I swear it*” rather than saying “it is really true” (ibid: 100)

The relationship between context and the hyperbolic expressions are concerned with another two features which are (i) distinguishing between fact and falsehood (McCarthy and Carter, 2004), and (ii) the problem of genuine truth vs. expressive truth. Leech (1969) claimed that there should be a distinction between fact from the

truth and also between truth from the falsehood with regards to hyperbole, litotes and irony because they give a wrong image of the truth and an indication of the factual and emotional sense to achieve their effects.

2.2.3.3 Literal and Non-literal Device

The literal/non-literal distinction is important for the hyperbolic expression. Hyperbole may have a literal meaning which is not proposed to be understood in the context. For example, someone comments on a car size as a “*white elephant*” in ‘my white elephant costs a lot of petrol’.

Some figures of speech including hyperbole have become established and conventionalized (Gibbs; 1994, Giora, 1999, McCarthy & Carter, 2004) and consequently lost the literal effect or meaning they intend to imply. For example, the terms *terrific*, *ages*. As for *terrific* it has no longer the sense of terror but only *great* or *excellent*, and for the term *age/s*, indicating a very/ overly long time span, does not usually have an exaggerated force any longer, yet Claridge (2011:197) claims that the term “*ages*” in certain instances does have its exaggerated sense but weakened.

According to Giora (1999), literal is salient and determent by its conventionality (that is there are degrees of conventionality), familiarity, frequency or given-ness status in a linguistic or non-linguistic context and as that affect the figurative/ literal distinction as both types of meaning can be (equally) salient. The example of *jungle* previously mentioned in (2.2.3.1) can be entirely conventional, highly familiar and frequent; besides, the criterion of given-ness in context also means that figurative meaning will usually be the most salient one.

2.2.3.4 Ambiguity and Hyperbolic Explanation

Ambiguity of lexical item has an important role in interpreting some situations of hyperbole. If we take the word *huge*, linguistically put in the size scale and its definition in most dictionaries “extremely large in size or amount, great in degree”. That is to say it is situated in upper level of the scale and fit the use of the hyperbole, but where as to compare with other terms like *enormous*, *vast*, *immense*, *gigantic*, and *giant* found in the same area of the scale?. According to Herrero (2009), the interpretation of such expression lies in the listener’s response and the given context with regard to misunderstanding that may occur when using hyperbole in such situations.

2.2.4 Hyperbolic Forms

One may realize hyperbolic expression with the given context principally in one word only of an utterance or in phrases and clauses in the given context.

In their study on hyperbole in interaction, McCarthy & Carter (2004) rely on the data drawn upon from 5-million word corpus of spoken English CANCODE corpora (Cambridge and Nottingham Corpus of Discourse in English). Additionally, they set a framework of hyperbolic categories within lexical items such as number, time, quantity, modifiers such as adjective describing amount or quantity, and size and degree.

2.3 On the Teaching of the Formulaic Language

The field of English language teaching and learning has drawn the attention of scholars to how language is perceived and produced by L1 and L2 (Littlemore, 2001; Wood, 2002, Ellis, 2002, Swan, 2006, Gibbs and Colstone, 2012, Dickinson, 2012, Martinez and Schmitt 2012, Schmitt and Alali, 2012). For example, Littlemore,

(2001) emphasized that personal characteristics of which, a metaphorical intelligence, contributes to successful comprehension of metaphorical expressions and language learning process.

Furthermore, Ellis (1996) claims that the comprehension of language discourse involves the sequencing of lexical units, phrases and collocation (p.93). Moreover the learning, understanding and producing vocabulary comprise its sequence of phonological, morphological, syntactic and semantic structures, where the input frequency affects language processing (Ellis, 2002:143).

Other scholar concentrated on multiword and chunks. For instance, Wood (2002) and Swan (2006) emphasized on teaching multiword and chunks in the classroom since it has a great role in language comprehension and production and contributes to saving time, to come close to the native-like mastery of language in learning as Swan (2006) stated. Furthermore, Wood (2002) indicates that while these figures of speech are inspired by the input and would be stored in the memory, fluency would require competent mental effort. In addition, conceptual patterns and lexical items of language can be motivated by the input or the context which leads to the generation of the speech fluency (Wood, 2002:6). Dickinson (2012) also claims that learning formulaic language accurately and properly enhances the quality of the learners' presentation and improves their speech fluency.

Dong (2004) focuses on how to teach metaphorical language to non-native English speakers. Dong argued that metaphorical language is considered as a problematic issue in language teaching and that English teachers of second-language learners who

are bilingual or non-native English speaking should include both conventional metaphors and imaginative or poetic metaphors in the teaching process to improve second language and learning skills (Dong, 2004:30). Furthermore, Dong claims that the talk about metaphor and comparing the cross cultural conventions behind metaphors, evolution of conventional metaphor and using metaphors in context are crucial to teaching and learning process (ibid:31).

The importance of formulaic language and its function and attribution to meaning comprehension motivated scholars to teaching approaches of formulaic language. For example, Gibbs and Colstone (2012), focus on how figurative language is comprehended and produced by different people arguing that it requires more cognitive effort since tropes vary in their meaning, functions and objectives.

Martinez and Schmitt (2012) focused on the phrasal expressions, presenting a list of the 505 most frequent non-transparent multiword expressions in English, intended especially for receptive use. They argued that it needs to be a part of language syllabuses and consequently will have a prominent place in language teaching textbooks and materials as well as for language achievement and proficiency. They hoped that this work will have an important role in EFL/ESL language teaching textbooks which currently lack such expressions in classroom learning, a guide for language learners and teachers to consider formulaic sequences in their learning and teaching, especially for comprehensible purposes, a means of including formulaic sequences in tests that measure receptive L2 knowledge and receptive skills and an aid in observing vocabulary acquisition process. Moreover, the authors stated that textbook writers, test developers and teachers require a more ethical manner of

recognizing and classifying formulaic sequences and proposed that a list of recurrent or important formulaic sequences is an apparent solution to language teaching and learning. Schmitt (2012) also compared the learning of idioms and the word centred learning and claimed that they are acquired incidentally from language input and need to be taught explicitly. Schmitt and Alali (2012) attempt to clarify the teaching of formulaic sequences by directly comparing individual word learning with formulaic sequence learning based on a number of different teaching treatments. Prior to methodological step, the researchers used translations and idiom multiple choice tests to examine both receptive and productive knowledge of meanings and forms of target words and idioms. The teaching single words and teaching idioms processes in the project were elaborated within five stages using the same methodologies (p.157).

2.3.1 Teaching the Formulaic Language and Language Transfer

With regard to language transfer, Azuma (2009) implied that it is necessary to include the literal/figurative or metaphorical expressions in language lessons, especially with certain expressions that have particular meanings and a comparison of similarities and differences in meaning between the mother tongue and the target language. Azuma argues that the more students are exposed to figurative language, the more competent they become in the target language which enable miscommunication (Azuma, 2009:167).

2.4 Avoidance of Using and Teaching Hyperbole

Literature research shows that little interest has been given to hyperbole due to either intensive investigation conducted on other tropes such as metaphor and irony or avoided by some scholars.

As a result, hyperbole has been nearly ignored or examined within the master tropes or equated to them. Aristotle, for example, claimed that hyperbole doesn't suit the elderly people and is used by the young because it expresses vehemence of character. Moreover, the Harper Handbook of College Composition (1981, cited in Baiyi and Aili, 1995) considers exaggeration as dishonest and absurd and consequently advises readers to avoid them. However, Baiyi and Aili (1995) argued that hyperbole and lie might be similar in their outcome, yet they are different language phenomena. They argued that people, when speaking, use hyperbole to convey personal emotion and to gain in return positive response from the hearers, while using lie has other certain objectives such as falseness or deception (p.16)

2.4.1 Hyperbole and Grice Maxims

Leech (1983) claims that hyperbole (overstatement) is one of two ways that violate the Cooperative Principle of Grice's (1975:47) Maxims depending on the judgement of it as a degree in the scale. When we exaggerate a statement, we are simply not differentiating between truthfulness and falsehood rather than describing it more emphatically than it is accounted for. For example; "*it made my blood boiling*", violates the degree of quality of the Grice Maxims and, "*that wasn't such a bad meal that you cooked*", an impoliteness as a compliment (p.146). Exaggeration, therefore, deals with the 'clarification of expertise, and with the comprehension and, particularly, the analysis of it, i.e., the personal imperativeness to oneself and it consequently has an extremely paramount affective element. In contrast, Gibbs (2000) suggests that irony, hyperbole and understatements do not necessarily violate the maxims of truthfulness since the speakers make sense of the conversational statements and motivated by the need of them (p.394).

2.4.2 Avoidance of Using Formulaic Expressions by ESL Learners

From learner perspective, Laufer, & Eliasson (1993) assumed that inherent semantic difficulty of second language forms is the main factor, among other factors (cross-linguistic difference, (b) cross-linguistic similarity, and (c) intrinsic complexity of the second language features avoided), contributes to the avoidance behaviour as well as favouring idiomatic phrasal verbs to one-word form support their assumption that avoidance and non-avoidance depends to extent on the similarities or differences between the first language and target one. Irujo (1986) states that while learning a second language, learners face difficulty in using idioms. She attributed this difficulty to the confusion part of an idiom they have learned but not mastered and to transferring part of an idiom in their first language to the target language (p. 287).

In a study conducted by Fukuya & Liao (2004) the researchers tried to investigate the avoidance of phrasal verbs with regard to their proficiency levels (advanced and intermediate), phrasal verbs types (figurative, literal), and test type (multiple-choice) and a translation task. The researchers aimed to provide an evidence for avoidance in the context of structural differences between L1 and L2 as well as innate semantic complexity of the target form. The findings showed that the low-level learners tend to avoid using phrasal verbs and both levels produce less figurative than literal phrasal verbs in the translation task. They attributed such avoidance to the exhibition of the first language development and to the semantic nature of the phrasal verbs that tends to interact with the translation test.

Another study was conducted by Ghabanchi & Goudarzi (2012) where figurative and literal phrasal verbs were investigated on MA (advanced) and BA (intermediate) students of English using multiple-choice, translation and recall tests. The results showed that phrasal verb type had an effect on learners' avoidance of phrasal verbs. The researchers attributed this avoidance to the differences between first language and second language structure, the lack of knowledge with regard to idiomatic meaning and the semantic complexity of phrasal verbs (pp.43-44).

2.5 Language Transfer and the Effect of Mother Tongue

The present study assumes that the learners though different in their cultural backgrounds will show a language transfer in their interpretations of the formalistic expressions. EFL learners have little exposure to English language in daily life than those who learn it as an ESL, therefore, their experience in the language itself and especially with figurative expressions are infrequent (Azuma, 2009:166).

According to, Kellerman & Sharwood (1986) language transfer might simply occur when learner doesn't understand the relevant property in the target language and will only use the L1 knowledge. Kellerman & Sharwood (1986:22) argue that, transfer is not the same thing as cross-linguistic influence; while transfer denotes to those linguistic behaviours assimilated from L1 without capturing other interlingual effects, cross-linguistic influence, on the other hand, refers to those L1 effects such as avoidance, L1 constraints on L2 learning and performance, and different directionality of interlingual effects. Additionally, Schachter (1983) considers transfer as evidence of a constraint which both facilitates and limits the learners' hypothesis testing process but not in and of itself a process.

The knowledge of mother tongue according to some scholars, may affect positively or negatively in understanding and interpreting such figures of speech when learner acquires new vocabulary or tries to build up a complex word or expression that has not already been learnt as a unit or to bridge the gap in his or her knowledge (Swan, 1997). Swan attributed these problems to the cross-cultural differences between the different languages. Different languages have different ways in encoding the world through lexical items. Languages may have proper translation equivalents for words when these are used in their fundamental senses, but not when they are used in more peripheral or metaphorical ways.

2.5.1 Language Transfer and Pragmatic Transfer

While Pennington and Žegarac (2000) agree that linguistic transfer may occur, they claim that is not the case with the pragmatic transfer, i.e., pragmatic transfer in intercultural communication. They attributed their claim to the independency of pragmatic knowledge from linguistic knowledge, and they argued that the pragmatic transfer might occur also in homogeneous but culturally heterogeneous community (p. 16).

In a previous study, Doğançay-Aktuna & Kamişlı (1997) investigated pragmatic differences of Turkish and American English in the speech act of chastisement, to identify the occurrence of pragmatic transfer in the interlanguage of native Turkish speakers learning English as a Second Language (ESL). Using DCT (discourse completion tests consisted of a written role-play). The results showed the existence of similarities as well as differences between Americans and Turks in their strategies when dealing with the same speech act in interacting with a status unequal person.

Their implication indicated that similarities were found to lead to positive pragmatic transfer in the target language performance of Turkish EFL learners, sociolinguistic dependence seemed to lead to negative transfer (interference) in some situations. Results showed that EFL learners also developed an interlanguage of speech act use with regard to chastisement. Their findings also indicated that the advanced learners could diverge more from the target language norms due to the lack in sociolinguistic competence in the target language.

2.5.2 Language Transfer and the Cross-cultural Differences

Irujo (1986:288) states that transfer is based on belief that earlier learning affects successive learning. In other words, the forms and patterns of the first language are enforced on the second language. Irujo claims that when the patterns and forms are identical in the two languages, positive transfer arise, while trying to use the native language in producing and interpreting the equivalents of different or unfamiliar patterns will cause negative transfer, in other words, interferences errors would be made by the students. Furthermore, Irujo (1986) argues that comparison of two languages would help to investigate the transfer occurred from one language to another because transfer and contrastive analysis between languages are interrelated (p.289). She conducted a study on Venezuelan advanced learners of English to investigate the use of the mother tongue by the second language learners to comprehend and produce the idiomatic expressions in the target language. In other words, to investigate whether the first language idioms that are very similar to their equivalents in the second language would cause more interference than idioms that are different (ibid:288). The researcher subjected 45 English idioms; some identical in form and meaning to their Spanish equivalents, and others different from the Spanish idioms using multiple choice test and a definition test. In the production

process, the same idioms were tested with a discourse-completion test and a translation test. Results showed identical idioms were easy to comprehend and produce. Similar idioms were comprehended rather well but displayed interference from Spanish. Idioms different from the corresponding Spanish were difficult to comprehend and produce but showed less interference than similar idioms. In their interpretation, the students used inter- and intralingual tactics to produce the unfamiliar idioms (Irujo, 1986:287). Languages having identical idioms, the transfer would lead to the correct interpretation of the idioms. Irujo concludes that since many idioms are conventionalized, the metaphorical comprehension and interpretation would be the same whether it is familiar or unfamiliar (ibid).

Furthermore, in an attempt to promote the language proficiency and examining the figurative knowledge of Japanese EFL students, Azuma (2009) investigated the similarities and differences when subjects with different mother tongues (Japanese and English) interpret the metaphorical expressions with regard to cultural and cognitive aspects of interpretations affected by two different groups. Azuma conducted a survey of the word “anger” to examine the Japanese learners’ knowledge of these figurative expressions and how many expressions they know of “*anger*”. The findings showed that the average number of 'anger' expressions in the mother tongue vs. English was (3: to 1.3 per student), i.e., more in the mother tongue than in English (p.166).

Finally, in accordance to cultural backgrounds, Swan (1997) argues that people with different cultures seem to categorize the abstract concepts so differently that it becomes very difficult to construct cross-linguistic equivalences at all (p.4). As for

the related languages, Swan claims that even if the words “mean the same” in two related languages in their central sense, they might fail to support in the constructing of the grammatical context perspective or collocation (ibid:6).

2.6 Summary

In this chapter, we tried to highlight some insights about the formulaic language and the non-literal meaning that affect the comprehension and production when learning English as a foreign language. Then we introduce the hyperbolic expression as one of the formulaic language being the focus of the study; different perspectives on hyperbole, characteristics and forms of hyperbole. Then we mentioned some attempts on the teaching of formulaic and idiomatic expressions and the avoidance of teaching and using them from some scholars and from learners’ perspectives. Finally we focus on the language transfer since we assume that the mother tongue might affect the acquisition of the formulaic language.

Although the Arabic and Kurdish languages are spoken in close boundaries in Iraq, the research in the literature revealed that no comparative studies, being conducted, could be found on the both languages with regard to the acquisition of formulaic language, the effect of mother tongue and the impact of proficiency level on the acquisition of English as a foreign language. It is hoped that this study may contribute to theory and practice to certain extent.

Chapter 3

METHODOLOGY

This chapter will include; firstly the research design, secondly, the contexts where the data have been collected. Secondly, the students participated in the research. Third, the procedure proceeded in collecting the data. Finally, it presents the questionnaire and the instruments used in gathering the information from the participants.

3.1 Research Design

The aim of this study is to inquire whether the acquisition of English as a foreign language is dependent on the proficiency level of the learners. Additionally, our aim is to see the role of the students' native language in acquiring the target language's figures of speech.

To achieve the purpose of the study, the investigation will be conducted through qualitative and quantitative analyses. Griffin (2004) argued that qualitative method lead to in-depth analysis and provides a comprehensive understanding of the participants' perspectives. Moreover, qualitative research methods will fit to certain type of research that convey detail output and answering questions of meaning of why and what factor are involved (Nicolles, 2011).

Thus, this research is a case study which requires comparison between the proficiency levels of the undergraduate students within the four stages in one part

and a comparison between two different background languages on other part. Accordingly, both quantitative and qualitative analyses are required to achieve the purpose of the investigation.

3.2 Context

The study was conducted in an EFL context in the second semester of the academic year between June and July 2014 in the departments of English Language in the Colleges of Arts of the universities of Mosul and Duhok in both Mosul and Duhok governorates in the north of Iraq.

The Department of English language in Mosul University was established in 1969. Its objective is to prepare and graduate student qualified in the field of English language and English literature. The Department offers bachelor's degrees and master's degrees in English and linguistics, as well as a master's degree in English literature. The students are admitted to the department after passing the General Final exam of preparatory schools and distributed on the colleges and departments by the Ministry of Education taking into consideration the average of their degrees in both English and Arabic Languages.

The Department of English language in Duhok was established in 1994. Its objective is to prepare and graduate student qualified in the field of English language and English literature. The Department offers bachelor's degrees in English language and literature. The students are admitted to the department after passing the General Final exam of preparatory schools and then distributed on the colleges and departments by the Ministry of Education taking into consideration the average of their degrees in both English and Kurdish Languages.

In both departments, the students within each year of the study should pass the two semesters' courses examinations and the final examinations be admitted to the upper stage. Those examinations are set by departments to determine the student's qualification and efficiency in the foreign language learning process.

3.3 Participants

A total of 192 students participated in the investigation of this study. From the department of English language in the University of Mosul, a total of 89 students participated in the investigation within the all stages as follows; 25 students of stage one of age between 18 to 19, 23 students from second stage of age between 19 to 20, 21 students from the third stage of age between 20 and 21 and 20 students of age between 20 and 22. All the students in both departments reported that they have taken English as a foreign language between 11 and 12 years of age.

As for the participants from the University of Duhok; a total of 103 participants have been engaged in this investigation as follows; 39 students from stage one of age between 18 to 19, 21 students from second stage of age between 19 to 20, 24 students from the third stage of age between 20 and 21 and 19 students from stage 4 of age between 20 to 22. Almost all the Kurdish students reported that they know Arabic language and that is due to the fact that Arabic Language is the second language in the Kurdish society.

In both universities, the students in the very departments take courses of English language grammar, English literature, linguistics, conversation, and translation. The figure below summarizes the participants engaged in the study.

| # | University | Native Language | Number of the students | Knowledge of other language |
|-------|------------|-----------------|------------------------|-----------------------------|
| 1 | Mosul | Arabic | 89 | 0 |
| 2 | Duhok | Kurdish | 103 | Arabic |
| Total | | | 192 | |

Figure 2: Participants in the study

3.4 Data Collection and Method

3.4.1 Procedures

Prior to collecting data, the first procedure was to ask the departments' permission to make our inquiries in gathering information from the students of the all stages. Next, enquiries were sent to the departments on May, 2014. The information gathered was confidentially secured as the researcher was the only one to access them. The design of the enquiry included a consent letter which includes information about background and English language ability. Background information included name, stage, mother tongue, the years of learning English language, age when English language instruction began, and languages they know other than their mother tongue (see appendix A).

To avoid the subjectivity from the researcher's side, the enquiries were submitted to the teachers of the translation sections in both Mosul and Duhok universities who volunteer to participate in the study and to seek their judgments on the design of the multiple choice items. The contextual situations translations have been gained from Arabic and Kurdish native speakers (see, Appendix C). The questionnaire has been distributed among the participants later and consists of two parts; multiple choice and translation task.

3.5 Questionnaire

The study assumed that there is a relationship between the native language and proficiency level and the acquisition of the foreign language certain exponents. Such assumption arise the questions like whether the mother tongue impacts the acquisition of the foreign language and whether proficiency has a role in the comprehension and production of the formulaic language. To answer these questions, a questionnaire was adopted to collect the data and gather information to achieve this purpose. The questionnaire consists of two instruments; multiple choice-test and translation task based on figurative language comprehension. It adapts McCarthy and Carter's (2004) categorization of hyperbole. The Other expressions have been from various resources and dictionaries like Cambridge learner dictionary (2007) Oxford Wordpower dictionary (2000), and the Online Longman Dictionary of Contemporary English.

Throughout our research on hyperbole studies, we found out that most studies on hyperbole relied partially or entirely on McCarthy and Carter's (2004) labelling this figure of speech such as Mora (2004, 2006), Sert (2008), Claridge, (2011) and Sorea (2011). This investigation is no exception in adapting McCarthy's approach since it concerns the very subject matter.

3.5.1 Multiple-choice Test (MCT)

To answer the first question of the study "whether the native language affects the awareness and the comprehension of the hyperbolic expression, firstly, a multiple choice test based on contextual contexts has been designed with four alternatives for each item (see appendix A). The MCT comprises of twelve expressions as a whole where literal distracters included. The multiple choice test might draw forth the

knowledge of the target sequences, Spötl and McCarthy (2004). We preferred to use this test because it requires little linguistic demands on the learners. It may also activate learner receptive vocabulary and develop a better understanding of such figures of speech. We may also find out the similarities and differences in the data from the students' responses. A multiple choice exercise also would correspond to reliability since the output will be constant among learners because questions and answers are fixed. This type of exercise also meets criteria for validity since it measures figurative language comprehension, the influence of literal distracters and linguistic structure.

Secondly, a consent letter has been attached to the questionnaire with instruction of how to respond to this part by choosing the correct answer that better describe and correspond to the given context (see, Appendix A). Our concern was that the situational context would allow the students to recognize the meaning of the expressions given throughout the context since they are figurative or metaphorical which may contain a single word, multi-words or phrases.

When designing the MCT, we established the contextual meaning of the figurative expressions from their usages in the sentences by consulting the teachers and professors in the English departments of both Mosul and Duhok universities and compared them to the basic meanings found in the dictionaries. The dictionaries used for this task were; Cambridge Learner dictionary, Marriam-Webster's 11th Collegiate dictionary and Oxford Wordpower Dictionary. To our belief, these dictionaries are reliable, consistent and contain a good storage of corpus of millions words that enable us to identify these expressions in context rather than relying on the

assumptions and instincts. For example, the word *ages* (in plural) described by Marriam Webster dictionary in numbers 1, 2, 3.b; as we can see the first two were referred to the singular form of “age” and in the third item were referred to as plural and gave an example expressing the figurative sense.

3.5.1.1 MCT on McCarthy and Carter’s Categories

As mentioned in (3.5), this study adapts McCarthy and Carter’s (2004) labelling of hyperbole. McCarthy and Carter examined the occurrence of hyperbole in a five million world corpus depending on (CANCODE corpus). In their study they examined this trope in the broader context of exaggerated assertions for different types of interpersonal meaning. They concentrate on the interactive nature of hyperbole, the importance of listener reaction to its understanding, listeners’ acceptance of extreme formulations, the creation of impossible worlds and its manifest counter-factuality. The categories adopted from McCarthy and Carter’s study were identified as shown below:

1. Numerical expressions (hundreds, thousands, millions, and so...)
2. Amount or quantity + of: (plenty, loads, masses, heaps and so...)
3. Adjective + nouns + of).
4. Expressions that indicate time and duration (hours, centuries, years, and the plural form of the word *ages*, etc.).
5. Size, Degree + nouns (huge, enormous, endless, gigantic, etc.).

3.5.1.2 MCT on Other Expressions

In addition to McCarthy and Carter’s categories of hyperbolic expressions, other expressions we believe that have hyperbolic sense, were selected from different resources mentioned in (3.5). These expressions were given in conversational

situation and modified to short conversations and included in the questionnaire. These expressions might consist of a single word, multi-word, phrases and sentences.

3.5.1.3 Literal Distracters

In the Multiple-choice test, literal distracters seem to influence the comprehension of the expressions given drawing the learners' attention from the correct alternative that corresponds to the meaning of the expression in the context.

In the present study, we assumed that the mother tongue, among other factors, might affect the comprehension of hyperbolic expressions. Previous research proved that there are some factors that affect the comprehension of the formulaic language and idiomatic expression. These factors are related to the semantic transparency, linguistic structure and the context.

3.5.2 Translation Task

The second instrument in the questionnaire form was a translation task for some of the McCarthy's categories and expressions we identified as "*Other expressions*". This procedure was conducted to gain the answer for the second question of the study whether the proficiency level intervenes in the comprehension and interpretation of the hyperbolic expressions to the native languages. Irujo (1986) investigated the effect of the mother tongue in comprehending and producing idioms and found out that the English idioms identical to their Spanish equivalents were the easiest to comprehend and produce. The translation task was also adopted by Spötl and McCarthy (2004) in comparing knowledge of formulaic sequences across L1, L2, L3, and L4. Spötl and McCarthy (2004) concluded that language proficiency influence memory demonstration within groups and individual participants. This procedure was also adopted by Cooper (1999) who investigated the processing of

idioms by non-native speakers of English. The participants were asked to give the meanings of selected common idioms in a written context. For the sake of scoring' reliability in Idiom Recognition Test (IRT), Cooper (1999:44) trained an experienced foreign language teacher, to score the IRT by going over examples of correct, partially correct, and incorrect IRT responses. In the present study, instruction was given to the students of how to respond to this part and to give their interpretations of the meanings of the expressions we defined as “other expressions” in the multiple-choice test (see, appendix A).

3.6 Data Processing

To put the investigation of the study into function, the information gathered, was processed by using the Microsoft Excel (2010) which we believe is a reliable programme to make the calculations, summations and rates; tables were made concerning the data from the questionnaire (see, appendix B)that enquires the participant's background, Multiple-choice test items, and the translation task items.

3.7 Summary

This chapter presented the method and instruments used in collecting the data and explained the reason behind choosing the multiple-choice test for comprehension and translation task for production in the questionnaire. It has also presented the procedures of gathering the information; data collection, data processing and the reason behind selecting the Microsoft excel programme in the present investigation.

Chapter 4

DATA ANALYSIS

This chapter shows the findings provided by the respondents to the investigation of the study; the first part shows the results gained for the MCT from the two groups; the second parts present the results for the Translation Task. Finally, it presents the analysis of the findings to this investigation

4.1 Research Question 1: Does the native language affect the participants' comprehension of hyperbolic expressions in their study?

The question represented above is based on our assumption that the knowledge and awareness of this figure of speech depends on the proficiency levels of the participants and the effect of the mother tongue on their recognition of items given. In other words, the advanced learners will be more able to recognize these figures than the beginner participants using their mother tongue positively, while language transfer occurs in the lower levels.

4.1.1 Results of (MCT) on McCarthy and Carter's Categories

The MCT part of the questionnaire was divided to two parts. The first part is based on McCarthy and Carter's categorization of hyperbolic expression. The second part is referred to as *Other Expressions* taken from different resources and dictionaries.

The alternatives given may affect the recognition of the target expressions depending on their semantic transparency, linguistic structure and the context.

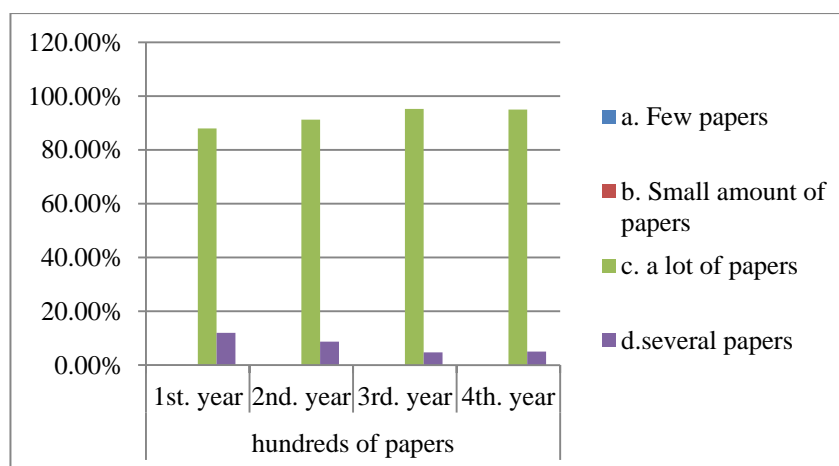
4.1.1.1 Results from Arabic Participants

The tables below show the results gained from the whole stages within each category;

a. Expressions of Number

Table 4.1.1.1.a: Results of Expressions of Number (Arabic participants)

| hundreds of papers | | | | | |
|---------------------------|-----------|-----------|-----------|-----------|---------|
| Alternatives | 1st. Year | 2nd. Year | 3rd. Year | 4th. Year | Total |
| a. Few papers | 0 | 0 | 0 | 0 | 0 |
| | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% |
| b. Small amount of papers | 0 | 0 | 0 | 0 | 0 |
| | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% |
| c. a lot of papers | 22 | 21 | 20 | 19 | 82 |
| | 88.00% | 91.30% | 95.24% | 95.00% | 92.13% |
| d. several papers | 3 | 2 | 1 | 1 | 7 |
| | 12.00% | 8.70% | 4.76% | 5.00% | 7.87% |
| Total | 100.00% | 100.00% | 100.00% | 100.00% | 100.00% |

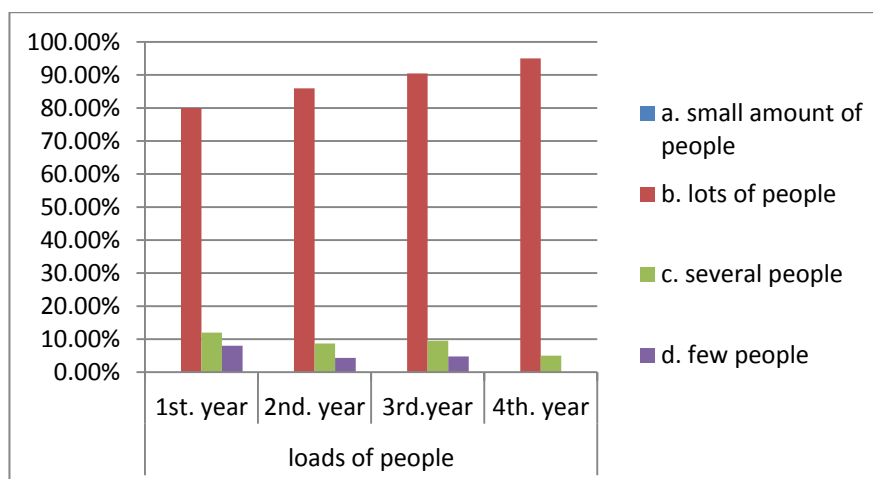


With regard to this category; 22 participants out of 25 from the first the first year (88%), 21 participants out of 23 from the second year (91.30%), 20 participants out of 21 from the third year (95.24%) and 19 participants out of 20 from the fourth year (95%) selected the correct answer.

b. Amount or Quantity + of

Table 4.1.1.1.b: Results of “Amounts or quantity of” (Arabic participants)

| loads of people | | | | | |
|---------------------------|-----------|-----------|-----------|-----------|---------|
| Alternatives | 1st. Year | 2nd. Year | 3rd. Year | 4th. Year | Total |
| a. small amount of people | 0 | 0 | 0 | 0 | 0 |
| | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% |
| b. lots of people | 20 | 20 | 18 | 19 | 77 |
| | 80.00% | 85.96% | 90.48% | 95.00% | 86.52% |
| c. several people | 3 | 2 | 2 | 1 | 8 |
| | 12.00% | 8.70% | 9.52% | 5.00% | 8.99% |
| d. few people | 2 | 1 | 1 | 0 | 4 |
| | 8.00% | 4.35% | 4.76% | 0.00% | 4.49% |
| Total | 100.00% | 100.00% | 100.00% | 100.00% | 100.00% |

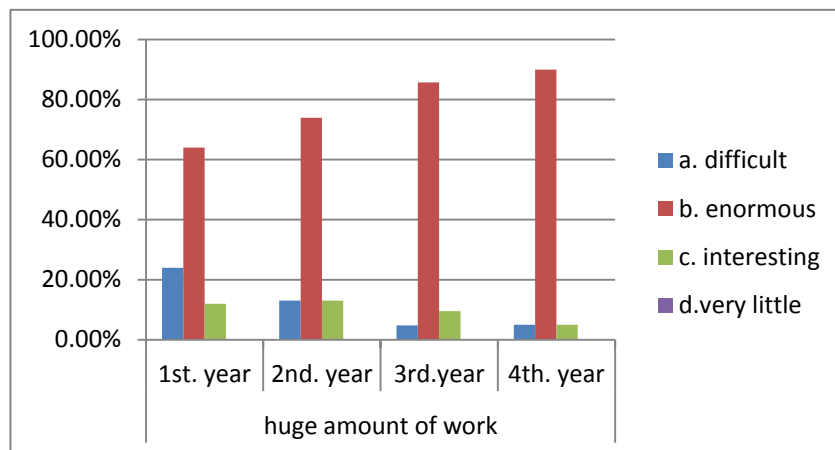


As for the second category; 20 participants out of 25 from the first year (80%), 20 participants out of 23 from the second year (85.960%), 18 participants out of 21 from the third year (90.48%) and 19 participants out of 20 (95%) selected the correct answer.

c. Adjectives+Amount of

Table 4.1.1.1.c: Results of “adjectives +amounts of” (Arabic participants)

| huge amount of work | | | | | |
|----------------------------|----------------|----------------|----------------|----------------|----------------|
| Alternatives | 1st. Year | 2nd. Year | 3rd. Year | 4th. Year | Total |
| a. difficult | 6 | 3 | 1 | 1 | 11 |
| | 24.00% | 13.04% | 4.76% | 5.00% | 12.36% |
| b. enormous | 16 | 17 | 18 | 18 | 69 |
| | 64.00% | 73.91% | 85.71% | 90.00% | 77.53% |
| c. interesting | 3 | 3 | 2 | 1 | 9 |
| | 12.00% | 13.04% | 9.52% | 5.00% | 10.11% |
| d. little | 0 | 0 | 0 | 0 | 0 |
| | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% |
| Total | 100.00% | 100.00% | 100.00% | 100.00% | 100.00% |

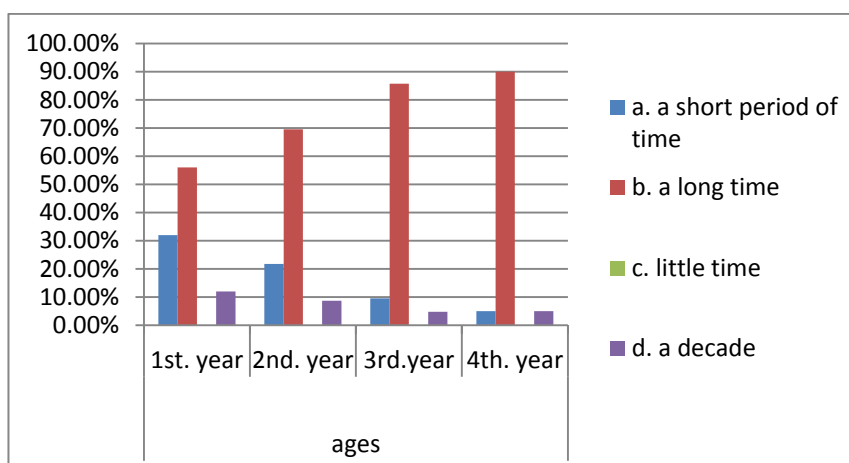


With regard to this category; 16 participants out of 25 from the first year (64.00%), 17 participants out of 23 from the second year (73.91%), 18 participants out of 21 from the third year (85.71%) and 18 participants out of 20 from the fourth year (90%) selected the correct answer.

d. Expressions of Time

Table 4.1.1.1.d: Results of “Expressions of Time“(Arabic participants)

| ages | | | | | |
|------------------|-----------|-----------|-----------|-----------|---------|
| Alternatives | 1st. Year | 2nd. Year | 3rd. Year | 4th. Year | Total |
| a. a lifetime | 8 | 5 | 2 | 1 | 16 |
| | 32.00% | 21.74% | 9.52% | 5.00% | 17.98% |
| b. a long time | 14 | 16 | 18 | 18 | 66 |
| | 56.00% | 69.57% | 85.71% | 90.00% | 74.16% |
| c. a little time | 0 | 0 | 0 | 0 | 0 |
| | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% |
| d. a decade | 3 | 2 | 1 | 1 | 7 |
| | 12.00% | 8.70% | 4.761 | 5.00% | 7.87% |
| Total | 100.00% | 100.00% | 100.00% | 100.00% | 100.00% |

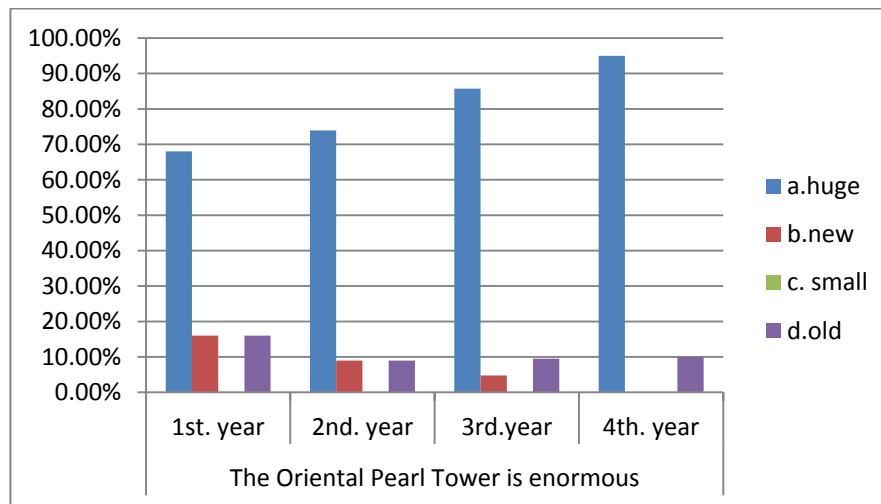


As for this category; 14 participants out of 25 from the first year (56%), 16 participants out of 23 from the second year (69.57%), 18 participants out of 21 from the third year (85.71%) and 18 participants out of 20 from the fourth year (90%), selected the correct answer.

e. Size and Degree

Table 4.1.1.1.e: Results of “Size & degree” (Arabic participants)

| Oriental Pearl Tower is enormous | | | | | |
|---|----------------|----------------|----------------|----------------|----------------|
| Alternatives | 1st. Year | 2nd. Year | 3rd. Year | 4th. Year | Total |
| a. huge | 17 | 17 | 18 | 18 | 70 |
| | 68.00% | 73.91% | 85.71% | 95.00% | 78.65% |
| b. new | 4 | 2 | 1 | 0 | 7 |
| | 16.00% | 8.97% | 4.76% | 0.00% | 6.74% |
| c. small | 0 | 0 | 0 | 0 | 0 |
| | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% |
| d. old | 4 | 2 | 2 | 2 | 10 |
| | 16.00% | 8.97% | 9.52% | 10.00% | 11.24% |
| Total | 100.00% | 100.00% | 100.00% | 100.00% | 100.00% |



With regard to this category; 17 participants out of 25 from the first year (68.00%), 17 participants out of 23 from the second year (73.91%), 18 participants out of 21 from the third year (85.71%) and 18 participants from the fourth year out of 20 (90%), selected the correct answer.

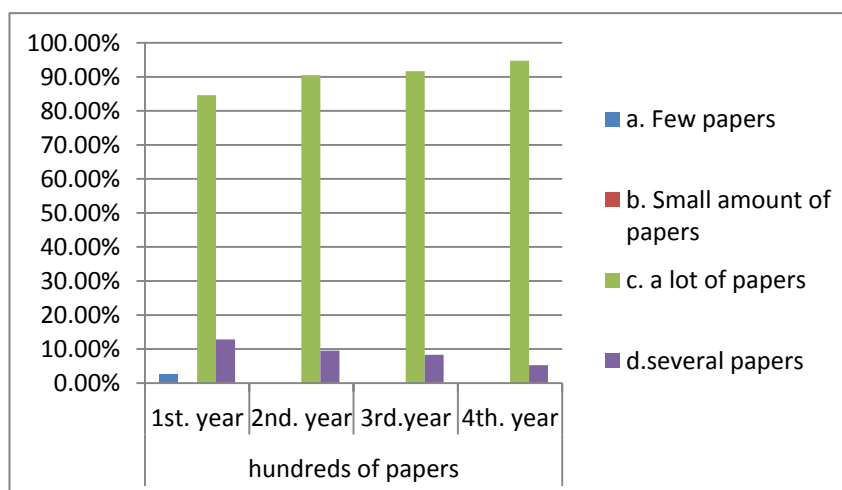
4.1.1.2 Results from Kurdish Participants.

The tables below show the results gained from the whole stages within each category;

a. Expressions of Number

Table 4.1.1.2.a: Results of Expressions of Number (Kurdish participants)

| hundreds of papers | | | | | |
|---------------------------|-----------|-----------|-----------|-----------|---------|
| Alternatives | 1st. Year | 2nd. Year | 3rd. Year | 4th. Year | Total |
| a. Few papers | 1 | 0 | 0 | 0 | 1 |
| | 2.56% | 0.00% | 0.00% | 0.00% | 0.97% |
| b. Small amount of papers | 0 | 0 | 0 | 0 | 0 |
| | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% |
| c. a lot of papers | 33 | 19 | 22 | 18 | 92 |
| | 84.62% | 90.48% | 91.67% | 94.74% | 89.32% |
| d. several papers | 5 | 2 | 2 | 1 | 10 |
| | 12.82% | 9.52% | 8.33% | 5.26% | 9.71% |
| Total | 100.00% | 100.00% | 100.00% | 100.00% | 100.00% |

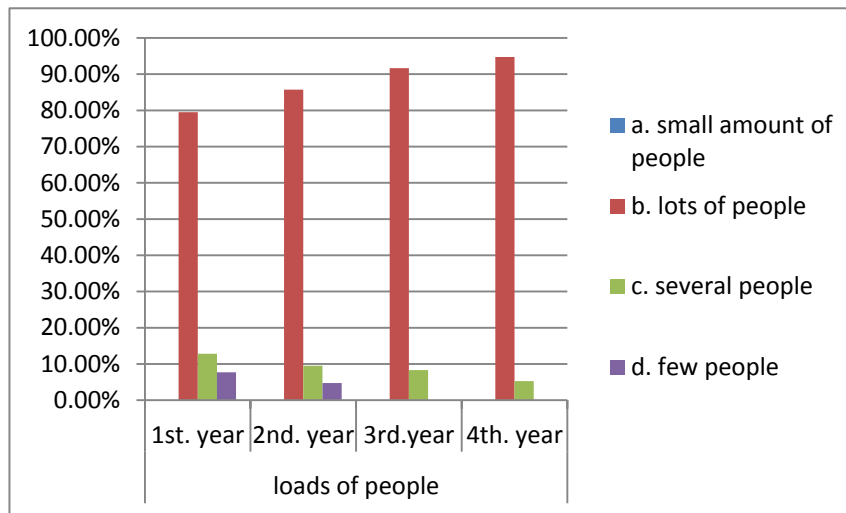


With regard to the first category; “hundreds of papers”; 33 participants out of 39 from the first year (84.62%), 19 participants out of 21 from the second year (90.48%), 22 participants out of 24 from the third year (91.67%) and 18 participants out of 19 (94.74%), selected the correct answer.

b. Amount or Quantity + of

Table 4.1.1.2.b: Results of “Amount or quantity of” (Kurdish participants)

| loads of people | | | | | |
|---------------------------|-----------|-----------|-----------|-----------|---------|
| Alternatives | 1st. Year | 2nd. Year | 3rd. Year | 4th. Year | Total |
| a. small amount of people | 0 | 0 | 0 | 0 | 0 |
| | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% |
| b. lots of people | 31 | 18 | 22 | 18 | 89 |
| | 79.49% | 85.71% | 91.67% | 94.74% | 86.41% |
| c. several people | 5 | 2 | 2 | 1 | 10 |
| | 12.82% | 9.52% | 8.33% | 5.26% | 9.71% |
| d. few people | 3 | 1 | 0 | 0 | 4 |
| | 7.69% | 4.76% | 0.00% | 0.00% | 3.88% |
| Total | 100.00% | 100.00% | 100.00% | 100.00% | 100.00% |

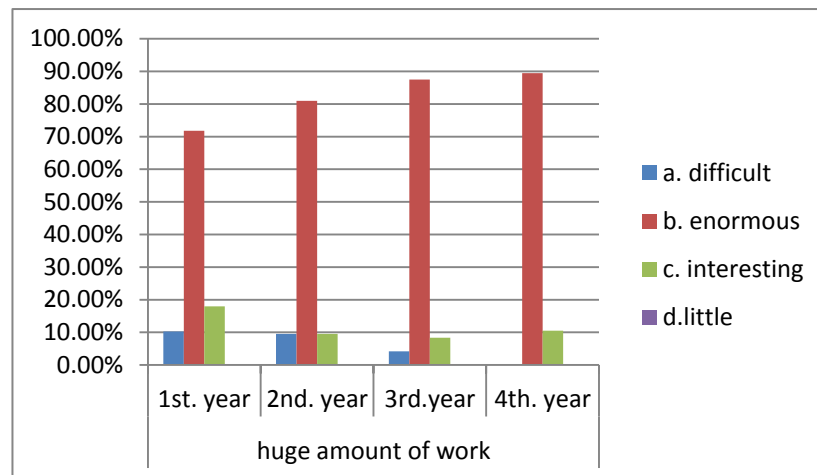


With regard to the second category “loads of people”; 31 participants out of 39 from the first year (79.49%), 18 participants out of 21 from the second year (85.71%), 22 participants out of 24 from the third year (91.67%) and 18 participants out of 19 (94.74%) selected the correct answer.

c. Adjectives+ Amount of

Table 4.1.1.2.c: Results of “adjectives +amounts of” (Kurdishparticipants)

| huge amount of work | | | | | |
|----------------------------|----------------|----------------|----------------|----------------|----------------|
| Alternatives | 1st. Year | 2nd. Year | 3rd. Year | 4th. Year | Total |
| a. difficult | 4 | 2 | 1 | 0 | 7 |
| | 10.26% | 9.52% | 4.17% | 0.00% | 6.80% |
| b. enormous | 28 | 17 | 21 | 17 | 83 |
| | 71.79% | 80.95% | 87.50% | 89.47% | 80.58% |
| c. interesting | 7 | 2 | 2 | 2 | 13 |
| | 17.95% | 9.52% | 8.33% | 10.53% | 12.62% |
| d. little | 0 | 0 | 0 | 0 | 0 |
| | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% |
| Total | 100.00% | 100.00% | 100.00% | 100.00% | 100.00% |

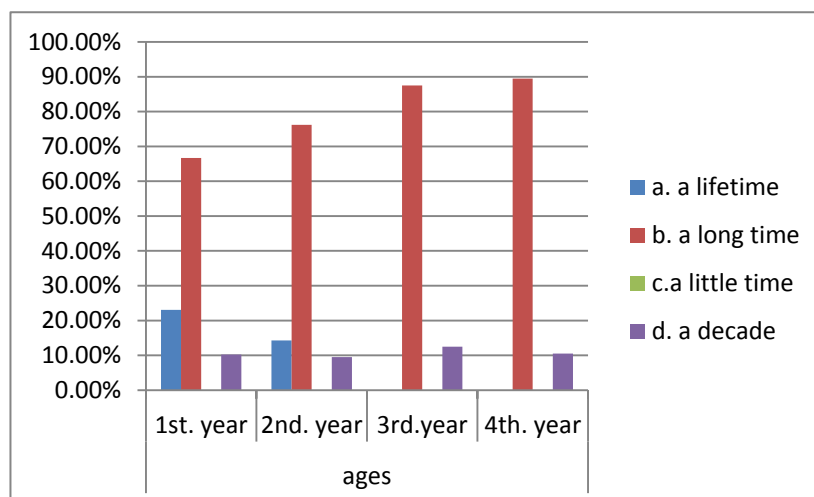


As for this “huge amount of” category; 28 participants out of 39 from the first year(71.79%), 17 participants out of 21 from the second year (80.95%), 21 participants out of 24 from the third year (87.50%) and 17 participants out of 19 (89.47%), selected the correct answer.

d. Expressions of Time

Table 4.1.1.2.d: Results of “Expressions of time“(Kurdish participants)

| ages | | | | | |
|------------------|-----------|-----------|-----------|-----------|---------|
| Alternatives | 1st. Year | 2nd. Year | 3rd. Year | 4th. Year | Total |
| a. a lifetime | 9 | 3 | 0 | 0 | 12 |
| | 23.08% | 14.29% | 0.00% | 0.00% | 11.65% |
| b. a long time | 26 | 16 | 21 | 17 | 80 |
| | 66.67% | 76.19% | 87.50% | 89.47% | 77.67% |
| c. a little time | 0 | 0 | 0 | 0 | 0 |
| | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% |
| d. a decade | 4 | 2 | 3 | 2 | 11 |
| | 10.26% | 9.52% | 12.50% | 10.53% | 10.68% |
| Total | 100.00% | 100.00% | 100.00% | 100.00% | 100.00% |

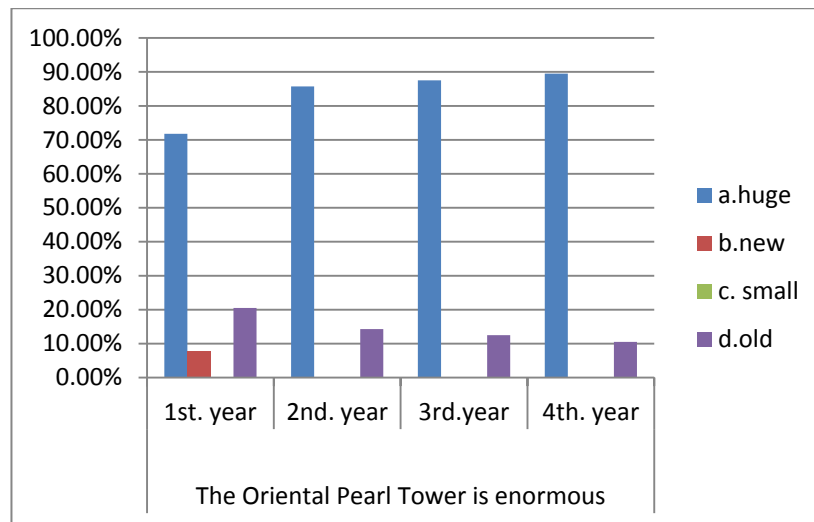


With regard to this category; 26 participants out of 39 from the first year (66.67%), 16 participants out of 21 from the second year (76.19%), 21 participants out of 24 from the third year (87.50%) and 17 participants out of 19 (89.47%) selected the correct answer.

e. Size and Degree

Table 4.1.1.2.e: Results of “Size & degree” (Kurdish participants)

| Oriental Pearl Tower is enormous | | | | | |
|---|-----------|-----------|-----------|-----------|---------|
| Alternatives | 1st. Year | 2nd. Year | 3rd. Year | 4th. Year | Total |
| a. huge | 28 | 18 | 21 | 17 | 84 |
| | 71.79% | 85.71% | 87.50% | 89.47% | 81.55% |
| b. new | 3 | 0 | 0 | 0 | 3 |
| | 7.69% | 0.00% | 0.00% | 0.00% | 2.91% |
| c. small | 0 | 0 | 0 | 0 | 0 |
| | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% |
| d. old | 8 | 3 | 3 | 2 | 16 |
| | 20.51% | 14.29% | 12.50% | 10.53% | 15.53% |
| Total | 100.00% | 100.00% | 100.00% | 100.00% | 100.00% |



With regard to this category; 28 participants out of 39 from the first year (71.79%), 18 participants out of 21 from the second year (85.71%), 21 participants out of 24 from the third year (87.50%) and 17 participants out of 19 (89.47%), selected the correct answer.

4.1.2 Results of MCT on Other Expressions

In addition to McCarthy and Carter’s categories of hyperbolic expressions, and as we mentioned in the previous chapter (see,3. 5), other expressions that we believe have hyperbolic sense or reactions to the exaggerated expressions were selected from the BBC English learning; *the English we speak* and from other resources mentioned in (3.2). These expressions might consist of a single word, multi-word, phrases and sentences. These expressions are; *a heavy lecture, haven’t slept a wink, a thunder face, such a dragon, stuffed, a storm in a cup of tea, a heavy sigh and ages*. We noticed that some participants didn’t answer some items and eventually, an (x) mark was labelled for unanswered items in the tables. The unanswered items might be attributed to not knowing the exact and proper alternative which corresponds to the item given within the context.

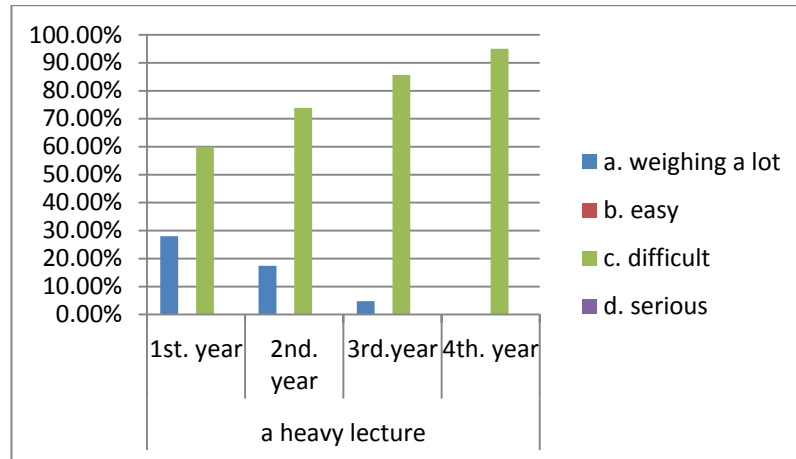
4.1.2.1 Results of Other Expressions from Arabic Participants

The tables below show the results gained from the whole years within each category;

a. That was a heavy lecture

Table 4.1.2.1.a: Results of “a heavy lecture” (Arabic participants)

| A heavy lecture | | | | | |
|-------------------|-----------|-----------|-----------|-----------|--------|
| Alternatives | 1st. Year | 2nd. Year | 3rd. Year | 4th. Year | Total |
| a. weighing a lot | 9 | 5 | 1 | 0 | 15 |
| | 36.00% | 21.74% | 4.76% | 0.00% | 16.85% |
| b. easy | 0 | 0 | 0 | 0 | 0 |
| | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% |
| c. difficult | 15 | 17 | 18 | 19 | 69 |
| | 60.00% | 73.91% | 85.71% | 95.00% | 77.53% |
| d. serious | 0 | 0 | 0 | 0 | 0 |
| | 0.00% | 0.00% | 0.00% | 0.00% | 2.25% |
| x | 1 | 1 | 2 | 1 | 5 |
| | 4.00% | 4.35% | 9.52% | 5.00% | 5.62% |
| Total | 100% | 100% | 100% | 100% | 100% |

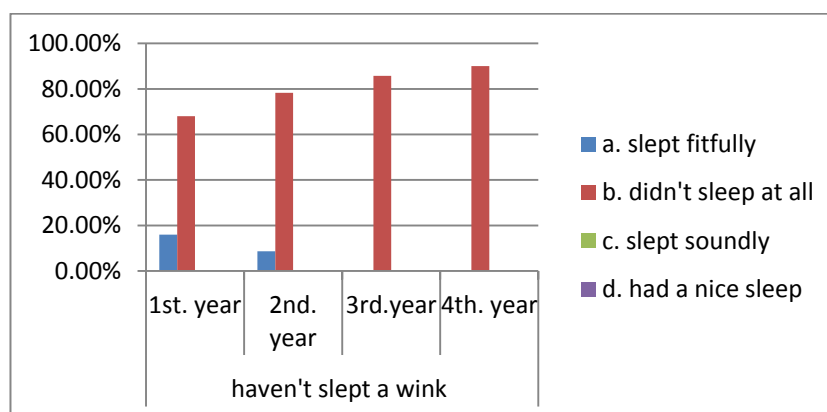


With regard to this expression; 15 participants out of 25 from the first year (60.00%), 17 participants out of 23 from the second year (73.91%), 18 participants out of 21 from the third year (85.71%) and 19 participants out of 20 (95%), selected the correct answer. Comparing the rates of the results, we can see that the advanced levels recognize this item as “difficult” better than the lowest levels. This might be attributed to their tacit knowledge of the source language, proficiency and the exposure to the source language since they are exposed to more literature items, so this item become familiar to them along their study. On the other hand, the participants from the lower levels; 9 from the first year (36%), 5 participants from the second year (21.74%) and one participant from the third year seem to transfer their first language in recognizing and interpreting the item by choosing the alternative “weighing a lot” which means in Arabic language “ثقيلة”/øəqr:lə/.

b. Haven't slept a wink

Table 4.1.2.1 .b: Results of “haven't slept a wink” (Arabic participants)

| haven't slept a wink | | | | | |
|------------------------|-----------|-----------|-----------|-----------|--------|
| Alternatives | 1st. Year | 2nd. Year | 3rd. Year | 4th. Year | Total |
| a. slept fitfully | 4 | 2 | 0 | 0 | 6 |
| | 16.00% | 8.70% | 0.00% | 0.00% | 6.74% |
| b. didn't sleep at all | 17 | 18 | 18 | 18 | 71 |
| | 68.00% | 78.26% | 85.71% | 90.00% | 79.78% |
| c. slept soundly | 0 | 0 | 0 | 0 | 0 |
| | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% |
| d. had a nice sleep | 0 | 0 | 0 | 0 | 0 |
| | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% |
| x | 4 | 3 | 3 | 2 | 12 |
| | 16.00% | 13.04% | 14.29% | 10.00% | 13.48% |
| Total | 100% | 100% | 100% | 100% | 100% |



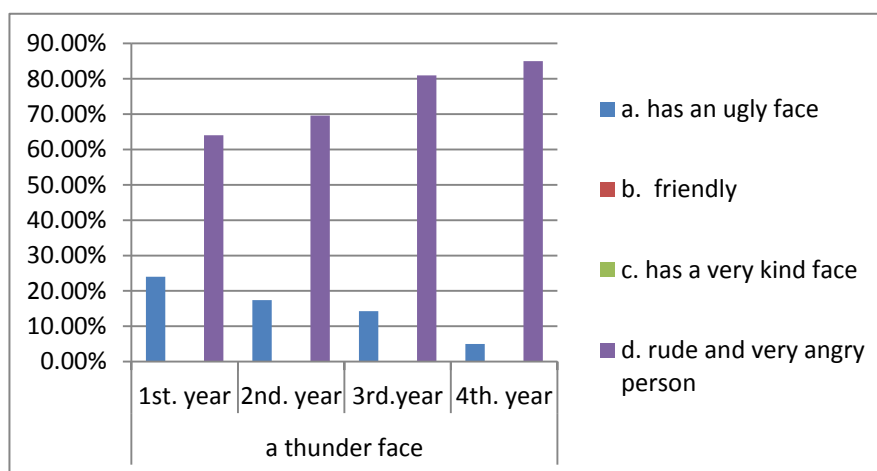
With regard to this expression; 17 participants out of 25 from the first year (68.00%), 18 participants out of 23 from the second year (78.62%), 18 participants out of 21 from the third year (85.71%) and 18 participants out of 20 (90%), selected the correct answer. Although awareness has been noticed of this category within the all stages, the advanced levels recognize this item as “didn't sleep at all” better than the lower levels due to their linguistic and pragmatic competence that affect the recognition of such items within the context. On the other hand, 4 participants from the first year

(16%) and 2 from the second year (8.70%) select the first alternative “slept fitfully” which means بشكل متقطع /biʃəklin mutəqəti' / (لم أنم جيدا) / in Arabic “didn’t sleep well”.

c. A thunder face

Table 4.1.2.1.c: Results of “a thunder face” (Arabic participants)

| a thunder face | | | | | |
|-------------------------|-----------|-----------|-----------|-----------|--------|
| Alternatives | 1st. Year | 2nd. Year | 3rd. Year | 4th. Year | Total |
| a. has an ugly face | 6 | 4 | 3 | 1 | 14 |
| | 24.00% | 17.39% | 14.29% | 5.00% | 15.73% |
| b. friendly | 0 | 0 | 0 | 0 | 0 |
| | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% |
| c. has a very kind face | 0 | 0 | 0 | 0 | 0 |
| | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% |
| d. rude and very angry | 16 | 16 | 17 | 17 | 66 |
| | 64.00% | 69.57% | 80.95% | 85.00% | 74.16% |
| x | 3 | 3 | 1 | 2 | 9 |
| | 12.00% | 13.04% | 4.76% | 10.00% | 10.11% |
| Total | 100% | 100% | 100% | 100% | 100% |



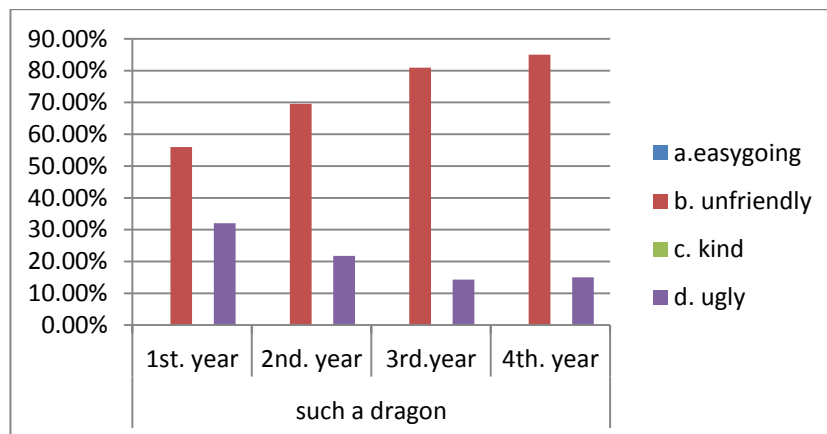
With regard to this expression; 16 participants out of 25 from the first year (64%), 16 participants out of 23 from the second year (69.57%), 17 participants out of 21 from the third year (80.95%) and 17 participants out of 20 (85%), selected the correct answer. Comparing the rates of the results, we can see that the advanced level in the

fourth year recognize this item as “rude and very angry” better than the lower level in the first year for example. This might be attributed to their tacit knowledge of the source language, proficiency and the exposure to the source language since they are exposed to more literature items. On the other hand, the participants; 6 from the first year (24%) and 4 from the second year (17.39%), 3 from the third year (14.29%), and one participant from the fourth year chose the first alternative “has an ugly face” which means (وجه بشع) /wədzhunbəʃi'/, or in their translation they interpret the item as (وجه يشبه الرعد) /wədzhun jəʃbəu əlrrə'd/ because thunder means /əlrrə'd/"الرعد" in Arabic language transferring their first language knowledge in recognizing and interpreting the item.

d. Such a dragon

Table 4.1.2.1.d: Results of “such a dragon” (Arabic participants)

| such a dragon | | | | | |
|----------------------|-----------|-----------|-----------|-----------|--------|
| alternatives | 1st. Year | 2nd. Year | 3rd. Year | 4th. Year | Total |
| a. easy-going | 0 | 0 | 0 | 0 | 0 |
| | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% |
| b. unfriendly | 14 | 16 | 17 | 17 | 64 |
| | 56.00% | 69.57% | 80.95% | 85.00% | 71.91% |
| c. kind | 0 | 0 | 0 | 0 | 0 |
| | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% |
| d. ugly | 8 | 5 | 3 | 3 | 19 |
| | 32.00% | 21.74% | 14.29% | 15.00% | 21.35% |
| x | 3 | 2 | 1 | 0 | 6 |
| | 12.00% | 8.70% | 4.76% | 0.00% | 6.74% |
| Total | 100% | 100% | 100% | 100% | 100% |

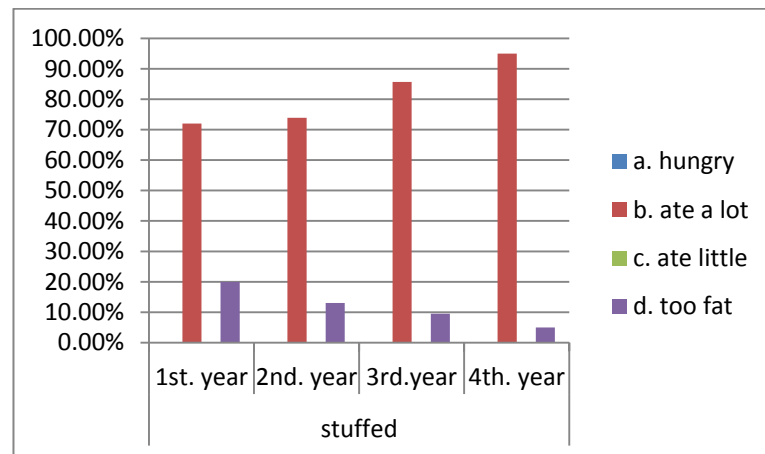


With regard to this expression, 14 participants out of 25 from the first year (56%), 16 participants out of 23 from the second year (69.57%), 17 participants out of 21 from the third year (80.95%) and 17 participants out of 20 (85.00%), selected the correct answer. Comparing the rates of the results, we can see that the advanced level in the fourth year recognize this item as “unfriendly” better than the lowest level in the first year, for example. This might be attributed to their tacit knowledge of the source language, proficiency, exposure. Familiarity of this expression beside the factors mentioned above seem affect also the recognition of this expression aswe notice someparticipants; 8 from the first year (32%), 2 from the second year (8.70%), and one participant from the third year (4.76%) chose the last alternative “ugly” which means (بشع) /bəʃiʔ/, transferring their cultural perspective on the dragon as an ugly creature.

e. Stuffed

Table 4.1.2.1.e: Results of “Stuffed” (Arabic participants)

| stuffed | | | | | |
|---------------|-----------|-----------|-----------|-----------|--------|
| Alternatives | 1st. Year | 2nd. Year | 3rd. Year | 4th. Year | Total |
| a. hungry | 0 | 0 | 0 | 0 | 0 |
| | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% |
| b. ate a lot | 18 | 19 | 18 | 19 | 74 |
| | 72.00% | 73.91% | 85.71% | 95.00% | 83.15% |
| c. ate little | 0 | 0 | 0 | 0 | 0 |
| | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% |
| d. too fat | 5 | 3 | 2 | 1 | 11 |
| | 20.00% | 13.04% | 9.52% | 5.00% | 12.36% |
| x | 2 | 1 | 1 | 0 | 4 |
| | 8.00% | 4.35% | 4.76% | 0.00% | 4.49% |
| Total | 100% | 100% | 100% | 100% | 100% |



As for this item; 18 participants out of 25 from the first year (72.00%), 19 participants out of 23 from the second year (73.91%), 18 participants out of 21 from the third year (85.71%) and 19 participants out of 20 (95%), selected the correct answer. The results reveal that most of participants are familiar with this category in addition, this category has its metaphorical correspondent in Arabic since most of the participants chose the correct answer and also translated it literary as (أكلت كثيرا)

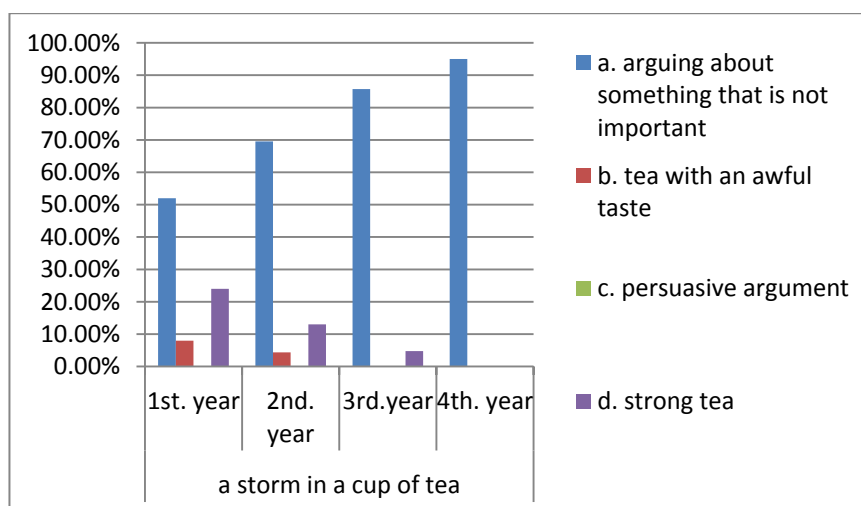
/əkəltukəθi:rən/ “ate a lot” or non-literary (لدي تخمة شديدة) /lədəijə tuxmətun fədi:də/.

Few of the participants from the first and the second years chose the last alternative “too fat” which means (سمين جدا) /səmi:nun dʒidən/ either by getting confused with the meaning of the word “stuffed” or might transferring their native language knowledge concluding that person get fat from eating too much food.

f. A storm in a cup of tea

Table 4.1.2.1.f: Results of “a storm in a cup of tea” (Arabic participants)

| A storm in a cup of tea | | | | | |
|--|-----------|-----------|-----------|-----------|--------|
| Alternatives | 1st. Year | 2nd. Year | 3rd. Year | 4th. Year | Total |
| a. arguing about something that is not important | 16 | 17 | 18 | 19 | 70 |
| | 64.00% | 73.91% | 85.71% | 95.00% | 74.16% |
| b. tea with an awful taste | 7 | 4 | 1 | 1 | 3 |
| | 28.00% | 17.39% | 4.77% | 5.00% | 3.37% |
| c. persuasive argument | 0 | 0 | 0 | 0 | 0 |
| | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% |
| d. strong tea | 2 | 2 | 2 | 0 | 10 |
| | 8.00% | 8.70% | 9.52% | 0.00% | 11.24% |
| Total | 100% | 100% | 100% | 100% | 100% |

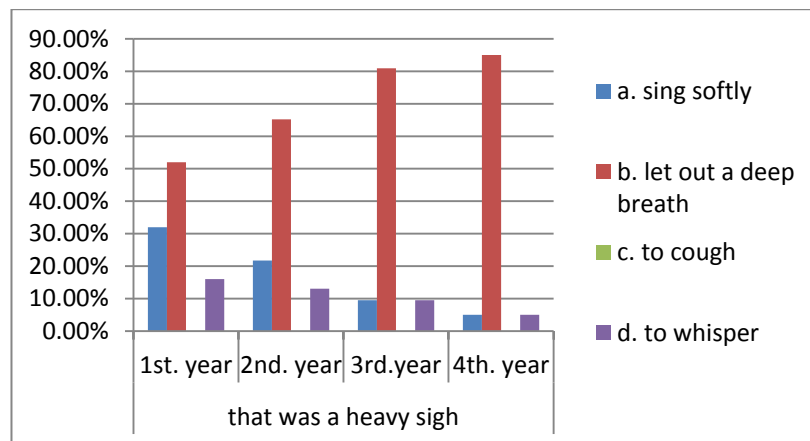


With regard to this expression; 16 participants out of 25 from the first year (64.00%), 17 participants out of 23 from the second year (73.91%), 18 participants out of 21 from the third year (85.71%) and 19 participants out of 20 (95%) selected the correct answer. Although this category is a cultural specific in Arabic, some participants in the lower levels couldn't fathom the meaning of it within the context. In contrast, most of the advanced participants select the right answer and translated it as (عاصفة في كوب الشاي) /açifəfi kubiaɫjai/ which correspond exactly to “a storm in a cup of tea”. On the other hand, some participants in the lower levels seem to be unfamiliar of this expression even in their native language and select the second alternative “tea with an awful test”. The semantic transparency may affect their choices or the unfamiliarity of this item in their first language may also affect their answers.

g. That was a heavy sigh

Table 4.1.2.1.g: Results of “That was a heavy sigh” (Arabic participants)

| That was a heavy sigh | | | | | |
|--------------------------|-----------|-----------|-----------|-----------|--------|
| Alternatives | 1st. Year | 2nd. Year | 3rd. Year | 4th. Year | Total |
| a. sing softly | 8 | 5 | 2 | 1 | 16 |
| | 32.00% | 21.74% | 9.52% | 5.00% | 17.98% |
| b. let out a deep breath | 13 | 15 | 17 | 17 | 62 |
| | 52.00% | 65.22% | 80.95% | 85.00% | 69.66% |
| c. to cough | 0 | 0 | 0 | 0 | 0 |
| | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% |
| d. to whisper | 4 | 3 | 2 | 1 | 10 |
| | 16.00% | 13.04% | 9.52% | 5.00% | 11.24% |
| x | 0 | 0 | 0 | 1 | 1 |
| | 0.00% | 0.00% | 0.00% | 5.00% | 1.12% |
| Total | 100% | 100% | 100% | 100% | 100% |



With regard to this item; 13 participants out of 25 from the first year (52%), 15 participants out of 23 participants from the second year (65.22%). 17 participants out of 21 from the third year (80.95%) and 17 participants out of 20 (85%) selected the correct answer. This expression seems to be less familiar to the participants as the numbers and the rates indicate from the low percentage gained from the participants especially from the first year. Additionally, although some participants from the advanced levels chose the correct answer, the percentage is less as to compare with the other categories. Finally, some participants were confused between the words “sigh, sing, and whisper” and selected the wrong alternatives like “sing softly” or “to whisper”. Most of the participants learning English as a foreign language confuse between the lexical items “sing, sigh and sign”, due to the identical morphemes that form these three lexical items.

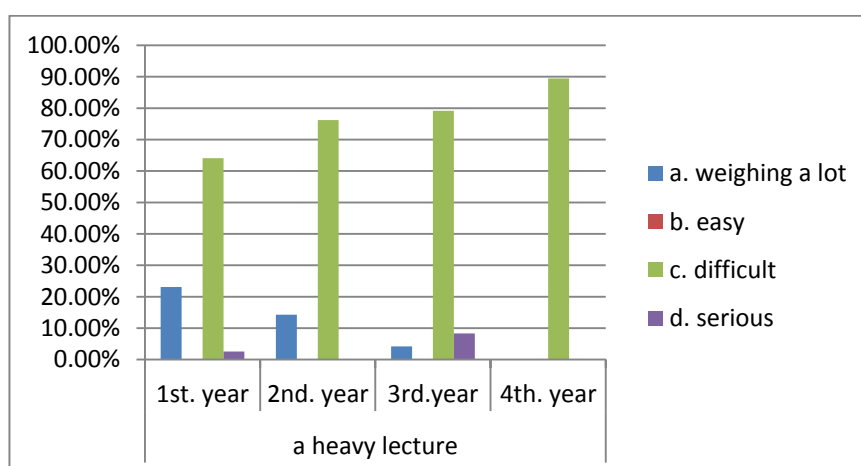
4.1.2.2. Results of Other Expressions from Kurdish Participants

The following table shows the results gained for this item from all the stages of the Kurdish participants;

a. A heavy lecture

Table 4.1.2.2.a: Results of “A heavy lecture” (Kurdish participants)

| A heavy lecture | | | | | |
|-------------------|-----------|-----------|-----------|-----------|--------|
| Alternatives | 1st. Year | 2nd. Year | 3rd. Year | 4th. Year | Total |
| a. weighing a lot | 9 | 3 | 1 | 0 | 13 |
| | 23.08% | 14.29% | 4.17% | 0.00% | 12.62% |
| b. easy | 0 | 0 | 0 | 0 | 0 |
| | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% |
| c. difficult | 25 | 16 | 19 | 17 | 77 |
| | 64.10% | 76.19% | 79.17% | 89.47% | 74.76% |
| d. serious | 1 | 0 | 2 | 0 | 3 |
| | 2.56% | 0.00% | 8.33% | 0.00% | 2.91% |
| x | 4 | 2 | 2 | 2 | 10 |
| | 10.26% | 9.52% | 8.33% | 10.53% | 9.71% |
| Total | 100% | 100% | 100% | 100% | 100% |



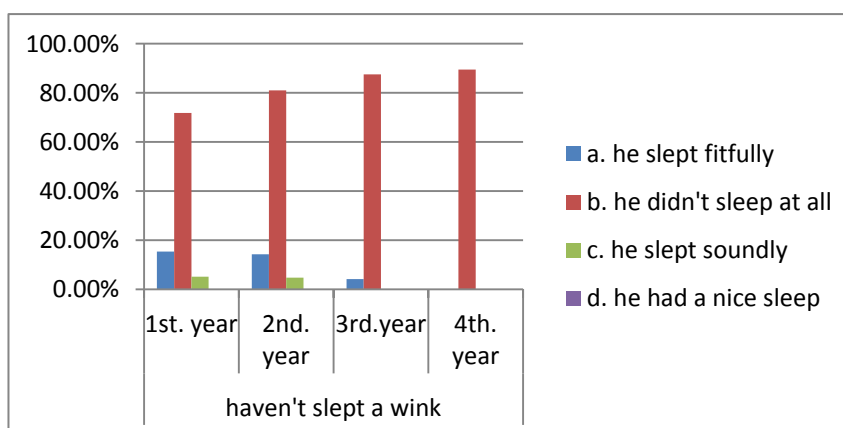
With regard to this expression; 25 participants out of 39 from the first year (64.10%), 16 participants out of 21 from the second year (76.19%), 19 participants out of 24 from the third year (79.17%) and 17 participants out of 19 from the fourth year (89.47%), selected the correct answer. Comparing the rates of the results, we can see that the advanced levels recognize this item as “difficult” better than the lowest levels. This might be attributed to their tacit knowledge of the source language,

proficiency and the exposure to the source language since they are exposed to more literature items, and consequently, this item has become transparent to them along their study. On the other hand, the participants from the lower levels; 9 participants from the first year (23.08%), 3 participants from the second year (14.29%) and one participant from the third year seem to transfer their first language in recognizing and interpreting the item choosing the alternative “weighing a lot” which means in Kurdish language “گرانه”/granə/.

b. Haven't slept a wink

Table 4.1.2.2.b: Results of “haven't slept a wink” (Kurdish participants)

| haven't slept a wink | | | | | |
|---------------------------|-----------|-----------|-----------|-----------|--------|
| Alternatives | 1st. Year | 2nd. Year | 3rd. Year | 4th. Year | Total |
| a. he slept fitfully | 6 | 3 | 1 | 0 | 10 |
| | 15.38% | 14.29% | 4.17% | 0.00% | 9.71% |
| b. he didn't sleep at all | 28 | 17 | 21 | 17 | 83 |
| | 71.79% | 80.95% | 87.50% | 89.47% | 80.58% |
| c. he slept soundly | 2 | 1 | 0 | 0 | 3 |
| | 5.13% | 4.76% | 0.00% | 0.00% | 2.91% |
| d. he had a nice sleep | 0 | 0 | 0 | 0 | 0 |
| | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% |
| x | 3 | 0 | 2 | 2 | 7 |
| | 7.69% | 0.00% | 8.33% | 10.53% | 5.83% |
| Total | 100% | 100% | 100% | 100% | 100% |

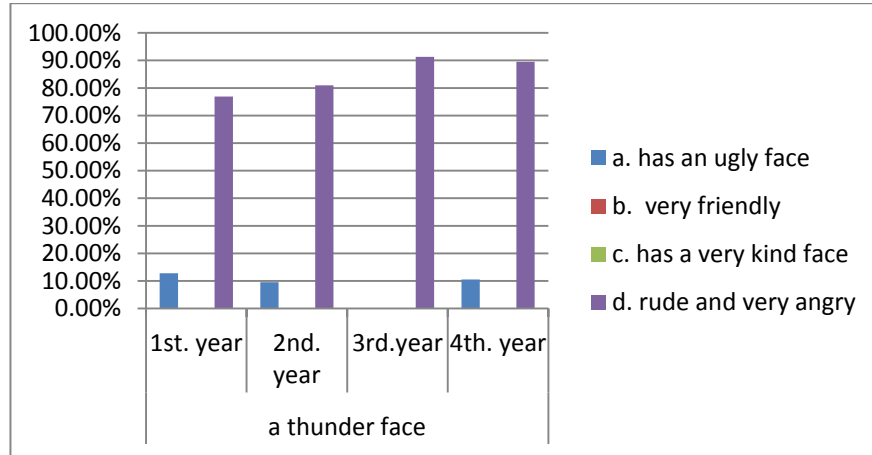


With regard to this item; 28 participants out of 39 from the first year (71.79%), 17 participants out of 21 from the second year (80.95%), 21 participants out of 24 from the third year (87.50%) and 17 participants out of 19 (89.47%), selected the correct answer. Although we notice the awareness of this category within the wholestages, the advanced levels recognize this item as “didn’t sleep at all” better than the lowest levels. On one hand the proficiency and exposure play roles with regard to this item, on the other hand, some participants as we notice; 6 from the first year (15.38%) and 3 from the second year (14.29%) select the first alternative “slept fitfully” which means (ئەز باف نە نەفستیمە) /əz baf nə nivsti:mə/ “didn’t sleep well”.

c. A thunder face

Table 4.1.2.2.c: Results of “a thunder face” (Kurdish participants)

| a thunder face | | | | | |
|-------------------------|-----------|-----------|-----------|-----------|--------|
| Alternatives | 1st. Year | 2nd. Year | 3rd. Year | 4th. Year | Total |
| a. has an ugly face | 5 | 2 | 1 | 2 | 10 |
| | 12.82% | 9.52% | 0.00% | 10.53% | 9.71% |
| b. friendly | 0 | 0 | 0 | 0 | 0 |
| | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% |
| c. has a very kind face | 0 | 0 | 0 | 0 | 0 |
| | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% |
| d. rude and very angry | 30 | 17 | 21 | 17 | 85 |
| | 76.92% | 80.95% | 87.50% | 89.47% | 82.52% |
| x | 4 | 2 | 2 | 0 | 8 |
| | 10.26% | 9.52% | 8.70% | 0.00% | 7.77% |
| Total | 100% | 100% | 100% | 100% | 100% |

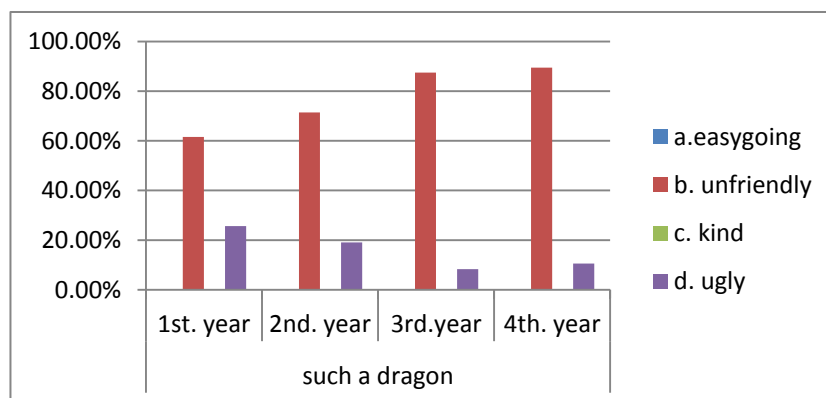


With regard to this expression; 30 participants out of 39 from the first year (76.92%), 17 participants out of 21 from the second year (80.95%), 21 participants out of 24 from the third year (87.50%) and 17 participants from the fourth year out of 19 (89.47%), selected the correct answer. Comparing the rates of the results, we can see that the advanced level in the fourth year recognize this item as “rude and very angry” better than the lowest level in the first year for example. This might be attributed to their tacit knowledge of the source language, proficiency and the exposure to the source language since they are exposed to more literature items. On the other hand, the participants from the lower levels; 5 from the first year (12.82%) and 2 from the second year (9.52%), one participant from the third year (4.35%), and two participants from the fourth year (10.53%) chose the first alternative “has an ugly face” which means (کریته) /sərutʃaven kiret/ or (sərutʃaven wəki bīrisi:nə) using their first language knowledge of the words/face sərutʃaven and thunder /bīrisi/ or in their translation they interpret the item as (سەر وچاڤ بترس) a “frightening face” transferring their cultural norm that the thunder is a scary phenomenon.

d. Such a dragon:

Table 4.1.2.2.d: Results of “Such a dragon” (Kurdish participants)

| such a dragon | | | | | |
|---------------|-----------|-----------|-----------|-----------|--------|
| Alternatives | 1st. Year | 2nd. Year | 3rd. Year | 4th. Year | Total |
| a. easy-going | 0 | 0 | 0 | 0 | 0 |
| | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% |
| b. unfriendly | 24 | 15 | 21 | 17 | 77 |
| | 61.54% | 71.43% | 87.50% | 89.47% | 75.73% |
| c. kind | 0 | 0 | 0 | 0 | 0 |
| | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% |
| d. ugly | 10 | 4 | 2 | 2 | 18 |
| | 25.64% | 19.05% | 8.33% | 10.53% | 16.50% |
| x | 5 | 2 | 1 | 0 | 8 |
| | 12.82% | 9.52% | 4.17% | 0.00% | 7.77% |
| Total | 100% | 100% | 100% | 100% | 100% |



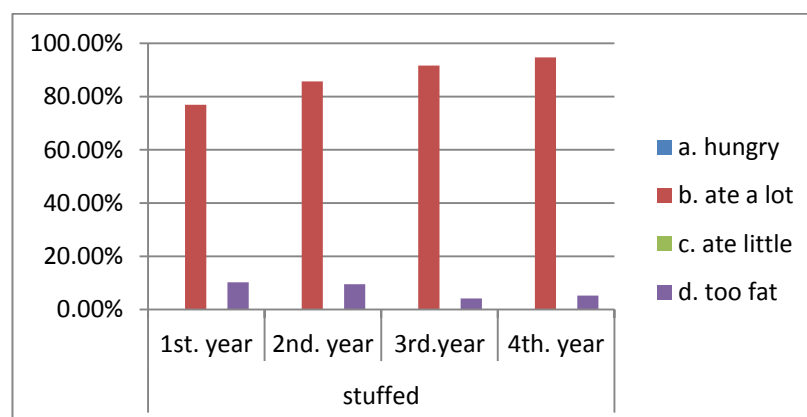
With regard to this expression; 24 participants out of 39 from the first year (61.64%), 15 participants out of 21 from the second year (71.43%), 21 participants out of 24 from the third year (87.50%) and 17 participants out of 19 (87.47%), selected the correct answer. Comparing the rates of the results, we can see that the advanced levels recognize this item as “unfriendly” better than the lowest levels. This might be attributed to their tacit knowledge of the source language, proficiency and the

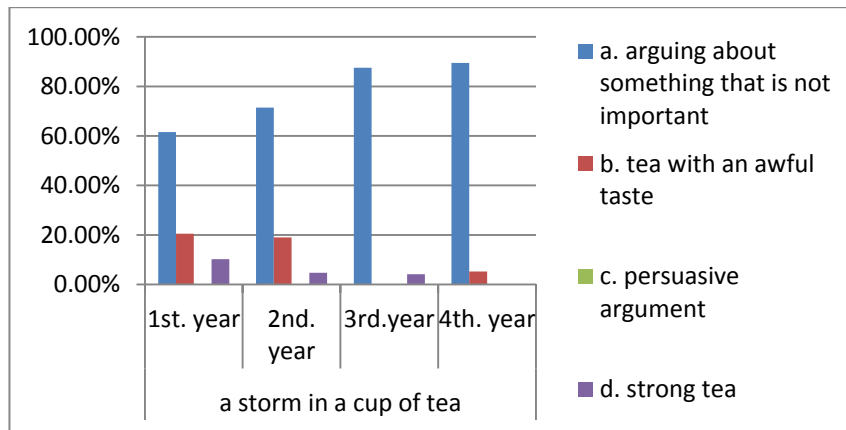
exposure to the source language since they are exposed to more literature items. On the other hand, the participants from the lower levels; 10 from the first year (25.64%), 4 participants from the second year (19.05%) and one participant from the third year (4.17%) seem to be unfamiliar with such expression choosing the last alternative “ugly” which means (كړیت) /kırét/ also using their first L1 knowledge regarding the lexical item “dragon” as an ugly creature.

e. Stuffed:

Table 4.1.2.2.e: Results of “stuffed” (Kurdish participants)

| Stuffed | | | | | |
|---------------|-----------|-----------|-----------|-----------|--------|
| Alternatives | 1st. Year | 2nd. Year | 3rd. Year | 4th. Year | Total |
| a. hungry | 0 | 0 | 0 | 0 | 0 |
| | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% |
| b. ate a lot | 30 | 18 | 22 | 18 | 88 |
| | 76.92% | 85.71% | 91.67% | 94.74% | 85.44% |
| c. ate little | 0 | 0 | 0 | 0 | 0 |
| | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% |
| d. too fat | 4 | 2 | 1 | 1 | 8 |
| | 10.26% | 9.52% | 4.17% | 5.26% | 7.77% |
| x | 5 | 1 | 1 | 0 | 7 |
| | 12.82% | 4.76% | 4.17% | 0.00% | 6.80% |
| Total | 100% | 100% | 100% | 100% | 100% |



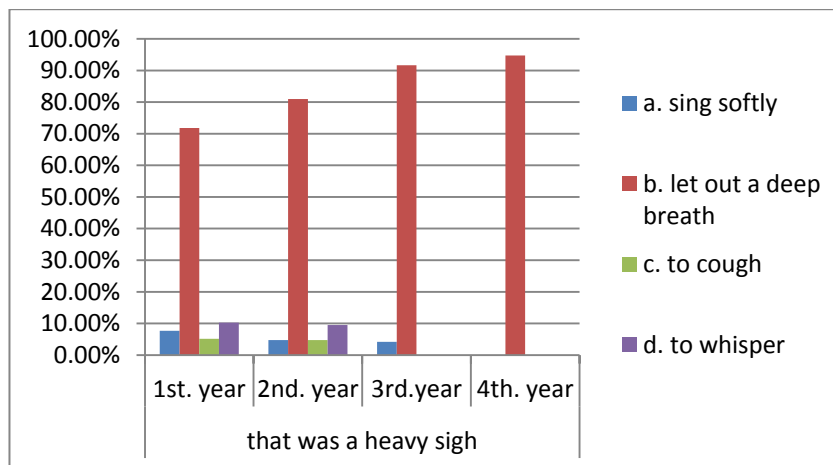


With regards to this expression; 24 participants out of 39 from the first year (61.54%), 15 participants out of 21 from the second year (71.43%), 21 participants out of 24 from the third year (85.50%) and 18 participants out of 19 (94.74%), selected the correct answer. Some participants seem to be unable to relate this expression within the given context. This might be attributed to the unfamiliarity of this category to them or the exposure to such context in the foreign language might be less than in the advanced levels.

g. That was a heavy sigh

Table 4.1.2.2.g: Results of “that was a heavy sigh” (Kurdish participants)

| that was a heavy sigh | | | | | |
|--------------------------|-----------|-----------|-----------|-----------|--------|
| alternatives | 1st. Year | 2nd. Year | 3rd. Year | 4th. Year | Total |
| a. sing softly | 4 | 1 | 1 | 0 | 5 |
| | 10.26% | 4.76% | 4.17% | 0.00% | 4.85% |
| b. let out a deep breath | 24 | 17 | 22 | 18 | 85 |
| | 61.54% | 80.95% | 91.67% | 94.74% | 82.52% |
| c. to cough | 2 | 1 | 0 | 0 | 3 |
| | 5.13% | 4.76% | 0.00% | 0.00% | 2.91% |
| d. to whisper | 6 | 2 | 0 | 0 | 6 |
| | 15.38% | 9.52% | 0.00% | 0.00% | 5.83% |
| x | 3 | 0 | 1 | 1 | 4 |
| | 7.70% | 0.00% | 4.17% | 5.26% | 3.88% |
| Total | 100% | 100% | 100% | 100% | 100% |



With regard to this expression; 24 participants out of 39 from the first year (61.54%), 17 participants out of 21 from the second year (80.95%), 22 participants out of 24 from the third year (91,67%) and 18 participants out of 19 (94.74%), selected the correct answer. The number and rates show that most of the participants could fathom the literal meaning of this expression. Another thing to notice is that some participants in the lower level seem to be confused in selecting the right answer. In addition, few participants also from the lower level select similar choices as to compare with their peers from Arabic participants: 6 participants from the first year (15.38%) chose the alternative “to whisper” and 4 participants chose the alternative “to sing softly” (10.26%). Hence, they were unable to relate this expression within the given context. This might be attributed to the unfamiliarity of this category to them or the exposure to such contexts in the foreign language might be less than in the advanced levels.

4.2 Research Question 2: Does the proficiency level have a role in the comprehension and interpretation the expressions into the native languages?

In order to answer this question, a translation task was given to participants to investigate their production with regard to items given. We assumed that the advanced levels will be more able to use the equivalent hyperbolic expressions of their language using their native language knowledge positively in this regard. In addition, a language transfer seems to take place especially in the lower levels of proficiency.

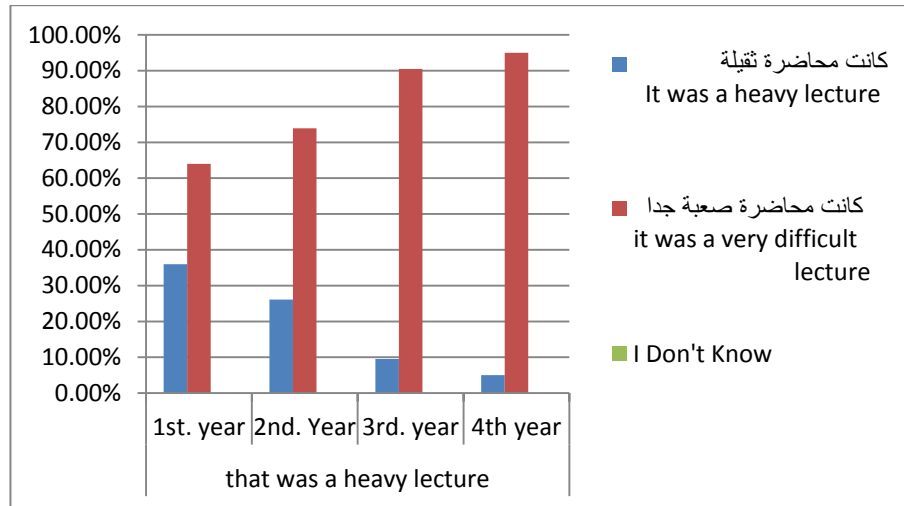
4.2.1 Results of Translation Task from Arabic Participants

The categories referred to as “other expressions” were devoted to the translation task. These expressions were a heavy lecture, haven’t slept a wink, a thunder face, such a dragon, stuffed, a storm in a cup of tea, a heavy sigh, and the plural form of the word “ages”

a. That was a heavy lecture

Table 4.2.1a: Translations of “a heavy lecture” (Arabic participants)

| Translations | 1st. Year | 2nd. Year | 3rd. Year | 4th. Year | Total |
|---|-----------|-----------|-----------|-----------|---------|
| كانت محاضرة ثقيلة It was a heavy lecture | 9 | 6 | 2 | 1 | 18 |
| | 36.00% | 26.09% | 9.52% | 5.00% | 20.22% |
| كانت محاضرة صعبة جدا it was a very difficult lecture | 16 | 17 | 19 | 19 | 71 |
| | 64.00% | 73.91% | 90.48% | 95.00% | 79.78% |
| I Don't Know | 0 | 0 | 0 | 0 | 0 |
| | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% |
| Total | 100.00% | 100.00% | 100.00% | 100.00% | 100.00% |

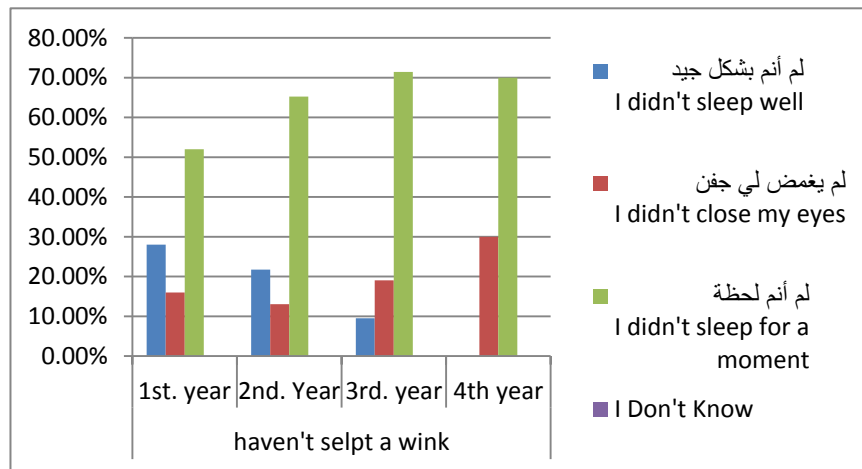


The findings show that 15 participants out of 25 from the first year (60%), 17 participants out of 23 from the second year (73.91%, 18 out of 21 (85.71%), and 19 out of 20 from the fourth year(95%) could give the literal meaning of this item (كانت محاضرة صعبة جدا) /kanət muhadhərə sə'ibə dʒidən/ which means “difficult” while 9 participants from the first year (36%), 5 from the second year (21.74%) and one participant from the third year (4.76%) interpret the item as “weighing a lot”, Choosing this alternative means the participant couldn't relate this expression within the context and relied on their first language knowledge of the meaning of item to their first language (كانت محاضرة ثقيلة) / kanət muhadhərə θəqi:lə/. The lexical item “heavy” means (ثقيلة) /θəqi:lə/ in Arabic.

b. Haven't slept a wink

Table 4.2.1.b: Translations of “haven't slept a wink” (Arabic participants)

| Haven't slept a wink | | | | | |
|--|-----------|-----------|-----------|-----------|---------|
| Translations | 1st. Year | 2nd. Year | 3rd. Year | 4th. Year | Total |
| لم أنم بشكل جيد I didn't sleep well | 8 | 5 | 2 | 0 | 15 |
| | 32.00% | 21.74% | 9.52% | 0.00% | 16.85% |
| لم يغمض لي جفن I didn't close my eyes | 4 | 3 | 4 | 6 | 17 |
| | 16.00% | 13.04% | 19.05% | 30.00% | 19.10% |
| لم أنم لحظة I didn't sleep for a moment | 13 | 15 | 15 | 14 | 57 |
| | 52.00% | 65.22% | 71.43% | 70.00% | 64.04% |
| I Don't Know | 0 | 0 | 0 | 0 | 0 |
| | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% |
| Total | 100.00% | 100.00% | 100.00% | 100.00% | 100.00% |



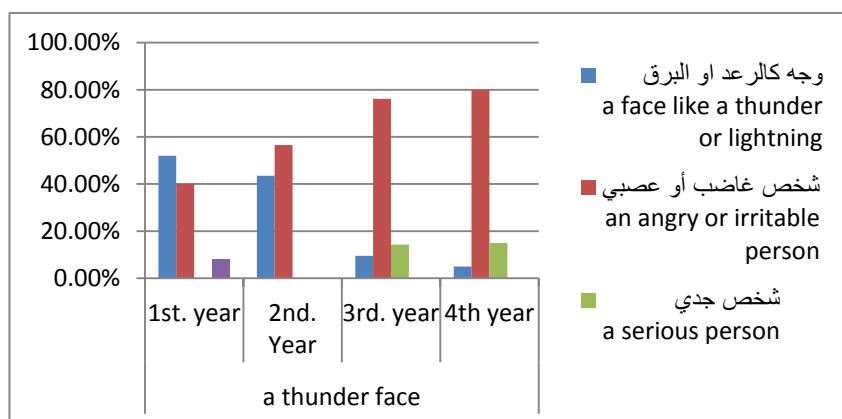
For the second item “ haven't slept a wink”, 4 participants from the first year (16%), 3 participants from the second year (13.04%), 4 participants from the third year (19.05%) and 6 participants from the fourth year (30%) interpret the item to its nonliteral correspondent (لم يغمض لي جفن) /ləm jəgmuḍ li dʒəfn/ which means “haven't slept a wink” or literary “didn't sleep at all”, while 13 participants from the first year

(52%), 15 from the second year (62.22%), 15 from the third year (71.43%), and 14 from the fourth year (70%) interpret the item literary to (لم أنم لحظة) /ləm ənəm ləhdðə/ which means literary “didn’t sleep at all”. Other literal translation was found from participants; 8 from the first year (32%), 5 from the second year (21.74%), and 2 participants from the third year (9.52%) interpret the item to (لم أنم جيدا) which correspond to “I didn’t sleep well”

c. A thunder face

Table 4.2.1.c: Translations of “a thunder face” (Arabic participants)

| A thunder face | | | | | |
|---|-----------|-----------|-----------|-----------|---------|
| Translations | 1st. Year | 2nd. Year | 3rd. Year | 4th. Year | Total |
| وجه كالرعد او البرق a face like a thunder or lightning | 13 | 10 | 2 | 1 | 26 |
| | 52.00% | 43.48% | 9.52% | 5.00% | 29.21% |
| شخص غاضب أو عصبي an angry or irritable person | 10 | 13 | 16 | 16 | 55 |
| | 40.00% | 56.52% | 76.19% | 80.00% | 61.80% |
| شخص جدي a serious person | 0 | 0 | 3 | 3 | 6 |
| | 0.00% | 0.00% | 14.29% | 15.00% | 6.74% |
| I Don't Know | 2 | 0 | 0 | 0 | 2 |
| | 8.00% | 0.00% | 0.00% | 0.00% | 2.25% |
| Total | 100.00% | 100.00% | 100.00% | 100.00% | 100.00% |

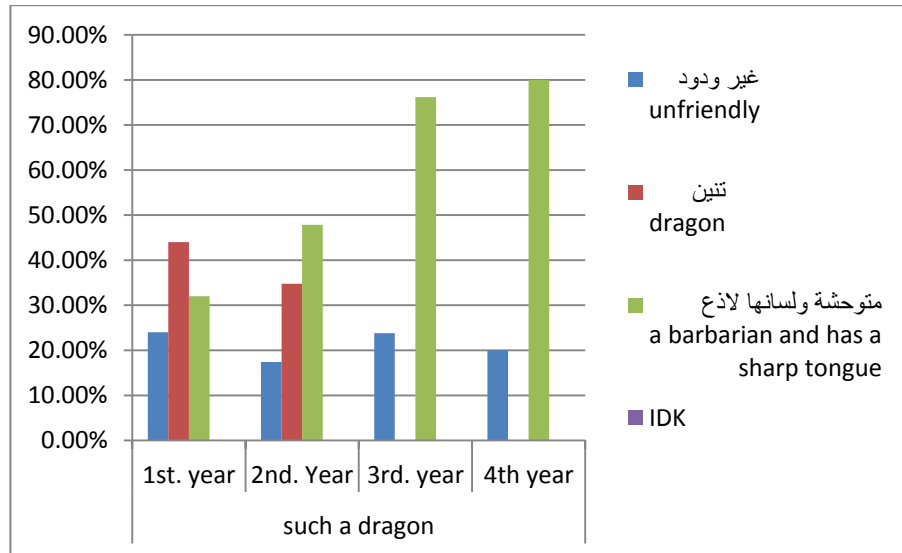


With regard to this expression; 10 participants from the first year (40%), 3 participants from the second year (56.52%), 16 from the third year (76.19%), 16 from the fourth year (80%) translated the item to (شخص غاضب أو عصبي) /ʃəxssun ġhadib əu a'ssəbi/ which literary means “very angry” rather than (وجهها يتطاير) (شررا) /wədʒhuhə jətəijəru ʃərərən/ which means “her face shot sparks of contempt” used be said about a person who is extremely angry and correspond non-literary to “she has a thunder face”. Some participants; 3 from the third year (14.29%), and 3 from the fourth year (15%) interpret the item to (شخص جدي) /ʃəxçun dʒiddi/ which correspond to literal meaning of “a serious person” in English. On the other hand 13 participants from the first year (2%), 10 from the second year (43.48%), 2 from the third year (9.52%), and one participant from the fourth year (5%) used a word for word translation interpreting the item to (وجه كالرعد) /wədʒhun kəlrrə'd/ transferring their first language knowledge of the word thunder which means “رعد” /rə'd/ in Arabic language.

d. Such a dragon

Table 4.2.1.d: Translations of “such a dragon” (Arabic participants)

| Such a dragon | | | | | |
|---|-----------|-----------|-----------|----------|---------|
| Translations | 1st. year | 2nd. Year | 3rd. year | 4th year | Total |
| Unfriendly غير ودود | 6 | 4 | 5 | 4 | 19 |
| | 24.00% | 17.39% | 23.81% | 20.00% | 21.35% |
| Dragon تنين | 11 | 8 | 0 | 0 | 19 |
| | 44.00% | 34.78% | 0.00% | 0.00% | 21.35% |
| متوحشة ولسانها لاذع a barbarian and has a sharp tongue | 8 | 11 | 16 | 16 | 51 |
| | 32.00% | 47.83% | 76.19% | 80.00% | 57.30% |
| I Don't Know | 0 | 0 | 0 | 0 | 0 |
| | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% |
| Total | 100.00% | 100.00 % | 100.00% | 100.00% | 100.00% |

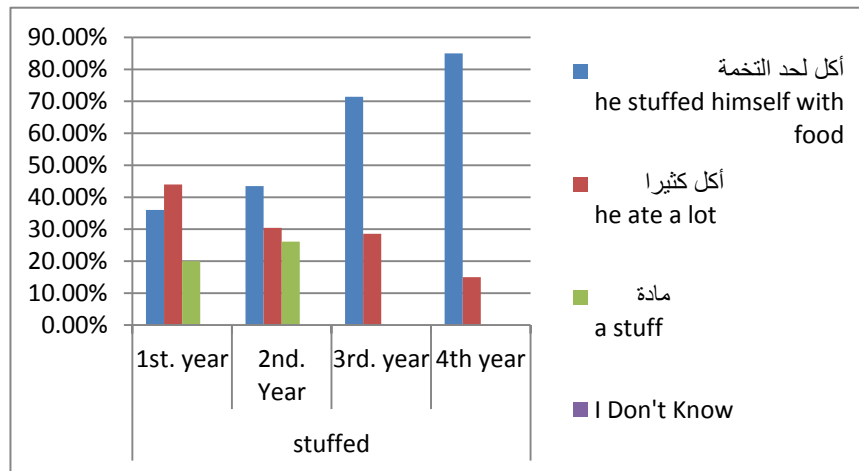


As for this item: 6 participants from the first year (24%), 4 from the second year (17.39%), 5 from the third year (23.81%) and 4 from the fourth year (20%) translate the item literary to (غير ودود) /*ġheir wədu:d*/ which literary corresponds to the “unfriendly”. Other participants; 8 from the first year (32%), 11 participants from the second year (47.83%), 16 from the third year (76.19%) and 16 from the fourth year (80%) interpret the item to (متوحشة ولسانها لاذع) / *mutəwəħiʃə wə lisanuhə laði*/ which corresponds non-literary to “unfriendly”. On the other hand, 11 participants from the first year (44%), 8 from the second year (34.78%) interpret the item to (تتین) /*tinni:n*/ which means “dragon” transferring their first language in giving the meaning of the item.

e. Stuffed

Table 4.2.1.e: Translations of “Stuffed” (Arabic participants)

| Stuffed | | | | | |
|--|-----------|-----------|-----------|-----------|---------|
| Translations | 1st. Year | 2nd. Year | 3rd. Year | 4th. Year | Total |
| أكل لحد التخمة he stuffed himself with food | 9 | 10 | 15 | 17 | 51 |
| | 36.00% | 43.48% | 71.43% | 85.00% | 57.30% |
| أكل كثيرا he ate a lot | 11 | 7 | 6 | 3 | 27 |
| | 44.00% | 30.43% | 28.57% | 15.00% | 30.34% |
| مادة a stuff | 5 | 6 | 0 | 0 | 11 |
| | 20.00% | 26.09% | 0.00% | 0.00% | 12.36% |
| I Don't Know | 0 | 0 | 0 | 0 | 0 |
| | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% |
| Total | 100.00% | 100.00% | 100.00% | 100.00% | 100.00% |



With regards to this item; 9 participants from the first year (36%), 10 from the second year (43.48%), 15 from the third year (71.43%), and 17 participants from the fourth year (85%), translate the item non-literary to (أكل لحد التخمة) /əkələ lihəd əltuxmə/. Other participants; 11 from the first year (44%), 7 from the second year (30.43%), 6 from the third year (28.57%) and 3 from the fourth year

(15%) translate the item literary to (أكل كثيرا) / əkələ kəθi:rən/ which means “ate a lot” in English. On the other hand, language transfer has been noticed in the first and the second year; 5 participants from the first year; (20%), 6 from the second year (26%) translating the item to (مادة). The lexical item (مادة) /maddə/ in Arabic means a “stuff” referring to a substance in English language.

f. A storm in a cup of tea

Table 4.2.1.f: Translations of “a storm in a cup of tea” (Arabic participants)

| A storm in a cup of tea | | | | | |
|---|-----------|-----------|-----------|-----------|---------|
| Translations | 1st. Year | 2nd. Year | 3rd. Year | 4th. Year | Total |
| عاصفة في كوب الشاي a storm in a cup of tea | 13 | 14 | 16 | 16 | 59 |
| | 52.00% | 60.87% | 76.19% | 80.00% | 66.29% |
| شاي ذو مذاق سيئ tea with an awful test | 5 | 3 | 1 | 0 | 9 |
| | 20.00% | 13.04% | 4.76% | 0.00% | 10.11% |
| مجرد شيء تافه / عديم الأهمية something silly and unimportant | 7 | 6 | 4 | 4 | 21 |
| | 28.00% | 26.09% | 19.05% | 20.00% | 23.60% |
| I Don't Know | 0 | 0 | 0 | 0 | 0 |
| | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% |
| Total | 100.00% | 100.00% | 100.00% | 100.00% | 100.00% |

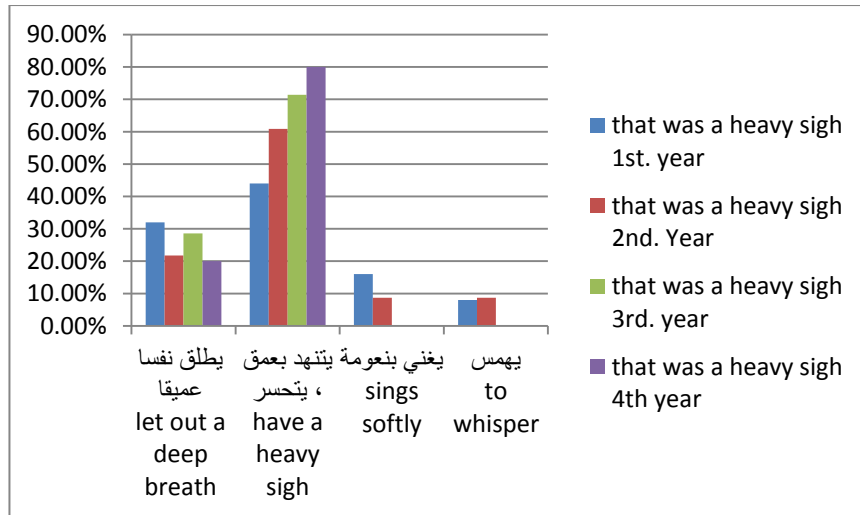


This item has been given as a reaction to the exaggeration of arguing about a silly thing or not important thing. This category is also a cultural specific in Arabic language. A high awareness of this category has been noticed in the findings for; 13 participants from the first year (52%), 14 from the second year (60.87%), 16 from the third year (76.19%) and 16 from the fourth year (80%) interpret the item non-literary to (عاصفة في كوب الشاي) / aʕifə fi ku:bi əlfəji/. Other participants; 7 from the first year (28%), 6 from the second year (26.09%), 4 from the third year (19.05%) and 4 from the fourth year (20%) translated the item literary to (شيء تافه / عديم الأهمية) /ʃei'un tafih əw ə'di:mu ələhəmmijə/ On the other hand, some participants; 5 from the first year (20%), 3 from the second year (13.04%) and one participant from the third year (4.76%) interpret the item to (شاي ذو مذاق سيء) /ʃajjunðu məðaqqin səjji'/which means “tea with an awful” test depending on their recognition of alternative item given in the MCT.

g. That was a heavy sigh

Table 4.2.1.g: Translations of “that was a heavy sigh” (Arabic participants)

| that was a heavy sigh | | | | | |
|--|-----------|-----------|-----------|-----------|---------|
| Translations | 1st. Year | 2nd. Year | 3rd. Year | 4th. Year | Total |
| يطلق نفسا عميقا let out a deep breath | 8 | 5 | 6 | 4 | 23 |
| | 32.00% | 21.74% | 28.57% | 20.00% | 25.84% |
| يتنهد بعمق ، يتحسر have a heavy sigh | 11 | 14 | 15 | 16 | 56 |
| | 44.00% | 60.87% | 71.43% | 80.00% | 62.92% |
| يغني بنعومة sings softly | 4 | 2 | 0 | 0 | 6 |
| | 16.00% | 8.70% | 0.00% | 0.00% | 6.74% |
| يهمس to whisper | 2 | 2 | 0 | 0 | 4 |
| | 8.00% | 8.70% | 0.00% | 0.00% | 4.49% |
| | 0 | 0 | 0 | 0 | 0 |
| Total | 100.00% | 100.00% | 100.00% | 100.00% | 100.00% |



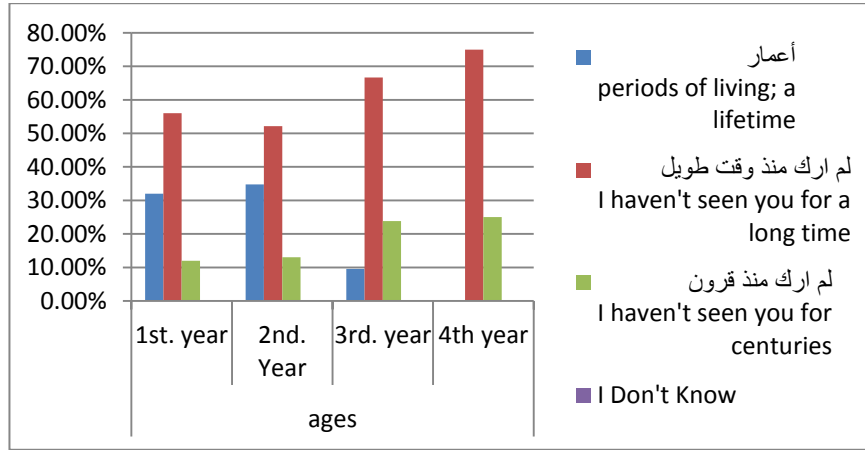
With regard to this expression; 8 participants from the first year (32%), 5 from the second year (21.74%), 6 from the third year (28.57%), and 4 from the fourth year (20%) interpret the item literary to (يطلق نفسا عميقا) /juttliqun nāfān ə'mi:qān/ which literary means “let out a deep breath” in English. We also noticed a high awareness

of this item as (حسرة كبيرة أو تنهدة عميقة) /həsɾətun kəbi:rə əu tənəhudə ə'mi:qə/ in the participants' responses; 11 participants from the first year (44%), 14 from the second year (60.87%), 15 from the third year (71.43%) and 16 from the fourth year (80%) interpret the item non-literary which correspond to “a heavy sigh” in English language. On the other hand; 4 participants from the first year (16%), 2 from the second year (8.70%) translate the item to (يغني بنعومة) /juġənni bi nu:'m ə/ which means literary “sing softly” and 2 participants from the first year (8%) and 2 participants from year (8.70%) interpret the item to (يهمس) /jəhmus/ which means “to whisper” depending on their recognition of the alternatives given in the MCT. Confusion occurred here in the spelling of lexical item sigh and sing to some participants and in the meaning of the lexical “sigh” as “to whisper” with other participants.

g. Ages

Table 4.2.1.h: Translations of “ages (Arabic participants)

| Ages | | | | | |
|--|-----------|-----------|-----------|-----------|-----------|
| Translations | 1st. Year | 2nd. Year | 3rd. Year | 4th. Year | 1st. Year |
| أعمار periods of living; a lifetime | 8 | 8 | 2 | 0 | 18 |
| | 32.00% | 34.78% | 9.52% | 0.00% | 20.22% |
| لم ارك منذ وقت طويل I haven't seen you for a long time | 14 | 12 | 14 | 15 | 55 |
| | 56.00% | 52.17% | 66.67% | 75.00% | 61.80% |
| لم ارك منذ قرون I haven't seen you for centuries | 3 | 3 | 5 | 5 | 16 |
| | 12.00% | 13.04% | 23.81% | 25.00% | 17.98% |
| I Don't Know | 0 | 0 | 0 | 0 | 0 |
| | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% |
| Total | 100.00% | 100.00% | 100.00% | 100.00% | 100.00% |



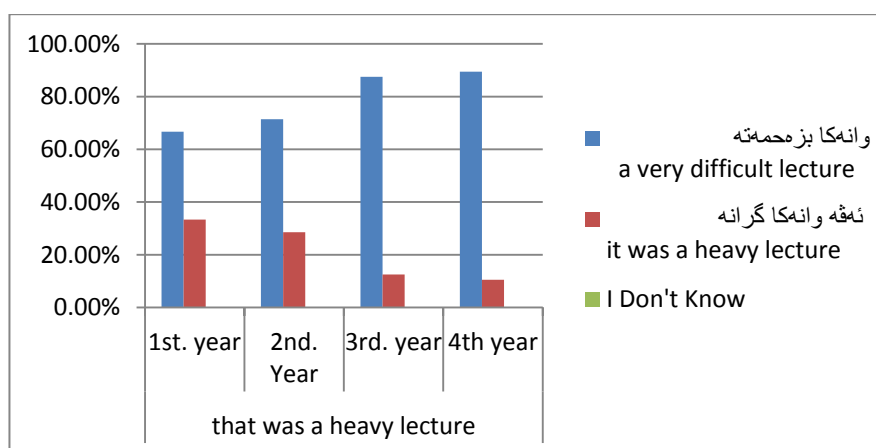
With regards to this item; 3 participants from the first year (12%), 3 from the second year (13.04%), 5 from the third year (23.81%), and 5 from the fourth year (25%) interpret this item non-literary to (لم أرك منذ قرون) /ləm ərəkə minðu quru:n/, a frequent exaggeration of duration in formal Arabic and eventually corresponds to “I haven’t seen you for ages”. Other participants; 14 from the first year (56%), 12 from the second year (52.17%), 14 from the third year (66.67%), and 15 from the fourth year (75%) translate the item to (لم أرك منذ وقت طويل) /ləm ərəkə minðu wəqtin ttəwi:l/ which literary mean “ I haven’t seen you for a long time”. On the other hand a language transfer has been noticed with 8 participants from the first year (32%), 8 from the second year (34.78%) and 2 participants from the third year (9.52%) translating the item to (أعمار) /ə'ma:r/ since the lexical item “age” in singular form means (عمر) /umur/ in Arabic language and the plural form is (أعمار) to correspond with the lexical in the situational context given “ages”.

4.2.2 Results of the Translation Task from Kurdish Participants

a. That was a heavy lecture

Table 4.2.2.a: Translations of “that was a heavy lecture” (Kurdish participants)

| that was a heavy lecture | | | | | |
|---|-----------|-----------|-----------|-----------|-----------|
| Translations | 1st. Year | 2nd. Year | 3rd. Year | 4th. Year | 1st. Year |
| وانهكا بز محمهته very difficult lecture | 26 | 15 | 21 | 17 | 79 |
| | 66.67% | 71.43% | 87.50% | 89.47% | 76.70% |
| ئهفه وانهكا گرانه it was a heavy lecture | 13 | 6 | 3 | 2 | 24 |
| | 33.33% | 28.57% | 12.50% | 10.53% | 23.30% |
| I Don't Know | 0 | 0 | 0 | 0 | 0 |
| | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% |
| Total | 100.00% | 100.00% | 100.00% | 100.00% | 100.00% |



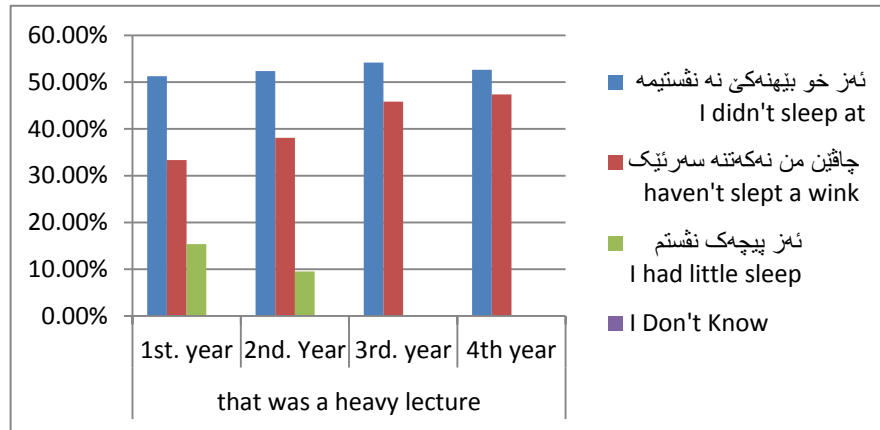
With regard to this item; 26 participants from the first year (66.67%), 15 from the second year (71.43%), 21 from the third year (87.50%), and 17 from the fourth year (89.4%) translated the item literary to (وانهكا بز محمهته) /wanəkə bzəhmətə/ which corresponds to a “difficult lecture”. Other participants; 13 from the first year (33.33%), 6 from the second year (28.57%), 5 from the third year (12.50%) and 2 from the fourth year (10.53%) translated the item to (وانهكا گرانه) /wanəkə giranə/

transferring their native language knowledge of the meaning of the lexical item “heavy” which means (گران) /giran/ in Kurdish language.

b. Haven't slept a wink

Table 4.2.2.b: Translations of “haven't slept a wink” (Kurdish participants)

| haven't slept a wink | | | | | |
|---|-----------|-----------|-----------|-----------|-----------|
| Translations | 1st. Year | 2nd. Year | 3rd. Year | 4th. Year | 1st. Year |
| نەز خو بێهەکی نە نەستیمە I didn't sleep at | 20 | 11 | 13 | 10 | 54 |
| | 51.28% | 52.38% | 54.17% | 52.63% | 52.43% |
| چاقین من نەکەتە سەر ئێک haven't slept a wink | 13 | 8 | 11 | 9 | 41 |
| | 33.33% | 38.10% | 45.83% | 47.37% | 39.81% |
| نەز پیچەک نەستم I had little sleep | 6 | 2 | 0 | 0 | 8 |
| | 15.38% | 9.52% | 0.00% | 0.00% | 7.77% |
| I Don't Know | 0 | 0 | 0 | 0 | 0 |
| Total | 100.00% | 100.00% | 100.00% | 100.00% | 100.00% |



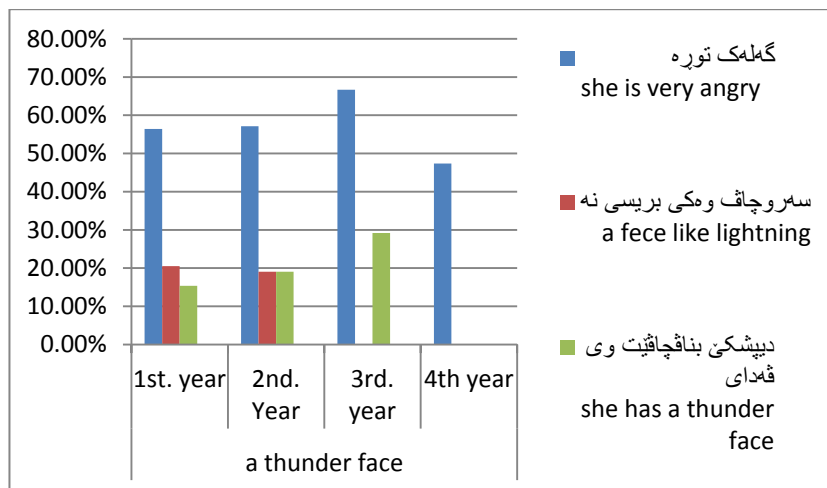
As for this expression; 3 participants from the first year (33.33%), 8 from the second year (38.10%), 11 from the third year (45.83%), and 9 from the fourth year (47.37%) interpret the item non-literary to (چاقین من نەکەتە سەر ئێک) /tʃa:vên min nəkətə sər êk/ which correspond to “haven't slept a wink” and means “didn't close my eyes” in Kurdish language.

Some participant; 20 from the first year (50.28%), 11 from the second year (52.38%), 13 from the third year (54.17%), and 10 from the fourth year (52.63%) translated the item literary to (ئەز خو بیهنەکی نە نەستیمە) /əz xu bēhnəki nə nivisti:mə/ which means “didn’t sleep at all”. Another literal interpretation has been noticed from the rest of the participants; 6 from the first year (15.38%), 3 from the second year (9.52%) translated the item to (ئەز پیچەک نەستم) /əz pi:tʃək nivistim/ which means “I had little sleep”.

c. A thunder face

Table 4.2.2.c: Translations of “a thunder face” (Kurdish participants)

| a thunder face | | | | | |
|--|-----------|-----------|-----------|-----------|-----------|
| Translations | 1st. Year | 2nd. Year | 3rd. Year | 4th. Year | 1st. Year |
| گەلەک تۆرە she is very angry | 22 | 12 | 17 | 13 | 64 |
| | 56.41% | 57.14% | 66.67% | 47.37% | 62.15% |
| سەر و چاڤ وەک باریسی نە a face like lightning | 8 | 4 | 0 | 0 | 12 |
| | 20.51% | 19.05% | 0.00% | 0.00% | 11.65% |
| دییەشکێ بناقچاقیت وی فەدای she has a thunder face | 6 | 5 | 7 | 6 | 24 |
| | 15.38% | 19.05% | 29.17% | 31.58% | 23.30% |
| I Don't Know | 0 | 0 | 0 | 0 | 0 |
| | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% |
| Total | 100.00% | 100.00% | 100.00% | 100.00% | 100.00% |

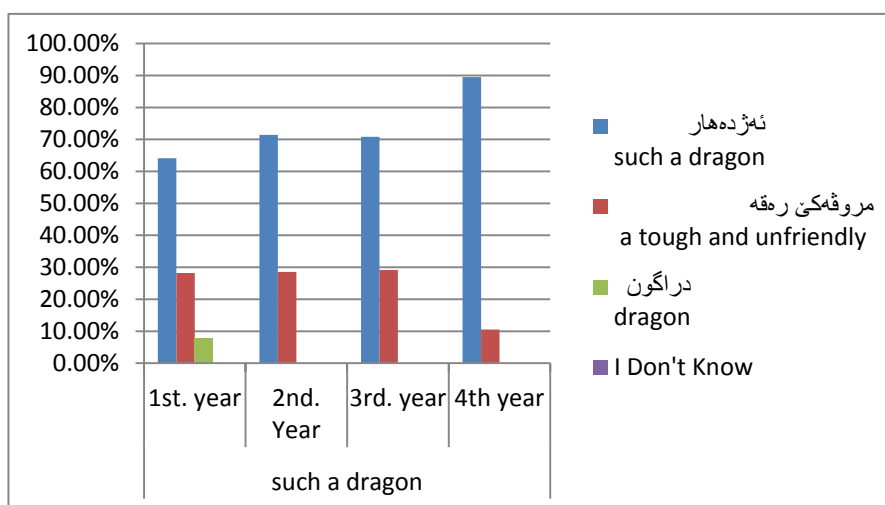


With regard to this expression; 9 participants from the first year (23.08%), 6 from the second year (28.57%), 8 from the third year (33.33%) and 10 from the fourth year interpret the item non-literary to (دییشکی بناقچاقیت وی قەدای) /di:piʃkē bnavtʃavetwē vədai/. Other participants; 22 from the first year (56.41%), 11 from the second year (52.38%), 16 from the third year (66.67%) and 9 from the fourth year (47.37%) interpret the item to (گەلەک تورە) /gələk toɾə/ which literary correspond to “very angry” in English language. On the other hand, a word for word translation was found from some participants’ responses; 8 from the first year (20.51%) and 4 from the second year (19.05%) interpreting the item to (سەر و چاڤ وەکی بریسی نه) /sər u tʃav wəki birisi:nə/ transferring their L1 knowledge of the item face (سەر و چاڤ) and lightning (بریسی).

d. Such a dragon

Table 4.2.2.d: Translations of “such a dragon” (Kurdish participants)

| Such a dragon | | | | | |
|--|-----------|-----------|-----------|-----------|-----------|
| Translations | 1st. Year | 2nd. Year | 3rd. Year | 4th. Year | 1st. Year |
| ئەژدەھار such a dragon | 25 | 15 | 17 | 17 | 74 |
| | 64.10% | 71.43% | 70.83% | 89.47% | 71.84% |
| مروڤهكئ رهقه a tough and unfriendly | 11 | 6 | 7 | 2 | 26 |
| | 28.21% | 28.57% | 29.17% | 10.53% | 25.24% |
| دراگون dragon | 3 | 0 | 0 | 0 | 3 |
| | 7.69% | 0.00% | 0.00% | 0.00% | 2.91% |
| I Don't Know | | 0 | 0 | 0 | 0 |
| | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% |
| Total | 100.00% | 100.00% | 100.00% | 100.00% | 100.00% |



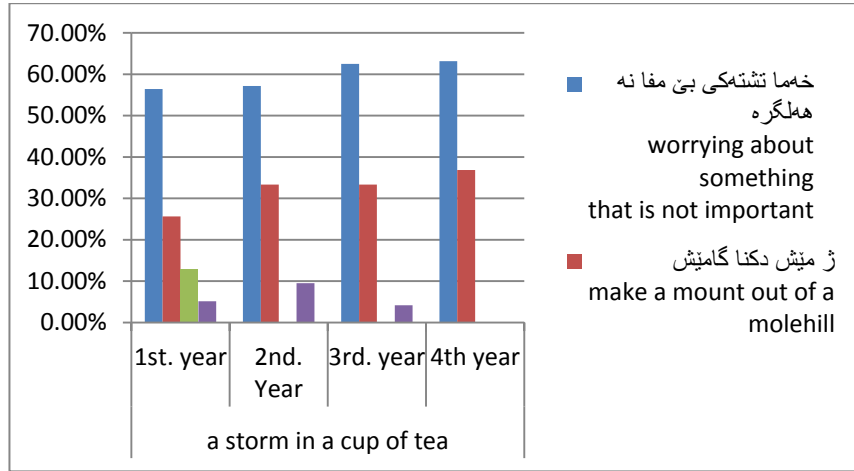
As for this item; 25 participants from the first year (64.10), 15 from the second year (71.43%), 17 from the third year (70.83%), and 17 from the fourth year (89.47) translated the item non-literary to (ئەژدەھار) /ə'ʒdəharə/ which corresponds to “such a dragon”. Other participants; 11 from the first year (28.21%), 6 from the second year (28.57%), 7 from the third year (29.17%), and 2 from the fourth year (10.53%)

With regard to this item; 24 participants from the first year (61.54%), 15 from the second year (71.43%), 18 from the third year (75%), and 16 from the fourth year (84.21%) translated the item non-literary and correspond to “stuffed” to (حه مه ربو) /həmərbu ʒ'xa:rne/. Other participants; 10 from the first year (25.64%), 6 from the second year (28.57%), 6 from the third year (25%), and 3 from the fourth year (15.79%), interpret the item to (گملک خار) /gələk xa:r/ which literary means “ate a lot”. Finally, 5 participants from the first year (12.82%) interpret the item to (تیر) /tēr/which simply means “not feeling hungry”.

f. A storm in a cup of tea

Table 4.2.2.f: Translations of “A storm in a cup of tea” (Kurdish participants)

| A storm in a cup of tea | | | | | |
|---|-----------|-----------|-----------|-----------|---------|
| Translations | 1st. Year | 2nd. Year | 3rd. Year | 4th. Year | Total |
| خه ما نستهکی بی مفا نه هه لگره worrying about something that is not important | 22 | 12 | 15 | 12 | 61 |
| | 56.41% | 57.14% | 62.50% | 63.16% | 59.22% |
| ژ مئش دکنا گامئش a storm in a cup of tea | 10 | 7 | 8 | 7 | 32 |
| | 25.64% | 33.33% | 33.33% | 36.84% | 31.07% |
| چایهکی گران a strong tea | 5 | 0 | 0 | 0 | 5 |
| | 12.82% | 0.00% | 0.00% | 0.00% | 4.85% |
| چایهکا تاما وئ نهخوش tea with an awful test | 2 | 2 | 1 | 0 | 5 |
| | 5.13% | 9.52% | 4.17% | 0.00% | 4.85% |
| I Don't Know | 0 | 0 | 0 | 0 | 0 |
| | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% |
| Total | 100.00% | 100.00% | 100.00% | 100.00% | 100.00% |

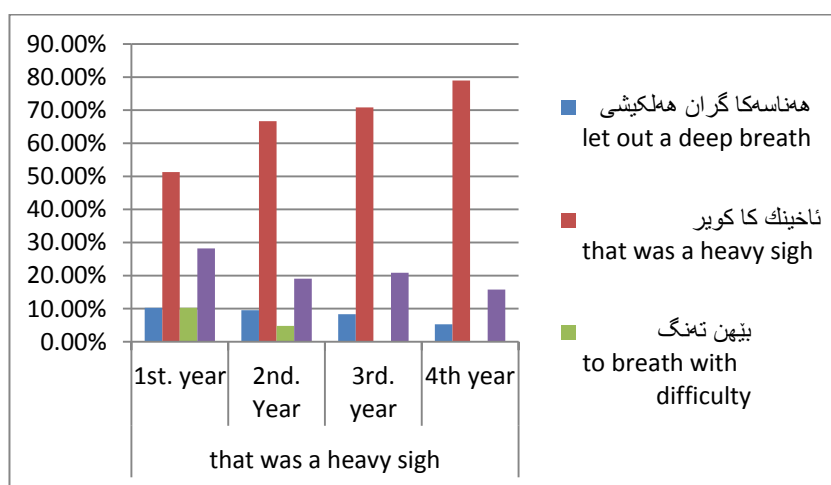


As for this expression; 10 participants from the first year (25.64%), 7 participants from the second year (33.33%), 8 from the third year (33.33%) and 7 from the fourth year (36.84%) interpret the expression non-literary to (ژ مئش دكنا گامئش) /ɹʒfmeʃ dkəne ga:mɛʃ/ which, as word for word translation means “they make a bull out of a fly” (indicating that they trouble themselves with something very silly and not important and consider it a very big problem) and accordingly, corresponds to “make a mountain out of a molehill”. Majority of participants; 22 from the first year (56.41%), 12 from the second year (57.14%), 15 from the third year (62.50%), and 12 from the fourth year (63.16%) translated the item literary to (خه ما تشتهكى بئ مفا نه) (هه لگره) /xəmə tɪʃtəki bē mifanə həlɡirə/ which means “worrying about something that is not important”. Some participants; 2 participants from the first year (5.13%), 2 from the second year (9.52%), and one participant from the third year (4.17%) translated the item to (چایهكى تاما وئ نهخوش) /tʃaiəki ʔamwē nə xu:ʃə/ which corresponds to “tea with an awful test”, other participants from the first year translated the item to (چایهكى گران) /tʃaiəki giranə/ which corresponds to “strong tea” depending on their recognition of the alternatives given in the MCT.

g. That was a heavy sigh

Table 4.2.2.g: Translations of “That was a heavy sigh” (Kurdish participants)

| that was a heavy sigh | | | | | |
|--|-----------|-----------|-----------|-----------|---------|
| Translations | 1st. Year | 2nd. Year | 3rd. Year | 4th. Year | Total |
| ههناسهكا گران ههلكيشى let out a deep breath | 4 | 2 | 2 | 1 | 9 |
| | 10.26% | 9.52% | 8.33% | 5.26% | 8.74% |
| ئاخينك كا كویر that was a heavy sigh | 20 | 14 | 17 | 15 | 66 |
| | 51.28% | 66.67% | 70.83% | 78.95% | 64.08% |
| بیهن تهنگ to breath with difficulty | 4 | 1 | 0 | 0 | 5 |
| | 10.26% | 4.76% | 0.00% | 0.00% | 4.85% |
| بههناكا دريژ ههلكيشى to take a long breath | 11 | 4 | 5 | 3 | 23 |
| | 28.21% | 19.05% | 20.83% | 15.79% | 22.33% |
| Total | 100.00% | 100.00% | 100.00% | 100.00% | 100.00% |



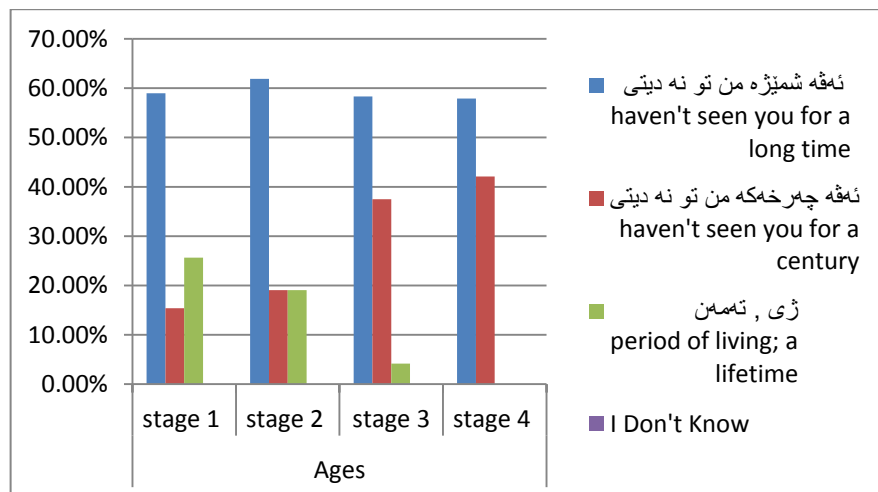
With regard to this item; 20 participants from the first year (51.28%), 14 from the second year (66.67%), 17 from the third year (70.83%), and 15 from the fourth year (78.95%) interpret the item non-literary to (ئاخينك كا كویر)/a:'xink kə kuēr/which corresponds to “that was a heavy sigh”. A literal translation has been noticed from some participants; 11 participants from the first year (28.21%), 4 from the second

year (19.05%), 5 from the third year (20.83%), and 3 from the fourth year (15.79%) translated the item to (بیهنه کا درێژ هەلکیشی) /bēhnəki dirêž həkēfə/, which corresponds to “take a long breath”. A partially non-literal translation has been given from other participants; 4 participants (10.26%), 2 from the second year (9.52%), 2 from the third year (8.33%) translating the item to (هەناسەکا گران هەلکیشی) /hənasəkə giranhəkēfə/, which corresponds to “let out a deep breath” in English. Finally, an incorrect translation has been noticed from some participants; 4 from the first year (10.26%) and 1 from the second year (4.76%) interpreting the item to (بیهن) /bēhnəŋ/ which means “breathing with difficulty”.

h. Ages

Table 4.2.2.h: Translations of “Ages” (Kurdish participants)

| Translations | Ages | | | | Total |
|--|-----------|-----------|-----------|-----------|---------|
| | 1st. Year | 2nd. Year | 3rd. Year | 4th. Year | |
| نەقە شمیژە من تو نه دیتی haven't seen you for a long time | 23 | 13 | 14 | 11 | 61 |
| | 58.97% | 61.90% | 58.33% | 57.89% | 59.22% |
| نەقە چەرخەکە من تو نه دیتی haven't seen you for a century | 6 | 4 | 9 | 8 | 27 |
| | 15.38% | 19.05% | 37.50% | 42.11% | 26.21% |
| ژی , تەمەن period of living; a lifetime | 10 | 4 | 1 | 0 | 15 |
| | 25.64% | 19.05% | 4.17% | 0.00% | 14.56% |
| I Don't Know | 0 | 0 | 0 | 0 | 0 |
| | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% |
| Total | 100.00% | 100.00% | 100.00% | 100.00% | 100.00% |



The findings in this items show that 6 participants from the first year (15.38%), 4 from the second year (19.05%), 9 from the third year (37.50%), and 8 from the fourth year (42.11%) translated the item non-literary to (نهفه چهرهکه من تو نه دیتی). Some participants; 23 participants from the first year (58.97%), 13 from the second year (61.90%), 14 from the third year (58.33%), and 11 from the fourth year (57.89%) translated the item literary to (نهفه شمیزه من تو نه دیتی) which correspond to “I haven’t seen you for a long time”. On the other hand, some participants; 10 participants from the first year (25.64%), 4 from the second year (19.05%), and one participant from the first year translated the item to (ژی) or (تهمین) which correspond to “lifetime” in English language transferring their L1 knowledge of the meaning of the word “age”

4.3 Data Analysis

4.3.1 Analysis of the MCT Results

4.3.1.1 Analysis of Results of MCT on McCarthy’s Categories

The numbers and rates show that expressions like “hundreds of papers”, “loads of people” were easier to recognize and understand as to compare with the other expressions. This may be attributed to the frequent usage of these expressions in the native languages. These expressions are frequent usage in both Arabic and Kurdish

cultures as to say “مئات الاوراق” /mi’atələwraq/ in Arabic and سه دهها ژ پهرا /sədəha ʒpəra/ (hundreds of papers) in Kurdish. As for “loads of people”; the word “load” in singular form, though a borrowed item from English language, is a frequent usage in these communities since people used to say it in situations expressing “a large amount or pressure”. Accordingly, these expressions seem to be familiar to the participants and identical or similar in the source language and in the native languages. In the following two tables, we may notice the results of the whole categories with their correspondents from the both groups;

Table 4.3.1.1.a: MCT of McCarthy’s categories with the correspondents (Arabic)

| McCarthy and Carter's Categories | 1st. Year | 2nd. Year | 3rd. Year | 4th. Year | Total |
|---|--------------|--------------|--------------|--------------|--------------|
| a. hundreds of papers "a lot of papers" | 22 88.00% | 21 91.30% | 20 95.24% | 19 95.00% | 82 92.13% |
| b. loads of people "lots of people" | 20 80.00% | 20 85.96% | 18 90.48% | 19 95.00% | 77 86.52% |
| c. a huge amount of "enormous" | 16 64.00% | 17 73.91% | 18 85.71% | 18 90.00% | 69 77.53% |
| d. expressions of time "ages" " a long time" | 14 56.00% | 16 69.57% | 18 85.71% | 18 90.00% | 66 74.16% |
| e. Size and degree " enormous" | 17 68.00% | 17 73.91% | 18 85.71% | 18 90.00% | 70 78.65% |

Table 4.3.1.1.b: MCT of McCarthy’s categories with the correspondents (Kurdish)

| McCarthy and Carter's Categories | 1st. Year | 2nd. Year | 3rd. Year | 4th. Year | Total |
|---|--------------|--------------|--------------|--------------|--------------|
| a. hundreds of papers "a lot of papers" | 33 84.62% | 19 90.48% | 22 91.67% | 18 94.74% | 92 89.32% |
| b. loads of people "lots of people" | 31 79.49% | 18 85.71% | 22 91.67% | 18 94.74% | 89 86.41% |
| c. a huge amount of "enormous" | 28 71.79% | 17 80.95% | 21 87.50% | 17 89.47% | 83 80.58% |
| d. expressions of time "ages" " a long time" | 26 66.67% | 16 76.19% | 21 87.50% | 17 89.47% | 80 77.67% |
| e. Size and degree " enormous" | 28 71.79% | 18 85.71% | 21 87.50% | 17 89.47% | 84 81.55% |

From the tables, the results indicate that the other expressions; “huge amount of”, “enormous” and “ages” seems to be less transparent or familiar to the participants especially in the low levels as we concluded in the selection from the MCT and the interpretation from the translation task. The linguistic structure and the semantic transparency of these expressions in addition to the L1 knowledge of meanings of these expressions seem to affect the comprehension within the given context. As for the word “ages” the plural form of this item may get the participants confused in selecting the right answer as we found from the selection of the MCT and translation task. The participants select the alternative “lifetime” transferring the knowledge of this item as a period of living and make it plural in their translation as follows; the singular form of age means *عمر* /u'mur/ in Arabic and plural form is *(أعمار)* /ə'mar/ while some Kurdish participants, from the lower levels select the alternative “lifetime” and translated to *ژی ژی* /ژي/ transferring their first language in recognizing and interpreting the item.

Comparing the findings from this part of the investigation with McCarthy and Carter’s findings, we found out that these categories present high frequency of apparently hyperbolic uses. The following figure shows McCarthy’s findings of hyperbole-proneness;

| Item | Total | Hyperbolic | % hyperbolic (rounded) |
|-----------------|-------|------------|------------------------|
| hundreds of | 116 | 59 | 51 |
| loads of | 792 | 787 | 99.4 |
| adj. amount of | 181 | 51 | 28 |
| years | 3346 | 309 | 9 |
| size and degree | 382 | 355 | 93 |

Figure 3: Hyperbole-proneness (McCarthy & Carter, 2004)

The findings of McCarthy and Carter's (2004) study suggest that the major of items' occurrence was hyperbolic (in the sense of extreme formulation or counter-factuality as opposed to literal). This tendency was revealed in items such as hundreds (of), loads (of), size and degree in everyday conversational contexts have become conventionalized. The researchers suggested that the degree to which any given item has become conventional may be mirrored in the proportion of its total occurrences as hyperbolic. Accordingly, from the both findings we may conclude that the high frequency of the occurrence of the hyperbolic item is dependent on its frequent usage, taking into consideration the cultural background where the expressions occur in everyday conversations.

4.3.1.2 Analysis of MCT on Other Expressions

The categories referred to as "other expressions" have been included in the Multiple-choice Test. These expressions were; a heavy lecture, haven't slept a wink, a thunder face, such a dragon, stuffed, a storm in a cup of tea, a heavy sigh, and the plural form of the word "ages". In the following two tables, we may notice the results of the whole categories with their correspondents and the participants' responses from the both groups; Arabic and Kurdish participants respectively;

Table 4.3.1.2.a: MCT on “Other Expressions” with the correspondents (Arabic)

| Other Expressions | 1st. Year | 2nd. Year | 3rd. Year | 4th. Year | Total |
|---|--------------|--------------|--------------|--------------|--------------|
| a. heavy lecture "difficult" | 15 60.00% | 17 73.91% | 18 85.71% | 19 95.00% | 69 77.53% |
| b. haven't slept a wink "didn't sleep at all" | 17 68.00% | 18 78.26% | 18 85.71% | 18 90.00% | 71 79.78% |
| c. a thunder face "rude and very angry" | 16 64.00% | 16 69.57% | 17 80.95% | 17 85.00% | 66 74.16% |
| d. such a dragon "unfriendly" | 14 56.00% | 16 69.57% | 17 80.95% | 17 85.00% | 64 71.91% |
| e. stuffed "ate a lot" | 18 72.00% | 19 73.91% | 18 85.71% | 19 95.00% | 74 83.15% |
| f. a storm in a cup of tea "arguing about something that is not important" | 16 64.00% | 17 73.91% | 18 85.71% | 19 95.00% | 70 74.16% |
| g. a heavy sigh "let out a deep breath" | 13 52.00% | 15 65.22% | 17 80.95% | 17 85.00% | 62 69.66% |

Table 4.3.1.2.b: MCT of “Other Expressions” with the correspondents (Kurdish)

| Other expressions | 1st. Year | 2nd. Year | 3rd. Year | 4th. Year | Total |
|---|--------------|--------------|--------------|--------------|--------------|
| a. heavy lecture "difficult" | 25 64.10% | 16 76.19% | 19 79.17% | 17 89.47% | 77 74.76% |
| b. haven't slept a wink "didn't sleep at all" | 28 71.79% | 17 80.95% | 21 87.50% | 17 89.47% | 83 80.58% |
| c. a thunder face "rude and very angry" | 30 76.92% | 17 80.95% | 21 91.30% | 17 89.47% | 85 82.52% |
| d. such a dragon "unfriendly" | 24 61.54% | 15 71.43% | 21 87.50% | 17 89.47% | 77 75.73% |
| e. stuffed "ate a lot" | 30 76.92% | 18 85.71% | 22 91.67% | 18 94.74% | 88 85.44% |
| f. a storm in a cup of tea "arguing about something that is not important" | 24 61.54% | 15 71.43% | 21 87.50% | 17 89.47% | 77 74.76% |
| g. a heavy sigh "let out a deep breath" | 24 61.54% | 17 80.95% | 22 91.67% | 18 94.74% | 85 82.52% |

In general, the findings in the two tables for the ‘other expressions’ indicate that both groups show awareness and comprehension of these expressions within the contexts given. Besides, some expressions seem to be less familiar to some participants

especially from the lower levels of proficiency such as “a heavy lecture”, “such a dragon” and “a heavy sigh” and they selected the alternatives according to their first language knowledge of the meanings of the parts of expression given. The following part may give better insights from the findings in the translation task which supports this analysis on each category.

4.3.2 Analysis of the Translation Task from the Two Groups

The categories referred to as “other expressions” included in the MCT, have been also devoted to the translation task item in the questionnaire. These expressions were; a heavy lecture, haven’t slept a wink, a thunder face, such a dragon, stuffed, a storm in a cup of tea, a heavy sigh, and the plural form of the word “ages”. In the following two tables, we may notice the results of the whole categories with their translations from participants of the both groups; Arabic and Kurdish participants respectively. We may notice the language transfer occurrence in some of these items. Additionally, we will notice the different cross-cultural equivalents from both groups when the participants translated the item non-literary.

As we may see from the tables (4.3.2.1., 4.3.2.2) that some participants translated items literary, while others translated non-literary. Another thing to be noticed is the L1 transfer when the participants couldn’t comprehend the items within the given situational context.

Table 4.3.2.1.a: Analysis of translation task (Arabic participants)

| Translation task | | | | | | |
|------------------------|--------------------------------------|--------------|--------------|--------------|--------------|--------|
| category | a. heavy lecture "difficult" | 1st. Year | 2nd. Year | 3rd. Year | 4th. Year | Total |
| Non-literal | كانت محاضرة شاقة جدا | 0 | 0 | 0 | 0 | 0 |
| | It was a heavy lecture | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% |
| literal | كانت محاضرة صعبة جدا | 16 | 17 | 19 | 19 | 71 |
| | It was a difficult lecture | 64.00% | 73.91% | 90.48% | 95.00% | 79.78% |
| L1 transfer | كانت محاضرة ثقيلة | 9 | 6 | 2 | 1 | 18 |
| Word for word category | A heavy lecture | 36.00% | 26.09% | 9.52% | 5.00% | 20.22% |
| Non-literal | لم يغمض لي جفن | 4 | 3 | 4 | 6 | 17 |
| | haven't slept a wink | 16.00% | 13.04% | 19.05% | 30.00% | 19.10% |
| literal | لم أتم لحظة | 13 | 15 | 15 | 14 | 57 |
| | Didn't sleep for a moment | 52.00% | 65.22% | 71.43% | 70.00% | 64.04% |
| L1 transfer | x | 0 | 0 | 0 | 0 | 0 |
| | | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% |
| Non-literal | a thunder face | | | | | |
| | وجهها يتطاير شررا | 0 | 0 | 0 | 0 | 0 |
| | Sparks of contempt fly from her face | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% |
| literal | شخص غاضب جدا | 10 | 13 | 16 | 16 | 55 |
| | A very angry person | 40.00% | 56.52% | 76.19% | 80.00% | 61.80% |
| L1 transfer | وجه كالرعد او البرق | 13 | 10 | 2 | 1 | 26 |
| | A face like thunder or lightning | 52.00% | 43.48% | 9.52% | 5.00% | 29.21% |
| Non-literal | such a dragon | | | | | |
| | متوحشة ولسانها لاذع | 8 | 11 | 16 | 16 | 19 |
| | Barbarian and has a sharp tongue | 32.00% | 47.83% | 76.19% | 80.00% | 21.35% |
| literal | غير ودود | 6 | 4 | 5 | 4 | 19 |
| | unfriendly | 24.00% | 17.39% | 23.81% | 20.00% | 21.35% |
| L1 transfer | تنين | 11 | 8 | 0 | 0 | 19 |
| | dragon | 44.00% | 34.78% | 0.00% | 0.00% | 21.35% |

Table 4.3.2.1.b: Analysis of translation task (Arabic participants)

| Translation task | | | | | | |
|------------------|-----------------------------------|-----------|-----------|-----------|-----------|---------|
| Non-literal | stuffed | 1st. Year | 2nd. Year | 3rd. Year | 4th. Year | Total |
| | أكل لحد التخمة | 9 | 10 | 15 | 17 | 51 |
| | Stuffed himself with food | 36.00 % | 43.48 % | 71.43 % | 85.00 % | 57.30 % |
| literal | أكل كثيرا | 11 | 7 | 6 | 3 | 27 |
| | Ate a lot | 44.00 % | 30.43 % | 28.57 % | 15.00 % | 30.34 % |
| L1 transfer | مادة | 5 | 6 | 0 | 0 | 11 |
| | a stuff | 20.00 % | 26.09 % | 0.00% | 0.00% | 12.36 % |
| Non-literal | a storm in a cup of tea | | | | | |
| | عاصفة في كوب الشاي | 13 | 14 | 16 | 16 | 59 |
| | A storm in a cup of tea | 52.00 % | 60.87 % | 76.19 % | 80.00 % | 66.29 % |
| literal | مجرد شيء تافه/ عديم الأهمية | 7 | 6 | 4 | 4 | 21 |
| | Something silly and not important | 28.00 % | 26.09 % | 19.05 % | 20.00 % | 23.60 % |
| L1 transfer | شاي ذو مذاق سيئ | 5 | 3 | 1 | 0 | 9 |
| | Tea with an awful test | 20.00 % | 13.04 % | 4.76% | 0.00% | 10.11 % |
| Non-literal | | | | | | |
| | حسرة كبيرة | 11 | 14 | 15 | 16 | 56 |
| | A heavy sigh | 44.00 % | 60.87 % | 71.43 % | 80.00 % | 62.92 % |
| literal | يطلق نفسا عميقا | 8 | 5 | 6 | 4 | 23 |
| | Let out a deep breath | 32.00 % | 21.74 % | 28.57 % | 20.00 % | 25.84 % |
| L1 transfer | نفسا ثقيلًا | 0 | 0 | 0 | 0 | 0 |
| | A heavy breath | 0.00% | 0.00% | 0.00% | 0.00% | 11.24 % |
| Non-literal | ages | | | | | |
| | لم ارك منذ قرون | 3 | 3 | 5 | 5 | 16 |
| | Haven't seen you for centuries | 12.00 % | 13.04 % | 23.81 % | 25.00 % | 17.98 % |
| literal | لم ارك منذ وقت طويل | 14 | 12 | 14 | 15 | 55 |
| | Haven't seen you for a long time | 56.00 % | 52.17 % | 66.67 % | 75.00 % | 61.80 % |
| L1 transfer | أعمار | 8 | 8 | 2 | 0 | 18 |
| | lifetimes | 32.00 % | 34.78 % | 9.52% | 0.00% | 20.22 % |

Table 4.3.2.2.a: Analysis of translation task (Kurdish participants)

| Translation task | | | | | | |
|------------------|---------------------------------|-------------|-------------|-------------|-------------|------------|
| category | a. heavy lecture "difficult" | 1st year | 2nd year | 3rd year | 4th year | Total |
| Non-literal | وانهكا ناصه ، وانكا ئالوزه | 0 | 0 | 0 | 0 | 0 |
| | A heavy lecture | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% |
| literal | وانهكا بزحمهته | 26 | 15 | 21 | 17 | 79 |
| | A difficult lecture | 66.67 % | 71.43% | 87.50 % | 89.47 % | 76.70 % |
| L1 transfer | ئهقه وانهكا گرانه | 13 | 6 | 3 | 2 | 24 |
| | A lecture weighing a lot | 33.33 % | 28.57% | 12.50 % | 10.53 % | 23.30 % |
| | | | | | | |
| category | haven't slept a wink | | | | | |
| Non-literal | چاڤين من نهكهته سهر ئيك | 13 | 8 | 11 | 9 | 41 |
| | Haven't slept a wink | 33.33 % | 38.10% | 45.83 % | 47.37 % | 39.81 % |
| literal | ئمز خو بيهنهكي نه نفسيمه | 20 | 11 | 13 | 10 | 54 |
| | Haven't slept for a moment | 51.28 % | 52.38% | 54.17 % | 52.63 % | 52.43 % |
| L1 transfer | x | 0 | 0 | 0 | 0 | 0 |
| | | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% |
| | | | | | | |
| Non-literal | a thunder face | | | | | |
| | دپيشكي بناچاڤيت وي فهدي | 6 | 5 | 7 | 6 | 24 |
| | She has a thunder face | 15.38 % | 19.05% | 29.17 % | 31.5 8 | 23.30 % |
| literal | گهلهك توره | 22 | 12 | 17 | 13 | 64 |
| | Very angry | 56.41 % | 57.14% | 66.67 % | 47.37 % | 62.15 % |
| L1 transfer | سهروچاڤ ومكي بريسي نه | 8 | 4 | 0 | 0 | 12 |
| | A face like a lightning | 20.51 % | 19.05% | 0.00% | 0.00% | 11.65 % |
| | | | | | | |
| Non-literal | such a dragon | | | | | |
| | ئمزدههار يان وه حشه | 25 | 15 | 17 | 17 | 74 |
| | Such a beast | 64.10 % | 71.43% | 70.83 % | 89.47 % | 71.84 % |
| literal | مروفهكي رهقه | 11 | 6 | 7 | 2 | 26 |
| | Unfriendly person | 28.21 % | 28.57% | 29.17 % | 10.53 % | 25.24 % |
| L1 transfer | دراگون | 3 | 0 | 0 | 0 | 3 |
| | dragon | 7.69% | 0.00% | 0.00% | 0.00% | 2.91% |

Table 4.3.2.2.b: Analysis of translation task (Kurdish participants)

| Translation task | | | | | | |
|------------------|-----------------------------------|---------|---------|---------|---------|---------|
| Non-literal | stuffed | | | | | |
| | حه مه ربو ز خارنى | 24 | 15 | 18 | 16 | 73 |
| | Stuffed himself with food | 61.54 % | 71.43 % | 75.00 % | 84.21 % | 70.87 % |
| literal | گهلهك خار | 10 | 6 | 6 | 3 | 25 |
| | Ate a lot | 25.64 % | 28.57 % | 25.00 % | 15.79 % | 24.27 % |
| L1 transfer | x | 0 | 0 | 0 | 0 | 0 |
| | | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% |
| Non-literal | a storm in a cup of tea | | | | | |
| | ژ مئيش دكنا گامئيش | 10 | 7 | 8 | 7 | 32 |
| | Make a mountain out of a molehill | 25.64 % | 33.33 % | 33.33 % | 36.84 % | 31.07 % |
| literal | خهما تشتهكى بئ مفا نه ههلهگره | 22 | 12 | 15 | 12 | 61 |
| | Arguing about silly things | 56.41 % | 57.14 % | 62.50 % | 63.16 % | 59.22 % |
| L1 transfer | چايهكا تاما وئ نهخوش | 2 | 2 | 1 | 0 | 5 |
| | Tea with an awful test | 5.13% | 9.52% | 4.17% | 0.00% | 4.85% |
| Non-literal | | | | | | |
| | ناخينك كا كوئير | 20 | 14 | 17 | 15 | 66 |
| | A deep sigh | 51.28 % | 66.67 % | 70.83 % | 78.95 % | 64.08 % |
| literal | ههناسهكا گران ههلهكئيشى | 4 | 2 | 2 | 1 | 9 |
| | Let out a deep breath | 10.26 % | 9.52% | 8.33% | 5.26% | 8.74% |
| L1 transfer | | 0 | 0 | 0 | 0 | 0 |
| | x | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% |
| Non-literal | ages | | | | | |
| | ئهفه چهرخهكه من تو نه دئيتى | 6 | 4 | 9 | 8 | 27 |
| | Haven't seen you for a century | 15.38 % | 19.05 % | 37.50 % | 42.11 % | 26.21 % |
| literal | ئهفه شمئيره من تو نه دئيتى | 23 | 13 | 14 | 11 | 61 |
| | Haven't seen you for a long time | 58.97 % | 61.90 % | 58.33 % | 57.89 % | 59.22 % |
| L1 transfer | ژى , تهمن | 10 | 4 | 1 | 0 | 15 |
| | lifetime | 25.64 % | 19.05 % | 4.17% | 0.00% | 14.56 % |

a. A heavy lecture

Both groups didn't interpret the item non-literary. First, this expressions has no identical expressions in both Arabic and Kurdish cultures, yet has a rather similar ones which are frequently and informally used by the participants and correspond non-literary to the expression given in the English language. Accordingly, most of the participants interpret it to its literal meaning (كانت محاضرة صعبة) in Arabic, and (وانهكا بز محمته) which means "difficult".

Although interpreting the item non-literary, the participants could fathom the meaning of the item in the given context. This might be attributed to understanding the expression within the given situation, the familiarity of this item to the participants, and the semantic transparency of the item given.

There were a word- for- word translations in both groups translating the item to (كانت محاضرة ثقيلة) in Arabic, and (ئهقه وانهكا گرانه) in Kurdish transferring their knowledge of the meaning of the word "heavy" to their L1 and a slight differences were found in the rates for both groups.

Those who interpret the item literary or nonliterally indicate that they have a higher awareness of this pragmatic feature in the foreign language and thus, used their first language positively and correspond properly to the expression given in the context. On the other hand, the participants who couldn't translate the expression and used their first language negatively might be unfamiliar with this category, or the item might be difficult to understand due to its ambiguity since it create a confusion for them as a "heavy lecture" which means difficult in the given context and the word

“heavy” as being used as to mean “weighing a lot”. Finally, the advanced levels developed higher awareness and comprehension and accordingly production than the lower levels within the group.

b. Haven't slept a wink

The number and rates in the findings of both groups show that few participants interpret the item non-literary and the advanced levels produced higher rates within the group translating the item to their similar expressions in Arabic (لم يغمض لي جفن) and in Kurdish (چاقۆن من نهکەتته سه‌رئێک) which have hyperbolic sense since these expressions in both Arabic and Kurdish means (I didn't close my eyelid to sleep) and thus, correspond non-literary to “haven't slept a wink”

The rates also show that most of the participants interpret the item to its literal meaning (لم أنم لحظة) in Arabic and (ئەز خو بیهێنهکی نه نفسییمه) in Kurdish which means “I didn't sleep at all”.

From the findings, we also noticed that some participants translated the item differently; for Arabic participants some participants though few, translate it to (لم أنم جيدا) which means “didn't sleep well”, and as for Kurdish participants, they translated to (ئەز پێچەک نفستم) which means “had little sleep”. We notice here that there is no exaggeration in their interpretation and thus their translation could be considered as partially with regard to the given context.

Those who interpret the item literary or nonliterally indicate that they have a higher awareness of this pragmatic feature in the foreign language and thus, used their first

language positively and correspond properly to the expression given in the context. Interpreting the item properly by most of the participants indicate that this item might be familiar to them, the context might facilitate the comprehension of it, and the linguistic structure of “I haven’t slept” might give the participant a clue to understand and produce it properly. Finally, the advanced levels revealed higher awareness and comprehension and accordingly positive production than the lower levels within the group.

c. A thunder face

This item has no identical expression in both Arabic and Kurdish languages and is unfamiliar to many participants, and familiar to some. Thus, we noticed a fluctuation in the translation within the group and between the two groups.

The number and rates in the findings of both groups show that few participants from Kurdish group could interpret the item non-literary to (دیشکی بناقچاقیت وی قمدای) which means “as if a scorpion has bitten his/her face”. This expression is informally spoken and commonly used in everyday conversation in Kurdish society to indicate that the person is “very angry” while in informal Arabic language we can only find the expression (غضبان) which is close to formal Arabic language while in the formal Arabic expression it would be better to use (یتطایر شررا) to indicate the exaggeration in the expression “anger” yet, very rarely used in the informal everyday conversation.

In both groups some participants show a good comprehension of this item within the given context as “very angry” translating it literary to (شخص غاضب أو عصبي) in

Arabic and (گملهک توره) in Kurdish which indicate that the participant are familiar with this expression.

Other participants especially in the lower levels used a word for word translation using their L1 knowledge negatively of the meaning of the word “thunder” translating it to (وجه كالرعد او البرق) in Arabic which means a face like thunder or lightning and (سهروچاق و هکی بریسی نه) in Kurdish which means face like lightning and we can see notice that L1 transfer is similar in both Arabic and Kurdish.

This expression seems to be unfamiliar to some participants for they translated it differently especially in Arabic group to (شخص جدي) which means a “serious person”

d. Such a dragon

Although this item has no identical expression in both Arabic and Kurdish languages, it seems that the many participants are acquainted with this expression in English language, and has similar correspondents in both languages. On the other hand some participants in the lower levels seem to be unfamiliar with expression produced in the context and thus used only their knowledge of the word “dragon” transferring their first language to interpret it.

Those who interpret the item literary (غير ودود) in Arabic and (رهقه) in Kurdish, or nonliterally (متوحشه ولسانها لاذع) in Arabic and (نهژدههار) in Kurdish indicate that they have a higher awareness of pragmatic feature of this item in the foreign language context. Consequently, they used their first language positively and correspond properly to the expression given in the context. Interpreting the item properly by

most of the participants indicate that this item might be familiar to them, or the context might facilitate the comprehension of it in addition to the MCT that might give them the correct clue in choosing and translating the item properly.

The advanced levels show higher awareness in comprehending and producing this item since they are exposed to more literature items along their study and their awareness of their first language might affect positively in interpreting the item.

e. Stuffed

This item has similar correspondents in both Arabic and Kurdish languages, and seems to be familiar to many participants. On the other hand, it seems to be more difficult to other participants who couldn't understand the expression within the given situation. Some participants were unfamiliar with the word stuff as to collocate with food so they use their first language knowledge of the meaning of word stuff translating it to (مادة) in Arabic group transferring their first language to interpret it.

Those who interpret the item the item literary (أكل كثيرا) in Arabic and (گهلهک خار) in Kurdish, or nonliterally (أكل لحد التخمة) in Arabic and (حه مه ريو ز خارنى) in Kurdish indicate that they have a higher awareness of this pragmatic feature in the foreign language and their first language and correspond properly to the expression given in the context. The advanced levels show higher awareness in comprehending and producing this item since they are exposed to more literature items along their study and their awareness of their first language might affect positively in interpreting the item.

f. A storm in a cup of tea

This item has its identical expression in Arabic language and a close expression, though not identical or similar in Kurdish language.

Many participants in Arabic language translated it properly to its nonliteral meaning (عاصفة في كوب الشاي), while few participants from Kurdish group also translated to its nonliteral meaning to (ژ مێش دکنا گامیش) though the rates were not as high as in the Arabic group.

Many participants from Kurdish group translated literary to (خهما نشتەکی بی مفا نه) (هههگره) which means “arguing about something that is not important” which literary correspond to the given expression, while few participants from Arabic group interpret it literary to (مجرد شئ تافه) which means a silly thing also correspond to the literal meaning of the expression. This indicate that the identical expressions in source language and target language are easier to understood and produced while the different and unfamiliar expression are difficult to comprehend and produced Irujo (1986).

Some participants seem to be unfamiliar with the expression in both groups and the semantic ambiguity of the expression as a whole affect their interpretation; some participants Arabic and Kurdish interpret the item to (شاي ذو مذاق سيئ), (چايهکی تاما وئ) respectively which correspond to “tea with an awful test”. Other participants seems to be also affected by the alternatives given in the MCT and translate the item to (چايهکی گران) in Kurdish which means “strong tea”

g. that was a heavy sigh:

This item has its identical expression in both Arabic and Kurdish cultures and thus a familiar expression to the participants in similar contexts. As a result, some participants in both groups interpret the item non-literary to (يتنهد بعمق ، يتحسر) in Arabic and to (ئاخينك كا كویر ههلهكيشی) which correspond to “a heavy sigh” showing their awareness of such expression in the given and identical situations, while other participants in both groups interpret the expression literary to (يطلق نفسا عميقا) in Arabic and (ههناسه كا گران ههلهكيشی) or (بهنه كا دريژ ههلهكيشی) in Kurdish that correspond to “let out a deep breath” showing their awareness of such expression and using their L1 knowledge of the literal meaning of this item in the given context.

On the other hand few participants in both groups seem to be unfamiliar with this expression giving incorrect interpretations such as (يعني بنعومة) which means sing softly, (يهمس) in the Arabic language and to (ئاخينك كا كویر ههلهكيشی) in Kurdish which means “breath with difficulty”.

In both groups the advanced levels show higher awareness of this item than the other levels since they are exposed to more literature items in their study and used the L1 positively in their recognition and production.

h. ages

This item has its similar or close expressions in both Arabic and Kurdish cultures, yet, it seems that some participants are familiar with this item and others are not within the given context.

Some participants in Arabic groups interpret the item non-literary to (لم ارك منذ قرون) which means “I haven’t seen you for centuries” yet, infrequent use in Arabic language in everyday conversation (informally, the Arabs used to say “I haven’t seen you for a year, for example, in everyday conversation). As for some Kurdish participants; they interpret it to (ئەقە چەرخەكە من تو نه دیتی) which means “I haven’t seen you for a century”; a frequent expression in everyday conversations in Kurdish society. Both expressions in both cultures have the sense of exaggeration since it express the exaggerated period of time for not seeing someone for a long time.

Many participants in both groups also interpret the expression literary to (لم ارك منذ) (وقت طويل) in Arabic and (ئەقە شمیژە من تو نه دیتی) in Kurdish that correspond to “haven’t seen you for long time” showing their awareness of such expression and using their L1 knowledge of the literal meaning of this item in the given context.

On the other hand few participants in both group especially in the lower levels seem to be unfamiliar with this expression giving incorrect interpretations such as “a lifetime” (أعمار) in Arabic language. The word “age” in the single form means (عمر) in the Arabic language and the participants here give plural form of it (أعمار) since the word given was in plural form. As for Kurdish participants; also few of them translated the item to (ژی) or (تەمەن) both means “life time”. The participants in both groups here use their L1 knowledge of the meaning of the word “age” as a lifetime and transfer this knowledge in their interpretations.

In both groups, the advanced levels used their L1 positively in their recognition of the item in the given context and in interpreting the item properly within the given situation.

4.4 Discussion

The present study investigates the acquisition of the hyperbolic expressions by the undergraduate participants along four years of study and also with different background languages Arabic and Kurdish. The study assumes that the mother tongue, among other factors, affects the comprehension and the production of the foreign language. Accordingly, it assumes that the advanced levels will use their L1 knowledge positively while there would to be a language transfer among other factors in the lower levels that affects negatively in the recognition and production of the foreign language within the given contexts.

4.4.1 The Findings from the MCT

4.4.1.1 The Findings of McCarthy and Carter's Categories

The numbers and rates in the findings indicate that some expressions given seem to be easy to comprehend by the participants since they are identical both in the source and the target languages. The expressions “hundreds of papers” and “loads of people” have their identical correspondents as for example, (مئات الاوراق) /mi'atu ələwraq/, in Arabic and as (سەدەها ژپەرا) /sədəhə ʒpərə/ in Kurdish language indicating large amount of papers. As for “loads of people”, the word “load” is commonly used in both cultures indicating the large mount or pressure.

The expressions; “huge amount of”, “ages”, and “enormous”, expressions have their similar correspondents in the languages in question. Although some participants in both groups could comprehend their meaning within the given contexts using their

first languages positively, in contrast, other participants especially in the lower levels couldn't understand them. For example, the word "ages" in the context given indicates the long period of time, yet these participants interpret it as (أعمار) /ə'mar/ in Arabic and (ژی) in Kurdish which correspond to "lifetime" transferring their first language knowledge of the meaning of the lexical item "age". Easy to comprehend

In her study, Irujo (1986a) found that the identical expressions in both source and target languages and those of frequently use in ever day conversation are easy to understood and produced. She also found that the expressions similar or close to the target language were easy to understand as well as the identical ones, yet language transfer occurs in the production test. The different idioms in both languages were difficult to comprehend and produce for the participants. Accordingly, the findings of the present study support the assumption of first language intervene in the acquisition of the foreign language.

4.4.1.2 The Findings of the Translation Task on the "Other expressions"

These expressions have their similar equivalents in both target languages. The numbers and rates in the findings indicate that some expressions given seem to be familiar to some participants and thus easy to understand especially by the advanced levels.

The expression "a heavy lecture" indicating a "difficult lecture" has its similar correspondent in Arabic non-literary as (محاضرة شاقة) /muhdðərə ʃaqqə/ or literary as (محاضرة صعبة جدا) /muhdðərə sə'ibə dziddən/. Some participants response properly by selecting the correct alternative "difficult", while others, especially in the lower levels select the alternative "weighing a lot" transferring their first language

knowledge of the lexical item “heavy” as (ثقيلة) / θəqi:lə/ in Arabic and (گراڤه) /giranə/ in Kurdish.

As for the expression “a thunder face”, the advanced levels could understand the item within the given context and select the correct alternative “very angry” while other participants in the lower levels select the alternative “has an ugly face” using their first language knowledge of word ugly in the alternative given which means (لها قبيح وجه) /ləhəwədʒhunqəbi:h/ or translated it to (وجه يشبه الرعد) /ʃəxssun qəbi:h or wədʒhun yəʃbəhu əlrəd/ in Arabic . As for Kurdish participants some participants in the lower levels select the item “has an ugly face” which means (سەرو چاقین کریت) /səru tʃa:ven kiret/ in Kurdish or translated to (سەرو چاقین وهکی بریسی) /səru tʃa:ven wəkibirisi/ which means lexically a face like a thunder. Accordingly, both groups transfer their language knowledge of the meaning of the lexical item ‘thunder’ which means (رعد) and (بریسی) in Arabic and Kurdish respectively in selecting and interpreting the item.

The expression “such a dragon” seems to have similar correspondent (متوحشه ولسانها) (لاذع) in Arabic and (ئەژدەهار) in Kurdish. The findings show that some participants in both groups select the correct alternative “unfriendly” and the advanced levels show great awareness in this regard. Other participants especially in the lower levels seem to be unfamiliar with expression produced in the context and thus used only their knowledge of the word “dragon” transferring their first language to interpret it. For example, the Arabic group translated it to (تنين) / tɪnni:n/ and the Kurdish interpret it to (دراگون) /dragon/ borrowing from English language which both correspond to meaning of dragon as “beast”.

The expression “stuffed myself with food” has identical correspondents literary as ((أكل كثيرًا) in Arabic and (گهلهک خار) in Kurdish, or nonliterally (أكل لحد التخمة) in Arabic and (حه مه ربو ز خارنی). Thus, some participants select and translated properly to their own languages. On the other hand, the expression seems to be more difficult to other participants who couldn't understand the expression within the given situation. Some participants were unfamiliar with the word stuff as to collocate with food so they use their first language knowledge of the meaning of word stuff translating it to (مادة) in Arabic group transferring their first language to interpret it or as (تژی) which means to fill something in Kurdish language.

The expression a storm in a cup of tea has its identical expression in Arabic language and a different expression though similar in meaning in the Kurdish language. Many participants in Arabic language translated it properly to its nonliteral meaning (عاصفة) (في كوب الشاي), while few participants from Kurdish group also translated to its nonliteral meaning to (ژ مئش دکنا گامئش) though the rates were not as high as in the Arabic group. Other participants from Kurdish group translated it literary to (خهما) (تشتهکی بی مفا نه ههلهگره) which means “arguing or worrying about something that is not important” which correspond literary to the given expression, while few participants from Arabic group interpret it literary to (مجرد شی تافه) which means a silly thing also correspond to the literal meaning of the expression.

On the other hand, some participants seem to be unfamiliar with expression in both groups and the semantic ambiguity of the expression as a whole affect their interpretation; some participants Arabic and Kurdish interpret the item to (شاي ذو مذاق) (چایهکی تاما وئ نهخوش), (سیئ) respectively which correspond to “tea with an awful test”.

Other participants seems to be also affected by the alternatives given in the MCT and translate the item to (چایه کی گران) in Kurdish which means “strong tea”

The expression “that was a heavy sigh” its identical expression in both Arabic and Kurdish cultures and thus a familiar expressions to the participants in the given context. The finding shows that some participants in both groups interpret the item non-literary to (یتهد بعمق ، یتحسر) in Arabic and to (ئاخینک کا کویر ههلهکیشی) which correspond to “a heavy sigh” showing their awareness of such expression in the given and identical situations. As well as many participants in both groups interpret the expression literary to (یطلق نفسا عمیقا) in Arabic and (بهههکا دریز ههلهکیشی) or (ههناسهکا) (گران ههلهکیشی) in Kurdish that correspond to “let out a deep breath” showing their awareness of such expression and using their L1 knowledge of the literal meaning of this item in the given context. On the other hand few participants in both especially in the lower levels seem to be unfamiliar with this expression giving incorrect interpretations such as (یغنی بنعومه) which means sing softly, (یهمس) in the Arabic language and to (بیهن تنگ) in Kurdish which means “breath with difficulty”.

Finally the expression “for ages” has its similar or close expressions in both Arabic and Kurdish cultures. Thus, it seems that some participants are familiar with this item and others are not within the given context.

Some participants in Arabic groups interpret the item non-literary to (لم ارك منذ وقت) (قرون) which means “I haven’t seen you for centuries” yet, uncommon use in Arabic language in everyday conversation (informally, the Arabs used to say “I haven’t seen you for a year, for example, in everyday conversation). As for some Kurdish

participants; they interpret it to (ئەفە چەرخەكە من تو نه دیتی) which means “I haven’t seen you for a century”; a frequent expression used in everyday conversations in Kurdish society. Both expressions in both cultures have the sense of exaggeration since it express the exaggerated period of time for not seeing someone for a long time.

Many participants in both groups also interpret the expression literary to (لم ارك منذ) in Arabic and (ئەفە شمیژە من تو نه دیتی) in Kurdish that correspond to “haven’t seen you for ages” showing their awareness of such expression and using their L1 knowledge of the literal meaning of this item in the given context.

On the other hand few participants in both group especially in the lower levels seem to be unfamiliar with this expression giving incorrect interpretations such as “a lifetime” (أعمار) in Arabic language. The word “age” in the single form means (عمر) in the Arabic language and the participants here give plural form of it (أعمار) since the word given was in plural form. As for Kurdish participants; also few of them translated the item to (ژی) or (تەمەن) both means “life time”. The participants here use their L1 knowledge of the meaning of the word “age” as a lifetime and transfer this knowledge in their interpretations.

Accordingly, the findings of the investigation indicate the followings:

a) Identical expressions in source language and target language are easier to understood and produced while the different and unfamiliar expression are difficult to comprehend and produced.

- b) In addition, the expressions that are frequently used in everyday conversation are also easy to comprehend and produce.
- c) The expressions which are semantically transparent in their literal meanings are relatively easy to deduce with their correspondents in the target languages, Irujo (1986a).
- d) Language transfer occurs when the participants couldn't understand or were unsure of the meanings of the expressions within the context.
- e) The advanced levels proved to be more efficient in their responses in both recognition and production due to their linguistic and pragmatic competence.

4.5 Summary

The chapter has presented the results of the data collected and treated within tables and the charts attached to them. Each table has included a category in the multiple choice test for the whole years within the group. Then, tables have been drawn for the whole categories within the four years for each group showing the participants' responses and the participants of the lower levels' choices that indicate the using of their first language in recognizing the basic meaning of the literal distractors employed in the questionnaire. The data has been analysed according to their understanding of the basic meaning, language transfer semantic transparency, linguistic structure, proficiency levels, and the situational contexts given in the questionnaire. As for the translation task each table has been drawn and charts have been attached to show each category within the whole stages in the group. Then, a comparison has been made between the two groups and analysed according to the participants' responses literary, non-literary and the language transfer among other factors such semantic transparency, context, the identical expression and non-

identical ones, the similarities and the frequent usages of the expressions in the target languages.

Chapter 5

CONCLUSION

This chapter will first present a conclusion on the study being conducted. Second it will present the limitation of the study and, finally the researcher implication on the output of this investigation.

5.1 Conclusion

This study is important since it is a comparative one between two languages that are genealogically and typologically different and the first of its kind conducted in Iraq and in the Eastern Mediterranean University. Since the study is concerned with two different cultures, it firstly indicates that different cultures show similarities in acquiring the foreign language. Secondly, the target culture is an essential element in learning the foreign language.

The present study is concerned with the acquisition of certain exponents such as hyperbole in the foreign language by EFL undergraduate students with different background cultures; Arabic and Kurdish. The study assumes that the mother tongue affects the acquisition of the foreign language and the acquisition will be higher according to the learners' proficiency levels. In other words, the advanced levels will have higher pragmatic awareness of such expressions and there might be negative language transfer in the lower in the recognition and production processes.

To implement the study, a method of two instruments has been conducted to test the learners' recognition of hyperbolic expressions by using Multiple-choice test. The test included McCarthy and Carter's (2004) categorization of hyperbole and selecting other expressions which have hyperbolic senses from the various resources and dictionaries. In the second instrument, a translation task was given to students to interpret the expressions given in the questionnaire to their first languages. These instruments were set to investigate the role of the mother tongue in acquiring the expressions in both recognition and production tests.

The findings shows that there is certain relationship between the first language and the acquisition of the foreign language since a negative language transfer has been found with some students in the lower levels. It also shows that the advanced levels used their first language positively depending on their proficiency, experience and the tacit knowledge of the hyperbolic expressions.

To sum up, the findings indicate English language learners appear to be homogeneous as the majority have the same starting point, but find themselves at different levels of language acquisition which explains the variations in the data. In the area of formulaic comprehension the findings from this investigation coincide with the findings from Irujo (1986:289), and Spötl and McCarthy (2004:193);

1. Identical and similar expressions are easier to understand.
2. Expressions that do not have Arabic and Kurdish correspondents are rather difficult to understand for some participants especially in the lower levels. Thus, negative language transfer occurs.

3. Without certain language proficiency, the formulaic expressions seem to present an obstacle for EFL learners, not only across participants' population, but also within individual participants.

5.2 Limitations of the Study

This study would have highly achieved its purpose if it were an on-going or longitude study since it will observe the students' progress in learning the formulaic language and accordingly would have included more expressions than the present study.

More instruments should be included in such studies such as Think aloud (TA) protocol and observations to have a direct monitor on the students when they comprehend and produce such formulaic expressions in their study. These instruments were impossible due the situations recently occurred in Iraq.

5.3 Implications

Based on the information provided in the learner profile, the findings indicate that although the Arabic and Kurdish participants have different points of origin, they are actually, homogenous groups since they have similar starting point in learning English as a foreign language.

The findings have also shown that some participants from the lower levels couldn't interpret the formulaic expressions when they are unsure of the literal senses of words. Thus, they transfer their first language knowledge of the meaning of the expressions given. On the other hand, the advanced learner proved to be more efficient in comprehending and interpreting the hyperbolic expressions using their native language positively to elicit the proper output.

Additionally, it was observed that the presence of Arabic and Kurdish correspondent expressions may play a significant role in the comprehension. This hypothesis is verified by the results that demonstrate respondents find expressions that have identical Arabic and Kurdish correspondents to be among the easiest to interpret. Consequently, respondents find those expressions which do not have the correspondent to be among the most difficult to interpret. The presence of the correspondents may also influence the role semantic transparency has on figurative comprehension. Semantic transparency most likely influences figurative comprehension in those cases where there are no Arabic or Kurdish correspondent expressions.

Based on the findings from this investigation the following hypotheses are drawn:

1. No matter what the language is, language transfer occurs when learners are unsure of the meaning of the formulaic sense.
2. Expressions that have identical or similar correspondent expressions are easier for English language learners because they are able to transfer knowledge from their native language which helps them understand figurative expressions in English. On the other hand expressions that do not have their correspondents in the target language are more difficult for English language learners because they are unable to transfer knowledge from their native language and are thus not provided with a clue to the metaphorical meaning in English. For these types of expressions factors such as linguistic and pragmatic competence, knowledge of basic meaning, or degree of semantic transparency play a significant role in the comprehension and production of the formulaic language.

3. Language proficiency plays a significant role in the comprehension and production of the formulaic expressions within groups and individuals.

5.4 Recommendations

With regard to formulaic or figurative expressions, teachers should include and emphasize on such expressions in their teaching to draw the students' attention to this part of language which is considered as a part of one's culture.

There has been no research done in Iraq pertaining comparative formulaic language acquisition in English as a foreign language between the two main languages in Iraq. Therefore there is a definite need for research into these areas to fill in the void of information and to be able to compare EFL learners within the different parts of the country and to other countries.

Comparative studies should be conducted eventually to raise the students' awareness of the foreign figurative language throughout the questionnaires which will motivate them to search and read more about the foreign language they are learning. Accordingly, this will help them improve the learning of the foreign language and recognize the cross-cultural differences existed in the different languages. Finally more research is recommended in this aspect to be implemented since more Arabs have immigrated and settled in the Kurdish area since July 2014 to find out how the two languages affect each other either in the community or in the field of education.

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APPENDICES

Appendix A: Questionnaire

Dear student,

I'm investigating the English Exaggeration Expressions of the undergraduate students in the English department, University of Duhok. Your cooperation by responding to the statements below is highly appreciated.

I assure you that your identity and responses will be confidentially secured and the results will be used only for research purpose. If you agree to participate in this research, fill in the consent letter below and do the following survey straight away. Thank you for your cooperation.

Huda Salahuddin Ahmed

M. A Student

Department of English Language Teaching, Faculty of Education, Eastern Mediterranean University

Consent form

Name and Surname:

Student Number:

Year of study : 1. First 2. Second 3.Third 4. Fourth

1. Background information

Name _____

The native language _____

Age at which you started to learn English _____

Do you know other language beside your native language?

Yes-----, No-----

State which language do you know as required?

a. Arabic b. Kurdish c.Others _____

Continued Appendix A: Questionnaire

2. Please read the statements below and then choose the answer you believe is correct:

1.

John: please, spare sometime and let me explain the situation to you.

David: well, I don't have time; I have hundreds of papers to go through

Hundreds of papers:

a. Few papers b. Small amount of papers c. a lot of paper d. several papers

2.

Neil: did you go to the meeting?

Dave: em.. , actually no, I missed it

Jane: oh Dave, loads of people were there.

Loads of people means:

a. small amount of people b. lots of people c. several people d. few people

3.

X: there is a huge amount of work still to be done

Y: well, we cannot manage unless we make hurry.

A huge amount of means:

a. difficult b. enormous c. interesting d. very little

4.

Neil: Hi, Sam, I haven't seen you for **ages**. Where have you been?

Sam: Oh Neil, I spent extremely bad week solving problems here and there.

Ages means:

a. a lifetime b. a long time c. little time d. a decade

Continued Appendix A: Questionnaire

5.

X: ooh, look at these buildings.... skyscrapers.

Y: ya, and here is an enormous incredible one. Look there.

X: ya, ya, it is called "The Oriental Pearl Tower".

Enormous means:

- a. huge b. new c. small d. old

6.

Neil: That was a heavy lecture; I had trouble understanding it all.

Helen: A heavy lecture – I've been to a few of them!

A heavy lecture mean;

- a. weighing a lot b. easy c. difficult d. interesting

7.

Ted: oh, Sam, you look awful. What's the matter?

Sam: well, I stayed up all the night, I haven't slept a wink.

Haven't slept a wink means:

- a. slept fitfully b. didn't sleep at all c. slept soundly d. had a nice sleep

8.

Li: I am waiting for Jen to arrive in the studio, but she's outside and she's in a really bad mood, what do you think? Jen's looking really angry. Have a listen Kate

Jen: (Screaming and shouting)

Li: She has a thunder face. She seems very angry.

Kate: ya, she always screams, always angry.

Continued AppendixA: Questionnaire

a thunder face means s/he is:

- a. she has an ugly face
- b. she is friendly
- c. she is a kind person
- d. she is very angry

9.

A: if you want a leave, speak to the manager.

B: well, I can't speak to him, too scary – he is such a dragon.

Such dragon means:

- a. easygoing
- b. unfriendly
- c. nice
- d. ugly

10.

Bet: you're still eating, you stuffed yourself with food.

John: Yes, I am completely stuffed, I can barely move.

Stuffed means:

- a. hungry
- b. ate a lot
- c. ate little
- d. too fat

11.

A: what are they doing? They spend hours and hours in talking and arguing about silly things. I think it is all a storm in a cup of tea.

B: oh yes, they quarrel a lot

a storm in a cup of tea means:

- a. worried about something that is not important
- b. tea with an awful taste
- c. having a persuasive argument
- d. strong tea

Continued Appendix A: Questionnaire

12.

John: Hello Dane. What is the matter?

Jane: (Sighing)

Neil: Oh Helen, that was a heavy sigh.

Jane: A heavy sigh? Well, I have been trying to solve some problems in my homework but couldn't manage it all.

A heavy sigh means:

- a. Sing softly
- b. Let out a deep breath
- c. To cough
- d. To whisper

Continued Appendix A: Questionnaire

3. In the situations given in part 2, please write the meaning of the statements given in Arabic language. If you don't know the answers write: (I DON'T KNOW)

1. That was a heavy lecture:
2. I haven't slept a wink:
3. thunder Face means that the person:
4. such a dragon:
5. Stuffed:
6. A storm in a cup of tea:
7. A heavy sigh
8. ages

Appendix B: Questionnaire Results

Hundreds of papers

| | Number | % |
|---------------------------|--------|---|
| a. Few papers | | |
| b. Small amount of papers | | |
| c. a lot of papers | | |
| d. several papers | | |

Arabic participants

| | | |
|----|----|-------|
| a. | 0 | 0.00% |
| b. | 0 | 0.00% |
| c. | 82 | 92.13 |
| d. | 7 | 7.87% |

Kurdish participants

| | | |
|----|----|--------|
| a. | 1 | 0.97% |
| b. | 0 | 0.00% |
| c. | 92 | 89.32% |
| d. | 10 | 9.71% |

Loads of people

- a. Small amount of people
- b. lots of people
- c. several people
- d. few people

Arabic participants

| | | |
|----|----|--------|
| a. | 0 | 0.00% |
| b. | 77 | 86.52% |
| c. | 8 | 8.99% |
| d. | 4 | 4.49% |

Kurdish participants

| | | |
|----|----|--------|
| a. | 0 | 0.00% |
| b. | 89 | 86.41% |
| c. | 10 | 9.71% |
| d. | 4 | 3.88% |

Continued Appendix B: Questionnaire Results

Huge amount of work

- a. difficult
- b. enormous
- c. interesting
- d. little

Arabic participants

| | | |
|----|----|--------|
| a. | 11 | 12.36% |
| b. | 69 | 77.53% |
| c. | 9 | 10.11% |
| d. | 0 | 0.00% |

Kurdish participants

| | | |
|----|----|--------|
| a. | 0 | 0.00% |
| b. | 83 | 80.58% |
| c. | 13 | 12.62% |
| d. | 0 | 0.00% |

Ages

- a. a lifetime
- b. a long time
- c. a little time
- d. a decade

Arabic participants

| | | |
|----|----|--------|
| a. | 16 | 17.98% |
| b. | 66 | 74.16% |
| c. | 0 | 0.00% |
| d. | 7 | 7.87% |

Kurdish participants

| | | |
|----|----|--------|
| a. | 12 | 11.65% |
| b. | 80 | 77.7% |
| c. | 0 | 0.00% |
| d. | 11 | 10.68% |

Continued Appendix B: Questionnaire Results

Enormous

- a. huge
- b. new
- c. small
- d. old

Arabic participants

| | | |
|----|----|--------|
| a. | 70 | 78.65% |
| b. | 7 | 6.74% |
| c. | 0 | 0.00% |
| d. | 10 | 11.24% |

Kurdish participants

| | | |
|----|----|--------|
| a. | 84 | 81.55% |
| b. | 3 | 2.91% |
| c. | 0 | 0.00% |
| d. | 16 | 15.53% |

That was a heavy lecture

- a. weighing a lot
- b. easy
- c. difficult
- d. serious

Arabic participants

| | | |
|------------|----|--------|
| a. | 15 | 16.85% |
| b. | 0 | 0.00% |
| c. | 69 | 77.53% |
| d. | 5 | 5.62% |
| Unanswered | 5 | 5.62% |

Kurdish participants

| | | |
|------------|----|--------|
| a. | 13 | 12.62% |
| b. | 0 | 0.00% |
| c. | 77 | 74.76% |
| d. | 3 | 2.91% |
| Unanswered | 10 | 9.71% |

Continued Appendix B: Questionnaire Results

Haven't slept a wink

- a. slept fitfully
- b. didn't sleep at all
- c. slept soundly
- d. had a nice sleep

Arabic participants

| | | |
|------------|----|---------|
| a. | 6 | 6.74% |
| b. | 71 | 79.785% |
| c. | 0 | 0.00% |
| d. | 0 | 0.00% |
| Unanswered | 12 | 13.48% |

Kurdish participants

| | | |
|------------|----|--------|
| a. | 10 | 9.71% |
| b. | 83 | 80.58% |
| c. | 3 | 2.91% |
| d. | 0 | 0.00% |
| Unanswered | 7 | 5.83% |

A thunder face

- a. has an ugly face
- b. friendly
- c. has a very kind face
- d. rude and very angry

Arabic participants

| | | |
|------------|----|--------|
| a. | 14 | 15.73% |
| b. | 0 | 0.00% |
| c. | 0 | 0.00% |
| d. | 66 | 74.16% |
| Unanswered | 9 | 10.11% |

Kurdish participants

| | | |
|------------|----|--------|
| a. | 10 | 9.71% |
| b. | 0 | 0.00% |
| c. | 0 | 0.00% |
| d. | 85 | 82.52% |
| Unanswered | 8 | 7.77% |

Continued Appendix B: Questionnaire Results

Such a dragon

- a. easy-going
- b. unfriendly
- c. kind
- d. ugly

Arabic participants

| | | |
|------------|----|--------|
| a. | 0 | 0.00% |
| b. | 64 | 71.91% |
| c. | 0 | 0.00% |
| d. | 66 | 74.16% |
| Unanswered | 9 | 10.11% |

Kurdish participants

| | | |
|------------|----|--------|
| a. | 0 | 0.00% |
| b. | 77 | 75.73% |
| c. | 0 | 0.00% |
| d. | 19 | 21.35% |
| Unanswered | 6 | 6.74% |

Stuffed

- a. hungry
- b. ate a lot
- c. ate little
- d. too fat

Arabic participants

| | | |
|------------|----|--------|
| a. | 0 | 0.00% |
| b. | 74 | 83.15% |
| c. | 0 | 0.00% |
| d. | 11 | 12.36% |
| Unanswered | 4 | 4.49% |

Kurdish participants

| | | |
|------------|----|--------|
| a. | 0 | 0.00% |
| b. | 88 | 85.44% |
| c. | 0 | 0.00% |
| d. | 8 | 7.77% |
| Unanswered | 7 | 6.80% |

Appendix B: Questionnaire Results

A storm in a cup of tea

- a. arguing about something that is not important
- b. tea with an awful taste
- c. persuasive argument
- d. strong tea

Arabic participants

| | | |
|----|----|--------|
| a. | 70 | 74.16% |
| b. | 3 | 3.37% |
| c. | 0 | 0.00% |
| d. | 10 | 11.24% |

Kurdish participants

| | | |
|------------|----|--------|
| a. | 77 | 74.76% |
| b. | 13 | 12.62% |
| c. | 0 | 0.00% |
| d. | 6 | 5.83% |
| Unanswered | 7 | 6.80% |

That was a heavy sigh

- a. sing softly
- b. let out a deep breath
- c. to cough
- d. to whisper
- x

Arabic participants

| | | |
|------------|----|--------|
| a. | 16 | 17.98% |
| b. | 62 | 69.66% |
| c. | 0 | 0.00% |
| d. | 10 | 11.24% |
| Unanswered | 1 | 1.12% |

Kurdish participants

| | | |
|------------|----|--------|
| a. | 5 | 4.85% |
| b. | 85 | 82.52% |
| c. | 3 | 2.91% |
| d. | 6 | 5.83% |
| Unanswered | 4 | 3.88% |

Appendix C: Translations from the Native teachers

12/29/14 huda_almity - Yahoo Mail


Home Mail Search News Sports Finance Weather Games Answers Screen Flickr Mozilla the new Firefox

Search Mail Search Web Home Huda

Compose Delete Move Spam More

Inbox
Drafts
Sent
Spam
Trash
Folders (1)
Smart Views
Unread
Starred
People
Social
Travel
Shopping
Finance
Recent

Sponsored


Facebook
Facebook® Account Sign Up.
Join For Free Today!


Fw: People

widad suzen
To me Dec 5

On Friday, December 5, 2014 6:36 PM, waleed mitab <waleed7_yonis@yahoo.com> wrote:

On Friday, December 5, 2014 6:35 PM, waleed mitab <waleed7_yonis@yahoo.com> wrote:

On Wednesday, November 26, 2014 2:15 AM, widad suzen <widad_suzen@yahoo.com> wrote:



for teachers transl... .docx View Download

Reply, Reply All or Forward | More

Click to reply all

Send

Continued Appendix C: Translations from the Native teachers

Translations from Teachers (Arabic)

1. Neil: Oh Helen, that was a **heavy sigh**.

Helen: A heavy sigh? By that, you mean a big sigh! Well, I suppose it was.

It's just I've been trying to lose some weight but my diet is not working.

1. نيل: آه يا هيلين، كانت تنهدتك عميقة.

هيلين: تنهدة عميقة؟ إنك تقصد حسرة كبيرة! حسنا، أظنها كذلك.

كل ما في الامر انني احاول فقدان جزء من وزني ولكن الحمية التي اتبعها لاتجدي نفعا.

2. Neil: That was a heavy lecture, I had trouble understanding it all.

Helen: A heavy lecture – I've been to a few of them!

2. نيل: كانت المحاضرة صعبة للغاية فلم استوعبها برمتها.

هيلين: محاضرة صعبة _ لقد عانيت من بعضها!

3. Neil: stuffed myself with food.

Li: You are stuffed? Completely full?

Neil: Yes, I am completely **stuffed**, I can barely move.

3. نيل: ملأت معدتي بالطعام.

لي: هل تشعر بالتخمة؟ يتخمة شديدة؟

نيل: نعم لدي تخمة شديدة فلا أكاد استطيع الحركة.

4. A: I'm never going to make my deadline with this report.

B: You should speak to Kate to get an extension.

A: But I'm too scared of Kate – **she's such a dragon**.

B: That's true. She's so unfriendly and scary. She'll probably shout at you.

4. أ: لن أستطع إكمال هذا التقرير في الموعد المحدد.

ب: لا بد أن تكلم كيت لتحصل على مدة إضافية.

أ: لكنني أخشى كيت للغاية فهي متوحشة ولسانها لاذع.

ب: ذلك حق، فهي غير ودودة ومخيفة. وربما صرخت بوجهك.

Continued Appendix C: Translations from the Native teachers

5. Neil: Oh, Feifei, I'm so tired.

Feifei: Me too. The kids?

Neil: Ah, the kids kept me awake all night. As soon as one of them went back to sleep, the other one started screaming. What's your excuse?

Feifei: A mosquito.

Neil: A mosquito?

Feifei: Yes, there was a mosquito in my room. Every time I turned the light off and tried to go to sleep I heard buzzing in my ear. I **haven't slept a wink**.

6. نيل: آه يا فيفي اشعر بتعب شديد.

فيفي: وأنا كذلك. بسبب الاطفال اليس كذلك؟

نيل: آه من الاطفال فقد جعلوني اسهر الليل بأكمله. فما أن يعود أحدهم لينايم مرة ثانية حتى يبدأ الآخر بالصراخ. وأنت ما هو السبب؟

فيفي: بعوضة.

نيل: بعوضة!

فيفي: نعم، كانت هناك بعوضة في غرفتي. وكلما أطفأت النور لكي أتام أسمع طنينها في أذني. فلم يغمض لي جفن.

6. Li: Hello and welcome to The English We Speak from BBC Learning English. I'm Yang

Li: I am waiting for Jen to arrive in the studio, but she's outside and she's in a really bad mood, what do you think? Jen's looking really angry. Have a listen...

Jen: (Screaming and shouting)

Li: She has a thunder face. She seems very angry.

8. لي: مرحبا بكم في برنامج اللغة الانكليزية التي نتحدثها من هيئة الاذاعة البريطانية عبر سلسلة تعليم اللغة الانكليزية. أنا محدثكم يا نغ لي. انني انتظر جين لحين وصولها الى الاستوديو. ولكنها في الخارج ومزاجها متعكر. لذا خطر ببالي أن أنتهز هذه الفرصة السانحة لأعلمكم بعض المصطلحات الخاصة بالطقس.

مارأيكم؟ جين غاضبة حقاً. استمعوا.....

جين: (تصرخ وتصيح)

لي: وجهها يتطاير شرراً. انها غاضبة الى أقصى حد.

7. Finn: Well, Feifei, there are so many... skyscrapers.

Feifei: Lots of tall buildings. Impressive, aren't they?

Continued Appendix C: Translations from the Native teachers

Finn: hmmm, look at this one is really... enormous!

Feifei: Yes, it is. The Oriental Pearl Tower is **enormous**.

9. فن: حسناً يا فيفي توجد ناطحات سحب كثيرة.

فيفي: الكثير من البنايات الشاهقة منظر رائع أليس كذلك؟

فن: أمممم! أنظري إلى ناطحة السحاب هذه... إنها حقاً مذهلة!

فيفي: نعم إنها كذلك. فبرج اللؤلؤة الشرقية (أو رينتال بيرل) حقاً مذهل ويسلب الأنظار.

8. Neil: Hi, Sam, I haven't seen you for **ages**. Where have you been?

Sam: Oh Neil, I spent extremely bad week solving problems here and there.

10. نيل: مرحباً سام، لم أراك منذ زمن بعيد. أين كنت؟

سام: آه يا نيل لقد قضيت اسبوعاً عصيباً أفض النزاعات هنا وهناك.

Continued Appendix C: Translations from the Native teachers

1/10/14 huda_almirya - Yahoo Mail

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translations for your expressions

Neil: Oh Helen, that was a **heavy sigh**.
 Helen: A heavy sigh? By that, you mean a big sigh! Well, I suppose it was.
 It's just I've been trying to lose some weight but my diet is not working.
 ئاخذىك كا كوزىر هملگوتى

Neil: That was a heavy lecture, I had trouble understanding it all.
 Helen: A heavy lecture - I've been to a few of them!
 ئلوز،

Neil: stuffed myself with food.
 Li: You are stuffed? Completely full?
 Neil: Yes, I am completely **stuffed**, I can barely move.
 ھەممەريوز خازنى
 گىلىك خاز

A: I'm never going to make my deadline with this report.
 B: You should speak to Kate to get an extension.
 A: But I'm too scared of Kate - **she's such a dragon**.
 B: That's true. She's so unfriendly and scary. She'll probably shout at you.
 مەروھەكى ھازدە، ئەزەدە ھازدە، ھە سەئى گران

Feifei: there was a mosquito in my room. Every time I turned the light off and tried to go to sleep I heard buzzing in my ear. I **haven't slept a wink**.

Jen: (Screaming and shouting)
 Li: She has a **thunder face**. She seems very angry!
 ئەين خۇ ئېيىدەكى ئاقشەم
 ئەين زىنورا ئاقشەم مە
 چاقىن مەن ئەگەنئە سەئى ئىك

Jen: = equivalent = ھېشەكى بىناقوتت وى قەدەئى
 Li: = literal = گەلەكى ئوردە
 = transfer (word for word) = سەروچاق وەكى بىرىشىن يە

Hi, Sam, I haven't seen you for **ages**. Where have you been?
 Sam: Oh Neil, I spent extremely bad week solving problems here and there.
 گەلەك شەئزە مەن ئوردەئى، مەغابەن ئەغزە، ئەغزەكى غەرىب

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1/1