Novel Metaphor Recognition, Interpretation and Construction: Barriers Face Kurds as Non-native English Speakers

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ABSTRACT

This study which is titled 'Novel Metaphor Recognition and Interpretation: Barriers Face Kurds as Non-native English Speakers' considers the recognition and the interpretation process difficulty of English novel metaphors. Novel metaphor is one of the most problematic types of metaphor in which its recognition, interpretation and construction usually require a higher level of efficiency; therefore, interactants generally face difficulty while dealing with such linguistic concepts. This sort of metaphor is highly connected with personal established conceptual systems that probably cause misunderstanding among interactants: native and non-native ones. This study aims at identifying novel metaphor, determining the nature of problems that Kurds as non-native English speakers face in recognizing, interpreting and constructing novel metaphors in English. Thus, it would be helpful for both non-native English speakers, especially Kurds as non-native English speakers, to improve their English comprehension and construction competence. The current study makes use of both quantitative and qualitative approach in the process of data collection. It is qualitative for administrating a Likert scale questionnaire, and it is qualitative for administrating an open question questionnaire and conducting an experimental test. These two types of questionnaires are administrated on university English language instructors and English to Kurdish interpreters, and the experimental test was administrated on junior and senior students at the Department of English Language. This study has come up with the conclusion that the insufficiency in English communicative language competence, cognitive analysis proficiency, and background knowledge are three main problems in the process of recognizing and interpreting novel metaphors.

 KEYWORDS: Novel Metaphor, Constructivist Approach, Non-Constructivist Approach, Source Domain, Target Domain.

1. INTRODUCTION

Novel metaphor has many other labels, namely creative metaphor, imaginative or poetic metaphor. Novel metaphors exclusively cover those metaphors that are inventive and previously unheard due to making new connection between two dissimilar concepts or objects such as the connection between *coronavirus* and elephant in the metaphoric statement *coronavirus is an elephant sitting on my chest*. According to Turner and Fauconnier (1999), the construction of novel metaphors is made of integrating separate concepts that occurs occasionally and unexpectedly. Novel metaphors are commonly noticed in the literary texts and daily interactions. Although it has been a long time that novel metaphors have drawn the attention of literary critics and rhetoricians, they have been to a great extent ignored by linguists as they are mainly interested in conventional metaphor. One of the most essential characteristics of novel metaphor is the creativity or at least the infrequency in use in daily interactions. Boeynaems et al (2017, 2863) state that "when a specific concept is repeatedly used figuratively, people become familiar with the intended meaning of the metaphor, and the metaphor becomes conventional". Unlike conventional metaphors, novel metaphors are not saved in the mind of the interactants and this makes interactants, especially non-native English speakers face

difficulties in interpreting the meaning of novel metaphors precisely, consequently misunderstandings may occur. Moreover, learners of English and non-native English speakers usually pay more attention to the conventional metaphors than novel ones. Thus, we can observe that they can hardly recognize novel metaphors or construct them in their daily interactions.

This study hypothesizes that non-native English speakers rarely use novel metaphors in their interactions and can hardly comprehend novel metaphors precisely because, according to Kövecses (2015), novel metaphors are categorized as cultural-specific metaphors that their interpretations are hard for non-native speakers. Therefore, the main aims of this study are introducing novel metaphors, identifying new source domains and new target domains of novel metaphors, clarifying the processes of their construction, and identifying the nature and the category of the difficulties that interactants face in the process of novel metaphor interpretation. The fulfillment of the aims can help the non-native English speakers and the and the learner's English language to avoid any sort of misunderstanding during interactions, and enable them to speak English naturally.

The significance of the study lays in raising the awareness of non-native English speakers and the EFL learners to the importance of novel metaphor in daily interactions, and in being familiar with the nature, the topics, and the recognition difficulties of novel metaphors in enhancing their English speaking.

2. THE LITERATURE REVIEW

Metaphor is not easily identified and recognized (Steen, 2007) due to the interference of personal, cultural, social and linguistic perspectives in their meaning-construction process. Lakoff and Johnson (1980) define metaphor as a cognitive process that allows people to understand one concept or domain of experience in terms of another. Littlemore (2011, 3) adds that metaphor is "any instance in which a particular lexical unit can be seen to have a more basic, contemporary sense in another context, and where the contextual sense can be understood in relation to that basic sense by means of comparison". Although this definition can to a great extent reflect the status of metaphor, considering comparison of the concerned domains as a basis of metaphor comprehension does not always fulfill the purpose, especially in understanding novel metaphor. The interpretation of novel metaphor requires general knowledge background in addition to a very good English efficiency level.

Novel metaphor as a sort of metaphor is similar to the traditional metaphor in terms of structure and function, but what makes novel metaphor different from the traditional metaphor is that novel metaphor is used occasionally and unexpectedly (Turner and Fauconnier, 1999). Thus, interactions that include novel metaphors are conversation will considerably enhanced (Boeynaems et al, 2017) due to the increase of imaginativeness (Read et al, 1990) and attractiveness (Jansen, et al, 2010).

The interactants usually gets pleasure from the right interpretation of metaphor as if they have solved a sort of puzzle (Giora et al., 2004 & Hoeken et al, 2009). This feeling could be even more enjoyable when resulted from the interpretation of novel metaphor, because the comprehension of novel metaphor requires the interactants to be recognized with remarkable intelligence includes a developed comprehension skill, a progressive linguistic competence, a noticeable background knowledge, …etc.; especially for non-native English interactants in an English discourse. In specific, to understand this novel metaphor '*He is not Trump*', the recipients must have a plenty information on the former USA president Donald Trump, comprehensively observe the context in which the mentioned novel metaphor is used. Then, they can understand that the word *trump* stands for *outdoing*.

Generally, linguists recommend two essential roles of metaphor in language. According to Indurkhya (1992), the first role is to make the unfamiliar statements and expression look more obvious and interpretable; whereas the second role of metaphor is connected with the imaginative and literary use of language (Camac & Glucksberg, 1984). These two roles determine the process of metaphor interpretation and the mechanisms of comparing the two domains within a statement that includes a metaphorical expression. For example, the word *prime minister* probably describes an authorized person who run a country or a system by which a country or a region is run. However, the word *prime minster* can also produce poetic and imaginative meaning as it is clarified in the following example.

1. You are prime minster.

In the example 1, the word *prime minster* which is the source domain in the structural metaphor *You are prime minster* used to stand for the word responsibility, capability, affordability, or any other meaning that is corresponded to the word *power* and *authority* to describe the target domain *you*. However, the connotative meaning by the speaker in using the word *prime minster* does not always match with the above-mentioned meanings. The speaker may use this word to mean something else opposite to what the word prime minster usually conveys such as criticizing someone for his/her inability and powerless. However, in both cases, using this word to stand for ability or inability, the word *prime minster* is metaphorically used to indicate something different from its own denotative meaning.

This relation between the domains (the source and the target) requires a flexible knowledge representation by the interactants to derive the precise meaning of any metaphorical expression (Fauconnier and Turner, 1998).

Although novel metaphor is one of the kinds of metaphor and has some characteristics in common with the rest types of metaphor, it is recognized by novelty and creativity. The construction of novel metaphor or novel ideas is made of integrating separate concepts that occurs occasionally and unexpectedly (Turner and Fauconnier, 1999).

Novel metaphor can be used in all the aspects of human's life, such as in daily routine interactions, clinical domain, news formation, economy, mass media domain, educational setting, politic statements, etc. However, the frequency of using novel metaphor in comparison to conventional ones is very restricted. According to Steen (2007: 227), "%99 of all metaphor in discourse appears to be conventional as opposed to novel". Deignan (2005: 40) affirms the infrequency of using metaphor in daily interactions and she states that "individual speakers are likely to disagree about the newness of particular linguistic expressions". The newness characteristic of metaphor generally causes infrequency in their use but not to that extent (only %1) of all metaphors as it is admitted by Deignan. Concerning the frequency of using novel metaphor by Deigman, there is a kind of exaggeration for two reasons: The first reason is that this portion is not stemmed from an academic study, and the second reason is that speakers probably like to express themselves with making use of literal language. Moreover, newness and ambiguity can provide joyfulness and pleasure while constructing or interpreting novel metaphor. Thus, regarding the frequency rate of using novel metaphor compared to conventional metaphor, I have not come across any reliable study could determine their uses.

There is a kind of consensus among linguistics that the meaning of metaphor, including novel metaphor, is not derived from the meaning of the constituted words. It is the interactants' (speakers and hearers) responsibility to decode the precise meaning of novel metaphor (Searle, 1979; Read et al, 1990; Fattah, 2016; and Boeynaems et al 2017). Thus, "the common position is that the meaning of a metaphor is not directly available to a speaker/hearer in the same that lexical meaning is". Therefore, what is difficult for non-native speakers in the process of novel metaphor interpretation probably is easy for native English speakers (Kronfeld, 1980).

Ortony recommends two approaches to consider the comprehension of metaphor in general which are Constructivist Approaches and Non-Constructivist Approaches (1979). The constructive approaches involve those approaches that consider "metaphor as an essential characteristic of creativity of language", believe that "meaning has to be constructed rather than 'read off'; whereas from the perspectives of Non-Constructive Approaches metaphor is believed to be "deviant and parasitic upon normal usage" of language (Ibid, 1979:2). According to these two approaches, the meaning of metaphor could be either derived from human's cognitive understanding based on general knowledge, or from the literal meaning of the component words in a metaphor within context. These two approaches do not always fulfill the purpose of understanding metaphor as they are not clarified enough because, according to Fattah and Salih (2023), there are other interferences take part in the process of metaphor interpretations such as the culture, the setting, the interactants' status, etc. especially when it is applicable to novel metaphor. The nature of novel metaphor is different the conventional metaphor, because the construe of novel metaphor looks like the construe of any figurative expression that according to Fattah and Salih (2022) its precise interpretation requires personal, social, contextual, cultural, interactants' personality and status, interaction's topic and setting consideration.

Moreover, the taxonomy of the engaged words in a statement can highly contributes in the process of decoding the meaning of metaphors. Veale and Hao (2008) believe that understanding the meaning of any metaphoric expression (novel or conventional) depends "on the availability of a concept taxonomy through which metaphoric uses can be mapped onto their literal counterparts". For example, "This car is whale" is understood as 'the car that consumes gasoline a lot'. The word 'whale' that functions as a source domain is used as a representative of the most water and food consuming creature to describe the target domain 'this car' which consumes a lot of gasoline. Thus, the classification, the categorization and the comparison of words based on our conceptual knowledge and experience is helpful to bring about the precise interpretation of metaphors in general and novel metaphor in particular, because novel metaphor can get no support from conventionality and familiarity in the process of recognizing the metaphorical meaning of any phrase or statement as the conventional metaphors usually do. Below is a list of novel metaphors observed in the examined texts (Listen to the appendices).

2.
  a. The stock market is keeled over
  b. You are Corona virus
  c. This car is my new baby.
  d. My car is a whale
  e. She is in an inactive mood today.
  f. You're a mature politician with females.

g. Weather is cruel today
h. Your shoes are crying
i. I am a brook of love
j. Her eyes are an ocean.
k. Her warm anger is scaring.
l. The bravest soldiers are health cares.
m. Corona Virus is an elephant sitting on my chest.
n. Corona Virus is invading humanity.
o. Corona Virus is a bastard.
p. He won a war against Corona Virus.
q. Corona Virus is the manager of domestic and foreign policy.
r. Covid 19 is a dead killer.
s. Covid 19 steals sense of smell.
t. Trump is packman. (packman is a game with a circle shape has an open mouth)
u. Trump is a small man.
v. Trump is shrinking the president.
w. Trump is a navy seal.

3. THE DIFFICULTIES IN NOVEL METAPHOR INTERPRETATION

The participants as non-native competent English speakers face difficulties in the process of metaphor recognition and interpretation while speaking English as a second language. According to Terai (2015: 892), "an interpretation of a metaphor is not related to either of the original concepts, but a combination of the two concepts provides for a novel interpretation to emerge". The former studies recommend that the inspection of the provided items in any discourse play essential role for significant cognitive functions, such as sentence comprehension (Rayner, 1998), problem solving (Knoblich et al., 2001)and decision-making (Glaholt and Reingold, 2011).

In a study that examines the response of neurons of human brain while interpreting novel, literal and conventional metaphors, Terai et al. (2015) figures out that the right hemisphere involves in the process of novel metaphor interpretation, whereas the responsibility of interpreting conventional metaphor is left to the left hemisphere. This fact was examined after observing a sort of activation and concerns from the participants while interpreting the provided novel metaphors (Ibid).

The precise understanding of the metaphors requires the recipients to go to the contextual meaning that a particular lexical unit has in different contexts. For example, one of the statements that are taken from the context is '*hhhhhh, your business gets developed with girls*'.

This example is taken from an interaction occurred among three university male students taking about the nature of their relationship with their female friends. One of the colleagues used the word '*business' to* stand for '*romantic relationship*'. It is not always easy for non-native speakers to find the connection between two different concepts such as '*business*' and '*romantic relationship*', because each one of them is used for a different purpose and may lead to a kind of misunderstanding.

4. METHODOLOGY

This study makes use of both quantitative and qualitative approach to answer the raised questions. It is quantitative for administrating a questionnaire includes a Likert scale to determine the difficulty and the easiness degree of novel metaphor recognition and interpretation as well as figuring out the frequent use of novel metaphors by Kurds as non-native speakers in their interactions. It is a qualitative study for raising some questions in the questionnaire to seek some specific answers regarding the problems that non-native speakers face in dealing with novel metaphors. It is also a quantitative study for playing five recorded native English interactions to a group of Kurds as non-native English speakers that were asked to determine novel metaphors in the played interactions then interpret each of the recognized novel metaphor. These procedures are helpful to observe the competence of the participants in the process of novel metaphor recognition and interpretation as well as identifying the problems that they face in this process.

4.1 The Setting

The process of data collection is carried out in two different settings:
i. The questionnaire was administrated online across the Kurdistan Region of Iraq.
ii. The experimental test of a competent group of students conducted at English department/
    Faculty of Education/ Koya University.

4.2 The Participants

The participants in this study are Kurdish native speakers with and advance English competence holding different job titles including university instructors, English to Kurdish interpreters, and junior and senior students at the Department of English Language, Faculty of Education, Koya University, Kurdistan Region-Iraq. The total number of the participants in the questionnaire and in this study is 54 participants.
i. The number of the participants that participated in the questionnaire is 34 participants of different genders (15 females and 19 males) who are

university instructors specialized in English language and literature, and English-Kurdish interpreters.

ii. The number of the English language students that are participated in the experimental test are twenty (ten males and ten females) selected among 97 junior and senior students at English Department / Faculty of Education/ Koya University. The selection of the students based on their English competence in which they are all very good in English speaking and comprehending.

4.3. The Hypotheses

This study hypothesizes that:
1. Novel metaphors cannot be easily recognized by the Kurds as non-native English speakers.
2. The interpretation of novel metaphors by the Kurds as non-native English speakers is a challenging task.
3. The lack of sufficient background knowledge is the main obstacle that prevents Kurds as non-native speakers to arrive at the correct interpretation of the novel metaphors.

4.4 The Research Questions

This study tries to answer the following questions:
1. Can novel metaphors be easily recognized by Kurds as non-native English speakers?
2. Can novel metaphors be easily interpreted by Kurds as nonnative English speakers?
3. What are the difficulties that hinder the perception of novel metaphors?
4. Do Kurdish interactants use novel metaphors in their daily interactions?

4.5 Data Collection and Analysis

The data are collected through the following procedures:

i. Administrating a Likert scale questionnaire to determine the difficulty and the easiness degree of novel metaphor recognition and interpretation.

ii. Managing a questionnaire that includes open-ended questions to identify the reasons behind the difficulty and the easiness degree of novel metaphor recognition and interpretation, and to seek some specific answers regarding the problems that Kurds non-native speakers face in dealing with novel metaphors.

iii. Employing five recorded native English interactions that overalls involve 23 novel metaphors. These authentic interactions were played to a group of Kurds as non-native English speakers that were asked to determine novel metaphors in the played interactions then interpret each of the recognized novel metaphor.

### 5. THE DATA AND THE RESULTS ANALYSIS

5.1 The Data and the Results Analysis of the Questionnaire

The Data and the Results Analysis of the Close-ended Questions

In the questionnaire, the participants were asked three close-ended questions to give insight into the recognition, the interpretation, and the uses of novel metaphor by Kurds as non-native English speaker.

i. First Question

The first question in the questionnaire is designed to ask the participants about the difficulty and the easiness of the process of novel metaphor recognition within discourse. The results are illustrated in bar chart 1.

Chart 1: The Difficulty and the Easiness Degree in the Process of Novel Metaphor Recognition for Kurds as Non-native English Speakers
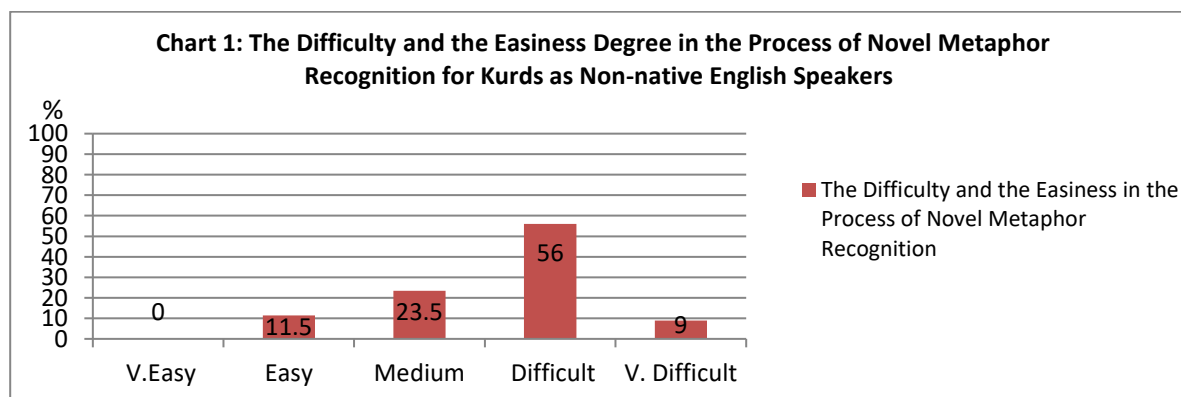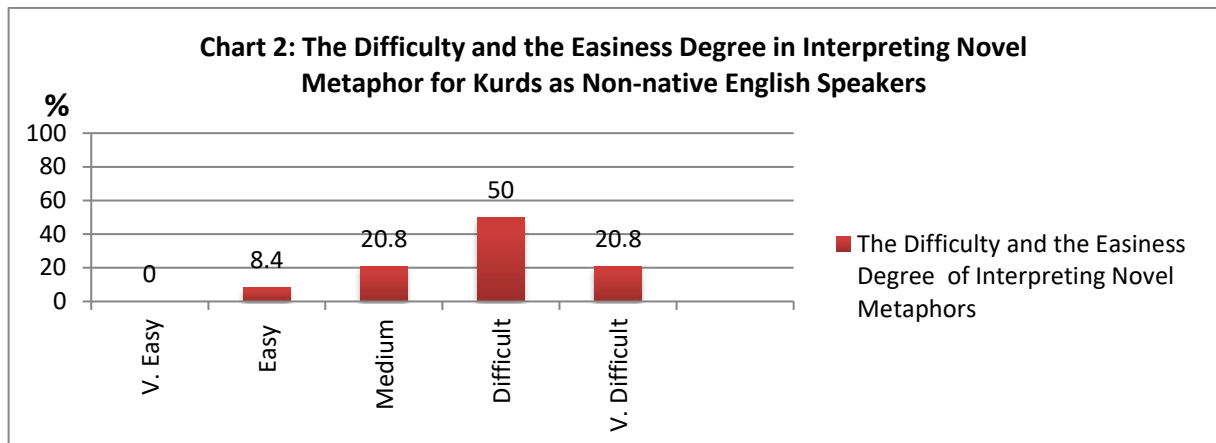
It has been found out that 65% of the participants in the questionnaire believe that the process of recognizing novel metaphor in discourse is either very difficult or difficult, whereas only 11.5 % of the participants admit that the process of recognizing novel metaphor is easy. In addition to these percentages, 23.5 % of the participants confirm that the process of novel metaphor recognition is neither difficult nor easy. Thus, the collected data proves that Kurds as non-native speakers cannot easily recognize novel metaphors in interactions.
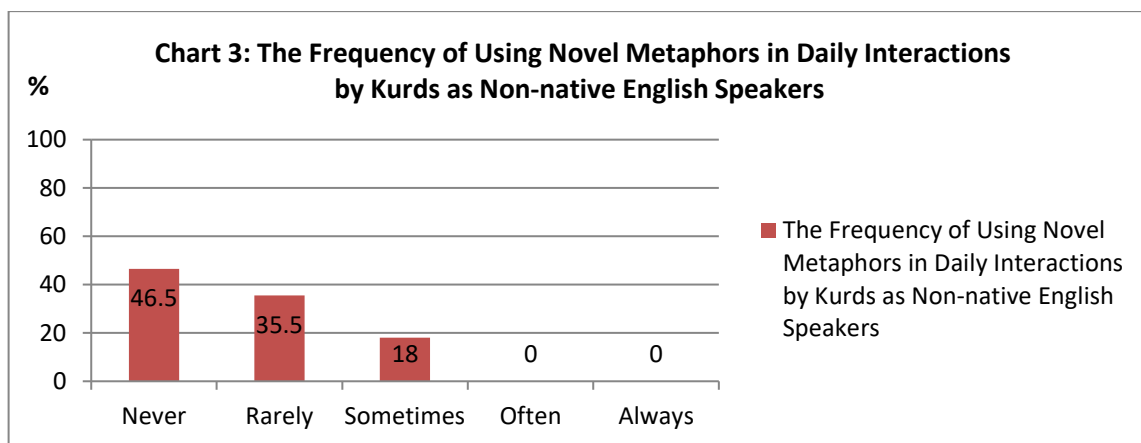
ii. **Second Question**

The second question deals with difficulty and the easiness degree of novel metaphors interpretation by the Kurds as non-native English speakers. This question is helpful to figure out the view of Kurds about the process of novel metaphor interpretation. The results are illustrated in bar chart 2.

Chart 2: The Difficulty and the Easiness Degree in Interpreting Novel Metaphor for Kurds as Non-native English Speakers

- V. Easy: 0
- Easy: 8.4
- Medium: 20.8
- Difficult: 50
- V. Difficult: 20.8

Legend: The Difficulty and the Easiness Degree of Interpreting Novel Metaphors

Based on the above data, almost 70% of the participants in the questionnaire admit that the process of interpreting novel metaphors is difficult or very difficult; whereas approximately %8 of the participants acknowledges that the process of arriving at the precise meaning of novel metaphor is easy.

iii. **Third Question**

The third question in the questionnaire investigates the ability of the participants in the use of novel metaphor, because this study hypothesizes that Kurds as non-native English speakers can hardly use novel metaphor in their interactions. This assumption has been confirmed as it is stated below.

Chart 3: The Frequency of Using Novel Metaphors in Daily Interactions by Kurds as Non-native English Speakers

- Never: 46.5
- Rarely: 35.5
- Sometimes: 18
- Often: 0
- Always: 0

Legend: The Frequency of Using Novel Metaphors in Daily Interactions by Kurds as Non-native English Speakers

The data from the above bar chart determines that the majority of the Kurds as non-native English speakers avoid using novel metaphors in their English interactions. Almost 82% of the participants never or rarely uses novel metaphors, and 18% of the participants state that they sometimes use them. Nevertheless, none of the participants use novel metaphors often or always. Thus, this result shows that the frequency of using novel metaphors by Kurds as non-native speakers is very restricted.

**5.1.2 The Data Analysis and the Results of the Open-ended Questions**

Open-ended questions are devoted to determine the problems that Kurds as non-native English speakers

face in the process of novel metaphor recognition and interpretation. These questions were only addressed to those participants that have approved the difficulty of novel metaphor recognition and interpretation.

i. First Question

In the first open-ended question, the correspondents were asked about the reasons behind regarding the process of novel metaphor recognition as a difficult or very difficult process. The participants

who believe in the difficulty of novel metaphor recognition process recommended several reasons that have been summarized in the following points: 1. Confusing novel metaphor with the other figurative speeches, 2. Difficulty in identifying the connotative meaning of words in novel metaphors, and 3. Unfamiliarity with the linguistic nature of novel metaphors

Chart 4: The Reasons behind the Difficulty in the Process of Novel Mtaphor Recognition

- Confusing novel metaphor with the other figurative speeches: 91
- Difficulty in identifying the conotative meaning of words in novel metaphors: 82
- Unfamiliarity with the linguistic nature of novel metaphors: 73

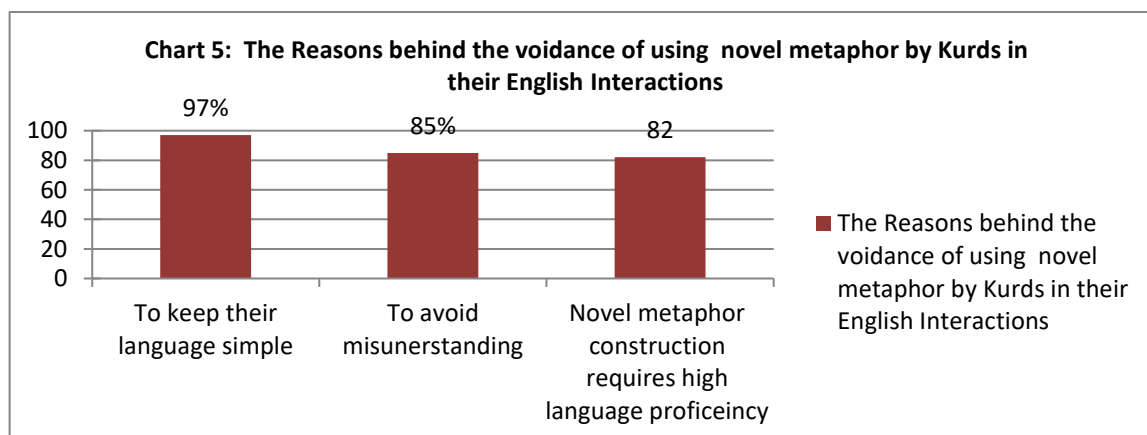■ The Reasons behind the Difficulty in the Process of Novel Mtaphor Recognition
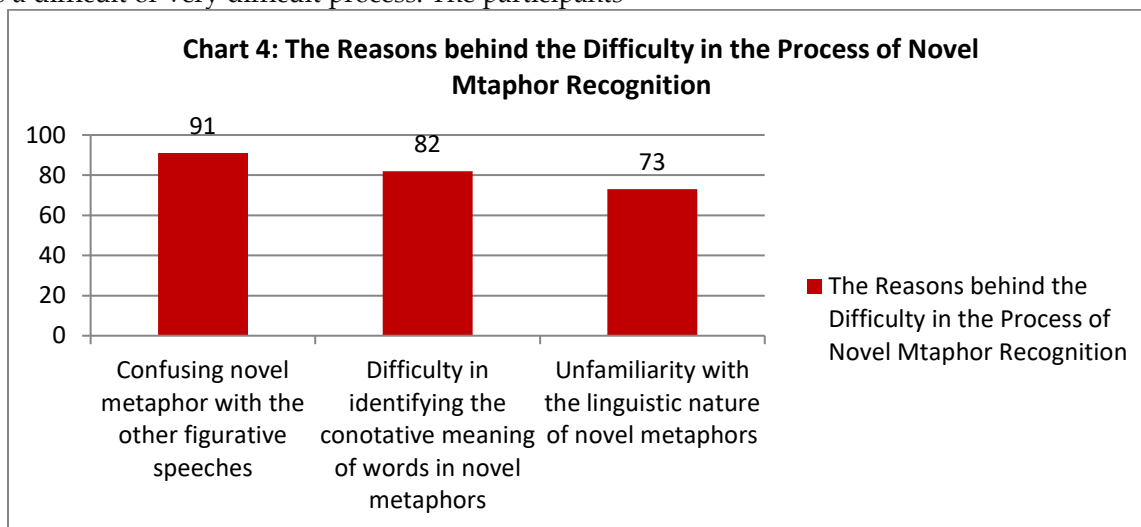
The above chart illustrates that the participants' unfamiliarity with the linguistic nature of novel metaphors, confusing novel metaphors with the other figurative speeches, and facing difficulty in identifying the connotative meaning of words engaged in the construction of novel metaphors are three essential reasons behind considering the process of novel metaphor recognition as a difficult process. Metaphors in general, including novel metaphors, are characterized by certain linguistic structure and traits. Therefore, unfamiliarity with the overall traits and structure of novel metaphor lead to failure in the process of novel metaphor recognition. For instance, Kurds as nonnative speakers sometimes make

confusion between simile and metaphor, or they sometimes deals with metaphor as a normal descriptive statement.

ii. Second Question

The participants were also asked for the reasons behind their restrictedness in the use of novel metaphor in their interactions. The participants' views are summarized in two main points: they prefer to keep their language simple to avoid any sort of misunderstanding; and they behold that using novel metaphor requires a high level of English language competence.

Chart 5: The Reasons behind the voidance of using novel metaphor by Kurds in their English Interactions

- To keep their language simple: 97%
- To avoid misunderstanding: 85%
- Novel metaphor construction requires high language proficeincy: 82

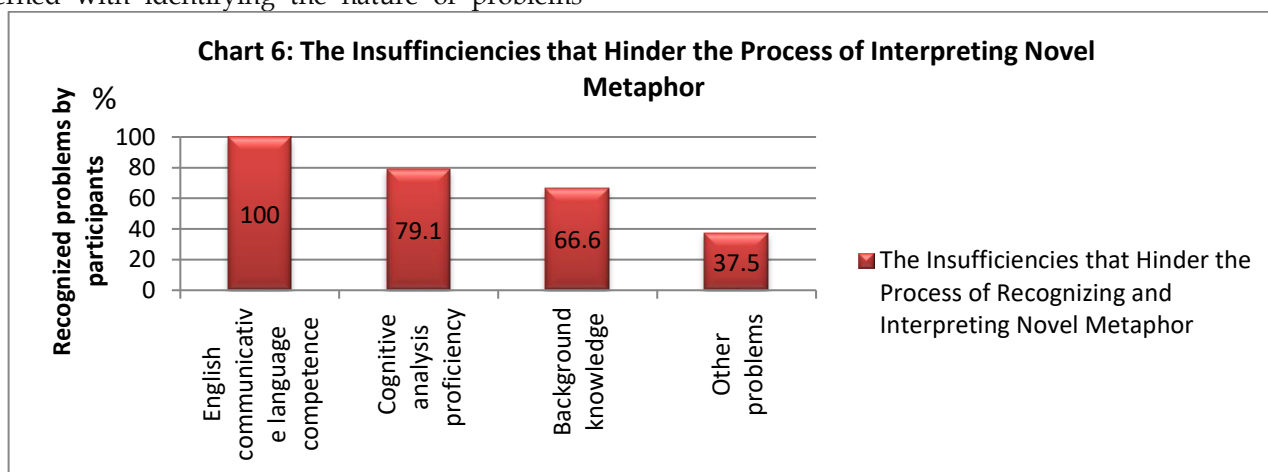■ The Reasons behind the voidance of using novel metaphor by Kurds in their English Interactions

According the above chart, 97% of the participants believe that they avoid using novel metaphor to keep their language simple, 85% of the participants admit that do not use novel metaphors in their interactions to avoid any sort of misunderstanding that may result from the use of novel metaphors, and 82% of the participants believe that novel metaphor construction requires high language proficiency. Novel metaphors are recognized by creativity. They are usually constructed to convey a certain message with a sort of creativity. Thus, this creativity in the process of construction deters non-native English speakers from the utility of novel metaphors.

iii. Third Question

The data that is stemmed from third question is concerned with identifying the nature of problems that the Kurds interactants face in interpreting novel metaphors correctly in an English discourse. The participants which are all either university professors specialized in English, or English interpreters are asked to mention the problems that they face while interacting in English.   The answers that were collected from 34 participants regarding the aforementioned question ranged from stating two problems to four problems. Nevertheless, only three of the answers were repeatedly occurred which are: English communicative language competence, cognitive analysis proficiency, and background knowledge. The chart below illustrates the influence degree of each of the mentioned problems in the process of novel metaphor interpretation.

Chart 6: The Insuffinciencies that Hinder the Process of Interpreting Novel Metaphor

Recognized problems by participants %

Category	Value
English communicative language competence	100
Cognitive analysis proficiency	79.1
Background knowledge	66.6
Other problems	37.5

The Insuffiencies that Hinder the Process of Recognizing and Interpreting Novel Metaphor

The above bar chart illustrates that 100% of the participants approve that the insufficiency in English communicative language competence is one of the most problematic aspects that Kurds interactants as non-native English speakers face while recognizing and interpreting novel metaphor. Following the feedback and responses of the participants regarding this problem, the participants believe that recognizing the literal meaning of English words is essential and the first step to interpret the precise meaning of novel metaphor. Another problem that is mentioned by 79% of the participants is the lack of cognitive analysis proficiency. This proportion of participants admit that interpreting novel metaphor requires high-level proficiency to go beyond the literal meaning of the words in both target and source domains in any statements that include novel metaphoric expression, i.e. the collected data resulted from the second question determines that the majority of the participants found difficulty in recognizing the relationship between the target domain and the source domain. For example, in the statement '*He is a floating stick*' the word 'floating' helps the recipient to recognize 'stick' as something very light in weight to represent the item in the source domain as a trivial thing, whereas the target domain '*He*' is compared to 'stick' aims at describing the concerned person as an immoral one. The third major problem that was recommended by 66.6 % of participants is connected with the non-sufficient background knowledge to interpret novel metaphor. For example, in the sentence '*John is a coronavirus*', one needs to know the most prominent characteristics of coronavirus which is its instability in the strength of influencing the infected people in order to understand one of the personalities of '*John*' as an ambiguous and instable person in dealing with others. This interpretation requires a highly qualified knowledge from the interactants to arrive at the precise meaning of novel metaphor.

Moreover, based on the answers and the experience of the participants in the questionnaire, understanding the context which involves the setting, the personality of the interactants, the cultural background, the content of the interactions, and the

nature of relationship among interactants in addition to English communicative language competence, cognitive analysis proficiency, and Background knowledge play a great role in the process of interpreting novel metaphor. In brief, the hearer and/or the recipient of novel metaphor should carefully take into consideration all the issues that can affect the meaning of the engaged words in addition to their literal meaning to comprehend the intended meaning of novel metaphor and avoid any sort of misunderstanding.

The group of the Kurdish students in a 3 hours length experimental test was played for five different English conversations that they together include 23 metaphoric expressions. The students were first provided with the transcript of the conversations, and then they were asked to listen and watch carefully the conversation videos to identify metaphoric expressions and interpret them. After collecting the students' answer sheets, the students were provided the correct answer regarding the number of included metaphors and their interpretation, and they were asked to state the reason behind failure in identifying each metaphor.

5.2 Data and Findings from the Experimental Test

Table 1: Data Collected from the Experimental Test

Number of participants	20
Number of the given novel metaphors in the recorded interactions	23
The total number of the given metaphors to the participants	23 metaphors × 20 Participants = 460 metaphors
The total number of correctly interpreted metaphors by all the participants	129
Number of the precisely interpreted metaphors by each participant	Ranged from 6 to 16
The percentage of the totally correctly interpreted metaphors by all the participants	129 ÷ 460 (20x23) =~ 72%

The above table illustrates that the students were provided with 23 similar novel metaphors in five different recorded interactions to recognize and interpret them without letting students help each other in this process. Based on the collected data, none of the students in the experimental test could provide the right interpretations of all the 23 novel metaphors. The number of correctly interpreted by each student ranged from 4 to 16. To derive the percentage of totally correctly interpreted novel metaphor, the total number of correctly interpreted novel metaphor (**129**) is divided by the total number of the given metaphors (23 novel metaphor x 20 students = **460**) = **28%.** Thus, **72%** of the attempts failed to interpret novel metaphors correctly. This big percentage shows the difficulty of interpreting novel metaphors by the Kurds as non-native English speakers and probably causes misunderstanding among interactants.

1.6 The Findings

1. According to the questionnaire, 65% of the participants believe that the process of recognizing novel metaphor is either very difficult or difficult.
2. Confusing novel metaphor with the other figurative speeches, difficulty in identifying the connotative meaning of words in novel metaphors, and the unfamiliarity with the linguistic nature of novel metaphors are three reasons behind the failure in recognizing novel metaphors by Kurds as non-native English speakers.

3. 70% of the participants in the questionnaire admit that the process of interpreting novel metaphor is either difficult or very difficult.
4. Almost %82 of the participants never or rarely uses novel metaphors in their English interactions.
5. There are three reasons behind the avoidance of using novel metaphors by the Kurds as non-native English speakers in their interactions. The reasons are: they prefer to keep their language simple, to avoid any sort of misunderstanding; and they admit that using novel metaphors requires a high level of English language competence.
6. The insufficiency in English communicative language competence is approved, by 100% of the participants, as one of the most problematic aspects that Kurds as non-native English speakers face while interpreting novel metaphors.
7. The participants believe that recognizing the literal meaning of English words is essential and the first step to interpret the precise meaning of novel metaphor.
8. Almost 79% of the participants believe that misinterpretation of novel metaphors results from the lack of cognitive analysis proficiency.
9. The percentage of the totally correctly interpreted metaphors by the entire excremental test group is 28%.

1.7 Conclusions

The essential concluding remarks derived from the study are summarized as follows:
1. Kurds as non-native English speakers cannot easily recognize and interpret novel metaphors in English discourses.
2. Kurds as non-native English speakers face difficulty in determining the connotative meaning of the source domain in novel metaphors.
3. The utility of novel metaphors requires high language proficiency.
4. The majority of Kurds as non-native English speakers avoid using novel metaphors in their interactions to keep their language simple and to avoid any sort of misconstruction and misinterpretation.

5. Kurds as non-native English speakers confuses novel metaphors with the other types of figurative language, especially with simile.
6. The setting, the social status and the cultural background of the interactants, the content of the interactions, and the nature of relationship among interactants in addition to the English communicative language competence, the cognitive analysis proficiency, and the background knowledge play great roles in the process of recognizing, interpreting and constructing novel metaphors.

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Appendices

Appendix One: Questionnaire

1. Determine the difficulty and the easiness degree in the process of novel metaphor recognition.
   a. Very easy   b. Easy   c. Medium   d. Difficult   e. Very difficult

   Then, state the reasons behind your selection.

2. Determine the difficulty and the easiness degree in interpreting novel metaphor.
   a. Very easy   b. Easy   c. Medium   d. Difficult   e. Very difficult

   Then, state the reasons behind your selection.

3. How frequent do you use novel metaphors in your daily interactions?

   a. Never   b. Rarely   c. Sometimes   d. Often   e. Always

   Then, state the reasons behind your selection.

4. What are the insufficiencies that hinder the process of recognizing and interpreting novel metaphors?

Appendix Two: experimental Test

Appendix Two A:

1. Identify novel metaphors in the following authentic conversations.

2. Interpret the identified novel metaphors based on source and target domains.

Appendix Two B:

The links of the adopted authentic interactions in the current studies are:

1. https://publichealthinsider.com/2021/02/04/accessible-covid-19-interviews/

2.   https://www.wsj.com/articles/covid-19-public-health-emergency-status-to-stay-in-place-11668197266

3.   https://edition.cnn.com/2021/09/16/politics/paul-ryan-donald-trump-narcissistic-personality-disorder/index.html

4.   https://nbcuacademy.com/what-is-mos-interview/

5.   https://www.youtube.com/watch?v=A77Crluf2sY