RESEARCH ARTICLE

METAPHOR COMPREHENSION AND USE IN MONOLINGUAL AND BILINGUALS

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ABSTRACT

The aim of the present study was to compare Metaphor comprehension and use in monolingual and bilingual adults. A total number of 60 subjects in witch these are divided in to genders group I group II. 30 monolingual Telugu native speakers. Telugu were selected as group I in the age range of 20 – 60 years .30 bilingual subjects i.e. Telugu & English were selected in the age range of 20 – 60 years list of 20 metaphors were selected from two age range groups. A questioner was prepared with list of 20 metaphors and data were collected from the two genders statically analysis was done using analysis of co variance (ANOVA) results were shown that there were no significant difference was found between Telugu monolingual and Telugu English bilingual groups. But there was a slight better performance was observed in bilingual Telugu English group. By viewing metaphor as a species of analogy, two generative functions of metaphors can be explained namely, the structural enhancement of target concept, and the lexical extension of basic terms. In study, we have focused on metaphor comprehension and use, and discussed the relationship between monolingual and bilingual. Our hypothesis was 40-60 years bilingual subjects could perform better than 20-40 years monolingual group. Outcome of the study was supporting the hypothesis that performance of metaphor comprehension and use were higher in older adult group than younger adults.

Clinical implications: Help language educators to understand specific characteristics of a particular education context and create a classroom that accommodate the polyphony of voices and options. To high light the areas in the learners perceptions of their relationship it can be used in detecting metaphoric uses in subject object verb-noun and adjective –noun relationship

Future directions: The languages studied in this paper were Telugu and English only similar experiments with more subjects and on other language should be carried out to test the generality of the results presented. More appropriate methodologies or experimental designs could be used Further research can refine and strengthen some of its aspects, instance through cross linguistic research in other languages. It would be interesting to investigate why this difference is only significant between the monolingual and bilingual groups. In future research it would be worthwhile to incorporate verbal information in the stimuli especially since verbal anchoring may help receivers to appreciate relatively complex metaphors. More research is needed to understand the circumstances under which contextual information is most likely to influence metaphor comprehension. The study can be extended to incorporate the role of preposition in metaphoric uses

INTRODUCTION

The word metaphor originates from the Greek word metapherein ("to transfer"), where Meta means "among" and pherein means "to bear, to carry" therefore, the word "metaphor" may refer to "a transfer of meaning from one thing to another". Metaphors have been traditionally viewed as figure of speech that embellishes the speaker's language. More recently, psychologists and linguists began recognizing metaphors as an "important tool of cognition and communication" (Ortony & Fainsilber, 1989) that reflects

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"images of social phenomenon" (Morgan, 1983) through "mapping two often incompatible domains into one another" (Kramsch, 2003). In other words, metaphor could be viewed as a cognitive means for people to filter reality through their own mental images of real world phenomena. Metaphors have another important quality. Not only do they have the ability to aid human cognitive process, they may also determine the way people act based on their perceptions of the reality. In other words, besides providing a compass to assess and comprehend the surrounding world, metaphors have both descriptive and prescriptive functions. As Lakoff and Johnson (1980) observed, "In all aspects of life, we define our reality in terms of metaphors and then proceed to act on the basis of the metaphors". Metaphors possess several important and unique

qualities. Ortony (1975) identified three communicative functions of metaphors, such as expressibility, compactness, and vividness. The question of how context affects the comprehension of metaphor has not received much attention in developmental research. In the usual metaphor comprehension task children of various ages are asked to explain or paraphrase figurative expressions, such as "Mary is sweet," Her smile is bright sunshine," A butterfly is a flying rainbow," "Plant stems are like drinking straws" out of context (e.g. Asch & Nerlove, 1960; Comate & Eason, 1978; Winner, Rosenstein, & Gardner, 1976). Studies such as these have shown that young children find it very difficult to comprehend metaphorical uses of language, and have reinforced the idea that metaphor comprehension is a complex skill that develops in late childhood or early adolescence. Young children are capable of understanding metaphorical language and that what may appear as failure to understand is an artefact of the kinds of metaphorical expressions children are asked to paraphrase and the conditions under which they have to do so. More specifically, it is argued that the context in which a metaphor occurs is an important determiner of comprehension and that even preschool children are capable of understanding metaphorical language if it occurs in an appropriate context.

The context in which a metaphors occurs, determines the comprehension of the metaphor. This shows that even preschool children are capable of understanding metaphorical language if it occurs in an appropriate context. A metaphor is a statement characterizing one thing in terms of another, where the two are normally considered to be unlike: for example, 'Time is a river' Metaphors involve the connection between the concepts from separate domains of experience; they ask us to think of something in terms of something else that is radically different. Aristotle regarded metaphor as the master trope - the figure of speech most associated with poetic genius. Although all languages make use of metaphor, neither conceptual metaphor nor their linguistic-rendering will necessarily always be the same across languages (Deignan et al, 1997). Thus the extent to which metaphor presents a hurdle for second language (L2) learners of professional discourse depends on the extent to which there is overlap between the metaphorical structures of Spanish (L1) and L2 (English). Hence it follows that a better understanding of the similarities and differences in metaphor use between language pairs can help L2 learners of different professional discourses overcome problems of transferring metaphors from one language and culture to another and avoids producing marked and non-native metaphor in L2.

Functions of Metaphor

- Metaphor is used mainly for communicating ideas or information.
- It also has some special functions such as intimate between the speaker and the listener.
- It informs the attitude and belief indirect way.
- It also signals formality or hostility.
- It also helps to indicate membership in a particular sub groups and to maintain social status.

Types of Metaphor

Metaphor can be classified in a range of different ways, based on various criteria from complexity to level of usage. The types of metaphor are active metaphor, dead metaphor, extended metaphor and mixed metaphor.

For example:

- I am the dog end of every day.
- That is worth less than a dead dig evade

Active Metaphor

An active metaphor is one which is one which is relatively new and hence is not necessary apparent to the all listener, although if enough to understand.

For Example

- Let me compare there to an artic day, sharp and bright forever light,
- It's been a purple dinosaur of a day.

Dead Metaphor

A dead metaphor occurs where the once evocative transferred image is no longer effectives on even understood.

For examples

- Money was so called because it was first minted at the temple juno moneta
- The origin of the whole nine yards it seems unknown event to an expert Word website

Extended Metaphor

An extended metaphor is one where there is a single main subject to which additional subject and metaphor are applied. The extended metaphor may act as a central theme for example where it is used as the primary vehicle of a poem and is used repeatedly and in different.

Form for examples

- He is the pointing we are the bullets of his desire
- All the world a stage and men and women nearly players.

Mixed Metaphor

Mixed metaphor is one where the metaphor is internally inconsistent for example, where multiple metaphor are used which do not algen with one another. The metaphor used often has some connection although this is often. Tenuous or inappropriate

For example

- He's a loose common who always goes off the deep end
- He often shot his mouth off in the dark

Metaphor research is a basic form consist of two concept the target (or tenor) and the vehicle

For example

- The Shakespeare Quote. Juliet is the son.
- Juliet is target and son is the vehicle (Gibbs 2006)

- I try to be good, but my depression is a poison that turns routine
- Takes from blog depression is the target and poison is a vehicle

Need for the Study

Speech-language pathologist deal with the intervention of language disordered population. Often the focus is on language comprehension. An effective language therapy requires a clear description of language comprehension and used by the monolingual (Telugu) and bilingual (Telugu and English) adults. Research into describing language components and usage is an important step. Describing language comprehension and usage is a very large research project. The present study describes metaphor comprehension and usage in monolingual and bilingual adults. The present study was planned to compare some of the Telugu metaphors in monolingual and bilingual adults. It particularly focuses on the following.

Objectives of the Study

The aim of the present study is to study Metaphor comprehension and use and to compare in monolingual and bilingual adults.

Review of Literature

The aim of the present study is to study Metaphor comprehension and use in monolingual and bilingual adults.
Jamie (1981), studied on metaphor is an inescapable & state that the human inference processes are governed by the same analogical mappings manifest as metaphors in language. Metaphor comprehension & knowledge of semantics domains" is studied by Michel (1987) by taking 84 members in which 20 of these served as judges & verified the appropriateness of stimulus materials they found that metaphor comprehension can effect similarity relation between concepts. Pearl (1988), studied on metaphor comprehension & performance on metaphor related language task a comparison of good and poor readers by comparing 3 and 5 grade good and poor readers to determine (a) they differ in their ability to comprehend literal & metaphoric language (b) they differ in their ability to perform metaphor related language task (c) they ability to comprehend metaphor language was related to the performance on metaphor related language the findings indicated difference in the pattern of correlation among the good & poor readers. Property attribution in metaphor comprehension. Two Experiments that tested for implication of this property attribution view of metaphor comprehension. One implication of this is that metaphors are not implicitly transformed in to comparisons but there are understood as class inclusion assertions. They showed either change meaning or become non sensual when reversed they provided evidence for this statements by giving examples. Implication of the property attribution view is that topics and vehicles provide different kinds of information process there analysis is that these finding studied by Sam (1990) cannot be accounted for by models which assume that metaphors are understood as implicit comparisons. Christina Gagne (1996), studied on effects of priming on the comparison of predicative metaphor by taking 43 undergraduate students a set of 128 sentences & 128 target metaphors were used by dividing subjects noun (high vs low) & salience the results showed that subjects noun

dimension were highly salient predicate non features took less time to read then did metaphors with low salience features. Property attribution in metaphor comprehension. Two experiments that tested for implications of this property attribution Sam (1997), view that of metaphor comprehension. One implication of this view is metaphors are not implicitly transformed in to comparisons but they are understood as class inclusion assertions they should either change meaning or become non-sensual when reversed they provided evidence for this statement by giving examples. Implication of the property attribution view is that topic and vehicles provide different kinds of information to guide & constrain the comprehension process. This analysis is that these findings cannot be accounted for by models which assume that metaphors are understood as implicit comparisons.

Larry et al (1998), Studied on use & misuse of metaphor they have started that there are areas of web design in which metaphors can be useful if exploded appropriately improving the on line shopping experience only requires thoughtful design that uses the real world as a source of inspiration & insight rather than as template normal as a sluggard of empty terms. Comprehension of metaphors and idioms in patients with alzhimers disease. Brain (2001) examined the metaphor comprehension in 39 patients with alzhimers disease .The results showed that the decline of figurative language is not an early symptom on dimension & can occur independently from the impairment of propositional language it also found that metaphors & idioms differ as far as the pre-dominant kind of error is conformed. Conceptual metaphor in everyday language metaphor treated as if it were always the results of some operational performed up on to the literal meaning of the utterance understanding of conventional metaphor and that metaphors structures are ordinary conceptual system will ultimately provide a experimentalist perspective on classical phoibiophical problems given by George lack off et al (2001). Processing figurative language in a multi lingual tasks, Translation, transfer and metaphor the aim of study was metaphor comprehension and production in a multilingual setting using a translation task the method consists of translate sentences to and from their second language (English) the subject of ten Turkish native speakers aged from 21-51 the proportion of metaphor translation was examined the result found that forward transfer between first & second are not supported but L 2 – L 1 indicate a translation advantage the study indicates that figurative language processing by bilingual or multilingual tasks could be an interesting area of research and Spanish – English speaking who were either long – term resides (n=39) or recent immigrants to Canada (n=21) these samples were equal in measured mental capacity but differ on measures of language proficiency in English with a previously validated procedure subjects metaphor interpretations were scored for cognitive complexity metaphor score increased with age and the development curves were parallel across the four sample for metaphor score effects due to language or socioeconomic states were of small magnitude in relation to those due to age given by Ayes' pinner (2001).

Contextual effects on metaphor comprehension experiments & simulation this experiment was done by Benito (2002) and explained about computational model of referential metaphor comprehension they found that for both humans & model metaphors takes longer to process then literal meanings & second an inductive an shorten the processing time. Neural activity associated with metaphor comprehension a

spatial analysis that temporally agile neural signal the event related potentials (ERPS) & though sauce – localization algorithms applied to (ERPS) recordings whether the crucial phase of metaphor comprehension presents or not a RH advantage participants 24 were submitted to two groups. S1- visually presented metaphoric sentences & S2- words that could or could not. The results showed that metaphorically related S2 words showed significantly higher N400 amplitude non related S2 words source – localization algorithms showed differential activity between the existence of an important RH contribution to one phase of metaphor processing given by Maria sotillo luiscaretie (2004). Computational exploration of metaphor comprehension processes by Nicole lwilson (2007) showed comparison & categorization processes governs metaphor comprehension the method consist of 40 Japanese metaphors they consist of 10 groups and five competing views of metaphors comprehension. First categorization view (Gluck berg 2000) Second. Comparision view (gunner) Third. Hybrid view Bowdle & Gentler 2005) Fourth. Aptness view (jones & Estes 2005) Fifth. Interpretive diversity view in (utsumi & Kawabata 2005) the result was that the interpretive diversity) view outperformed the other four view on two different measures the computational evidence is favour of interpretive view. Matthews & McCone (2006), studied on what is the explanatory value of a conceptual metaphor? conceptual metaphor theorists have argued that our use and understanding of figurative language in mediate by unconscious metaphoric correspondence that structure human concepts he conceptual metaphor frame work has not fared well as an allow of conceptual structure First. Model of figurative language understanding brain correlates of discourse processing. An FMRI investigation or irony & conventional metaphor comprehension. They used FMRI to examine brain activation patterns while 16 healthy participants read brief three sentences stories that conclude with a literal metaphoric (a). Ironic sentences resulted that significantly higher activation levels then literal statements in the right superior & middle temporal gyrus the findings showed that differential hemispheric sensisivion to these aspects of figurative cortical structure of language processing in connected discourse.

Interpretation of animal metaphors: evidence from Chinese and English children and adults the aim of the investigate the differences and similarities in the understanding of animal metaphors in English and Chinese children and adults the method consisting of total 149 participants took part in the experiment they were equally divided between males and females & gender, age level child's and adults. The child participants are aged from eight to eleven and adult are from eighteen to forty. The stimulus sentences relating to fourteen animal words fewer than four pragmatic conditions. The results found that adults gave a large number of psychological interpretation than children. English children gave more perceptual interpretation than Chinese children. Children gave more perceptual interpretation than adults Behavioural interpretation were also found prominent in this research given by Chungking wang & Anna Dowker (2007). Real & imagined body movements primes metaphor ccomprehension Nicole L wilson (2007) they did two experiments experiments one was performed by taking 51 under graduate students were made to do body actions & experiment two was performed by taking 45 students were made to imagine a specific body movements the findings of the support the idea that appropriate body actions are even imagined auctioned enhances peoples embodied metaphorical construal of abstract concepts that are referred to

in metaphorical phrases. Luciene correa Ferreria (2008), studied on psycholinguistics study on metaphor comprehension in a foreign language the method consist of 221 Brazilian undergraduate students and 16 american undergraduate at university of California the results pointed out that conceptual metaphor related to the experiment carried out with the foreign learners and the same metaphors have also judged as the most common & the easiest to comprehend by us american native speakers the results showed that Brazilian & foreign language learners & U.S american native speakers. There is a universal pattern in the structing of comprehension of metaphor in a foreign language.

A translation approach to metaphor teaching in the LSP class room sample exercise from a business English syllabus given by Marigo velasco (2009) translation can provide a valuable contribution to the teaching of metaphor in the LSP classroom. Although all languages make use of metaphor neither conceptual metaphor nor their linguistic rendering will necessary always the same across languages. Paul thibodeau (2009), studied on the productive figurative communication conventional metaphors facilitate the comprehension of related novel metaphors three experiments explored whether conceptual mappings in conventional metaphors are productive by testing whether the comprehension of novel metaphors was facilitated by first reading conceptually related conventionally metaphors the First Experiments a reflections & extension. The authors argued that metaphor productivity provides a communication advantage & that this may be sufficient to explain the cluttering of metaphors in to families noted. Comprehending convention & novel metaphors by taking 29 right handed native English speaker (19 men 10 women) & 4/6 sentences were created by two linguists conventional metaphors were more familiar then novel metaphors the neural mechanics under lying the processing of convention & conceptual metaphorical sentences were examined with ERP (evoked related potentials) and results showed compactable with model assuming and initial stage for metaphor mapping from one concept to another & this mapping are cognitively taxing given by Vicky tzuyinhar (2009). Rinat Gold et al (2010), stated that semantic integration during metaphor comprehension in asperger syndrome the semantic integration process of 16 aspergus participants 16 matched controls was examined using event related potentials (EXPS) N400 amplitude served as an index for degree of effort invested in the semantic integration process of 2 word expression denoting literal large N400 amplitudes for both novel & conventional metaphors demonstrated in the aspergus participants as compared to controls. Findings suggested that difference in linguistic information processing cause difficulties in metaphor comprehension in asparagus syndrome.

Dynamic complexities of metaphor interpretation by taking tenth & twelveth grade students Raymond (2010) came to the conclusion that both metaphoric meaning & metaphor interpretation in fundamentally in terminate there were wide range of factors the shape can effort put in to understanding a metaphor & the particular reflects that arise from this experience. Investigating the psychological reality of conceptual metaphors the aim of the study was to know how bilingual speakers translate conventional metaphorical expression only 5 bilingual speakers were used as subjects results indicates English & Japanese shared similar metaphors the subjects had little difficulty in translating & there was much uniformity in their translations given by Kikuchi Atsuk

(2010). The impact of perceived complexity deviation & comprehension on the appreciation of visual metaphor is given by Margot (2010) studied on the advertising across 3 European countries by taking 323 Dutch & 175 French speaking candidates they approached via snow ball sampling in type internet results show that hybrids are the preferred types of visual metaphor. Social function of metaphor. A case study applying Tamil & telugu examples was done by Margot (2010), and aim of the study is to describe metaphor one of the figurative speech commonly used in any society. A figurative speech is not only for poets even ordinary people use figurative speech in their day to day life the deliberate use of metaphor in groups establishes a new track of speech communication for those use metaphors people who are not part of the group may not fully comprehend the meaning of such metaphors. Assessing metaphor comprehension as a meta semantic ability in students from 9 to 14 years old their test for Assessing metaphor comprehension (MCT) in explicit linguistic form for subjects aged from 9-14 years old. The test is carred by paper and pencil composed of 12 items subdivided in to two groups of metaphor psychophysical and conceptual mainly drawn and adapted to Italian language from international literature of metaphor comprehension. The sample is composed of 874 Italian children from 4- 8 grade. The result consist of 75 (4-5), 74 (6), 67(7), 81(8). A two factors (gender &age) showed that the test is gender - sensitive in favour of females but that age is an even stronger factor which underline developments are analyzed given by Maxia antoniette (2011).

MATERIALS AND METHODS

Participants: A total number of 60 subjects were randomly selected for the study. The selected participants were divided in to 2 groups. Group I included 30 monolingual Telugu native speakers, Group II included 30 bilingual (Telugu & English) subjects. The age range of the subjects was between 20 to 60 years. Both genders were selected. They were equally distributed i.e.15 males and 15 females in each group between the age range of 20 to 40 years and 40 to 60 years.

Inclusion criteria

- Monolingual Telugu subjects had Telugu as their mother tongue and were not frequently exposed or used to any other languages.
- Bilingual Telugu - English subjects had Telugu as their native language and English as their second language.

All the subjects had Telugu as their first language and they communicate most of the time Telugu in natural environment. All the subjects were selected from the Hyderabad city. All monolingual subjects had used Telugu as their primary language for all the works.

Material

- A total of 20 Telugu metaphor comprehension are taken in which they are selected random one after the other these are standardized test material

Table 1. Show the average of 20 metaphors comprehension in monolingual and bilingual subjects for 3 scores used in the questioner

		MONO LINGUAL				BILINGUALS			
		Did not understand completely	Half Understand	Understand completely	Total	Did not understand completely	Half Understand	Understand completely	Total
M1	Cout	2	7	21	30	2	2	26	30
	%	6.7	23.3	70.0	100.0	6.7	6.7	86.7	100.0
M2	Cout	7	6	17	30	3	7	20	30
	%	23.3	20.0	56.7	100.0	10.0	23.3	66.7	100.0
M3	Coot	1	2	27	30	0	1	29	30
	%	3.3	6.7	90.0	100.0	0.0	3.3	96.7	100.0
M4	Coat	1	2	27	30	1	1	28	30
	%	3.3	6.7	90.0	100.0	3.3	3.3	93.3	100.0
M5	Count	0	2	28	30	0	4	26	30
	%	0.0	6.7	93.3	100.0	0.0	13.3	86.7	100.0
M6	Count	1	0	29	30	0	2	28	30
	%	3.3	0.0	96.7	100.0	0.0	6.7	93.3	100.0
M7	Count	0	1	29	30	0	1	29	30
	%	0.0	3.3	96.7	100.0	0.0	3.3	96.7	100.0
M8	Count	0	2	28	30	0	3	27	30
	%	0.0	6.7	93.3	100.0	0.0	10.0	90.0	100.0
M9	Count	1	1	28	30	1	1	28	30
	%	3.3	3.3	93.3	100.0	3.3	3.3	93.3	100.0
M10	Count	2	9	19	30	1	14	15	30
	%	6.7	30.0	63.3	100.0	3.3	46.7	50.0	100.0
M11	Count	5	1	24	30	2	2	26	30
	%	16.7	3.3	80.0	100.0	6.7	6.7	86.7	100.0
M12	Count	1	2	27	30	1	5	24	30
	%	3.3	6.7	90.0	100.0	3.3	16.7	80.0	100.0
M13	Count	9	4	17	30	3	10	17	30
	%	30.0	13.3	56.7	100.0	10.0	33.3	56.7	100.0
M14	Count	7	3	20	30	6	6	18	30
	%	23.3	10.0	66.7	100.0	20.0	20.0	60.0	100.0
M15	Count	2	1	27	30	0	3	27	30
	%	6.7	3.3	90.0	100.0	0.0	10.0	90.0	100.0
M16	Count	0	0	30	30	0	1	29	30
	%	0.0	0.0	100.0	100.0	0.0	3.3	96.7	100.0
M17	Count	1	7	22	30	2	4	24	30
	%	3.3	23.3	73.3	100.0	6.7	13.3	80.0	100.0
M18	Count	6	8	16	30	4	6	20	30
	%	20.0	26.7	53.3	100.0	13.3	20.0	66.7	100.0
M19	Count	1	6	23	30	1	5	24	30
	%	3.3	20.0	76.7	100.0	3.3	16.7	80.0	100.0
M20	Count	2	2	26	30	1	6	23	30
	%	6.7	6.7	86.7	100.0	3.3	20.0	76.7	100.0

- A list of 20 Telugu metaphors is used in the experiment & paper and pencil are used in the experiment.

Procedure

A total of 60 subjects are participated in the study .30 subjects are monolingual age range from 20 – 60 years the material used are paper and pencil or pen and 20 Telugu metaphor are used in the study these are divided in to three groups they are 1) did not understand completely 2) understand half 3) completely understand..Each individual assessment should be done for the assessment of Telugu it will take 10 to 15 minutes. For each then comparing the monolingual & bilingual aged groups.

RESULTS

The aim of the present study was to compare Metaphor comprehension and use in monolingual and bilingual adults. A total of 60 subjects were selected for this study in which 30 were monolingual Telugu speakers and 30 were bilingual Telugu and English speakers. ANOVA test was used to analyze the data. Metaphor comprehension in monolinguals and bilinguals:

Monolingual

The monolingual subject were responded did not understand completely for all 20 metaphors & its average value is 8.16 & few subjects were responded half understand completely with average percentage of 10.045 & most of the participant were responded understand completely with an average percentage of approximately 76.15.

13.99 and most of the participants were responded understand completely with thean average percentage of approximately 81.34. Over all bilingual subjects were responded to understand completely score i.e. 81.34 then with monolingual subjects for all metaphors comprehension.

Monolingual

Table 2 shows the mean and SD across two groups with respective language as well as with respective age. Group 1 monolingual subjects have shown the mean value approximately 32.66 and SD approximately 4.77. Group 2 subjects were shown approximately 36.40 and 3.39.
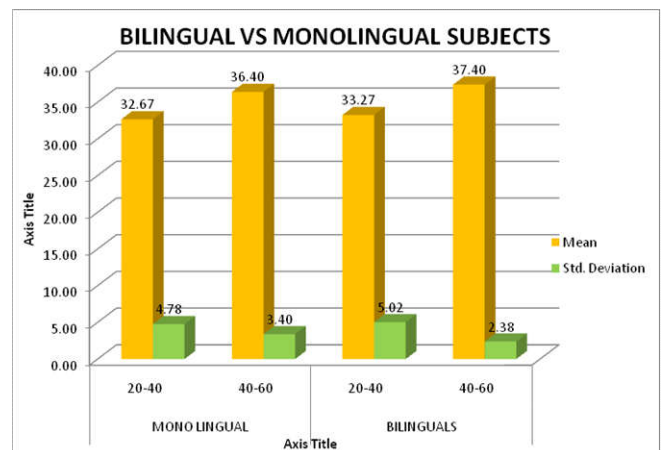

Figure 1. Shows the mean and standard deviation across two groups and age groups

Bilingual

Bilingual group1 subjects had shown the mean value approximately 33.3 and SD approximately 5.02.

Table 2. Shows the mean and standard deviation across two groups and age groups

		N	Mean	Std. Deviation	Std. Error
Mono lingual	20-40	15	32.6667	4.77593	1.23314
	40-60	15	36.4000	3.39748	.87723
	Total	30	34.5333	4.49316	.82034
Bilinguals	20-40	15	33.2667	5.02091	1.29639
	40-60	15	37.4000	2.38447	.61567
	Total	30	35.3333	4.39697	.80277

Table 3. Shows the "f" value and significance values of the 2 groups and also shows between and within the group results

Group		Sum of Squares	do	Mean Square	F	Sig.
Mono lingual	Between groups	104.533	1	104.533	6.086	.020
	Within groups	480.933	28	17.176		
	Total	585.467	29			
Bilinguals	Between groups	128.133	1	128.133	8.295	.008
	Within groups	432.533	28	15.448		
	Total	560.667	29			

Table 4. Show the mean and standard deviation values across genders

Group		Sum of Squares	df	Mean Square	F	Sig.
MONO LINGUAL	Between Groups	45.672	1	45.672	2.369	.135
	Within Groups	539.795	28	19.278		
	Total	585.467	29			
BILINGUALS	Between Groups	.238	1	.238	.012	.914
	Within Groups	560.429	28	20.015		
	Total	560.667	29			

Bilingual

The bilingual subjects were responded did not understand completely for all 20 metaphors and its average value is 4.66 and few subjects were responded half understand completely is

Group 2 subjects were shown the mean value approximately 37.40 and SD 2.38. Over all the bilingual subjects performance was higher than monolingual because the mean value of bilingual subjects estimated approximately for group 1 is 33.26 and for group 2 is 37.4. Table 3. Shows the f value significance

of the bilingual & monolingual groups & also shows between & within the groups

Monolingual

Monolingual subject between the groups the f value was found that is 6.086 it state that there is a significant different (p= 0.020) was found between the groups i.e. group 1 and group 2 (20-40 & 40-60).

Bilinguals

Bilingual subject within the group and between the group f value was found approximately 8.29. Its states that there is significant (p=0.008) difference was found. Table 4. shows the mean and SD values across genders
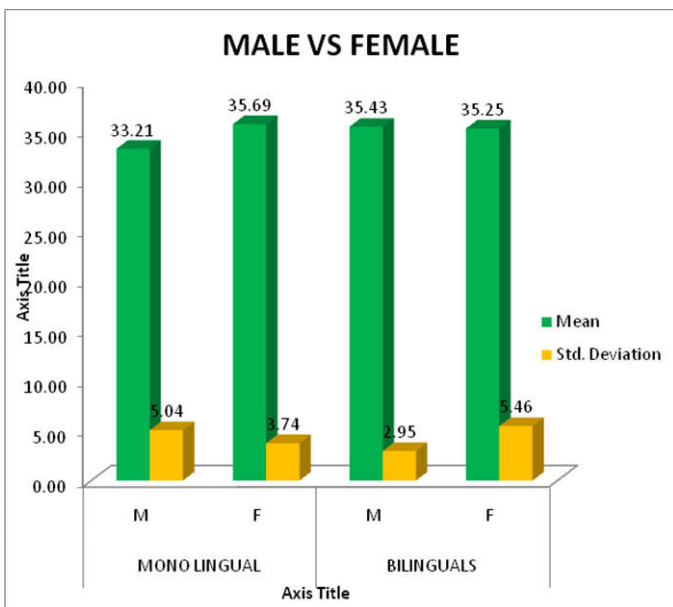

Table 4. Show the male to female performance of metaphor comprehension in 2 groups

Monolingual subjects

Group 1: (20-40 years) the monolingual male subjects mean value was estimated approximately 31.28 and SD value 5.28 and female subjects mean value was estimated approximately 33.87 and SD value was approximately 4.25.

Overall monolingual female subjects i.e. 37.50 had higher mean value when compare with monolingual male subjects in both the groups

Bilinguals

Group 1: subjects mean value was estimated approximately 33.85 and SD was 2.19 and female group subjects mean value was approximately 32.70.

Group 2: Bilingual group 2 subjects mean value for male was estimated approximately 37.0 and SD value was 2.88. the female group 2 subjects mean value found approximately 37.70
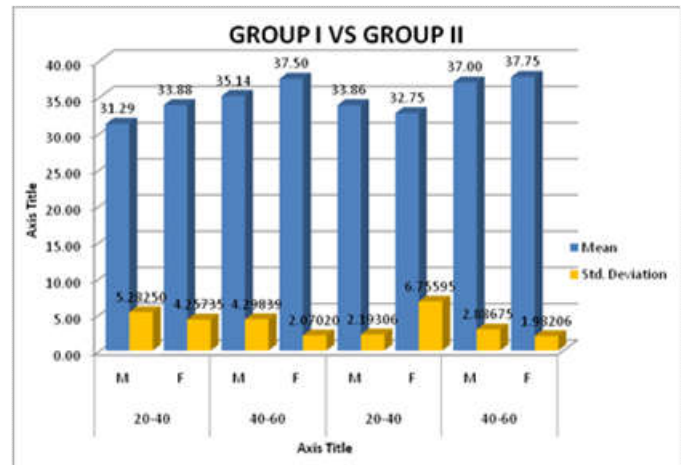

Table 5. Shows the f values and significance in between the groups (monolingual and bilingual) Monolingual groups 1&2 subjects had shown no significant difference (p =0.3120) between the groups & with in the groups. Bilingual groups 1& 2 subjects had shown no significant difference (p =0.686) between the groups & with in the groups.

DISCUSSION

The results of the experiment were discussed in the section below in terms of metaphor comprehension in monolingual Telugu speakers and bilingual Telugu & English speakers. A list of metaphors comprehension were given to both the groups and scoring was given as did not understand completely, understand half & completely understand statically analysis was done to reveal the difference between two groups

Table 5. Shows the f values & significance between the groups (monolingual & bilingual)

Groups			Sum of Squares	df	Mean Square	F	Sig.
Mono Lingual	20-40	Between Groups	25.030	1	25.030	1.106	.312
		Within Groups	294.304	13	22.639		
		Total	319.333	14			
	40-60	Between Groups	20.743	1	20.743	1.914	.190
		Within Groups	140.857	13	10.835		
		Total	161.600	14			
Bilinguals	20-40	Between Groups	4.576	1	4.576	.171	.686
		Within Groups	348.357	13	26.797		
		Total	352.933	14			
	40-60	Between Groups	2.100	1	2.100	.352	.563
		Within Groups	77.500	13	5.962		
		Total	79.600	14			

Group 2: (40-60 years) the monolingual male subjects mean value was estimated approximately 35.14 and SD value was estimated approximately 4.29. the female monolingual subjects have shown the mean value 37.50 and SD value was 2.07.

ANOVA test was used to analyze the above data. In the present study, the metaphor comprehension was compared with in the monolingual group & results shown, there were no statically significant difference was found. Previous study,

Dynamic complexities of metaphor interpretation by taking tenth & twelveth grade students Raymond (2010) came to the conclusion that both metaphoric meaning & metaphor interpretation in fundamentally in terminate there are wide range of factors they shape the effort put in to understanding a metaphor & the particular reflects that arise from this experience. In the present study, the metaphor comprehension was compared between the groups (monolingual vs bilingual) and results shown that there were no statically difference was found. But the bilingual Telugu English have shown better mean value then monolingual group But previous study by, chongying wang & Anna Dowker (2007) have studied on interpretation of animal metaphors: evidence from Chinese and English children and adults the aim of the investigate the differences and similarities in the understanding of animal metaphors in English and Chinese children and adults the method consisting of total 149 participants took part in the experiment they were equally divided between males and females & gender, age level child's and adults. The child participants are aged from eight to eleven and adult are from eighteen to forty. The stimulus sentences relating to fourteen animal words under four pragmatic conditions. The results found that adults gave a large number of psychological interpretation than children English children gave more perceptual interpretation than Chinese children. Children gave more perceptual interpretation than adults Behavioural interpretation were also found prominent in this research.

Summary

The aim of the present study was to compare Metaphor comprehension and use in monolingual and bilingual adults. A total number of 60 subjects in witch these are divided in to genders group I group II. 30 monolingual Telugu native speakers. Telugu were selected as group I in the age range of 20 – 60 years .30 bilingual subjects i.e. Telugu & English were selected in the age range of 20 – 60 years list of 20 metaphors were selected from two age range groups. A questioner was prepared with list of 20 metaphors and data were collected from the two genders statically analysis was done using analysis of co variance (ANOVA) results were shown that there were no significant difference was found between Telugu monolingual and Telugu English bilingual groups. But there was a slight better performance was observed in bilingual Telugu English group.

Conclusion

By viewing metaphor as a species of analogy, two generative functions of metaphors can be explained namely, the structural enhancement of target concept, and the lexical extension of basic terms. In study, we have focused on metaphor comprehension and use, and discussed the relationship between monolingual and bilingual. Our hypothesis was 40-60 years bilingual subjects could perform better than 20-40 years monolingual group. Outcome of the study was supporting the hypothesis that performance of metaphor comprehension and use were higher in older adult group than younger adults.

Clinical implications

Help language educators to understand specific characteristics of a particular education context and create a classroom that accommodate the polyphony of voices and options. To high light the areas in the learners perceptions of their relationship it can be used in detecting metaphoric uses in subject object verb-noun and adjective –noun relationship.

Future directions

The languages studied in this paper were Telugu and English only similar experiments with more subjects and on other language should be carried out to test the generality of the results presented. More appropriate methodologies or experimental designs could be used Further research can refine and strengthen some of its aspects, instance through cross linguistic research in other languages. It would be interesting to investigate why this difference is only significant between the monolingual and bilingual groups. In future research it would be worthwhile to incorporate verbal information in the stimuli especially since verbal anchoring may help receivers to appreciate relatively complex metaphors. More research is needed to understand the circumstances under which contextual information is most likely to influence metaphor comprehension. The study can be extended to incorporate the role of preposition in metaphoric uses.

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APPENDEX 1

Telugu Metaphor Comprehension Questionier

Name: Age/sex:
Education: Occupation:
Geographical location: Family background:
Cultural background: Language used:

s. no	Metaphors comprehension	Score (did not understand completely) (0)	Score (understand the half) (1)	Score (completely understand) (2)
1	ఇంట్లోపులివీధిలోపిల్లీ (into puli veedhilo pilli)			
2	ఎంకిపెళ్లిసుబ్బుచావుకొచ్చింది (yanki pelli subbu chaavukocchindi)			
3	పానకంలోపుడకలగా (Paanakam lo pudakalaga)			
4	మంచికిపోతేచెడుఎదురైనట్టు (manchiki pote chedu edurainathu)			
5	గాలిలోదీపంపెట్టిదేవుడిదేభారంఅన్నట్లు (galilo dipam petti devudide bharam annahhu)			
6	పొట్టోడికిపుట్టెడుఉపాయాలు (pottodiki putted upaayaalu)			
7	ఆస్తిమూరెడుఆశబారెడు (Asti moodu aasha baaredu)			
8	పులినిచూసినక్కవాతపెట్టుకున్నట్లు (pulline choosi nakka vaata pettukunnatlu)			
9	ముందుముందుఉందిముసల్లపండుగ (mundu mundu undi mosalla panduga)			
10	ఈతపండుఇచ్చితాటిపండులాక్కునేరకముವాడు (Eeta pandu icchi thaati pandu laakkune rakamu vaddu)			
11	చిత్తంశివునిమీదభక్తిచెప్పులమీద (chittam shivuni meeda bhakti cheppula meeda)			
12	గోడలకి కూడా చెవులుంటాయి (go:daki kuda chevulu untayi)			
13	నిండ నీరు తొలకదు (nindaa niru tolakadu)			
14	అందని ద్రాక్ష పండ్లు పుల్లన (andani draaksha pandhu pullana)			
15	ముల్లుని ముల్లుతోనే తీయాలి అంటారు (Mulluni mulluto:te tiiyaali)			
16	కాకి పిల్ల కాకికే ముద్దు (kaki pilla kaaki ke muddu)			
17	ఊరు ఊరు కోడై కూస్తుంది (ooru ooru kodai kusthundi)			
18	పాము కాటుకు తేలు మంత్రం పేసినట్లు (pamu kattuku teelu mantram vesinatlu)			
19	పది మంది చేతిలో పాము చావదు (padi mandi chetilo paamu chaavadu)			
20	గొరై బొరై కసాయి వాన్నె నమ్మి నట్లు (gore borrekasaaivaannenamminatlu)			

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