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A Semantic Study of Iraqi University Students' Performance of Metonymy

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Abstract

Metonymy is a type of figurative language that plays an important role in everyday communication as well as in literary work . It helps us to express ourselves effortlessly as it provides mental access to entities or objects . The main aim of this study is to investigate Fourth-year students' performance of metonymy at the College of Education for Humanities and the College of Arts , the academic year 2020_2021 . The main problem which this study tries to tackle is that students' performance of metonymy has not been investigated and this study will fill this gap . This study aims at assessing and evaluating Iraqi EFL students' recognition and production of metonymy , how they conceive and understand metonymic expressions . It also aims at Identifying Iraqi EFL students discrimination between the prototypical meaning and conceptual meaning . It also aims at examining to what extent the Iraqi EFL students are aware of metonymy in English. To achieve the aims of the present study, the following hypotheses have been posed:

1. There is a statistical significant difference between students of the College of Education for Humanities and students of the College of Arts at University of Mosul regarding their performance of metonymy .
2. Students usually mix and / or overlap between metonymy and metaphor .
3. Students concentrate on the prototypical meaning rather than the conceptual meaning of words .
4. Students tend to avoid using metonymies in their use of language which may be ascribed to their tricky nature .
5. In relation to gender , there is variance between males and females

The procedure followed involves presenting a detailed theoretical account of metonymy along with discussing other relevant topics related to it . Presenting the main differences addressed between metonymy and metaphor . Data is collected through administering a diagnostic test applied to fourth-year students at the

College of Education for Humanities and at the College of Arts in order to gain a plausible account of students performance of metonymy. A statistical analysis is adopted and results are conducted . A diagnostic test is used in order to investigate students' recognition and production of metonymy . The test is applied to some students chosen randomly . Analysis , discussion , and commentary are also presented based on Percentage Formula and Z Test . A comparison is made between males and females on one hand and between the students of the two colleges on the other hand . Findings show that students mix and overlap between metonymy and metaphor and that they concentrate on the prototypical meaning of words rather than the conceptual one . Students are also unaware of the economical function that metonymy serves to ease communication since it refers to the desired aim implicitly depending on inference and background knowledge . It is also found that students have limited knowledge concerning the recognition level while they have major problems concerning the production level .

المستخلص

الكناية هي نوع من اللغة المجازية التي تلعب دورًا مهمًا في التواصل اليومي وكذلك في العمل الأدبي وهي تساعدنا على التعبير عن أنفسنا دون عناء . تهدف هذه الدراسة إلى التحقق من أداء الطلاب في مجال الكناية في كلية التربية للعلوم الإنسانية وكلية الآداب للعام الدراسي ٢٠٢٠_٢٠٢١ . وتقدم هذه الدراسة وصف نظري مفصل عن الكناية إلى جانب مناقشة بعض أنواع المجاز الأخرى المتعلقة بها وعرض الاختلافات الرئيسية التي تم تناولها بين الكناية والاستعارة. و قد تم استخدام اختبار تشخيصي من أجل التحقق من ادراك الطلاب للكناية وكيفية انتاجها . تم تطبيق الاختبار على ١٠٠ طالب تم اختيارهم بشكل عشوائي . كما تم عرض التحليل والمناقشة والتعليق على أساس الأساليب الإحصائية و إجراء مقارنة كذلك بين الذكور والإناث من جهة وبين الكليتين من جهة أخرى . أظهرت النتائج أن الطلاب لا يميزون بين الكناية والاستعارة وأنهم يركزون على المعنى العام للكلمات بدلاً من المعنى الدقيق . و قد وجد أن الطلاب لديهم معرفة محدودة فيما يتعلق بالمستوى الإدراكي بينما لديهم مشاكل كبيرة فيما يتعلق بمستوى الإنتاج اللغوي .



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في

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