CONCEPTUAL MAPPINGS, PERCEPTION AND PRODUCTION OF L2 METAPHORICAL EXPRESSIONS

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Abstract

In more recent approaches to describing figurative language, metaphors are seen as based on human conceptual system, realized as a set of conceptual mappings or ontological correspondences that obtain between a source and a target domain (Lakoff, 1993). In multilingual education, especially in second language acquisition (SLA), the challenge is how to establish the relationship between the learner's level of language proficiency and the tacit knowledge necessary in understanding metaphorical expressions in L2. This paper intends to investigate the possible role of semantic transparency in motivating cognitive mechanisms leading to the formation of metaphorical meaning in a second language learning context. The first language of the learner is Persian and the target language English. Statistical support will be provided for the hypothesis that the traditional way of looking at metaphors as items of the lexicon independent of any conceptual system (Kovesces and Szaho, 1996) leads to problems for L2 learners.

The role of L1 in SLA has long been the focus of extensive research giving rise to various theoretical approaches ranging from Lado's Contrastive Analysis to Interlanguage hypothesis, to Creative Construction Hypothesis. Each one of these hypotheses considers a different role for the L1 in SLA. The more recent approaches to SLA consider transfer as a cover term for a whole class of behaviours, processes and constraints, each of which has to do with cross linguistic influence, usually, but not exclusively, L1 (Selinker, 1992).

Despite all sorts of empirical efforts made to explore the nature of cross-linguistic influence, and the nature of IL competence, a definitive theory of language transfer is still lacking. This is especially true as far as figurative language is concerned. People such as Kellerman (1977), Fernanado and Flavell (1981), and Irju (1984) are among the few who have tried to find answers to the question of the role of L1 in the learning of figurative language, specifically idioms.

Figurative language has traditionally been described in terms of such categories as simile, metaphor, allusion, personification, and so forth (Hatch and Brown, 1995). Among these categories, metaphor, (defined as a unit of discourse used to refer to an object, concept, process, quality, relationship, or world to which it does not conventionally refer, e.g. the river nosed past (Goatly, 1997), is the most pervasive, both in prose and verse as well as in learning and teaching (Thornby, 1991; Block, 1992) and in ordinary communication, oral and written alike.

In cognitive semantics, metaphors are seen as

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based on human conceptual system, realized as a set of conceptual mappings or ontological correspondences that obtain between a source and a target domain (Lakoff, 1993). As an example, in Love is a journey, the metaphor involves understanding one domain of experience, love (target domain), in terms of a very different domain of experience, journey (source domain). According to Lakoff (1993), a metaphor as such can be understood as a mapping from the source domain to the target domain, i.e. there are ontological correspondences according to which entities in the domain of love correspond systematically to entities in the domain of journey. Such correspondences permit us to reason about love using the knowledge we use to reason about journeys. Thus, metaphors are viewed as mappings or a set of conceptual correspondences which exist in the human conceptual system.

Such a widespread phenomenon as metaphor, with dichotomous views on its nature and realizations, naturally deserves due consideration in the studies on SLA. The present study is an effort to investigate metaphor within the domain of SLA research, specifically with regard to the suggestions of cognitive semantics outlined above. Metaphors are here categorized into the following three categories for the purposes of this study:

1. Identical metaphors, i.e. metaphors for which the same concepts and correspondences exist in both native and target languages (the same concept and the same correspondence). ($+S_{con.}$ $+S_{corr.}$)

2. Similar metaphors, i.e. metaphors for which the same concepts but different correspondences exist in native and target languages (the same concept but different correspondence). ($+S_{con.}$ $-S_{corr.}$)

3. Different or dissimilar metaphors, i.e. metaphors of the native language for which neither the same concepts nor the same correspondences exist in the target language (different concept and different correspondence). ($-S_{con.}$ $-S_{corr.}$)

Statement of the Problem

For many years, the researchers have experienced considerable difficulty in conveying figurative language concepts, especially metaphorical expressions, to EFL learners. The relative failure in this respect seems to have been partly due to the researcher's traditional approach on the metaphoricity of language, i.e., looking at metaphor and other forms of figurative language as divorced from the human conceptual system, and partly because of the learners' lack of the necessary tacit knowledge of metaphorical expressions.

In the present research, attempts were made primarily to develop a documented profile of the relationship between the learners' level of language proficiency and the extent of the stated problem. It was further intended to see whether the learners' difficulty concerning the perception as well as production of figurative language could be described in terms of patterns and taxonomies, thereby establishing the probable need for suggesting special treatments in this respect to reduce the problem.

The subjects in the first phase were 90 EFL students chosen from three different levels of proficiency; 30 freshmen; 30 graduating seniors; 30 graduate students. The materials used in the first phase consisted of one hundred English and Persian figurative expressions of different types (i.e., metaphors, idioms; similes, etc.) (see Appendix II) presented to the above subjects to document the stated problem. The result showed that the problem really existed since the scores of the three types of students with different levels of proficiency did not differ significantly. This was particularly noticeable in the part of metaphorical expressions (see Appendix I for the 100 figurative expressions). From the most frequent problematic expressions, 30 metaphorical expressions were then chosen and given to the native-speakers of English and Persian to judge for the entities. These 30 expressions served as the material for the second phase of the study (see Appendix).

In the second phase of the study, the researcher's main concern-the focus of this article-was to show the kind of relationship which exists between conceptual mappings or ontological correspondences at work in source-target domains of metaphors in the L1 and those at work in the same domains in the L2. It was also intended to examine the

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mentioned problem in order to be able to come up with pedagogical suggestions about establishing the stated tacit knowledge in learners. It was hypothesized that the more conceptual methods of conveying information such as making the non-idiomatic meaning of metaphors transparent through analyzing them in terms of 'topic', 'image' and 'point of similarity' (Larson, 1984) must be helpful. This semantic transparency will in turn motivate cognitive mechanisms (Kovecses and Szaho, 1996) and lead to the formation of idiomatic meaning, rather than to meanings of isolated lexical items which constitute only arbitrary knowledge.

With regard to the formative role of metaphor in all areas of language, considering especially its universal nature across all world languages, and based on what was suggested above in line with recent approaches to the study of this phenomenon, the present study sought to find answers to the following questions and test the subsequent hypotheses on the transferability of L2 learners' knowledge of conceptual mappings or correspondences in L1 source-target domains of metaphors for the perception and production of L2 metaphors in typologically-unrelated languages (here, English and Persian).

Q1: Would identical metaphors ($+S_{con.}$ $+S_{corr.}$) be easier to perceive and produce (evidencing positive transfer)?

Q2: Would similar metaphors ($+S_{con.}$ $-S_{corr.}$) be more difficult to perceive and produce than identical metaphors?

Q3: Which strategies do L2 learners use in the production of L2 metaphors for which there are identical constructs in the L1?

Hypotheses

Based on the above questions, the following hypotheses were formulated:

In typologically-unrelated languages, L2 learners show:

a) evidence of 'positive transfer' in the perception of identical metaphors ($+S_{con.}$ $+S_{corr.}$) as well as much ease in the production of them,

b) evidence of 'negative transfer' in the perception of similar metaphors ($+S_{con.}$ $-S_{corr.}$) as well as relative difficulty in the production of them, and

c) Treating metaphors just as sets of lexical items, independent of human conceptual system, leads to 'negative transfer' in learning the idiomatic meaning of metaphors.

d) Lack of tacit knowledge of metaphorical expressions is a major cause for L2 learners' failure in learning the idiomatic meaning of metaphors.

Population and Sampling

The subjects in the second phase were sixty Iranian English majors (fourth year students at the English department, Isfahan University). An appropriate test was used to determine the subjects' level of proficiency as advanced learners(i.e., one SD above the mean in the Michigan Test of English as a Second Language-MELAB). They were then randomly divided into two groups of equal size: treatment and control.

Materials

For the second phase, the necessary materials were prepared on the basis of native speaker judgments, i.e., two groups of 20 Persian and English speakers (10 Persian-speaking university teachers and 10 English-speaking university teachers) were provided with 30 metaphors in their native language (see Appendix I) and, on the basis of specific instructions, asked to determine the 'concept', 'source domain' (SD) entities, 'target domain' (TD) entities and the 'correspondences' (corr.) between SD and TD. Then, the results were cross-checked to identify a number of metaphors for each of the three previously-mentioned categories (i.e., $+S_{con.}$ $+S_{corr.}$, $+S_{con.}$ $-S_{corr.}$, $-S_{con.}$ $-S_{corr.}$). In fact, the metaphors with more than 10 (out of 12) correspondences in both languages were regarded as 'identical', those with more than 5 and less than 9 correspondences were considered as 'similar', and those with no correspondences were taken to be 'different'. The following English example (based on Lakoff, 1987) clarifies the task which the native speakers of the two languages were required to complete:

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Metaphor: LOVE IS A JOURNEY				
Concept ---> LOVE		entities		
Source Domain	love	the lovers, the common goals, difficulties, the love relationship	1. The lovers correspond to the travelers 2. The love relationship to the vehicle 3. The lovers' common goals correspond to the travelers' common destinations. 4. Difficulties in love relationship correspond to impediments to travel	c o r r e s p o n d e n c e
Target Domain	journey	the travelers, the vehicle, destinations, impediments		

The study of the native speakers' performance in the above-mentioned task showed that only two of the presupposed metaphorical categories were identifiable in the two languages, i.e. identical and similar metaphors, and that the third category ($-S_{con.} - S_{corr.}$) was non-existent, indicating that there is no metaphor in English the concept of which as well as the correspondences between its source and target domains cannot be identified in Persian, and vice versa. Thus, the two identified sets of metaphors (12 identical metaphors and 18 similar metaphors-see Appendix I) were taught to the treatment group in an interval of 6 weeks, through the following procedure:

Procedures

The instructor provided the learners with an exemplar metaphorical realization of a certain concept (e.g., concept of Love), with which they had no previous familiarity. Then, instead of requiring them to memorize it as a set of lexical items, he made the non-idiomatic meaning of the metaphor transparent through analyzing it in terms of the three components mentioned above (i.e., 'topic', 'image', and 'point of similarity'). In this manner, through getting aware of the 'point of similarity' between the 'topic' and the 'image', the learners formed the conceptual or idiomatic meaning of the metaphor.

The following example may help:

Metaphor: Isfahan is half the world.

Topic: Isfahan

Image: The world

Point of similarity: Vastness

Nonfigurative meaning: Isfahan is very large.

Then, the instructor put forward other metaphorical realizations of the same concept to consolidate learning. Finally, he asked the learners to list their own metaphors containing the same concept, and helped them to check the correctness of their listed metaphors.

For the control group, the traditional view of presenting metaphors as sets of isolated lexical items were followed, i.e. the same metaphors used for the treatment group were presented to the learners and practiced within the same period of six weeks, with an emphasis on the memorization of them as lexical items on the part of the learners.

To elicit data on the subjects' (both treatment and control groups) perception as well as production of the 2 categories of metaphors used in the experimental phase, two post-tests were prepared on the bases of each set of metaphors presented (4 tests in total): a multiple-choice test to

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serve the purpose of the former, and a translation test to supply information on the latter. In the perception test, each metaphor appeared in one of its realizations or entailments as well as in its conceptual and literal meanings, together with a distracting choice. A sample item of this test runs as follows:

Metaphor: IDEAS ARE FOOD

Instruction: Which of the following statements best expresses the concept of the above metaphor?

a. He swallowed his ideas with the teacher's arrival. (realization)
b. He kept himself from expressing his idea with the teacher's arrival. (conceptual meaning)
c. He sent his idea down his throat with the teacher's arrival. (literal meaning)
d. He rejected his teacher's idea with his arrival. (distractor)

In the production test, the subjects were provided with short pieces of written discourse in Persian, each containing one of the metaphors identified for the two mentioned categories under study. They were also given the English translation of each piece or item, missing the demanded English metaphor and asking them to supply it. Again, a sample item clarifies the issue:

حسن و اسماعیل می‌خواستند درباره مدرسین ترم آتی خود صحبت کنند. حسن شروع کرد راجع به استاد درس ترجمه اظهار نظر کند، ولی همینکه دید استاد به آنها نزدیک می‌شود، حرفش را خورد.

Hassan and Ismail were going to talk about the teachers of their next term courses. Hassan set out to express his views about the translation teacher, but as he saw him approaching, he ... .

The scoring procedure for the multiple-choice test was as follows: The right choice (realization or conceptual meaning) which communicated the underlying concept of the metaphor was scored 3, the choice which communicated the literal meaning of the metaphor was scored 2, and the distracter which neither communicated the concept nor the literal significance was scored 0. As to the translation test, the exact metaphor or the conceptual meaning of the metaphor was scored 3, literal translation of the metaphor was scored 2, and the wrong or other production(s) was scored 0.

The two tests were, of course, prior to the final administration, examined for reliability (using the KR-21 formula) and validity (concurrent validity). Also, since these tests were aimed at measuring the same construct, i.e., the subjects' multiple ability to perceive and produce metaphor within the context of transfer phenomenon, and since both of them included the same metaphors, in order to reduce the test effect, the multiple choice test was administered 4 weeks before the translation test.

Having taken the tests, each subject in each group (i.e., control and treatment groups) came to have 2 sets of scores corresponding to the two levels of the independent variable, i.e., metaphor. These scores were subjected to appropriate statistical analysis (i.e., an ANOVA to compare the subjects' overall performance in the perception as well as production of each type of metaphors- actually to show the effectiveness of the treatment; correlation coefficient analysis to show the covariance of scores in the perception and production tasks within each group; and multivariate analysis to indicate the possible effect of the type of metaphor on the perception and production of the subjects).

To ensure that the scoring procedures were reliable for the translation test where correct or incorrect (erroneous) answers were concerned, the 'interrater reliability' between the researcher and a number of raters (some colleagues teaching translation courses) was calculated. The result was 0.80, a satisfactory level.

The Data

The following table shows the data gathered through the statistical procedures employed in the study.

As observed in the table, row A, the F observed is 53.53 for the means of the subjects in the two groups in terms of their performance resulting from the effect of method of presentation and type of metaphors. The F observed is much greater than F

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SV	Sum of Squares	DF	Sum of Squares Means	F
A	36103.25375	1	36103.25375	$53.53 > F_{1,58} = 4$
B	22873.5375	1	22783.5375	$94.122 > F_{1,58} = 4$
C(B)	23157.82966	2	11578.91483	$68.113 > F_{2,116} = 3.07$
D(A)	39111.4742	58	674.33576	
AC(B)	899.3286	2	449.6643	$2.645 < F_{2,116} = 3.07$
BD(A)	14095.0821	58	243.0186569	
AB	1116.29036	1	1116.29036	$4.59 > F_{1,58} = 4$
SSE	19719.4417	11 6	169.9951871	
SST	157076.2385	23 9		

SV= source of variation
A= type of method of presentation
B= type of metaphor
C= test type
D= subjects
C(B) = C nested under B
D(A) = D nested under A
AC(B) = A & C nested under B
BD(A) = B & D nested under A
AB = interaction effect of the two Crossed Factors, A & B
SSE= sum of square errors
SST= sum of square total

critical (1.58) signifying the superiority of the subjects in the experimental group over those in the control group. The out-performance of the experimental group can be attributed to the effect of concept clarification employed in that group.

In row two of the table, one can observe that the type of metaphor also has a significant role in the subjects' performance. In the case of identical versus similar metaphors, it seems that the subjects have always performed better with identical metaphors, i.e. those which have equivalents in the target language, regardless of the method of presentation. Again the F observed (94.122) is much greater than that of the F critical (1.58) confirming a significant difference between the performances of the subjects in the two groups as far as type is concerned. This is support for the claim that there might be positive transfer in SLA, easing acquisition.

In addition to the method of presentation, the data also gives the general impression that the test type makes a significant difference too. The third row in the table shows the F observed for the perception vs. production tests to be 68.113, while the F critical for the same item is 2.116. Again the difference is statistically significant and shows the superiority of the subjects' performances in perception to their production.

From this general impression one can easily draw a minor but generalizable conclusion that regardless of the type of presentation or type of metaphor, the subjects usually do better in perception tests than in production ones. This point is interesting in that, although it seems like stating the obvious, it confirms the claim by many SLA researchers that comprehension precedes production. It also provides proof that knowing something does not necessarily mean being able to put it to use as well.

Figures 1 and 2 provide a more clear picture of what was said above.

Conclusion

The original claim in this study was that concept clarification through conceptual mapping helps L2 learners by providing them with a basis on which they could use their tacit knowledge in figuring out

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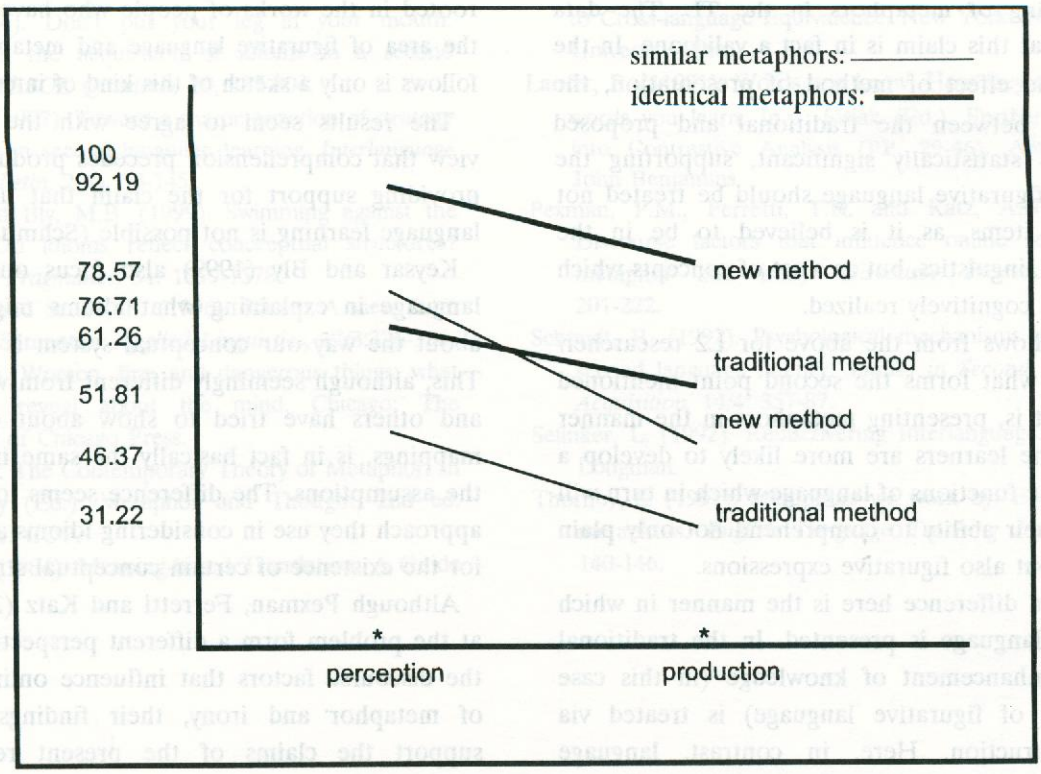

Figure 1. Test, method interactive effects with reference to types of metaphor

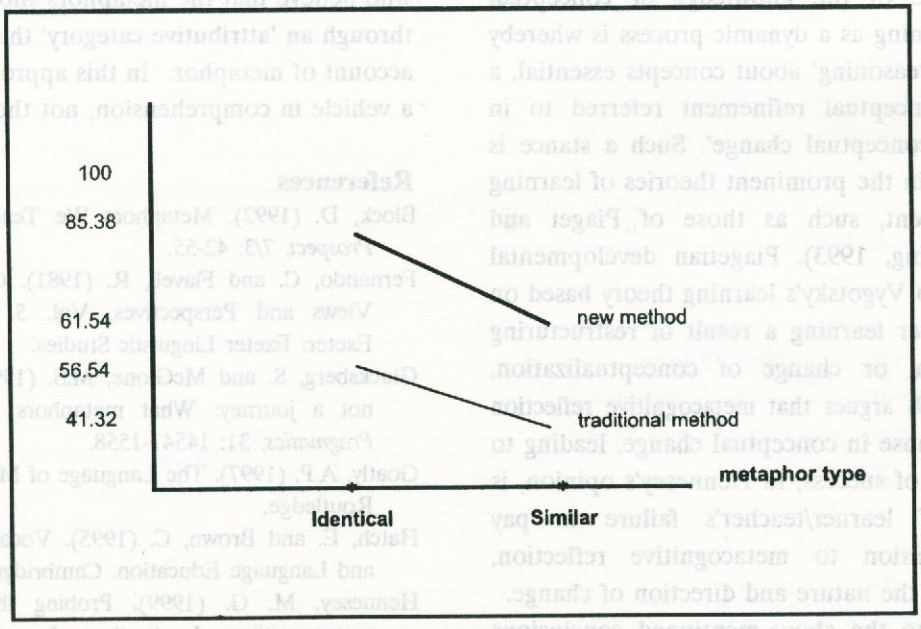

Figure 2. Method, metaphor interactive effects

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the meaning of metaphors in the TL. The data showed that this claim is in fact a valid one. In the case of the effect of method of presentation, the difference between the traditional and proposed method is statistically significant, supporting the view that figurative language should be treated not as lexical items, as it is believed to be in the traditional linguistics, but as a set of concepts which have to be cognitively realized.

What follows from the above for L2 researcher/ teacher is what forms the second point mentioned above, that is, presenting metaphors in the manner whereby the learners are more likely to develop a sense of the functions of language which in turn will increase their ability to comprehend not only plain language but also figurative expressions.

The main difference here is the manner in which figurative language is presented. In the traditional method, enhancement of knowledge (in this case knowledge of figurative language) is treated via direct instruction. Here, in contrast, language teaching is not considered as an injection of materials into the mind, but a longitudinal step-by-step procedure. Direct instruction of concepts seldom encourages qualitative reasoning about the synergic effects of the knowledge or conceptual relations. Learning as a dynamic process is whereby learners find 'reasoning' about concepts essential, a process of conceptual refinement referred to in literature as 'conceptual change'. Such a stance is deeply rooted in the prominent theories of learning and development, such as those of Piaget and Vygotsky (Erling, 1993). Piagetian developmental theory and also Vygotsky's learning theory based on activity, consider learning a result of restructuring of information, or change of conceptualization. Hennesey (1999) argues that metacognitive reflection is a possible cause in conceptual change, leading to learning. Lack of success, in Hennesey's opinion, is the result of learner/teacher's failure to pay adequate attention to metacognitive reflection, which controls the nature and direction of change.

In addition to the above-mentioned conclusions for SLA research, the findings may be looked at from a theoretical point of view, that are mainly rooted in the works of people who have worked in the area of figurative language and metaphors. What follows is only a sketch of this kind of interpretation.

The results seem to agree with the cognitivist view that comprehension precedes production, thus providing support for the claim that unconscious language learning is not possible (Schmit, 1992).

Keysar and Bly (1999) also focus on figurative language in explaining what idioms might tell us about the way our conceptual system is organized. This, although seemingly different from what Gibbs and others have tried to show about conceptual mappings, is in fact basically the same in terms of the assumptions. The difference seems to be in the approach they use in considering idioms as evidence for the existence of certain conceptual structures.

Although Pexman, Ferretti and Katz (2000) look at the problem form a different perspective, that is the discourse factors that influence online reading of metaphor and irony, their findings seem to support the claims of the present research in finding an explanation for the better acquisition of metaphorical expressions.

The results, however, seem to be in contrast with the suggestions of Glucksberg and McGlone (1999) who believe that the metaphors should be explained through an 'attributive category' that is a minimalist account of metaphor. In this approach, metaphor is a vehicle in comprehension, not the result of it.

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Appendix 1

Figurative expressions Used in the Pretest

Provide the exact equivalents or the true meaning of the following expressions and sentences:

1. cost someone an arm and a leg ----------
2. see the back of something ----------
3. pull someone's leg ----------
4. have no backbone ----------
5. blood is thicker than water ----------
6. He's GA Picasso in his den. ----------
7. have a bone to pick up with someone ----------
8. Sally is like a block of ice. ----------
9. in the flesh ----------
10. one's brain child ----------
11. pick someone's brain ----------
12. have an eye for something ----------
13. show one's face ----------
14. sit on something ----------
15. stand on one's own feet ----------
16. lend someone a hand ----------
17. John's wife resembles her mother. ----------
18. reveal one's hand ----------
19. Jack of all trades ----------
20. put one's back into something ----------
221. The buses are on the strike. ----------
22. spine of a book ----------
23. leg of journey ----------
24. in a flash ----------
25. crop hair ----------
26. plant a kiss ----------
27. A woman without a man is like a fish without a bicycle.----------
28. within a hair's breadth ----------
29. be in high spirits ----------
30. It makes no odds. ----------
31. pour out one's heart to someone ----------
32. turn something over in one's mind ----------
33. We need some new faces around here. ----------
34. fight a losing battle ----------
35. My car is like a beetle. ----------
36. have a heart of gold----------
37. have butterflies in the stomach ----------
38. The Senate thinks abortion is immoral. ----------
39. Love showed in her eyes. ----------
40. get on someone's nerves ----------

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41. be a bone of contention ----------
42. bare bones of something ----------
43. Mary eats like a pig. ----------
44. break the back of something ----------
45. take a back seat ----------
46. be bosom friends ----------
47. The time hasn't arrived at the press conference yet. ----------
48. get one's own back ----------
49. give one much elbow room ----------
50. make one's flesh creep ----------
51. have feet of clay ----------
52. John's wife is like his umbrella. ----------
53. by the skin of one's teeth ----------
54. give someone the creeps ----------
55. be sore-hearted ----------
56. shed tears of blood ----------
57. see something in black and white ----------
58. keep a person at arm's length ----------
59. talk one's head off ----------
60. make head or tail of one's words ----------
61. We need some new blood in the organization.----------
62. hit the headlines ----------
63. lie in one's face ----------
64. blow one's mind ----------
65. My love is like a red red rose. ----------
66. a feather in one's cap ----------
67. May the evil eye be averted. ----------
68. prick the ears and listen ----------
69. give someone the sack ----------
70. Washington is insensitive to the needs of people. ----------
71. offer one's head in devotion ----------
72. bury face in hands ----------
73. take someone for a ride ----------
74. An answer stares you in the face. ----------
75. keep one's language down ----------
76. be a dishy person ----------
77. Mrs. Johnson frowns on blue jeans. ----------
78. make one's present felt ----------
79. his inward eye on the spire ----------
80. hear a ping at the far edge of one's mind ----------
81. Not to worry is like telling the mind not to blow..----------
82. have stick-thin legs and arms ----------
83. bank on someone ----------
84. have a bush to the outward eye ----------

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85. have a full-moon face ----------
86. There are a lot of good heads in the university..----------
87. take a leaf out of someone's book ----------
88. sit with one's eyes glued to ------(e.g., the TV).----------
89. get an honest bone in one's body ----------
90. get back on one's feet ----------
91. The brain works the way a machine computes.----------
92. be on its (one's) last legs ----------
93. One good turn deserves another. ----------
94. drive one out of one's mind ----------
95. have a barren mind ----------
96. sink one's teeth into ----------
97. We need a couple of strong bodies for our team.----------
98. be in the center of one's field of vision ----------
99. She sounded like a whole party of people. ----------
100. a dog in the manger ----------

Appendix II

Ontological Metaphor entailments

1. cost someone an arm and a leg**
2. stab someone in the back*
3. Blood is thicker than water. **
4. pick someone's brains*
5. have an eye for something**
6. lie in one's face*
7. stand on one's own feet*
8. lend someone a hand**
9. reveal one's hand*
10. turn one's back on someone*
11. leg of journey**
12. split hairs*
13. smack one's lips*
14. make someone's blood boil*
15. have a hand in something*
16. have a heart of gold**
17. Love showed in her eyes. **
18. take heart*
19. one's Achilles' heel*
20. break the back of something*
21. have a barren mind**
22. not have a leg to stand on*
23. food for thought**
24. have feet of clay*

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25. blow one's mind*
26. mouth of a cave**
27. one's brain-child**
28. get an honest bone in one's body*
29. life of grieves & joys**
30. be in the center of one's field of vision*

** = + $S_{con.}$ + $S_{corr.}$ * = + $S_{con.}$ - $S_{corr.}$

Hassan va Isma'il mikhastand rajebe ostade term ayande eshaan sohbat konnand. Hassan shorou kard raje be ostad dars tarjome ezhar nazar konad, vali haminke did ostad be aanha nazdik mishavad, harfash ra khord .

1. yek dast-u paa baraaye uu tamaam šud.
   [It cost him an arm and a leg.]
2. Khuun jaanibe khuun raa miikišad.
   [Blood is thicker than water.]
3. Cha?mi basiirat daašteh baaš.
   [try to have an eye for (all things).]
4. Chu istaadii daste uftaadeh giir.
   [Lend people a hand.]
5. Napaaye safar daaštam na ruuye hadhar.
   [Neither did I have a leg of journey, nor face to stay home.]
6. Del maranjaanii ke del arše khudaast.
   [Do not hurt someone's heart, for it's God's Throne.]
7. 'Išq az chašmaš huwaydaa buude ast.
   [Love showed in his/her eyes.]
8. Aadame khušk maghzii ast.
   [S(He) has a barren mind.]
9. Sukhan ghadhaaye fikr ast.
   [Discourse is food for thought.]
10. zindegii jaaye gham-u šaadii ast.
    [Life is a place of grieves and joys.]
11. Ey baraadar tu hamiin andišeii.
    [Man is what he thinks about all day long.]
12. Dahaanaš dar mathal chuun Kahfe khuubaan,
    zabaanaš liik chuun šamšiir burraan.
    [Her mouth is like unto the Sleeper's cave, her tongue but a sword, deadly and brave.]
13. Tamaame 'umr ruuye paaye khudaš iistaad.
    [S (He) stood on his/her own feet all through his/her life.]
14. Daste khud raa ruu kardam.
    [I revealed my hand.]
15. Aadam daryaa delii ast.
    [S (He) has a heart of gold.]
16. Tuuye cha?m duruugh mii guuyad.
    [S (He) lies in my face.]
17. pu?t be bakhte khud kard.

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[S (He) turned his/her back on his/her own luck.]

18. Baa didan aan hamih šiiriinii dahaanam aab uftaad.
[Seeing all that sweet, made my mouth water.]

19. Baa talaaše bisyaar Kamare kaar raa šekast.
[S(He) broke the back of the job through great endeavors.]

20. yek ruudeye raast dar shekamaš niist.
[S (He) doesn't get an honost bone in his/her body.]

21. Az pušt be uu khanjar zadand.
[They stabbed him/her in the back.]

22. Khuunam raa be juuš aaward.
[S(He) made my blood boil.]

23. Dar hame Kaar dast daarad.
[S (He) has a hand in all things.]

24. Dele šiir daarad.
[He is lion-hearted.]

25. Takabbur buwad chašmè Isfandiaar.
[Self-conceit is Achilles' heel.]

26. Dandaanaš kund ast.
[S(He) doesn't have a leg to stand on.]

27. Baade delat raa mii zadii?
[Were you blowing your mind?]

28. Paaye chuubiin sakht bii tamkin buwad.
[(philosophers') feet of clay are too weak to stand on.]

29. Meydaane diidaš kam ast.
[His/Her field of vision is small.]

30. Muu raa az maast mii kišad.
[S(He) is able to split hairs.]

مصداقهای استعاری فارسی

۱- (به قیمت) یک دست و پا برای او تمام شد.
۲- خون (جانب) خون را می‌کشد.
۳- چشم بصیرت داشته باش.
۴- چو استاده‌ای دست افتاده‌گیر.
۵- نه پای سفر داشتم نه روی حضر.
۶- دل مرنجانی که دل عرش خداست.
۷- عشق از چشمش هویدا بوده است. (چشمانش مثل کاسه خون شده بود).
۸- خشک مغزی است.
۹- کتاب ما را تغذیه فکری می‌کند. (سخن غذای فکر است.)
۱۰- زندگی جای غم و شادی است.
۱۱- ای برادر تو همه اندیشه‌ای.
۱۲- دهانش در مثل چون کهف خوبان زبانش لیک چون شمشیر بران
۱۳- تمام عمر روی پای خودش ایستاد.
۱۴- دست خود را رو کردم.
۱۵- ادم دریا دلی است.
۱۶- تو (ی) چشم دروغ می‌گوید.
۱۷- پشت به بخت خود کرد.
۱۸- با دیدن آن همه شیرینی دهانم آب افتاد.
۱۹- با تلاش بسیار کمرکار را شکست.
۲۰- یک روده راست در دلش نیست.
۲۱- از پشت به او خنجر زدند.
۲۲- خونم را به جوش آورد.
۲۳- در همه کار دست دارد.
۲۴- دل شیر دارد.
۲۵- تکبر بود چشم اسفندیار
۲۶- دندانش کند است.
۲۷- باد دلت را می‌زدی؟
۲۸- پای چوبین سخت بی‌تکمین بود.
۲۹- میدان دیدش کم است.
۳۰- مو را از ماست می‌کشد.

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