

# METAPHORICAL COMPETENCE AND COMMUNICATIVE COMPETENCE OF KLFC STUDENTS

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# Metaphors and language teaching

- Metaphor has been viewed as figurative language outside the realm of every day conventional language.
- It assume a fundamental distinction between literal and figurative senses → Classical theory of metaphor
- Teaching metaphor has been avoided in language classroom.
  - ▣ there is little justification for exposing most learners to it
  - ▣ few proficiency tests for skills connected with recognizing or using metaphor and what cannot be easily tested tends not to be taught
  - ▣ (Littlemore & Low 2006)

# Conceptual Metaphor Theory

- Metaphor is pervasive both in thought and everyday language and our ordinary conceptual system is fundamentally metaphorical in nature.
  - ▣ Conceptual metaphor has been considered as something structured, analyzable, and bound up with culture and everyday reasoning
  - ▣ (Lakoff and Johnson 1980)
- Metaphor is involved in virtually every area of language that learners need to use, understand or learn
  - ▣ May help their learning of words and expressions which native speakers may not actively process metaphorically
  - ▣ (Littlemore & Low 2006)

# Conceptual Metaphor Theory

- Construction of conceptual metaphor
- A IS B
  - A = Target domain (concept to be experienced, explained, thought about)
  - B = Source domain (concrete embodied experience that is the vehicle through which TD is understood, thought about, explained)
- Metaphors are created when specific properties of SD are mapped onto the TD.

# Conceptual Metaphor Theory

## □ Examples

### ▣ ANGER IS HEAT

- You make my blood boil. He exploded.
- 속이 부글부글 끓는다. 그가 폭발했다.

### ▣ UNDERSTANDING IS SEEING

- I see what you mean.
- 내가 보기엔...

### ▣ CHANGE IS MOTION (location)

- He slipped into a depression. His hair went gray.
- 절망에 빠지다. 맛이 갔다.

# Metaphorical Competence in L2 Learning

- Metaphoric competence: the learners' ability to demonstrate the proper skill in using metaphoric expressions (Low 1988)
  - Danesi (1992) claims that metaphorical competence is as crucial as the linguistic and communicative competences since it is tightly linked to the ways in which a culture organizes its world conceptually.
  - Danesi (1995) argues that L2 learners do not reach the fluency level of a native speaker until they have knowledge of "how that language 'reflects' or 'encodes' concepts on the basis of metaphorical reasoning" (p. 5).
- In high-advanced or superior level of second language proficiency, using proper metaphoric expression in the given context is crucial to show their linguistic competence.

# Research Question

- Lack of empirical studies indicating relation between conceptual proficiency and communicative proficiency
- How the uses of conceptual metaphor in the Oral Proficiency Interview (OPI) contribute the communicative competence of SL learners.

# Data

- Korean OPI transcription data
  - ▣ KLFC students assessment data between 2008-2010
  - ▣ Developed by Korean Language Flagship Center in 2011
  - ▣ 21 students (19 heritage students and 2 non-heritage students)
  - ▣ 42 OPI data (Entry and Exit interview)
  - ▣ Proficiency Level ranges from Intermediate high to Superior

Interviewee	OPI rating (Entry)	OPI rating (Exit)
Y	AL	S
K	AH	S
P	AL	S → AH
M	AM	AM
B	IM	AL
KA	AH	S
L	AH	S
Ch	AL	AM
Le	AH	S
H	AH	S
Ba	AM	S
Ha	AH	S
C	AL	S
S	AH	S
N	AH	AH
Sh	AH	S
W	AL	AH
E	AM	AH
Pa	AH	S
Ki	AH	S
Na	AL	AH

# Case study of two interviewees

- Interviewee C: female, heritage student
  - ▣ Entry Interview: Advanced Low
    - 28:54 minutes, 499 turns, 7635 words
  - ▣ Exit Interview: Superior
    - 17:48 minutes, 157 turns, 4584 words
- Interviewee Y: female, heritage student
  - ▣ Entry Interview: Advanced Low
    - 22:00 minutes, 286 turns, 5232 words
  - ▣ Exit Interview: Superior
    - 29:05 minutes, 141 turns, 6721 words

# Method: Metaphor Identification Procedure (MIP)

1. Read the entire text
2. Determine the lexical units in the text
3. (a) For each lexical unit in the text, establish its meaning in context  
(b) Determine if the lexical unit has a more meaning than the basic contemporary meaning  
\*basic meaning: more concrete; related to bodily action; more precise; historically older  
(c) If the lexical unit has a more basic contemporary meaning, decide whether the contextual meaning contrasts with the basic meaning but can be understood in comparison with it
4. If yes, mark the lexical unit as metaphorical (Pragglejaz group, 2007)

# Method: Quantitative and Qualitative Analysis

- Quantitative
  - ▣ Number of CMs in the interview
  - ▣ Number of CM initiations in interview
  - ▣ Number of CMs and CM initiations in each proficiency level tasks
  
- Qualitative
  - ▣ The role of CMs in negotiation of proficiency between the tester and Interviewee

# Result 1: Comparison of entry and exit interviews (case 1)

	Interviewee_C		Tester	
	Entry (AL)	Exit (S)	Entry (AL)	Exit (S)
# of words	3238	2700	4397	1884
# of turns	249	78	250	79
# of CMs	31	50	48	34
# of CM initiations	12	29	25	11
# of words per turn	13.0	34.6	17.6	24.8
# of CMs per 1000	9.6	17.7	10.9	18.0
# of CM Is per 1000	3.7	10.3	5.7	5.8

# Result 1: Comparison of entry and exit interviews (turns\_case 1)

	Interviewee_C		Tester	
	Entry (AL)	Exit (S)	Entry (AL)	Exit (S)
# of words	3238	2700	4397	1884
# of turns	249	78	250	79
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# Result 1: Comparison of entry and exit interviews (case 2)

	Interviewee_C		Tester	
	Entry (AL)	Exit (S)	Entry (AL)	Exit (S)
# of words	2255	3646	2977	3075
# of turns	143	70	143	71
# of CMs	12	69	37	44
# of CM initiations	3	29	20	19
# of words per turn	15.8	52.1	20.8	43.3
# of CMs per 1000	5.3	18.9	12.4	14.3
# of CM Is per 1000	1.3	8.0	6.7	6.2

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# Result 1: Comparison of entry and exit interviews (CM uses\_case 1)

	Interviewee_C		Tester	
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# of words	3238	2700	4397	1884
# of turns	249	78	250	79
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	Interviewee_Y		Tester	
	Entry (AL)	Exit (S)	Entry (AL)	Exit (S)
# of words	2255	3646	2977	3075
# of turns	143	70	143	71
# of CMs	12	69	37	44
# of CM initiations	3	29	20	19
# of words per turn	15.8	52.1	20.8	43.3
# of CMs per 1000	5.3	18.9	12.4	14.3
# of CM Is per 1000	1.3	8.0	6.7	6.2

# Result 1: Comparison of entry and exit interviews (CM initiations\_case 1)

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	Entry (AL)	Exit (S)	Entry (AL)	Exit (S)
# of words	3238	2700	4397	1884
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# ACTFL OPI structure

- Introduction: Start from Intermediate level
  - Level Check:
    - ▣ To establish the highest level of proficiency at which the interviewee can sustain speaking performance
  - Probe:
    - ▣ To elicit a language sample at one level of proficiency higher than the hypothesized level
  - Wind down:
    - ▣ bringing the interviewee back to the level at which he or she functions most comfortably
- 

Negotiation of Proficiency

# OPI structure analysis (Case 1)

- Entry
  - Introduction (Intermediate)
  - Level Check (Intermediate) - Probe (Advanced)
  - Level Check (Intermediate) - Probe (Advanced)
  - Level Check (Advanced) - Probe (Superior)
  - Level Check (Advanced) - Probe (Superior)
  - Level Check (Advanced) - Probe (Superior)
  - Level Check\_Role Play (Advanced)
  - Wrap up (Intermediate)
- Exit
  - Introduction (Intermediate)
  - Level Check (Advanced) - Probe (Superior)
  - Level Check (Advanced) - Probe (Superior)
  - Level Check (Superior) - Level Check (Superior)
  - Wrap up (Intermediate)

# OPI structure analysis (Case2)

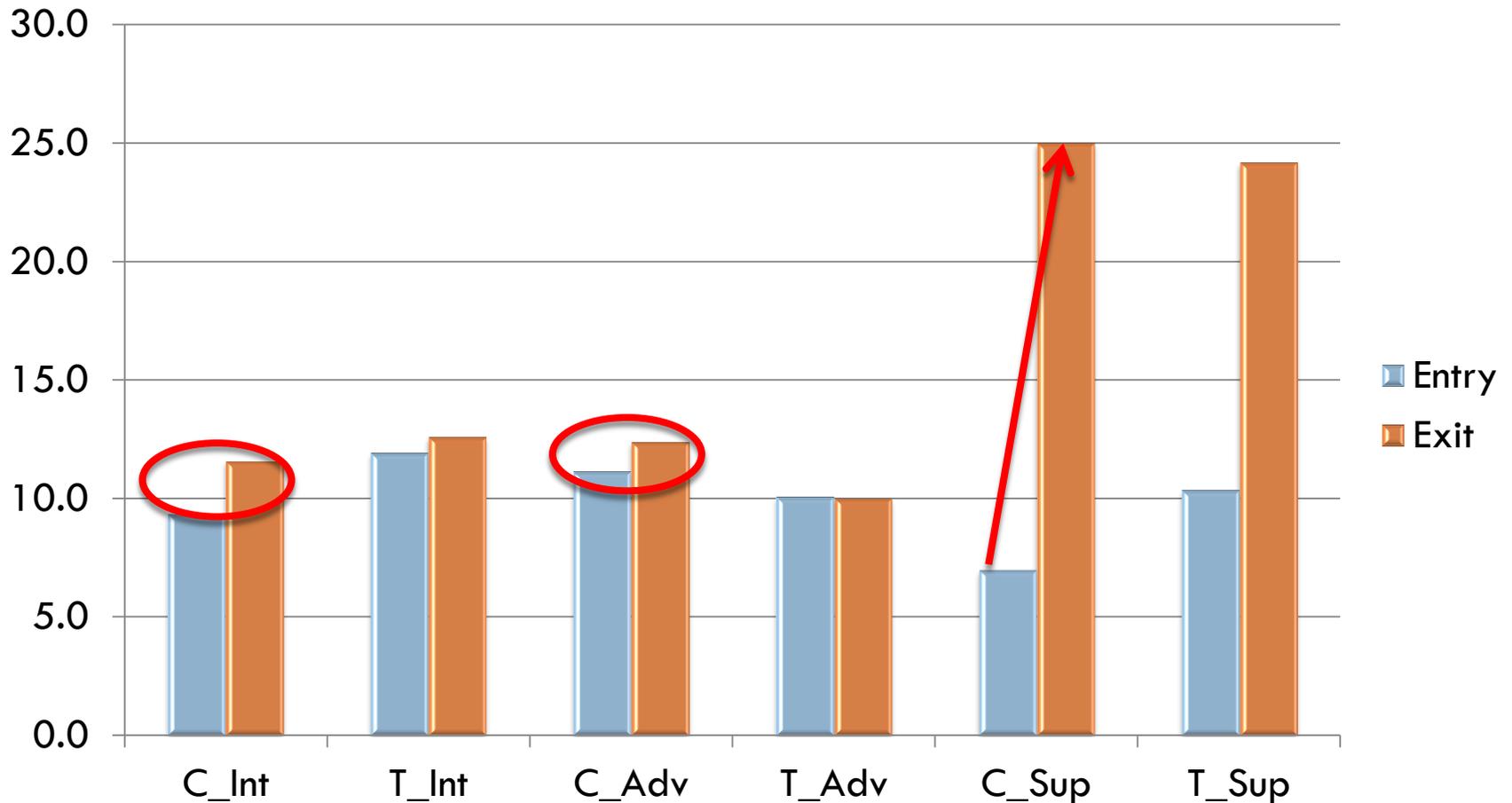
## ▣ Entry

- Introduction (Intermediate)
- Level Check (Intermediate) - Probe (Advanced)
- Level Check (Advanced)
- Level Check (Advanced) - Probe (Superior)
- Level Check (Advanced)
- Level Check\_Role Play (Advanced)
- Wrap up (Intermediate)

## ▣ Exit

- Introduction (Intermediate)
- Level Check (Advanced) - Probe (Superior)
- Level Check (Advanced) - Probe (Superior)
- Level Check (Superior) - Level Check (Superior)
- Wrap up (Intermediate)

## Result 2: Number of CMs by proficiency level per 1000 words (case1)



# OPI structure analysis (Case 1)

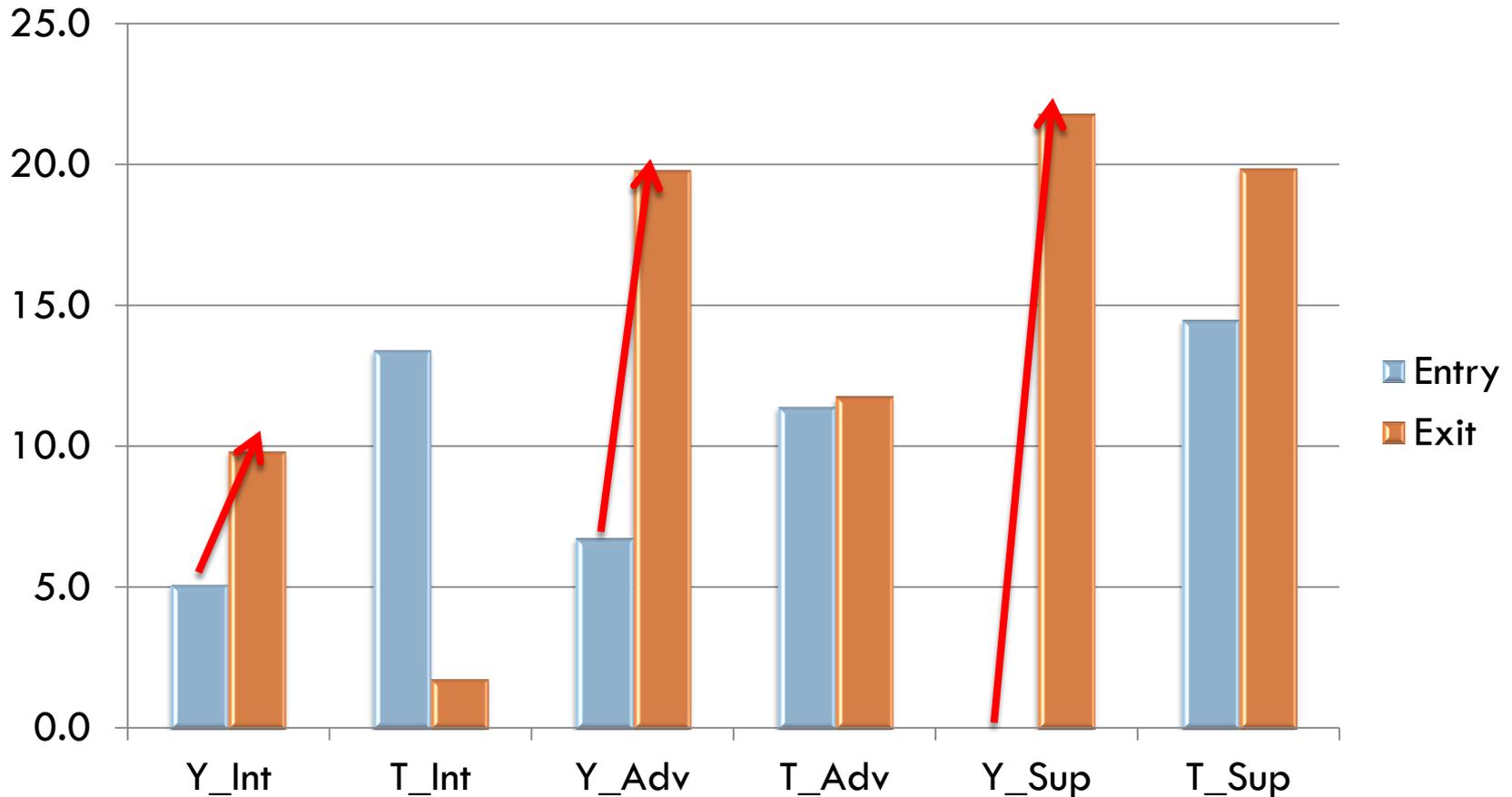
## □ Entry

- Introduction (Intermediate)
- Level Check (Intermediate) - Probe (Advanced)
- Level Check (Intermediate) - Probe (Advanced)
- Level Check (Advanced) - Probe (Superior)
- Level Check (Advanced) - Probe (Superior)
- Level Check (Advanced) - Probe (Superior)
- ~~Level Check\_Role Play (Advanced)~~
- Wrap up (Intermediate)

## □ Exit

- Introduction (Intermediate)
- Level Check (Advanced) - Probe (Superior)
- Level Check (Advanced) - Probe (Superior)
- Level Check (Superior) - Level Check (Superior)
- Wrap up (Intermediate)

# Result 2: Number of CMs by proficiency level per 1000 words (case2)



# OPI structure analysis (Case2)

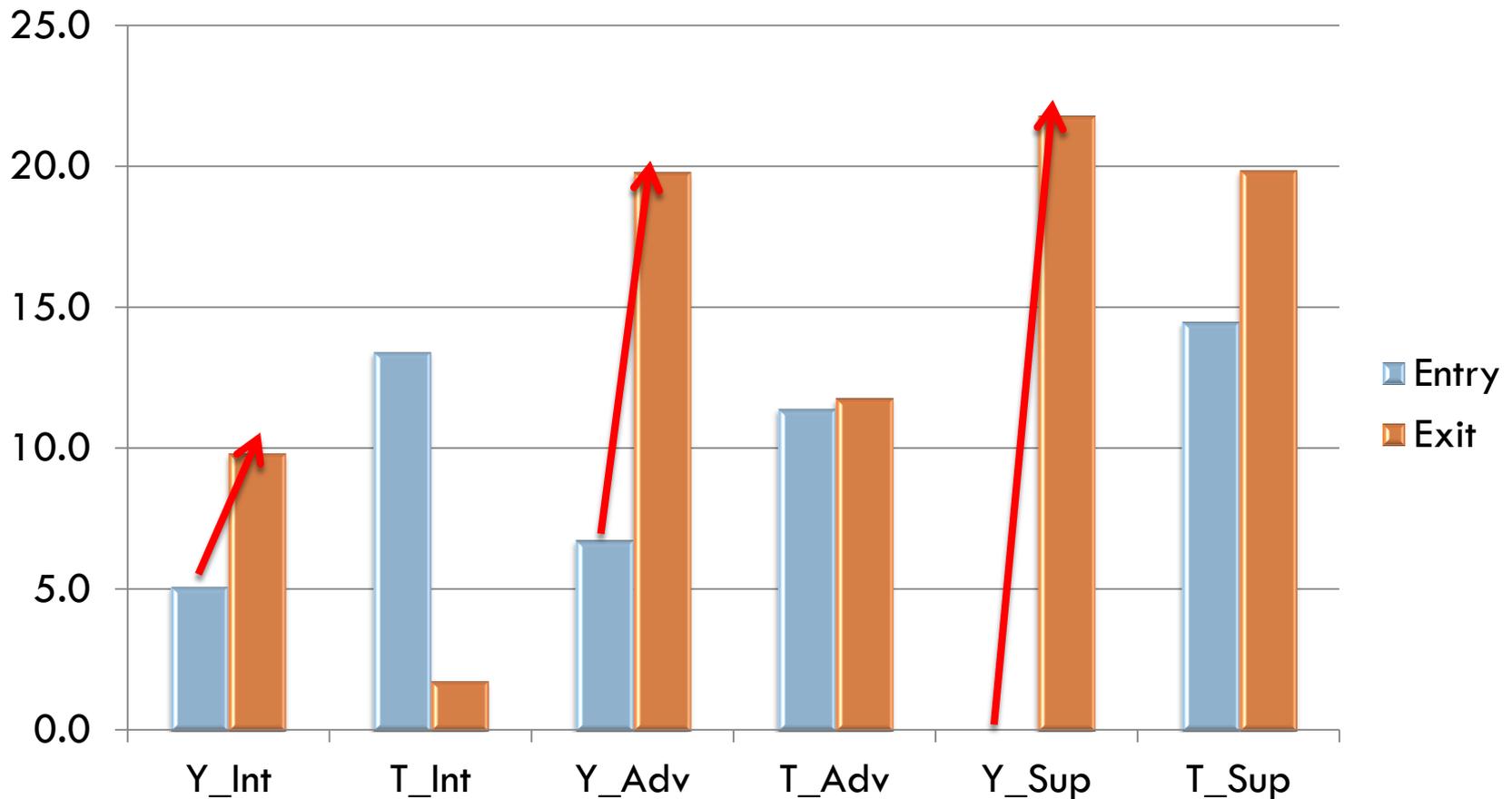
## ▣ OPI structure

- Introduction (Intermediate)
- Level Check (Intermediate) - Probe (Advanced)
- Level Check (Advanced)
- Level Check (Advanced) - Probe (Superior)
- Level Check (Advanced)
- Level Check\_Role Play (Advanced)
- Wrap up (Intermediate)

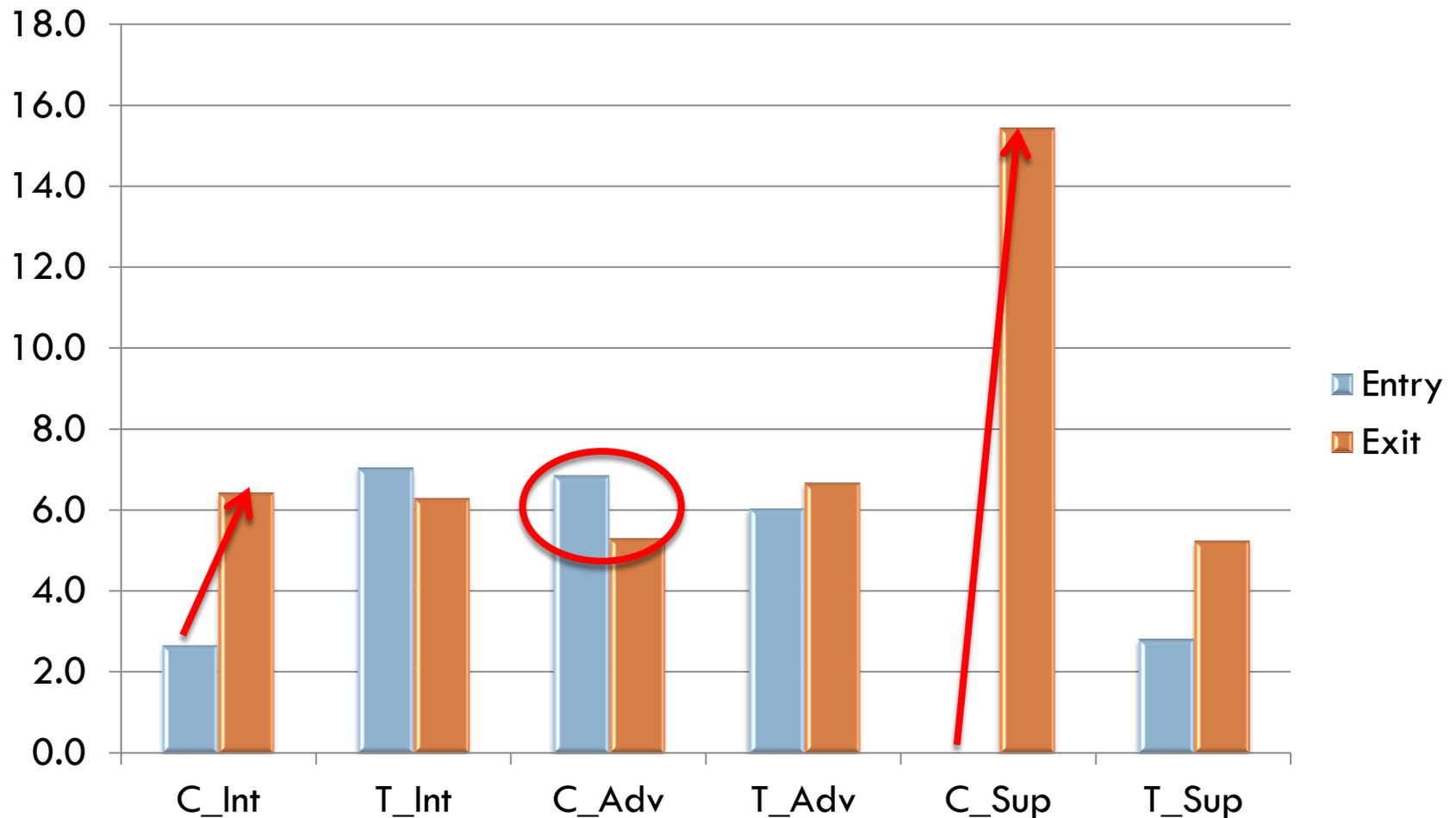
## ▣ OPI structure

- Introduction (Intermediate)
- Level Check (Advanced) - Probe (Superior)
- Level Check (Advanced) - Probe (Superior)
- Level Check (Superior) - Level Check (Superior)
- Wrap up (Intermediate)

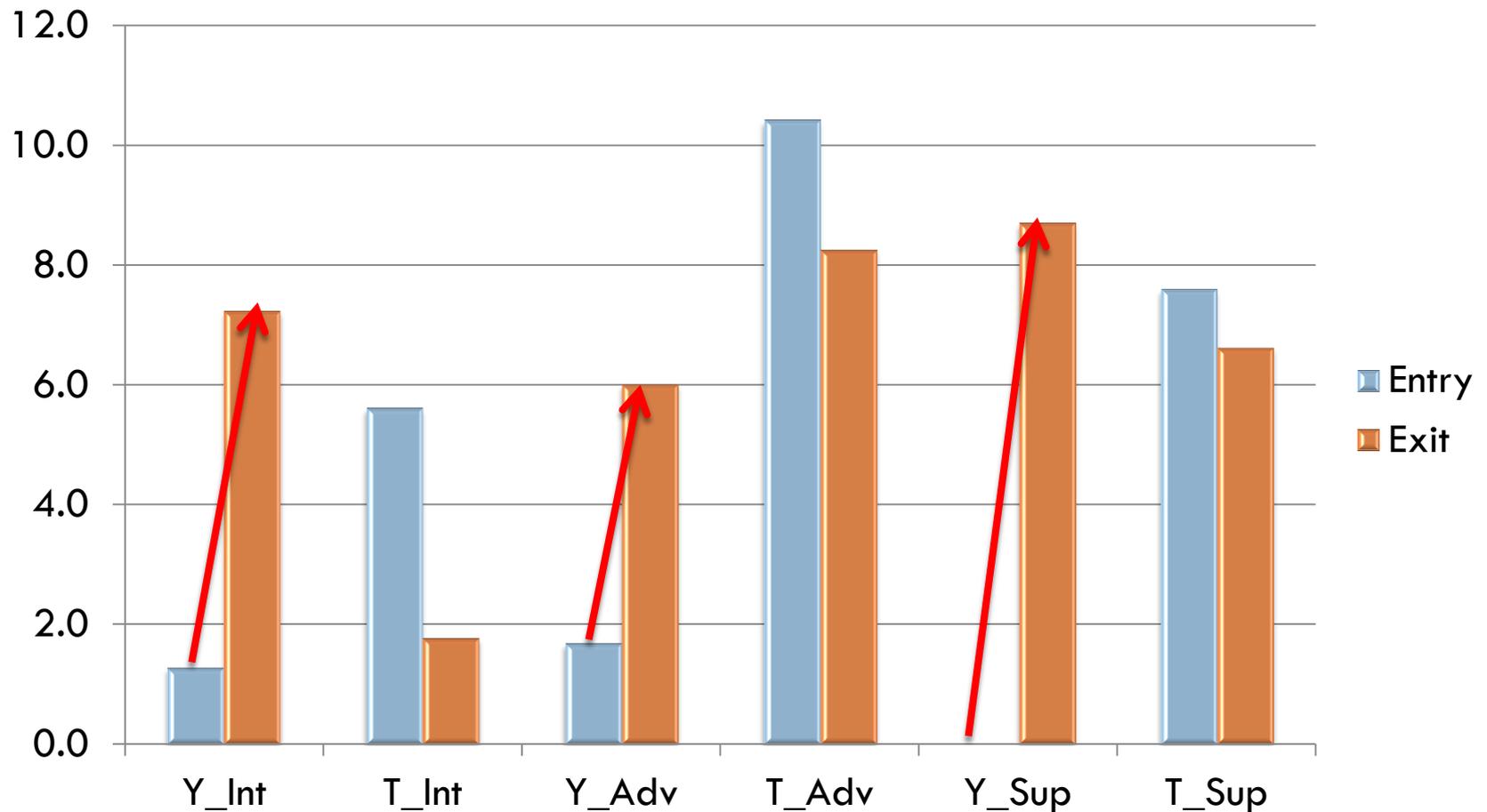
# Result 2: Number of CMs by proficiency level per 1000 words (case2)



# Result 3 – Number of CM initiations by Proficiency level per 1000 words (Case1)



# Result 3 – Number of CM initiations by Proficiency level per 1000 words (Case 1)



# Findings from quantitative analysis

- Metaphoric Competency has a strong correlation with achieving higher level communicative competence.
- CM initiation plays a crucial role in achieving higher level communicative competence.
- To achieve targeted level communicative competence, it is necessary for L2 learners to produce sufficient CMs in the targeted level tasks.
- To produce the sufficient CMs in the targeted level, it is also necessary for L2 learners to produce sufficient CMs in the lower level task.

developmental stage in metaphorical competence

# Strategy of using CMs in proficiency negotiation

1. Reducing the # of CMs or paraphrase CMs to literal meaning when the tester lowers the level of proficiency
2. Initiating and increasing CM uses when the tester raises the level of proficiency.  
Ex) Advanced → Superior (Probe)
3. Responding with different CMs in the same source-target frame or CMs with different source is an indicator of metaphorical competence

# Example 1: CM uses as an tool for adjustment of proficiency level (high→low)

T: 예:예: 거기가 인상에 깊...인상에 남았어요?

T: Yeah, does that place **remain (deep...) in** your impression?

C: 예. Yes

(CORE IS DEEPER)

IMPRESSION IS LOCATION

T: 네: 지금: 계시는 **LIVING IS BEING AT SOMEWHERE**

T: Yeah, **Where are you staying** now? (Where do you live)

C: 집이요 (LAUGHING)) My home (Laughing)

T: 집이 어디에 있나요?((LAUGHING))

T: **Where is your home?** (Laughing) **Literal meaning**

C: (LAUGHING)아 아 시애틀 Ah~ Seattle.

## Example2: CM uses as an tool for adjustment of proficiency level (low→high)

C: I became to know that dining together can be an opportunity to become close together

→ End of LC for adv.

Starting Probe for Sup

T: You discussed its negative and positive parts from the personal perspective. If we go further (**deeper**), the totalitarian feature in south Korean society is found a lot in Korean sociological studies. If you go **beyond from the personal level** and see **from the perspective (side) of social development** and change of Korean society, can you discuss more about the **positive and negative sides** of this groupism?

IDEA IS DESTINATION/CORE IS DEEPER / IDEA IS BOUNDED LOCATION/IDEA IS OBJECT WITH MULTIDEMENSION (x2)

# Example 3: Same target but different sources

C: 이제는 기억이 잘 안나요. ((laugh))

C: Now I cannot remember (the memory did not come out).

MEMORY IS MOVING OBJECT

T: 안나요? ((Laugh)) 그래도 여러 군데 갔던 곳 중에서 제일 기억에 남는 곳 한 가지 꼽으라면 어디예요?

T: You don't? If you have pick one place that remains in your memory, what place is it?

MEMORY IS LOCATION

# Pedagogical Implications

1. Teaching various metaphors within the same frame rather than just giving a series of idiomatic expressions
2. Teaching not only the receptive skill but also the productive skill (CM initiation is a crucial ability in achieving metaphorical competence.)
3. To achieve native-like proficiency (Superior level), it is important to teach students to strategically use the CMs in the argumentative discourse.

# Comments or Questions?

