

Error versus creativity: The metaphorical language of Norwegian L2 English learners

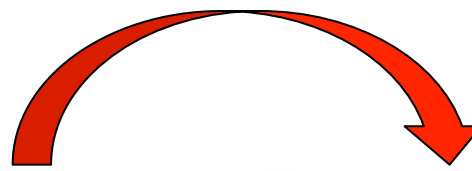
Susan Nacey
AAFL, September 2014



Hedmark University College



Language washing



? Project synopsis

Project synopsis

? ? In both Norway and well as Ontario, Canada; the educational systems; (including teacher education); play pivotal roles in preparing students for active participation in societies of with growing cultural and linguistic

complexity. Hedmark University College (HUC) and the Ontario Institute for Studies in Education (OISE) both have a great deal of experience-long history in the field of multicultural and multilingual education. The partnership will build on contact and collaboration that has been developing between the two institutions over a period of six years. The focus will be on teacher education in from the a diversity perspective of diversity, with and the primary goal of the further promotion o promote a of continued, broadened and sustainable cooperationoperation in relevant research and education. The partnership will take advantage of take profit from similarities and differences between Canada and Norway in terms of data, while investigating and research approaches that maketo make further contact and collaboration attractive for both students and

facultyacademies. For both partners, the other Hecountry can offer historical and contemporary data from the two countries on minorities, immigration, educational policies and strategies, and educational outcomes that mayean enrich empirical studies and broaden the basis for theeery development of theory. Both partners will conduct meet research with a thematic and methodological orientation in order tothat can offer new perspectives and providegive new insights.

Among the main activities in the partnership, there will be a joint PhD course will be organized as a summer school that alternates between the two countries. Staff and PhD students from both partners will be involved in the planning of the course, which and the course will be taught by experts from both partner institutions as well as by invited lecturers. The summer school will be open to PhD students from other institutions, domestic or foreign. There will also be an annual-yearly concentratedintensive joint combined course and seminar for MA students concentratingentered on such topics of mutualcommon interests such as multiliteracies, minority education, and special education and classroom diversity as a resource. Connected to the summer schools and MA courses and seminars, there will be rResearch work-shops for staff members and as well as external participants will also be held in conjunction with the summer school and MA courses and seminars. There will also be exchanges of undergraduate students, guest lectures, online lectures and co-supervision.

Short-term-time results will include the completion of three PhD summer school sessions for students from the partner institutions and external students-external to the partnership who will participate with their own funding, the completion of three concentratedintensive joint MA courses and seminars, research work-shops, joint publications by juniorior and seniorior researchers involved in the partnership, and exchanges of bachelor-level students-at bachelor-level.

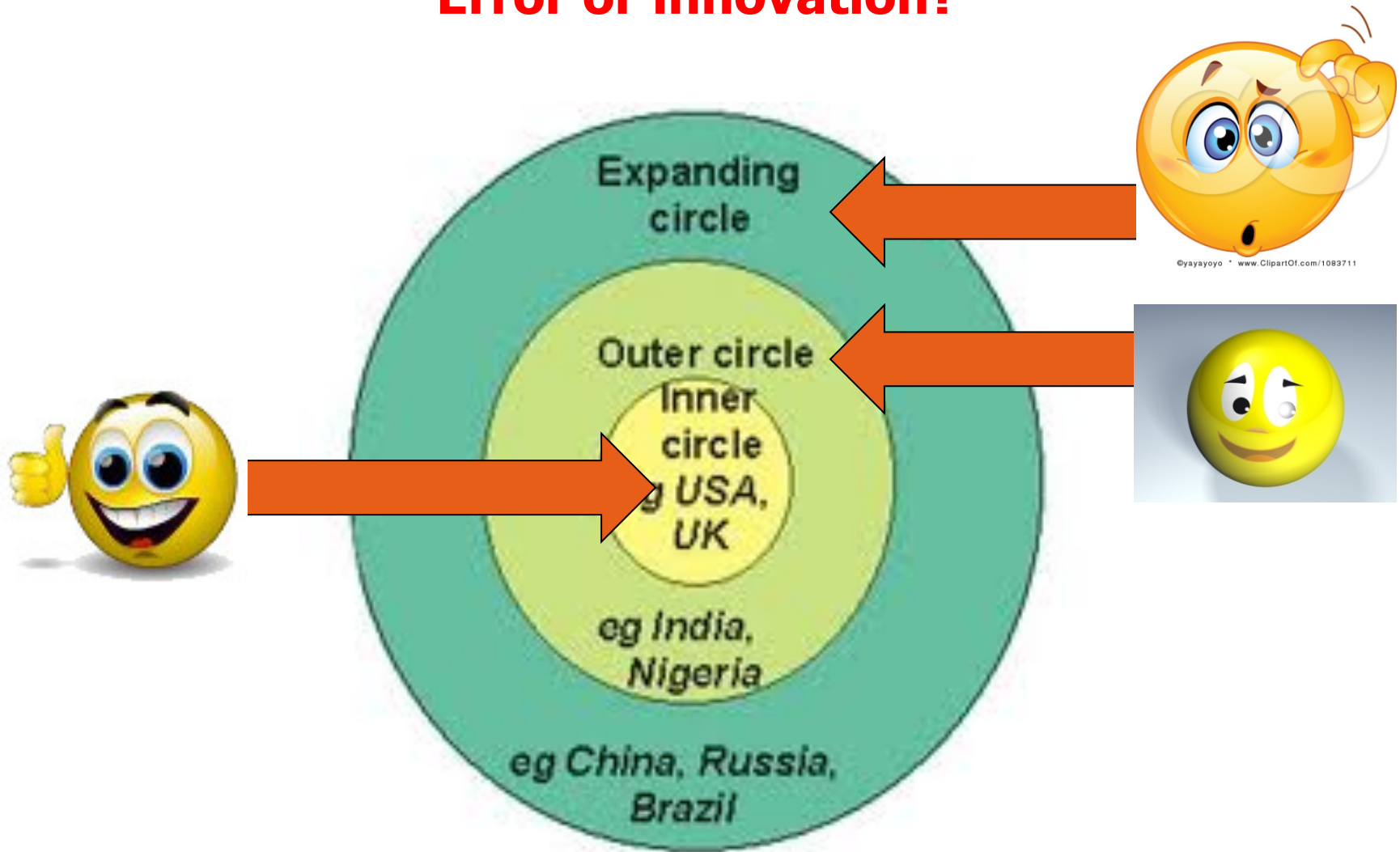
In the long-term-longer perspective, the partnership will promote a continued, broadened and sustainable cooperation between OISE and HUC in research and education, as more people, most importantly younger researchers, become will be involved in the partnership activities, most importantly younger researchers. PreviouslyThus already existing networks will thus be reinforced and new networks will be formed. The institutions will gain-mutually benefit profit from their combined-partner's expertise in dealing with challenges and opportunities connected to diversity, leading to -and aa deeper, contextualised insight into the role of teacher education in culturally and linguistically complex societies.

Discipline areas

Select relevant discipline area(s)

Norwegian *Språkvask* = English *Language washing*

Error or innovation?





Metaphorical
creativity

Bilinguals'
creativity

- **Metaphor**
- **Novelty**
- **Deliberateness**

Research questions

- 1) To what extent do Norwegians employ metaphorical creativity in their written English?
- 2) Do Norwegians use their L1 in their creative metaphors in English?

Bilinguals' metaphorical creativity?

Procedure

1. Identify all metaphorically used words in 20,000 words of English written by Norwegian students of English (**MIPVU**)
2. Identify all novel linguistic metaphors (Dictionary codification)
3. Identify all (possibly) deliberate metaphors

Novel metaphor

Macmillan English Dictionary

MACMILLAN English Dictionary

Super Search Exercises Study Pages Help

wash verb ★★★

Alphabetical Index

- wash verb
- wash noun
- washable
- washbasin
- washboard
- washcloth

Search Result (13)

- wash verb
- wash noun
- car wash noun
- air/wash your dirty linen/laundry in public
- wash away
- wash down
- wash off
- wash out
- wash up
- something does/will not wash
- wash your hands of
- a wash of something
- it will come out in the wash

wash / wɒʃ wɔːʃ /

Word story

- 1 [transitive] to clean
I've got to wash the car.
a freshly washed shirt
- 1a. [intransitive/transitive] to clean
Wash your hands before you eat.
He washed and dressed.

Animation

- 2 [transitive] if the sea washes ashore: So the waves washed ashore.
2a. LITERARY if the sea washes ashore:
The island's western coast was washed by the sea.
- 3 [intransitive] LITERARY
She felt anxiety wash over her.

PHRASE(S)

- something does/will not wash
used for saying that something is not true or reasonable.
Such a careless attitude will not wash.
- wash your hands of
to say or show that you are not responsible for something.
I've decided to wash my hands of this matter.
wash your hands of your responsibilities.

PHRASAL VERB(S)

- wash a way [transitive]
if something such as rain washes a way, it removes it.
Heavy rains have washed a path through the forest.
- wash down [transitive]
1 to drink something quickly.
He had a large slice of pizza and washed it down with beer.
2 to wash the whole surface of something.
Use hot water and detergent to wash down the car.
- wash off [intransitive/transitive]
if you wash dirt off something, you remove it.
Wash all the soil off your boots.
Don't worry about it, it will wash off.
- wash out [intransitive/transitive]
1 [transitive] to wash something quickly, especially the inside of a container.



Macmillan English Dictionary

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Identifying deliberate metaphors

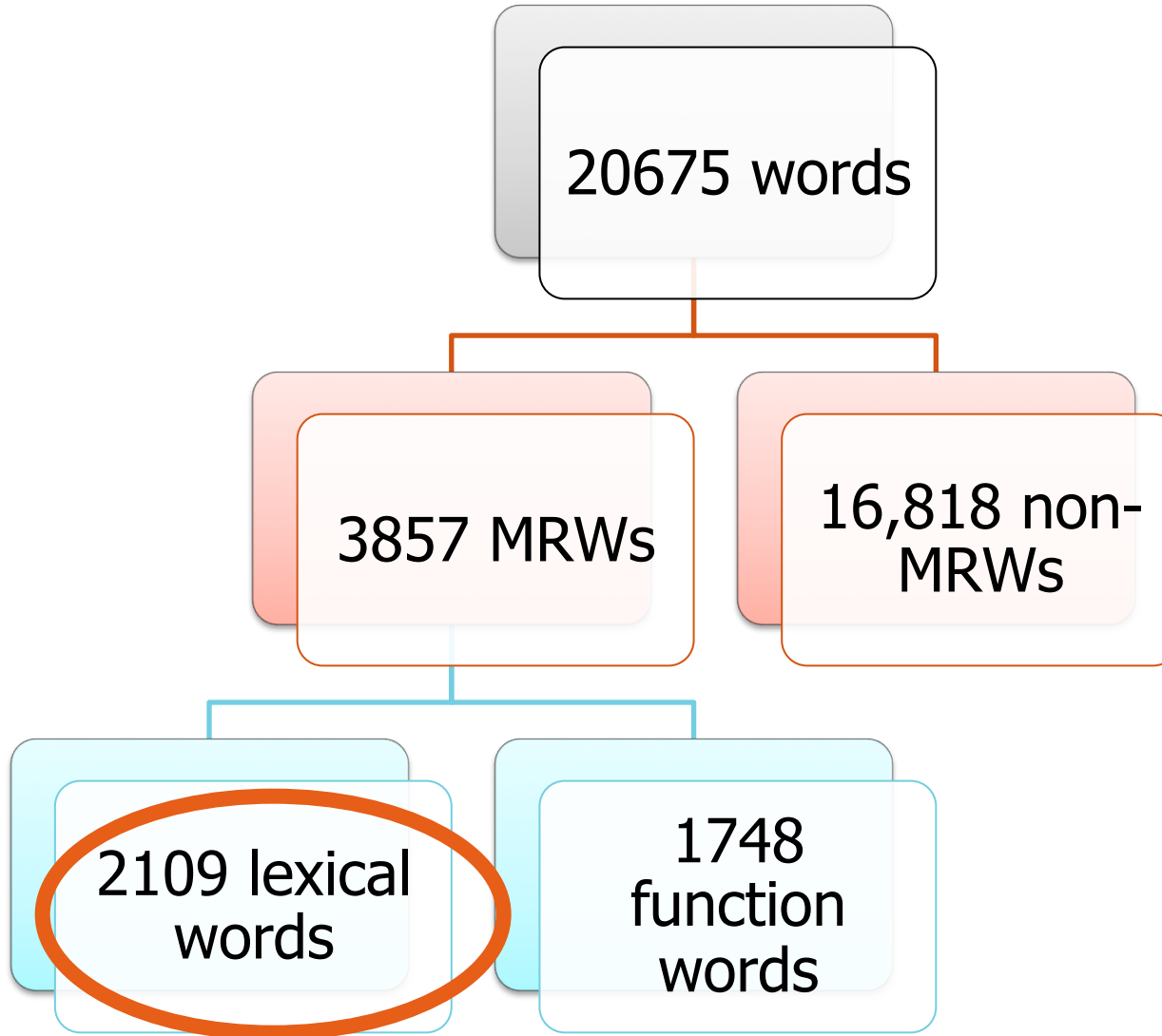
Insertion of an 'alien' domain into discourse

Frequent clues:

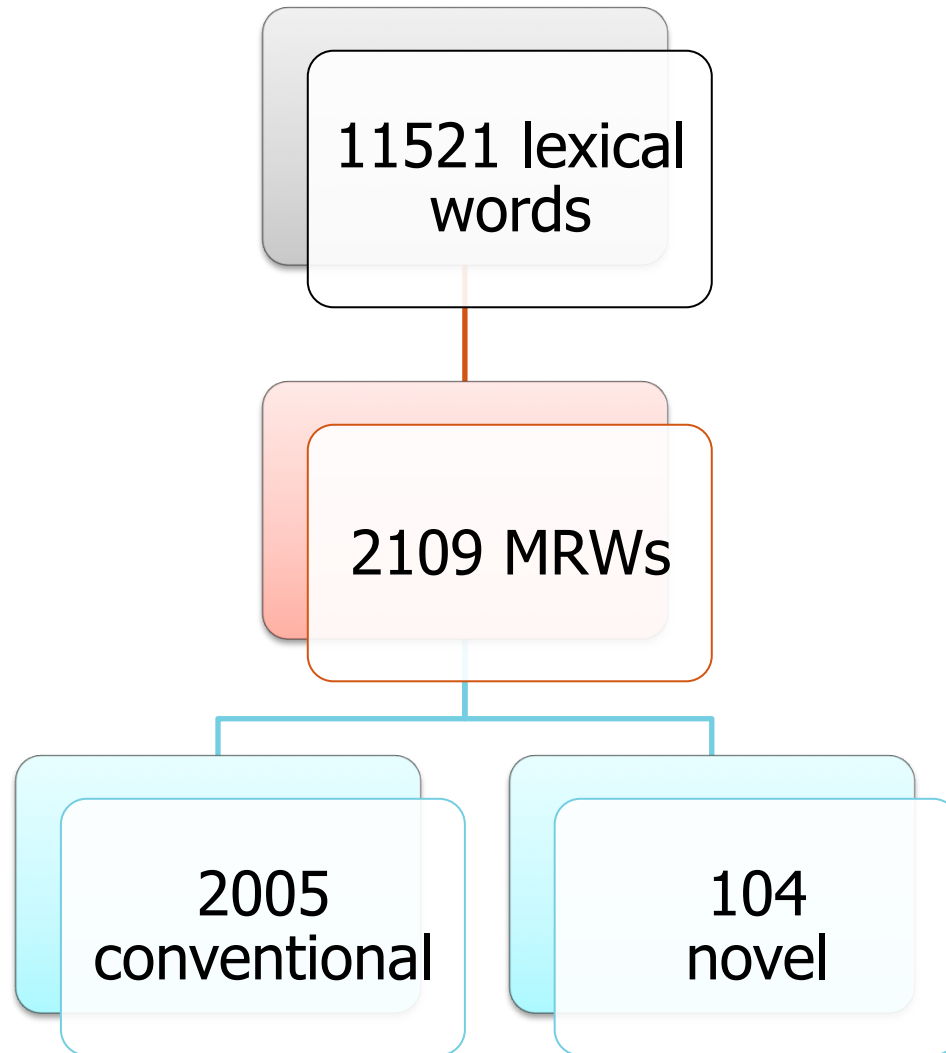
- Lexical flagging
- S-quotes
- Defective $A=B$ metaphors
- Serial metaphor and/or extended metaphors
- Bridge metaphors



Metaphorically used words



Novel metaphors



Motivation for novel metaphors

- **(Possible) L1 transfer**

- *People are the same, and this is a need we have, to dream ourselves away*
- *...the methods might change, but the message will stand.*
- *[Technology and industrialisation] are supposed to liberate time...*

- **Other**

- *...the expansion of technology is not completely world spread*
- *...stress, health problems... and little time are the essences of our lives*
- *Letting the mind wonder off on it's own can work as therapy.*

- **Deliberate**

Deliberate metaphors

129 instances

- 29 texts
- Mean of 4.5
- Range from 0 to 42

Examples of deliberate metaphor

- Defective $A=B$ metaphors
 - *Nevertheless, **books are a path towards imagination.***
AG-0011.1
- Lexical flags
 - *No man or woman has the exact same dream, **dreams are like fingerprints,** they are one of a kind.* AG-0006.1
- S-quotes
 - *But I believe that most people ...spend some time to "**fly away**" from all worries in the real world.* BE-0002.1
- Bridge metaphors
 - *In the moment you **open that book you also open a door to your imagination,** ...* BE-0009.1

Extended metaphor

- The thoughts of a romantic scientist. -

All my instruments are ready. The test tubes, the gas burner, my nets and my microscope. I am looking for a dream. Is it possible to retrieve it in this sea of contamination? Is it possible to extract its pure and golden drops from all that mucky grey? Is it even there, this sense of mystery and imagination? Has too much knowledge perchance dissolved it and left but the dull and naked facts, crumpled and shivering in the chill gust of science? Is ignorance truly bliss? Does too much knowledge lead to disillusion and cynicism? Can one be an educated person and still retain within oneself the sacred seed of mystery? AG-0017.1

Overlap

the dull and naked facts, crumpled and
shivering in the chill gust of science

L1 transfer and (lack of) deliberateness

- *People are the same, and this is a need we have, to dream ourselves away*
- *...the methods might change, but the message will stand.*
- *[Technology and industrialisation] are supposed to liberate time...*

Compare:

What follows is time—mine to write it, yours to read it. It is about liberation from time-as-suffering, and about dancing with time as a Buddhist practice. It is about the liberating of time—yours and other people's. And finally it is about liberation into time.

Concluding remarks

- ✓ Novel linguistic metaphors are rare.
- ✓ Deliberate metaphors are rare in terms of numbers...
... although they may span large stretches of text.
- ✓ No evidence of *bilinguals' metaphorical creativity*.
 - Genre
 - Target language
- ❖ Importance of fostering awareness of learner creativity

Future avenues of research:

- Different ages and/or proficiency levels
- Different text types
- Spoken English
- L1 and L2 texts produced by the same learners
- Understanding/reception
- Identifying features of creativity and/or deliberateness

“Kunstpop og nesten bra engelsk”
I’ll be daydreaming you



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BAD ENGLISH: - Jeg snakker så dårlig engelsk at det er blitt underholdning av det, og har fått beskjed om ikke å bli bedre, ler Petter. © Foto: Scanpix

PETTER SOLBERG SNAKKER ENGELSK

- I had bad pigs in my dekk

Petter Solberg er utvilsomt bedre til å kjøre bil enn til å snakke engelsk.

