

Metaphoricity in English L2 learners' prepositions

Susan Nacey RaAM June 2014



Prepositions are difficult

t to oh is the same as savin are hour when our power of c nce pleasure sto comed a int, stions of t .15 Confore 🕈 1850 noted prais alo Gaissi o br OID $^{\circ}10$ W obolially stem ect g ire ra sto 🖌



to enjoy a pleasure tha On the other hand, w harms of pleasure of th ensue; and equal blam to obtain so shrinking from toil an plannoving cells untraminched an indexing indevery call avoided. Bu not so blinking focur that pleasure is to those afters to this principle c nese bases worse parts. But I must nothing prevailed I must explain t on circulast a complete account c o be repudof butman happiness. & one hare jeot know how to pursu in to you how id loves or plast es c availables mystable to d and pain ca





Material

NICLE

- The International Corpus of Learner English (Norw.)
- Untimed, argumentative essays
- Prompts provided
- Collection = 1999-2002

LINDSEI-NO



- The Louvain International Database of Spoken English Interlanguage (Norw.)
- 15-minute 'interviews'
- Tri-fold structure
- Collection = 2010-2012

- 29 texts
- 20,466

- 50 texts
 - 83,675 words (learner turns)

Year-long tertiary level course in English Upper intermediate - advanced proficiency

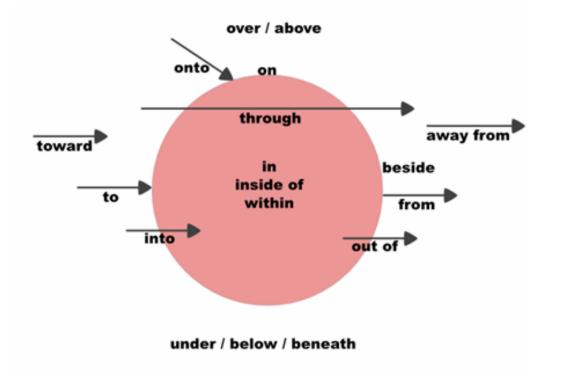


Research questions

- 1. How often do Norwegian learners of English produce a divergent preposition?
- Is there a significant difference between metaphorical use of prepositions across the spoken and written modes in Norwegian L2 learner English?
- 3. Is there a correlation between divergent use and metaphorical use?



How can prepositions be metaphorical?





fall in love

Procedure

- Identify prepositions
 - NICLE = CLAWS PoS tagging
 - -LINDSEI = 92 prepositions
 - Exclusions
 - Phrasal verb particles, polywords, titles
 - as, than, like
- Categorize for <u>divergence</u>
- Categorize for metaphor status
 - Metaphor Identification Procedure (MIP)



Categorization of divergence



I got some relatives (em) in New Jersey and in Salt Lake City as well (NO046)



and then (eh) there is competition in this level (NO006)



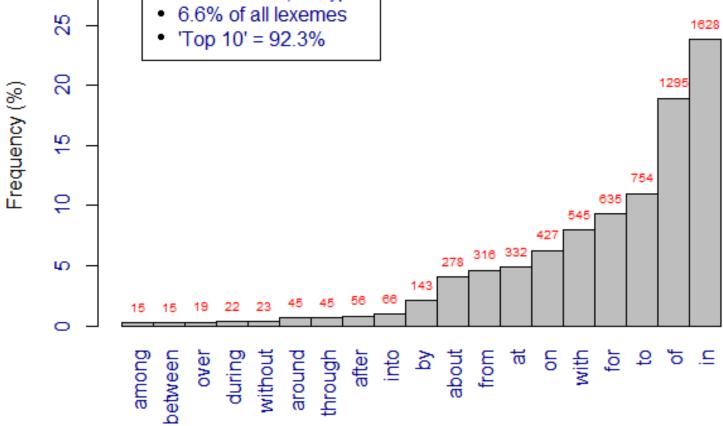
so I went there and: . I really liked it so **after** the= and it was only for three months a half semester (NO014)





Hedmark University College

Preposition frequency NICLE & LINDSEI 6839 tokens, 53 types



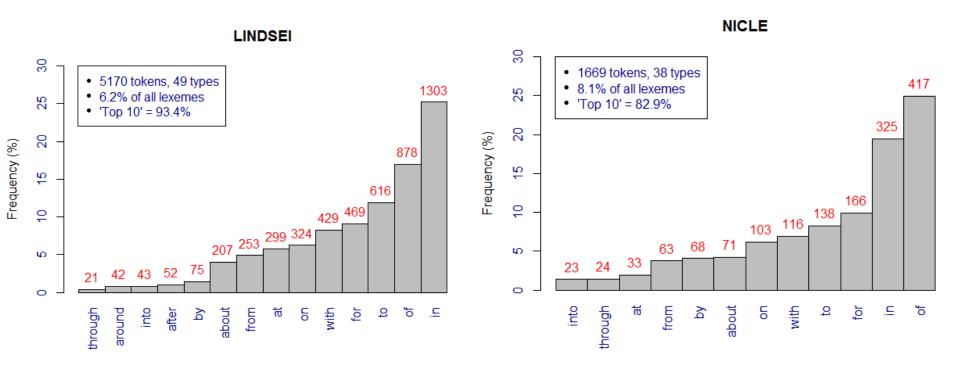
 $(\geq 15 \text{ occurrences})$



susan.nacey@hihm.no

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Preposition frequency per mode



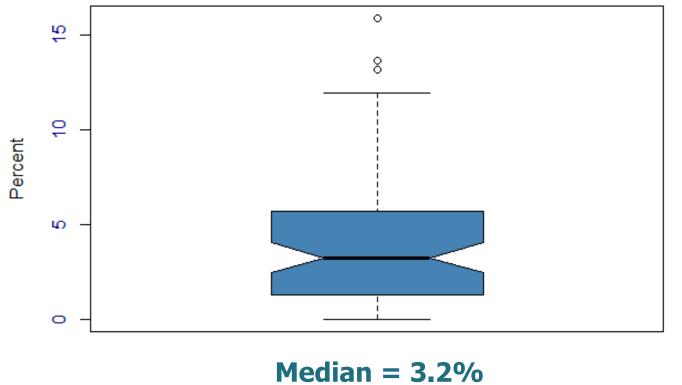
 $(\geq 15 \text{ occurrences})$





Question 1: How often do Norwegian learners of English produce a divergent preposition?

Overall divergence frequency

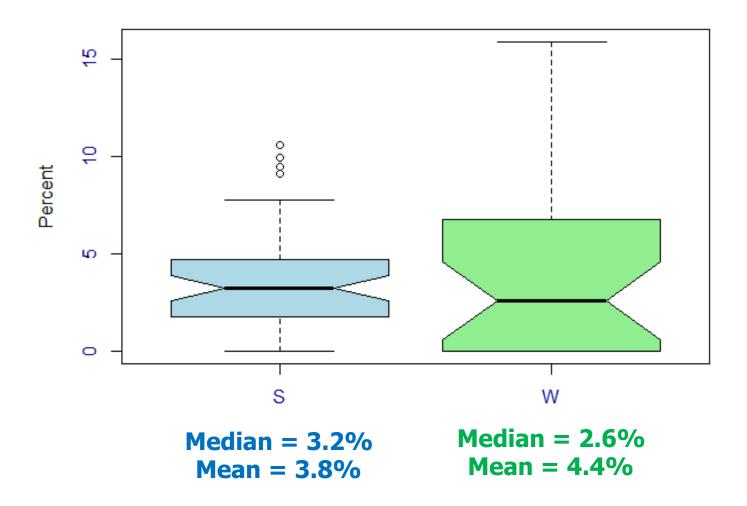


Mean = 4.0%



Divergence across the modes

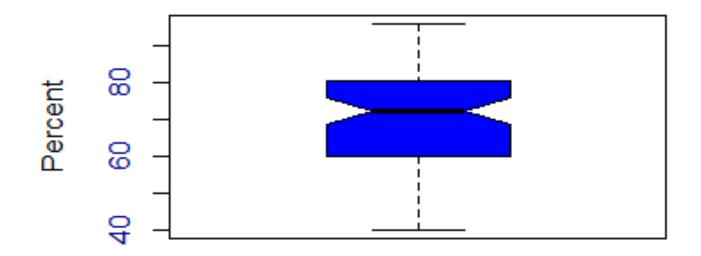
Overall divergence frequency per mode





The most metaphorical word class...

Overall metaphor frequency

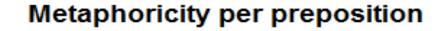


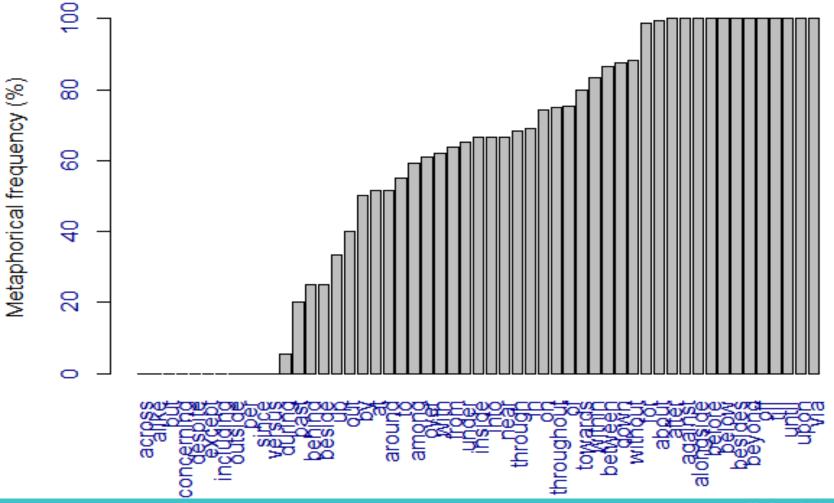
Median = 71.9% Mean = 70.4%

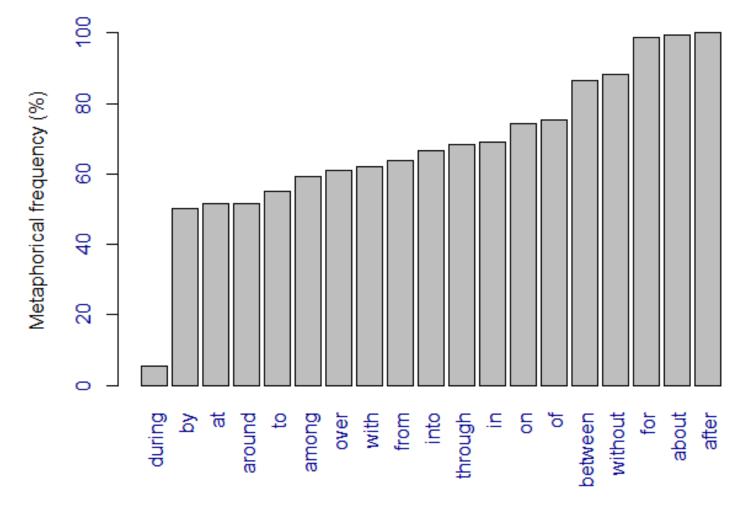


The most metaphorical word class...

...but some prepositions are more metaphorical than others







Metaphoricity per preposition

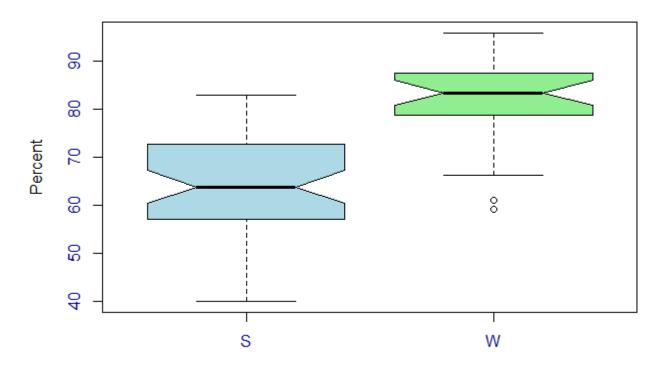
 $(\geq 15 \text{ occurrences})$



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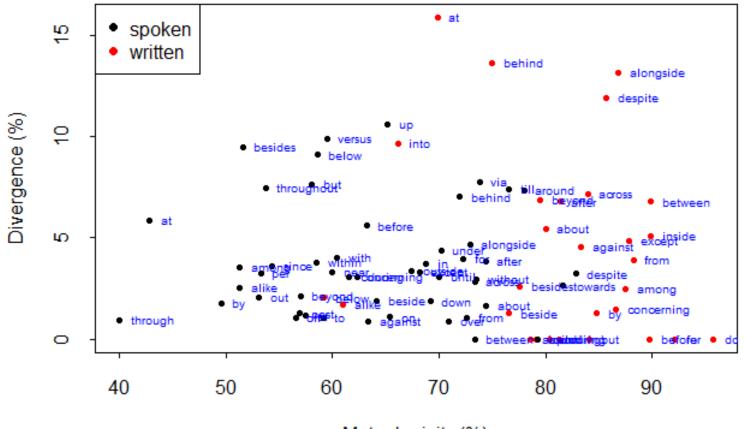
Question 2: Is there a significant difference between metaphorical use of prepositions across the spoken and written modes in Norwegian L2 learner English?

Metaphor frequency per mode





Question 3: Is there a correlation between divergent use and metaphorical use?

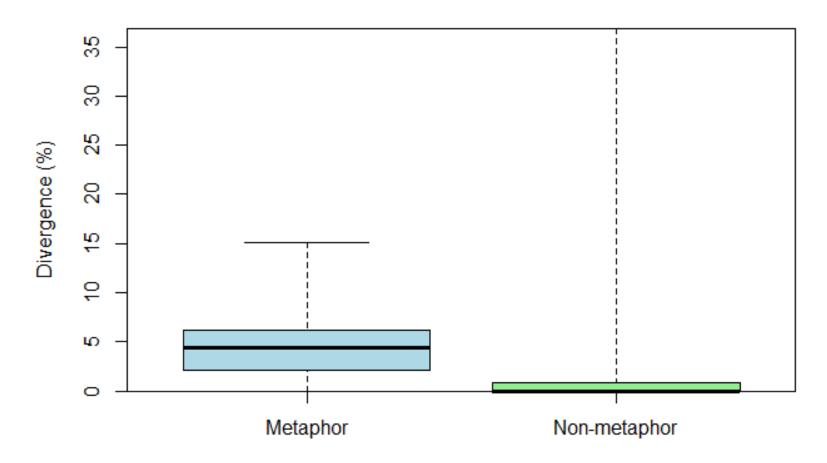


Text correlation

Metaphoricity (%)

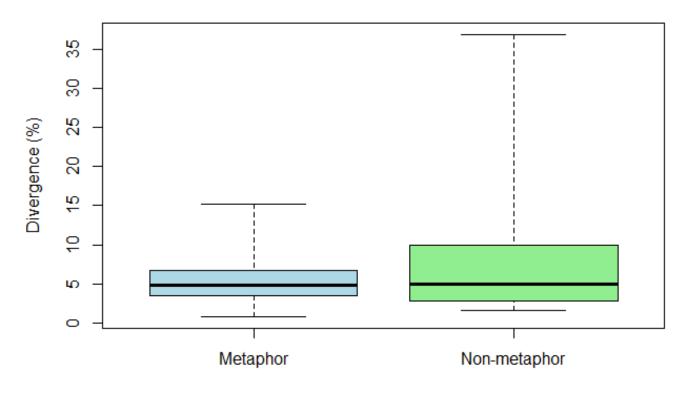


Observation correlation





Observation correlation



Excluding NULL observations



Concluding remarks

About metaphor:

- \checkmark As a class, prepositions are highly metaphorical
- Not all prepositions are equally metaphorical

About learner language:

- Few divergent prepositions overall
- More divergent prepositions in spoken learner language
 - Online processing
- More metaphorical prepositions in written learner language
 Topic
- ✓ No correlation between divergence and metaphoricity

About method:

- Consider the individual informants/texts, not (just) aggregate data
- ✓ Which average?
- Valid statistical tests for your data



Future areas of research

- Learners with other L1s
- Younger / less proficient learners
- Longitudinal studies
- Individual prepositions



Selected references

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Corpora and tools:

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