

Mapping Facilitation for Conceptual Metaphors in L1 and L2 Processing

Shu-Ping Gong

National Chiayi University

Abstract

How do people comprehend metaphors? Do people understand metaphors through referring to concrete concept? Does metaphor embed a grammar/principle? Can learners of Chinese as a second language (i.e., CSL) acquire metaphors in Chinese via using concrete concept, too? Is there any difference in metaphor processing between L1 and L2? Is it effective instruction when CSL teachers apply linguistic knowledge devised by linguists to teaching metaphors as a second language?

In this talk, I will attempt to answer the above questions. In addition, I am going to present empirical evidence (e.g., corpus data and experimental results) supporting that conceptual metaphors do not randomly occur in our language but they are principle-governed. Furthermore, I will show a psycholinguistic study to determine whether mapping knowledge generalized by linguists can facilitate the understanding and interpretation of metaphors in L2. Finally, I will demonstrate how I designed mapping knowledge to be language strategies and implemented them in a L2 e-learning system, *i-metaphor* (中文隱喻大師). It is hoped that the e-learning metaphor system grounded on linguistic theories can allow CSL learners to better understand metaphors in Chinese and spontaneously use them in writing and daily conversation.