



JORNADAS DOS DICIONÁRIOS

Teaching Metaphor with FrameNet and MetaNet

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This presentation aims to demonstrate how lexicographic resources like FrameNet and MetaNet, which go beyond the scope of conventional dictionaries, can be integrated into EFL teaching and be of practical use to EFL learners. The role of FrameNet and MetaNet will be examined in the context of a frame-inspired task-based approach to metaphor teaching (Dalpanagioti 2022), which has been piloted in an EFL course for first year students at Aristotle University of Thessaloniki. This approach brings together two usage-based frameworks –a cognitive linguistic theory, i.e. Frame Semantics, and a communicative language teaching method, i.e. Task-Based Learning– with a view to developing EFL learners’ metaphoric competence.

Metaphoric competence has been demonstrated to contribute to all areas of communicative competence, including grammatical, textual, illocutionary, sociolinguistic, and strategic competence, and is a core ability for L2 learners (Littlemore & Low 2006); yet, metaphor is still not well represented in the Common European Framework of References for Languages or in textbooks, which is a major obstacle to incorporating figurative language in instructional programmes (Low 2020). Addressing this gap, we have developed frame-inspired task-based lesson plans and teaching materials that make use of FrameNet and/or MetaNet. Sample materials and insights from their implementation will be presented to discuss the teacher’s perspective.

In order to explore the learner’s perspective, three types of data collection tools have been used: (a) students’ texts produced during the pilot lessons, (b) students’ exam essays produced at the end of the course, (c) focus group interviews. Sample students’ productions will illustrate how their metaphor awareness skills seem to develop along a continuum from non-deliberate isolated figurative instances to deliberate extended metaphor used as a conceptual and discursive framework for their writing. Students’ perceptions, attitudes and suggestions regarding the use of the lexicographic resources will also be reported.

References

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