

Tanulmány

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Life Metaphors in Creative Writing by Indonesian University Learners' English Lingua Franca (ELF)

Abstract

All the languages in the learners' repertoire could influence the learners' second language (L2) utterances. One of the possible impacts is the transfer in metaphorical conceptualization. Hence, this study investigates the transfer of metaphorical conceptualizations from Indonesian English as Lingua Franca (ELF) learners' L1 (Bahasa Indonesia) and IL (Makasarese) into English. The investigation of the learners' conceptual metaphor is focused on the metaphor of *life*. Therefore, extended Conceptual Metaphor Theory (CMT) and contextual factors in metaphorical conceptualizations are used to analyze the data collected from the writing task of 72 students. As a result, nine conceptualizations based on three contextual factors of *life* are found. Those conceptualizations are; LIFE IS STRUGGLE, LIFE IS GIFT, LIFE IS JOURNEY, LIFE IS SHARING, LIFE IS TEACHER, LIFE IS TASK, LIFE IS STORY, and LIFE IS BOOK, and the contextual factors are; social situation, cultural situation, and interest and concern.

Keywords: Metaphor, Conceptualization, Context, English as Lingua Franca (ELF)

Background

Metaphors are everywhere in humans' lives. As Lakoff and Johnson (1980) stated in *metaphors we live by*, it is. The appearance of metaphor could be in many languages and through many cultures. The metaphor could be a helpful way of understanding the concept or feelings, which is better abstract (Ahlgren, Golden & Urika 2021). Hence, the existence of metaphors could also be found in the process of learning a foreign language (FL).

Learners of English as a Foreign Language (EFL) are unseparated from making errors and code-switching (Bardel 2015). It is also stated by Lasa-Álvarez (2021) that bilingual and plurilingual learners should make use of their linguistic background and knowledge in order to learn the new language. Hence, the influence of learners' first language (L1) in their English production will always appear in their learning phase. The transfer could happen in many aspects of the learners' English, such as lexicalization or metaphorical conceptualizations. It is similar to Mendes de Oliveira (2021), which mentioned that the speakers' conceptual realities influence the use of English in countries where English is a Foreign Language (FL). EFL is also categorized as the variation of English, which is used in Expanding circles (Kachru 1985). Then nowadays, the implementation of English in the expanding circle of countries is considered English as Lingua Franca (ELF) (Jenkins 2014).

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Furthermore, nowadays, the use of English cannot be tied only based on Kachru's three concentric circles anymore because the use of English as communication language is not limited to the country anymore. The use of English today is based on the ideology that the speakers have. Either Native English Speakers' (NES) or Non-Native English Speakers' (NNES) ideology. On the other hand, in Indonesia, the use of English is called EFL based on the concentric circle of Kachru. However, Indonesian English user mostly communicate using NNES' English because they never have the ideology of NES. Thus, in using English based on the speakers' NNES' linguistic, socio, and cultural background to help them communicate in English smoothly is called ELF. According to Oliveira (2021), the use of ELF is about the influence of sociocultural norms associated with the learners' L1. English as Lingua Franca is the use of English as a contact language between people with different first language (L1) (Jenkins 2014). Besides, in ELF the communication using English is various and fluid due to the speakers' linguistic and cultural backgrounds. Hence, ELF is used by Indonesian students to produce their English in flexible way. By using ELF in their English production, the students are applying their NNES' knowledge of English which is based on Seidlhofer (2011) ELF is about the use of language based dynamic, variable, and flexible context.

Indonesia, where the learners' L1 is Bahasa Indonesia (BI), accompanied by their indigenous language (IL), has several sociocultural norms as manifestations of 404 tribes and more than 700 languages (Zein 2019). Thus, in using English, the transfer of the learners' sociocultural norms, reflected in their metaphorical conceptualizations in their English, is probably shown (Oliveira 2021). Because conceptualizations of the learners could contribute to understanding context or concepts from the language, they are learned through the conceptual metaphor in their L1. It is also mentioned by Littlemore (2006) that metaphor can mediate the education process. Furthermore, it is also mentioned by Kohl, Bolognesi, and Horvat (2020) that a complex aspect of metaphor is a creative multilingual process, including the cultural and linguistic in personality and cognition (including emotions and imagination). Hence, there is always some possibility where Indonesian ELF users attach their conceptual metaphor taken from their L1 regarding their culture or language experience in communicating using English.

Inserting metaphorical conceptualization in communicating or learning is helpful for the learners when they want to understand or use the new word or phrase efficiently and creatively (Littlemore & Low 2006). Nevertheless, the metaphor produced by the learners is used and understood differently by native speakers (Pitzl 2017). Furthermore, based on conceptual metaphor theory (CMT), metaphorical conceptualization will be permanently based on body, language, and mind (Lakoff & Johnson 1980). Besides, Kövecses (2010) offers the extended CMT, which said that CMT is related to situational, discourse, conceptual-cognitive, and bodily. Hence, metaphor is an emergence or online product adopted in many situations (Gibbs 2013). Therefore, there could be a change or shifting of metaphors when a different person uses it with a different language, experience, or culture. Such as mentioned by Kövecses (2010), that LIFE IS A JOURNEY where LIFE is something abstract, and a JOURNEY is something concrete or physical. Hence, the source domain in CMT is always physical, and the target domain is abstract. ELF as the use of English in dynamic and flexible ways is taking strong role when connected to CMT which is very dependent on the speakers' language, experience, or culture.

Furthermore, based on extended CMT, LIFE could not always be explained using JOURNEY as the source domain because people have different cognitive experiences (Kövecses 2010). Hence, extended CMT is critical for Indonesian learners of English, mainly due to the LIFE metaphor. Besides, in extended CMT, considering the contextual factors that produce

unconventional and novel metaphors is crucial (Kövecses 2015). Furthermore, based on Kövecses (2015), 12 common contextual factors impacted the metaphors expressed by the conceptualizer.

However, the study of metaphorical conceptualizations transferred from L1 into English is considered a limited object of study regarding Asian countries, especially Indonesia. Hence, this study is expected to investigate the transfer of learners' L1 and TL due to their metaphorical conceptualizations through extended CMT into English when they interact with each other. Hence, in order to investigate the transfer of metaphorical conceptualizations of L1 and IL into English, two research questions are formulated:

1. How do Indonesian HEIs ELF learners conceptualize LIFE metaphorically?
2. What context does impact Indonesian HEIs ELF learners' conceptual metaphors?

Research Design

This study administers creative writing activity due to the definition of life-based on Indonesian university learners. In order to identify the learners' conceptual metaphor transfer from their L1 and IL into English. There is only one writing activity that the learners do. The activity is writing about their insight into what life is. The learners write the task in English. In working on this activity, the learners are permitted to open their dictionary to find English vocabularies that they do not know. Besides, the learners are prompted to use analogy or interpretation based on their experience in their writing about life.

The creative writing task activity is distributed to the students through the google form platform. Before distributing the creative writing task, the researcher asked for permission from the lecturers who handled the students' class. After the researcher is allowed to share the form with the students, the lecturers help to distribute the task to the students, so the students give their focus on writing the task.

Participants

The participants of this research are 67 students from two different HEIs in Makassar, South Sulawesi, Indonesia. The range of students' ages is from 18 years old to 22 years old, who are now in the third year and second year students. Besides, most of them could speak Bahasa Indonesia, Makasarese, and English. However, of 100% of the respondents to the form, 39.1% said that their English ability is still at the intermediate level (B1), 35.9% is at Pre-intermediate level (A2), and 14.1% of the students are at the beginner level (A1). It means that most of them are still having a low level of English skills. However, 15 participants did not give the expected and suitable response regarding the research. Thus only 52 participants' responses are used for the analysis step.

Research analysis

In this research, the researcher reads the result of the ELF learners' creative writings about "what is life?". The researcher reads the writing and focuses on finding the metaphorical expression written in the learners' task. The metaphorical expression is categorized based on

the analogy of life mentioned by the learners. Besides, the researcher also sees the metaphors based on the learners' descriptions of life. The researcher goes through all files at least twice during the coding process to ensure consistency. On noticing a case of metaphorical conceptualizations transfer from the background languages of the learners, which are BI and their IL, the researcher marks it and calculates the number of types and tokens of these metaphorical conceptualizations to assess the type-token-ratios of metaphorical conceptualizations transfer among participants. Furthermore, this metaphorical conceptualizations transfer will be classified based on the case of conceptual meaning in metaphor by using Conceptual Metaphor Theory (CMT) (Lakoff & Johnson 1980) and also extended CMT based on the context (Kövecses 2015). Besides, the conceptualizations of life in this research are analyzed based on what Kövecses (2005) found about "life is a(an)...". In his research which is shown in table 1.

Life is a(an)...

No	Hungarian	American English
1	Struggle/war	Precious possession
2	compromise	game
3	journey	journey
4	gift	container
5	possibility	gamble
6	puzzle	compromise
7	labyrinth	experiment
8	game	test
9	freedom	war
10	challenge	play

Table 1. The 10 most frequent Hungarian and American English conceptualizations of life.
 Source: Kövecses (2005).

Findings and Analysis

Common metaphorical conceptualizations of life

After analyzing the data from the learners' creative writing regarding "what is life?" there are seven metaphoric conceptualizations of Life found in 52 participants' writing results. Three of the metaphorical conceptualizations found in the data are very similar to the conceptualizations of Life mentioned by Kövecses (2005) in his investigation regarding the Life conceptualization of Hungarian and Americans, which are LIFE IS A STRUGGLE, LIFE IS A GIFT, and LIFE IS A JOURNEY as shown in table 1.

Furthermore, in this research, the conceptualizations that appear in the data from the learners' creative writing activity are slightly different from the conceptualizations of Life of Hungarian and American have shown in table 1. Therefore, for Indonesian EFL learners, there are some new conceptualizations of Life: LIFE IS SHARING, LIFE IS TEACHER, LIFE IS TASK, LIFE IS CHOICE, LIFE IS SONG, LIFE IS BOOK, and LIFE IS STORY.

Life is struggle

The conceptualization of LIFE IS A STRUGGLE in Indonesian ELF learners' cognition is the most metaphorical conceptualization in the learners' expression. Twenty learners conceptualize Life as a struggle. Besides, only two of them use the word STRUGGLE as an analogy. It could be seen in the data [1] and [2].

[1]. In my opinion, Life Is struggle. I have to fight with my destiny to make my dream come true. I need to accepting everything that Allah has been given to me and I can't stuck with past Life, I need always grateful, and thanks to everyone who has helped me.

[2]. What I think about Life, his struggles. Struggle to wait for the future, the struggle against pain that the world creates is slowly destroying both my soul and my mental, and the struggle so as not to lose by the world's wounds.

From the data [1], the learner directly mentions that LIFE IS STRUGGLE. After that, she elaborates on why she conceptualizes LIFE IS STRUGGLE, which has a relationship with chasing her dream and being grateful for everything given or that comes to her. Furthermore, from data [1], it could also be seen that the struggle is regarded as her patience in accepting the destiny which God gives her. Besides, for data [2], she also mentions that LIFE IS STRUGGLE in conceptualization. She mentions that the struggle in Life is about waiting and against the pain in her Life.

Furthermore, the rest of LIFE IS STRUGGLE conceptualizations are implicitly mentioned by the participants in their writing. They explain the meaning of Life based on their perception and based on their experiences. However, in their writing task, they mention how they must fight or make an attempt in their Life. It could be seen in data [3] and [4].

[3]. Life is an attempt to adapt to the world. There are all the processes that humans carry out in the world because of Life.

[4]. In my opinion, Life is something that we fight for. Something that makes you have a purpose as a human being. Because if you're here right now in this world, still breathing, still walking, still doing something, I think that's a life, and of course we all have our purposes in Life? Isn't it?

From data [3], it is seen that the learner conceptualizes LIFE IS A STRUGGLE by using the word "attempt". Attempt in data [3] refers to the learner's effort in facing her Life. In addition, the learner in data [4] shows her conceptualization of LIFE IS A STRUGGLE by using the word "fight". She fight in achieving the purpose that she would like to have in her Life.

Life is gift

From the data taken, ten learners conceptualize LIFE IS A GIFT based on their writing task results. Furthermore, based on the data collected, six learners mentioned clearly in their writing task that LIFE IS A GIFT as can be shown in data [5], [6], and [7].

[5]. Life is a gift from God. We need to be grateful for all the things God has given us in our Life. Life is beautiful if we give full of love for everything.

[6]. Life is a beautiful gift from God to us. Having a life means you have the opportunity to achieve what you want, enjoy things, and live with the people around you. Many of us do not understand the importance of Life and thus spend most of our lives in regret. Life is not about pain and regret, but about the experiences and lessons we have.

[7]. I think Life is a gift to be grateful for. In Life we can determine what we should do, what we should not do. and with Life we can carry out a process to achieve the goals we have set.

Based on data [5] and [6] LIFE IS A GIFT from God. Hence, they conceptualize their LIFE AS A GIFT. It is a GIFT because by having a life, they can do many things in their Life. Besides, they have some opportunities to meet many people and learn many beautiful things in their Life. In addition, the learner in data [7] mentions the same thing that LIFE IS A GIFT directly in their writing without mentioning that it is the GIFT from God as what the learners in data [5] and [6] wrote. However, she also mentions that she must be grateful; thus, it could be meant that she also conceptualizes LIFE IS A GIFT from God for her.

Furthermore, the other four learners from the data have shown that they conceptualized LIFE IS A GIFT without writing the word GIFT intentionally. Instead, they show that they conceptualize LIFE IS A GIFT through their description of “what is life” for them. It could be seen in data [8] and [9].

[8]. Life is how we can accept ourselves less and more but not easily satisfied with what we can. Be grateful for what Allah SWT has given and enjoy all the pleasures given and to carry out all orders and obey the applicable rules.

[9]. Life is opportunity. life is a time that makes us feel happy and sad so that we can appreciate memories with the people we love around us.

Data [8] and [9] show that the learners conceptualized LIFE AS A GIFT because they mention that they have to be grateful and appreciate everything that comes to them in this Life. In this case, in data [9], she mentioned that happy and sad moments are also the things she must appreciate as a GIFT conceptualization in her Life.

Life is journey

LIFE IS A JOURNEY is conceptualized by eight learners in their writing tasks. From the data found, most Indonesian ELF learners write in their task literally that LIFE IS JOURNEY. It is clearly shown that they conceptualized LIFE IS JOURNEY for them directly. The conceptualization is shown in data [10] and [11].

[10]. Life is the journey of every human being. Happiness and sadness are parts of it. Life will not be complete if it is not accompanied by love. And everyone deserves to feel alive and feel loved.

[11]. life is a journey. Life is a process of understanding what Life is and something that ends up being death.

In data [10] and [11], it is shown that the learners conceptualizations of Life is JOURNEY because they have mentioned it in their writing literally. However, it is interesting because both of their elaborations of LIFE IS A JOURNEY in data [10] and [11] are not related to any lexeme related to journey.

Besides, one of the data from the learners' writing task shows the learner's conceptualization of LIFE IS A JOURNEY by using the lexeme related to journey which is "step". It is shown in the data [12].

[12]. Life is the phase of every single human in the world, before they go in to the next step, there is the Life after death.

In data [12], the conceptualization of LIFE IS A JOURNEY is not mentioned by using the lexeme JOURNEY, however in this data, the learner use "step" to refer to this LIFE IS A JOURNEY where the people should walk on that in order to achieve the end of the way which is the Life after the death.

Life is sharing

LIFE IS SHARING is in the fourth position in the data collected from the EFL learners in Indonesian HEIs. There are 6 learners conceptualize LIFE AS SHARING. It is said that LIFE IS SHARING because all 6 data shown that the learners conceptualize this Life as a medium of giving or sharing as many as they can in their Life. However, form 6 data found, there is only 1 data use the lexeme "share" in explaining LIFE IS SHARING as shown in data [13].

[13]. Life is about how we can share anything with other people. Life is about how we can help other people. Actually, Life is about anything in the world, anything happen in our self and others.

[14]. Life is about how we can give to each other. How we can give our best to the environment around us to make the environment more healthier, not to devastate it. How we can give our best to the animals around us to make them have better living conditions, not to hurt them and devastate their habitation. How we can give our best to the people around us.

It is seen in data [14] that the learner conceptualizes LIFE IS SHARING through his description that in Life, it is all about giving the best that he can for the environment around him. The benefit is not only for the humans, but also for the animals. Besides; in data [13], it is shown that the learner uses the lexeme "share" in conceptualizing LIFE IS SHARING in her writing, then the elaboration is similar to what data [14] explained.

Life is teacher

LIFE IS TEACHER is conceptualized by 3 learners from the data collected. Furthermore, all the data written by the learners have conceptualized Life in their writing task by using the lexeme related to teacher or teaching as can be seen in data [15], [16], and [17].

[15]. I think Life is a thing that teaches us many things, Life always holds a lot of extraordinary meaning. teaches us the meaning of how hard the struggle, failure, suffering is to reach the bright spot, namely success.

[16]. Much of the time in which we are sad or happy, we need to understand that the course of Life has no static rhythm. That's why we need to learn a lot from the past, face today, and strive for tomorrow.

[17]. I think Life is the way we learn things in the world that every moment even every second teaches us something whether it's a good thing or a bad thing that can be a provision for the future

From data [15], [16], and [17], it could be seen that all the learners agree that LIFE IS TEACHER by using the lexemes which are related to the teaching or learning process. In data [15] and [17]s the learners use lexeme "teach" and in data [16] and also [17], the learners make use the lexeme "learn". Hence, it could be concluded that they have conceptualized that LIFE IS TEACHER for them.

Life and the other conceptualizations of it

There are many conceptualizations of life which could appear from the learners' cognitive. However, for the data of Indonesian HEIs EFL learners collected through the writing task, the researcher has categorized the conceptualization into 9 different conceptualizations. 5 of them have been mentioned previously which are LIFE IS STRUGGLE, LIFE IS GIFT, LIFE IS JOURNEY, LIFE IS SHARING, and LIFE IS TEACHER. Besides, the next 4 metaphorical conceptualizations of life almost share the same number of data. Those 4 life conceptualizations are LIFE IS TASK (2 data), LIFE IS SONG (1 data), LIFE IS BOOK (1 data), LIFE IS STORY (1 data).

LIFE IS TASK is mentioned as one of the conceptualization of the learners because in based on their writing task, the learners mentioned that they have to do something in this life as shown in data [18] and [19].

[18]. The meaning of life in man's life is that man is able to rid himself of worldliness, and possess the human traits that approach the creator.

[19]. life is about finding provisions for the end in the future.

Besides, the other three conceptualizations of life are mentioned because the learners directly mention their conceptualizations using the certain lexemes as shown in data [20] (LIFE IS SONG), data [21] (LIFE IS BOOK), and data [21] (LIFE IS STORY).

[20]. The sad songs of life have to end. The songs of joy must end too.

[21]. Life is a book, the author is God, the main character is us.

[22]. Life is a story. There is already a scenario written by God, and we as the main character have to go through the story from birth to death.

Nevertheless, it is seen that from data [21] and [22], even though learners have the different conceptualizations of life, they are actually alike. It could be seen based on their elaboration on why they have their conceptualizations of life based on story or book.

Discussions

HEIs Indonesian EFL learners' conceptualization in metaphors from the data found in this study are various. There are 9 conceptualizations of metaphors mentioned literally or implicitly by the learners in their writing task. Furthermore, the conceptualizations of the metaphors are

impacted by the contextual factors existed in the learners' cognition. Hence, based on the data in this study, the contextual factors which impacted the learners' conceptual metaphors are; social situation, cultural situation, and interest and concerns.

Social situation

The concept of life metaphors expressed by the learners in this study which coming from their social situation contextual factor are LIFE IS STRUGGLE, and LIFE IS TEACHER. LIFE IS STRUGGLE which is the most conceptualization of life expressed by the learners are the manifestation of the learners' experience in their life. Indonesia as one of the developing country is still struggle in order to increase the society life level. Hence, Indonesian people are also striving in their life in order to be improved financially in their life. In order to be better in their life, they do the best, and struggle to achieve their dream. In this case, Indonesian HEIs learners are struggling in their education. They understand that by finishing their study. They could apply for a job which could help them to earn money, and be better financially. It could be seen in data [1], [2], [3], and [4] where the learners mention that they have to fight to face their life, and to achieve their dream and purpose in life.

Besides, another conceptualization coming from social situation contextual factor of the learners is LIFE IS TEACHER. In data [15], [16], and [17], the learners explain that all the positive or negative things coming approach them are the lesson for them. This conceptualization is very related to the learners' social situation whom have faced many difficult things in their life. One of those difficulty is based on the financial instability. Thus, in order to be patience in facing al the possibility in their life, they have to see all the positive side pf every condition. One of those positivity is by conceptualizing LIFE IS TEACHER.

From both the conceptualizations of life in this study, LIFE IS TEACHER is an emergent conceptualization which appears from Indonesian ELF learners. It is because when looking at table 1 regarding "*Life is a(an)...*" done by Kövecses (2005), conceptualization of LIFE IS TEACHER is not found.

Cultural situation

Cultural situation is one of the big contextual factor which could influence the ELF learners' conceptualization of life. Indonesia is a country which is reach of culture because there are many tribes and languages variations. Besides, religion is also one of the strongest factor as the influence of the cultural issue in Indonesia. Hence, in talking about Indonesian culture, it will never be apart from their tribe, language, and religion. As the example, in data [5], [6], and [8] the learners conceptualization of LIFE IS GIFT is strongly related to the religion. In those three data, the learners mention that their life is a GIFT which given as the present from their God. Hence, as the result, they should be grateful. Besides, they also must show their gratefulness by sharing with other living things in the world. Thus, the learners also conceptualize LIFE IS SHARING as shown in data [13] and [14]. Furthermore in data [11] and [12], the learners conceptualize LIFE IS JOURNEY. However, JOURNEY in this study is mostly about the journey of the after-life. Then, in the learners' JOURNEY, they have to do the TASK from the God. Hence one of the conceptualization is LIFE IS TASK as shown in data [18] and [19]. In

this study, LIFE IS SHARING and LIFE IS TASK are emergent conceptualizations which expressed by the Indonesian ELF learners because this conceptualization is also not found in table 1 of Kövecses (2005).

Interest and concern

As the last conceptualizations in this study. LIFE IS SONG, LIFE IS STORY, and LIFE IS BOOK are the conceptualization which coming from their interest and concern contextual factor of the learners. Hence, the conceptualizations used are SONG, STORY, and BOOK as seen in data [20], [21], and [22]. However, in data [21] and [22] the learners are still connected it to the religion and God who wrote the STORY in the BOOK of life.

Conclusion

In this study, the conceptualizations on metaphors of Indonesian ELF learners are focused on how those conceptualizations transferred from their L1 and IL into English. Hence, extended CMT based on Kövecses (2020) and contextual factors based on Kövecses (2015) are applied in order to investigated three research questions. Furthermore, as the result in order to answer the questions. Besides, this study is run in two Indonesian HEIs which is participated by 72 ELF learners. However, there are only 52 data used after the data are analysed. There are 9 metaphorical conceptualizations appeared in the learners' writing task. They are LIFE IS STRUGGLE, LIFE IS GIFT, LIFE IS JOURNEY, LIFE IS SHARING, LIFE IS TEACHER, LIFE IS TASK, LIFE IS SONG, LIFE IS STORY, and LIFE IS BOOK. Besides, regarding the way of the learners applying their conceptualizations in the metaphors used in their writing, it is divided into two ways which are by writing their metaphorical conceptualizations literally and by describing it in their explanation. Furthermore, 9 of the metaphorical conceptualizations appear in Indonesian ELF learners' writing task are categorized into three categories. They are contextual factor based on social situation, cultural situation, and interest and concern.

There are some limitations in the study. They are the limitation of participants and the instrument applied. It will be better for further study to involve more participants and interview the participants in order to be more comprehensive to their contextual factors as the background of their metaphorical conceptualizations.

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