THINKING FOR SPEAKING

VENUE: SALÓN DE GRAOS; FACULTY OF PHILOLOGY; UNIVERSITY OF SANTIAGO DE COMPOSTELA

DATE & TIME: JUNE 6TH, 2017; 10.00-14.00

The purpose of this seminar is to get deeper into the study of the 'thinking for speaking hypothesis', which is mainly concerned with the possible effects of language in the kind of thinking that occurs on-line in the process of using language. While the first two presentations are concerned with features of this theory in first language acquisition, the last two focus on second language acquisition. This seminar will be of particular interest to those working on the areas of language acquisition, language processing, psycholinguistics and motion verbs.

PROGRAMME

10.00-10.15	PRESENTATION
10.15-11.15	*LECTURE*
	IRAIDE IBARRTXE-ANTUÑANO (UNIVERSITY OF ZARAGOZA)
	"MOTION EVENTS IN L1: FROM TALMY'S LEXICALIZATION PATTERNS AND BEYOND"
11.15-11.45	*PAPER*
	BARBARA LÜBKE & VICTORIA VÁZQUEZ ROZAS (UNIVERSITY OF SANTIAGO DE COMPOSTELA)
	"LOS VERBOS DE MANERA DE DESPLAZAMIENTO EN CONTRASTE. ANÁLISIS DE UN CORPUS PARALELO ESPAÑOL-ALEMÁN"
11.45-12.15	BREAK
12.15-13.15	*LECTURE*
	TERESA CADIERNO (UNIVERSITY OF SOUTHERN DENMARK)
	"MOTION EVENTS IN SECOND LANGUAGE ACQUISITION: MOVING BEYOND THE STUDY OF VERBALIZATION OF VOLUNTARY/SPONTANEOUS MOTION"
13.15-13.45	*PAPER*
	ELSA LISTE LAMAS (UNIVERSITY OF SANTIAGO DE COMPOSTELA)
	"PATH ENCODING IN L2 GERMAN: DIFFICULTIES, CROSSLINGUISTIC INFLUENCE AND DEVELOPMENTAL STAGES BY L1-SPANISH AND L1-DANISH LEARNERS"

Attendance to this event is free but due to limited capacity in the meeting room, **registration is required**. Participants will have to register online: https://goo.gl/forms/Co65FV0hfnlNlCEF2. **Deadline: June 2nd, 2017**. A **certificate of attendance** (4 hours) will be issued.

ABSTRACTS

Motion events in L1: from Talmy's lexicalization patterns and beyond

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Motion is one of the fundamental concepts in the cognitive make-up of humans. It is part of the conceptual and perceptual network that enables people to structure their understanding of the world and talk about it. In linguistics, motion is not only an old hot topic, but also a hot old topic. The description and understanding of motion events has been explored by many linguists over the years and from different perspectives (Ibarretxe-Antuñano in press). As a consequence, the understanding of what motion means is influenced by the theoretical perspective the researcher chooses. In this seminar, motion is explored from the perspective of Talmy's (1991, 2000) theory of lexicalization patterns and Slobin's (1991, 1996) neo-relativistic application known as the *thinking for speaking* hypothesis. This seminar has two complementary parts: The first part describes the basics of these two approaches whereas the second part focuses on some recent developments.

References

Ibarretxe-Antuñano, I. (ed.) In press. *Motion and space across languages: Theory and applications*. Amsterdam: John Benjamins.

Slobin, Dan I. 1991. "Learning to think for speaking: native language, cognition and rethorical style". *Pragmatics* 1: 7-25.

Slobin, Dan I. 1996. "From 'thought' and 'language' to 'thinking for speaking'". In J. Gumperz & S. Levinson (eds.), *Rethinking Linguistic Relativity*. Cambridge University Press, 70-96.

Talmy, Leonard. 1991. "Path to realization: a typology of event integration". *Buffalo Working Papers in Linguistics* 91-01:147-187.

Talmy, Leonard. 2000. *Toward a cognitive semantics, vol. 2: Typology and process in concept structuring*. Cambridge, Mass.: MIT Press

Motion events in second language acquisition:
Moving beyond the study of verbalization of voluntary/spontaneous motion

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The linguistic encoding of motion events has attracted a great deal of attention in second language acquisition (SLA) research in the last decade or so. This research, which is mostly based on Talmy's (1985, 1991, 2000) influential typological framework and Slobin's (1991, 1996)'s thinking for speaking (TFS) hypothesis, has examined the extent to which speakers of a second language (L2) are able to acquire the appropriate TFS patterns when talking about motion in the target language.

The lecture will be divided into two parts. In the first part I will provide a short overview of the type of work that has been more predominant in SLA research, i.e., the one focusing on the expression of *voluntary/spontaneous* motion by adult L2 learners. In the second part I will focus on recent L2 work conducted on *caused-motion* and more specifically, on the study of placement events. This part will present research that not only focuses on verbalization of experience but also on two other time frames that are part of the agenda of TFS research (Slobin 2003): experience time, which involves investigating the anticipatory effects of language, and testing time, which entails assessing the consequential effects of language.

References

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Talmy, Leonard 1985. "Lexicalization patterns: Semantic structure in lexical forms". In Timothy Shopen (ed.), *Language typology and syntactic description, vol. III: Grammatical categories and the lexicon*. Cambridge: Cambridge University Press, 57-149.

Talmy, Leonard. 1991. "Path to realization: a typology of event integration". *Buffalo Working Papers in Linguistics* 91-01:147-187.

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Los verbos de manera de desplazamiento en contraste. Análisis de un corpus paralelo español-alemán

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La presentación analiza las construcciones con verbos de manera de desplazamiento con un doble objetivo. Por una parte, identificamos los contextos de uso en los que el español opta por la lexicalización en el verbo del componente manera para determinar la función textual y discursiva de este patrón constructivo en una lengua que tiende a lexicalizar la trayectoria. Por otra parte, comparamos con datos de uso real la expresión de la trayectoria en dos lenguas tipológicamente muy distintas en este aspecto, como son el alemán y el español. Basándonos en el corpus paralelo alemán-español PaGeS que se está elaborando en la USC (http://www.corpuspages.eu), estudiamos los usos registrados de siete verbos de cada lengua (arrastrarse, caminar, correr, deslizarse, pasear, revolotear, saltar y kriechen, laufen, rennen, gleiten, spazieren, flattern, springen). En la presentación analizamos los contrastes entre las construcciones que expresan el desplazamiento en los textos originales de cada lengua y los que observamos comparando los textos originales y su traducción.

Path Encoding in L2 German: difficulties, crosslinguistic influence and developmental stages by L1-Spanish and L1-Danish learners

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This paper presents the latest results of a PhD project investigating how L1-Spanish and L1-Danish learners of German encode Path in this language. Its aims are:

(i)   to investigate to what extent the learner groups differ from German native speakers and from each other;

(ii)   to determine which difficulties the learners are confronted with;

(iii)   to examine which difficulties can be attributed to crosslinguistic influence and which ones are due to the complexity of Path encoding in German;

(iv)   to document which linguistic means and strategies are used at the different stages of acquisition.

To this end, a twofold methodology was applied: oral retellings of the cartoon *Canary Row* and written descriptions of 42 video clips depicting 14 different types of Path. Data were collected from 45 Spanish and 45 Danish learners (from beginner to advanced level), as well as from 33 native speakers of German, Spanish and Danish, respectively.

The data analysis shows that Danish learners encode Path more easily and correctly than Spanish ones. However, both learner groups differ from German native speakers and encounter difficulties when encoding Path in German. While some difficulties seem to be restricted to one learner group (e.g. Path encoding in the verb root by L1 Spanish learners), the lack of distinction between the different means to encode Path or incorrect case marking can be observed in both learner groups. Furthermore, the data also show that possible avoidance strategies, such as static descriptions or code-switching, cannot only be observed in beginners but also in intermediate and advanced learners. Finally, the comparison with other studies focusing on L2 learners of German (e.g. Becker 2001; Bauer 2010; Scheirs 2015) provides a more comprehensive picture of the evolution of the expression of path in L2 German.

References

Bauer, L. 2010. *Bewegungsereignisse im Deutschen als Fremdsprache. Lexikalisierungsmuster bei japanischen Lernern*. Berlin: Humboldt Universität zu Berlin.

Becker, A. 2001. "The acquisition of German". In A. Becker & M. Caroll, *The acquisition of spatial relations in a second language*. Amsterdam & Philadelphia: John Benjamins, 79-149.

Scheirs, V. 2015. *Morpho-Syntax von deutschen und französischen Bewegungsausdrücken im Fremdspracherwerb des Deutschen bei französischsprachigen Lernern*. Louvain-la-Neuve: Université Catholique de Louvain.