

PUBLIC LECTURE

Thursday, 23 February 2017, 17.15 – 18.45

Institute of Multilingualism | University | HEP Fribourg
Rue de Morat 24, 1700 Fribourg, Room K0.02

The importance of thinking for speaking: applying linguistic typology to language acquisition and pedagogy

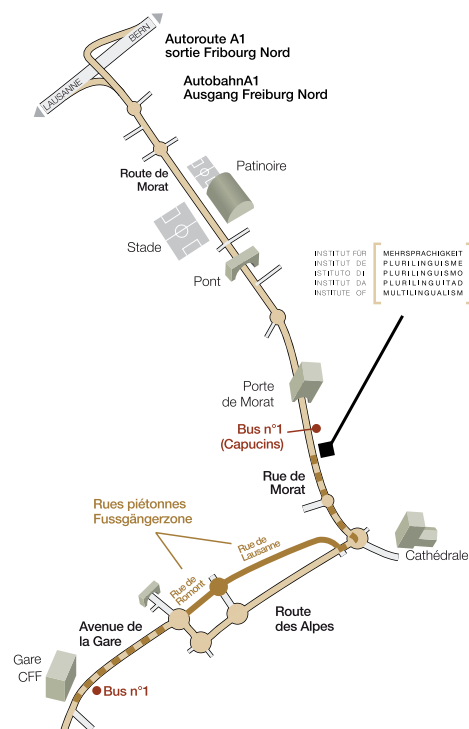
Prof. Iraide Ibarretxe-Antunñano
Universidad de Zaragoza

Summary

The thinking for speaking hypothesis is a neorealist proposal developed by Slobin (1991) and colleagues over the last twenty-five years. Its main argument is that the structure of a language directs the attention of its speakers to specific aspects of the experience when talking about them. As a result, speakers, guided by the linguistic resources available in their languages, will mention some elements and ignore others in the on-line verbalization of an event. The different linguistic patterns resulting from the TFS constitutes the rhetorical style. The TFS model has been widely applied to the study of first languages from a semantic typological perspective (cf. Berman and Slobin 1994, Strömquist and Verhoeven 2004). In recent years, it has also become increasingly popular among second language scholars (Han and Cadierno 2010, Javis and Pavlenko 2008, Pavlenko 2011, 2014, among others) under the name of “re-thinking for speaking” (Robinson and Ellis 2008). This talk focuses on the advantages of taking into account TFS in second language acquisition and its pedagogical implications. The main goal is to show how crucial it is to describe and consider which the rhetorical style of the languages involved is in order for the learners to acquire not just grammatically-correct sentences but also discursively-adequate and native-like utterances. I will illustrate these points with several studies developed by our research team, MovEs project, on the lexicalization and acquisition of motion events from a crosslinguistic perspective (Romance, Germanic, Japanese, Basque).

👉 Lecture in English

Access to the Institute of Multilingualism



From the train station: 15 min by foot or by bus (no 1 to Saint-Léonard/Portes de Fribourg, code no 10 to buy a ticket), get off at “Capucins” (third stop after the station), go back about 50 meters.

👉 map: www.institute-multilingualism.ch

Bibliography

- Berman, R. A., & Slobin, D. I. 1994. *Relating events in narrative: A crosslinguistic developmental study*. Hillsdale, NJ: Lawrence Erlbaum Associates.
- Han, Z.-H., & Cadierno, T. (Eds.). 2010. *Linguistic relativity in second language acquisition: Thinking for speaking*. Clevedon: Multilingual Matters.
- Jarvis, S., & Pavlenko, A. 2008. *Crosslinguistic influence in language and cognition*. London: Routledge.
- Pavlenko, A. (Ed.). 2011. *Thinking and speaking in two languages*. Bristol: Multilingual Matters.
- Pavlenko, A. 2014. *The bilingual mind and what it tells us about language and thought*. Cambridge: Cambridge University Press.
- Robinson, P., & Ellis, N. C. 2008. Conclusion: Cognitive linguistics, second language acquisition and L2 instruction—issues for research. In P. Robinson, & N. C. Ellis (Eds.), *Handbook of cognitive linguistics and second language acquisition* (489–545). London: Routledge.
- Slobin, D. I. 1991. Learning to think for speaking: Native language, cognition and rhetorical style. *Pragmatics*, 1, 7–26.
- Strömqvist, S., & Verhoeven, L. (Eds.) 2004. *Relating events in narrative: Typological and contextual perspectives*. Mahwah, NJ: Lawrence Erlbaum Associates.