



myśl

język

thought

language

dwujęzyczność

bilingualism

umysł

mind

Jolanta Latkowska

The Language-Cognition Interface in Bilinguals: An evaluation of the Conceptual Transfer Hypothesis

The Language-Cognition Interface in Bilinguals:

An evaluation of the Conceptual Transfer Hypothesis



NR 3049

Jolanta Latkowska

The Language-Cognition Interface in Bilinguals:

An evaluation of the Conceptual Transfer Hypothesis

Wydawnictwo Uniwersytetu Śląskiego



Katowice 2013

[Kup książkę](#)

Editor of the Series: Językoznawstwo Neofilologiczne
Maria Wysocka

Referee
Mirosław Pawlak

Table of contents

Acknowledgements	9
Introduction	11
1. The architecture of the bilingual mental lexicon	15
1.1. The Hierarchical Model of Bilingual Memory	15
1.1.1. Unity of the semantic and conceptual levels	17
1.1.2. Separation of semantic and conceptual representations	19
1.2. The concept of concept	21
1.2.1. Feature listings	22
1.2.2. Prototypes	23
1.2.3. Frames	26
1.2.4. Conceptual metaphor and image schemas	27
1.2.5. Grounded cognition	30
1.3. Lexical(ized) concepts	31
1.4. Analysing lexicalized concepts: Natural Semantic Metalanguage	36
1.4.1. Semantic explications	39
1.4.2. Semantic molecules	40
1.4.3. Neo-Whorfianism, Wierzbicka style	41
1.5. Language-mediated processes in the bilingual lexicon	42
1.5.1. Lexical and semantic transfer	42
1.5.2. Conceptual transfer	45
1.5.2.1. Linguistic relativity	45
1.5.2.2. The Conceptual Transfer Hypothesis	47
1.6. Conclusion	47
2. Linguistic relativity	49
2.1. The Sapir-Whorf Hypothesis: Perspectives from research design	49
2.1.1. The domain-specific approach	50
2.1.2. The structure-centred approach	55
2.1.3. The bilingual perspective	57

2.2.	The Thinking for Speaking Hypothesis	62
2.2.1.	Background to the Thinking for Speaking Hypothesis: Talmy's typology of motion verbs	63
2.2.2.	Critique of Talmy	65
2.2.3.	Directed motion in Polish	67
2.2.4.	The Whorfian dimension of Thinking for Speaking	71
2.2.5.	Thinking for Speaking effects in gestural communication	74
2.2.6.	Bilingual research	75
2.3.	Conceptualization via event construal: The von Stutterheim paradigm	79
2.3.1.	Processes of conceptualization	80
2.3.2.	Evidence from Slavic languages	85
2.3.3.	Conceptualization in bilinguals and second/foreign language learners	87
2.4.	Linguistic relativity: General perspective	90
2.5.	Conclusion	98
3.	The Conceptual Transfer Hypothesis	100
3.1.	Assessing the scope of the phenomenon	101
3.2.	Issues in investigating the linguistic/non-linguistic interface	102
3.3.	Methodological concerns	105
3.4.	The linguistic dimension	110
3.5.	Conclusion	114
4.	Study I: Investigating semantic and conceptual categorization in the domain of interpersonal relationships in Polish and English	115
4.1.	Naming interpersonal relationships in Polish and English	117
4.2.	Study Ia	121
4.2.1.	Research questions	122
4.2.2.	Participants	122
4.2.3.	Materials	124
4.2.4.	Procedure	130
4.2.5.	Analysis	131
4.2.6.	Results	132
4.2.6.1.	Intra-group variables	154
4.2.6.2.	Category core features	158
4.2.7.	Discussion and summary of findings	160
4.2.7.1.	Bilingual categorization patterns in the L2	160
4.2.7.2.	Bilingual categorization patterns in the L1	162
4.2.7.3.	The processes at work in the bilingual lexicon	163
4.2.7.4.	The L2 and L1 in natural and formal learning contexts	165
4.2.7.5.	Factors influencing naming patterns in bilinguals	167
4.2.7.6.	On the application of Natural Semantic Metalanguage and linguistic analyses in research into semantic and conceptual levels	169
4.3.	Study Ib	172
4.3.1.	Research objectives	172
4.3.2.	Participants	173

4.3.3.	Materials	173
4.3.4.	Procedure	174
4.3.5.	Analysis	175
4.3.6.	Results and discussion	175
4.3.7.	Conclusion	180
5.	Study 2: Conceptualization in event construal. The case of Polish-English bilinguals	181
5.1.	Study 2a	183
5.1.1.	Selection	183
5.1.2.	Research objectives	184
5.1.3.	Participants	185
5.1.4.	Materials	186
5.1.5.	Procedure	187
5.1.6.	Analysis	187
5.1.7.	Results	189
5.1.8.	Discussion	200
5.1.8.1.	Selection: A cross-linguistic analysis	201
5.1.8.2.	The setting of L2 learning and use	202
5.1.8.3.	The influence of individual background variables	203
5.1.8.4.	Implications for conceptualization processes	204
5.1.9.	Conclusion	204
5.2.	Study 2b	205
5.2.1.	Segmentation	205
5.2.2.	Structuring	206
5.2.3.	Research objectives	208
5.2.4.	Materials and procedure	208
5.2.5.	Analysis	209
5.2.5.1.	Segmentation units	209
5.2.5.2.	The event/state distinction	210
5.2.5.3.	Temporal structuring	211
5.2.5.4.	Statistical analysis	212
5.2.6.	Results	212
5.2.7.	Discussion	232
5.2.7.1.	Event segmentation: A cross-linguistic perspective	232
5.2.7.2.	Temporal structuring in Polish and English	233
5.2.7.3.	The setting of L2 learning and use	234
5.2.7.4.	The influence of individual background variables	236
5.2.7.5.	Implications for conceptualization processes	237
5.2.8.	Conclusion	238
6.	Concluding remarks	240
6.1.	Theoretical issues and suggestions for future research	240
6.2.	Practical implications of Studies 1 and 2	243
6.3.	Evaluation of the research	246

Appendix	248
Bibliography	259
Index	279
Streszczenie	281
Zusammenfassung	282

Acknowledgements

I would like to thank several people who offered invaluable help and guidance at various stages of writing this book.

I am most grateful to David Singleton of Trinity College Dublin and Jean-Marc Dewaele of Birbeck College London for providing access to college facilities during the data collection stage.

The person I am academically most indebted to is Professor Maria Wysocka, whose unwavering support and encouragement were instrumental in bringing this project to completion.

Thanks are also due to Agnieszka Skrzypek for her help with library research and the statistical analysis of the data.

Finally, special thanks go to the participants of this study, many of whom gave up their time to take part in the testing sessions and fill in the questionnaires.

Introduction

The literature on bilingualism abounds in reports of individuals who on learning to speak another language acquired a new perspective on life, a new mode of thinking and responding to the world at large, and a new blueprint for expressing themselves and understanding others (Grosjean 1982; Hoffman 1989; Pavlenko 2003, 2005; Wierzbicka 1997, 2005, 2008). Apart from ecological validity manifesting itself in the personal testimonies of numerous bilinguals, and indeed the histories of bilingual communities, these reports must have an empirical basis. The Conceptual Transfer Hypothesis provides a suitable testing ground for probing the language-thought interface, and thus interpreting the experiences of so many. However, to have explanatory power, the hypothesis needs theoretical and empirical validation. Accordingly, this project evaluates the claims of the hypothesis by examining relevant theoretical positions and conducting research based on its recommendations.

The book opens with an overview of theoretical positions and pertinent research concerned with the architecture of the bilingual mental lexicon and levels of representation. Accordingly, special attention is paid to the question of whether semantic and conceptual representations constitute one and the same level or two separate ones, and to theories of concepts that have evolved over the years as a result of intensive research and theoretical speculation. These encompass the idea of lexicalized concepts, i.e. conceptual representations with lexical labels, which is subsequently elaborated on through the prism of Anna Wierzbicka's Natural Semantic Metalanguage (NSM) and semantic explications.

The bilingual mental lexicon maintains its functionality due to linguistic and non-linguistic processes operating within and across its various levels. Some of them are assumed to function at the language-cognition interface, bringing into existence what Jarvis and Pavlenko (2008) have termed *conceptual transfer*. As it involves cross-modal influence of linguistic categories on cognition, the discussion focuses on language-mediated processes within the lexicon, including those predicted by the Theory of Linguistic Relativity and its modified versions in the form of the Thinking for Speaking Hypothesis (Slobin 1996, 2003) and von Stutterheim's

Event Conceptualization Paradigm (von Stutterheim 2003). The theoretical overview ends with a chapter devoted to the Conceptual Transfer Hypothesis proper and an evaluation of its theoretical and empirical bases. This constitutes a springboard for research which was conducted in accordance with the recommendations of the hypothesis and is presented in Studies 1 and 2.

Study 1 takes as its point of departure Wierzbicka's (1997) explications for friendship terms in Polish and English. Because the explications are hypothesized to illustrate prototypical cognitive scenarios and thus show the thinking behind particular words, Wierzbicka argues they reflect underlying conceptual categories. Study 1a examines naming patterns through a set of explication-based scenarios in each of the participants' languages. The obtained data are used for inter- and intra-group comparisons to assess the influence of bilingualism and the context of L2 learning and use on verbal categorization in the L1 and L2. Study 1b examines correlations between verbal categorization and similarity judgments.

Study 2 explores pre-linguistic conceptualization, drawing on a dataset collected during a film-retelling task. The study is based on a four-stage model developed by Habel and Tappe (1999) and modified by von Stutterheim and Nüse (2003). Study 2a focuses on the selection stage of conceptualization and examines the process in terms of Slobin's Thinking for Speaking Hypothesis (Slobin 1996) and Talmy's (2000, 2003) typology of verbs of motion. Structuring and segmentation are investigated in Study 2b, which is based on von Stutterheim's Event Conceptualization Paradigm. The study has a comparative character and uses both bilingual and monolingual data.

The concluding chapter appraises the strengths and weaknesses of the project and expands on its practical merits, as well as looking at areas in need of clarification and improvement. It also suggests some avenues for future research and L2 learning, thus highlighting those cognitive and linguistic processes that previous research did not seem to be aware of.

The interpretations proposed in this work are consistent with the theory of multi-competence (Cook 2003) and the Dynamic Model of Multilingualism (Herdina and Jessner 2002), which, for reasons of space, have not been presented here. Following Pavlenko (1999, 2005), the terms *bilingual memory* and the *bilingual mental lexicon* are used interchangeably, while the abbreviation SLA refers to both second and foreign language learning. Whenever relevant, the type of L2 learning and use is specified by means of terms such as *immersion*, *naturalistic*, *formal* and *foreign language learning*. Small capitals denote cognitive/conceptual categories, members of categories, image schemas and metaphors. Despite the criticism that the notion of the *native speaker* has received from bilingualism-oriented researchers (Cook 2003; Davies 2006; Romaine 1995), it has been applied a few times in this work for lack of convincing alternatives and for stylistic reasons. A related term and more precise yardstick for evaluating bilinguals is the socially and educationally comparable *monolingual*, which has been used in contexts where it ensured clarity and precision

of description. As regards *bilingualism*, the way the word is applied in this book corresponds to the definition set forth by Weinreich (1953), who saw bilingualism as an alternate use of more than one language. Since both the immigrants and the students participating in this research had advanced proficiency in L2 English and used the language for (various forms of) communication regularly, it is assumed that they met the definitional criteria and were bilingual. Finally, earlier drafts of some of the sections in Chapters 1 and 2 have been presented elsewhere as work in progress (Latkowska 2009, 2010, 2011*).

* Reprinted with kind permission of Springer Science and Business Media.

Index

- Abstract concepts** 29, 31, 40, 54, 102–103, 105, 180
Acquaintance 119, 135–136, 138–146
Aktionsart 184, 207
Anaphoric structuring 82, 207, 229–230
Atelic 64, 86, 112
- Bilingual lexicon** 15–21, 243
Blueprint for the Speaker 80, 183
- Cognitive grammar** 245
Colleague 118–119, 134–146, 161
Colour 51–53
Concept 21–31, 102–106, 109–110, 240–241
Conceptual equivalence 32, 115
Conceptual metaphor 27–28, 54, 103, 172
Conceptual transfer 39, 45–47, 181–182, 240–245
Conceptual Transfer Hypothesis 100–114, 117, 180
Conceptualization 42, 79–84, 87–90, 100, 111, 181–182
Concrete concepts 40, 103
Convergence 42, 76, 110, 206, 229, 231
- Deictic structuring** 82, 85, 206, 213, 233–234, 237
Directed motion verbs 67–69, 183–202
- Endpoint** 64, 69, 72, 80–88
Event construal 84, 86, 207, 210
- Exemplar** 23–24, 25, 90
Explication 39–40, 118–121
Eye tracking 71–72, 83, 92, 182, 242
- Film retelling** 76, 81, 102, 111, 207, 237
Focal colours 51–53, 91
Foreign discourse accent 89, 244
Frame 21, 26–27
Friend 117–118, 134–136, 138–146
- Gestural communication** 54, 66, 74–75, 79
Grammatical aspect 82–87, 89, 183–184, 207
Granularity 80, 84, 206, 215, 221, 232–234
Grounded cognition 30–31
- Hierarchical Model of Bilingual Memory** 15–17
- Imperfective aspect** 79, 82–87, 184, 206–215, 224, 233–237
- Kolega** 120, 136–138, 147–154
- Learning context** 234–236
Lematic transfer 43–44
Lexemic transfer 43–44
Lexical(ized) concept 31–33, 41
Linguistic determinism 35, 49–50
Linguistic relativity 41, 45–46, 49–62, 90–98

- Macroplanning** 81, 202, 204
MANNER-verbs 64–68, 72, 76–77, 188–200
Meaning transfer 46
Mental lexicon 14–21
Microplanning 81, 89
Modified Hierarchical Model of Bilingual
Memory 33–35
Multi-competence 134, 243
- Naming** 45, 60, 90–95, 104–111, 115–117,
122, 133–171
Natural Semantic Metalanguage 36–40
- Ongoingness** 79, 81–87, 184, 214–215,
237–238
- PATH-verbs** 63–72, 188–204
Phasal decomposition 81–86, 207, 215
Polish 67–70, 85–87, 119–121, 233–234
Progressive aspect 79, 88–90, 206, 233–
234
Prototype 23–26
Przyjacieli 119–120, 136–138, 147–154
- Restructuring** 33–34, 57–61, 96, 110,
162–165
- Sapir-Whorf Hypothesis** 49–62, 90–98
Satellite-framed languages 63–67
Segmentation 80–84, 205–206
Selection 81, 183–184
Semantic primes/primitives 36–38
Semantic transfer 42–45
Simulation 30–31
Situated conceptualization 31
Space 53–55
Structuring 82, 89, 206–208
- Telic** 64–65
Thinking for Speaking 62–79, 182–193,
242
Timeline 80–81, 206–236
- Verb-framed languages** 63–67
- Znajomy** 121, 136–138, 147–154

Jolanta Latkowska

Na styku myśli i dwujęzyczności Ocena hipotezy transferu konceptualnego

Streszczenie

Praca podejmuje temat wpływu języka na kategorie konceptualne u osób dwujęzycznych. Poruszana problematyka omawiana jest na podstawie najnowszych teorii pamięci bilingwalnej oraz stworzonej na ich kanwie hipotezy transferu konceptualnego autorstwa Scotta Jarvisa i Anety Pavlenko.

Część teoretyczna przedstawia strukturę pamięci bilingwalnej, zwanej również słownikiem wewnętrznym, modele sfery konceptualnej oraz istniejące pomiędzy poziomem językowym i konceptualnym zależności. Te ostatnie rozpatrywane są przez pryzmat teorii względności językowej i jej zmodyfikowanych wersji: teorii „myślenie dla mowy” (ang. *Thinking for Speaking*) Dana Slobina, jak również hipotezy Christiane von Stutterheim. Ostatnim elementem dyskusji jest prezentacja hipotezy transferu konceptualnego oraz jej ocena pod kątem merytorycznym i empirycznym.

Część badawcza przedstawia dwa projekty zrealizowane zgodnie z zaleceniami autorów hipotezy transferu konceptualnego. Projekt 1. dotyczy kategoryzacji semantycznej oraz niewerbalnej. Badane kategorie semantyczne oparte są na eksplikacjach Anny Wierzbickiej i dotyczą relacji międzyludzkich (przyjaciół, *friend*, kolega itd.). Projekt 2. to analiza ram konceptualizacyjnych pod kątem wydarzeń przedstawiających ruch ukierunkowany oraz konstrukcji narracji w pisemnych relacjach z obejrzanego filmu animowanego. Uzyskane dane w języku polskim i angielskim stanowią podstawę wniosków, które zaprezentowano w ostatnim rozdziale pracy.

Badania przeprowadzono w Polsce i krajach anglojęzycznych (w Anglii i Irlandii). W skład badanych populacji weszli monolingwalni Polacy i rodzimi użytkownicy języka angielskiego (ang. *native speakers*) oraz Polacy posługujący się językiem angielskim w warunkach naturalnych (emigranci) i szkolnych (studenci filologii angielskiej). Każda z grup monolingwalnych uczestniczyła w sesjach badawczych dotyczących odpowiednio języka polskiego i angielskiego. Osoby dwujęzyczne testowane były w obydwu językach. Dane zebrano za pomocą scenariuszy sytuacyjnych, kwestionariuszy, oceny podobieństwa, a także opisu narracyjnego krótkometrażowego filmu animowanego pt. *Katedra* w reżyserii Tomasza Bagińskiego.

Jolanta Latkowska

An der Berührungsfläche zwischen dem Denken und der Zweisprachigkeit Die Bewertung von der Hypothese des konzeptuellen Transfers

Zusammenfassung

In ihrer Monografie befasst sich die Verfasserin mit dem Einfluss der Sprache auf konzeptuelle Kategorien der zweisprachigen Personen. Sie bespricht die neuesten Theorien über bilinguales Gedächtnis und die auf dessen Grundlage von Scott Jarvis und Aneta Pavlenko aufgestellte Hypothese des konzeptuellen Transfers.

Der theoretische Teil der Arbeit bringt uns die Struktur des bilingualen Gedächtnisses, auch ein inneres Wörterbuch genannt, die Modelle des konzeptuellen Bereiches und die zwischen der sprachlichen und konzeptuellen Ebene bestehenden Zusammenhänge näher. Letztgenannte werden hier unter dem Gesichtspunkt der Theorie der Sprachrelativität und deren modifizierten Varianten: der Theorie „Denken für Sprechen“ (engl.: *Thinking for Speaking*) von Dan Slobin und der Hypothese von Christiane von Stutterheim dargestellt. Das letzte in dem Teil diskutierte Element ist die Darstellung der Hypothese des konzeptuellen Transfers und deren sachliche und empirische Beurteilung.

Der Forschungsteil beinhaltet zwei den Empfehlungen der Autoren von der Hypothese des konzeptuellen Transfers gemäß ausgearbeiteten Projekte. Der erste von ihnen betrifft semantische und nonverbale Kategorisierung. Die hier untersuchten Kategorien basieren auf Erläuterungen von Anna Wierzbicka und betreffen zwischenmenschliche Beziehungen (Freund, Kollege usw.) Im anderen Projekt werden konzeptualistische Rahmen hinsichtlich der Lexikalisierung von den eine zielführende Bewegung darstellenden Ereignissen und der Erzählungsstruktur in schriftlichen Rezensionen des Zeichentrickfilms untersucht. Die im Polnischen und in Englischen erreichten Daten sind die Grundlage für die im letzten Kapitel der Monografie dargestellten Schlussfolgerungen.

Die Untersuchungen wurden in Polen und in englischsprachigen Ländern (England und Irland) durchgeführt. Unter Untersuchungspersonen waren einsprachige Polen, englische Muttersprachler (engl.: *native speakers*) und die die englische Sprache auf natürlichem Wege (Emigranten) und in der Schule (Studenten der englischen Philologie) beherrschten Polen. Jede einsprachige Gruppe nahm an den die polnische oder englische Sprache betreffenden Forschungssitzungen teil. Bilinguale Personen waren in den beiden Sprachen während separater Sitzungen getestet. Die Daten wurden mittels Situationsprogramme, Fragebögen, der Ähnlichkeitsbeurteilung und des Zeichentrickkurzfilms Katheder unter der Regie von Tomasz Bagiński erreicht.

Copy editor
Krystian Wojcieszuk

Technical editor and cover designer
Małgorzata Pleśniar

Typesetting and text make up
Marek Zagniński

Copyright © 2013 by
Wydawnictwo Uniwersytetu Śląskiego
All rights reserved

ISSN 0208-6336
ISBN 978-83-226-2190-5 (print edition)
ISBN 978-83-8012-205-5 (digital edition)

Published by
Wydawnictwo Uniwersytetu Śląskiego
ul. Bankowa 12B, 40-007 Katowice
www.wydawnictwo.us.edu.pl
e-mail: wydawus@us.edu.pl

First impression. Printed sheets 18.0. Publishing sheets
23.0. Offset paper, grade III, 90 g Price 34 zł (+ VAT)

Printing and binding: PPHU TOTEM s.c.
M. Rejnowski, J. Zamiara
ul. Jacewska 89, 88-100 Inowrocław

Jolanta Latkowska

The Language-Cognition Interface in Bilinguals...

Price 34 zł
(+ VAT)



ISSN 0208-6336
ISBN 978-83-8012-205-5

Kup książkę