



LUDWIG-
MAXIMILIANS-
UNIVERSITÄT
MÜNCHEN

PROGRAM & ABSTRACTS



TDL 3

19. – 21. APRIL 2017

LMU MÜNCHEN

whether they play a role in developing the rhetorical style in English. Results show that transfer effects are most evident in those children who receive classes in English as a Foreign Language and those who migrated before the acquisition was fully accomplished – their English usage contains patterns similar to those of Romance languages (e.g. less Manner verbs, less complex Path, etc.). Other groups, such as children who have mother-tongue instruction or later departure from an English-speaking environment, show patterns closer to native speakers of English.

L1 influence in L2 lexical availability: lexical evidence for thinking for speaking?

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This paper presents a preliminary study of the influence of the native language and culture in a lexical availability task. L1 influence can be formal such as in the case of cognates, false friends, or borrowings for instance, and/or semantic and conceptual. These last types of influence might reflect not only linguistic but also cultural native manifestations or uses. Semantic transfer refers to the attachment of meaning traits to L2 lexical items. It is interference at the linguistic level. Conceptual transfer, on its part, rests on the assumption that an L1 concept has an L2 equivalent. Thus, for instance, the Spanish concept “pueblo” is transferred to L2 English rendered as “village”, which does not allude to the same idea or concept, but to a conceptually different representation or reality.

Here we explore how 256 Spanish EFL learners are influenced by their L1 in the completion of a lexical availability task. They were asked to write the words that came to their mind as reaction to 15 prompts and had 2 minutes to do this. Here, we concentrate on a single prompt “countryside”.

Results show that learners keep their L1 partially active while completing the task. They are successful in suppressing L1 formal influence, but the conceptual information they carry is mostly L1-shaped. Several reasons can account for this. First, learners do not have enough L2 proficiency to fully master conceptual differences between the native and the target language. Second, they have never been to an English-speaking country, so their interpretation of the world and its realities still almost fully bases on L1 knowledge and L1 culture. Third, the limited amount of time to respond to the task might also trigger recourse to the L1 conceptual world. This phenomenon can be seen as evidence for a thinking-for-speaking influence in lexical development.

Crossing boundaries in typologically distinct languages

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Recent cross-linguistic research on motion events has called attention to boundary-crossing (Hendricks and Hickmann, 2015, Özçaliskan, 2015). This constraint refers to whether a path involves the crossing of a boundary or not. The present study examines how speakers of two typologically distinct languages (English (n=12), Spanish (n=16)) and a group of 19 Spanish learners of L2 English express boundary-crossing events, what type of verbs are