

Language, Culture, and Coexistence: The Impact of L1 on L2 Production in Multilingual Communities

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- Have you ever heard this in other countries?

- Do you know why you say it?



How are you going?



(Boroditsky & Gaby, 2010)



Acknowledgment of Country

We acknowledge the Traditional Custodians of country throughout Australia and their connections to land, sea, and community.

We pay our respect to their elders past and present and extend that respect to all Aboriginal and Torres Strait Islander peoples today.

We recognise the importance of indigenous nations everywhere and are committed to developing mutual understanding and respect for all cultural traditions and linguistic diversity.



Learning goals

By the end of this session, you will be able to answer the following questions:

- Does learning a new language reshape the way we think?
- Are some thoughts unthinkable without language?
- What is the intrinsic value of linguistic diversity in the classroom?

First Activity



Close your eyes.

The moment you see an image, hold on to it.

Do not forget the first image.

Describe your image to a partner (2 min).



Standard chairs (semantic meaning)







Personalised chairs based on life experiences (pragmatic meaning)









Q1. Does learning a new language reshape the way we think?



Subordinate Bilinguals

- Later stage in life
- Keep the original imagery

Sequential Bilinguals

- Learn the L2 after the L1
- Have both sets of imagery

Simultaneous Bilinguals

- Learn the L1 and L2 at the same time
- Have the imagery of the dominant language

(Erden, 2017)

Close your eyes one more time



Why is the Statue of Liberty a woman?



Dr. Pamela Perniss (hf.uni-koeln.de/39271)

(Boroditsky, Schmidt, & Phillips, 2003)

Michelangelo Buonarroti

b. 1475, Caprese, d. 1564, Roma





Dusk
Masculine

Dawn
Feminine

Night
Feminine

Day
Masculine

Q2. Are some thoughts unthinkable without language?

- How to incorporate this in the classroom?
- Collecting data.



Lera Boroditsky: How language shapes the way we think TED Talk

Implicit vs. Explicit Knowledge



- An unusual, small, thin, round, old, red, French, plastic, general-purpose, cleaning brush.

- Determiner, opinion, size, physical quality, shape, age, colour, origin, material, type, purpose, noun.



(Erden, 2022)

Conditionals

Conditional Type	English	Japanese	Differences in Meaning
Zero Conditional	If it rains, the ground gets wet.	雨が降ると、地面が濡れる。 (Ame ga furu to, jimen ga nureru.)	Generally aligned, no significant differences.
First Conditional	If it rains tomorrow, I will bring an umbrella.	明日雨が降ったら、傘を持って行きます。 (Ashita ame ga futtara, kasa o motte ikimasu.)	Generally aligned, no significant differences.
Second Conditional	If I were rich, I would travel the world.	もし私がお金持ちだったら、世界中を旅行するでしょう。 (Moshi watashi ga okane-mochi dattara, sekaijuu o ryokou suru deshou.)	The Japanese conditional "たら/tara" might imply a stronger intention than the English counterpart, leading to potential misunderstanding if interpreted too definitively.
Third Conditional	If I had studied harder, I would have passed the exam.	もっと勉強していれば、試験に合格していたでしょう。 (Motto benkyou shiteireba, shiken ni goukaku shiteita deshou.)	Generally aligned, no significant differences.
Mixed Conditionals	If I had studied harder, I would be fluent in Japanese now.	もっと勉強していたら、今頃日本語がペラペラだろう。 (Motto benkyou shiteitara, imagoro nihongo ga perapera darou.)	Generally aligned, no significant differences.

Conditionals

Conditional Type	English	Japanese	Differences in Meaning
Second Conditional	If I quit my job, I would focus on my acting career. **If this thing happened that thing would happen.** **(but I'm not sure this thing will happen) OR that thing would be happening.**	仕事を辞めたら、演技のキャリアに集中するでしょう。 / (Shigoto o yametara, engi no kyaria ni shuuchuu suru deshou.)	The use of "たら/tara" in Japanese may imply a stronger intention than its English counterpart, potentially causing misunderstandings if interpreted too definitively.

Multilingual Interactions

English

- Ted broke his arm while skiing.
- In English, the subject ("Ted") is the agent of the action ("broke"). This sentence follows the active construction typical of English.

Dutch

- Ted brak zijn arm tijdens het skiën.
- Similarly to English, Dutch typically uses the active construction. "Ted" is the agent of the action ("brak") in this sentence.

Turkish

- Ted kayak yaparken kolu kırıldı.
- In Turkish, the passive construction is commonly used, especially in cases where the action is seen as accidental. Here, "kolu kırıldı" (his arm broke) is passive.

(Fausey & Boroditsky, 2010; Von Stutterheim, 2022)



Q3. What is the intrinsic value of linguistic diversity in the classroom?

- It helps people repair communication breakdowns.
- How do we apply this in the classroom?

Questions



- Does learning a new language reshape the way we think?
- Are some thoughts unthinkable without language?
- Is there an intrinsic value in linguistic diversity?

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MS

In Loving Memory of



Melika Stannard

Thank you



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