
Center for International Studies Lecture Series
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1. Different descriptions of one and the same scene in J, K, C & E: ‘He pounded the metal flat.’

2. Psychological Experiment: Perceptual difference of one and the same scene

3. Relation btw How We View vs. How We Describe a scene.

4. Simplified Extended Semantic Map model (Kim, Y. 2009)

5. Core part of my dissertation:
   
   (X) He was carving at the turkey. How come?
   (O) He was carving away at the turkey. (Jackendoff 1997)

6. Linguistic description of a scene reflects not the external world but a speaker’s construal of the world

Cf. Construal is a social psychological term that refers to the way in which people perceive, comprehend, and interpret the world around them. (from Wikipedia)
I. User-friendly linguistic model to predict what types of verbs can or cannot occur in a given construction

Interaction between *carve (away)* and the verb-*at*

(1a) Simmy was *carving at* the roast. (X)

(1b) Simmy was *carving away at* the roast. (O)

II. Apply the model to Second Language Teaching/Learning
Different Descriptions of the Same Event in English, Chinese, Korean, and Japanese

<table>
<thead>
<tr>
<th>Language</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>E</td>
<td>He pounded the metal flat.</td>
</tr>
<tr>
<td>C</td>
<td>他 捶 平 了 这 块 金属</td>
</tr>
<tr>
<td>K</td>
<td>그가 철판을 납작하게 두들겼다</td>
</tr>
<tr>
<td>J</td>
<td>彼が 鉄板を ぺちゃんこに叩いた</td>
</tr>
<tr>
<td>K</td>
<td>납작하게 될-때까지 두들겼다</td>
</tr>
<tr>
<td>J</td>
<td>ぺちゃんこになる-まで叩いた</td>
</tr>
<tr>
<td>E</td>
<td>pound-spread CHANGE</td>
</tr>
</tbody>
</table>

Y. Kim, Event Construal and Its Linguistic Encoding

Task

(from Kishimoto 2007)
Participants vs. Setting (Kishimoto 2007)

5E. Where am I?
5J. ここは どこですか。
*lit. Here is where?*

6E. He came to me.
6Ja. 彼は 私に 来た。（X）
He to me came  Cf. Korean (o)
6Jb. 彼は 私のところに 来た。（O）
He to my place came

7E. I studied Japanese here yesterday.
7J. 昨日、 ここで 日本語を 勉強しました。
yesterday here Japanese studied
Let’s imagine a scene:
James moved his hand toward the knob, opened the door, and it is open now.

He opened the door. vs. The door opened. vs. The door is open.
(activity + change) (change) (state)

Typical transitive event

Linguistic description; not realities in the world, but a speaker’s construal of the world
Scene: James opened the door and it is open now.

James

door (closed)

Activity

Change

ドアが開いた。
'The door opened.'

He opened the door

ドアが開いている
'The door is open.'

The door has been opened (by someone).

State

ジェームスがドアを開けた。
'He opened the door'

ジェームスがドアを開けておいた。
'He opened the door for future use.'

Time

(→ : interaction, ↔ : speaker's focus of attention, ←→ : implied)
Some verbs such as carve are happy in the ‘Verb + at’ construction only if away is present.

(1a) Simmy was carving at the roast. (X)

(1b) Simmy was carving away at the roast. (O)

Just MEMORIZE! Any idea?
Yes!!!
1. What verb types can and cannot occur in the V-at construction?

2. Motivation for interrelation between Perception, Cognitive Construal & Linguistic Representation
Cf. LOC vs. Theme ≈ Non-change of State vs. Change of State

8a. I don’t want to buy it because it was hit. (X) Non-change of state
8b. I don’t want to buy it because it was broken. (O) Change of state
Kim, Y. (2008a, 2008b, 2009): How to visualize constructions
Situation = Participants [SPACE] + Relations among them [TIME]
ESM = Construction Grammar + Cognitive Attentional system

1. Construction Grammar (Goldberg 1995, Croft 2001)
i) Definition of Construction:
Any grammatical structure, indicating form & meaning

ii) Independent Constructional meaning

(9) He hit out with that stick.
Q: Where does the meaning of ‘wild and uncontrolled’ activity’ come from? From hit or out?

(10) This is a potential time bomb ticking away at the fabric of society. (British National Corpus)
Q: How can tick be used in a 2 participant event?

(11) ドアが開けてある。’The door has been opened (by someone).’
Q: Where does the beneficial meaning come from?
X Verb-At Y:
‘X directs force at Y volitionally while defocusing Y’s change.’
(12) He hit at the crazy dog.

X Verb-Away-At Y:
‘X directs force at Y persistently while defocusing Y’s change.’
(13) He hit away at the crazy dog.

X Verb-Away:
‘X is engaged in an activity continuously without a focused Y.’
(14) He hammered away.
Cognitive Attentional System

- Talmy’s attentional system (Talmy 2000): focus of attention & windowing of attention

1. **focus** of attention on **participants**: perceptual prominence

   Agent, Agent-Loc, Agent-Theme, Theme

   ![Y-axis](arrow)

2. **windowing** of attention on **relations**: cognitive prominence

   Volition, **Activity**, Force (or Energy) Transfer, **Change**, State

   ![X-axis](arrow)

Typical two participant event is either Activity or Change-windowing.
Y. Kim, Event Construal and Its Linguistic Encoding
## Encoding of Events

<table>
<thead>
<tr>
<th>Perception</th>
<th>Cognitive Construal</th>
<th>Representation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scene</td>
<td>Focus of attention</td>
<td>Windowing of attention</td>
</tr>
<tr>
<td>Controller Undergoer</td>
<td>Primary Ø</td>
<td>Activity</td>
</tr>
<tr>
<td>Controller Undergoer</td>
<td>Primary Secondary</td>
<td>Activity + F.T. F. T. + Change</td>
</tr>
<tr>
<td>Controller Undergoer</td>
<td>Ø</td>
<td>State</td>
</tr>
</tbody>
</table>
He swung
He hit it
He broke it
It broke
It is broken
## Data

<table>
<thead>
<tr>
<th></th>
<th>V-At</th>
<th>V-Away-At</th>
<th>V-Away</th>
</tr>
</thead>
<tbody>
<tr>
<td>Types</td>
<td>59</td>
<td>68</td>
<td>33</td>
</tr>
<tr>
<td>Tokens</td>
<td>1241</td>
<td>148</td>
<td>124</td>
</tr>
</tbody>
</table>

(from British National Corpus)
## Methodology

<table>
<thead>
<tr>
<th></th>
<th>[Activity]-windowing</th>
<th>[Change]-windowing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Manner adverbials</td>
<td>more</td>
<td>less</td>
</tr>
<tr>
<td>Imperfective aspect</td>
<td>more</td>
<td>less</td>
</tr>
<tr>
<td>Passive construction</td>
<td>less</td>
<td>more</td>
</tr>
</tbody>
</table>
(1a) * Simmy was carving at the roast.  
(1b) Simmy was carving away at the roast.
He pounded the metal

他捶了这块金属

그가 철판을 두들겼다

彼が鉄板を叩いた

He pounded the metal flat

他捶平了这块金属

(?)그가 철판을 납작하게 두들겼다

The metal became flat

这块金属变平了

철판이 납작해졌다

这块金属变得平了

The metal became flat until

这块金属变成了平的

鉄板がべちゃんこになった

THEME

AGENT

AGENT-LOC

AGENT-THEME

THEME

VOLITION

ACTIVITY

FORCE TRANSFER

CHANGE

STATE
Conclusion

An Extended Semantic Map Model:

- Relations between verb, verb-at, verb-away-at construction
- Possible verbs in any construction
[Activity]- vs. [Change]-windowing

Motivation for the Interrelation between Perception, Cognitive construal and linguistic encoding

Possibility of comparative analysis across languages

Application of an Extended Semantic Map model to Second Language Teaching/Learning
THANKS A LOT FOR YOUR ATTENTION


Kim, Yong-Taek. 2008b. Conative and Its Related Constructions: An Extended Semantic Map Approach, paper presented at the 5th ICCG (International Conference on Construction Grammar), Austin, University of Texas.


Summer Classes

- **Intensive Japanese**
  (3hrs/day, 9 weeks)

- **Introductory Korean**
  (2 hrs/day, 4 weeks)

Registration starts on May 4th