

## CAN MOTION EVENT CONSTRUAL BE TAUGHT OR RESTRUCTURED? EVIDENCE FROM BILINGUALS AND L2 LEARNERS

### ABSTRACTS FOR ORAL PRESENTATIONS

DAY 1: April 16<sup>th</sup>, 2021

#### *Thinking in multiple languages: The case of goal-oriented motion events.*

Panos Athanasopoulos (University of Lancaster)

The linguistic relativity hypothesis suggests that language affects cognition, in predictable ways. If so, which language do multilinguals rely on as a source for cognitive categorisation? Recent research shows that speakers of languages with no obligatory grammatical aspect (e.g., German) tend to establish holistic event perspectives, mentioning the endpoint/goal of some action when describing an event, e.g., “two nuns walk to a house”, and paying more attention to event endpoints when matching scenes from memory. Speakers of aspect languages (e.g., English) are more prone to defocus the endpoint of an event and instead direct attention to its ongoingness, which is reflected both in their event descriptions, e.g., “two nuns are walking”, and in non-verbal similarity judgements (Athanasopoulos & Bylund, 2013; von Stutterheim et al, 2012). This talk summarizes empirical evidence from the past 5 years or so, probing the extent to which non-verbal event cognition patterns may change as a function of additional language learning. Data on L2 users with different bilingual profiles (e.g., foreign language learners and functional multilinguals) and different language constellations (e.g., L1 isiXhosa-L2 English, L1 German-L2 English, L1-English-L2 German, L1 Swedish-L2 English, L1 Afrikaans-L2 English, and Afrikaans-English-isiXhosa-isiZulu-seSotho multilinguals) were collected by means of a non-verbal similarity judgement task, where participants had to match a target scene that had intermediate degree of endpoint orientation, with two alternate scenes with low and high degree of endpoint orientation, respectively. Analyses reveal that the learning and use of a typologically different additional language(s) may indeed lead to restructuring of motion event cognition. However, the extent of this restructuring is dependent on the intricate relationships between language proficiency and length of L2 exposure on the one hand, and on age of onset of bilingualism and language testing context on the other hand, while frequency of L2 use and language of education also present as significant variables for cognitive outcomes in functional multilinguals.

***How Spanish native speakers comprehend the English Resultative Construction?  
Differences in the comprehension of change of location and change of state secondary  
predicates in English L2***

Maria Alejandra Celi, Angel Tabullo and Luis Paris

The Spanish-English contrast presents some difficulties in L2 learning, which seems to rely on the simple event construction of each language. As Spanish is an instance of verb-framed languages (Talmy, 2000), the verb tends to codify result, whereas English is an instance of satellite-framed languages in which the verb tends to codify manner. If result needs to be codified, English resorts to the English Resultative Construction (ERC), a double predicate construction with a PP that codifies change of location in Path-ERC

(1) Bill walked into the room

or with an AP that codifies change of state in Property-ERC:

(2) Mary danced Peter tired

In addition, Fake Reflexive-ERC codify either change of location (PP) or state (AP) as in:

(3) The baby cried himself asleep

ERC has no mirror equivalent in Spanish for all its subtypes. Yet, Spanish and English share a double predicate structure, the Depictive Construction (DC), that does not codify result:

(4) He returned the book damaged

(5) El devolvió el libro dañado

Therefore, we wonder to what extent the different ERC are learned by Spanish native speakers who learn English as L2 (EFL). We aim at identifying i) if the different subtypes of ERC are learned in a given sequence; and ii) if this sequence occurs, to identify if it is modulated by the structure's departure from the Spanish pattern and proficiency level. We conducted an online Sentence Comprehension Task designed to measure the interpretation of the three types of ERC and the DC by native speakers of Spanish with different levels of EFL. Results indicate that: i) DC are more easily comprehended due to L1 influence on L2; ii) the comprehension of Path-ERC show no significant difference with the DC; iii) proficiency improves the comprehension of all ERC, but this effect interacts with type of ERC (Path > Property > Fake Reflexive).

References:

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***Too much information? Cognitive costs determining motion event verbalization and conceptualization***

Katharina Zaychenko

Motion event encoding has been shown to be shaped by different factors such as the absence or presence of grammatical aspect across languages insofar that speakers of aspect languages prioritize the process, whereas speakers of non-aspect languages tend to focus on endpoints (Stutterheim et al. 2012). While Schmiedtová et al. (2011) attribute differences in attention allocation on either the process or the endpoint to grammatical factors, attempts have been made to incorporate grammatical aspect into a more complex interplay of factors. Bepperling & Härtl (2013) argue that while aspect represents a core grammatical category in English, its non-habitualized marking in German causes increased cognitive costs leading to the omission of process-markers. Therefore, an explanation for the observed cross-linguistic effects could be rooted in a combination of linguistic and non-linguistic factors.

The present study investigates whether the expression of linguistic categories affects visual attention on event components. German and English speakers, and three groups of German learners of English with different proficiency levels (n = 20 each) participate in a two-fold study: A similarity judgment task with verbal interference conducted to reveal whether cross-linguistic differences appear due a cognitively based bias, which should resist a verbal interference, or due to effects resulting from active language use, which should be diminished when the linguistic system is suppressed (Feinmann 2019). In the second part, participants are asked to verbalize animated clips and click on an endpoint-related area. Due to the expected highly frequently verbalized endpoints in German (non-aspect language), endpoint regions should be accessed faster by German speakers than English (aspect language) speakers and learners. Consequently, the results of this study will give insight into the conceptualization of motion events and provide answers to the question whether the expression of certain linguistic categories affects the speakers' visual attention on event components.

***Teaching the difference between English and Spanish with regards to the expression of directed motion using a gamified conceptual workshop***

Paula Antela and Juan Pablo Mora

In this talk Juan Pablo Mora will present his more than 20 year experience teaching the similarities and differences between English and Spanish with regards to the expression of directed motion to Spanish students of Linguistics and to students of Spanish as a Foreign Language (Mora 2001). During the first 15 years he taught it using a teacher and content centred approach. He explained it to the students and then they practiced it with exercises and projects. During the last six years he has used a conceptual workshop adapted from Finkel (2000). Instead of explaining Spanish and English directed motion to students, they had to discover the similarities and differences between the two languages on their own by reflecting on data and examples from both languages. They carry out this task in teams of three or four students. The examples and exercises in the conceptual workshop present different perspectives that allow the students to discover and construct their own knowledge. Since he has been using this constructivist and learning centred approach to teach Talmy's and Slobin's findings in this area, students have shown more competence in tests and in oral performance. Paula Antela has adapted the workshop to the prevailing online teaching caused by the COVID 19 pandemic, offering students a gamified version where visual thinking meets gamification to improve students' significant learning. Thus, gamified activities increase their motivation to build up grammatical concepts by themselves, at the same time that visual thinking helps them to understand and retain those abstract concepts that are more difficult to interpret from a theoretical point of view.

### ***How effective is Processing Instruction in teaching motion event construal?***

Jacqueline Laws, Anthony Attwood and Jeanine Treffers-Daller

This study explores the effects of instruction on the acquisition of motion event construal among second language learners of English with different first languages. As speakers of V-framed languages typically encode path in the main verb, the challenge for L2 learners of English whose L1 is V-framed is that they must “unlearn” to encode path in the main verb, as in 'she entered the bank running'. Instead, they must learn to conflate manner and motion in the main verb, as in 'she ran into the bank', even in events which involve the crossing of a spatial boundary. The latter is generally not allowed in V-languages, but very common in S-languages.

There is little research on how the motion domain can be taught. Cadierno and Robinson (2009) shows target structures are generally not highlighted in grammar classes, therefore second language learners of English seldom receive negative feedback on the acceptability of alternative patterns. Furthermore, instructors may be unaware of the issue and give little or no attention to the topic when designing syllabi (Attwood 2014).

In this study, we evaluate performance on story-telling productive tasks using three experimental treatments. The first involves an input-only approach based on the principles of Processing Instruction (VanPatten and Cadierno, 1993), the second combines input and output training while the third group received explicit information only about the target construction without any structured activities. The findings show that manner boundary-crossing constructions can be taught and learning effects can be generalised to non-boundary-crossing structures not included in the training material. The effectiveness of Processing Instruction-based input-only training persists over a two-week period and compares positively with that of an input+output teaching package, whereas negligible learning effects were obtained in the group who only received explicit information regarding the target structure.

***From local deixis in Ladin to motion verbs in English: Examples of crosslinguistic analyses informing L1 and L4 teaching practices***

Martina Irsara

Motion verbs have been researched from different perspectives in the last decades, and so has been adverbial deixis, a key component of motion events. Research on motion verbs and their path components is still of current interest, partly due to the wide breadth of the field of study. Further descriptions of minority languages might contribute to crosslinguistic and typological research on motion events, while examples of teaching experiences in this field could inform pedagogical practice.

The proposed paper shows how descriptive and crosslinguistic analyses of deixis and motion verbs finally led to classroom activities in primary to tertiary levels with the aim of increasing learners' awareness of language-specific features related to the expression of motion in their first and other languages. The research started with investigations of directional locative adverbs in a Ladin variety spoken in the Rhaeto-Romance territory of Italy and continued with analyses of motion verbs in the same variety and in the learners' further languages (Irsara, 2014, 2015, 2016, 2017a, 2020). Data collection made clear that speakers of Ladin actively used a complex adverbial path-component system in natural settings but were unaware of this characteristic feature of their language, whose low-manner salience was also confirmed. Learners were equally surprised at noticing the high-manner salience of English, where a video-description task revealed for instance their unfamiliarity with verbs denoting basic jumping movements and their difficulty in describing climbing scenes in different contexts and directions. Multimodal teaching units were subsequently designed and implemented at schools and in teacher education within a multilingual teaching model. They drew learners' explicit attention to motion event construal in the languages they spoke and fostered their crosslinguistic interest (Irsara, 2017b).

***Dynamic visual stimuli from platformers for the teaching of EFL motion events using an interactive video interface***

Sergio Sánchez Padilla

In this presentation, I argue that interactive video interfaces offer a maximal exploitation of dynamic visual stimuli recorded from videogame platformers for the benefit of second or foreign language teaching and learning of motion events. In particular, I provide a case analysis of digital resources that I have developed to teach Mexican high school students of English; these materials maximize the quantity and the intensity of visual stimuli to engage students in the re-conceptualization and re-symbolization of motion event construals. By way of illustration, a mobile entity in these virtual environments "rolls across a pathway," "swings over a pit," "hooks his way out of a sinkhole", "dashes through a tunnel," "glides on a rail," "bounces off trampolines," "floats into a cavern" or "climbs up a rope." The Frog Story (Mayer, 1969), film clips (Bylund and Athanasopoulos, 2015) and input processing-based approaches (VanPatten & Cadierno, 1993) have no doubt proven an extreme asset in the work of typological research and pedagogical theorization; yet, they lack a more intrinsic iterative, dynamic and intensive sensory, perceptual, and conceptual stimulation. It is my hope that this presentation may help to socialize interactive digital approaches to the task of teaching and learning motion events in English as a foreign or second language.

### ***How concept-based instruction works in teaching thinking for speaking in an L2***

Gale Stam, James Lantolf, Kimberly Urbanski and Tetyana Smotrova

Languages differ typologically in how the semantic domain of motion is indicated lexically and syntactically (Talmy, 2000). Additionally, there is scant evidence that L1 speakers of verb-framed languages can fully shift from their L1 thinking for speaking (TFS) pattern about motion to that of a satellite-framed L2, not just verbally but also gesturally (e. g., Kellerman and van Hoof, 2003; Choi and Lantolf, 2008; Stam 2006), even for learners with extensive (14 years) immersion exposure (Stam, 2017). Inclusion of gesture within TFS research is essential as speaking and gesturing together form a language-imagery dialectic and reveal a speaker's thinking (McNeill, 1992, 2005; Stam 2008).

Given that immersion exposure does not seem to lead to a shift in TFS, the question this talk addresses is how well-organized systematic explicit instruction about the concept of motion events can facilitate a shift from a verb-framed L1 to satellite-framed L2 TFS that encompasses the appropriate linguistic and gestural expression of path and manner. Seven L1 Spanish learners of L2 English were videotaped narrating cartoon episodes before and after instruction. Using Sociocultural Theory's Concept-Based Instruction (Lantolf & Poehner, 2014), the linguistic instruction included raising the participants' awareness of differences in the expression of motion events in Spanish and English, introducing the concept of "motion event," and introducing and practicing the use of manner verbs and satellites in English narration, with no mention of gesture.

Prior to instruction, learners' TFS patterns in English showed no evidence of L2 English TFS patterns. Following 8 hours of instruction, several learners showed evidence of L2 patterns both linguistically and, crucially, in gesture, including the accumulation of path components within a single clause along with boundary crossing gestures. Findings indicate that Concept-Based Instruction is able to produce changes in TFS patterns that have not been possible even with extensive immersion.



DAY 2: April 17<sup>th</sup>, 2021

***Uyghur-Chinese early successive bilinguals' acquisition of caused motion expressions***

Alimujiang Tusun (University of Cambridge)

The relative impact of universal cognitive factors versus language-specific properties constitutes a key question in language acquisition in childhood. The past two decades witnessed the flowering of this line of inquiry in the domain of spatial language and our understanding of such issues have greatly improved. However, extant studies have focused on L1 and 2L1 scenarios (e.g., Allen et al., 2007; Hickmann et al., 2018) while the context of early successive bilingualism (ESB) has not received sufficient attention, despite its relevance for our understanding of the nature of child bilingualism and language acquisition more generally (cf. Meisel, 2018). Furthermore, the languages or language combinations featured are mostly Indo-European while the vast majority of other language (combinations) remain unexplored.

To further the discussions on the role of universal vs. language-specific factors and cross-linguistic influence in spatial language development and to redress the Eurocentricity that characterise much research on bilingualism, the present study examines the early successive bilingual acquisition of caused motion expressions in two non-Indo-European languages. Specifically, four groups of Uyghur-Chinese bilingual children (AO»3; aged 4;6, 6;5, 8;4 and 10;6) were invited to narrate short cartoons depicting a wide range of caused motion event. Their verbalisations were analysed in terms of where particular semantic components are encoded (information locus), what semantic components are selected for expression (information focus), how many semantic components are jointly expressed in one utterance (information density) and how the various semantic components are syntactically organised in discourse (syntactic packaging).

Our findings show the simultaneous but differential impact of both language-specific properties and universal cognitive factors in ESB acquisition of motion expressions. The observed differences in the developmental trajectories of the two languages, especially as evidenced by children's consistently higher utterance density in Chinese, points to the weightier role of language-specific constraints. However, the increase in utterance density, i.e. children's ability to focus on and retain more semantic components for expression over time regardless of language indicates the contribution of their developing general cognitive abilities. Bilinguals follow the adult pattern of expressing caused motion in their L1. In their L2 Chinese, they bypass the shared lexicalisation pattern in their two languages up until age 8 and opt for the construction that is specific to their L1, presumably because this option is syntactically less complex (mono-clausal) compared to the shared bi-clausal option. As such, cross-linguistic influence seems to be shaped by structural/typological overlap on the one hand and the complexity of the structures involved on the other.

Although the present study is not explicitly concerned with pedagogical issues in its design, some tentative observations on the teaching of caused motion in L2 Chinese could be made. Recall that the bilinguals' circumventing the shared lexicalisation pattern between Uyghur and Chinese until age 8 was explained by arguing that the shared alternative represents a syntactically complex structure. In fact, similar observations abound in other L2 contexts. Ji & Hohenstein (2014) showed that English learners of Chinese relied more on the syntactically simple construction and they very rarely produced the complex construction, even at the advanced stage. In a study on French's learners' expression of caused motion events in Chinese, Arslangul et al. (2018) found that even advanced learners consistently departed from the target lexicalisation pattern and significantly, the V-framing property of French did not seem to influence the learners' acquisition and production of the V-framing pattern in Chinese (see similar observations in Hendriks et al., 2008 for English learners of French; Hohenstein et al., English-Spanish bilinguals).

To the extent that these different learner populations are comparable, one unmistakable tendency is their preference for syntactically simple options, oftentimes at the cost of not conforming to the target pattern. Why this is the case may differ for bilinguals vis-à-vis L2 learners, but the point is clear as far as the L2 teaching is concerned, i.e., syntactic complexity is an important factor to consider. Teachers may, therefore, benefit the learner by not only introducing how semantic components of caused motion are typically lexicalised, but also by explicitly dissecting of the internal semantic relations of caused motion (e.g., the foregrounding and backgrounding of the sub-events) and explicating how such relations are syntactically (re)organised.

***Conceptual changes in motion event cognition: a breaking continuous flash suppression study with advanced Chinese learners of English***

Xingyi Fu and Norbert Vanek

Previous studies report pronounced cross-linguistic differences in verbalising motion events [1][2]. However, language-specific effects often vanish in context without overt language use [3][4]. The extent to which language affects specific processes in event cognition is still disputed. Here we focus on the speed with which path and manner components in motion events break into awareness in English and Chinese monolinguals and in advanced Chinese learners of English.

The aim of this study is to tap into early/automatic processing of manner (relatively more salient in English than Chinese) and path (arguably less contrastive in English than Chinese) [5] using a breaking continuous flash suppression (b-CFS) [6] paradigm. The rationale is that salient stimuli are harder to suppress by b-CFS and they break through suppression faster than less salient stimuli [7]. If crosslinguistic differences in manner/path saliency affect the time in which the stimuli emerge into awareness, one can expect attentional biases to specific motion components (manner/path) in predictable ways. Namely, manner is predicted to emerge into awareness faster for English than for Chinese speakers, as the pilot test suggested. Chinese learner's performance is predicted to approximate to target English pattern as a function of L2 proficiency [8].

The procedure includes goggle adjustment, a picture prime and a b-CFS (Fig.1). In b-CFS, the dominant eye sees a dynamic Mondrian mask flickering at 10Hz, and the non-dominant eye sees the target video randomly placed in one of the four corners of the screen. The prime picture and the target video are manipulated within participants in three ways (Fig.2), full match, manner-match and path-match. Language group is the main predictor expected to affect reaction times. The benefit of this approach is to advance current debates in L1/L2-modulated motion event cognition [9] by exploring low-level (automatic) language activation when manner versus path break into awareness.

***Conceptual transfer in L2 motion events by Japanese and Chinese learners of English***

Jiashen Qu

Previous L2 studies on motion events mainly focused on lexicalization patterns of manner and path based on Talmian typology. This study switched the research focus on L2 acquisition of motion events at the multi-clausal level, with the focus of analysis on manner salience, path segments, path conflation, ground salience and attention to dynamism. I involved into the study 15 Japanese (verb-framed language) and 15 Chinese (equipollently-framed language) learners of English (satellite-framed language) as an L2 as well as 15 native speakers of English. I collected both oral and written narratives of motion events in the L1s and L2 produced by the three groups of participants. The analysis was conducted by comparing and contrasting English narratives of L2 learners and that of native speakers, with reference to L1 narratives. Using ANOVA, I statistically demonstrated conceptual transfer in learning English motion events by Japanese and Chinese learners. More importantly, this study showed that manner salience and path conflation posed to L2 learners greater learning difficulty than the rest of the components in motion events, the reasons behind which were discussed based on the theoretical framework of conceptual transfer hypothesis (Jarvis, 2007, 2016). I discussed how two kinds of conceptual transfer—concept transfer and conceptualisation transfer might have a different impact on learning motion events in L2.

References:

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### ***Multimodal encoding of motion events in French and Dutch as L1 and L2***

Christina Piot

Several studies have suggested that the typological differences between verb-framed and satellite-framed languages observed by Talmy (2000) are reflected in co-speech gestures (Brown & Chen, 2013; Kita & Özyürek, 2003; McNeill, 2005; McNeill & Duncan, 2000). More specifically, these studies show different correlations between the types of language and the realization of manner in gestures. Still, these researchers have agreed that gestures show both universal and language-specific characteristics. Against this background, the present study aims at determining how French (FS) speakers, Dutch speakers (DS), and French-speaking learners of Dutch (FSLD) realize dynamic (DME) and static motion events (SME) in speech and co-speech gestures.

Based on the methodologies developed by McNeill (1992), Kita & Özyürek (2003), and Lemmens & Perrez (2012, 2018), we conducted an experiment in which participants had to (1) recount scenes from Tweety and Sylvester and (2) locate objects on pictures. 1415 propositions containing a ME and 2093 gestures were analyzed.

Our study reveals that (1) FSLD tend to encode manner in the verb to describe DME, (2) FS encode path more often in their gestures than DS, (3) L1-speakers produce more often iconic gestures than learners who produce more non-substantive gestures and (4) learners tend to encode path in their iconic gestures in both languages.

Moreover, our findings are mostly in line with studies on the expression of DME (Kopecka, 2006; Lemmens, 2002; Talmy, 2000) and of SME (Lemmens & Perrez, 2012, 2018). In fact, it appears that DS tend to encode manner in the verb and path in satellites while describing DME and to use posture verbs (e.g., *staan*) to locate objects. By contrast, FS tend to encode path in the verb and manner in satellites and they tend to use neutral verbs (e.g., *être*). FSLD underuse posture verbs and overuse neutral verbs to express SME.

***The Persistence of L1 patterns in SLA: Incidental learning and the boundary crossing constraint***

Amani Alghamdi, Michael Daller and James Milton

The present study analyses the influence of L1 patterns in the descriptions of motion events by Arab EFL learners. First we establish the differences in the construal of motion events by native speakers of Arabic and English (n=20 for each group). 12 prompts (cartoons) were used where a figure crosses a boundary in a certain manner (running, crawling etc.). In line with the literature (Talmy 1985, 1991, 2000a, 2000b and Slobin 1987 et passim), Arab native speakers avoid the use of manner of motion verbs in the description of these events in their first language and use simple path verbs (e.g. enter, go etc.), whereas speakers of English mostly use manner verbs. These deeply engrained differences between L1 and L2 are a learning challenge in SLA. The same prompts were used with two groups of Arab EFL learners (intermediate, n = 34; advanced, n = 30), who live in the UK. These learners follow the Arabic pattern in English. They use only simple path verbs and avoid the use of manner verbs in the description of the boundary crossings. As the learners do not produce ungrammatical sentences, they will not get negative feedback (e.g. from a teacher) and rely entirely on incidental learning from the input. However, despite the high frequency of these manner verbs in the daily input of the learners, they do not acquire the patterns of the target language even at a high proficiency level. This confirms results from earlier studies with different language pairs (e.g. Larrañaga et al. 2012). L1 patterns in the use of manner verbs with boundary crossings are persistent across proficiency levels in L2, and their influence cannot be overcome simply by exposure to the target language. Implicit learning in this context is hardly possible and explicit teaching and learning is needed to overcome the influence of the first language.

***French and Italian L2 learners' motion events construal: from acquisitional perspectives to pedagogical implications***

Simona Anastasio

This study focuses on motion events in oral narratives (Frog story, Mayer 1969) produced by L2 university learners of French and Italian, whose L1 is either typologically close (Italian or French) or distant (English) from the TL. 110 informants were observed: 30 native speakers (English 10, French 10, Italian 10) and 80 learners of two proficiency levels (intermediate vs. advanced; cf. Bartning & Schlyter, 2004).

Given the typological contrasts between the languages (English as a satellite-framed language vs. Italian and French as verb-framed languages, cf. Talmy, 2000; Italian as more satellite-framed than French, via syntagmatic verbs – SV – : i.e. saltare fuori 'jump out'; Simone, 1997), we intend to examine (a) the way learners code motion events (locus of information, motion verbs, semantic density) and (b) the impact of crosslinguistic influence (CLI) according to L2 proficiency level.

L2 data shows common tendencies related to general acquisitional principles (i.e. use of idiosyncratic verb and prepositional forms) for intermediate learners. CLI is only found at the advanced level when the TL and the SL have formal analogous structures (transfer to somewhere, Andersen 1983). For instance, advanced English learners resort to satellite devices in L2 Italian (via SV), whereas they (along with Italian learners) do not in L2 French. Also, L1French-L2Italian and L1Italian-L2French learners look for similarities in the TL (Ringbom & Jarvis 2009), so they do not try to find other linguistic devices coding the same motion concepts (i.e. via SV). Our results lead us to ponder how language teachers can help learners grasp alternative structural devices in the L2 if such escape from their attention (i.e. form-function approach especially at pragmatics level, use of visual images to show how spatial conceptualization varies in languages ; cf. Watorek et al. in print, Cuet 2015).

***Patterns of motion event (re-)construal in L2 German & pedagogical challenges and options***

Karin Madlener-Charpentier and Elsa Liste Lamas

Expressing motion events in a second language involves acquiring a whole family of constructions and their respective functions and conditions of use. This might involve any number of semantic, lexical, conceptual, and morphosyntactic “construction sites”, including aspects of case marking, prepositional semantics (Liste Lamas 2016), and information density (i.e., constructional complexity, Madlener, Behrens & Skoruppa 2017) in addition to information packaging (i.e., information focus and locus, i.e., degrees of verb and path salience, Slobin 2004; Treffers-Daller & Tidball 2016).

In this contribution, we briefly discuss selected challenges for L2 users of German, going beyond the verb-satellite-framing debate (e.g., learning that manner of motion tends to be expressed in the main verb, even in boundary crossing situations):

- (1) High levels of constructional complexity at the global utterance level, due to semantically complex verbs being routinely combined with conceptually and syntactically complex paths (e.g., "Der kleine grüne Frosch schleicht sich aus dem Fenster in den Garten hinunter"), challenge even L1 speakers of S-framed English (Madlener-Charpentier *forthc.*).
- (2) The range of particle constructions seems to constitute a challenge for different learner groups (L1 speakers of V-framed Spanish, but also of S-framed Danish, Liste Lamas 2016).

We conclude by discussing pedagogical options. One “prototypical” motion construction – possibly introduced through structured input floods (Madlener 2015) – might allow L2 users to “break into” the V- or S-framed target system, but L2 users additionally need to acquire constructional alternatives as well as their specific additional value in dealing with a variety of motion event construals. Liste Lamas (2016) points out that enlarging one’s constructional repertoire, specifically with regard to particle constructions, might induce overgeneralizations of salient constructional types before fine-grained distinctions can be appreciated and productively applied. Here, consciousness-raising tasks might speed up the recognition of constructional features, functions, conceptualizations, and restrictions of use.



***Cross-linguistic influence of motion events construal in bilingual speakers of Spanish and English***

Fraibet Aveledo

It is well known that there are differences in the ways in which motion events (MEs) are expressed in different languages. Languages, such as English, often express manner of motion in the main verb (She ran into the shop) whereas in languages such as Spanish, the main verb generally contains the path of motion and manner is optionally expressed in a satellite (She entra a la tienda corriendo). These patterns of MEs are said to be tightly mapped with their concepts. Their reorganization, when a learner is acquiring a different set of patterns, is difficult. This study sought to explore whether: 1) L1 speakers of Spanish, a path language, can restructure their ME patterns in English as an L2, a manner language; and 2) bilinguals show cross-linguistic influence in their L1 and/or L2. We analysed the lexicalization of MEs (i.e., path, manner) in monolingual (86) and bilingual (38) speakers of Spanish and English. Participants performed a verbal encoding task of clips showing dynamic motion events. Bilinguals performed the task in both languages. Responses were analysed lexically, at the level of the verb (types of motion verbs), and syntactically (i.e., how ME concepts were syntactically packaged). Bilinguals' responses were compared to that from monolinguals, and were correlated to extra linguistic variables (AoA, level of L2 proficiency and time-living in an English-speaking country). Results suggested that bilinguals showed bidirectional cross-linguistic influence from L1 and L2 when expressing MEs at lexical and syntactic levels.

***Deixis and motion events in the acquisition of L2 Modern Greek and L2 Spanish***

Alberto Hijazo-Gascón and Maria Andria

The aim of this bidirectional study is to analyze the typological contrasts between Modern Greek and Spanish in relation to deictic motion verbs and how these contrasts can pose a challenge for their acquisition as a second language (L2). Deixis is considered a subcomponent of Path (Talmy, 2000), with crucial implications for Thinking for Speaking (Slobin, 1991, 1996). The two languages studied here show stark contrasts in terms of how Deixis is expressed. Modern Greek allows both speaker and addressee as a deictic center whereas Spanish allows only the speaker to play this role (Gathercole, 1977).

The focus of this study will be on how native speakers and learners of these two languages acquire motion events with deictic information. Participants were Greek learners of Spanish as an L2 and Spanish learners of Greek as an L2 (B2 level) and native speakers of both languages. Data were elicited by means of four videos, a cloze test activity, and oral protocols. Both quantitative and qualitative analyses were performed to explore the actual use of these events and as well as to gain more insights into the way deictic motion events function.

Results showed evidence of crosslinguistic influence (Jarvis & Pavlenko 2008) in the narratives of both groups of learners. In line with previous studies (Cadierno, 2017), restructuring of the L1 deictic patterns has been found to be a demanding process. Findings pointed that Deixis is an area of difficulty for a “re-thinking for speaking” (Robinson & Ellis, 2008). These verbs are taught at early stages of the learning process and they are not traditionally considered a problematic area. However, the influence of L1 patterns seems pervasive in how they are used in motion events in the L2.

## ABSTRACTS FOR POSTER PRESENTATIONS

To be presented on Friday 16<sup>th</sup> and Saturday 17<sup>th</sup>

### *Surveying Motion Lexicalisation Patterns in L1-Portuguese/FI-English Bilinguals*

Renan Ferreira and Isabella Mozzillo

In terms of the lexicalisation patterns of motion events, Germanic languages such as English are classified as satellite-framed languages, whereas Romance languages such as Portuguese are verb-framed languages (Talmy, 1995; 2000). However, Talmy did not analyse Portuguese sentences, and recent studies have shown that this language displays commonly used constructions matching both verb-framed and satellite-framed patterns (Meirelles, 2019; Meirelles & Cançado, 2017). In this paper, we present the design and methodological procedures being set up for a study on the restructuring of motion patterns in English as a foreign language by native speakers of Brazilian Portuguese. Also, we introduce our preliminary examination on what seems to prompt the use of manner verbs or path verbs in Portuguese and put forward our hypotheses about how Portuguese-speaking learners of English deal with the conceptual mismatch between the two languages. We will use both dynamic and static stimuli, and the learners will perform the tasks both in their first language and in the target one. We have created fifteen video clips in triads depicting common, less common, and uncommon manner of motion (e.g., a man walking/running/hopping across the street). Also, we will use the ‘Frog, Where Are You?’ picture storybook (Mayer, 1969) to elicit more spontaneous, narrative-style productions. Due to the COVID-19 pandemic, we have not carried any data collection yet, hence the lack of results to date. However, we aim to present our methodology and hopefully receive constructive feedback from fellow researchers.

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***Motion event encoding by advanced Czech learners of Spanish as a foreign language***

Rosalía Calle Bocanegra

Using Talmy's (e.g. 1991, 2000) typology of verb-framed versus satellite-framed languages, which classifies languages depending on how certain semantic components of motion are codified, Slobin (e.g. 1996, 2004) formulated the Thinking-For-Speaking hypothesis. It posits that language trains its speakers since childhood to pay attention to specific elements of an event they describe. Such first-language entrenchment has consequences for the acquisition of a foreign or second language, as the learner must adopt a new way of Thinking-For-Speaking (Cadierno 2004). In this presentation, I will first describe the results of a study exploring the differences in the encoding of motion events by Czech advanced learners of Spanish and native Spanish speakers, as assessed by a written narrative task. The study revealed differences between the learners and native speakers in the codification of Manner and Path, and as regards the boundary crossing restriction (Aske 1989). Then I will focus on deictic movement verbs, briefly comparing some of the usages of Spanish versus Czech deictic verbs of movement (inspired by the study of Polish learners of L2 Spanish by Lewandowski 2014) and provide examples of ungrammatical use by advanced Czech learners of Spanish. Bylund and Athanasopoulos (2015) point out that learners' difficulties with foreign-language spatial conceptualization may be exacerbated by a lack of explicit attention to this issue in teacher training programs. In the third part of the presentation, I will therefore provide examples of exercises designed to train the native-like use of second-language deictic movement verbs drawing on the Input Processing approach (VanPatten, Cadierno 1993) as well as on cognitive linguistics (exercises inspired by Alhmod, Castañeda Castro 2015).

***Almodovar and the teaching of metaphorical motion in the ELE classroom***

Beatriz Martín-Gascón

The teaching of motion events in the Spanish as a foreign language (ELE in the native language acronym) classroom has received very little attention. Although the recent years have seen a proliferation of empirical studies on the conceptualization and expression of motion events comparing different languages with Spanish (e.g., Cadierno & Ruiz, 2006; Cadierno, 2008; Montero-Melis & Bylund, 2017; Muñoz & Cadierno, 2019), to date no research to our knowledge has focused on innovative techniques to teach pseudo-copulative change-of-state (PCOS) constructions, where motion occurs in an imaginary manner and the experiencer moves metaphorically from one emotional state to another. In this line, Ibarretxe & Cheikh's (2019) constructional approach has offered a motivated explanation for the PCOS verbs, which is already a significant step forward. Yet, new lines of research need to i) examine pedagogical strategies, ii) design ground-breaking materials and iii) implement them in the ELE classroom. To do so, we depart from results in a previous study that examined from a cognitive perspective the PCOS construction *ponerse* + adjective (e.g., *ponerse triste* 'get sad') (Martín-Gascón, submitted). The PCOS constructions under study are non-actual motion instantiations, both imaginary and metaphorical to a certain extent, (Talmy, 2000: 25). Yet, the moving entities or figures are animate human-beings, intrinsically and naturally able to move. Following studies that show how multimodal input can enhance motion restructuring (Bylund & Athanasopoulos, 2015), we propose a didactic sequence based on a list of 20 cognitive and communicative parameters (Martín-Gascón, 2020), which uses clips with emotional scenes from Almodovar's films. The materials will be tested at a university instructional setting with a group of ELE learners whose L1 is English. We expect that results from the study will shed light on the difficulties in restructuring metaphorical motion in the process of ELE learning.

*Designing a grammar textbook on multi-verb sequences with the deictic motion verbs in  
English*

Noriko Matsumoto

This paper proposes the design of a grammar textbook on four types of multi-verb sequences with the deictic motion verb come/go as the first verb in English—come/go-V, come/go-and-V, come/go-to-V, and come/go-Ving, because no current grammar textbooks for advanced students and their teachers have treated these four types of multi-verb sequences. This paper argues that the grammar textbook adopted here should be supported by three things—corpus findings from the ICLE and the LINDSEI as learner corpora and the BNC and the CWO as native speaker corpora, descriptions of English grammar proposed by linguists working in the field of theoretical linguistics, and, if possible, film clips with action scenes. Based on these three things, this paper empirically demonstrates why the grammar textbook about the multi-verb sequences is essential for both learners and teachers and why it is expected to be web-based. The grammar textbook offers a descriptively adequate and intuitively acceptable account of how the four types of multi-verb sequences express motion.

Our corpus methodology depends on both learner and native speaker corpora to identify specific features of the four types of multi-verb sequences. Comparing the corpus findings from learner and native speaker corpora enables researchers to identify not only particular grammatical forms that learners have learned, but also the ones that learners have not learned. This means that a direct link between corpus findings and pedagogical relevance is established. Furthermore, our corpus methodology makes large-scale grammar textbooks possible. In the near future, large-scale grammar textbooks are expected to shift from article-based to web-based. The grammar textbook discussed here is applicable to such a radical shift. It is also a pilot scheme that can be extended to other grammatical areas. This paper thus claims that designing the grammar textbook clearly makes a positive contribution to grammatical instruction.

#### Corpora

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The British National Corpus (BNC)

The Collins WordbanksOnline (CWO) (<https://scnweb.japanknowledge.com/WBO2/>)

### ***Walk the walk: Triggering L2 acquisition of motion expressions***

Beatrix Burghardt

My research investigates how adult L2 learners of Hungarian develop form-meaning relationships to express boundedness in motion events. Hungarian is a Finno-Ugric language that offers a wide variety of linguistic forms to describe motion events (Hegedűs, 2006). Hungarian is an S-framed language (Talmy, 2000, 1985), so Path is primarily expressed in an overt directional particle, e.g., *fel* ('up'), whereas manner is encoded in the verb root. Similar to Germanic and Slavic languages, Hungarian has a huge lexicon of manner of motion verbs (Slobin, 2001).

Boundedness is interpreted following Jefferson's (1996, 1991) work in conceptual semantics. Motion-events are categorized into 'directed situations without an endpoint' (unbounded) and 'directed situations with a final boundary' (bounded). This sentence-pair illustrates the distinction in Hungarian: *John O.ment fel a hegyre* (John was going up onto the hill) and *John fel.ment a hegyre* (John went up onto the hill), and it also captures syntactic correlates.

My research combines production and recognition elements. I also recruited native speakers to validate the tasks. The pilot study (Burghardt, 2010) revealed that still images of motion-actions systematically elicit 'bounded' expressions, suggesting an attentional bias toward encoding endpoints.

However, innovative modifications showed promising results (Burghardt, 2019, 2015). After graphically enriching existing image-frames in a story-book, narrative production data showed systematic, contrastive use of forms as planned. In the audio-visual judgment task (recognition task), participants viewed motion-clips, then they saw and heard a motion-sentence, which, on one occasion matched the movie-clip in boundedness, but not on the other. Acceptance rates by NSs and one learner showed (statistically significant) contrastive interpretation of the stimuli as planned; the latter implying that talking about motion events can be taught.

My tasks can be flipped into teaching materials. Pedagogical implications include: utilizing purpose-designed materials with language-specific considerations and animated motion, supplementing action-focused input with audio to control for prosody, and presenting motion-events in contrastive contexts to promote noticing.

***Teaching motion in second language acquisition: Co-speech gesture as a pedagogical tool***

Laura Peiró-Márquez

There are cross-linguistic differences in the expression of motion, reflected in the attention devoted to certain aspects of motion: path and manner (Talmy 1991, Slobin 1996, among many others). Learning to talk about motion entails a challenging task for L2 speakers, since L1 event cognition patterns and specific mappings of this conceptual domain must be restructured, causing learners to rethink for language speaking (Cadierno, 2004; Ekiert, 2010). Some factors have been identified to facilitate conceptual restructuring, such as context of acquisition and frequency of L2 exposure (Athanasopoulos, 2011) or typological similarity (Cadierno, 2010), as well as achieving target-like patterns has been linked with proficiency (Cadierno, 2008). In essence, the expression of motion can be learned despite the difficulties faced, but few pedagogical strategies have been proposed.

The motion construal has recently been explored from the perspective of language as a multimodal phenomenon (Özyürek and Woll, 2019). Thus, previous studies have shown that language specificity in motion event encoding has a reflect on co speech iconic gestures, which typically convey meaning that are not verbally-coded (Kita and Özyürek, 2003; McNeill 2000, 2009; Özyürek et al., 2008). Gesture also plays a role within the field of second language acquisition (Gullberg, 2010): L1 based thinking patterns have been found even in advanced L2 learners who achieve target-like speech, since they keep on using L1-like gesture (Kellerman and Van Hoof, 2003; Negueruela et al., 2004). These considerations can be linked with Bylund and Athanasopoulos' (2015) proposal, which suggests that non-verbal cognition patterns might change by using multimodal input (film clips).

This study offers a critical review to argue why co-speech iconic gesture should be considered when teaching to talk about motion in a L2, focusing on how multimodal instruction about L2 patterns might be a useful tool to facilitate restructuring L1 thinking for speaking.



***Bilingual child language acquisition of locative elaboration in movement description***

Pablo Requena

Slobin (1996) revealed that most of the verbs self-movement and caused-movement produced by English speakers during narratives contained one or more particles/satellites. While investigating whether this meant that English narratives were richer than Spanish narratives in terms of movement description, Slobin found that the expression of downward motion with bare verbs was twice as frequent in Spanish- (36%) than in English-speaking adults (15%). Data from monolingual children revealed that while English-speaking children arrive at target-like rate of bare verb use by ages 3;0-5;0 (16%), Spanish-speaking children begin using more bare verbs than adults (56%), and continue to do so until at least age 9;0. This suggests different developmental patterns in locative elaboration of downward motions events. Whereas English-speaking children seem to acquire early on the high rate of use of locative elaboration, it takes well into the school years for Spanish-speaking children to increase locative elaboration up to adult levels. This generates a suitable testing ground for cross-linguistic influence between English (majority language) and Spanish (minority language) in bilingual children. The present study explores whether language contact accelerates the acquisition of adult-like locative elaboration in children growing up bilingually in Florida, U.S. We manually extracted all references to four falling events in the narratives of *Frog, Where Are You?* (Mayer 1969) produced by 87 second-grade (6;9-8;8) and 87 fifth-grade (9;8-11;10) bilingual children, following Slobin (1996). If cross-linguistic influence plays a role in the acquisition of minority language patterns of locative elaboration, we predicted Spanish-English bilingual children to arrive at adult-like rates of locative elaboration (~36%) during the school years, unlike monolingual counterparts. Preliminary results of this study in progress indicate that bilingualism does not seem to impact the process of acquisition of language-specific locative elaboration the narration of falling events (58% bare verbs in 2nd grade and 54% in 5th grade). We will also discuss results from the English narratives by the same children.