İNGİLİZCE DEVİNİM EYLEMLERİNİN TÜRK İNGİLİZCE OKUTMANLARI TARAFINDAN İFADE EDİLMELERİ

MOTION EVENT DESCRIPTIONS IN ENGLISH BY TURKISH EFL INSTRUCTORS

Ayşe Dilek DEMİRTAŞ

(Yüksek Lisans Tezi)
Eskişehir, 2009

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M.A. THESIS

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Eskişehir

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Institute of Educational Sciences

February, 2009

YÜKSEK LİSANS TEZ ÖZÜ

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İngiliz Dili Eğitimi Anabilim Dalı, Şubat 2009
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Son yirmi yılda, devinim eylemleri ve farklı dillerdeki tanımlanmaları alanında yapılan çalışmalara yönelik ilgi giderek artmıştır. Bu ilgi, dilleri, belli bir anlamsal yapıyı dilbilimsel ve sözcük açısından bölümlere ayırırken, ana içeriği nasıl vurguladıklarına göre diller arası değişkenlikler açısından **Uydu-Yönelik** (Satellite-framed) ve **Fiil-Yönelik** (Verb-framed) olarak gruplayan Leonard Talmy`nin (1985, 2000) çalışmaları ve dilbilimsel gruplamalarından doğmuştur. Talmy`nin gruplamalarına gore, bir devinim eyleminin anlamsal ögeleri olan "**devinim (motion**)" ve "**tarz (manner)**", uydu yönelik bir dilde fiil kökünde ifade edilirken, **"yön (path)"** bilgisi fiil dışında oluşturulan yan yapılanmalarla ifade edilir. Fiil yönelik dillerde ise yön bilgisi ana devinim eyleminde belirtilirken, tarz ifadesi genellikle ek fiiller ya da fiilimsilerle ifade edilir. Bu bağlamda, Slobin (2000) "Thinking for Speaking" hipotezini ortaya atmış ve sözcük yapılarının dili kullanan kişinin devinim eylemlerini ifade etmesi sırasında etkili olduğunu iddia etmiştir. Slobin`e göre kişinin dili kullanırken seçtiği dilbilimsel yapılar diller arasındaki tipolojik değişkenliklerden etkilenmektedir.

Talmy`nin gruplamaları ve Slobin`in hipotezinin de ortaya koyduğu gibi, değişik diller devinim eylemlerini farklı şekillerde ifade etmektedirler. Yapılan dilbilimsel çalışmalar, Türkçe`yle İngilizce arasında da devinim

eylemlerinin tarz, yön, uydu ve fiilimsi kullanımları açısından farklılıklar olduğunu ortaya koymuştur. Bu görüşten yola çıkılarak oluşturulan bu çalışmanın amacı, bu farklılığın ikinci dil edinimine nasıl yansıdığını incelemektir. Bu amacı gerçekleştirmek için, ileri düzeyde İngilizce bilen Türk grubunun, İngilizce ve Türkçe`de devinim eylemlerini nasıl ifade ettiklerine bakılmıştır

Atılım Üniversitesi Hazırlık Okulu`nda görev yapmakta olan 30 İngilizce okutmanı bu çalışmaya katılmıştır. Veri toplamak için Yu`nun (1996) çalışmasından alınan ve bu çalışmaya uyarlanan resim tanımlama, öykü anlatımı ve çeviri olmak üzere 3 ayrı araç kullanılmıştır. Ek olarak, katılımcılar hakkında gerekli ön bilgiyi elde etmek üzere bir de bilgi anketi dağıtılmıştır.

Verilerin istatistiksel değerlendirmesi; ileri düzeyde İngilizce bilen Türk okutmanlarının, İngilizce ve Türkçe üretiminde devinim eylemlerinin ifade edilmesi konusunda önemli farklılıklar gösterdiğini ortaya çıkarmıştır. Katılımcıların İngilizce tanımlamalarında daha çok tarz fiili kullanılırken; Türkçe tanımlamalarında devinim eylemleri yön bilgisini vurgulamaktadır.

Ek olarak, istatistiksel veriler katılımcıların fiilimsi kullanımı açısından da değişkenlik gösterdiğini ortaya çıkarmıştır. Okutmanlar devinim eylemlerini Türkçe ifade ederken, yön bilgisini ana fiil yapısında, tarz kısmını ise fiilimsilerle verme eğilimindedirler. İngilizce ifade sürecinde ise yön bilgisinin ana fiil dışında uydu yapılarıyla sunulması konusunda katılımcıların daha baskın bir tercih gösterdiği görülmüştür.

Bu çalışmada elde edilen sonuçlar yabancı dil olarak İngilizce öğrenen Türk öğrencilerin, devinim eylemlerinin ifadesi sürecinde karşılaştıkları problemleri belirlemek açısından yol gösterici olacaktır. Bunların yanısıra, elde edilen sonuçlar dil öğreten kişilere, öğrencilerin hatalarının arkasındaki nedenleri anlama ve onları daha iyi yönlendirebilmeleri konusunda kullanabilecekleri aktivite ve strateji geliştirmelerine yardımcı olabilir. Genel olarak bakıldığında, sonuçların yabancı dil öğretimi ve ikinci dil edinimi alanlarında büyük katkıları olacaktır.

M.A THESIS ABSTRACT

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In the last twenty years, there has been an increasing interest in the research of motion events and their descriptions in typologically different languages. Much of this interest has derived from the works of Talmy (1985, 2000) and his lexicalization patterns, since he classified languages typologically as **Satellite-framed** and **Verb-framed** languages according to how they encode the core information of a specific semantic category into syntactical and lexical structures. According to his classification, the semantic components of a motion event, which are **motion** and **manner**, are conflated in the verb, while the **path** information is given through satellites outside the verb in S-framed languages. However, in V-framed languages, path is encoded in the main verb slot, while the manner part is generally given through subordinate manner verbs or adverbial phrases. In that sense, Slobin (2000) introduced "Thinking for Speaking" hypothesis and stated that lexicalization patterns have certain consequences for the ways in which speakers express motion events as their choices and syntax structures might change by typological variations.

As Talmian Typology and Slobin`s Thinking for Speaking Hypothesis have revealed, different languages describe motion events in different ways. Previous studies have also demonstrated that there is a certain difference

between English and Turkish in terms of their manner, path, satellite and subordinate usage through motion event description process. Situated within the framework of this tendency, the aim of this study was to investigate how this tendency influenced second language acquisition process. In order to fulfill this aim, the motion event description strategies of Turkish native speakers with high English proficiency were analyzed through their English and Turkish descriptions.

30 EFL instructors from the Preparatory School of Atılım University took part in this study. The data for the study was collected through three different instruments taken and adapted from Yu (1996): a picture description task, a narration task and a translation task. Besides, a background questionnaire was conducted to gain information about the participants.

The statistical analysis of the data revealed that even Turkish native speakers with high English proficiency showed significant differences while describing motion events in English and Turkish. While English motion event descriptions included mostly manner verbs, Turkish ones tended to focus on path information.

Additionally, the study has revealed that subjects had some preferences regarding subordinate manner structures. Turkish EFL instructors preferred to encode path in the main verb slot, whereas giving manner information outside the verb through subordinate forms. In English descriptions, however, subjects tended to give manner information in the main verb slot while encoding path through satellites outside the verb.

The results gained in this study will lead us clarify the problems of Turkish students in English motion event description process. Besides, they may help EFL instructors understand the reasons behind the mistakes of their students and suggest certain strategies and activities to solve these problems. On the whole, the results are expected to contribute to the SLA field.

JÜRİ VE ENSTİTÜ ONAYI

ACKNOWLEDGEMENTS

I am grateful to many people for their help and support throughout my years of graduate school and especially during the writing process of this dissertation. I would first like to express my gratitude to my thesis supervisor Prof. Dr. Gül Durmuşoğlu Köse for her genuine interest, invaluable guidance, and encouragement during the preparation of this thesis. She helped me begin my research in second language acquisition and motion verbs.

I would also like to express my special thanks to Assoc. Prof. Dr. Ümit Deniz Turan for her invaluable and constructive feedback during the preparation of this dissertation. The linguistic help she provided in each step of this dissertation, especially in the critical points, was invaluable.

I`m sincerely thankful to Prof. Dr. Dan I. Slobin for taking an active interest in my study and providing me with his valuable feedbacks and suggestions. Apart from being very helpful in the categorization of motion expressions, he was also very supportive by giving feedbacks, answering my endless questions, sending me informative texts, examples and comments on the developmental and analyses parts of my dissertation.

I also would like to give special thanks to Prof. Dr. Leonard Talmy for helping me understand the main idea behind motion events and their features.

Assist. Prof. Dr. Şeyda Özçalışkan deserves a special thank for contributing her time and knowledge to this dissertation. She helped me so much by giving helpful ideas about the data analysis procedure in which I had been really confused.

I would like to give my thanks to many friends and colleagues in Atılım University for their friendship and participation in my data collection procedures. My special thanks go to my friend Elif for her creative ideas, constructive suggestions and helping me during the analysis of the data.

I would like to express my thanks to the committee members for their invaluable input.

My greatest thanks go to my dear father who is my hero and was the first to teach me to believe in myself, and my mother for her continuous encouragement, support, love and confidence throughout this study and my life. I owe a lot to my dearest Hakan for his love, patience, support and lifts after long journeys.

Finally, I would like to thank those who kindly helped me over the years and whose names I may have forgotten to mention here.

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Kişisel Bilgiler

Doğum yeri ve yılı	Üsküdar, 3 Haziran 1983
Cinsiyet	Kadın
Yabancı Dil	İngilizce

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LIST OF ABBREVIATIONS

V-framed	Verb Framed
S-framed	Satellite Framed
V-languages	Verb framed languages
S-languages	Satellite framed languages
V:M	Manner Verb
V:P	Path Verb
V:N	Neutral Verb
V:Failed	Failed to mention
V+V: M	Manner verb + Subordinate Manner Verb
ADV M	Adverbial Manner Phrase
SUB: M	Subordinate Manner Verb
SUB	Subordinate
BL	Bilingual
BL_E	Bilingual English
BL_T	Bilingual Turkish
MONO	Monolingual
MONO_T	Monolingual Turkish
NAT	Native
NAT_E	Native English
T	Translation
PD	Picture Description
N	Narration

CHAPTER 1
INTRODUCTION

1.1. Background to the Problem

There has been an increasing interest in the research of motion events in the last twenty years. Much of this interest has derived from the works of Talmy (1985, 2000) and his lexicalization patterns, and that of Slobin (1997a, 2000) and his "Thinking for Speaking" hypothesis. Talmy divides the languages into two groups as Satellite-framed and Verb-framed languages. He states that languages can be grouped together on the basis of how they encode the core information of a specific semantic category into syntactical and lexical structures. According to him, there are two basic groups as allocating the core information in the verb and allocating it in some other elements called satellites. The semantic components of the motion event, Motion and Manner, are conflated in the verb and Path is conflated in the satellite in S-framed languages. However, Verb-framed languages tend to encode Motion and Path in the verb, and express Manner outside through subordinate categories in separate expressions.

Slobin (2000) defines his "Thinking for Speaking" hypothesis and applies Talmy`s dichotomy to narrative issues and linguistic relativity. He argues that lexicalization patterns have consequences for the ways that speakers express motion events as their choices and syntax structures change by typological variations. If Slobin`s hypothesis is right, then these differences within the typological frame have to be readily presented if the same type of analysis is done between typologically different languages. As mentioned before, Satellite-framed and Verb-framed languages differ in the way they lexicalize the motion semantic components of manner and path. S-languages encode location in a particular manner by leaving it to satellites that are particles and prepositions, whereas V-languages do exactly the opposite by encoding the Path information in the main verb.

Earlier work on motion event descriptions has shown that languages belong to different typological classes in terms of their lexical and semantic properties and as for motion event descriptions, they pay greater linguistic attention to either path dimension or the manner dimension of a motion event (Ferez & Gentner, 2006; Naigles & Terrazas, 1998; Özçalışkan & Slobin, 2003, 1999; Slobin, 2003c; Yu, 1996). According to Talmy (1985), motion event is one of the most important semantic categories of a language in terms of the lexical analysis. This semantic component involves four internal categories which are Figure, Ground, Path and Motion. For instance, in the English sentence "The bottle floated into the cave", *the bottle* is the Figure which is considered as the moving object that is changing place; *the cave* is the Ground that is the place towards which the Figure is moving; the *into* is the Path as it shows the course or the way followed by the Figure; and the floating action is the motion which shows the event of the verb. Apart from these internal components, a motion event can include the Manner or the Cause. These are identified as the external semantic components of a motion event.

In the light of certain categorizations of Talmy, Slobin (2000) clearly defines that while talking about motion event descriptions, S-languages prefer to encode path by satellites, and the main verb slot becomes available for a manner verb (e.g., *walk, run, crawl… in, out, across*). This provides S-language speakers like English with an accessible and easily codable linguistic option for indicating manner of motion. As a consequence, it appears that S-language speakers "habitually" encode manner, developing a rich lexicon of manner verbs and making fine distinctions within the domain of manner. By contrast, in V-languages like Turkish, the main verb slot is typically reserved to encode path (e.g., enter, ascend, descend) and they most of the time use subordinated manner verb constructions to encode the manner as they firstly encode path in their verbs.

As a conclusion, empirical evidence from studies investigating the motion events and their descriptions across languages leads to certain results related to typological dichotomies among the languages in terms of their motion event descriptions.

1.2. Statement of the Problem

Although it is clear to identify the components of a motion event as the internal and external ones, languages show varieties while describing motion events, which causes different typological or cross linguistic differences. Languages tend to differ in their preferences to encode path of movement in either a "verb" (e.g., *exit, ascend*) or an associated "satellite" (e.g., *go out, go down*).

When the relevant literature is examined, it is observed that many researchers (Montrul, 2001; Yu ,1996; Inagaki, 2002; Naigles & Terrazas, 1998; Ferez & Gentner, 2006; Naigles et. al, 1998) state the typological differences between Satellite-framed and Verb-framed languages by comparing certain languages such as English and Spanish, or English, Japanese and Chinese.

Based on the above mentioned studies and also Slobin`s hypothesis, it is obvious that different languages have different tendencies in describing motion events. They tend to use either manner or path verb. This tendency may have certain influences on the motion event descriptions of Turkish EFL instructors with high English proficiency. In other words, even advanced speakers may show certain preferences while describing motion events in English and Turkish. The aim of this thesis is to analyze if typological differences or preferences can be observed even in advanced speakers of English when their English and Turkish motion event descriptions are compared.

1.3. Objectives and Significance of the Study

The tendency or the typological preferences among languages during their motion event descriptions may have certain effects in language learning process. If the typological properties of two languages are similar like English and Chinese, this makes it easier for the learner to gain the lexical properties of the target language. However, if the target language is typologically different from the native one like English and Turkish, this may negatively affect the L2 learning process.

In that sense, the main objective of this study is to clarify if the difficulty in L2 learning process may stem from the typological differences between English and Turkish, and if this can be observed through the descriptions of advanced bilingual speakers. Therefore, the results of this study may make certain suggestions towards language teaching and learning processes regarding the typological preferences of two languages.

Although Özçalışkan (2003, 2004, 2005b) showed this tendency in most of her studies attempting to make the cross-linguistic analysis of motion event descriptions in English and Turkish, in most of her studies, she examines novels or written materials. However, the main concern of this study is the motion event productions of Turkish EFL instructors so that the potential influences of the typological tendency between English and Turkish can be observed in the production dimension.

What is suggested in this current study is that languages, English and Turkish in this context, and their typological properties expressing motion events can be analyzed in terms of speakers` perspectives, who are Turkish native speakers with high English proficiency. The findings of the study are expected to contribute and provide empirical data on a specific application of motion event descriptions through picture description, narration and translation techniques. The results of this study may make some contributions to the field of language teaching in the sense that the possible effects of the typological differences found for any of description techniques between these languages may be used in the field of language teaching.

1.4. Statement of the Research Questions

The aim of this thesis is to examine the motion event descriptions produced by Turkish EFL instructors with high English proficiency in order to observe the tendency or typological differences that are effective or playing a significant role in the motion event description processes in English and Turkish. In other words, although a motion event has certain components, the main aim here is to compare

how such components or patterns operate while advanced speakers are describing them in English and Turkish. In that sense, the research questions are:

1. How do the subjects in the base-line data groups (Monolingual Turkish and Native English data) and the main data groups (Bilingual English and Bilingual Turkish data) describe motion events? To what extent do they use manner and path verbs?
2. Is there a significant difference between the Monolingual Turkish data and Bilingual Turkish data in terms of their manner and path verb usage while describing motion events in picture description and narration tasks?
3. Is there a significant difference between the Native English data and Bilingual English data in terms of their manner and path verb usage while describing motion events in picture description and narration tasks?
4. Do Turkish EFL instructors with high English proficiency tend to use manner and path verbs differently while describing motion events in English and Turkish through picture description and narration tasks?
    - To what extent do they tend to use path satellites while describing motion events in English and Turkish?
    - To what extent do they tend to use subordinate manner structures or adverbial manner phrases in motion event description processes in English and Turkish?
5. Are there any differences between English and Turkish motion event descriptions of the Bilingual instructors, when the narration and translation tasks are compared?

1.5. Definitions of the Terms

Talmy`s Linguistic Typology: It is a typology of motion events that Leonard Talmy introduced (1985). According to Talmy, a motion event has certain

components including four internal - Figure, Ground, Motion, and Path-, and two external- Manner and Cause- components. Besides, he claims that according to this typology, languages differ significantly in terms of their encoding these elements as Verb-framed and Satellite-framed languages.

**Slobin`s "Thinking for Speaking" Hypothesis**: In Slobin`s (1996b) terms, there is a special kind of thinking that is carried out in the process of speaking, reading, writing or listening. In the light of Talmy`s typology, Verb-framed and Satellite-framed languages show differences and these differences influence the verb use of language speakers. Slobin states that S-framed languages have greater lexical diversity in terms of manner verbs when compared with the Verb-framed languages. Besides, S-framed languages mention the ground information more while describing a motion event than V-framed languages. Also, S-framed languages have a tendency to break up a motion event into several components through separate clauses and phrases.

Event Conflation: Aksu-Koç (1994: 345) defines event conflation as the distribution of information across the verb and its associated elements.

Satellite-Framed: This term is used for the languages encoding the manner of movement in the verb and core information of path of movement in the subordinate satellite element associated with a verb such as particle (in, out, across) (Talmy, 1985).

Verb-Framed: This term is used for the languages encoding the path in the main verb in a clause (e.g., enter, ascend, descend), and use subordinate elements to describe the manner (Talmy, 1985).

CHAPTER 2
REVIEW OF LITERATURE

In this chapter, motion event descriptions and their components are presented in order to introduce how and in what ways languages may show differences. Since the main problem is this typological difference, manner and path components and how they are encoded in a language are demonstrated. After that, this encoding is compared cross-linguistically so that a clear image about this typological difference could be gained. Then, cross-typological comparisons regarding manner and path information are made by giving certain examples from V-framed and S-framed languages. Slobin`s "Thinking for Speaking" hypothesis is introduced in order to show the relationship between this typological difference and language acquisition process as this difference might affect the language acquisition. Lexicalization of motion cross linguistically is compared giving examples from previous studies. Lastly, in order to narrow the field, English and Turkish languages are compared to see the influences of different typological characteristics belonging to these two languages on their motion event descriptions.

2.1. What is a "Motion Event"?

Talmy (1985) defines the motion event as the movement of an entity through a space. He says that the basic motion event consists of one object that is the figure and it moves to another object that is the ground. In the light of this description, the main point of this thesis is the moving objects and how they are described across languages.

2.1.1. Semantic Components of a Motion Event

In Talmy`s description (1985: 61), "a motion event consists of one object (the "Figure") moving or located with respect to another object (the reference-object or the "Ground")". He states that it is analyzed as having four components that are

Figure, Ground, Path and Motion. The Path is the way followed by the Figure object with respect to the Ground object. Motion refers to the presence of a movement or changing of the location. Talmy (2000: 26) describes these elements as follows:

Figure:	It indicates the object that is in movement or that is located with respect to another object.
Ground:	It serves as a reference-point for the displacement of the moving object.
Path:	It refers to the trajectory followed by the figure in relation to the ground object.
Motion:	It expresses the existence of motion or location in the event.

As it is clear from the above descriptions, in order to have a motion event, there must be a path and a moving object that is the figure to fulfill the motion activity. Talmy states that the terms - Figure and Ground - come from Gestalt psychology in their original version. However, in their linguistic usage, they have the following specific characterizations or descriptions:

> -The Figure is a moving or conceptually movable entity whose path, site or orientation is conceived as a variable, the particular value of which is the relevant issue.
> - The Ground is a reference entity, one that has a stationary setting relative to a reference frame, with respect to which the Figure's path, site or orientation is characterized (Talmy, 1985: 61).

According to him, these four components are the internal elements that each motion has in order to describe the movement of the figure. In addition to these internal components, a Motion event can have a "Manner" or a "Cause", which are analyzed as constituting or distinct external components. All these semantic entities can be seen in the following sentences:

	Manner:	Cause:
Motion:	The pencil rolled off the table	The pencil blew off the table
Location:	The pencil lay on the table	The pencil stuck on (to) the table (after I glued it)

(Talmy, 1985: 61)

In all these sentences, “the pencil” functions as the Figure, and “the table” functions as the Ground. “Off” and “On” express Path. The verbs in the top sentences express Motion, while the ones in the bottom express location. In addition to these states of Motion, a Manner is expressed in “rolled” and “lay”, while a Cause is expressed in “blew” and “stuck”.

2.1.2. Linguistic Encoding of Motion Events

In order to explore the motion events and their descriptions across languages, Talmy (1985) claims that the basic core element that should be handled is the verb root alone, because the verb used in a clause gives the meaning of a motion. The verb root alone is explored to reach a distinct typology for motion events. So, according to him, there are three lexicalization types for verb root including the couples of “Motion + Manner”; “Motion + Path” and “Motion + Figure”. As the main concern of this study is the path and manner structures, these two dimensions will be discussed in a more detailed way.

2.1.2.1. Motion – and - Manner

According to Talmy (1985), in a Motion pattern characteristics of one group of languages, the verb expresses both the fact of Motion and either its manner or its cause. This type of language has a whole series of verbs in common use that express motion occurring in various manners or by various causes. In the figure below, the semantic-to-surface relationship can be analyzed (Talmy, 1985: 62).

Figure 2.1. Manner or Cause conflated in the Motion Verb

Figure	**Motion (be / move) Surface verbs**	Path	Ground	**(Manner/ Cause)**
(				

It is clear from this figure that the motion verb occurs with either the manner or the cause of the motion event. Language families that seem to be of this type are Chinese and apparently all branches of Indo-European except Romance. English is a perfect example of this type. In an English sentence "The rock rolled down the hill", the motion verb encodes manner in its main verb slot (roll), while it encodes path through the path satellite (down) used outside the main verb. Figure 2.2. demonstrates the example showing the construction type of manner verb and path satellites outside. It is obvious from the figure that the main verb encodes the manner information and the path information is given outside through satellites. (Slobin, 2000: 108). The Satellite-framed versus Verb-framed construction types will be discussed in the following parts, however, in this following example, English is grouped as a Satellite-framed language using manner verbs and path satellites.

Figure 2.2. Satellite-Framed (S-framed) Construction Type (e.g., English)

MOTION, MANNER VERB (finite)	**PATH Satellite**	**SOURCE / GOAL N + (adposition, case)**
go, crawl	out	of the house
go, crawl	in	to the house

Although there is a manner verb plus path satellite construction type in English, some language families cannot express a motion event in such a construction type because of the typological differences causing different patterns of expressions. Slobin (2000) states that to a speaker of a language like English, such motion expressions (go, crawl) may seem simple. But, in fact, there are languages with very different patterns of expressions. For instance, a Spanish speaker can express obviously NONE of the above patterns in the way that English does. The Manner or Cause elements conflated in the verb are best represented by separate subordinate clauses in Spanish or in other V-framed languages because of their typological features.

2.1. 2.2. Motion - and - Path

In this type of lexicalization way, Talmy (1985) claims that the verb root expresses both the fact of Motion and the Path at once. In other words, the path information is encoded by the motion verb itself in the main verb slot as shown in Figure 2.3. (Talmy, 1985: 69) below. As it is clear from the figure, the path information of the motion event is encoded in the main verb slot opposite to the previous category in which the manner information was conflated in the main verb.

Figure 2.3. Path conflated in the Motion Verb

Figure	**Motion** (**be / move**) **Surface Verbs**	**Path**	Ground	(Manner/ Cause)

If Manner or Cause is wanted to be expressed in the same sentence, it must be outside usually through adverbial or gerundive type of components. In many languages like Spanish, such a linguistic category can be stylistically difficult to produce, so that information about Manner or Cause is often either established in the surrounding discourse or omitted altogether. Language families that seem to be of this type include Semitic, Polynesia and Romance. Spanish is a perfect example of this type. The verb itself conflates PATH. Agentive, Manner or Cause, if present, is expressed as an independent constituent. The figure below demonstrates Spanish examples in which the path is given in the main verb that is called path verb, and the manner information is given outside.

Figure 2.4. Verb-Framed (V-framed) Construction Type (e.g., Spanish)

MOTION, PATH VERB (finite)	**SOURCE / GOAL N + (adposition, case)**	**MANNER Verb (nonfinite)**
Salir “exit”	de la casa “of the house”	gateando “crawling”
Entrar “enter”	en la saca “in the house”	gateando “crawling”

(Slobin, 2000: 109)

2.2. Encoding of Motion Events in Cross-linguistic Sense: Lexicalization of Motion in S-framed and V-framed Languages

According to Talmy (1985) and Slobin (2000), there are certain typological differences among languages in terms of their motion event description styles. The event conflation process in languages gives the main procedure that they follow to describe motion events in their own features. Cross-linguistic or cross-typological analysis is important as it gives a clear image of the typological characteristics of languages in terms of their path or manner information giving processes. Therefore, first, event conflation process will be held. Then, Talmy`s Typology and its relation with cross-typological comparisons of path and manner structures will be discussed. Lastly, Slobin`s "Thinking for Speaking" hypothesis and language acquisition dimensions will be analyzed in a detailed way.

2.2.1. Event Conflation

Event conflation involves the distribution of information across the verb and its associated elements within a clause (Aksu-Koç, 1994). According to Talmy (1985), there are basically two specific ways for the languages to provide information between the main verb and supporting elements (satellites) in a clause. Let's first take the movement in languages like English into consideration. The verb simply indicates the movement – e.g., "go" with possible specification of manner, using verbs that conflate movement and manner – *walk, run, swim, fly, etc*... Satellites – in English, verb particles –specify direction e.g., *walk in, run up to, swim across*... By contrast, in languages like Spanish, Slobin (2000) states that the core information or the path is generally conveyed by the verb alone --- e.g., *entrar "enter", salir "exit", subir "ascend", and bajar "descend.* Based on these differences in the event conflation process, Talmy classifies languages as Satellite-Framed and Verb-framed ones.

2.2.2. Talmy`s Typology and Cross-Typological Comparison of Path and Manner

Talmy (1985) claims that path of motion constitutes the core feature of a motion event, and languages show two distinct lexicalization patterns by typically encoding path of motion in either a verb (e.g., exit, ascend) or an associated satellite (e.g., go out, go down). The basic importance should be given to which elements are expressed by which surface elements, because, a combination of semantic elements can be expressed by a combination of surface elements. Or, semantic elements of different types can be expressed by the same type of surface elements. According to Talmy, here are some "typological patterns" and this is important to understand how such patterns vary across languages. In order to compare these patterns, various semantic and surface entities in a language should be observed. Also, which entities are expressed by which elements should be analyzed to compare the conflation preferences of different languages.

Talmy defines the motion events as the movements of an entity through a space and includes the following components: motion, figure, ground, path and manner. He says that languages differ in how they indicate manner and path. In this process, Talmy says that PATH is the "core element" to determine the categorization of languages. Based on where the languages encode path, Talmy classifies them as Verb-framed and Satellite-framed ones and claims that different languages code motion events in systematically different ways. The terms "Verb-framed" and "Satellite-framed" describe the way languages express the path component, generally considered to be the core of a motion event. Because, in one type, Verb-framed language, path tends to be encoded in the main verb of a clause, using verbs with meanings such as "enter, exit, ascend, and descend". Verb-framed language groups include Romance, Semitic and Turkic like Spanish and Turkish. In the other major type, Satellite-framed, path tends to be encoded by elements associated with the main verb, such as particles and affixes. The corresponding path expressions in Satellite-framed languages are "go in/out/up/down". Satellite-framed language groups include Germanic, Slavic, and Finno-Ugric languages like English and Russian.

According to Slobin, using Talmy`s classification, there occurred a list indicating this grouping:

> Satellite-framed languages (S-languages):
> - Germanic: Dutch, English, German, Icelandic, Swedish, Yiddish
> - Slavic: Polish, Russian, Serbo-Croatian, Ukrainian
> - Finno-Ugric: Finnish, Hungarian
> - Sino-Tibetan: Mandarin Chinese
>
> Verb-framed languages (V-languages)
> - Romance: French, Galician, Italian, Portuguese, Spanish
> - Semitic: Moroccan Arabic, Hebrew
> - Turkic: Turkish
> - Japanese
>
> (Slobin, 2003c: 162)

Similarly, Lemmens (2005) claims that clearly all languages have manner verbs (e.g., French *grimper, rouler, ramper*, etc.) and Path verbs (e.g., English *ascend* or *enter*), but the frequency and the conditions in which they are used are different, depending on the language's typological characteristics. He states that French speakers rely more on verbs and less on satellites when compared with the English speakers. English speakers are more concerned with manner. Like Lemmens, Negueruela (2004) also claims that Spanish as a Verb-framed language rarely conflates manner with motion. Instead, Spanish speakers prefer to encode this feature through separate lexical items

Based on Talmian Typology, Slobin (2000) claims that two languages may differ systematically in the attention they pay to manner of motion since manner is encoded by the main verb in Germanic languages, whereas it is subordinated in French. As the path is expressed outside of the verb in Satellite-framed languages, the verb is free to add nuances to manner without further elaboration. According to him, encoding of motion events is a semantic domain and it is very important because it exhibits distinctive types of lexicalization patterns cross-linguistically.

The essence of a motion event is change of location- in Talmy`s terms, "PATH" and languages tend to encode the path of motion in one of two ways: either in a verb (enter, exit, and ascend) or in an associated particle or satellite (in, out). In that sense, English as a Satellite-framed language indicates path by means of a

satellite; however, French as a Verb-framed language does it by means of a verb itself as it encodes the path information in the main verb slot. In other words, Path is highly codable in both languages. However, the languages differ in codability with regard to another dimension of motion events that is "MANNER" of motion.

English: The dog *ran* into the house
French: Le chien est entre dans la maison *en courant*
(=The dog entered the house *by running*) (Slobin, 2003c: 4).

As for the cross-typological comparison of **PATH**, in V-languages, path is conflated in the main verbs. In S-languages, by contrast, path occurs as a "satellite". Slobin (2005) claims that speakers of S-framed languages tend to encode more PATH segments in narratives and conversations, as compared with the speakers of V-framed languages. A useful research tool has been the elicitation of narratives using a picture storybook, "Frog: Where are You?" (Mayer, 1969). It seems clear that there is a PATH elaboration in S-framed speakers

As for the cross-typological comparison of **MANNER**, Slobin (2003a) states that when compared with the speakers of V-framed languages, S-framed language speakers tend to encode more manner information in narratives and conversations. Speakers of the Verb-framed languages, on the other hand, prefer to use adjuncts or just omit the manner information in their sentences. For example, compare a sentence from a novel written in English with its Spanish translation:

English original:	**Spanish translation**:
I ran out the kitchen door,	Sali por la puerta de la cocina,
	"*I exited the kitchen door*"
Past the animal pens,	pase por los corrales
	"*passed by the animal pens*"
Towards Jason's house	y me dirigi a casa de Jason
	"and directed myself to Jason's house
	(Slobin, 2003a: 8)

It is obvious that manner is highly codable in English, because it is carried by the main verb. English speakers get manner "for free" and use it variously in their motion event descriptions. In French, by contrast, manner is an adjunct, given

through particles or gerundive structures. French speakers indicate manner when it is very necessary, otherwise, they don't mention it. Therefore, they do not use this dimension very common.

However, this explanation is just the part of the iceberg on the surface. In fact, there is a deeper meaning in this preference. Slobin (2005: 2) says:

> "Consider a simple event – you see a man, John, running into a room – and you take your image of this event as the "signified". What is this event "in our perception of the world"? There is a moving *figure* (single human male) in *motion*, moving in a particular *manner* (running) forward along a *path* that crosses a boundary into a *goal* location (a room). But is that all? Compare what happened to this simple event as it is filtered through the signifier systems of various languages. The event can be simply reported in English with linguistic elements for each perceptual / conceptual element, except for the verb, which conflates motion and manner. :"

Therefore, this encoding process or event conflation shows various ways in different languages; especially, for manner of motion verbs. Slobin (2005:3) gives these examples below to make this typology more obvious.

(1)	*John*	*ran*	*into*	*the room*
	Figure	**Motion + Manner**	**Path**	**Goal**

According to Dutch version, the components are the same with English, but the order of the components change a bit.

(2)	*Jan*	*rende*	*de kamer*	*binnen*
	John	ran	the room	in
	Figure	**Motion + Manner**	**Goal**	**Path**

When the German version of the same sentence is analyzed, it can be seen that German seems similar to English and Dutch, but something is added this time.

(3)	*Johann*	*lief*	*ins*	*Zimmer*	*hin*	*-ein*
	John	ran	into : the	room	thither	in
	Figure	**Motion + Manner**	**Path**	**Goal**	**Deixis**	**Path**

Slobin states that in these three languages (English, Dutch and German) as Satellite-framed languages, it's the verb that conflates *motion* + *manner*. In Romance languages as V-framed languages, however, the main verb indicates *path,* and *manner* is subordinated. Because these are verb-medial languages, the *goal*

follows the verb, as does the *manner* expression. For example, the French version of the same motion event:

(4)	*Jean*	*est entre*	*dans*	*la chambre*	*en courant*
	John	entered	in	the room	in running
	Figure	**Path**		**Goal**	**Manner**

In their study also, Gennari et al. (2002) point out that Spanish speakers overwhelmingly use more path verbs than English speakers. Besides, in Spanish, manner of motion is indicated less often than in English. Lastly, Spanish speakers tend to assign more verbs to path, whereas English speakers assign more to manner. So, there is a relation between cognitive and linguistic representations.

To conclude, according to Slobin (2003b), because of these typological differences, languages differ in their ways of expressing the components of a complex event, with S-languages typically conflating manner with motion, and V-languages conflating path with motion in the main verb of a clause. Since S-languages prefer to encode path using satellites, the main verb slot becomes available for a manner verb (e.g., walk, run, crawl ... in, out, across...). This provides S-language speakers with a more accessible and easily codable linguistic option for indicating manner of motion. As a consequence, S-language speakers encode manner habitually, develop a richer lexicon of manner verbs, and make finer lexical distinctions within the domain of manner. By contrast, in V-languages, the main verb is chiefly reserved for encoding path information, and there is no other easily codable linguistic slot with which to encode the manner of motion. Therefore, in contexts where attention to manner is salient, V-language speakers typically rely on subordinated manner verb constructions (e.g., enter, exit by running) to indicate manner, but due to the relative syntactic complexity of subordinated expressions, manner information is omitted in most instances in V-languages.

2.2.3. Slobin`s "Thinking for Speaking" Hypothesis and Language Acquisition

There is a relationship between Slobin`s "Thinking for Speaking" Hypothesis and Talmy`s Typology. It is now certain that there is a cross-linguistic typology between languages, and based on Talmy`s explanations, there are Satellite-framed and Verb-framed languages. Slobin (1997a) explains this difference through "Thinking for Speaking" hypothesis and claims that acquiring a native language means learning particular ways of thinking for speaking.

According to Slobin (1996b), language is the totality of structures described by linguistics. He claims that there is a special kind of thinking that is tied to language-namely, the thinking is carried out in the process of speaking. Semantic contrasts between Verb-framed and Satellite-framed languages reflect patterns of thinking for speaking, by making different organizations to give the information.

Slobin (2003c) claims that we as speakers of languages encounter the contents of the mind in a special way when they are being accessed for use. That is, there is a process of thinking for speaking in which cognition plays a dynamic role within the framework of linguistic expression. So, there is a one-to-one relationship between the motion event descriptions and cognition that is the mental part of this event description activity. So, speakers try to fit the other usages that are not available or appropriate in their own languages` linguistic forms in the process of speaking, writing, listening, or reading. It is valid for all languages, because each language provides a limited set of options for the grammatical encoding of characteristics of objects and events. Thinking for speaking, in that sense, involves picking the available characteristics of the event in order to make them fit some conceptualization so that they can be readily encodable in a language.

He suggests that using a particular language requires the speaker to think of particular conceptual features. An event cannot be fully represented in a language. Linguistic expression requires some sort of schematization. Thinking for speaking research has the following characteristics:

1. a selection of languages and a semantic domain that is encoded with some frequency in all of the languages.
2. the semantic domain is encoded by special grammatical constructions or obligatory lexical selections in at least some of the languages under comparison
3. the domain is relatively more codable in some of the languages to be compared
4. a selection of discourse situations in which the semantic domain is regularly accessed

(Slobin, 2003c: 3).

Bohnemeyer et al. (2007) state that since events are encoded in language, not just by lexical items alone, but by verb phrases, clauses and longer discourse units, then conceptually comparable event representations segmented across languages according to linguistic codes should be analyzed. They claim that syntactic categories such as verb phrases and clauses vary across languages in the packaging of event information, therefore certain language-specific constructions may be used to convey the information encoded in verb phrases in other languages.

Özçalışkan and Slobin (2000) say that in describing a motion event with both manner and path components, such as "going up the ladder", speakers have various lexicalization options. They can choose to encode only manner (he is climbing), only path (he is ascending, he is coming), or both manner and path (he is climbing up, he ascends climbing). According to Talmy`s typology, the preferred patterns for the two language types in describing this scene will be such that S-language speakers will choose to encode both manner and path (he is *climbing up* the ladder), by conflating motion with manner in the main verb and indicating path in the particle "-up". V-language speakers, on the other hand, will typically encode path (he *ascends* the ladder), leaving out manner information. However, in describing scenes where manner is perceptually salient, V-language speakers may choose to encode both manner and path, but typically in a path+verb+subordinate manner verb construction (he *ascends* the ladder *climbing*).

Similarly, Naigles et al. (1998) claim that English speakers use more verb types than Spanish speakers. Because English is free to use manner-conflating verbs in all motion event situations. That's why; they will use more manner verb types than Spanish speakers. So, English speakers will result in a greater variety of motion verb types overall.

The important issue here is what happens while learning or acquiring the second language. In that sense, thinking for speaking process plays an important role

in L2 acquisition. The possible consequences of the differences between two language types regarding these two dimensions – L2 acquisition and thinking for speaking process - can be summarized as the followings:

> 1. S-framed languages can attach any number of grounds to a single verb of motion, whereas V-framed languages tend to attach fewer ground elements to a verb.
> 2. S-framed languages typically conflate manner with motion in the main verb, and express path through satellites, whereas V-framed languages tend to express path in the main verb, subordinating manner to the main verb where manner is salient.
> 3. S-framed languages have a more diverse lexicon of manner verbs, due to the fact that manner is backgrounded (routinely expressed) in the languages, whereas V-framed languages encode manner only if it is fore grounded (at issue). The manner verbs which are back grounded in S-framed languages carry more communicative weight when used in V-framed languages. Additionally, the expression of manner is heavier in V-framed languages, necessitating various types of adjuncts (e.g., nonfinite verbs, serial verb constructions), which leads to a less diverse lexicon of manner verbs.
>
> (Özçalışkan & Slobin, 1999: 542)

As a consequence, based on Talmy`s classification and cross-linguistic differences, it is clear that in a motion-sentence pattern of one group of languages, the verb can express both the fact of motion and either its manner or cause (that is Satellite-framed language, encoding manner and giving path information through satellites). This type of language has a whole series of verbs expressing motion in various manners or various causes. However, for the second typological language, the verb root itself encodes the path and fact of motion. So, it can be defined that languages such as English lexicalize both manner and motion in the verb root, whereas languages like Spanish do not lexicalize manner and motion in the verb root, but express the manner information in an adjunct.

2.3. Research on the Path-Manner Typological Distinction

Slobin (1997b) claims that lexicalization patterns lead speakers describe motion events in typologically distinct ways. As a result, it is possible to characterize the narrative style that seems to emerge from the use of a particular type of a language. He says:

> Stated in terms of S-languages, compared with V-languages, narration is characterized by more ground elements, more path

> elements per extended motion, more frequent and differentiated expression of manner of movements and less scene-setting including descriptions of physical locations (1997b: 463).

According to Slobin (2004b), speakers of the two types of languages differ markedly in their attention to describe the manner of movement. So, this linguistic typology predisposes speakers towards certain types of event conceptualizations. Slobin claims that there are two basic procedures that a linguist can apply to search the motion event descriptions typologically. First of all, a person can ask how various languages describe equivalent situations. (through translation tasks, frog stories and oral narratives, newspaper stories, etc...); or s/he can gather discourse samples from various languages, looking for overall patterns of the description of motion events. (through novels and written texts.). In this part, data and results from previous research studies are given by grouping them according to certain data collection procedures so that language studies and their results could be analyzed in a more detailed way.

2.3.1. Studies based on Oral Production

In order to investigate the typological differences among languages in the motion event description process, there are many methods that can be used. Data collection through oral production plays an important role in this investigation process. This section involves two main parts that are Frog Story Method and the other oral data collection procedures.

2.3.1.1. Frog Story Method

There are several sorts of evidence that can be offered in support of cross-typological differences among languages based on Talmy`s typology. This Frog Story method comes from Mayer`s (1969) Picture Story Book “Frog, Where Are You?” which includes a story narrated through pictures without any written parts. In the investigation of motion event descriptions, frog story method is a crucial one as the participants express what they see in the pictures and the researchers can reach certain conclusions based on the data they receive. This part includes explanations

and studies having an attempt to investigate and clarify the motion event descriptions across different languages by using frog story method.

To begin with, according to Slobin (1996a), one can simply compare the verb types occurring in comparable texts- that are, frog stories. He says that to simplify the presentation, it can be enough to consider only English and Spanish. In his study based on frog stories, he demonstrates that there are 148 frog stories in English and 138 in Spanish. He figures out that in comparison with English speakers, Spanish narrators use a smaller set of motion verbs, they mention fewer ground elements and they describe fewer segments of the journey in the frog story.

On the basis of Talmy`s typology, detailed analyses of all the motion events done by Slobin (2000: 120) on typologically different languages in terms of their story lexicon reveal major differences at the levels of lexicon, syntax and narrative organization. When the Turkish data is examined, it can be seen that Turkish speakers do not use any manner verbs in narrating frog stories (0 %); instead they prefer to use path verbs (100 %) in comparison with English speakers (32 %). He points out that V-languages seem to have far fewer expressive manner verbs than S-languages. It is as if the availability of the combined slot for motion and manner in S-languages has encouraged speakers to elaborate the entries in this slot. However, the optional slot for a manner expression in a V-language has some patterns in that it adds an element or a phrase to the sentence. Thus, it is retained for situations in which manner is truly not issue.

In a similar study using the same picture story book based narratives, Berman and Slobin (1994) investigate the typological characteristics of five languages including English, German, Spanish, Hebrew and Turkish. They state that English and German are Satellite-framed languages, while Spanish, Hebrew and Turkish show the characteristics of a Verb-framed language. This typological division (English and German are Satellite-framed, whereas Spanish, Hebrew and Turkish are Verb-framed languages) has important consequences for the frog story, in which there is much movement from place to place. They claim that Satellite-framed languages allow for detailed description of paths within a clause, because the syntax makes it possible to accumulate path satellites to a single verb, along with prepositional phrases that add further specification (e.g., the deer threw them off over a cliff into the water). Their study demonstrates that Turkish narrators make use of a limited lexical repertoire of verbs in describing manner of movement, but prefer

clausal or phrasal descriptions of manner, particularly at older ages. The Turkish speakers can rely heavily on the verb, given the possibility of modification of both its finite and nonfinite forms. In a way, Turkish compensates for the lack of lexical richness characteristics of English and German verbs of manner by the use of productive verb morphology that allows for packaging of events in a variety of ways.

Slobin (2003c) also says that S-language speakers use manner verbs more frequently when describing events in the frog story. It is possible to talk about manner of movements in all of these languages, but apparently, this dimension is a more regular part of thinking for speaking in S-languages since the percentage of Turkish manner of motion verbs is just 25 %, while English manner of motion verbs percentage is 45 %.

Similarly, Özçalışkan and Slobin (1999) hypothesize that children producing narratives in English tend to use both a greater number and greater diversity of manner verbs as opposed to Spanish or Turkish, due to the reason that as a Satellite-framed language, English conflates motion with manner in a much higher rate. However, variation is expected between Turkish and Spanish. In their study with Spanish, Turkish and English speaking children by using the picture story book – "Frog, Where are you?" after interviewing each participant individually, they find that there is an inter-typological variation among these languages. Narrative productions in English include both a greater frequency and greater diversity of manner verbs; and lower path verbs. They do not find any intra-typological variation or any developmental patterns for these languages. Their study reveals that in terms of the percentages of manner and path verbs, English data include 32 % manner verbs, and 68 % path verbs. However, Turkish data include 100 % path verbs, which demonstrate that there are not any manner verbs used in the Turkish oral narrations of children. (1999: 545). Their analysis clearly shows that there is a storing typological determinism among the languages as English was clearly distinct from Turkish and English in expressing manner and path.

In a similar study based on frog stories, Papafragou et al. (2006) investigate whether cross-linguistic variability in motion event encoding affects the way speakers of different languages represent motion scenes non-linguistically. They compare motion descriptions produced by children and adults in two typologically distinct languages- Greek and English – using the Frog story method. Their findings

confirm that there is a typological difference between these two languages as English speakers are overall more likely to include manner of motion information than Greek speakers. They say that English is one of the Manner languages (also German, Russian and Chinese), where manner of motion is typically encoded in the main verb, while Greek patterns alongside other Path languages (e.g., French, Spanish and Turkish), in which the verb usually encodes the path of motion. Manner languages are characterized by large use of manner verb vocabularies, whereas in Path languages manner is less salient as a grammaticalized feature.

2.3.1.2. Other Studies based on Oral Data

Apart from the frog story method, there are many other studies collecting data on motion event descriptions and typological differences using other oral narration procedures.

Allen et al. (2007) investigate how Turkish, English and Japanese-speaking children package the semantic elements of Manner and Path into syntactic units when both Manner and Path of the moving figure occur and how the events are depicted. Different languages have different ways of distributing features of the same spatial information into linguistic units. They attempt to understand how children learn to map semantic elements onto syntactic structures. They examine elicited narrations from 3-year-old children learning three typologically different languages – English, Turkish and Japanese – which differ in the syntactic structures they use in expressing basic semantic elements of motion events. English is a Satellite-framed, but Turkish and Japanese are Verb-framed languages. They find that children learning the three languages under the study largely follow language-specific patterns in their packaging, even mirroring very subtle adult preferences in packaging choice. Their acquisition is largely guided by language-specific syntax-semantic mappings.

(1) the ball rolled down the hill
(2) Top yuvarlan-arak tepe-den aşağı in-di.
"The ball descended the hill while rolling" (2007: 17).

Similarly, Naigles et. al. (1998) attempt to clarify English and Spanish languages` encoding of motion events; and how this influences their language use.

So, the aim is to explore how language use might help clarify and elaborate on the exact nature of typological difference in the lexicalization of motion events in English and Spanish. They ask Spanish and English speakers to describe static pictures (10 black-and –white drawings) and dynamic videos. Their study shows that English speakers use primarily manner-of-motion verbs; whereas Spanish speakers produce more path-of-motion verbs than English speakers. In other words, the verbs the English speakers use are primarily manner-conflating ones. This shows that English speakers consistently use more manner verbs than path verbs. In contrast, Spanish speakers consistently use more path verbs compared with the manner ones. English motion verbs express the manner of motion rather than the path. The Spanish speakers` responses include substantial numbers of both manner and path verbs.

Navarro and Nicoladis (2005) investigate motion events in adults L2 Spanish narratives to determine what lexical forms L2 Spanish speakers use to express events that imply displacement of an entity through space in the context of a story. They try to search to what extent advanced L2 Spanish speakers build lexicalization patterns of motion on the lexicalization patterns of their L1. And also whether this process of learning to lexicalize motion in a second language entails relearning to view motion scenes from the perspective that native speakers consider is more salient. They use two video scenes from the Pink Panther cartoon presented sequentially. Their study shows that L2 Spanish speakers use more path conflation than manner conflation. L2 speakers produce path intransitive verbs followed by a past-verbal phrase and this result is interpreted as a possible influence of English on the L2 narratives.

Similarly, Stam (2006) studies what happens while Spanish speakers are learning English based on narration and gestures. He claims that Spanish speakers` path gestures tend to occur with path verbs; while English speakers` tend to occur with satellites that are adverbs or prepositions with verbs. In other words, he investigates how path is expressed linguistically and gesturally by native Spanish and English speakers; and Spanish learners of English. They are shown “Sylvester and Tweety Bird Cartoon” and “Canary Row”, and asked to narrate what they see to a listener who had not seen the cartoons. Coding is done according to the self-interruption, repetitions, repair nonspeech, swallow, laugh, pauses and breadth pauses. In the speech analysis, Stam analyzes what kind of verbs and satellites are used by the speakers like verbs, satellites, adverbs, prepositions of path, etc... The

results show that Spanish speakers use more clauses of the motion events than English speakers. Spanish speakers narrate each path movement in a separate clause while the English speakers accumulate path components within a single clause. Spanish speakers use no path of motion sentences. They express path with a verb. English speakers, on the other hand, express path with a satellite or a preposition of motion. In other words, path is expressed in the verb by Spanish speakers; but it is encoded on the satellite by English speakers.

Similar to the studies based on L2 process and motion event descriptions using oral productions, Hill (1991) carries out a study in Kenya to investigate the oral lexical production of learners of English as a Second Language with different native languages. The overall results reveal a clear difference between the Kenya language speakers on the one hand and native speakers on the other; as native speakers show an overwhelming preference for manner verb of locomotion, while the Kenyans have a slight preference for path verbs. On closer investigation, it is found that there are significant differences between speakers of different native languages in the distribution of these motion verb types. This suggests that cross-linguistic influence can operate in quite subtle ways along with other factors. The results show that Kenyan subjects tend to use far more path-specifying motion verbs than do the native speakers.

Similarly, Oh (2003) investigates a relationship between patterns in language structure and patterns of language use, their further influence on adult speakers` habitual conceptualization of events for verbalization purposes and children's motion-event descriptions. English speakers are found to express manner of motion more frequently and in a more detailed way than Korean speakers in oral descriptions of events. On a recall task, English speakers show significantly better memory than Korean speakers for subtle differences in manner of motion events they have verbally described. These results indicate that English and Korean speakers show different habitual patterns of language use and different habitual ways of thinking for speaking.

Allbritton (2005) aims to propose an initial classification of the verb system of Turkmen, a Turkic language with strong Russian influence, spoken primarily in Turkmenistan. Participants – 4 female native speakers of Turkmen – are given 10 pictures. Each picture represents a motion event, ranging in scope from the movement of people from one location to another to the movement of a variety of

figures within the same arena. This study shows that Turkmen, like Turkish, is a Verb-framed language, because motion and path are given in the verb root. The lexicalization of concepts in a language can be predicted on the basis of the primary frame of its verb system.

2.3.2. Studies based on Written Data

Apart from the oral methods to collect data on motion event descriptions, there are also some studies analyzing the motion event descriptions based on the written materials including novels, magazines, newspapers and so on.

The typological dichotomy across the languages can also be seen in novels of S-framed and V-framed languages. S-language novels have greater type and token frequencies of manner verbs in situations in which human movement is described. Slobin (2003c) compares written fiction with the oral frog story narratives from seven novels in each of the four languages: English and Russian as S-languages; Spanish and Turkish as V-languages. The procedure is to randomly pick 20 motion events from each work, tracking the movements of a human protagonist from a starting point until the protagonist stops moving in order to do something else. The results show that in the two S-languages, an average, about half of the motion verbs expresses manner; in the two V-languages, on the other hand, less than one quarter of the verbs are manner verbs. He points out that English written materials include 41 % manner verbs, and Russian manner verb percentage is 56 %. Whereas, Spanish data shows that only 19 % of their verbs are indicating manner in their main verb slot, and similarly 21 % of Turkish verbs are encoding manner in their main verb slot.

In a related study, Özçalışkan (2002) investigates the cross linguistic similarities and differences in the target domains that are conceptualized in terms of motion in space, and the types of metaphorical mappings for each of the target domains. The data comes from novels and newspapers originally written in English and Turkish, and from elicited responses of adult speakers in each language. Analysis of data shows a high degree of cross linguistic similarity in terms of both the target domains that are structures by motion in space, and the types of metaphorical mappings. Besides, she investigates the developmental changes in children's understanding of metaphors that use motion in space. Data comes from

extensive interviews with monolingual English and Turkish speaking children. At all ages, English speaking subjects use a greater variety of motion verbs indicating manner in their metaphorical description as compared with their Turkish counterparts. The two studies show both universal and language-specific patterns in the metaphorically extended uses of motion events in the two languages. The results show that English pays more attention to the manner dimension of motion events, and uses a greater variety of motion event types that encode manner as compared to Turkish (138 types to 39 types). For a single verb in Turkish that describes a motion with manner, English writers use at least two or more different verbs that describe the same metaphorical motion events.

2.3.3. Studies based on Translation Method

Translation is one of the basic methods in the comparison process of motion event descriptions across languages, because through translating the same texts, the direct changes including additions and omissions can be analyzed clearly.

According to Slobin (2004a), translators always face the problems of thinking for reading and thinking for writing. Translation reveals the extent to which the target language can accommodate itself to the source language, versus assimilating the original to its own patterns of thinking for writing. When an English manner verb is used with a particle that corresponds to a path verb in a V-language, translators prefer to omit manner and use the appropriate path verb, as in the following translations from English into Spanish and Turkish (Slobin, 2004a) :

English original: . ....she walked in .....
Spanish translation: .....ella cruzo el umbral...(=she crossed threshold)
Turkish translation: .....içeri girip ..... (= inwards entering)

Slobin shows that English translators with lesser effort can be more fruitful to the Spanish text. In general, the prominent structural patterns of the two languages give rise to different ways of packaging information in the text. While English allows greater conflation of motion elements in a single clause, Spanish allocates them more sparsely in separate clausal forms. Moreover, English translators are found to add manner information to the Spanish original, while Spanish translators often omit manner information provided in the English text.

Slobin (1997a) claims that English verbs incorporate manner to their core meaning while Spanish verbs tend to incorporate Path, expressing Manner with an additional complement. Comparing English motion events to their translation into Spanish in several novels, Slobin finds out that only 51 % of English manner verbs are translated into Spanish manner verbs, the rest being neutralized or omitted. As a result of his study whose aim is to discover the translations of motion verbs from English to Spanish, Slobin points out that English has a much higher number of motion verbs which incorporate manner than Spanish. He says that Satellite-framed languages have a larger and more diverse lexicon of manner verbs in comparison with Verb-framed languages

Similarly, Slobin (2003c) indicates that English translators generally add manner descriptions, apparently finding the Spanish original too bland for English readers. He says that Spanish non-manner verbs are replaced by manner verbs in English translations. In order to prove his hypothesis, Slobin (2004a) carries out a related study focusing on a single English text and examines its translation in a number of languages. This preliminary exercise provides fruitful evidence in identifying the basic conceptual elements of motion events, along with the available forms in various languages. He chooses "The Hobbit" by Tolkien, 1937 as it is widely translated and is full of vivid motion events. The sample of translations includes S-framed languages (English, Dutch, German, Russian, and Serbo-Croatian) and V-framed languages (French, Portuguese, Italian, Spanish, Hebrew and Turkish). As a result of this translation task, it is found that V-framed languages are less concerned with the domain of manner of motion than S-framed languages. And they break paths up into somewhat different sorts of segments:

English original: He still wandered on, out of the little high valley, over its edge, and down the slopes beyond.
Turkish translation: Küçük, yüksek vadiden çıkıp, kenarında ve arkasındaki eğimlerden aşağı gezindi.
("Exiting from the little high valley, he strolled on the edge and from the slopes behind.) (Slobin, 2004a: 5)

In English version, there is a single verb – the manner verb WANDER – with three path segments indicated by OUT, OVER and DOWN. However, in the Turkish translation of this sentence, manner is protected. But the path segments are reduced. Slobin says that S-framed languages are "manner salient languages", because they provide a ready slot in a sentence structure for the encoding of manner – that is, the

main verb in a clause – leaving it to satellites to encode the path. Verb-framed languages, by contrast, tend to reserve the main verb slot to path verbs.

As already pointed out, a path verb like "enter" can correspond to a verb-satellite construction such as "go in". Similarly, a manner path expression like "run in" can correspond to a construction with a path verb and manner adverbial, such as "enter at a run". Motion verbs can also be nominalized as in "his running" or "the escape". Slobin (2004a) says that languages of both types, Satellite-framed and Verb-framed, have verbs of manner of motion, but we have already seen that V-languages tend to have fewer such verbs. In addition, such verbs occur less frequently in speech and writings in V-languages. Greater frequency of use of terms that encode a semantic domain probably indicates that the domain is salient and conceptually articulated in the minds of speakers. When asked to list manner verbs in a one-minute time frame, English speakers list far more verbs than French speakers, both in terms of tokens per individual and types per group of informants. In addition, French speakers find it hard to limit themselves to manner verbs, listing non-manner verbs such as "descendre= descend, go down", "traverser= cross, traverse".

Different from the previous studies, Rojo and Valenzuela (2000) try to analyze the conflation patterns of verbs of saying in English and the way Spanish translators deal with them. So, they look whether there is any gain or loss of information during the translation process. They conduct a corpus analysis study including four English contemporary novels and their translations into Spanish. They choose 100 verbs of saying from each novel; there are total 400 verbs and their corresponding translations into Spanish randomly. In contrast with Slobin`s previous work related to verb-framed languages, in this study, Spanish as a Verb-framed language have a lower number of manner verbs than a Satellite-framed language that is English. Translators tend to omit information generally; but in this study, it is just the opposite. They tend to add information, using more specific verbs. This study shows that they look at the whole context; not the isolated verbs. In other words, the differences between English and Spanish manner verbs of saying are not very big. When dealing with the verbs of saying, Spanish translators tend to add information, using some specific verbs.

In a similar study, Filipovic (2008) contrasts English motion event expressions with Spanish and Serbo-Croatian. English and Spanish belong to two opposing types

in the typology, and Serbo-Croatian is classified as the same type as English. He carries out an intra-typological translation study in order to inquire whether these theoretical assumptions regarding languages that are classified as the same type can be verified in an applied domain of language use. In translation, successful transfer of meaning from one linguistic system into another is the main goal, and thus preserving semantic content is of prime importance. The results show that, manner is omitted in the Spanish speakers` translations as Spanish is a path language. However, although English and Serbo-Croatian are typologically similar, in the translation process, there occur some differences, as Serbo-Croatian speakers behave as if they are path language speakers although their language is Satellite-framed.

To summarize, users of S- and V-languages attend differently to the components of motion events while producing or interpreting linguistic communications about motion. For S-language speakers, manner is an inherent component of directed motion along a path, and the semantic space of manner is highly differentiated. For V-language speakers, manner is much less salient and attention is focused on changes of location and the settings in which motion occurs. The determining linguistic factor seems to be the availability of a main-verb slot for manner verbs in S-languages, in contrast to a main-verb slot for path verbs in V-languages. For S-language speakers:

> 1. manner verbs are easily accessed in a listing task.
> 2. manner verbs are frequently used in conversation, oral narrative, and written narrative.
> 3. speakers readily access many different types of manner verbs, attending to fine-grained distinctions between similar manners of movement.
> 4. a large portion of the manner-verb lexicon is used in the preschool period, requiring learners to differentiate between types for manner.
> 5. meanings of manner verbs are readily extended for purposes of evaluation and metaphorical descriptions of events and processes. Listeners and readers tend to build up detailed mental images of manner of movement in reported events.
>
> (Slobin, 2003c: 14)

2.3.4. Studies based on Novel Word Mapping Technique

Ferez and Gentner (2006) ask whether speakers are influenced by systematic semantic patterns in their language in forming new word meaning and they focus on

the motion phenomenon. They claim that if the semantic system of a language is truly generative, then it should influence speakers` patterns of deriving a meaning from context. They compare English and Spanish and ask whether the different semantic patterns for motion verbs in these two languages will generate different patterns of interpretation when a new word is encountered by the speakers. They use the novel word mapping technique created by Nagy and Gentner in 1990. Eight short passages are given and the speakers are asked to derive the meanings of new words that are either a novel noun or a novel motion verb from the context. There are nouns and verbs emphasized. Their study shows that English speakers are more likely to infer a manner verb than a path verb, and Spanish speakers do just the opposite. Satellites accompanying the verb become more frequent in English as a manner language than Spanish as a path language. In other words, English participants include a high number of prepositions in their productions

In a similar study based on novel motion verbs, Naigles and Terrazas (1998) claim that English and Spanish speakers differ in the ways they talk about motion events and ask how it can be explained – by syntactic rules or lexical patterns. In two studies, they ask English and Spanish-speaking adults to interpret novel motion verbs presented in three types of sentence frames. As a result, they find out that speakers of different languages represent their different generalizations about the composition of motion verbs both lexically and syntactically.

Moreover, Hohenstein (2005) tests children's ability to learn novel verbs in manner and path frames using the sentence frame to guide their interpretation. The novel verb-learning task reveals that although all children can learn new verbs by using a sentence frame presented to them, only 7 – year-olds seem influenced by the lexical tendencies of their language. The other group does not show a preference for the more common lexical patterns in their language.

Naigles et al. (1998) question how language differences between English and Spanish are to be explained – by syntactic rule or lexical pattern? - by assessing adult English and Spanish speakers` interpretations of novel motion verbs. They assess the influence of syntactic frame on motion-verb interpretation by presenting the verbs in either path frames or manner frames. Each subject is interviewed separately. The results show that adult speakers of different languages interpret novel motion verbs differently. By presenting the verbs in different types of

syntactic frames, they have shown that adults` lexical generalizations can be influenced by the perspective given by the frame.

2.4. Research on the Effects of L1 on L2 acquisition of Motion Verbs

According to Slobin (2003c), if the typologies of two languages are similar, children learn the second language easily. But if the dichotomies are different like Spanish and English, then Spanish speakers learning English need to learn the second way of thinking for speaking to acquire this language. In that sense, he points out that Spanish and English have different patterns of thinking for speaking in the expression of path in motion events. In Spanish, path is expressed linguistically through clauses that are separate verbs and gesturally through path gestures primarily on the verbs. In English, on the other hand, path is expressed linguistically through satellites and the accumulation of path components within a single clause, and gesturally through path gestures on satellites, verbs+ satellites, round noun phrases, and verbs as well as by the accumulation of path gestures within a single clause. Therefore, Spanish learners of English need to learn that in English the satellite encodes the path, the satellite is obligatory, and path components are often accumulated within a single clause.

In his thesis, Yu (1996) examines whether foreign language learners can benefit from cross-linguistic lexical similarities between the native language and the target language, where the two languages are typologically related. So, a group of Chinese-speaking adult learners (similar to English) and a group of Japanese-speaking adult learners (dissimilar to English) are chosen for his study. The results show that Chinese learners perform better than the Japanese ones on all the three tasks, demonstrating the facilitative role of cross-linguistic similarity in target lexical acquisition. Yu states that learner's metacognition about a target language has a facilitative effect on language learning. Compared with the Japanese learners, Chinese learners produce a greater variety of motion verbs. They also produce a greater number of motion verb complexes that are identical to native speakers` preferred choices in the picture description tasks. So, L1 transfer has a role, because Chinese subjects are much better in the study.

So, Yu claims that there is a link between learners` awareness of cross-linguistic similarity and a positive perception of the role of their mother tongue. The

Chinese learners perceive English to be more similar to their mother tongue than the Japanese learners. At the same time, Chinese learners regard the influence of their mother tongue in FLL as more positive than their Japanese counterparts.

Similarly, Montrul (2001) examines the effects of the native language on the second language acquisition of argument structure. The experiments test whether learners distinguish semantically and syntactically between agentive verbs of directed motion and change-of-state verbs. Learners whose first language is English are tested in the Spanish study. In the English study, there is a group of Spanish speaking learners. In both experiments, there is a group of Turkish learners. He investigates the role of the L1 in the acquisition of agentive verbs of manner of motion in Spanish and English as second languages. The hypotheses are; if L2 learners are sensitive to aspects of meaning, it is expected that they will distinguish between change-of-state verbs and manner-of-motion verbs; and also the effects of L1 will be observed. He uses cloze test in a passage format with a total of 40 blanks, vocabulary translation task in which just the verbs are given and the participants are asked to translate the bare verbs into their native language, the picture-judgment task in which the likert-scale is given and grammaticality judgment task in which sentences with agentive verbs of directed motion and change-of-state verbs are given. The results show that learners distinguish between manner-of-motion verbs and change-of-state verbs in the natural force subject and adjectival passive construction. Besides, Spanish speakers overgeneralize the errors with manner of motion verbs. Turkish and Spanish speakers behave similarly and undergeneralize manner-of-motion verbs in the lexical causative construction in English, whereas, as predicted, Turkish and English speakers show contrast patterns in the Spanish study. The Turkish learners correctly reject manner-of-motion verbs in the lexical causative construction in Spanish, and English learners accept them.

Another group of linguists investigating the role of L1 on L2 acquisition of motion descriptions are Hohenstein et al (2006). They question the transfer of language usage patterns beyond the idea that people's native language (L1) could influence the way they produce a second language (L2). They investigate bidirectional transfer of both lexical and grammatical features, in adult speakers of English and Spanish. Early and late language users watch and orally describe video depictions of motion events. The results show that bilinguals` patterns of motion description lexically and grammatically resemble to those of monolinguals in each

language. They find out that lexically, bilinguals use more manner verbs in English and path verbs in Spanish. Grammatically, they use more manner modifiers and bare verbs when speaking Spanish than when speaking English. Besides, in Spanish, bilinguals use more manner verbs than do Spanish monolinguals, and in English, more path verbs than do English monolinguals. In that respect, they are truly in between.

According to Song (1997), second language learners have an underlying knowledge of certain universal aspects of verb meaning, and this knowledge guides them in their acquisition of motion expressions in their second language even when their first and second languages differ in this respect. Path and Manner languages differ in the type of verb that is most commonly used; second, the use of manner verbs is more restricted in Path than Manner languages. Beside these points, differences are also found in the possible meanings and functions of prepositions. In Manner languages, one pair of prepositions are in complementary distribution and mark either the location or endpoint; in Path languages, a single preposition is used for both these senses. If the learner's first and second languages do not differ with respect to linguistic properties, then learning to express motion events in a second language should not be problematic, especially if we assume that learners initially transfer their L1 patterns. Learning L2 expressions of motion in this case should primarily involve learning the L2 equivalents of the relevant L1 lexical item. If the two languages differ with respect to typological characteristics, learners need to learn the new L2 rule concerning the different typology. The results show that English and German groups use much more manner verbs and a wider variety of manner verbs than Spanish and Italian groups. So, they show an overwhelming preference for manner over path verbs, using those 95 % in their productions. In that sense, Spanish and Italian speakers show a weaker preference for path verbs as they used those 67 % of their productions. Native speakers of Path and Manner languages behave as expected, using a majority of path and manner verbs, respectively, in their motion event descriptions. E/G show a preference for manner verbs, whereas S/I do not show a preference for Path verbs as in Path languages, manner verbs may be used to describe two types of motion events.

In order to discuss the typological differences and L1 effects on L2 learning process in a more detailed way, Ortega (2007) aims to make a cross-sectional investigation into the acquisition of the conceptual framework underlying the

description of motion events in Spanish. The English speakers are tested for their preferences in written motion descriptions in Spanish and English (the receptive task). They are also tested for their use of motion verbs in spontaneous connected speech (the production task), also in Spanish and English. The results show that in receptive task, all English speaking learners choose higher percentages of manner than path descriptions in English, not only the advanced learners show a preference for higher percentages of path descriptions in Spanish, compared with manner descriptions. In the production task, all learners talk about motion using a higher percentage of path verbs.

Similarly, Philips (2007) investigates the fundamental elements of how native speakers of English develop their ability to express motion at two early stages of learning Spanish. The productive ability of beginning and low intermediate Spanish L2 learners is analyzed against native speakers during the narration of a wordless picture book as well as filling in blanks of a Spanish representation. The results show that beginning students use many light manner verb constructions including phonologically null light verbs. Similarly, low-intermediate students revert to English when production of a motion situation requires the conflation of motion and path instead of manner.

2.5. Research on the Lexicalization of Motion in English and Turkish

In order to compare the lexicalization of motion verbs in English and Turkish, the first step that should be taken is the analysis of locative development in Turkish. In that sense, Aksu-Koç and Slobin (1985: 861) claim that this development follows a standard order in Turkish, presumably based on language-free conceptual development, even though the principles of locative suffixation and postpositions are acquired early. The first locative expressions are simple nominal suffixes: -E ‘moving towards, -dE ‘located at’, -dEn ‘moving away from’. These suffixes do not require encoding of specific object and locational features, expressing the simple oppositions between location and movement, and movement towards and away from a referent point. These basic notions are accessible at a fairly early stage of cognitive development.

According to Aksu-Koç (1994), given its agglutinative morphology, Turkish is a language which has various means for event conflation. Information can be so

tightly packaged that it is expressed in a single verb, modified, for instance with particles which indicate agentive causation (-dir), or reciprocal action (-iş); or it can be integrated in a slightly looser fashion and expressed, for instance, in another clause with converbs compressing two situations as aspects of one or in a close temporal connection.

Figure 2.5. Verbs of Motion mostly encountered in the Turkish frog stories

GLOSS	TRANSITIVE	INTRANSITIVE	CAUSATIVE	PASSIVE
Enter	Sok	Gir	Sok-tur	Sok-ul
Exit	Çık-art	Çık (dışarı)	Çık-art-tır	Çık-art-ıl
Ascend	Çık-art	Çık (yukarı)	Çık-art-tır	Çık-art-ıl
Descend	İn-dir	İn	İn-dirt-tir	İn-dir-il
Fall	Düş-ür	Düş	Düşürt-tür	Düş-ür-ül
Come/bring	Get-ir	Gel	Getirt-tir	Getir-il
Go/take	Götür	Git	Götür-t-tür	Götür-ül

(Aksu-Koç, 1994: 351)

Turkish can be characterized as a Verb-framed language, where the verb carries information concerning locative trajectories (source, goal and direction) while the details of path and manner may be elaborated in associated adverbs, locative phrases and converbs. As a Verb-framed language, Turkish verbs of motion typically encode direction. There are verbs which specify movement into/out of, --- gir "enter", and çık "exit", and verbs which specify movement up and down --- in "descend" and çık "ascend", or movement away from – kaç "escape".

Contrary to what might be expected, directional verbs of Motion occur not only with their associated arguments specifying the source or goal or both, but also quite often with a locative adverb or a locative postposition in the dative, further specifying direction.

English speakers tend to encode both manner and path by conflating motion with manner in the main verb and indicating path with the particle into as in "he ran into the house". Turkish speakers, on the other hand, typically encode only path by conflating motion with path in the main verb and leaving out manner information, as in "eve girdi - he entered the house- '. However, in instances where manner becomes perceptually salient, Turkish speakers may choose to encode manner as well, typically by subordinating manner to the main path verb of a clause "eve koşarak

girdi - he entered the house running". These linguistic differences, in turn, are likely to have effects on the organization of mental representations, leading to different mental imagery regarding how one navigates in space (Slobin 1997a, 2000, 2003c).

Speakers of English have linguistic access to a richer array of motion events that involve manner due to the high codability of this dimension in their native language. Therefore, compared to Turkish speakers, English speakers may be more likely to pay greater linguistic attention to and detect more fine-grained variations in the manner dimension of motion events, which in turn may increase the conceptual salience of this dimension for them.

In this area, especially the studies conducted by Özçalışkan play a significant role in demonstrating the cross-linguistic differences among languages in terms of their motion verb use in novels or written texts. Ozçalışkan (2003) suggests that English and Turkish belong to typologically distinct classes of language; the semantic structure of English allows its speakers to easily encode manner and thus pay greater linguistic attention to the manner dimension of motion events as compared to Turkish. Therefore, English has a greater diversity, so it uses more various motion verbs. However, this does not make Turkish a limited language in terms of lexical descriptions or linguistic forms.

In one of her studies, Özçalışkan (2003) examines the universal versus language-specific patterns in metaphorical motion event description, comparing English and Turkish. Her analysis focuses on the cross linguistic similarities and differences in the target domains and the types of metaphorical mappings that are structured by spatial motion. She says that the aim is to identify what aspects of a metaphorical event show systematic cross linguistic variation, and what aspects of the event remain similar across the two languages. The analysis of Turkish and English novels by opening randomly shows that the two languages contrast each other in the details of the motion event, particularly in encoding the manner metaphorically. English pays more attention to the manner dimension of the motion verb. For a single verb in Turkish that describes a motion with manner, English writers use at least two or more different types of verbs that describe the same metaphorical motion event. In other words, English writers use a greater variety of manner verbs than their Turkish counterparts, who only use a limited set of directional motion verbs and typically leave out manner information in their metaphorical descriptions.

According to Özçalışkan (2005a), comparing two types of languages with regard to their lexicalization patterns in encoding metaphorical motion events indicates that in Verb-framed languages like Turkish, the preferred pattern for framing motion events is the use of a path verb with an optional manner adjunct. (e.g., enter running). Whereas, in Satellite-framed languages, path is lexicalized in an element associated with the verb, leaving the verb free to encode manner. (e.g., run in). Analysis of written texts and elicited responses show clear typological contrasts between these two languages. English speakers encode manner of motion in their metaphorical descriptions more frequently and extensively. They use more various linguistic devices like verbs, adverbials, etc... The degree of codability of a semantic dimension in lexical item has an effect on the choice of other lexical components in terms in a sentence.

Slobin (1996a) suggests that the cross linguistic difference seen in the description of metaphorical motion events stem from the typological contrast between the two languages. Turkish typically encodes direction of motion in the main verb of a clause (e.g., He enters, exits, ascends, descends), whereas English prefers to encode direction of motion by using particles or prepositions, making the main verb slot available for a manner verb (e.g., He walks, runs, crawls in/out/across). This provides English speakers with a more accessible and easily codable linguistic option to indicate manner of motion (Slobin, 1996a, 1997a).

In a similar study comparing English and Turkish, Özçalışkan and Slobin (2003) investigate the possibility that V-language speakers may compensate for the typological pattern by making use of means for encoding manner outside the main verb of a clause describing a motion event. Their hypotheses are that Turkish speakers don't typically elaborate manner of motion, due to the constraints in conflation patterns for encoding path and manner; and given the availability of alternative lexical means of encoding manner, Turkish speakers may encode manner information at comparable rates to English speakers. They examine 9 Turkish and 9 English novels. Besides, oral narratives are taken from 60 adult speakers using Picture-Story book (Frog, Where are You?) and interviewing them individually; and these interviews are audio taped and transcribed. They categorize verbs as manner verbs, path verbs, neutral verbs and subordinated verbs with manner. As a result, they find out that there is a strong typological dichotomy between two languages in terms of encoding manner of motion. English speakers as Satellite framed language

use 52 % manner verbs, whereas Turkish speakers as Verb-framed language just use 30 % manner verbs. This shows that S-language has a great lexical diversity. In other words English novels include more manner of motion verbs. Turkish novels, on the other hand, include path verbs. Their data reveals that in terms of the percentages of motion verbs used in the literary texts, English data include 51 % manner verbs and 27 % path verbs; while the Turkish data include just 30 % manner verbs and 59 % path verbs. As for the data from adult frog stories, again English data include 54 % manner verbs and 30 % path verbs; while Turkish adult frog stories include 30 % manner and 62 % path verbs. These results all reveal that there is a great tendency to use more manner verbs in English tasks, but more path verbs in Turkish data. (Özçalışkan & Slobin, 2003: 3-5).

Özçalışkan and Slobin (2000) claim that there is a typological contrast in encoding manner of movement between the two language types, thus showing how native speakers are tuned to the semantic patterns of their native languages, starting from the early ages. They take a further step and look at the intra-typological variation that can be caused by the availability of simpler syntactic forms that encode manner in V-languages. Thus, they examine the interplay between semantic and syntactic complexity in describing motion events with both manner and path components, for which such syntactic forms are available. The analysis involves a comparison of narratives elicited in English and Turkish. The sample comes from an already collected set of data from children aged 3 to 11, and adults, using a picture story book, Frog, Where are You?, in a wide variety of languages. They only use that data collected from English and Turkish-speaking children and adults. All the subjects are monolinguals. Each subject is interviewed individually and given the same instructions. Motion verbs-with associated satellites-are taken as the unit of analysis and percentage of different types of motion verb use is computed for each age and language.

They find out that in describing events for which Turkish speakers have the linguistic option for encoding manner and path in a single verb, they utilize this option more frequently than encoding only path. On the other hand, English speakers utilize the manner verb + directional satellite and manner-path conflated single verb options almost equally. In describing event for which Turkish speakers do not have the linguistic option for encoding manner and path in a single verb, they mainly use bare path verbs. Similar to Turkish speakers, English speakers also use a higher

percentage of path verbs in describing these events. However, since English always has the option for encoding both manner and path in a syntactically less complex construction, they observe a higher encoding of manner in English than in Turkish.

As a result, availability of single verb options in the V-framed languages leads to greater encoding of manner of movement in Turkish. Even though, overall, English speakers use more manner verbs than Turkish speakers. Turkish speakers, in scenes where they have the option of encoding for manner and path in a single verb use that option more frequently than encoding path alone. Speakers show a preference for syntactically less complex constructions in both language types. Turkish speakers show preference for manner-path conflated verbs over subordinate constructions, and English speakers show an equal preference for manner-path conflated verbs and satellite constructions. For the lexicalization preferences, Turkish speakers start by encoding path alone, and encode path and manner jointly in a single verb more frequently with increasing age. English speakers initially encode for path and manner in a manner – directional satellite construction and eventually encode path and manner in a single verb.

In a similar study, Ozçalışkan (2004) compares English and Turkish regarding their lexicalization patterns in encoding metaphorical motion events. She focuses on typological differences in encoding the manner, path and ground components of metaphorical motion events, using data from novels written originally in English or Turkish, and further extends the applicability of the typological dichotomy to the metaphorical uses of the lexicon. The results show that there is a typological contrast between these two languages. Novels written in English include significantly higher percentage of manner verbs (59%) as compared to novels written in Turkish. Turkish writers, on the other hand, mainly use bare path verbs to describe metaphorical motion events (71%). The results show a clear preference of manner verbs in English and path verbs in Turkish. The typological contrast is also expressed strongly in the diversity of the manner verb lexicon. Novels in English contain three times as varied a manner lexicon as novels in Turkish.

However, she finds a clear typological dichotomy in encoding path of motion. Novels in Turkish include a significantly higher percentage of path verbs (71%) as compared to novels written in English (34%). This is expected because Turkish speakers typically conflate path with motion in the main verb of a clause describing a metaphorical motion event, conforming to the lexicalization patterns of their native

language. Besides, English and Turkish use different linguistic means to encode path information outside the main verb of a clause, describing the metaphorical motion event. English speakers use verb particles (in, out, down), prepositional phrases (run through, across, over) and various path adverbials (closer, further); while Turkish writers use nouns and noun phrases with directional suffixes. As short, path information in a metaphorical motion event is typically conveyed by path verbs in Turkish, and by path satellites in English. The analysis shows a strong typological difference between English and Turkish in their lexicalization of metaphorical motion events. English writers express manner of motion in the main verb of a clause and convey path information by path satellites, whereas Turkish writers use the main verb slot to encode path information. The difference in encoding path of motion in or outside the verb has a significant effect on the relative degree of expression of manner of motion in English and Turkish. Unlike manner of motion, the two languages are comparable in their extent of expression of path information, with Turkish using significantly higher amount of path verbs and English using a significantly higher amount of path satellites.

In another study, Özçalışkan (in press) studies developmental stages in children's talk about spatial motion in comparison between English and Turkish, two languages that show typologically distinct patterns in their expression of motion. So, she focuses on the manner and path components of motion, and provides a detailed account of how children express each of these motion components in the two languages over developmental time. Each language type provides linguistic options (verbs, particles, adverbials prepositions, etc...) to the young language learners to encode manner and path, and it is possible that at early ages, children can rely on forms other than the verb to convey the manner and path dimensions of motion in either language type. Thus, a more systematic analysis of linguistic forms other than the verb to convey the two components of motion is necessary to draw stronger conclusions about the universality of language-specificity of children's early motion descriptions. Özçalışan studies this topic by investigating the narratives produced by English and Turkish speakers. The participants include 30 monolingual English-speaking and 30 monolingual Turkish-speaking children, at the mean ages 3;8. The English and Turkish data are collected in San Francisco and Istanbul. Participants are interviewed individually, using the picture story book – Frog, Where are you?. They are asked to look through the entire book and tell a story, looking at the

pictures. The results show that English and Turkish speakers differ in their preferences to use manner verbs in the main verb position. English speakers use more manner verbs than Turkish speakers at all ages, and this difference is present even at the age of 3.

He climbed a tree	Çocuk agaca tırmanmış (=Child ascended to the tree)
The dog ran out of the window	Köpek düşüyor camdan (= The dog is falling from the window).
They climbed over the log	Kütüğün üstüne çıkıyorlar (=They are ascending to the log`s top).

(Özçalışkan, in press: 8).

English speakers use a greater diversity of manner verbs than Turkish speakers in their motion descriptions. Turkish speakers do not routinely express manner in the main verb, which is a slot typically reserved for path information in V-languages. This still leaves Turkish speakers the option of conveying manner in a subordinate clause attached to a main path verb, such as, "eve *koşarak* gir" = "house-to-*running* enter". Turkish speakers do not typically express manner in the verb. English and Turkish speakers both use adverbials to express manner outside the verb. Turkish speakers rely more heavily on the adverbials than English speakers, though. In other words, Turkish speakers produce manner adverbials at higher frequencies than English speakers.

Turkish speakers use more path verbs than English speakers, however, speakers` use of path verbs do not change over time. Turkish speakers produce more path verb types than English speakers in their motion descriptions. This result shows that English speakers are less likely than Turkish speakers to express path of motion in the verb. English mainly includes verb particles like "up, down, out" and prepositional phrases like "out of the hole, into the water". Turkish, on the other hand, includes noun clauses with directional suffixes "kavanozdan kaç = jar-escape", "ağaca çık = tree ascend" and postpositions "dışarı doğru çık = outside towards exit"" to convey path outside the verb. Turkish speakers show a greater tendency to describe events without any path elements (except for the verb, which encoded path) whereas English speakers are more likely to attach path satellites to a single verb of motion. In short, English and Turkish speakers differ in their expression of manner and path, with English speakers typically conveying manner and Turkish speakers typically indicating path in the main verb of a clause

describing motion. It may be because of the fact that English speakers reserve the verb for manner information; they have to rely on their lexical items to convey the path of the motion event. This, in turn, leads to a greater expression of path outside the verb in English.

When moving from a V-language into an S-language, directional verbs turn into path expressions associated with a single verb. Slobin (1997b: 440) gives this example below including original Turkish sentence from a novel and its English translation:

> *Turkish original*: Iğdır ovasın-***dan*** Başköy-***e*** geçti. Ahuri koyağın-***a*** çıktı, ora-***dan*** Ahuri yaylasın-***a*** geçti
>
> *English translation*: They swept ***along*** the plain of Iğdır, ***on to*** Bashkoy, ***through*** the Ahuri Vale and ***up on to*** the Ahuri plateave.
>
> In English version, indeed, one "sweep": along - - on to - - through - - up on to.
>
> The original, by contrast, segmented to: pass from - - to; ascend to; pass from - - to

It is evident that English makes finer distinctions within domains of metaphorical motion that involve manner. This extensive differentiation becomes especially striking in the variety of verbs that are used in English to convey particular motor patterns such as walking and running. For a single Turkish verb, "*yürümek* –walk", English texts use twenty-three different verbs (e.g., walk, drift, lumber, meander, stride, trot*)*. Similarly, for a single Turkish verb, "*kos* – run", English texts use nine different verbs (e.g., run, flee, flit, race, charge*),* all of which encode nuances on a basic motor pattern of running.

In summary, the analysis strongly supports the typological dichotomy between the two languages in encoding manner of motion. Texts written in English include a greater frequency and diversity of manner verbs than texts written in Turkish, and this difference is marked in both novels and newspapers.

CHAPTER 3
METHODOLOGY

This thesis is a partial replication of Yu`s (1996) study in Turkish context. This chapter focuses on research methodology; i.e., subjects, instruments, data collection and data analysis procedures.

3.1. Subjects

As the tasks used in data collection procedure required a sound knowledge of English language, 30 EFL instructors from Atılım University, Preparatory School were chosen as subjects of this study. They were all native speakers of Turkish with high English proficiency (see Appendix E). They formed the Bilingual group in this study as they knew both English and Turkish. Besides, they produced the main-data types, namely Bilingual English data (BL_E) and Bilingual Turkish data (BL_T) in this study.

As this type of studies require not only the main data but also the base-line data, Monolingual English and Turkish data groups were formed in order to obtain the base-line data. Therefore, 30 first year university students from the fine-arts department of Abant İzzet Baysal University were chosen to get Monolingual Turkish data (MONO_T). The aim was to compare Turkish motion event description in this base-line data with the ones in the main data. Besides, 5 British instructors from Atılım University Preparatory School were chosen to get Native English data (NAT_E) so that English motion event descriptions of these native speakers could be compared with the ones produced by Turkish native speakers with high English proficiency. Actually, the main aim of these comparisons between main-data and the base-line data was to investigate to what extent the typological tendencies between English and Turkish influence language productions of these different language groups.

3.2. Materials / Instruments

As the aim of this study was to clarify the potential typological differences between English and Turkish in terms of their motion event descriptions, and their effects on the production of Turkish EFL instructors with high English proficiency, different types of tasks including picture description task, narration task, and translation task were applied. The investigation was launched to compare how motion events are described in Turkish and English; and also what the difference between Turkish and English was in that sense. The aim was to figure out the motion verb use of the participants in both English and Turkish. The instruments used in this thesis were adapted from Yu (1996), who analyzed the lexical similarities and differences between English, Japanese and Chinese in order to examine any potential effects of L1 on second language learning process.

3.2.1. Target Motion Verbs

In order to examine the difference between English and Turkish motion event descriptions of the bilingual speakers, the pictures for the Picture Description task and Narration task; and also the original English story for the Translation Task were taken from Yu (1996). The initial comparison of how the semantic category of Motion Event is lexicalized in the surface structure of English and Turkish demonstrates a clear pattern: in Turkish, path is mostly indicated by the verb while the manner is expressed outside through adjuncts. In English, on the other hand, manner is mostly indicated in the verb while the path is exclusively given through satellites. An investigation was launched to compare how motion verbs actually operate in Turkish and English regarding advanced speakers. The main purpose of this investigation was to verify the discussion on the lexicalization patterns of these two languages. In his dissertation, Yu had limited the motion verbs to the most frequent ones in English. To facilitate this investigation, the scope of motion verbs used in this study plays an important role.

The scope of motion verbs under investigation was limited to the most frequent ones in English. To do this, Yu (1996) first checked all verbs graded at levels 1—3 in the Cambridge English Lexicon and then he selected motion verbs from amongst them so that the verbs selected would be the most common ones in English. As the

cumulative lexical items at the third level in Cambridge English Lexicon total 2,207, motion verbs selected for this study was amongst the 2,000 to 3,000 most frequent words in English. Seventy-two motion verbs were found with meanings at the first three levels in this Lexicon. However, some verbs had more than one meaning because of certain syntactic and semantic reasons. To determine which meanings to be included in this study, reference was also made to Harrap`s 2,000 Word English Dictionary (Collin, 1981) which claims to contain the most common words in English. The second step Yu took was that whenever a meaning is recoded in Harrap`s 2,000 Word English Dictionary, it was considered as being at the 2,000- to 3,000 – word level even if it is recorded in the Cambridge English Lexicon as being at level 4 or level 5; however, meanings graded at level 6 or 7 in the Cambridge English Lexicon are excluded from this study. This resulted in the addition of 19 other verbs recorded in Harrap`s Dictionary. Finally, 91 verbs were selected by Yu. The investigation was confined to motion verbs, that is, verbs that denote the physical or actual moving of an object in space. Then, Yu gave these verbs to Chinese and Japanese participants in order to decide the ones for which the participants produce all motion event elements including Figure, Path and Ground. After all these selection procedures, 67 target motion verbs to be used in his study were selected by Yu, 14 from Level 1, 21 from Level 2 and 19 from Level 3. However, in the present study, there were just 23 target motion events given within three tasks.

3.2.2. Testing Instruments

Since the purpose of the study was to compare motion event description styles of the bilingual instructors in English and Turkish, certain motion productions had to be gained from the participants. Three tasks were administered to 3 groups to obtain 4 sets of data as BL_E, BL_T, MONO_T and NAT_E in order to elicit the use of motion verbs in English and Turkish. The tasks consisted of the following: 10-item Picture Description Task accompanied with 10 pictures and 10 questions directly asking what was happening in each picture; 13-item Narration Task accompanied with 13 pictures related to each other and the introductory paragraph of the study; and lastly 13-item Translation Task whose story was the same with the narration task. Besides, a short questionnaire was distributed to gain background information

about the participants. As mentioned before, the tasks were taken from Yu (1996). The description of these instruments and further information in the piloting were provided in this section.

3.2.2.1. Picture Description Task

This task consisted of 10 pictures designed to elicit the use of *blow* (the hat) *into* (the fire), *pour* (milk) *into* (a pitcher), *fall into* (the water), *throw* (boxes) *out of* (the window), *climb down* (a tree), *push* (cheese) *into* (a hole), *pull* (a bicycle) *out of* (the water), *hit* (a baseball) *across* (the pool), *run down* (the stairs), and *jump over* (a table). The target motion event selection of Yu (1996) was mentioned above in part 3.3.1. In terms of the administration process, in his study, Yu had shown the pictures to the participants one-by-one and he had tape-recorded the oral motion event productions of the participants in the interview format. However, in the present study, the language groups were given the pictures and also they were given 10 guiding questions for each picture with the instructions at the top of the answer sheet. In order to conduct this task, Yu`s oral questions were taken and they were adapted into written format in order to get one question for each picture. In order to collect Turkish data, Monolingual Turkish and Bilingual group were asked to write what they see in each picture regarding the key questions given to them in Turkish, while Native English and the same Bilingual group were asked to write their answers in English so that English data could be gained. It was emphasized that they were expected to write their descriptions or responses in complete sentences by using verbs in order to make it certain that they could produce motion event descriptions in their responses. The instructions, answer sheet and the accompanying pictures are provided in Appendix B.

3.2.2.2. Narration Task

In this task, the participants were asked to narrate and write a story by looking at the 13 pictures given to them. The story had originally consisted of 14 pictures and motion verbs. However, considering the fact that the third motion event was ambiguous as there was not a motion activity, it was omitted from the study. Most of the participants either did not mention this motion event or they produced

verbs not including any motion. The story was about how a farmer found a ball that finally became a child. According to Yu, this task served as the context for the use of various motion verbs. In his study, he used this task in a story-retelling format in the oral way after hearing it twice on the videotape. However, in the present study, the same pictures were used and the participants were asked to narrate what they see in the pictures in the written format. In order to collect Turkish data, Monolingual Turkish and Bilingual group were asked to write the story in Turkish, while Native English and the same Bilingual group were asked to write it in English so that English data could be gained.

The following test items were chosen as the target motion events in this task; 1. (the farmer) *followed* (the path) *along* (the lakeshore); 2. (the farmer) *rode up* (the hill); 3. (the farmer) *kicked* (the ball) *down* (the hill); 4. (the ball) *rolled down* (the hill); 5. (the ball) *rolls* (down) *into* (the lake); 6. (the ball) *floated...up to* (the farmer's wife's feet); 7. (the wife) *picked up* (the ball); 8. (the wife) *walked home*; 9. (the bal*) jumped out of* (a basket); 10. (the ball) *flew across* (the garden); 11. (the ball) *crashed through* (the window) *into* (the cottage); 12. (the wife) *ran into* (the room); 13. (the ball) *split into* (two halves). The beginning of the story was presented so that the participants could be aware of the context and the characters. The introduction of the text with the instructions, the answer sheet and the accompanying pictures are provided in Appendix C.

3.2.2.3. Translation Task

Translation task was used to examine the Turkish motion verb descriptions and compare them with their original English forms. As there was an original English story, only Bilingual group translated the original text into Turkish and Bilingual Turkish Translation data was collected in this way. The original English story was taken from Yu (1996) again. It was the same story as in the Narration Task and the aim of using it also as a translation task was to explore whether there was any typological influence of L2 on the motion event description of the first language of the participants. Besides, this task was expected to give a clear image regarding the subordinate manner verb structures or path satellite structures. Although Yu used it as a story-retelling task as mentioned above, in this part, it was conducted as a translation task. As this task and the pictures mentioned above were accompanied in

Yu`s study, the target motion events were the same in this task as well. The participants in the Bilingual group were asked to read the original English story and translate it into Turkish without making any changes, since the important thing was to figure out how Turkish data expressed 13 target motion items. The introduction of the text with the instructions, the answer sheet and the accompanying pictures are provided in Appendix D.

3.2.2.4. Background Questionnaire

At the beginning of the experiment, the participants in the main language group that were Bilingual EFL instructors were asked to fill in a questionnaire which was used to provide background information about them. Information about their gender, age, education level, language exam scores and teaching experiences were gained. It was decided that EFL instructors in the Bilingual group had similar language backgrounds, teaching experiences, age and gender. Although there were 8 questions, only 6 of them were given in the table (Appendix E) as there weren't any meaningful results for TOEFL scores and Foreign Country Experiences of the participants. Other groups providing Monolingual Turkish and Native English data were not given a questionnaire as they were subgroups used as supplementary ones to explore if the data obtained from them were similar to the main data. Besides, the data was checked voluntarily and all the subjects granted permission for the data obtained from them to be used in this study.

3.3. Data Collection Procedures

3.3.1. Pilot Study

A pilot study was conducted with a small sample group. The purpose of the pilot study was to check if these materials would lead to certain meaningful results for the study comparing English and Turkish, because in the original study, Yu (1996) had compared English, Japanese and Chinese groups. Piloting was also necessary to check that the method and the instruments to collect data were suitable or not. Therefore, it had to be analyzed if these target items were suitable for these two language groups. For the pilot study, 10 EFL instructors were selected. 5 of

them fulfilled the tasks (picture description and narration) in English and 5 of them did them in Turkish. Besides, 5 Native speakers of English produced motion events in English. When the results of the pilot study were analyzed, it was found that the selected target motion verbs were working for the Turkish group, as the pilot study demonstrated that even with a small number of participants; there were significantly different manner and path verb usages.

3.3.2. Data Collection

After the application of the pilot study and the background questionnaire, the treatment started with the picture description and narration tasks. Native English and Bilingual group were asked to describe the pictures by looking at the questions one-by-one in the Picture Description Task, and write a story in English by looking at the pictures given in an order to narrate a story in the Narration Task; while Monolingual Turkish and the same Bilingual group were asked to do the same things in Turkish. After collecting the data, Bilingual group was asked to translate the original English story into Turkish 2 weeks later.

3.4. Data Analysis Procedures

The following procedure was used to analyze the data obtained through 10-item-Picture Description Task, 13-item-Narration Task and 13-item-Translation Task.

The analysis of the data started with the assessment of the tasks. For each group of the tasks, the data was scored descriptively in terms of the means, percentages and frequencies of manner and path verbs that the participants produced during their motion event descriptions and graphs were gained. In order to increase the interrater reliability while grouping the responses taken from the participants according to the manner, path, or neutral verb forms, the responses were checked and grouped twice by the researcher and an MA student in Applied Linguistics. In order to form a scale for grouping the responses and in order to analyze the data in terms of the percentages and frequencies of the manner and path verbs used by the participants, the data was sent to Prof. Dr. Dan I. Slobin and Assist. Prof. Dr. Şeyda Özçalışkan so that the grouping was made correctly on the basis of their feedback

and classifications. In other words, the data gained was grouped according to their comments, the scales sent by them, and the special feedback of Prof. Dr. Gül Durmuşoğlu Köse and Assoc. Prof. Dr. Ümit Deniz Turan.

Although the research instruments had been adapted from Yu (1996), the analyses process became different. He had used scoring method in his study by giving points to the verbs produced by his participants using certain scales taken from the original stories and native speakers` responses. However, in the present study, data groups were compared according to their production of manner and path verbs as the main purpose was to clarify to what extent there was a difference between English and Turkish in terms of their motion event description strategies.

As the first research question addressed to investigate how subjects in the main-data and base-line data groups described motion events; descriptive analyses were conducted including mean and standard deviation analyses. The aim was to investigate to what extent the participants in different language data groups used manner and path verbs in their motion event descriptions. In order to fulfill this analysis, subjects` productions on Picture Description and Narration tasks were taken and grouped according to manner and path verb categories.

The second research question was concerned about any probable significant differences between Monolingual Turkish data (MONO_T) and Bilingual Turkish data (BL_T) in terms of their manner and path verb usages in Picture Description and Narration tasks. First of all, descriptive statistics (percentages and mean scores) of the tasks (Picture Description and Narration) for two types of data were calculated. Besides, T-tests were conducted for these Turkish data groups in order to clarify if there was a significant difference. The aim was to investigate if the Turkish motion event descriptions of the Monolingual Turkish subjects were similar to the ones produced by Bilingual instructors in terms of the number of manner and path verbs produced.

Similar procedure was followed for the third research question which aimed to investigate if there was a significant difference between Native English data (NAT_E) and Bilingual English data (BL_E) in terms of their manner and path verb usages in Picture Description and Narration tasks. After mean analysis, t-tests were conducted in order to observe if there was a significant difference between the motion event description strategies of these two same language data groups.

The fourth research question was concerned about any probable significant differences between manner and path verb usage of Turkish native speakers with high English proficiency in their motion event descriptions in English and Turkish. After the mean-analysis, t-tests were applied to observe if there was a significant difference between English and Turkish motion event descriptions of this Bilingual group. In other words, the motion event descriptions in Bilingual English (BL_E) and Bilingual Turkish (BL_T) data were compared in order to investigate if the typological tendency had any influence on motion event descriptions of this advanced group. Lastly, item analyses were done to analyze the target motion events item-by-item, so that the typological tendency could be observed in a more detailed way.

As subquestions of the fourth research question, the path satellite and subordinate manner structures in English and Turkish motion event descriptions produced by this advanced group were analyzed and compared through mean analyses and t-tests. The aim was to investigate if typological tendencies or preferences could be demonstrated through path information encoded outside the verb called path satellites, or manner information encoded outside the verb called subordinate manner structures. In order to analyze them, mean analyses were done for the Bilingual data groups. Besides, t-tests were administered to see if there was a significant difference between the English and Turkish motion event descriptions produced in the main Bilingual data.

The last research question investigated the verb use according to the Narration and Translation tasks based on the same story. After percentages and mean scores, one-way ANOVA was conducted to test the use of manner and path verbs. The aim was to investigate if L2 of the Turkish native speakers with high English proficiency had any influence on their motion event descriptions when compared with Monolingual Turkish speakers. Besides, any deletions or omissions throughout the translation process could be observed.

CHAPTER 4
RESULTS

The purpose of the study was to investigate if the typological tendencies can be observed even in English and Turkish motion event descriptions of an advanced group including Turkish EFL instructors with high English proficiency in this study. This chapter presents the results of the analysis of the data obtained through Picture Description, Narration and Translation tasks and analyzed in a descriptive way.

4.1. Results

In this part, each research question will be presented one-by-one with the relevant data and findings.

4.1.1. Research Question 1:

How do the subjects in the base-line data groups (Monolingual Turkish and Native English data) and the main data groups (Bilingual English and Bilingual Turkish data) describe motion events? To what extent do they use manner and path verbs?

First of all, the data obtained was analyzed in terms of the mean scores of Manner Verb (**V: Manner**), Path Verb (**V: Path**), Neutral Verb (**V: Neutral**) and Failed to mention (**V: Failed**) verb versions of the motion events in Picture Description and Narration Tasks. In this classification, neutral category was formed according to the verbs that couldn't be added either in the manner or the path verb categories. Besides, failed to mention verb category was formed as some of the participants didn't even produce a motion event for the target item.

Table 4.1. presents the results of Manner Verb, Path Verb and Neutral Verb used in all data groups (BL_E; BL_T; NAT_E; MONO_T) collected through Picture Description Task. When the mean scores were investigated, the total mean score of the Manner verb in the Picture Description Task was 20,25 and the total mean score of the Path verb was 8,97.

When the language data groups were analyzed, it could be seen that manner verb usage was eight times more than path verb usage in Bilingual English data. The V: Manner mean score of this data was 24,70. However, its V: Path score was just 3,60. It indicates that the participants providing Bilingual English data used far less path verbs in their motion events descriptions than manner verbs. This difference between the mean scores of manner and path of Bilingual English data shows that Turkish instructors with high English proficiency forming the main data types in this study tend to encode manner in the main verb while describing motion events in English. When the scores of the Bilingual Turkish data were analyzed, its V: Manner mean was 16,00 and the V: Path mean score was 13,20. Although they look similar to each other, when it is compared with the former data that was Bilingual English one, it is clear that there is a difference in terms of the mean results of these two data as the Bilingual English data includes much less path verbs than the Bilingual Turkish data. It can be said that according to the mean scores, Bilingual subjects writing in English use much less path verbs than their Turkish version in their motion event descriptions.

Native English and Monolingual Turkish data were also investigated in the same way through mean scores. Table 4.1. below shows that Monolingual Turkish data includes more path verbs than manner verbs in the Picture Description Task. The V: Path mean of this group of data was 16,10 and that was higher than the V: Manner mean which was 13,30 in this data. This result also supports the above explanations that subjects tend use a lot more path verbs in Turkish than English. Lastly, when the mean scores of the manner, path and neutral verbs in the Native English data were analyzed, it is seen that the V: Manner mean was 27,00, whereas the V: Path mean was just 3,00. As it was expected, Native English data included a lot more manner verbs than path verbs.

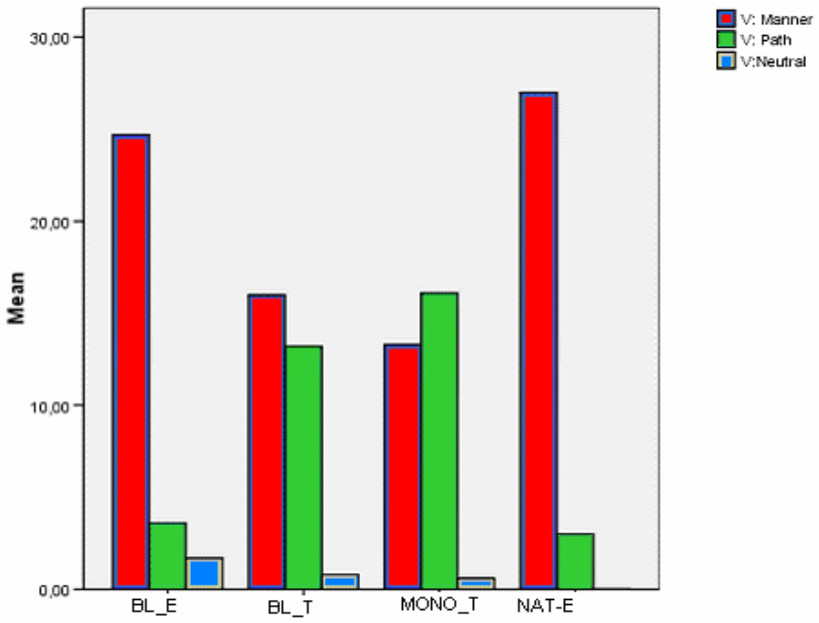
Table . 4.1. Results of Picture Description for All Data

Groups		NI	V: Manner	V: Path	V: Neutral
BL_E	Mean	10	24,70	3,60	1,70
BL_T	Mean	10	16,00	13,20	0,80
MONO_T	Mean	10	13,30	16,10	0,60
NAT-E	Mean	10	27,00	3,00	0,00
Total	Mean	40	20,25	8,97	0,775

NI: Number of Target Motion Items in the task

Figure 4.1. demonstrates these mean results as a bar graph and it is also clear from this graph that Bilingual English data includes much more manner verbs than path verbs in motion event descriptions. Although subjects providing Bilingual Turkish data seem to use manner and path verbs in a similar rate, when the mean scores of Monolingual Turkish data were analyzed, it is obvious that Turkish tends to use more path verbs while describing motion events and the case is just the opposite in Native English data as it prefers to use a lot more manner verbs instead of path verbs.

Figure 4.1. Picture Description Chart for All Data



When the same analyses were done for the Narration Task, similar results were obtained. Besides, in this task, another category which was V: Failed (Failed to Mention) occurred as some of the subjects didn't even produce a motion event description.

Table 4.2. demonstrates the V: Manner and V:Path means of all data. V: Manner mean of the whole data as a total was 16,57. The V: Path mean of the whole data, on the other hand, was just 7,73. The V: Manner mean of the Bilingual English data was 18,30. However, its V: Path mean was just 4,46. These results matched

with the ones in the Picture Description task as the Bilingual English data again tended to use more manner verbs than path verbs.

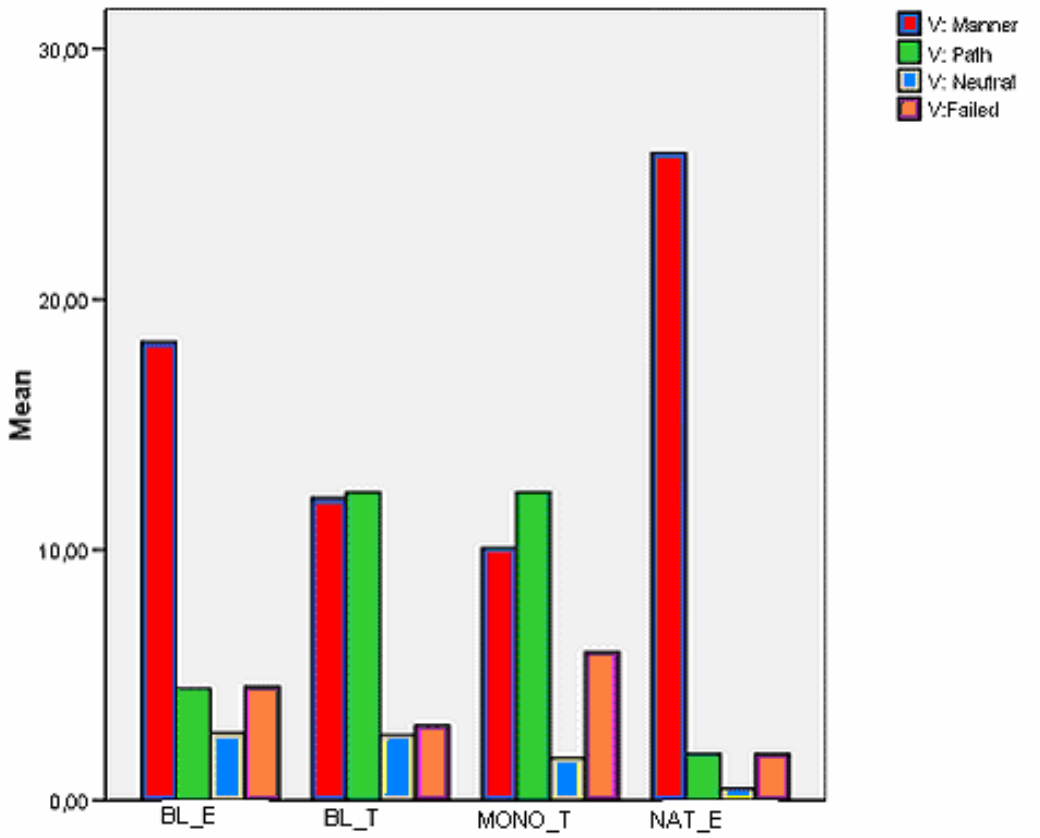
The V:Manner and V:Path means of the Bilingual Turkish data looked similar again. But the case was different in the Monolingual Turkish data, as its V:Manner mean was 10,07, but the V:Path was 12,30. It can be said that Path verb usage by the Bilingual instructors writing the story in Turkish was the same with their Monolingual counterparts. However, when the manner verb usage in the same task was compared, it was obvious from the mean scores that instructors writing in Turkish tended to use more manner verbs than Monolingual Turkish subjects providing Monolingual Turkish data. It may have been due to L2 effect as the Bilingual group spoke both English and Turkish and they may have been influenced by their English. When the motion event descriptions in Native English data are analyzed, it is obvious that there is a significant difference between the mean rates as the V:Manner mean is 25,84, however, the V:Path is just 1,84 in this group of data.

Table 4.2. Results of Narration for All Data

		NI	V: Manner	V: Path	V: Neutral	V: Failed
BL_E	Mean	13	18,30	4,46	2,69	4,53
BL_T	Mean	13	12,07	12,30	2,61	3,00
MONO_T	Mean	13	10,07	12,30	1,69	5,92
NAT_E	Mean	13	25,84	1,84	,46	1,84
Total	Mean	13	16,57	7,73	1,86	3,82

Figure 4.2. demonstrates these mean results as a bar graph and it is also clear from this figure that there is a preference towards using much more manner verbs while describing motion events for the subjects providing Bilingual English data. Although Bilingual Turkish data seems to include manner and path verbs in a similar rate, when the mean scores of Monolingual Turkish data were analyzed, it is obvious that Turkish tends to use more path verbs while describing motion events and it is just the opposite of the case in Native English data as it prefers to use a lot more manner verbs instead of path verbs. These results stem from the typological characteristics of English and Turkish.

Figure 4.2. Narration Chart for All Data



Although there were 30 subjects in the Monolingual Turkish group, there were just 5 native speakers in the Monolingual English, and this situation made it necessary to look at the responses taken from Yu`s (1996) native speakers in his study. When the items produced by 5 native speakers of this study were compared with the 10 native speakers participating in Yu`s study, it was seen that there was a match between them. The participants in this study preferred to use the verbs "blow, pour, throw, climb, push, pull, hit, run and jump" in their motion event descriptions, which was similar to the ones used in Yu`s study as his 10 native speakers had commonly produced "blow, pour, throw, climb, push, pull, hit, run, and jump" verbs in their motion event descriptions.

As for the Narration task, the case was similar. 5 English native speakers in this study preferred to use the verbs "ride, climb, go, kick, roll, splash, float, pick, carry, walk, fly, jump, run, rush, split" in their motion event descriptions, and this was

similar to the ones used by the native speakers of Yu. It is obvious from their descriptions that English speakers tended to use much more manner verbs.

Although the descriptive analysis above has clearly showed that participants tended to use manner verbs while describing motion events in English; and path verbs while describing them in Turkish, two lists were formed to indicate the verb usage in a more detailed way. The following tables, Table 4.3. and Table 4.4., demonstrate manner and path verbs grouped in English and Turkish data, their types and their amounts in Picture Description and Narration Tasks. As indicated in these lists, participants providing English data preferred to use more manner verbs in their descriptions than path verbs. The case was just the opposite for the Turkish language, as Turkish descriptions had more path verbs than manner verbs.

Table 4.3. Types of Manner and Path Verbs Used in Picture Description Task

V: MANNER

Group	**ENGLISH**	**TURKISH**
	blow, fly, push, throw, drift, pour, float, splash, drop, climb, go, crawl, walk, drag, pull, carry, toss, hit, shot, play by, kick, run, jump, scurry	üflemek ‘blow’, fırlatmak ‘throw’, itmek ‘push’, sürüklemek ‘drag’, dökülmek ‘pour’, yüzmek ‘swim’, atmak ‘throw’, yürümek ‘walk’, taşımak ‘carry’, iteklemek ‘push’, çekmek ‘pull’, vurmak ‘hit’, oynamak ‘play’, koşmak ‘run’, atlamak ‘jump’, savurmak ‘hurl’,
Total	**24 types**	**16 types**

V: PATH

Group	**ENGLISH**	**TURKISH**
	add, fill, fall, come, descend, get down, put into, hoard**,**	uçurmak ‘make it fly’, koymak ‘put’, doldurmak ‘fill’, boşaltmak ‘empty’, düşmek ‘fall’, inmek ‘descend’, sokmak ‘put into’, çıkarmak ‘take out’, aktarmak ‘transfer’, geçmek ‘pass’.
Total	**8 types**	**10 types**

Table 4.4. Types of Manner and Path Verbs Used in Narration Task

V: MANNER

Group	ENGLISH	TURKISH
	ride, go, walk, wander, climb, kick, throw, push, roll, tumble, splash, drop, jump, float, pull, pick, carry, bounce, fly, hit, smash, break, rush, run, split, get out of, divide, plop, plung, stroll, spring, crash, hurtle	at sürmek 'ride', yürümek 'walk', gitmek 'go', gezinmek 'wander', tırmanmak 'climb', vurmak 'hit' fırlatmak 'shot', tekmelemek 'kick', yuvarlanmak 'roll', itmek 'push', sürüklenmek 'drag', taşımak 'carry', düşürmek 'drop', uçmak 'fly', zıplamak 'bounce', sıçramak 'jump', atlamak 'jump', çarpmak 'crash', kırmak 'smash', koşmak 'run', bölünmek 'divide', patlamak 'explode', kırılmak 'break', götürmek 'carry'.
Total	**33 types**	**24 types**

V: PATH

Group	ENGLISH	TURKISH
	Pass, take the road, set out, fall, reach, end up, come, move, arrive, approach, head towards, get closer, cross, land, enter, get into, follow, turn into	geçmek 'pass', yola düşmek 'follow the road', yol almak 'take the road', devam etmek 'proceed', ilerlemek 'proceed', aşmak 'move over', yola koyulmak 'set out for', çıkmak 'ascend', düşmek 'fall', inmek 'descend', ulaşmak 'reach', gelmek 'come', yaklaşmak 'approach', getirmek 'bring', çıkarmak 'take out', girmek 'enter', yolunu tutmak 'follow the way to somewhere', varmak 'arrive', havalanmak 'lift', yönelmek 'direct oneself toward', ayrılmak 'depart', takip etmek 'follow', yola girmek 'follow the way'
Total	**18 types**	**23 types**

4.1.2. Research Question 2:

Is there a significant difference between the Monolingual Turkish data and Bilingual Turkish data in terms of their manner and path verb usage while describing motion events in picture description and narration tasks?

The second research question addressed to investigate if there was a significant difference between Bilingual Turkish data and Monolingual Turkish data in terms of their motion event descriptions. The aim was to see the relationship between the main data and the base-line data in Turkish so that the effect of the typological tendency towards using path verbs in Turkish motion event description can be observed. Besides, the probable effect of L2 can be seen within the descriptions of the Bilingual group as they spoke both Turkish and English.

First of all, the means of the Picture Description Task for two Turkish data were analyzed. Table 4.5. demonstrates the mean scores and significancy values within the same data groups. When the mean results were analyzed, it is obvious that Bilingual Turkish and Monolingual Turkish data were almost similar, and as it is clear from the table below, there was not a significant difference between the means of them in terms of their manner, path and neutral verb usage.(t=,504; -,574; ,372; df=18; p > 0,05). These results show that the subjects in the main Bilingual Turkish data group and the ones in the base-line data group that was Monolingual Turkish data described the motion events in Picture Description task in similar ways.

Table 4.5. Results of Picture Description for Turkish Data

		Nl	Mean	Std. Deviation	t	df	p
V: Manner	BL_T	10	16,00	11,897	,504	18	0,620
	MONO_T		13,30	12,065			
V: Path	BL_T		13,20	10,992	-,574		0,573
	MONO_T		16,10	11,580			
V: Neutral	BL_T		0,80	1,475	,372		0,714
	MONO_T		0,60	0,843			

The same analysis was also administered for the Narration task. As it is demonstrated in Table 4.6., the subjects in the main data group that were Bilingual instructors and the ones in the base-line Monolingual Turkish data group tended to use similar amount of manner and path verbs, and there was not a significant difference between them in terms of their motion event descriptions. (t=,522; ,000; ,443; -1,227; df=24; p > 0,05).

Table 4.6. Results of Narration for Turkish Data

		Nl	Mean	Std. Deviation	t	df	p
V: Manner	BL_T	13	12,07	10,323	,522	24	0,607
	MONO_T		10,07	9,187			
V: Path	BL_T		12,30	8,635	,000		1,000
	MONO_T		12,30	9,348			
V: Neutral	BL_T		2,61	5,781	,443		0,662
	MONO_T		1,69	4,802			
V: Failed	BL_T		3,00	5,196	-1,227		0,232
	MONO_T		5,92	6,836			

Although they are bilingual speakers in English and Turkish, the Turkish motion event descriptions of Bilingual instructors with high English proficiency are similar to the ones of the Monolingual Turkish group. This indicates that even though they are highly proficient in English, Turkish EFL instructors tend to use similar amount of manner and path verbs while describing motion events in Turkish when compared to the Monolingual Turkish group. So, as an answer for the second research question, the Bilingual group was not influenced by their L2 as they produced similar number of manner and path verbs when compared to their Monolingual counterparts.

4.1.3. Research Question 3:

Is there a significant difference between the Native English data and Bilingual English data in terms of their manner and path verb usage while describing motion events in picture description and narration tasks?

The third research question addressed to investigate if there was a significant difference between Bilingual English data and Monolingual English data in terms of their motion event descriptions. The aim was to see the relationship between the main data and the base-line data in English. Besides, any probable effect of Turkish knowledge of the Bilingual group can be observed through such a comparison as the other group only knew English as native English speakers.

First, the means of the Picture Description Task for two English data were analyzed. The results presented in Table 4.7. demonstrates the mean scores and significancy values within the same data groups. When the mean results were analyzed, it is obvious that Bilingual English and Native English data were almost similar, and as it is clear from the table below, there was no significant difference between the means of these two same data groups in terms of their manner, path and neutral verb usage.(t=-,627; ,177; 1,316; df=18; p > 0,05). These results show that the subjects in the main Bilingual English data group and the ones in the base-line data group that was Monolingual English data described the motion events in Picture Description task in similar ways.

Table 4.7. Results of Picture Description for English Data

		Nl	Mean	Std. Deviation	t	df	p
V: Manner	BL_E	10	24,70	8,756	-, 627	18	0,539
	NAT_E		27,00	7,615			
V: Path	BL_E		3,60	7,574	,177		0,862
	NAT_E		3,00	7,615			
V: Neutral	BL_E		1,70	4,083	1,316		0,205
	NAT_E		0,00	,000			

The same analysis was also administered for the Narration task. As demonstrated in Table 4.8., the subjects in the main data group (Bilingual English data) and the ones in the base-line data group (Native English data) tended to use similar amount of manner and path verbs as there was not a significant difference between them in terms of their motion event descriptions (t=-2,500; 1,384; 1,184; 1,365; df = 24 ; p>0,05) apart from their V:Manner means. (p=0,020 <0,05). This can be due to the fact that the Native English data was obtained only from 5 subjects. And although both the Native English data and Bilingual English data mostly included manner verbs, the inequality between the numbers of the participants may have caused such a significant difference in the t-test.

Table 4.8. Results of Narration for English Data

		Nl	Mean	Std. Deviation	t	df	p
V: Manner	BL_E	13	18,30	9,894	-2,500	24	0,020
	NAT_E		25,84	4,506			
V: Path	BL_E		4,46	6,172	1,384		0,179
	NAT_E		1,84	2,882			
V: Neutral	BL_E		2,69	6,587	1,184		0,248
	NAT_E		,46	1,664			
V: Failed	BL_E		4,53	6,002	1,365		0,185
	NAT_E		1,84	3,782			

This comparison between Bilingual English data and Native English data clearly showed that there was not a significant difference between them, apart from their manner verb usage which was due to the limited number of native English speakers. Although they are bilingual speakers in English and Turkish, the English motion event descriptions of Turkish instructors with high English proficiency were similar to the ones of the Native English group. This indicates that even though they are highly proficient in both English and Turkish, Bilingual instructors tend to use similar number of manner and path verbs while describing motion events in English when compared to their Native English counterparts, which shows that the Bilingual group was not influenced by their L1 Turkish.

4.1.4. Research Question 4:

Do Turkish EFL instructors with high English proficiency tend to use manner and path verbs differently while describing motion events in English and Turkish through picture description and narration tasks?

- To what extent do they tend to use path satellites while describing a motion event in English and Turkish?
- To what extent do they tend to use subordinate manner structures or adverbial manner phrases in motion event description processes in English and Turkish?

After showing the fact that there was not a significant difference between the main-data and the base-line data groups in terms of their motion event descriptions, the fourth research question was answered according to the productions of the Bilingual group only. In that sense, two basic language groups of data that are Bilingual English data and Bilingual Turkish data were compared in the same way using descriptive analyses in order to investigate if there were any significant differences between their manner and path verb usage. As for the Picture Description Task, the means of Bilingual English and Bilingual Turkish data in terms of their PATH verb usage were significantly different from each other as demonstrated in Table 4.9. ($t=-2,274$; $df = 18$; $p=0,035 < 0,05$), which clearly shows that there is a significant difference between English and Turkish when their V: Path usage rates are compared. This result directly shows the typological difference between English and Turkish in terms of motion event descriptions. However, these two groups of data are not significantly different from each other in terms of their MANNER verb mean results that is $p=0,079>0,05$. Bilingual English data included more manner verbs than Bilingual Turkish data; while Bilingual Turkish data involved more path verbs than English data. Nevertheless, t-test comparison showed that there was not a statistically significant difference between Bilingual English and Bilingual Turkish data.

Table 4.9. Results of Picture Description for the main data groups

		N	Mean	Std. Deviation	t	df	p
V: Manner	BL_E	10	24,7000	8,75658	1,862	18	0,079
	BL_T		16,0000	11,89771			
V: Path	BL_E		3,6000	7,57481	-2,274		0, 035
	BL_T		13,2000	10,99293			
V: Neutral	BL_E		1,7000	4,08384	,655		0,525
	BL_T		,8000	1,47573			

The same analysis was administered for the Narration task. There was a significant difference between Bilingual English data and Bilingual Turkish data in terms of their PATH verb mean again. Although these two language groups of data had different mean scores of Manner verb, a significant difference wasn't observed in the t-test analysis; while the V: Path means analysis indicated a significant difference between these two language data as Bilingual English and Bilingual Turkish ones. ($t = -2,665$; $df = 24$; $p = 0,014 < 0,05$). Table 4.10. demonstrates this significant difference in terms of the path verb use. However, there was not such a significant difference between English and Turkish data in terms of the manner verb use ($P = 0,129 > 0,05$).

Table 4.10. Results of Narration for the main data groups

		N	Mean	Std. Deviation	t	df	p
V: Manner	BL_E	13	18,30	9,894	1,571	24	0,129
	BL_T		12,07	10,323			
V: Path	BL_E		4,46	6,172	-2,665		0,014
	BL_T		12,30	8,635			
V: Neutral	BL_E		2,69	6,587	,032		0,975
	BL_T		2,61	5,781			
V: Failed	BL_E		4,53	6,022	,697		0,492
	BL_T		3,00	6,022			

In order to clarify the reason of this difference between English and Turkish data in terms of their PATH verb usage, each motion event was analyzed through single item analysis. Table 4.11. demonstrates the results of these analyses for Picture Description task. According to these results, there was a significant difference between Bilingual English and Bilingual Turkish data in terms of the motion events including 'blow into' (p=0,005 <0,05), 'pour into' (p=0,000 <0,05), 'climb down' (p=0,000 <0,05), 'push into' (p=0,004 <0,05), 'pull out of' (p=0,000 <0,05) and 'run down' (p=0,000 <0,05). However, these two language data did not have such a significant difference for the motion event that was 'fall into' (p=0,921>0,05). This may be due to the fact that the "fall" verb encodes path in the main verb slot; and similarly Turkish "düşmek – *fall*" verb also encodes path information in the main verb slot. Besides, the participants from each language group produced nearly the same number of manner and path verbs in certain verbs including 'throw out of; hit across; jump over'. It is again because of the fact that these verbs conflate manner in their main verb slot in English, and similarly in their Turkish counterparts "atmak-*throw*; vurmak-*hit*; atlamak-jump", manner information is encoded in the verb. Therefore, there wasn't a significant difference between English and Turkish.

In order to have a more detailed analysis, each item of the Picture Description task was analyzed through single item analysis. According to the results, some significant differences were observed between English and Turkish data for certain motion events and demonstrated in Table 4.11. In order to make it more clear, each motion event was dealt within detail below.

- The first motion event was "blow into". The item analysis showed that Bilingual English data included 100 % Manner verb for this motion event using "blow"; while Bilingual Turkish data included 76,7 % manner verb, and 23,3 % of the responses in Turkish data were encoding Path information using "üflemek-blow; sürüklemek-drag; uçurmak-make it fly; savurmak-hurl". This also demonstrates that Turkish data included different verbs while English data only had "blow" verb.

- The second motion event was ‘pour into’, and for that target item, English data included 93,3 % manner verbs and just 6,7 % path verbs; however, Turkish responses involved 76,7 % path verbs and it is just the opposite of the English group. Just 23,3 % of Turkish responses were encoding manner. When the verb types were analyzed, it was seen that English responses generally were ‘pour’ verb; while participants writing in Turkish produced “doldurmak-fill; aktarmak-transfer; boşaltmak-empty; dökmek-pour; koymak-put”.

- The third motion event was “fall into”. When the data groups were compared, there was not a difference between them as English data included 80,0 % path verbs and Turkish data similarly included 76,7 % path verbs in their descriptions for this event. This is due to the fact that manner is encoded in both English (fall) and Turkish (düşmek-fall) version of this motion event.

- The fourth motion event was “throw out of” and like the previous motion event, both groups of data included 100 % manner verbs as both English (throw) and Turkish (atmak-throw) version of this verb conflated the manner information in their main verb slot while describing this motion event.

- The fifth motion event was “climb down”. The typological difference was quite obvious and enabled the study to shape the main discussion about the typological difference between two language groups. Because, the motion verbs produced in the English data were mainly encoding manner (73,3 %) and only 26,7 % of the productions were encoding path information in the main verb through “come, descend, and get down”; however, Turkish data included mainly path verbs (93,3 %) using “inmek-descend” and only 3,3 of the responses were encoding manner information.

- The sixth motion event was “push into”. English data mainly included manner verbs (93,3) using ‘push into’ and the percentage of the path verbs used in this data was 0 %. Only one subject providing Bilingual English data used neutral verb in this motion event description. When the Turkish data was analyzed for push verb, it was found that 63,3 % of the descriptions produced by the participants providing Bilingual Turkish data were manner verbs, but of course there were various descriptions through “taşımak-carry; itmek-push; iteklemek-push; geçirmek-pass”. 36,7 % of the descriptions produced by the Turkish group for this motion event were path verb that was “sokmak-put into”.

- The seventh motion event was “pull out of”, and 56,7 % of the verbs produced in Bilingual English data was manner verbs. However, when the verbs produced in Bilingual Turkish data were analyzed, it was found that only 13,3 % of the verbs were encoding manner, but 76,7 % of these productions were encoding the path information in their main verb which were “çıkarmak-take out of”.

- The eighth motion event was “hit across/over”. Both language data groups used 100 % manner verbs in their descriptions. This is due to that fact that both English version (hit) and Turkish version (vurmak-hit) of this motion event encode manner in their main verb slot.

- The ninth motion event was “run down”, and the detailed analysis demonstrated that Bilingual subjects producing English descriptions preferred to encode manner in their productions (96,7 %) using “run, walk, go, and climb”. When the productions of the subjects providing Bilingual Turkish data were classified, it was found that they included 43,3 % manner verb which was “koşmak-run”; but 56,7 % path verb through “inmek-descend” .

- The last motion event in the Picture description task was “jump over”. Both Bilingual English and Bilingual Turkish data included 100 % manner verbs and this is due to the fact that both English (jump) and Turkish (atlamak-jump) version of this motion event conflates manner.

Table 4.11. Results of Item Analysis for Picture Description Task

Picture Description		MOTION EVENT									
		blow into	**pour into**	**fall into**	**throw out of**	**Climb down**	**Push into**	**pull out of**	**hit across**	**run down**	**jump over**
		%	**%**	**%**	**%**	**%**	**%**	**%**	**%**	**%**	**%**
BL_E	**V: Manner**	100,0	93,3	10,0	100,0	73,3	93,3	56,7	100,0	96,7	100,0
	V: Path	,0	6,7	80,0	,0	26,7	3,3	,0	,0	3,3	,0
	V: Neutral	,0	,0	10,0	,0	,0	3,3	43,3	,0	,0	,0
	Value	**7,925**	**30,240**	**,164**		**31,285**	**11,057**	**37,298**		**20,317**	
	p	**0,005**	**0,000**	**0,921**		**0,000**	**0,004**	**0,000**		**0,000**	
BL_T	**V: Manner**	76,7	23,3	10,0	100,0	3,3	63,3	13,3	100,0	43,3	100,0
	V: Path	23,3	76,7	76,7	,0	93,3	36,7	76,7	,0	56,7	,0
	V: Neutral	,0	,0	13,3	,0	3,3	,0	10,0	,0	,0	,0

The same item analyses were conducted for the Narration task. Bilingual English and Bilingual Turkish data were compared according to their motion event descriptions including their manner and path verb usages. Table 4.12. demonstrates the results of these analyses. It is clear that these two language groups of data had significant differences in certain motion events which are 'follow along' ($p=0,000 <0,05$), 'ride up' ($p=0,000 <0,05$), 'pick up' ($p=0,001 <0,05$), 'fly across' ($p=0,007 <0,05$), 'crash through into' ($p=0,000 <0,05$), 'run into' ($p=0,045 <0,05$), 'split into' ($p=0,014 <0,05$).

In order to clarify the reasons behind these significant differences, each motion event was analyzed in a detailed way. According to these analyses:

- The first motion event was "ride along / follow along", and for this motion event, there was a significant difference between Bilingual English and Bilingual Turkish data. Deeper analysis showed that English data included 83,3 % manner verbs in the descriptions including "go, walk, ride, wander", and only 10 % of the descriptions provided by the Bilingual speakers writing the story in English were path verbs which were "set out, take the road". However, when the descriptions in Bilingual Turkish data provided by the subjects writing in Turkish were classified, it was found that 63,3 % of their descriptions were path verbs including "ilerlemek-proceed; takip etmek-follow; izlemek-follow; geçmek-pass; yolu tutmak-take the road". These variations emphasize the typological difference between English and Turkish.

- The second motion event was "ride up", and 93,3 % of the responses classified within the Bilingual English data were encoding manner verbs like "go, climb"; however, the productions in the Bilingual Turkish data included just 56,7 manner verbs through "tırmanmak-climb; at sürmek-ride". Instead, the data involved 43,3 % path verbs which were "yola çıkmak-set out; çıkmak-ascend; ulaşmak-reach; yola koyulmak-set out for". The typological dichotomy is clear once more.

- The third motion event was “kick down”. Both Bilingual English and Bilingual Turkish data included 100 % manner verbs. This was due to the fact that in terms of lexical properties, both English version (kick) and Turkish version (vurmak-kick) of this verb encode manner information in the manner verb slot.

- The fourth motion event was “roll down”. The responses in the Bilingual English data generally included manner verbs (80%) using “roll, tumble, go”, and the subjects providing Bilingual English data just used “fall down” as a path verb. Similarly, 83,3 % of the responses within the Bilingual Turkish data were encoding manner as the subjects providing Bilingual Turkish data used “yuvarlanmak-roll”. They just used “inmek-descend” as a path verb in their descriptions (16,7 %).

- The fifth motion event was “roll into”, and 13,3 % of the motion descriptions in Bilingual English data were manner verbs, and 76,7 % was path verbs including “fall, reach”. When the Bilingual Turkish data was analyzed, 96,7 % of the responses were encoding path information through “düşmek-fall”. Besides, there were not any manner verbs in this Turkish data.

- The sixth motion event was “float up to”. Bilingual English data included 20 % manner and 26,7 % path verbs. However, the subjects providing Bilingual Turkish data rarely produced manner verbs. Instead, they tended to use path verbs (40 %) including “gelmek-come; ulaşmak-reach; yaklaşmak-approach; düşmek-fall”

- The seventh motion event was “pick up”. 13,3 % of the motion descriptions in Bilingual English data were manner verbs. Bilingual Turkish data included just 3,3 % of manner verbs; while the subjects providing Turkish data produced 40 % of path verbs in their descriptions.

- The eighth motion event was “walk home”. The subjects providing Bilingual English data produced 53,3 % manner verbs in their descriptions including “carry, go, walk”. They used just 23,3 % path verbs which were “arrive, approach, head towards”. As for the Bilingual Turkish data, the 50 % of the descriptions produced were encoding the manner information including “yürümek-walk”; however, 46,7 % of the description were encoding path including “yola koyulmak-set out for; yolunu tutmak-take the road; yoluna düşmek-follow the way; yola çıkmak-set out”.

- The ninth motion event was “jump out of”. Both Bilingual English and Bilingual Turkish data mainly included manner verbs. This is due to the fact that both English version (jump) and Turkish version (atlamak-jump) of this motion event conflate manner in their main verb slot.

- The tenth motion event was “fly across”, and 56,7 % of the verbs in Bilingual English data were manner verbs including “go, roll, fly, jump, hit” and only 6,7 % of them verbs were encoding path information through the verb “cross”. As for the Bilingual Turkish data, 30 % of the responses were encoding manner through “uçmak-fly; gitmek-go”; while 40 % of the responses were encoding path information including “geçmek-pass; aşmak-move over”.

- The eleventh motion event was “crash through into”. The typological difference was quite obvious within this motion event as Bilingual English data included 80 % manner verbs, but it was just 13,3 % for the Bilingual Turkish data. The opposite was the case for the descriptions encoding path.

- The twelfth motion event was “run into”. The descriptions within the Bilingual English data included 83,3 % manner verbs and just 16,7 % path

verbs. However, Bilingual Turkish data covered 40 % path verbs in their motion event descriptions. And their manner verb production rate was 60 %.

- The last motion event was “split into”. 23,3 % of the descriptions produced in Bilingual English data was encoding manner and there was just 3,3 % of the responses were encoding path. As for the Bilingual Turkish data, 6,7 % of the productions were encoding manner and 13,3 % of them were conflating path. Although it was not statistically significant, there was a difference between English and Turkish.

Table 4.12. Results of Item Analysis for Narration Task

		MOTION							EVENT				
	Narration	**follow along**	**ride up**	**kick down**	**roll down**	**roll into**	**float up to**	**pick up**	**walk home**	**jump out of**	**fly across**	**crash through into**	**run into**	**split into**
	PERCENT	**%**	**%**	**%**	**%**	**%**	**%**	**%**	**%**	**%**	**%**	**%**	**%**	**%**
BL_E	**V: Manner**	83,3	93,3	100,0	80,0	13,3	20,0	13,3	53,3	93,3	56,7	80,0	83,3	23,3
	V: Path	10,0	,0	,0	10,0	76,7	26,7	,0	23,3	3,3	6,7	16,7	16,7	3,3
	V: Neutral	3,3	,0	,0	,0	6,7	,0	80,0	10,0	,0	,0	,0	,0	16,7
	V: Failed	3,3	6,7	,0	10,0	3,3	53,3	6,7	13,3	3,3	36,7	3,3	,0	56,7
	Value	**19,166**	**17,689**		**3,520**	**6,692**	**2,800**	**16,995**	**7,166**	**2,503**	**9,804**	**29,512**	**4,022**	**10,656**
	p	**0,000**	**0,000**		**0,172**	**0,082**	**0,247**	**0,001**	**0,067**	**0,475**	**0,007**	**0,000**	**0,045**	**0,014**
BL_T	**V: Manner**	30,0	56,7	100,0	83,3	,0	6,7	3,3	50,0	83,3	30,0	13,3	60,0	6,7
	V: Path	63,3	43,3	,0	16,7	96,7	40,0	40,0	46,7	6,7	40,0	86,7	40,0	13,3
	V: Neutral	3,3	,0	,0	,0	,0	,0	56,7	,0	6,7	,0	,0	,0	46,7
	V: Failed	3,3	,0	,0	,0	3,3	53,3	,0	3,3	3,3	30,0	,0	,0	33,3

4.1.4.1. To what extent do they (Bilingual group) tend to use path satellites while describing motion events in English and Turkish?

As a subquestion, path satellite usage of the Bilingual group in their Turkish and English motion event descriptions was analyzed. The aim was to clarify whether the typological tendency can be observed through path satellite usage. First of all, MANNER verb and Path Satellite forms were analyzed. At first, Picture description task results were analyzed. Table 4.13. shows that the mean of the manner verb within the Bilingual English data is 20,80, but it is just 12,70 for the Bilingual Turkish data. However, there is not a significant difference between these two groups of data in terms of their path satellite usage (t = 1,839; df = 18; p=0,082 > 0,05). Besides, they are not different in terms of their zero path usage as there is not a significant difference between these two data groups in terms of the zero path satellite usage.
(t=,255; df=18; p=0,801 > 0,05).

Table 4.13. Results of V:M + Path Satellites for the Picture Description Task

			N	Mean	Std. D	t	df	p
PD	V:M + path satellite	BL_E BL_T	10	20,80 12,70	8,443 11,076	1,839	18	0,082
	V:M + zero satellite	BL_E BL_T		3,90 3,90	4,724 5,735	,255		0,801

PD: Picture Description

As for the Narration task, the results of the analyses demonstrate that there is not any significant difference between Bilingual English and Bilingual Turkish data in terms of their manner verb and path satellite usage. Table 4.14. demonstrates the mean results and significancy analyses of these groups of data in terms of their path satellite and zero satellite usages. It is clear from this table that there is not a

significant difference between Bilingual English and Bilingual Turkish data in that sense. (t=,621; 1,086; df=24; p=0,541 >0,05; p=0,288 > 0,05**).**

Table 4.14. Results of V:M + Path Satellites for the Narration Task

			N	Mean	Std. D	t	df	p
N	V:M + path satellite	BL_E BL_T	13	14,23 12,00	8,652 9,643	,621	24	0,541
	V:M + zero satellite	BL_E BL_T		4,07 2,30	4,889 3,250	1,086		0,288

N: Narration

Apart from the manner verb and path satellite usage analysis, another category was also examined including the path satellite analyses regarding PATH verb. It is clear from Table 4.15. that in Picture Description Task, these two groups of data are not significantly different from each other in terms of path verb and path satellite mean results. (t=-1, 961; df = 18; p = 0,066 >0,05). Besides, they are not significantly different from each other in terms of path verb and zero satellite usages. (t=-1,819; df=18; p=0,086 > 0,05).

Table 4.15. Results of V:P + Path Satellites for the Picture Description Task

			N	Mean	Std. D	t	df	p
PD	V:P + path satellite	BL_E BL_T	10	3,90 12,10	7,519 10,877	-1,961	18	0,066
	V:P + zero satellite	BL_E BL_T		,000 1,10	,000 1,911	-1,819		0,086

When the results of narration task were investigated, it is clear that these two language groups of data are significantly different from each other in terms of path verb and path satellite usage mean results (t=-2,501; df=24; p = 0,020 < 0,05). However, there is not a significant difference between them in terms of path verb and zero path satellite usage (p = 0,250 > 0,05).

Table 4.16. Results of V:M + Path Satellites for the Narration Task

			N	Mean	Std. D	t	df	p
N	V:P + path satellite	BL_E BL_T	13	3,53 10,92	5,379 9,187	-2,501	24	0,020
	V:P + zero satellite	BL_E BL_T		,692 1,38	,947 1,894	-1,178		0,250

4.1.4.2. To what extent do they tend to use subordinate manner structures or adverbial manner phrases in motion event description processes in English and Turkish?

As for the other subquestion dealing with the Subordinate Manner verb or Adverbial Manner Phrase usage in the Bilingual English and Bilingual Turkish data in terms of picture description, narration and translation tasks, analyses were done by counting the number of subordinate categories and adverbial phrases together with just manner verbs produced by the subjects and calculating their percentages. In order to group the subordinate manner verb usages, there appeared two different forms within the motion event descriptions produced by the participants. Firstly, Subordinate manner verbs demonstrated as 'V+V:M' referring to MANNER verb plus subordinate manner verb; and 'V:M + Adv M' referring to MANNER verb plus Adverbial Manner Phrases were grouped. The reason was that although some

participants directly used two manner verbs – one as a subordinate manner verb-, some of them used adverbial manner phrases which were not directly verbs, but giving a manner effect through adverbial forms. Table 4.17. shows the frequencies and percentages of Manner verb (V: M), Manner verb + Subordinate manner verb (V+V: M) and Manner verb + Adverbial Manner phrase (V: M+ Adv M). The reason of adding just the manner verb (V:M) category to this part again is to give the percentages of Manner Verbs used in Bilingual English data and Bilingual Turkish data. T-tests weren't conducted for this subordinate task as the numbers of subordinate verbs produced were quite low.

Table 4.17. shows that Bilingual English data included more manner verbs than Bilingual Turkish data. When the total Manner verbs used were counted, the table shows that the subjects providing Bilingual English data produced 247 MANNER verbs in the Picture Description task and 238 MANNER verbs in Narration Task. In the Translation process, there was only one group of data called Bilingual Turkish translation data as the participants just translated the original English text into Turkish. When the scores were analyzed, it was figured out that Bilingual Turkish data included 160 MANNER verbs in the Picture Description task, 186 MANNER verbs in the Narration task and, and 173 MANNER verbs in the Translation task. These frequencies give the idea of English language's priority of manner verb.

When the Subordinate verb usage was analyzed within groups of data, it can be said that it is quite low in both groups. The subjects providing Bilingual English data produced just 11 subordinate manner verbs (V+V:M) that was 4,62 %. The case was not different for the Bilingual Turkish data as there were 11 subordinate manner verbs. However, when the total value was taken into consideration, it is obvious that Bilingual Turkish data had more subordinate manner verbs than Bilingual English data as 6,25 %. Besides, the number of manner verbs produced in the Bilingual Turkish data was lower, so this proportion shows that they would have used more subordinate manner verbs if there had been more participants or more target motion events.

When the adverbial manner phrases produced by the participants were

analyzed, Table 4.15. shows that Bilingual Turkish data had much more adverbial manner verbs in the motion event descriptions in the Narration task. Bilingual English data had just 6 adverbial manner phrase examples referring to only 1,26 % out of 100 % in two tasks. However, Bilingual Turkish data had 31 adverbial manner examples referring to 16,75 % out of 100 %. This result also shows that Turkish language tends to use subordinate verbs or adverbials to give the manner information in their motion event descriptions more.

Table 4.17. Results of Manner verb and Subordinate Analysis for three tasks

	Picture Description		**Narration**		**Translation**	
	BL_E	**BL_T**	**BL_E**	**BL_T**	**BL_E**	**BL_T**
V:M	247	158	221	152	0	167
	100 %	98,76 %	92,86 %	81,72 %	,0 %	96,53 %
V+V: M	0	2	11	5	0	4
	,0 %	1,24 %	4,62 %	2,69 %	,0 %	2,31 %
V:M + Adv M	0	0	6	29	0	2
	,0 %	,0 %	2,52 %	15,59 %	,0 %	1,16 %
TOTAL	247	160	238	186	0	173
	100,0 %	100,0 %	100,0 %	100,0 %	,0 %	100,0 %

Table 4.18. shows the same analysis according to the PATH verb usage. In fact, this category is one of the most important questions that this study investigates. The percentage of path verbs used in Bilingual Turkish data is higher than the ones in Bilingual English data. Table 4.18 demonstrates that the number of the total path verb in the Bilingual Turkish data were 125 in Picture Description task, 160 in the Narration task, and 144 in the Translation task. The case is just the opposite in the Bilingual English data as the subjects providing this data produced just 39 path verbs in Picture Description and 55 path verbs in the Narration task. These total results

showed that Turkish data included more path verbs than English data.

As for the Subordinate verb use, Bilingual English data included only 4 Subordinate manner verbs (V:P + Sub: M) that is just 7,27 %. However, Bilingual Turkish data covered 45 Subordinate manner verbs in these two tasks which is 18,44 %. Besides, the participants providing Bilingual Turkish data produced 37 subordinate manner structures in the translation task that is 25,69 %. When the adverbial manner phrase usage was explored, it seemed that Bilingual English data included only 4 adverbial phrases that is 8,01 %. However, Bilingual Turkish data had 25 adverbial manner phrases that is 16,01 %. These results show that Turkish speakers or Turkish language tends to use much more subordinate manner verbs and adverbial manner phrases than English speakers or the English language. In other words, English prefers to use far more manner verbs while describing motion events. Turkish ones, on the other hand, use far less manner verbs as they tend to use path verbs in their motion event descriptions. However, they give the manner information through subordinate manner verbs or adverbial manner phrases.

Table 4.18. Results of Path Verb and Subordinate Analysis for three tasks

	Picture Description		**Narration**		**Translation**	
	BL_E	**BL_T**	**BL_E**	**BL_T**	**BL_E**	**BL_T**
V:P	38	119	48	98	0	104
	97,44 %	95.2 %	87,27 %	61,25 %	,0 %	72,22 %
V:P + Sub: M	0	5	4	41	0	37
	,0 %	4,00 %	7,27 %	25,63 %	,0 %	25,70 %
V:P + Adv M	1	1	3	21	0	3
	2,56 %	0,80 %	5,46 %	13,12 %	,0 %	2,08 %
TOTAL	39	125	55	160	0	144
	100,0 %	100,0 %	100,0 %	100,0 %	,0 %	100,0 %

4.1.5. Research Question 5:

Are there any differences between English and Turkish motion event descriptions of the Bilingual instructors, when the narration and translation tasks are compared?

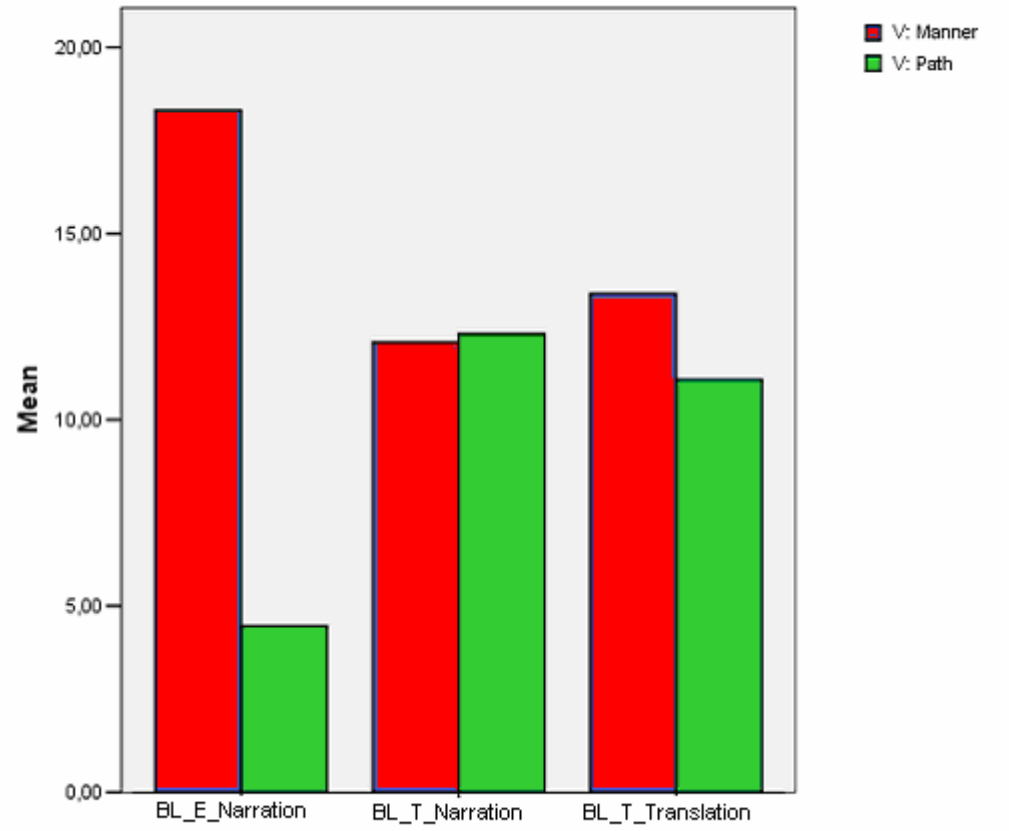
The last research question was concerned about any probable differences between English and Turkish motion event descriptions regarding narration and translation tasks. First of all, manner verb and path verb mean scores for Bilingual English Narration data, Bilingual Turkish Narration data and Bilingual Turkish Translation data were calculated through descriptive statistics. The aim was to figure out the amount of manner and path verb usage. The reason of combining these two tasks was the fact that the target motion items were the same and it was aimed to clarify if the bilingual speakers would be influenced by the motion verbs in the original story or they would just produce the motion items according to the lexical properties of their own language. Table 4.19. demonstrates that English data includes more manner verbs in the narration process. When the Turkish descriptions were analyzed, it appears that Bilingual Turkish data includes nearly the same amount of manner and path verbs. However, in the translation process, although there is not a significant difference, Turkish data includes more manner verbs than path verbs. Although it is written in Turkish, the reason of using more manner verbs than path verbs can be the fact that in the translation process, the participants may have been influenced by the original manner verbs. ANOVA and Multiple Comparison Tests were administered in order to clarify whether there were any significant differences among the data in terms of the tasks.

Table 4.19. Results of Manner and Path Verbs for three data

Translation		TOTAL V: Manner	TOTAL V: Path
BL_E_Narration	Mean	18,3077	4,4615
BL_T_Narration	Mean	12,0769	12,3077
BL_T_Translation	Mean	13,3846	11,0769
Total	Mean	14,5897	9,2821

Figure 4.3 demonstrates the manner and path verb use in these three data as a bar graph.

Figure 4.3. Chart for Narration and Translation



After the mean analyses, one-way ANOVA was administered to compare the Manner and Path verb use of these Bilingual English and Bilingual Turkish data in the Narration and Translation task. Although there were two tasks, there were three groups of data as one of the tasks was conducted by two subgroups. Therefore, ANOVA was applied to explore the similarities or differences among these groups of data. Table 4.20. demonstrates that there is not a significant difference among these groups of data in terms of their manner verb use ($p = 0{,}263 > 0{,}05$). However, there is a significant difference among them in terms of their path verb use ($P = 0{,}034 < 0{,}05$).

Table 4.20. Results of ANOVA for Manner and Path verbs

		Sum of Squares	df	Mean Square	F	p
Total_V: Manner	**Between Data**	280,667	2	140,333	1,385	0,263
	Within Data	3648,769	36	101,355		
	Total	3929,436	38			
Total_V: Path	**Between Data**	462,974	2	231,487	3,735	**0,034**
	Within Data	2230,923	36	61,970		
	Total	2693,897	38			

In order to investigate the reason of this difference among groups of data in terms of Path verb, Multiple Comparisons Test (Post Hoc Test) was administered. Table 4.21. demonstrates the results of this test. In this analysis, as the difference stemmed from the path verb usage, Path verb was taken as the dependent variable. The results show that the path verb difference has stemmed from the difference between the Bilingual English data and its relationship with the Bilingual Turkish data (p= 0,040<0,05). There is a significant difference between Bilingual Turkish and Bilingual English Narration data scores (p=0,040 <0,05). In other words, this path difference in the ANOVA analysis stems from the significant difference between Bilingual English and Bilingual Turkish data.

Table 4.21. Results of the Post Hoc Test for the Path Verb

Dependent Variable	(I) Factor_T	(J) Factor_T	Mean Difference (I-J)	Std. Error	p
Total_Path	**BL_E_Narration**	**BL_T_Narration**	-7,84615(*)	3,087	**0,040**
		Translation	-6,61538	3,087	0,095
	BL_T_Narration	**BL_E_Narration**	7,84615(*)	3,087	**0,040**
		Translation	1,23077	3,087	0,916
	BL_T_ Translation	BL_E_Narration	6,61538	3,087	0,095
		BL_T_Narration	-1,23077	3,087	0,916

* The mean difference is significant at the .05 level.

Although the results of the Multiple Comparisons Test show the comparison among three language data groups that are Bilingual English Narration data, Bilingual Turkish Narration data and Bilingual Turkish Translation data, item analyses were

applied to make a detailed comparison. Table 4.22 demonstrates the manner and path verb percentages classified in Bilingual English Narration data, Bilingual Turkish Narration data and Bilingual Turkish Translation data. It also shows the significancy values of these three groups of data for each motion event. According to these results, these three language data had significant differences for certain motion verbs which are 'follow along' (p=0,000 <0,05), 'ride up' (p=0,001 <0,05), 'kick down' (p=0,045 <0,05), 'roll into' (p=0,000 <0,05), 'float up to' (p=0,001 <0,05), 'pick up' (p=0,001 <0,05), 'fly across' (p=0,005 <0,05), crash through into' (p=0,000 <0,05), 'run into' (p=0,013 <0,05), and 'split into' (p=0,000 <0,05). However, there were not such significant differences for certain verbs including 'roll down, walk home and jump out of'. This is due to the fact that both the English and Turkish version of these motion events encode manner dimension.

Table 4. 22. Results of Item Analysis for Translation-Narration Comparison

		MOTION EVENT																			
		follow along		ride up		kick down		roll down		roll into		Float up to		pick up		walk home		jump out of		fly across		crash through into		run into		split into	
	PERCENT	%		%		%		%		%		%		%		%		%		%		%		%	
BL_EN	V: Manner	83,3		93,3		100,0		80,0		13,3		20,0		13,3		53,3		93,3		56,7		80,0		83,3		23,3	
	V: Path	10,0		,0		,0		10,0		76,7		26,7		,0		23,3		3,3		6,7		16,7		16,7		3,3	
	V: Neutral	3,3		,0		,0		,0		6,7		,0		80,0		10,0		,0		,0		,0		,0		16,7	
	Failed	3,3		6,7		,0		10,0		3,3		53,3		6,7		13,3		3,3		36,7		3,3		,0		56,7	
BL_TN	V: Manner	30,0		56,7		100,0		83,3		,0		6,7		3,3		50,0		83,3		30,0		13,3		60,0		6,7	
	V: Path	63,3		43,3		,0		16,7		96,7		40,0		40,0		46,7		6,7		40,0		86,7		40,0		13,3	
	V: Neutral	3,3		,0		,0		,0		,0		,0		56,7		,0		6,7		,0		,0		,0		46,7	
	Failed	3,3		,0		,0		,0		3,3		53,3		,0		3,3		3,3		30,0		,0		,0		33,3	
	V: Manner	3,3		60,0		90,0		76,7		6,7		23,3		,0		63,3		86,7		50,0		13,3		76,7		30,0	
	V: Path	80,0		30,0		,0		3,3		56,7		66,7		23,3		26,7		3,3		40,0		76,7		13,3		60,0	
	V: Neutral	,0		,0		,0		,0		,0		,0		23,3		,0		,0		,0		,0		,0		,0	
	Failed	16,7		10,0		10,0		20,0		36,7		10,0		16,7		10,0		10,0		10,0		10,0		10,0		10,0	
		46,867		**18,415**		**6,207**		**8,75**		**26,51**		**18,05**		**23,56**		**11,236**		**6,277**		**14,751**		**42,833**		**12,610**		**51,506**	
		0,000		**0,001**		**0,045**		**0,060**		**0,000**		**0,001**		**0,001**		**0,081**		**0,393**		**0,005**		**0,000**		**0,013**		**0,000**	

Apart from these comparisons and item analysis, Turkish motion event descriptions were listed in order to demonstrate the comparison between English original motion verbs and their Turkish equivalents. Table 4.23. demonstrates the English motion verbs from the original English story, and the motion event descriptions taken from Bilingual Turkish Translation data. It is clearly seen that subjects tend to use various motion verbs in Turkish while translating one original English motion event into Turkish. Besides, the motion verbs produced clearly show that participants can use path verbs while translating a manner verb into Turkish, such as "roll down", which was translated as "descend rolling". This example indicates that although the original English verb encodes manner in its core, Turkish translation encodes the path information while encoding the manner outside as a subordinate manner verb category. Similarly, for the "crash" verb encoding manner, subjects translating this verb tend to use "enter, pass" as the verbs conflating the path information.

Table 4.23. Types of Motion Verbs from Bilingual Turkish Translation Data

English Original	**Turkish Translation (BL_T Translation Data)**
follow along	**ilerlemek** "proceed"; **at sürmek** "ride a horse"; **takip etmek** "follow"; **izlemek** "follow"; **geçmek** "pass"; **yolu tutmak** "follow the way to somewhere"
ride up	**tepeye tırmanmak** "climb the hill"; **tepeye doğru yola çıkmak** "set out towards the hill"; **tepeye doğru atını sürmek** "ride; **tepeye ulaşmak** "reach"; **atını yukarı sürmek** "ride up"; **tepeye doğru yola koyulmak** "set out for the hill"
Kick down	**aşağı tepmek** "kick down"; **aşağı doğru tekmelemek** "kick down"; **vurmak** "hit"; **yuvarlamak** "roll"
roll down	**yuvarlanmak** "roll"; **yuvarlanarak inmek** "descend rolling"
roll into	**göle düşmek** "fall into the lake"

Float up to	**gelmek** "come"; **yüzmek** "swim"; **ulaşmak** "arrive"; **sürüklenmek** "drag"; **yüzerek gelmek** "come swimming"
Pick up	**almak** "take"; **çıkarmak** "take out"
Walk home	**yola koyulmak** "set out for"; **yürümek** "walk"; **yolunu tutmak** "follow the way to somewhere"; **yoluna düşmek** "follow the road"
jump out of	**zıplamak** "bounce"; **fırlamak** "fly out"; **atlamak** "jump"; **düşmek** "fall"
fly across	**geçmek** "pass"; **uçmak** "fly"; **boyunca gitmek** "go along"; **aşmak** "move over"
crash through into	**kırarak girmek** "enter crashing"; **kırıp geçmek** "pass crashing"; **kırmak ve düşmek** "crash and fall"; **kırıp gitmek** "go crashing"; **çarpıp girmek** "enter crashing"; **kırıp içeri düşmek** "fall crashing"
run into	**Koşmak** "run"; **koşarak girmek** "enter running"; **girmek** "enter
Split into	**ikiye ayrılmak** "split into"; **ikiye bölünmek** "divide into"

4.2. Discussion of the Findings

There are major findings of this study regarding motion event descriptions of Turkish EFL instructors with high English proficiency. They can be discussed in a detailed way below.

First of all, when manner and path verb usage within all data groups were analyzed, it was seen that English language data consisting of Bilingual English and Native English data had more Manner verbs than Path verbs in their motion event descriptions according to the descriptive analyses. The first research question was concerned about the motion event descriptions and manner-and-path verb usage within all data groups. The aim was to clarify to what extent participants used manner and path verbs while describing motion events in English and Turkish in order to demonstrate the typological tendencies. The descriptive analyses revealed that subjects providing English data were more likely to encode manner in their main verb slot, whereas the ones describing motion events in Turkish tended to produce more path verbs. The mean analyses, percentages, frequencies, item analyses and comparisons made for these two English language data all showed that English language prefers to encode motion through Manner verbs.

As Talmy (1985, 2000) classified, English encodes manner in its motion events and it tends to give the path information outside through prepositions or particles as a Satellite-framed language. When manner and path verb usage was analyzed in Turkish data groups, it was seen that Turkish language data groups including Bilingual Turkish and Monolingual Turkish included much more path verbs according to the mean results and percentages. These results matched with Talmy`s classification, which says that Turkish as a Turkic language encodes path or directionality in the main verb; therefore it is called Verb-framed language. Such a comparison reflected the main verb usage category of two typologically different languages. Talmy`s classification were easily observed within English and Turkish descriptions in this study.

Many studies had investigated these typological tendencies before. In his study, Naigles et al. (1998) had figured out that English speakers used more manner verbs than path verbs when compared with Spanish ones, who preferred to use path verbs. Similarly, Navarro and Nicoladis (2005) had proved that Spanish speakers as a V-framed language used more path conflation than manner conflation. Slobin, who is one of the leading linguists in motion verbs analysis area, discovered that V-languages seem to have far fewer expressive manner verbs than S-languages. He found that in S-languages in written narratives, an average, about half of the motion verbs express manner; whereas in V-languages, less than one quarter of the verbs were manner verbs.

Secondly, the main group in the present study was the Bilingual instructors and they fulfilled the tasks both in English and Turkish. However, in order to get base-line data, Monolingual Turkish and Native English groups were formed so that their productions can be compared with the ones produced in the Bilingual data.

In that sense, the second research question was concerned about probable differences between Bilingual Turkish and Monolingual Turkish data in terms of their manner and path verb production. The descriptive analysis revealed that although they were highly proficient in English, Turkish EFL instructors produced similar amount of manner and path verbs compared to Monolingual Turkish group. This showed that although they are regarded as bilingual speakers, they tended to describe motion events in the same way as the ones in Monolingual Turkish data group. This result clearly shows that Turkish speakers with high English proficiency aren't influenced from their L2 while describing motion events. Instead, they tend to be affected from the lexical properties of Turkish. As a result, the comparison between Bilingual Turkish and Monolingual Turkish data revealed that there was not a significant difference between them in terms of their manner and path verb production.

Thirdly, the comparison between Bilingual English and Native English data has demonstrated that there was not a significant difference between these two English data groups in terms of their manner and path verb usages. The third research question was concerned about any probable significant differences between Bilingual English

and Native English data in terms of the number of manner and path verbs produced by the speakers of these groups. According to the analysis, both data groups included similar number of manner and path verbs. The same discussion can be made here as the bilingual group including Turkish EFL with high English proficiency was not influenced from their L1 while producing motion event descriptions in English. This indicates that although they know both English and Turkish, they are not affected from their L1 Turkish in English motion event description process.

In the present study, there was a significant difference between Bilingual English and Native English data in terms of the number of manner verbs produced. At first, it was thought that this may have stemmed from the small number of English native speakers (N=5) as one of the limitations of the study. As there were limited number of English native speakers in this study, the motion event descriptions of 10 native speakers from Yu`s (1996) study were also analyzed and it was observed that their responses were the same with the ones in this study. Therefore, it can be said that the difference between Bilingual English and Native English data in terms of the MANNER verb usage can be due to the L1 influence on the productions of the Bilingual instructors as they may have been influenced from their L1 Turkish in this step. As Turkish is a Verb framed language encoding path in the main verb, the subjects writing in English may have been affected from their L1 thinking strategies. At this stage, as Slobin stated, typological dichotomy between English and Turkish in encoding manner of motion may have played an important role.

After revealing the fact that there were not any significant differences between Bilingual Turkish data and Monolingual Turkish data; and similarly Bilingual English and Native English data, the fourth research question addressed to investigate the motion verb productions of Turkish EFL instructors in English and Turkish. The aim was to investigate whether the typological tendencies or the results of Talmy`s classifications or Slobin`s hypothesis could be observed within the productions of advanced speakers. In that sense, Bilingual English and Bilingual Turkish data were compared in terms of their manner and path verb usage. Besides, as subquestions,

path satellite and subordinate manner verb usage within these data groups were investigated in order to clarify to what extent they tend to use these structures.

At first, the number of manner and path verbs produced by the subjects was analyzed and the descriptive analyses showed that there was a significant difference between Bilingual English and Bilingual Turkish data in terms of the PATH verbs described ($p < 0,05$) in the Picture Description task. This result clearly showed that although they are regarded as bilingual speakers, even Turkish EFL instructors with high English proficiency have preferences while describing motion events in English and Turkish. It was already known that English and Turkish languages had certain tendencies while describing a motion event and this tendency was reflected again through the descriptions of the advanced speakers. Although Bilingual English data had more manner verbs in its motion event descriptions than the Bilingual Turkish data, t-test results did not figure it out as a significant difference. It was clearly seen that Turkish language or the tasks done in Turkish tended to include more path verbs. As for the Narration task, the situation was the same. Like the first task, there was a significant difference between Bilingual English and Bilingual Turkish data in terms of their PATH verb mean again. Although these two language data groups had different mean scores for Manner verb, there wasn't a significant difference according to the t-test analysis again. However, when the V: Path means were analyzed and compared, a significant difference was observed between these two language data.

As Slobin (2005) claimed, speakers of S-framed languages tended to encode manner segments in their descriptions when compared to V-framed languages. Similarly, in this study, participants tended to encode manner information while describing motion events in English, whereas they preferred to conflate the path information in their Turkish motion event descriptions. Shortly, typological difference was evident in the diversity of the manner and path verb lexicon between English and Turkish data.

Similarly, Özçalışkan (2005) had found out that Turkish speakers do not routinely express manner in the main verb, as it is the part typologically reserved for path information in V-languages.

Moreover, Song (1997) had figured out that second language learners had an underlying knowledge of certain universal aspects of verb meaning and this knowledge guided them in their acquisition of motion expressions in their second language. Although there is not an acquisition process in this study, his study similarly revealed that English group used much more manner verbs than Spanish group. Similarly, Ortega (2007) and Philips (2007) had showed that English speakers chose higher percentages of manner than path descriptions in English. In the present study, subjects tended to use more manner verbs while writing in English, whereas preferred to encode path in the main verb slot while expressing motion events in Turkish.

Apart from the main comparison between English and Turkish in terms of manner and path verb productions, the data was also analyzed regarding two other structures which were "path satellite" and "subordinate manner verb" categories. These were organized as subquestions since they were also investigated under the main comparison of Bilingual English and Bilingual Turkish data groups.

The first subquestion was concerned about the path satellite usage outside the main verb slot. In order to classify the data, two main categories were created as "manner verb plus path satellite" (V:M + Path Satellite) and "path verb plus path satellite" (V:P + Path Satellite). It was due to the fact that although some descriptions were grouped as manner verb with a path satellite outside, some of them included both path verb and path satellite forms. As an example, some participants described a motion event using "run down" verb in which *run* was a manner verb and *down* was a path satellite. However, some of the participants used "come down" in which *come* was a path verb and *down* was a path satellite again. Therefore, two groups were formed. Besides, some of the responses did not even include satellite structure and they were grouped as zero satellite category. The comparisons through t-tests showed that there was not a significant difference between Bilingual English and Bilingual Turkish data in terms of path satellite structures.

For the present study, it can be said that the subjects providing Bilingual English and Bilingual Turkish data showed both similarities and differences in their

expressions of path of motion. They tended to encode path in the main verb while providing Bilingual Turkish data, whereas they encoded manner information in the main verb while providing Bilingual English Data. However, it is obvious that both data groups encoded path information outside the verb through path satellites in a similar amount and this shows that there was not a significant difference between these two different languages in terms of their path usage outside the main verb. However, there was still a cross-linguistic difference. Although they were equally likely to produce path satellites in their motion descriptions, the way in which they used these path satellites showed cross-linguistic difference. English data had prepositional paths and particle paths, whereas Turkish data included directional suffix paths and postpositional paths to express path outside the verb. In terms of zero path satellites, although there was not a significant difference, Bilingual English data had more zero path satellites combined with the manner verb. However, in terms of path verb plus zero satellites structure, Bilingual Turkish data had more zero path satellites. It is quite normal as English uses more manner verbs and Turkish uses more path verbs; and this difference stems from this fact actually.

Regarding the path satellite structures, Slobin (2003) had claimed that in S-framed languages such as English, a clause with a single verb can present a series of path elements as in the example ‘the owl flew down from out of the hole in the tree’. By contrast, in V-framed languages, path satellites are less used as each satellite requires a separate verb and their combinations are difficult. Therefore, S-framed languages tend to use more path satellites than speakers of V-framed languages. In his example “I ran out the kitchen door past the animal pens towards his house”, there are path elements around the manner verb ‘run’. However, a V-framed language should use 3 path verbs to describe the same motion event using ‘exited, passed, and directed myself to somewhere’. In other words, S-framed languages provide a set of path elements that lay outside of the verb, whereas V-framed languages provide a set of path verbs.

Similarly, as Aksu-Koç (1994) had claimed, in Turkish, the verb carried the information regarding the source, goal and direction, whereas the manner information may be given through associated adverbs.

As Ferez and Gentner (2006) showed, English speakers were more likely to infer a manner verb than a path verb and Spanish speakers just did the opposite. Satellites accompanying the verb became more frequent in English as a manner language than Spanish as a path language. In other words, English participants included a high number of prepositions in their productions. In other words, path is expressed in the verb by Spanish speakers, but it is encoded on the satellite by English speakers.

The second subquestion was concerned about subordinate manner structures. The idea was that V-framed languages tended to encode path in the main verb slot, therefore they were more likely to give manner information outside the verb through subordinate manner elements. For this comparison, the motion event descriptions produced by the participants were grouped as "bare manner verb" (V:M), "manner verb plus subordinate manner verb" (V+V:M) and "manner verb plus adverbial manner phrase" (V:M + Adverbial M). As an example, some of the participants just wrote "ride his horse" as a bare manner verb, while others preferred to write "go in breaking the window" in which *go* was a manner verb and *breaking* was a subordinate manner phrase. Some others tended to produce "climb up the hill on his horse" in which *climb* was a manner verb and *on his horse* was an adverbial manner phrase.

However, the main discussion in this part was the subordinate manner structures accompanied by path verbs, because Talmy`s classification, Slobin`s hypothesis and many studies done so far all revealed that V-framed languages like Turkish tend to encode path information in the main verb slot and prefer to conflate manner information outside the verb through subordinate structures. Therefore, the data collected was also grouped as "bare path verb" (V:P), "path verb plus subordinate manner verb" (V:P + Subordinate M) and "path verb plus adverbial manner phrase" (V:P + Adverbial M). For instance, in a response like "reach", there is bare path verb without any subordinate manner structure. However, some of the participants

described a motion event using "enter the house by breaking" in which *enter* is a path verb while *by breaking* is a subordinate manner verb. Besides, in the example "pass by the lake on his horse", *pass* is the path verb while *on his horse* is a kind of adverbial manner phrase.

The descriptive analyses revealed that the subjects used slightly more subordinate manner verbs and adverbial manner phrases while providing Bilingual Turkish data than providing Bilingual English data, especially due to the fact that they used much more path verbs and chose to encode the manner path using subordinate manner information. In other words, it is clear that Turkish language prefers to encode motion through Path verbs and they tend to give the manner information through subordinate manner verbs or subordinate adverbial manner phrases.

As Özçalışkan (2005) claimed, Turkish speakers have the option of conveying manner in a subordinate clause attached to the main path verb, such as *eve koşarak gir* 'house-to-running-enter'. According to her, both English and Turkish speakers use adverbials (enter rapidly, hızla gir 'rapidly enter') to express manner outside the verb. The use of adverbials are not categorized in the motion event as a motion event constraint, therefore, both languages can easily reach and use them. However, as the main verb is reserved for expressing the path in Turkish, Turkish speakers may rely more on adverbials to convey manner than English speakers.

In terms of subordinate manner structures, Berman and Slobin (1994) found out that Turkish narrators make use of limited lexical repertoire of verbs in describing manner of movements, but prefer clausal or phrasal descriptions of manner.

The last research question was concerned about the comparison between Bilingual English and Bilingual Turkish data in terms of their manner and path verb usage in narration and translation tasks. The aim was to figure out whether the Turkish EFL instructors with high English proficiency would be influenced by their L2 while translating an original English story into Turkish, or they would just prefer to describe motion events according to the lexical properties or tendencies of Turkish. Translation was an important method in the comparison process of languages in terms of their manner and path verb structures as the direct changes including additions and

omissions can be easily analyzed through translation process. Besides, as Slobin (2004a) stated, speakers may have certain difficulties in the translation process regarding their different thinking for reading and writing if two languages are typologically different from each other.

The analysis showed that the motion verbs grouped in these two different language data were different from each other in terms of path verb usage. This showed that the motion event descriptions of the Bilingual group in English and Turkish may be different from the Turkish translation of the same words in terms of path verb usage. In order to investigate the reason of this difference, Multiple Comparisons Test (Post Hoc) was administered and its results revealed that this difference in terms of path verb usage had stemmed from the English and Turkish data as they tended to differentiate from each other in terms of their manner and path verb usages.

As Slobin (2003) had claimed, when an English manner verb is used with a particle that corresponds to a path verb in a V-language, translators preferred to omit manner and use the appropriate path verb. In the opposite situation, he figured out that English translators generally add manner descriptions while translating events in their own language. Similarly, Slobin and Berman (2004) had explained that V-framed languages were less concerned with the domain of manner of motion than S-framed languages.

CHAPTER 5
CONCLUSION

5.1. Summary of the Study

The main aim of this study was to investigate the motion event descriptions of Turkish EFL instructors in English and Turkish in order to clarify if even Turkish instructors with high English proficiency have different preferences while describing motion events in English and Turkish. In other words, it addressed to analyze if typological tendencies stated by Talmy and Slobin can be observed in the productions of Turkish EFL instructors with high knowledge of English. The data collected was analyzed in terms of motion event descriptions encoding manner versus path in their roots so that manner and path verb usage in English and Turkish could be compared. Besides, as the motion phenomenon not only includes the main verb but also path satellites and subordinate manner structures, the data was also analyzed regarding these dimensions.

In order to answer the research questions asking for the relationship between base-line data (Monolingual Turkish and Native English data) and main data (Bilingual), manner and path verb productions in English and Turkish motion event descriptions; the usage of manner and path verbs in the translation process; and the structures of path satellites and subordinate manner verbs were investigated through three data gathering instruments including Picture Description Task, Narration Task and Translation Task.

The participants fulfilled the tasks in both English and in Turkish. As a result, there occurred two main data as Bilingual English and Bilingual Turkish data. Besides, two base-line data groups were formed including Monolingual Turkish data group (30 first year university students) and Native English data group (5 native speakers of English working in Atılım University). Finally, there occurred four groups

of data namely Bilingual English data, Bilingual Turkish data, Monolingual Turkish data and Native English data. The main reason of forming the subgroups or base-line data was to investigate whether the path and manner verb usage of these base-line groups were similar to the ones in the main data group.

As for the data collection procedure, three tasks were administered including 10-item-Picture Description, 13-item-Naration and 13-item-Translation tasks. The original English story was the same with the Narration task; therefore, the translation task was conducted after collecting the other data. The aim of the translation task was to investigate if subjects would be influenced by their L2. It was observed that there was not a significant difference between the same main and base-line data groups in terms of the motion event components and lexical categories that they included. In other words, the subjects providing Native English data and Bilingual English data tended to use similar number of manner and path verbs. This was also similar to the ones providing Monolingual Turkish and Bilingual Turkish data. Then, two main language data groups that were Bilingual English and Bilingual Turkish data were investigated and the performances on motion verb tasks were compared in order to assess the motion event description ways followed by the subjects providing these data. As for the third instrument, Translation task was applied just to the subjects providing Bilingual Turkish data as they translated the original English story into Turkish. The aim was to investigate if there was an effect of translation in the motion event description process and also to clarify whether L2 had an influence on the motion event descriptions of the participants in the translation process.

While comparing these two data, first of all, descriptive analyses were administered and in terms of mean and t-test results, a significant difference was observed between English and Turkish data regarding the percentages of PATH verb usage. After the first analyses, two groups of data were compared through each motion event one-by-one. The results of the item analyses showed that English and Turkish data were significantly different from each other while describing motion events. The results matched with the ones of the previous studies. (Slobin, 2003a-b-c; Özçalışkan, 2004; Naigles et al, 1998; Papafragu, Massey & Gleitman, 2006; Stam,

2006). Because, subjects providing Bilingual Turkish data as a component of V-framed languages tended to use much more path verbs in their motion event descriptions than manner verbs. Besides, they preferred to indicate manner information through subordinate manners and adverbial manner phrases outside the main verb as the main verb slot had been reserved by the path verb itself. In terms of the ones providing Bilingual English data as the part of a Satellite-framed language, the results indicated that this group of subjects tended to use far more manner verbs in their motion event descriptions.

5.2. General Conclusions of the Study

This section presents the general conclusions that have been figured out in the light of the results of this study. The findings reported in the previous chapter revealed certain conclusions.

Firstly, the results of the study lead us to the conclusion that although the participants in this study were Turkish EFL instructors with high English proficiency, the typological differences between English and Turkish and their influences can be observed even within this group. In spite of their sound knowledge of English, the instructors tend to produce more path verbs while describing motion events in Turkish, and more manner verbs while fulfilling the same tasks in English. Even the item analysis directly demonstrated these typological tendencies of the speakers based on the different lexical properties of English and Turkish. Shortly, English and Turkish have different typological elements and different verb types to describe motion events, and these elements were clearly observed within the productions of even advanced speakers of English.

Secondly, it can be concluded from the study that as indicated before, Turkish tends to indicate manner through subordinate manner verbs and adverbial manner phrases in its motion event descriptions as it reserves the main verb to encode the path information. English, on the contrary, prefers to encode path information outside the main verb slot using path satellites of adjunct like prepositions or particles as they

reserve the main motion verb for the manner information. In other words, manner is encoded in the main verb slot in English, but the opposite is the case for Turkish as it encodes path in its main motion verb.

Thirdly, although there was not a significant difference between these two language data in terms of their path satellite usage outside the main verb slot, they were different from each other in terms of the lexical elements that they used while encoding path outside. English data had prepositions and particles outside the main manner verb to indicate path; whereas Turkish data covered directional suffixes or postpositional path satellites outside. The present study showed that both English and Turkish data involved path satellites extensively, with mean frequencies of 20,8 for the English and 12,7 for the Turkish data. It is obvious that subjects providing English data produced more path satellites than the ones providing Turkish data in the first task ($p < 0,05$). This result supports the typological dichotomy that English as an S-framed language encode manner its main verb slot, therefore rely on the path satellites to convey the path meaning. Turkish, on the other hand, reserves the main verb slot for the path information; therefore it uses less path satellites outside the main verb as it is not necessary as a V-framed language.

5.3. Implications for Theory and Practice

This study compared lexicalization options provided by English as a Satellite-framed and Turkish as a Verb-framed language. Although it was a linguistic-based study, there are certain pedagogical implications that can be suggested in the light of the results of the study as Turkish and English differ in their preferences for encoding the path of motion, manner of motion, associated path satellites and subordinate manner structures. First of all, these results show that a cross-linguistic variation is a semantic domain; therefore, in the vocabulary teaching and learning process, instructors in the classrooms should always take this typological dichotomy into consideration as English language learners in Turkish classrooms have difficulty, especially in producing path satellites outside. Although this study is not directly

related to vocabulary teaching and learning processes and although the data completion part is just descriptive without any teaching application, it can be concluded that the main reason behind Turkish language learners` difficulty in acquiring and producing verbs with their accurate satellites that are prepositions and particles can be the fact that Turkish speakers are not familiar to such usage in their native language. Therefore, they may have problems in gaining or understanding the motion event descriptions in English.

In addition to this, instructors should provide the language learners with suitable activities to enhance their understanding and production of English manner verbs accompanied with outside path satellites. Therefore, the students should be aware of the fact that English language has the priority of indicating path information outside the main verb. As a result, their performance while learning a language could be improved through alerting their attention to these dissimilarities.

Moreover, it would be a good idea to alert learners` attention to this typological difference in the language teaching and learning process, because if they become aware of the dissimilarities between their native language and the target language, or between English and Turkish motion descriptions, it would help them to avoid making transfer errors as their errors most probably stem from their thinking in the first language and negative transfer. For instance, parallel texts can be a good idea to make students become aware of the lexical categories both in their native language and in the target language they are learning.

Besides, these results may help instructors to understand the basic reasons behind their students` mistakes, and may guide them to prepare suitable activities and teaching strategies.

In the light of the findings of this study, it is obvious that the linguistic factor plays an important role in determining the ways in which one can describe motion structures. Therefore, in ELT process, one must be aware of the positive and negative transfer that may occur in second language learning process. In other words, linguistic factor is one of the major determinants in language teaching and learning process; and if there is a typological difference between two languages, then learning this kind of

language becomes more difficult for the students when compared with two typologically similar languages.

Lastly, as Yu (1996) had stated, a more balanced approach may be used in textbooks that may deal with both language similarities and differences in order to make the students aware of them. In order to make this awareness-oriented teaching, both experimental and analytical teaching methods may be used.

5.4. Suggestions for Further Research

Although the results of the present study have emphasized the typological differences between English and Turkish, there are some parts than can be handled in further studies.

First of all, this study was conducted with the participation of a relatively small number of subjects. As for the following studies, more participants from different language backgrounds, proficiency and age levels can be chosen so that the effects of these different characteristics can be investigated. Besides, the motion event description strategies regarding different age and proficiency levels can be analyzed.

Secondly, as for the translation task, only the subjects providing Bilingual Turkish data translated an original English story into Turkish in the present study. Although it gave the idea of the changes regarding motion event descriptions in the translation process by comparing the Turkish productions with the ones in the original English text, there was not a Turkish-English translation and therefore probable changes in this process could not be analyzed. As for the further studies, cross-sectional analysis can be formed by choosing English and Turkish group and asking the participants to translate an English text into Turkish and a Turkish text into English. In other words, further studies can handle just the translation task and organize two groups, one for Turkish translation and the other for English translation so that in the analyses process, there could be enough data to make it possible to provide a direct match between the tasks.

Moreover, in order to compare the languages in terms of path satellites or subordinate manner structures, target motion events can be chosen according to this aim so that in the analyses process, it could be certain to get the path satellite or subordinate manner structure usages from the participants. Although the path satellites and subordinate manner structures were analyzed in the present study, most of the participants did not produce either of these categories; because the target motion items had been chosen in order to compare just the manner and path verb usages of the participants. As for the further studies, target motion events can be chosen regarding these categories so that it becomes certain to collect data covering them.

Lastly, in the present study, the tasks were administered in written format. The aim was to collect more data in a more organized way. However, the situation could be different if the tasks were collected in oral format as in the previous studies mentioned in the literature review part. In that sense, further studies can handle the motion event descriptions using different tasks in different formats i.e., oral.

APPENDIX A

The Questionnaire

The Questionnaire below was developed with the purpose of evaluating the background information of instructors working in Atılım University, Preparatory School.

1. What is your gender?

a. Male b. Female

2. The age group you belong to is:

a. 16 to 20 b. 21 to 25 c. 26 to 30 d. 36 to 40

3. Have you ever been in an English-speaking country?

a. Yes b. No

4. If the answer to Question-3 is "yes", your stay in that country is:

a. 1-6 months b. 7-12 months c. 13-18 months
d. 19-24 months e. Over two years

What was your purpose? : ……

5. What is your level of education?

a. only BA b. MA completed
c. MA in progress d. PhD completed e. PhD in progress

6. Have you ever taken the KPDS ?

a. Yes b. No

7. If the answer to Question 6 is yes, your score is:

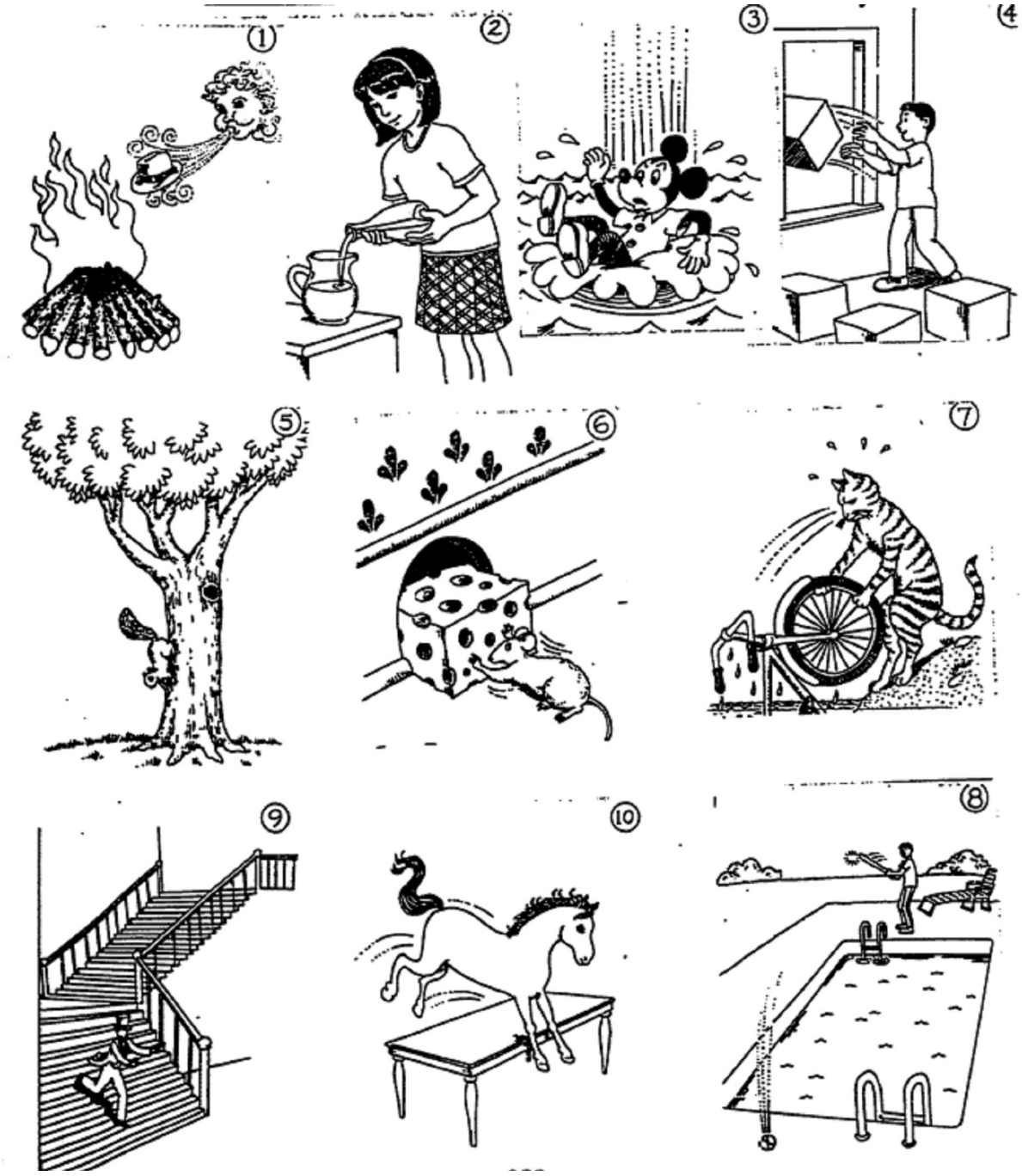
a. 75-80 b. 81-85 c. 86-90 d. 91-95 e. 96-100

8. How long have you been teaching English?

a. less than one year b. 1-3 years c. 4-6 years
d. 7-10 years e. more than 10 years

APPENDIX B

Picture Description Material



Picture Description English

Directions: Look at the pictures and answer the questions.

1. What is the wind doing to the hat?

_____

2. What is Mary doing?

_____

3. What is happening to Mickey Mouse?

_____

4. What is the boy doing with the boxes?

_____

5. What is the squirrel doing?

_____

6. What is the mouse doing?

_____

7. What is the cat trying to do?

_____

8. What has the man done to the ball?

_____

9. What is the man doing?

_____

10. What is the horse doing?

_____

Picture Description Turkish

Lütfen resimlere bakarak aşağıdaki soruları cevaplayınız.

1. Rüzgar şapkaya ne yapıyor?

_____

2. Mary ne yapıyor?

_____

3. Mickey Mouse`a ne oluyor?

_____

4. Çocuk kutularla ne yapıyor?

_____

5. Sincap ne yapıyor?

_____

6. Fare ne yapıyor?

_____

7. Kedi ne yapmaya çalışıyor / uğraşıyor?

_____

8. Adam topa ne yaptı?

_____

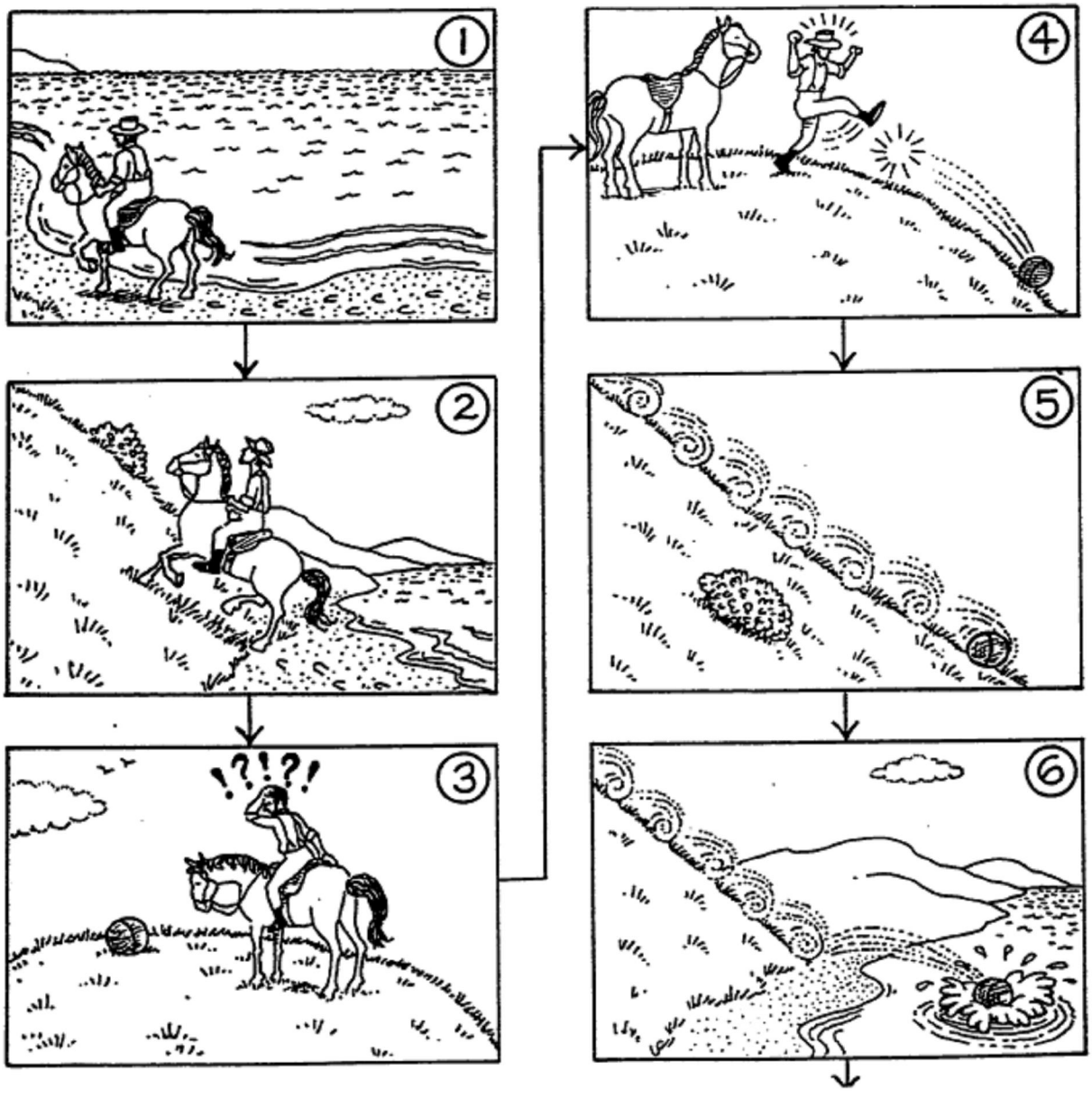
9. Adam ne yapıyor?

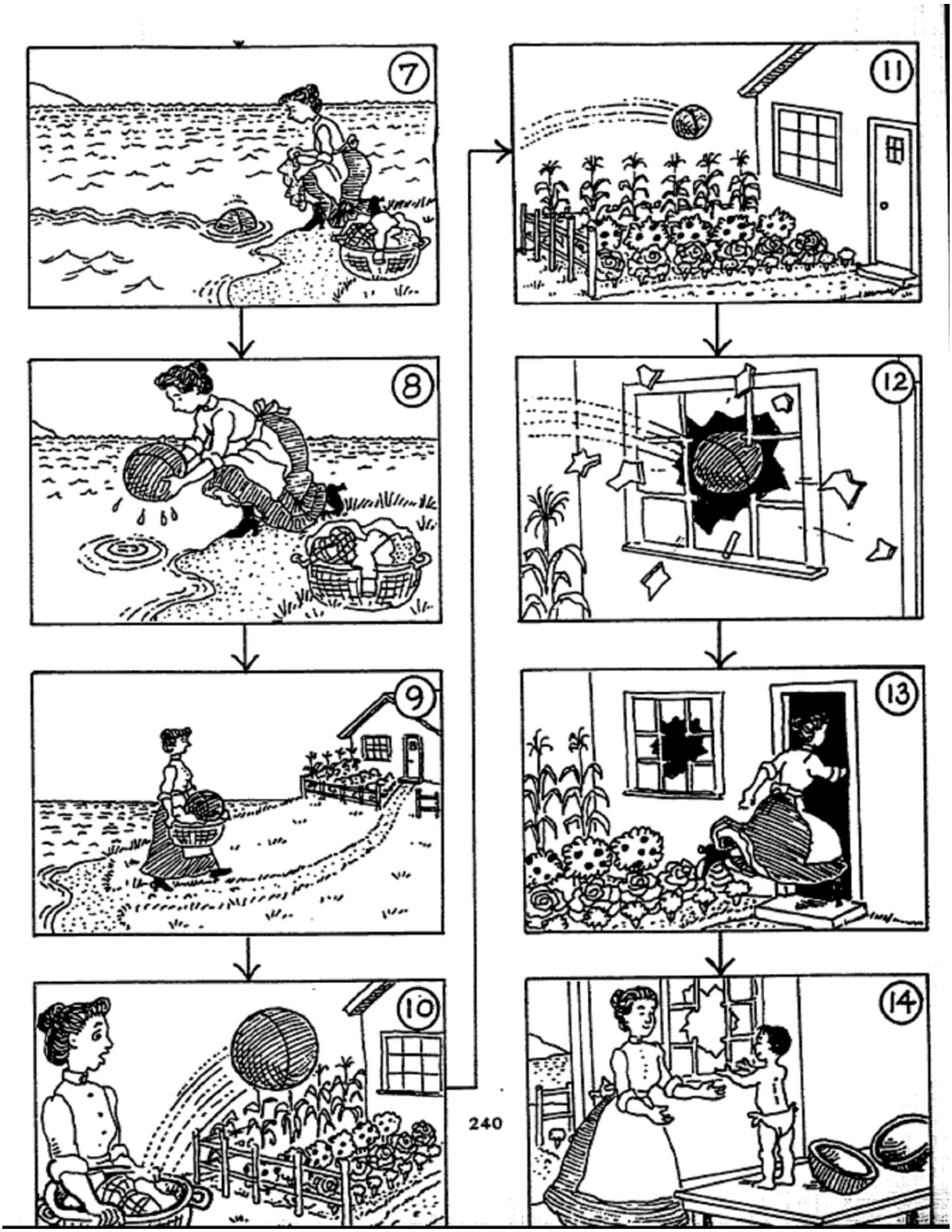
_____

10. At ne yapıyor?

APPENDIX C

Narration Material

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13
14
240

Narration English

Directions: Complete this story below by looking at the pictures. Try to combine the pictures in a meaningful way to create a fairy tale. Be sure that you write about each picture.

Once upon a time there lived a farmer and his wife in a cottage near a lake at the foot of a hill. They had lived there for 30 years, but they had no children. They prayed to God day and night, hoping that He might give them a child. One night, God spoke to the farmer in a dream: "You will have a child tomorrow. The baby will be up on the hill and then down in the lake." Early next morning, the farmer said good-bye to his wife and set off for the hill on his horse.

Narration_Turkish

Lütfen aşağıdaki hikayeyi resimlere bakarak tamamlayınız. Bu bir masal olduğu için, resimleri anlamlı bir şekilde birleştirmeye özen gösterin. Lütfen her resmi açıkladığınızdan emin olun.

Bir varmış, bir yokmuş. Dağın eteğindeki gölün kenarında bir evde çiftçi ve karısı yaşarmış. 3o yıldır evli olmalarına rağmen çocukları yokmuş. Tanrı`ya sürekli dua ediyor ve kendilerine bir çocuk vereceği günü bekliyorlarmış. Bir gece, Tanrı rüyasında çiftçiye: "Yarın bir bebeğiniz olacak. Tepenin üstünde belirecek ve sonra gölün içine inecek" demiş. Çiftçi ertesi gün erkenden eşine hoşçakal deyip atıyla yola koyulmuş.

_____

_____

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_____

APPENDIX D

Translation Task

Directions: Please translate the underlined part of the story below into Turkish. Be careful with the action verbs.

Once upon a time there lived a farmer and his wife in a cottage near a lake at the foot of a hill. They had lived there for 30 years, but they had no children. They prayed to God day and night, hoping that He might give them a child. One night, God spoke to the farmer in a dream: "You will have a child tomorrow. The baby will be up on the hill and then down in the lake." Early next morning, the farmer said good-bye to his wife and set off for the hill on his horse. He followed the path along the lakeshore and soon started to ride up the hill. When he reached the top, he saw nothing there but a big, round ball. Angry and upset, he kicked the ball down the hillside with all his strength. The ball rolled all the way down the hill into the lake. It so happened that at that time the farmer's wife was just doing the washing by the lake. The ball floated right up to her feet and she picked it up. To her, the ball looked just like a big baby's face smiling up at her. After finishing the washing, she started to walk home with the ball in her basket. When she arrived at the cottage, the ball suddenly jumped out of the basket. It flew across the garden and crashed through the window into the cottage. The farmer's wife ran into the room, where she saw a child was standing by the ball which had now split into two halves. The child shouted to her : "Mom, don't be afraid. It is me."

APPENDIX E

Background Information of the Bilingual Group (N=30)

		FREQUENCY	%
GENDER	Male	7	23,3
	Female	23	76,7
AGE	21-25	11	36,7
	26-30	19	63,3
EDUCATION	BA	9	30,0
	MA_in progress	17	56,7
	MA_ completed	3	13,3
KPDS	86-90	6	20,0
	91-96	17	56,7
	96-100	6	23,3
EXPERIENCE	1-3 years	17	56,7
	4-6 years	13	43,3
TOTAL		**30**	**100,0**

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