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THE EFFECT OF L1 IN COMPREHENSION AND DESCRIPTION OF MOTION EVENT IN ENGLISH BY TURKISH PRE-SERVICE TEACHERS OF ENGLISH

MASTER'S THESIS

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İNGİLİZ DİLİ ÖĞRETMEN ADAYLARININ İNGİLİZCEDE HAREKET BİLDİREN EYLEMLERİ ANLAMALARI VE ANLATIMLARINDA ANADİLİN ETKİSİ

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EĞİTİM BİLİMLERİ ENSTİTÜSÜ MÜDÜRLÜĞÜNE,

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Abstract

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THE EFFECT OF L1 IN COMPREHENSION AND DESCRIPTION OF MOTION EVENT IN ENGLISH BY TURKISH PRE-SERVICE TEACHERS OF ENGLISH

In the present study, it was aimed to look for the bidirectional crosslinguistic effect between L1 Turkish (verb-framed) and L2 English (satellite-framed) in the descriptions of motion events by Turkish pre-service teachers of English as a different perspective from the previous studies focusing on only language learners rather than teachers. Three types of motion events were used as stimuli since similarities or typological differences were found to be more salient in the descriptions of these motions: boundary-crossing motion events, motions with manner climbing, and motions with short/long-trajectories. In each category, there are two sub-types of motion: one for which same and one for which different conceptualization patterns can be used in Turkish and English. Narratives were elicited from Turkish pre-service teachers of English in spoken Turkish, spoken English, and written English, and compared with each other through quantitative and qualitative analysis by analyzing verb and adverbial devices in detail. Differently from previous studies, the frequent

patterns used by Turkish participants were judged by the same Turkish pre-service teachers, and English native speakers by means of a survey. Therefore, each group's construal of the different conceptualization patterns was revealed rather than only descriptions.

The results showed that Turkish pre-service teachers were somewhat in a transitional level to acquire the expected, natural English satellite-framed patterns. They frequently used these patterns in their L2 narratives of the motions for which different conceptualization patterns are used in each language. However, the effect of Turkish was to some extent seen in the English data because some participants maintained verb-framed patterns. This effect was slightly more salient in spoken English compared with written English. Additionally, they created some idiosyncratic and converged patterns in both Turkish and English due to the bidirectional cross-linguistic effect. As for the motions which can be described within similar conceptualization patterns in both languages, they almost always showed the expected satellite-framed patterns in English narrations. With respect to the survey results, it was found out that Turkish group was similarly in a transitional process because they were contended with natural English patterns, though not as confident as English native speakers. However, for the unnatural verb-framed, idiosyncratic or Turkish-like patterns, Turkish group showed inconsistency in their judgements while English group was mostly dissatisfied with them. Lastly, it was shown that native English speaker group was not totally dissatisfied with some of these unnatural patterns even though they do not use them frequently.

Keywords**:** Crosslinguistic influence, Motion events, Path Expression, Manner Expression, L1 transfer

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İNGİLİZ DİLİ ÖĞRETMEN ADAYLARININ İNGİLİZCEDE HAREKET BİLDİREN EYLEMLERİ ANLAMALARI VE ANLATIMLARINDA ANADİLİN ETKİSİ

Öğretmenler yerine sadece dil öğrencilerine odaklanan önceki çalışmalardan farklı bir perspektifle bu çalışmada hareket eylemlerinin Türk İngiliz dili öğretmen adayları tarafından tasvirinde anadil Türkçe ile hedef dil İngilizcenin çift-taraflı diller-arası etkisinin incelenmesi amaçlanmıştır. Üç çeşit hareket eylemi uyarıcı olarak kullanılmıştır çünkü bu eylemlerin tasvirinde diller arası benzerliklerin ve farklılıkların daha net olduğu bulunmuştur: bunlar sınır-geçme hareket eylemleri, tarzı tırmanmak olan hareketler ve kısa/uzun yollu hareketlerdir. Her bir çeşitte İngilizce ve Türkçede aynı ve ya farklı kavramsallaştırma kalıplarının kullanılabildiği iki ayrı alt kategori bulunmaktadır. Sözlü Türkçe, sözlü İngilizce ve yazılı İngilizce anlatımları Türk İngiliz dili öğretmen adaylarından edinilmiştir; bu veriler fiil ve zarf araçları detaylı bir şekilde incelenerek nicel ve nitel analiz vasıtasıyla birbirleriyle kıyaslanmıştır. Önceki çalışmalardan farklı olarak Türk katılımcıların sık kullandığı kalıplar

aynı Türk hizmet öncesi öğretmenler ve İngiliz anadil konuşurları tarafından bir anket aracılığıyla değerlendirilmiştir. Bu sayede her bir gurubun sadece tasvirleri yerine kavramsallaştırma kalıplarını yorumlamaları da ortaya çıkarılmıştır.

Sonuçlar göstermiştir ki hizmet öncesi Türk öğretmenler beklenen doğal İngilizce uydu-çerçeveli kalıpları edinmede kısmen bir geçiş aşamasındaydılar. Her bir dilde farklı kavramsallaştırma kalıplarının kullanıldığı eylemlerin ikinci dildeki anlatımlarında bu doğal kalıpları sıklıkla kullandılar. Ancak anadil Türkçe'nin ikinci dil verisi üzerindeki etkisi kısmen görüldü çünkü bazı katılımcılar eylem-çerçeveli kalıpları sürdürdüler. Bu etki sözlü İngilizcede yazılı İngilizceye kıyasla nispeten daha belirgindi. Ek olarak diller-arası etki nedeniyle bazı kendine has ve benzeşen kalıpları hem Türkçede hem İngilizcede kullandılar. Her iki dilde de benzer kavramsallaştırma kalıplarıyla tasvirlenebilen hareketler içinse beklenen uydu-çerçeveli kalıpları İngilizce anlatımlarda neredeyse her zaman gösterdiler. Anket sonuçlarına gelince Türk grup benzer şekilde bir geçiş aşamasındaydı çünkü doğal İngilizce kalıplarından her ne kadar İngilizce anadil konuşurları kadar olmasa da memnundular. Öte yandan doğal olmayan eylem-çerçeveli, kendine has ve Türkçe-benzeri kalıplardan İngiliz grup çoğunlukla memnuniyetsiz iken Türk grup değerlendirmede kararlılık göstermedi. Son olarak İngilizce anadil kullanıcıları sıklıkla kullanmasalar da doğal olmayan bu kalıpların bazılarından tamamen memnuniyetsiz değillerdi.

***Anahtar Sözcükler*:** Diller arası etki, Devinim olayları, Yön ifadeleri, Tarz İfadeleri, Anadilden transfer

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List of Abbreviations

NSE: Native Speakers of English (Participants of the present study)

S-framed: Satellite-framed

TPTE: Turkish Pre-service Teachers of English

V-framed: Verb-framed

Chapter 1

Introduction

Motion event has been the subject of many studies in the last twenty years as it is experienced by all humans and narrated in all of the languages across the world. For this reason, these studies made use of it as a common point to see how speakers of different languages see and describe the world around them. Language speakers map spatial semantic components of motion events onto particular syntactical forms. In this regard, Talmy (1985) created his commonly-held typology in which languages are mainly divided into two parts: v-framed and s-framed languages. In this typology languages are categorized according to the syntactical locus of the path (trajectory taken by the figure in a motion) in a clause. While v-framed language speakers mostly encode path in main verb, s-framed languages prefer to use verb prefixes or particles, namely satellites, to express path component.

Based on this typology, Slobin (1996) claimed that expressing path outside the main verb allowed s-framed language speakers to encode manner, "motor pattern, rate, and degree of effort of the figure's movement" (Özçalışkan & Slobin, 2003, p. 10), in main verbs of clauses. On the other side, v-framed languages have to encode manner in adjuncts or other clauses as the main verb is reserved for path. This linguistic advantage makes s-framed language speakers focus on and express manner in a more elaborated way than v-framed language speakers. Accordingly, Slobin's *thinking for speaking* hypothesis suggests that language speakers pay attention to the particular components of events which can be easily encoded in their languages (i.e., manner for s-framed language speakers). The tendencies of each language group were found to diversify even in three years old children (Allen et al., 2007; Özçalışkan, 2009).

However, it was found out that the extent of divergence between language types may not be same for every motion event. This divergence was found to be more salient for

boundary-crossing motions in which a figure crosses a spatial boundary rather than non-boundary-crossing motions (Özçalışkan, 2009). However, as for caused boundary-crossing motions, speakers of some v-framed languages (e.g., French and Turkish) show tendencies to use s-framed patterns compared with voluntary boundary-crossing motions (Furman, 2012; Hendriks & Hickmann, 2011; 2015; Walchli, 2001). For some non-boundary-crossing motions, some exceptional verbs conflating both manner and path components of motion were found to be frequently used by both s-framed and v-framed language speakers as main predicates (Özçalışkan & Slobin, 2000) while those conflating only manner or path were still used in typologically different patterns. In regard to the specific path components, v-framed language speakers tend to encode the location of the figure, especially for the motions with long-trajectories in path (Flecken et al., 2015) while s-framed language speakers mainly express the trajectory taken by a figure in path.

Based on these typological divergences, many studies in literature showed that language learners, especially at lower proficiency levels and late bilinguals (advanced learners who start learning target language after puberty), might have difficulties in using expected, natural patterns of target language if their native language is typologically different (Cadierno, 2010; Hohenstein, Eisenberg & Naigles, 2006; Hendriks & Hickmann; 2015; Larranaga, Traffers-Daller, Tidball & Ortega, 2012). In addition, some studies investigating bidirectional crosslinguistic effect revealed that not only might the descriptions in target language be influenced by the native language but also the descriptions in native language of speakers might change under the effect of target language conceptualization patterns (Brown & Gullberg, 2010; 2011; 2013; Brown, 2015).

To our knowledge, the studies in motion event have never focused on the pre-service language teachers' productive or receptive knowledge. In addition, the studies investigating Turkish learners of English at different proficiency levels (Demirtaş, 2009; İşler, 2014) did

not analyze the spatial path components in detail with possible syntactical forms in each language. Moreover, they did not involve or specifically focus on all of the motion types revealed to cause trouble because of typological difference between target language and native language of speakers. Apart from the productive conceptualizations of learners, none of the study shed light on how English native speakers might judge the idiosyncratic or typologically different conceptualization patterns used by Turkish learners of English (TPTE in the present study). In addition, it is not known whether TPTE would agree with s-framed conceptualization patterns of English or still stand by the v-framed or Turkish-like patterns in English when they encounter with them.

1.1. The Research Questions

- To what extent do TPTE use the conceptualization patterns of native speakers of English for specific motion events in spoken and written English?
- To what extent do TPTE show the conceptualization patterns of native speakers of English for specific motion events in Turkish?
- How do TPTE judge the frequent patterns used in their descriptions of specific motion events in English?
- How do NSE judge the frequent patterns used in TPTE's descriptions of specific motion events in English?

1.2. The Aim of the Study

Based on these research questions, the present study aimed to investigate how TPTE in their final year in the program describe specific motion events in three language modes: spoken Turkish, spoken English and written English. The expression of manner and spatial path components in different kinds of motions was analyzed in detail so as to show bidirectional crosslinguistic effect between Turkish and English. Besides, it was aimed to compare the performance of TPTE in spoken and written English. Another goal of the study

was to find out how NSE and TPTE judge the conceptualization patterns that TPTE used to describe these motions in English. This would also show the relation between receptive (judgement) and productive (description) conceptualization of TPTE.

1.3. The Significance of the Study

Differently from other studies, the focus was on TPTE in the present study which has been unexamined so far. Additionally, the present study is composed of all of the mentioned troublemaker motion types found in literature. These motions were grouped under three titles: boundary-crossing voluntary and caused motions, motions with manner climbing (which can be described with and without manner-path conflated verbs), and motions with short and long trajectory paths. The possible effect of native or target languages on each other, or the crosslinguistic convergence (the differentiation of conceptualization patterns from monolingual patterns of each language, defined as "in-between performance" by Pavlenko [2011, p. 247]) was investigated by making a comparison between Turkish and English descriptions in terms of path and manner encoding. In addition, descriptions of motions were elicited in spoken and written English separately as written language might help the participants give more elaborate responses than in spoken English (Hohenstein et al., 2006; İşler, 2014). Apart from other studies, the frequent patterns used by TPTE were asked on a survey to be judged by TPTE themselves and NSE on a scale of *totally unnatural* to *totally natural*. It enabled us to see the interpretation of these linguistic patterns by both groups.

1.4. The Limitations of the Study

The patterns of monolingual speakers in previous studies were used as control data because the description task in the present study lacks of monolingual groups. However, Turkish monolingual data is absent for the short/long trajectory videos in literature. Therefore, monolingual v-framed pattern was based on another v-framed language (French) data for these motions (Carroll et al., 2012; Flecken, et al., 2015). Monolingual Turkish and English

groups might be used in the future studies to exactly show bidirectional crosslinguistic effect, particularly for the short/long trajectory videos.

1.5. .The Definitions of the Terms

Motion Event: A motion event has four basic conceptual components as defined by Talmy (1985): motion as the displacement or changing location of somebody or something, an figure (entity) moving or changing the location, the ground object as a reference point the figure traverses, the path (trajectory) followed by the figure with respect to ground object. There are also two additional components in a motion event which can be optionally expressed by speakers: manner (the type of action or the way figure is moving such as walking, running, or rolling), cause (the force of another entity to the figure to move such as pushing).

Voluntary Motions: The motions in which the figures move themselves without any external force. (e.g., *He went across the road*)

Caused Motions: The motions in which the figures move due to an external force used by another entity (agent), for example, *He pushed the cart across the road*

Boundary-Crossing Motion Event: The motion in which the figure crosses a spatial boundary in path with respect to the geometric shape of the ground object such as entering, exiting or crossing somewhere (called as conformation component of path by Talmy, 2000, and telic component by Aske, 1989).

Manner Verb: The verbs encoding manner such as *walk*, *run*, or *roll*

Path Verb: The verbs encoding path such as *enter*, *exit*, or *arrive*

Deictic Verb: The verbs encoding only motion of the figure as *get* or the direction with respect to the narrator: *come* for the direction toward the narrator and *go* for the direction away from the narrator

Adverbial: The syntactical forms as a constituent of main clause rather than the main verb as explained in the following syntactical devices; path devices in Turkish (Aksu-Koç, 1994): adverbial nouns and postpositional or demonstrative phrases inflected with nominal case markers/suffixes (i.e., Dative: -e/a, Locative: -de/da, Ablative: -den/dan), directional adverbs or postpositions (e.g., *içeri* 'inside', *dışarı* 'outside', *karşı* 'across'), locative or directional demonstratives (e.g., *ora* 'there', *bura* 'here'); path satellites in English (Brown & Gullberg, 2010): verb particles (e.g., *out*) and prepositions (e.g., *out of the room*); manner devices in Turkish: converbs (e.g., *koşarak gitti*: 'went running') and adverbs (e.g., *yavaşça* 'slowly'); manner devices in English: prepositional phrases (e.g., *go along the road by running*), adverbs (e.g., *go along the road hastily*) or participles (e.g., *go walking down the road*).

S-Framed Language: According to Talmy's typology (1985), the satellite-framed languages which allow encoding path outside the main verb, in a structure related to verb, by reserving main verbs for manner or cause and motion

V-Framed Language: According to Talmy's typology (1985), the verb-framed languages in which path and motion are mostly expressed within main verbs while manner is omitted or expressed in adverbial adjuncts

Conceptualization: Jarvis (2007) defined conceptualization as how one choose and organize conceptual elements in the working memory. In this case, conceptualization is choosing specific path and manner components, and packaging them in routine patterns to verbalize (Daller, Traffers-Daller & Furman, 2011).

(Bidirectional) Conceptualization Transfer and Convergence: Using conceptualization patterns from the native language in the target language or transmitting the patterns from the target language to the native language by second language users is called (bidirectional) conceptualization transfer (Jarvis, 2007). This definition is quite similar with

the Slobin's *thinking for speaking* hypothesis. The phenomenon in which second language speakers use differentiated patterns from monolingual speakers of each language while the patterns used in L1 and L2 become similar in terms of quality and quantity is called as convergence or "in-between performance" by Pavlenko (2011, p. 247).

Chapter 2

Literature Review

2.1. Talmy's Typology

According to Talmy (1991; 2000), motion event is displacement or stationariness of an object in space and expressed universally by all human beings. The motion type investigated in the present study is displacement of entities, called as translational motion by Talmy. The components of motion event are figure (one object moving), ground (the object in relation to which figure is moving), path (the trajectory followed by the figure) and motion as activating process (changing location). In addition to these, there are two additional elements: manner and cause of motion as to provide more semantic information about motion. "Manner refers to factors such as motor pattern, rate, and degree of effort of the figure's movement" such as running, swimming, climbing or rolling (Özçalışkan & Slobin, 2003, p. 10) while cause encodes that the application of a force by another entity (Agent) induces the motion, for instance; *kicking* or *pushing* something (Navarro & Nicoladis, 2005). The motions in which a figure moves voluntarily are called as *voluntary motions* while the motions including a cause by an agent is termed *caused motions*. The sentences (1) and (2) are the examples of each motion respectively;

(1)	The man	ran	to	the building.	
	Figure	*motion-manner*	*path*	*ground*	
(2)	The man	pushed	the box	to	the building.
	Agent	*motion-cause*	*figure*	*path*	*ground*

Different lexicalizations are developed to explain motion across different languages. Accordingly, languages are divided into two categories relating to how they conflate these components because they express path and manner in different syntactic frames. According to Talmy (1991), *s-framed* languages mostly encode manner in main verb and path in satellites

(adverbials) which includes prepositions and verb particles associated with the main verb showing the trajectory of the figure (e.g., *out*, *down*, or *into*). Talmy suggested the distinction between satellite and preposition because satellite means not only a preposition like in English but also separable and inseparable German prefixes, Latin or Russian prefixes, and Chinese verb compliments. On the other hand, *v-framed languages* mainly encode path in main verbs and generally prefer to leave manner out in motion expression. If the manner is salient and needs to be encoded, it is generally encoded in adverbial subordinate constituents such converb, gerund or another clause. Two examples from Brown and Gullberg (2010) show these two framings: an English sentence (3) as s-framed and Japanese sentence (4) as v-framed;

(3) *The ball rolls down*.

(4) *Tama-ga mawari-nagara oriru*

'While rotating, the ball descends'

As seen in the examples, English motion expression (3) includes manner in the main verb (*roll*) and path in the adverbial (*down*) while in Japanese (4) the path is encoded in the main verb (*descend*) and manner in a subordinate adverbial constituent (*while rotating*).

Slobin (2003, pp. 162-163) shows examples for two different kinds of languages;

- S-framed languages:

1. Germanic: Dutch, English, German, Icelandic, Swedish, Yiddish
2. Slavic: Polish, Russian, Serbo-Croatian, Ukrainian
3. Finno-Ugric: Finnish, Hungarian
4. Sino-Tibetan: Mandarin Chinese

- V-framed languages:

1. Romance: French, Galician, Italian, Portuguese, Spanish
2. Semitic: Moroccan Arabic, Hebrew

3. Turkic: Turkish
4. Japanese
5. Signed languages: American and Netherlands Sign Languages

However, this typology does not differentiate the languages in which path and manner is both encoded in main verbs. On the basis of this limitation of the Talmy's typology, Slobin (2004) proposed a third category, so called *equipollently-framed* languages, which encode path and manner within the same syntactical structures, mostly verbs such as Chinese Mandarin. This category was supported in literature by Chen and Guo (2009), and Spring (2010) that Chinese speakers frequently use serial verb constructions including manner and path bound together like one verb such as *dash-approach-come* 'dash to somewhere'. However, this type will not be explained and referred more in the present study as the focus is on Turkish (v-framed) and English (s-framed).

The typology of languages does not mean that v-framed languages lack manner verbs or s-framed languages do not include path verbs. According to Slobin (1997), there are two different kinds of manner verb: first-tier and second-tier. He stated that all of the languages have first-tier verbs used to express everyday activities such as walking, running, and jumping. On the other hand, second-tier verbs which define motion more specifically such as *creep, crawl* and *slither* are common only in s-framed languages. Furthermore, Slobin (2006) supposed that s-framed languages have hundreds of manner verbs while there are only approximately a hundred manner verbs at most in v-framed languages. Therefore, speakers of s-framed languages have more chance to encode manner specifically in main verbs compared with v-framed languages. Additionally, some s-framed languages have some path verbs such as *enter, exit, ascend* or *arrive* as seen in English. However, these verbs are not as frequent and colloquial as manner verbs.

2.2. Slobin's Thinking for Speaking Hypothesis

Slobin (2004) did not find true to divide languages into two or three different categories because s-framed language speakers do not always express manner in motion events. For instance, it was pointed out by Slobin (2004) and Pavlenko and Volynsky (2015) that English, Dutch and German speakers do not encode manner as much as Russian speakers, and they show tendency to use deictic verbs such as *go* or *come*. Likewise, some researchers (Hendriks & Hickmann, 2015; Ibarratxe-Antunano, 2009; Slobin, 2004) stated that v-framed language speakers might express path outside the main verbs thanks to some morpho-syntactic structures such as nominal case suffixes, some adverbial phrases or pre/postpositional phrases. Therefore, it seems to be that the main difference between v- and s-framed languages is how or to what extent they encode manner (Cadierno, 2008; Slobin, 2004). For this reason, Slobin (2004) claimed for a cline for manner salience to put languages on rather than separating them into two or three categories. According to this salience hypothesis, speakers of some languages focus on manner more than others because of the codability effect which means that some linguistic factors make encoding manner easier (Slobin, 2004). These factors are:

- "Expression by a finite verb rather than a nonfinite verb,
- Expression by a high frequency rather than a low frequency lexical item,
- Expression by a single item rather than a phrase or clause" (Slobin, 2004, p. 16).

Due to the opportunities of a great number of manner verbs (both first-tier and second-tier), and encoding manner in finite verbs within a single clause, children learning an s-framed language as their native tongue pay more attention to manner expression compared with children learning a v-framed language. Berman and Slobin (1994, p. 624) generalized that "if a linguistic form is highly accessible, its functional development may be accelerated." By this way, they develop a conceptual space for manner and pass it to new generations (Slobin,

2004). Even children at the age of 3 show the same patterns with monolingual adults in their native language (Allen et al., 2007).

From this point of view, thinking for speaking hypothesis was developed by Slobin (1996) to show the relation between language and thought. It suggests that a speaker gives attention to and verbalizes those aspects of reality that are readily encodable in his/her language. That is, people choose the particular domains of spatial concepts to express while preparing for speaking, a stage called as *conceptualization process* by Levelt (1989). For this reason, many studies looked for the effect of conceptualization patterns of L1 on L2 expressions of motion event in second language learners.

2.3. Motion Event in Turkish

Speakers of Turkish language, as a v-framed language, mainly reserve main verbs for encoding path component (Özçalışkan, 2013); for example, *Odadan çıktı* 'He exited from the room'. They typically choose to encode manner in gerundive adverbials (converbs) if they use path verbs as predicates (e.g., *Odadan emekleyerek çıktı* 'He exited from the room by crawling'). In addition, Özçalışkan and Slobin (2003) claimed that Turkish monolinguals mostly used other ways to express manner rather than using converbs such as adverbial expressions (e.g., *yel gibi* 'like the wind'), descriptions of internal state of a figure (e.g., *yorgundu* 'he was exhausted') or descriptions of physical setting (e.g., *patika dik ve kaygandı* 'the trail was steep and slippery') as a compensatory strategy to encode manner. However, it must be stated that Turkish language speakers may also use first-tier manner verbs easily as predicates (e.g., *Sınıfa doğru koştu* 'He ran toward the classroom') for particular motion event types, non-boundary-crossing motions (explained below in the boundary-crossing section), as frequently seen in other v-framed languages (Özçalışkan, 2013).

In contrast to typological stereotype of Talmy, Turkish language has some adverbial and morphological linguistic structures outside main verb to encode path as seen in many

other v-framed languages such as Basque (Ibarratxe-Antunano, 2009). There are case suffixes attached to nouns so as to encode directionality or location in Turkish (Aksu-Koç, 1994). These case markers (encoding locative ground or directional path) include dative, locative and ablative cases. The following example (5) shows the usage of these suffixes for a ground object (there are more than one suffix for each case due to the vowel harmony and consonant assimilation rules in Turkish [for detailed information, see Aksu-Koç, 1994, p. 331]):

(5) noun: *ev* 'house'

dative case markers -*e/a*: *eve* 'to the house'

locative case markers -*de/da/te/ta*: *evde* 'at the house'

ablative case markers -*den/dan/ten/tan*: *evden* 'from the house'

In addition to these suffixes, there are several adverbial postpositions (Aksu-Koç, 1994), which come after ground nouns such as *iç/içeri* 'inside', *dış/dışarı* 'outside', *yukarı* 'up', *aşağı* 'down', *üst* 'on', *alt* 'under', *arka* 'behind', *ön* 'front' or *boyunca* 'along'. These postpositions are used to specify the path based on the reference object/ground. When these postpositions come after a noun, the compounded noun takes a genitive suffix (compatibly with vowel harmony: -*ın/in/un/ün*) at the end. In addition, these adverbials might be used alone as locative or directional adverbs without ground object nouns. Lastly, some locative demonstratives, as also seen in English, might be used as path adverbials such as *bura* 'here' or *ora* 'there'. Either alone or with a ground object, all of these adverbials might be inflected with case suffixes, and might encode more than one path component by this way. Complex path segments encoding goal, source or ground components of path in the same clause are frequently used in Turkish (Slobin, 2004; Ibarretxe-Antuñano, 2004; 2008), as seen in the example (6) (source and goal components);

(6) *Çocuk evden okula koşuyor*

'The kid is running to the school from the house'

2.4. Motion Event in English

In English, as an s-framed language, path component of motion is typically encoded in adverbials, which are verb particles (e.g., *out*) or prepositions (e.g., *out of the room*) called as satellites by Talmy (1991). This allows English language speakers to give manner of the figure in main verbs (e.g., *He sauntered out of the room*), which are easily usable slots to encode manner according to Slobin (2004). On the other side, English language has also some Latinate path verbs such as *ascend*, *descend*, *exit*, *head* or *arrive* differently from some other s-framed languages such as Danish or Russian (Cadierno, 2008; Pavlenko & Volynsky, 2015) but they are less colloquial in daily English (Talmy, 1991). In addition, the deictic neutral verbs *go* and *come* are found to be used frequently with path adverbials (e.g., *He went out of the room*) by English speakers (Slobin, 2004). However, when they express manner component, they do not tend to encode it in adverbials (e.g., *He went out of the room by crawling*). In fact, they either choose to exclude manner or encode it in main verbs.

2.5. Studies on Second Language Acquisition

In literature of second language acquisition, most of the studies comparing different types of languages on verbal expressions of motion event claimed L1 effect on L2 (because language learners showed some patterns of motion event expressions similar to their own native languages), L2 effect on L1 (due to the assimilation of target patterns into native language), convergence of both L1 and L2 patterns (differentiation from both L1 and L2 monolingual patterns in terms of frequency and quality while L1 and L2 patterns become similar), or some idiosyncratic patterns irrelevant to L1 or L2.

According to some studies, learners of an s-framed language with a v-framed L1 generally used simplification strategy by using general motion verbs (e.g. *go*, *come*, etc.) rather than using a manner verb with path adverbials, for example, *roll down* (Brown, 2015; Choi & Lantolf, 2008; Römer, Ellis & O'Donnell, 2014; Ziyan, 2013). The main reasons are

likely that learners have problems with learning manner verbs or they may struggle to use them in an s-framed pattern. Therefore, as some studies showed, learners chose to use different clauses to use path and manner verbs separately or did not express manner (Brown & Gulberg, 2013). Despite the general lack of target-like manner usages, regarding path usage, learners mostly developed successful path satellite usages with increasing proficiency in target language (Brown & Gulberg, 2011; Choi & Lantolf, 2008; Li, Eskildsen & Cadierno; 2014; Stam, 2015). When it comes to learning a v-framed language with an s-framed L1 background, learners mostly encoded path in verb, as a target pattern (Choi & Lantolf, 2008). However, if they needed to encode manner in target language, they had problems recalling the target word or used some non-target-like patterns (Choi & Lantolf, 2008; Negueruela, Lantolf, Jordan & Gelabert, 2004). On the other side, language learners used more target-like patterns, especially choosing appropriate verb types, if they learn a language within the same category of their native language (Römer et al., 2014). However, it is obvious that even learners with L1 s-framed languages had difficulty in using second-tier (low-frequent) manner verbs in L2 s-framed languages (Ziyan, 2013), especially for lower levels of proficiency, and they may thus produce simple motion verbs (Brown, 2015).

These studies looked for the frequency or the locus of the manner and path components of general motion events. They revealed the tendencies of the participants for motions which can be described in both v- and s-framed patterns in both types of languages. On the other side, some studies particularly chose specific motion events as stimuli: boundary-crossing motions which language speakers from typologically different languages obligatorily describe within different conceptualization patterns. These motions showed the conceptualizations of language speakers more clearly than non-boundary-crossing motions. In addition, some verbs conflate manner and path in the same syntactical form (manner-path conflated verbs) in both v- and s-framed languages for some non-boundary-crossing motions.

These verbs were found to be used in s-framed patterns by both types of language speakers compared with other bare path and manner verbs. Lastly, several studies focused on the deep analysis of spatial concepts relevant to path components used by learners rather than the lexicalization patterns on the surface level. These studies showed that language speakers or learners make use of different concepts of path (in short/long trajectory motions) by paying attention to different parts of motions. The following stages explain the logic of each type of motion and give the findings of the studies in literature in this connection.

2.5.1. Boundary-Crossing motions. Rather than the general tendencies of each group, different framing patterns are more salient between s- and v-framed languages when it comes to boundary-crossing motions (Aske, 1989; Özçalışkan, 2013; Slobin & Hoiting, 1994; Slobin, 2004). Boundary-crossing is a motion situation when a figure crosses a boundary separating the ground object from other parts of the space and changes the location such as entering a room, exiting a building or crossing a lake compared with locative path phrases. The phrases encoding boundary-crossing situations are called as *telic path phrases* by Aske (1989) and express the end of location beyond the boundary (e.g., *run into/out of somewhere*). On the other hand, locative path phrases are defined as *atelic path phrases* and express the location in which the event takes place (non-boundary-crossing), for example, *run in/outside somewhere*. It sounds quite normal for s-framed language speakers to encode manner in main verb and path in adverbials in boundary-crossing situations. However, manner verbs as predicates are restricted to be used for non-boundary-crossing situations in v-framed languages. As seen in the examples shown by Slobin (1996), Spanish speakers preferred to encode manner in an adverbial gerund constituent (e.g., *flying*) rather than main verb which is reserved for path (e.g., *exit*) in (8) while English speakers encoded manner in the main verb and multiple paths in adverbials (e.g., *down from out of*) in (7);

(7) *The bird flew down from out of the hole in the tree*

(8) *El pájaro salió del agujero del árbol volando hacia abajo*.

'The bird *exited* of the hole of the tree *flying* towards below'

Exceptionally, v-framed language speakers may encode manner in boundary-crossing situations if the motion is instantaneous. It means that motion events including sudden and high energy motor patterns (e.g., *dive/jump into somewhere*) can be described with manner verbs in v-framed languages (Özçalışkan, 2013). In situations including extended motion of a figure rather than an instantaneous action speakers of a v-framed language need to encode manner outside main verb as seen in (8).

Özçalışkan (2013) examined the lexicalization patterns of native Turkish and speakers on motion events involving boundary-crossing situations. The manner of motion events was highly salient. The participants were also instructed to use manner verbs in one or two sentences in the second task after free description task in which not any instructions were given. It was quite clear that English speakers mostly used manner verbs with path adverbials as an s-framed pattern in both tasks. On the other hand, Turkish speakers showed four different patterns; only path verbs, only manner verbs, path verbs with adverbial manner adjuncts, and multiple clauses to express manner and path separately. In free-description task, they used all of them almost equally frequently. In the second task with instruction, Turkish participants used path verbs with adverbial manner adjuncts more frequently, and the frequency of multiple clauses and only path verbs decreased because of the instructions. However, the frequency of multiple clause production was still relatively high. In some of those cases, Turkish speakers encoded boundary-crossing implicitly without a path verb (e.g., *enter*, *exit* or *pass*) by expressing manner of motion at first, then describing the spatial boundary, and again the manner of motion in the last clause (e.g., *He is crawling like a baby, there is a carpet and he continues on crawling on the other side of the carpet*). These implicit manner expressions in multi-clauses or explicit manner in subordinated clauses with path

verbs comprised of temporally extended manner motions such as crawling or running. In the instantaneous manner situations such as diving or dashing, Turkish participants mostly encoded manner in main verbs with path adverbials just like English participants (e.g., *dived into water*). Furthermore, Özçalışkan (2013) pointed out that spatial boundary type is fundamental because it was found that Turkish speakers encoded manner in two-dimensional boundary-crossing situations (e.g., *over a carpet*) more frequently than three dimensional boundaries (e.g., *into a house*).

Due to this restriction of v-framed languages in boundary-crossing situations, speakers have to express different paths with different verbs or multiple clauses as it is not possible to express multiple boundary-crossing paths in the same clause like in s-framed languages. Based on codability hypothesis of Slobin (2004), the expression of manner in adverbials or producing multiple finite clauses may be heavy structures to encode for v-framed language speakers, and this may be the reason why they avoid expressing manner as frequently as s-framed language speakers (Özçalışkan & Slobin, 2003).

In terms of second language learning, many studies showed the difficulty of conceptualization of boundary-crossing situations in target language for learners, either in s- or v-framed. The learners followed different ways to deal with these situations. Learners of a language typologically different from their native language occasionally used different clauses to express both path and manner (Hendriks & Hickmann, 2015). When v-framed language learners with a native s-framed language encoded both components in the same clause, they occasionally used some idiosyncratic or ungrammatical structures because of their tendency to follow native language patterns (Cadierno & Ruiz, 2006; Hendriks & Hickmann, 2011; 2015; Larranaga et al., 2012). In terms of learning an s-framed language for learners with a native v-framed language, learners may maintain their v-framed pattern by omitting manner (Cadierno, 2010; Filipovic & Vidakovic, 2010) or encoding it in adverbial

adjunct especially at lower proficiency levels (Filipovic & Vidakovic, 2010) or if they do not live in an L2 society (Daller, et al., 2011).

Cadierno and Ruiz (2006) compared the written narrations by Spanish natives and advanced learners of Spanish with two typologically different L1 languages: Danish as an s-framed language and Italian as a v-framed language like Spanish. The results indicated that Danish learners did not differ from Italian learners in terms of motion and manner verb usages or alternative ways to express manner in motion events such as subordinated clauses, or explaining internal states of figures in motion. However, L1 effect was found in terms of path expressions as Danish learners showed more complex path adverbials than both Italian learners and Spanish natives by encoding more spatial components in the same clause. Furthermore, they produced ungrammatical constructions in path expressions and also violated the boundary-crossing constraint in Spanish by encoding path in adverbials with manner verbs, unlike in the productions of Italian learners.

Cadierno (2010) extended the study by including Spanish, German, and Russian low-intermediate learners of Danish. The participants described pictures of boundary-crossing situations, produced and recognized deictic and manner verbs. As German and Russian belong to s-framed category like Danish, they showed preferences to encode manner in main verb and path in adverbials more frequently than Spanish learners who encoded mostly deictic motion verbs with path adverbials. This evidence indicated that Spanish learners acquired the usage of path adverbials in the target language; however, they could not use manner verbs with them. Unexpectedly from v-framed language speakers, Spanish participants rarely used manner adjuncts like other groups even though manner was salient in pictures. Furthermore, it was pointed out that Spanish learners showed overgeneralization of using *gå* ‘walk’ for other manner situations (e.g., running or crawling) as if it were equivalent of *go*. In terms of manner verb types and frequency, German and Russian learners used more fine-grained manner verbs

in picture description, vocabulary production and recognition tasks than Spanish learners even though all of the learner groups showed similar proportions of deictic motion verbs in the tasks. Furthermore, the fine-grained manner verbs of German and Russian learners were as frequent as Danish native speakers; however, Danish native speakers used more variant manner verbs in recognition and production tasks than German and Russian learners because of their L2 proficiency. This study revealed the difficulty of learning manner verbs and using them with path adverbials for learners with L1 Spanish as a v-framed language compared with learners with L1 German and Russian as s-framed languages.

Filipovic & Vidakovic (2010) examined lexicalization patterns of native Serbian and English speakers, and Serbian and English learners of these languages in boundary-crossing motion event expressions. English and Serbian language learners of each language were at the lower intermediate, upper intermediate and advanced levels, and gave narrations in L2. Although Serbian and English languages are in the same category as s-framed languages, Serbian differs from English as native speakers of Serbian frequently encoded path in both main verb and adverbial, and manner in adverbial like v-framed language speakers. In regard to path expression, lower level learners of both languages relatively showed L1 patterns. English learners of Serbian frequently encoded path only in adverbials at the lower level while upper level learners used path verbs more frequently. Serbian low intermediate level learners of English showed preference for encoding path both in verbs and adverbials while upper level learners comparatively relied on only path adverbials. As for the manner expression, they argued that economy of form strategy (encoding manner in the main verb rather than adverbial) was both shown by two different language learners as Serbian learners used L2 patterns (Manner verb+Path Adjuncts), and English learners used their own lexicalization patterns in Serbian instead of encoding path in the main verb. However, lower

level Serbian learners of English partly maintained their L1 pattern by encoding manner in adverbials or omitting it at all.

The transfer evidence of thinking for speaking and conceptualization patterns were provided for also bilingual speakers of L2 German (an s-framed language) and L1 Turkish by Daller et al. (2011). The participants were divided into two groups as bilinguals living in Germany and Turkey. The effect of dominant language was shown on speakers' narrations of motion events with boundary-crossing paths in terms of verb selection and the use of path adverbials. None of the bilinguals used any manner verbs in Turkish narratives as they are not grammatical in a v-framed language for boundary-crossing situations. With respect to path adverbials, bilinguals in Turkey followed monolingual Turks by using less path adverbials than Turkish narratives by bilinguals in Germany and German narratives by monolingual Germans. As for German productions, the narratives by the bilinguals in Germany were closer to monolingual German speakers than the bilinguals in Turkey were in terms of manner verb usage. Furthermore, some of the bilinguals living in Turkey preferred to express manner in adverbial forms such as a gerund or participle (*rennend* 'running'). These findings pointed to the influence of dominant language in society as the bilinguals in Turkey followed patterns similar to Turkish monolinguals while speaking in German; and the German resident bilinguals showed tendency to follow German monolinguals.

Similarly, Larranaga et al. (2012) showed that even advanced level L2 learners having lived abroad have serious problems with boundary-crossing situations. They looked for the expressions of a boundary-crossing motion event by English learners of Spanish at three different levels. It was found that learners at all levels frequently encoded manner in main verb in contrast to Spanish natives who use adverbial adjuncts, and only advanced level learners used few adjuncts encoding manner. Furthermore, significant differences were not found between levels with respect to their usage of path verbs. Interestingly, advanced level

participants produced path verbs less frequently than lower levels, and Larranaga et al. (2012) stated that teaching initially path verbs according to the syllabus at lower levels rather than manner verbs could have caused this difference. In addition, it must be stated that Latinate verbs (*enter*, *ascend* or *descend*) in English might have facilitated learning Spanish path verbs. However, learners at all levels are inclined to use s-framed patterns by encoding manner in main verbs and path in adverbials, even though it is not possible to map path onto adverbials for boundary-crossing situations in Spanish. Larranaga et al. (2012) referred to Inagaki (2001) to assert the main reason for this mistake that English learners of Spanish lack negative evidence showing the constraint of boundary-crossing in v-framed languages. In fact, they cannot be aware of the facts that it is not allowed in Spanish to map path onto adverbials for boundary-crossing situations; and low frequent manner verbs can be accompanied with directional goal adverbials for non-boundary-crossing situations because the input inside or outside the classroom does not teach them explicitly. As manner expressions are occasionally not salient in Spanish, they also lack positive evidence to realize the differences between the two languages in terms of motion expressions. Therefore, they continue to use their own native language patterns and produce non-target like expressions which cause them to be considered as nonnative usages or "sound funny" by native speakers of Spanish as Larranaga et al. (2012, p.19) claimed.

Jessen (2014) looked for the descriptions of a boundary-crossing situation by Turkish and German advanced learners of Danish. Turkish learners encoded only goal component (e.g., *A crocodile goes towards the sea*) while German and Danish groups mostly encoded boundary-crossing component of path (e.g., *The crocodile goes into the water*). These findings indicated that learners acquired to encode path in correct syntactical forms. However, they had problems in using target-like complexity and same path components. Therefore,

Jessen (2014) suggested not stopping at the examination of lexicalization patterns but to go further and examine the spatial meanings of path.

Hendriks and Hickmann (2015) compared lexicalization patterns of French and English native speakers, and English language learners of French at low intermediate, high intermediate and advanced levels in terms of different form-function mappings of the languages. In fact, they investigated what constructions are used by speakers to describe different boundary-crossing situations, and how English learners of French are resistant to L2 patterns. The stimuli included voluntary (a human or an agent doing some action) *across*, and caused (a human is causing an object to move) *across* and *into* motion events. They claimed that French is not a completely v-framed language for caused motions compared with voluntary motions because French native speakers frequently used not only v-framed but also s-framed patterns with manner verbs (cause + manner) such as *push* for caused motion events. However, they mostly encoded path in main verbs as a v-framed pattern for voluntary motion events. On the other hand, English is a typical of s-framed language mostly encoding manner in main verb for both voluntary and caused motions. The data of English learners of French showed that they acquired construction type of the voluntary motion events better than caused events because their form-function mappings are less variable than caused situations. Even though voluntary motions are mostly described in v-framed patterns in French, differently from English, learners mostly acquired using such patterns with path verbs.

As for the descriptions of the caused motions, English learners of French maintained their L1 pattern by predominantly using manner verbs (cause + manner) rather than path verbs. They mostly encoded path in the same clause for *into* situations with ambiguous locative prepositions such as *dans* 'in' (meaning both location and direction) as an s-framed pattern. This construction type was also used by native French participants despite with much less frequency than English learners. For caused *across* situations, English learners showed

preferences for encoding path in subordinate clauses or separate sentences like in the narratives by French native speakers. However, low and high intermediate learners used mostly idiosyncratic s-framed patterns to encode path unlike French natives, and correct usages were mostly observed at the advanced level for these motions. It was summarized that English learners mostly followed their L1 patterns for caused motions even though French natives showed the same variations in caused motion situations, but less frequently. Regarding voluntary motion situations, it is obvious that learners were more successful in acquiring path verb usage because of its less variant pattern. Consequently, Hendriks and Hickmann (2015) concluded that examining a wide variety of motion situations and using a scalar view of event expressions are much more beneficial to understand possible language acquisition problems confronting learners, and they would help us to understand the variations within and across the languages in detail.

2.5.2. Motions with manner climbing. According to Slobin's (2004) codability hypothesis, speakers always tend to code concepts (e.g., manner in motion event) within finite verbs, if available, rather than non-finite verbs such as adverbials. As stated by Özçalışkan and Slobin (2000), speakers of both v-framed and s-framed languages automatically choose the syntactically less complex structures due to the processing load effect. In this case, Özçalışkan and Slobin (2000) examined how frequently Turkish and English monolingual speakers at different ages use motion verbs conflating both path and manner such as *escape* or *chase* compared with bare path or manner verbs. It was found that almost half of the Turkish speakers and 33% of English speakers used manner-path conflating verbs. In addition, it was revealed that speakers of both languages opted for these verbs at higher rates at higher ages. Therefore, it was shown that both groups chose the forms which are semantically denser and syntactically less complex.

Similarly, some studies (Brown & Gullberg, 2013; Hendriks & Hickmann; 2011; Negueruela et al., 2004; Jessen, 2014) showed that many v-framed languages have a motion verb encoding both manner and path as equivalence of *climb up* (Spanish, French, Japanese and Turkish). With the help of this verb, v-framed language speakers can encode both manner (climbing) and path (upward) with only one verb. Accordingly, it is not possible to use this verb for a situation with downward path because it has already an upward meaning. Therefore, v-framed language speakers mostly use a verb encoding only path rather than manner for downward path, for example, *descend*. In Turkish, speakers might also add ground-based path adverbials redundantly into these clauses such as *aşağı* 'down' (Daller et al., 2011). On the other hand, *climb* may be used as a bare verb with different path adverbials in English such as *down*, *under*, or even complex ones such as *out from under the bed* (Negueruela et al., 2004).

In learning an s-framed L2 language, learners generally do not have problems in using *climb* for upward situations. For instance, Japanese learners of English produced correctly *climb up* in L2 English as its equivalence *yoji-noboru* in Japanese is a manner + path conflated verb (Brown & Gullberg, 2013). On the other hand, learners of an s-framed language may have difficulty in using *climb* with downward situations to some extent and prefer to use a general or path motion verb. However, the usage of manner verbs might increase at advanced levels for this path, as seen in Turkish-English bilinguals (Demirtaş, 2009). Additionally, Daller et al. (2011) showed that Turkish-German bilinguals use redundant path adverbials more frequently than Turkish monolinguals for downward path, possibly because of L2 German effect, as an s-framed language, on the L1 Turkish to encode path in adverbials. Besides, Jessen (2014) revealed that Turkish learners of Danish differed from both German and Danish speakers (s-framed languages) in terms of path components. They frequently encoded locative path component (e.g., *crawls up on tree*) in L2 Danish in

line with the Turkish native data for a motion with upward path while German and Danish speakers did not. When it comes to learning a v-framed language, Hendriks and Hickmann (2011) found that English learners of French used *grimper* 'climb up' much less frequently than native French participants, and interestingly mostly used path verbs.

2.5.3. Short/Long trajectory motions. The path in a motion comprises of different parts: the place where the figure starts the motion (the source of the path), the place where the figure arrives or head for (the goal or end-point), the course taken by the figure between source and goal (the trajectory), the location of the figure on this course (Carroll et al., 2012) or the boundary separating the ground object from other parts of the space (called as conformation path component by Talmy, 1985). Language speakers may express one or more than one of these path components at different frequencies regardless of their typologies as v-framed or s-framed (Ibarratxe-Antunano, 2009). It is because not only s-framed but also v-framed languages may have morpho-syntactical forms to encode these path components (Croft, Barddal, Hollmann, Sotirova, & Taoka, 2010; Filipovic, 2007). Instead of Talmy's typology limiting the path encoding on only main verbs or verb particles, languages may allow encoding these path components in different forms such as locative and directional nouns, case markers or postpositions (Ibarratxe-Antunano, 2009; Slobin, 2004). In this regard, some researchers investigated what spatial components of path are expressed in different languages (either in native or foreign languages) by different language speakers irrespective of the linguistic structures (Brown & Goldberg, 2010; Carroll et al., 2012; Flecken et al., 2015; Ibarratxe-Antunano, 2009; Jessen; 2014). These researches thus enabled to reveal conceptualization differences between different language speakers and difficulties for language learners in choosing appropriate path components rather than surface lexicalization typology of Talmy.

Slobin (2004) stated that v-framed language speakers do not give details of trajectories and choose to describe the settings in contrast to s-framed language speakers who elaborate the expression of trajectories within adverbials. In this respect, Carrol et al. (2012) investigated what spatial path concepts are used by native speakers of French, German and English, and French advanced learners of English and German. Spatial concepts are divided into two different main parts: *entity-based* (entity is the figure which moves in a motion) and *ground-based* (ground is the course taken by the entity). The stimuli used in the study included two different kinds of videos: *short-trajectory* videos in which the endpoint of the path is quite salient and clear and *long-trajectory* motions in which the endpoint is not salient and clear. Flecken et al. (2015) also analyzed eye movements of the participants during the verbal descriptions of the same kind of motions by native speakers of French and German, and French advanced learners of German.

Speakers of French, as a v-framed language, allocated more visual attention to the figure and the endpoint than monolingual speakers of German and English. Therefore, they encoded path in main verbs such as *se diriger vers* 'to head toward', especially for the short-trajectory motions, by using entity-based concepts such as orientation, proximity, or position of the moving entity with respect to a possible goal more frequently than German and English monolinguals who reserved main verbs for manner of figure for both types of motions. In adverbials, French speakers encoded locative path component (e.g., *sur la route* 'on a road'), especially for the long-trajectory motions, more frequently than German and English monolinguals who generally expressed path information by using ground-based spatial concepts within adverbials such as *along*, *over* or *around* (Carrol et al., 2012; Flecken et al., 2015).

Similarly, French learners did not express the features of the trajectory in German and English, especially for the second kind of videos (long-trajectory/endpoint not salient),

because they focused on the entity during the narration longer than German and English monolingual speakers. They preferred to express the location of the moving entity in adverbials (e.g., *walks on the road*) instead of the contours of the trajectory (e.g., *walk along the road*) for these motions, especially when they encoded manner in main verb in English and German.

Flecken et al. (2015, p. 118) stated that expressing location (e.g., *on*) instead of translational component of ground (e.g., *around*) have different pragmatic implications in German "that there are alternatives to driving 'on the road,' for example, 'driving off-road, in the fields.''' According to the results of the eye movements and verbal data, it was concluded that utterance planning processes including attentional conceptualization, using right spatial concepts and using lexical forms of target language is an important factor to express motion events appropriately.

2.5.4. Turkish learners of English. With respect to motion expressions by Turkish advanced learners of English, Demirtaş (2009) elicited written description, narration and translation data in both Turkish and English from EFL instructors living in Turkey (referred as bilinguals in the study), by comparing them with monolingual English and Turkish speakers. It was revealed that Turkish instructors at advanced level showed high frequency of manner verb usage in L2 similar to the monolingual English participants and high path verb frequency in L1 like Turkish monolinguals. However, it was detected there was a small amount of convergence in the manner verb usages of Turkish bilinguals as they used manner verbs slightly more frequently in Turkish than Turkish monolinguals, especially within the translation task, and less frequently in English compared with English monolinguals. In addition, there was not seen any significant difference between manner verb usage in their Turkish and English narratives while there was a clear path verb divergence between these two data. Relating to this evidence, qualitative item-based analysis showed that some motion

event situations could be narrated with manner verbs in both Turkish and English for instantaneous voluntary (e.g., *jump over a table*) or caused motions (e.g., *throw boxes out of window, hit a baseball across*, etc.) while temporally extended boundary-crossing motions were frequently described by using path verbs in Turkish rather than manner verbs for voluntary (e.g., *fly across the garden*), and caused situations (e.g., *pour milk into a pitcher*) compared with the English data of the participants. However, some bilingual participants still used manner verbs for these temporally extended boundary-crossing motions in Turkish despite the claim that it is not possible in v-framed languages. Besides, for the motion with path downward and manner climbing, the total of deictic and manner verbs were more frequent than path verbs (26.7%) in English (e.g., *climb/come down the tree*) while almost all of them chose path verb *in* 'descend' in Turkish. In terms of path adverbial usage, it was stated that English narratives by the bilinguals included more usage of path adverbials than Turkish narratives, albeit not significantly. Additionally, the bilingual group used adverbial syntactical forms to encode manner in Turkish relatively more than English.

As for the shortcomings of this study, path adverbials were not compared in terms of their conceptual spatial differences, but only their frequencies. Even though main verbs were analyzed in detail by comparing bilinguals' narratives in two languages, the motions were not specifically categorized as caused/voluntary or instantaneous/temporally extended motion situations. While comparing the manner and path verb usages in Turkish and English, the verbs were incorporated into the same pool data for all of the motion types. This hindered to reveal the divergences from monolingual patterns for specific motion types. For the motion with path downward, the deictic verbs *go* and *come* was not categorized separately from manner (e.g., climb) and path verbs (e.g., descend). Therefore, it is not clear to what extent manner and path verbs were used exactly. Last but not least, the elicitations were completely

in written form rather than oral. Participants might have showed different performance in oral language from the written tasks (Hohenstien, et al., 2006; İşler, 2014).

In another study, İşler (2014) used both oral and written data to investigate pre-intermediate and upper-intermediate level learners' expressions of path adverbials for boundary-crossing motions linguistically and gesturally. The majority of the pre-intermediate group and almost half of the upper-intermediate group did not use the expected forms (motion verb + path adverbial) in both written and oral tasks linguistically. As for gestural expressions, both groups mostly used them to encode path with motion verbs without expressing path adverbials linguistically. This showed the tendency of the participants to encode path cognitively, but inability to find correct linguistic path adverbial. As for language proficiency effect, upper-intermediate group showed better performance than pre-intermediate group significantly in written task and slightly in oral task. It might be because they were exposed to written language in the classroom more than oral language, as stated by İşler (2014). It means that language learners in this study might have more chance to improve themselves in written language compared with spoken language in the classroom. In addition to experimental data, the results of the interviews with the instructors of the learners showed that the usage of motion events in English was not taught separately in classroom.

However, narratives were not analyzed in detail to reveal what inappropriate path components they used in tasks. Furthermore, there was not exact crosslinguistic comparison as the participants narrated the events only in English rather than Turkish. Turkish narratives might have revealed the effect of L2 English on L1 Turkish or convergence of two languages, if any. In addition, manner encoding by the participants or conceptual types of verbs were not analyzed in this study.

Chapter 3

Methodology

3.1. Model of the Present Study

The model of the present study was designed according to the suggestions and principles of Jarvis and Pavlenko (2008). It was dependent on the crosslinguistic influence (language transfer), which was defined by Jarvis and Pavlenko (2008, p.1), in a broad sense, as "the influence of a person's knowledge of one language on that person's knowledge or use of another language". In particular, it was aimed to find out how the concepts of motion event is organized, namely conceptualization patterns, by TPTE in L1 Turkish and L2 English based on Slobin's (1996) thinking for speaking hypothesis. The present study had a cross-sectional design which collected data at a single point of time in contrast to longitudinal studies spreading over time. Clinical Elicitation (describing motion videos without guidance) and Acceptability Judgement (judging specific patterns in a survey) methods were used in the present study to collect data (Ellis, 1994; Jarvis & Pavlenko, 2008; Mackey & Gass, 2005). The intersubjective approach was adopted in the present study as the results were analyzed quantitatively and qualitatively according to the differences between whole groups in each task. To determine crosslinguistic effect in these tasks, the three types of evidence suggested by Jarvis and Pavlenko (2008) were followed in the present study: *intragroup homogeneity*, which means that the pattern in question is quantitatively consistent in both L1 and L2 descriptions by a specific group; *intergroup heterogeneity*, which means that this pattern is not used by all language speakers irrespective of their L1 or L2; *crosslinguistic performance congruity*, which means that this pattern is directly transferred into another language (L1 or L2) or qualitatively same in both of the languages. To provide the intragroup homogeneity and the crosslinguistic performance congruity, narratives were elicited in both Turkish and English; and the patterns used in each language by TPTE were quantitatively and qualitatively

compared to each other in detail. As for the intergroup heterogeneity, the results of the present study were compared with the findings of previous studies investigating similar groups with the same kinds of stimuli. Additionally, statistical analysis was not used in the present study because of the low number of participants and high number of pattern variations.

3.2. Pilot Study

A pilot study was carried out before the main study so as to look for the suitability of the motion videos, and description and judgment tasks. 10 TPTE and two NSE completed the same tasks of the main study. The results of the pilot study showed that the motion videos are suitable and have the appropriate motion event components for the present study. Additionally, the description and judgment tasks were performed properly.

3.3. Participants

There are 57 participants in the present study: 25 (52% female and 48% male) TPTE in the last year of an English Language Teaching Program at a university in Turkey and 32 NSE (53% female and 47% male) in various occupations. All of the participants filled out a questionnaire about their demographic and language backgrounds. TPTE are aged between 21 and 25 (the majority of the group was at 22). All of them started to learn English at the fourth grade of elementary school, and thus had been learning English for approximately 12 to 13 years at the time of the present study. Taking account of their longtime English instruction and bearing in mind that TPTE passed the national university entrance exam, which is the main criteria for registering at a university in Turkey, it can be stated that TPTE are relatively at the level of advanced proficiency in English. NSE are at different ages from 23 to 79. The majority of the group was American (24) compared with British participants (8).

Several TPTE stated that they have the knowledge of another foreign language other than English such as French and German. Similarly, some NSE indicated that they can speak some v-framed languages such as Turkish, French, Hebrew or Spanish. However, they are all

at the pre-intermediate level or below. For this reason, they were not excluded from the main data as many studies revealed that learners even at the advanced level do not show conceptualization differences in their L1 from the monolinguals of their native languages (Carrol et al. 2012, Flecken et al., 2015, Pavlenko & Volynsky, 2015).

3.4. Stimuli

21 motion videos were used in the present study while one additional video was shown at the beginning for familiarization of the tasks but not analyzed later. In all of the videos, there are main components of motion event: figure, ground, path and motion as defined by Talmy (1991) as well as manner or cause. They are all between six to eight seconds long. The videos belong to one of the three different categories investigated in the present study: boundary-crossing motions, motions with manner climbing, and short/long trajectory motions. In the first and third categories, the figures move in a different manner in each video which can be described with a first-tier manner verb rather than specific second-tier verbs (Slobin, 2004) while manner is same in the videos of the second category. In what follows, each type of motion is introduced.

3.4.1. Boundary-Crossing motions. There are 15 boundary-crossing videos including an end-state location beyond a spatial boundary of the ground object. The figures cross the boundary and arrive at the end-state in three different paths; by entering somewhere (called as *into* situations), exiting somewhere (called as *out of* situations), and getting to other side of the ground (called as *across* situations). For each path, there are three videos with voluntary motions in which a figure moves alone, and two videos with caused motions in which an agent causes a figure to move. It was thus aimed to look for different conceptualization patterns between these two kinds of motions (Hendriks & Hickmann, 2015; Walchli, 2001).

Additionally, the manners are so salient to show how TPTE encode them rather than omitting at all (Özçalışkan, 2013). The manners are temporally long and extended for

voluntary motions, which are mostly described in v-framed patterns by Turkish native speakers, rather than instantaneous manners, which Turkish language also allows to describe in s-framed patterns (Özçalışkan, 2013). For the caused motions, there are two types of manner for each path: one one-off manner (cause) of the agent that takes place once, causes the figure to move and does not go on; one temporally extended, iterative manner (cause) of the agent going on along the whole path. In fact, it was aimed to see whether TPTE would express the manner (cause) of the agent and the boundary-crossing of the figure in different clauses for these conceptually different motions. As the manner of the agent is perpetual during the videos in the second type, it was expected that TPTE might find using s-framed patterns easier for these motions compared with one-off manners. To order the videos, Özçalışkan (2013) was followed in the present study by listing the videos in blocks for voluntary and caused motions separately. There are one *across*, one *into* and one *out of* situations in each block. The presentation of the videos and type of motion events are seen in the Tables 1 and 2:

Table 1

The List and Order of the Voluntary Motions

The Order	Path	Manner
1	Across	Jump
2	Into	Run
3	Out of	Crawl
4	Across	Run
5	Into	Crawl
6	Out of	Jump
7	Across	Swim
8	Into	Jump
9	Out of	Run

Table 2

The List and Order of the Caused Motions

Order	Path	Manner
10	Across	Roll (One-off)
11	Into	Push (Extended)
12	Out of	Roll (One-off)
13	Across	Push (Extended)
14	Into	Hit (One-off)
15	Out of	Push (Extended)

3.4.2. Motions with manner climbing. In this category there are two motion videos with a vertical ground (tree). A figure (bear) moves upward in the first video and downward in the second video. The figure moves in the same manner in both of the videos (climbing). It was investigated how verb *tırman* 'climb up' in Turkish, conflating both manner and upward path in contrast to manner verb *climb* in English, influence the performance of TPTE for these motions in L2 English (Özçalşıkan & Slobin, 2000; Slobin, 2004). The list and order of the videos are shown in Table 3:

Table 3

The List and Order of the Motions with Manner Climbing

Order	Path	Manner
16	Up	Climb
17	Down	Climb

The other verbs conflating manner and path stated by Özçalışkan & Slobin (2000), that is, *escape* and *chase*, were not included in the present study as these verbs may require contextual information or background knowledge longer than available in the short videos of the present study. Additionally, the opposites of the manner or path components of these verbs are not clear to be directly compared with them.

3.4.3. Short/Long trajectory motions. In the last category, there are four videos containing two short-trajectory and two long-trajectory paths taken from Flecken, 2015. The figures in the videos moved in different manners toward a goal or end-point at the end of the path. In two videos with short-trajectory, the end-point is so close to the figure and salient to notice. For this reason, it was expected that TPTE would express the orientation or the proximity of the figure toward the end-point. However, in two long-trajectory videos, the end-point is both far from the figure and not salient to detect. It means that TPTE had to focus on either the figure, its location on the ground or the trajectory taken by it. It was aimed to show what path components TPTE would prefer for these motions based on these spatial concepts. The list and order of the motions are seen in Table 4:

Table 4

The List and Order of the Short/Long Trajectory Motions

Order	Path	Manner
18	Long-trajectory	Drive
19	Short-Trajectory	Walk
20	Long-trajectory	Walk
21	Short-Trajectory	Drive

3.5. Procedure

In Clinical Elicitation task (called as description task from now on), TPTE watched the videos and described them in three language modes: L1 spoken Turkish, L2 spoken English and L2 written English. They were interviewed individually with at least one week interval between each section so as to minimize the language mode effect. The descriptions were elicited in Turkish by a native Turkish speaker and in English by a highly advanced English language speaker. Before the main task they had a small conversation in the language of the task so as to prepare them for the monolingual mode. Participants were given the following instructions either in Turkish or English based on the language mode of the task:

"You will see some motion videos during the task. You will focus on the motion and describe what happens in the video without describing the setting or objects in detail. Wait until the end of each video before you begin to describe". The first video was shown to familiarize them with the task and check that the participants understood the instructions correctly. In addition, they were given a list of nouns of the objects in the videos in case they could not remember them.

It must be indicated that the type of monolingual patterns used by English and Turkish native speakers, as suggested by Talmy (1991), were already evidenced by many studies in literature for most of the videos in the present study. Therefore, it was not needed to elicit descriptions from monolingual native English and Turkish speakers in the present study (as explained in the Limitations of the Study). Instead, the description patterns in the literature were accepted as the natural and expected control data to compare the descriptions by TPTE with. The expected patterns are explained in the coding part of this stage below for each video type.

As for the Acceptability Judgement task (called as judgement task or survey from now on), the most frequent four patterns used in the descriptions of each motion regardless of the type (clear, unclear or unsuitable) were chosen to prepare a survey from spoken English data (see Appendix). The reason why only spoken English data was used in the survey is that spoken language was found to be more susceptible to bidirectional cross-linguistic transfer (Hohenstein et al., 2006; İşler, 2014). These patterns were incorporated into the survey for the relevant videos on a webpage. Two weeks after the describing tasks, TPTE and NSE were sent an e-mail including a link to fill out the survey. They were asked to judge the naturalness of each pattern describing the videos on a scale of *totally unnatural* to *totally natural* so as to reveal the differences in perceptive knowledge of TPTE and NSE. The percentages of the ratings were presented in figures based on the types of the patterns.

3.6. Coding

The descriptions of the videos in spoken Turkish, spoken English and written English were compared to each other in terms of the percentages of categories and specific patterns explained below. The answers including grammatical structures relevant to the motion were categorized as *clear* patterns. Those consisting of either ungrammatical or irrelevant path or manner components were labelled *unsuitable*. The unsuitable answers in English including structures directly transferred from Turkish were also named *L1 transferred* patterns and analyzed separately. As for the boundary-crossing motion type, the descriptions omitting the manner component of motion were also accepted to be *unsuitable*. Furthermore, the grammatical descriptions lacking for boundary-crossing component of the path were categorized into *unclear*. Table 5 shows the examples for each type of answers in English:

Table 5

Answer Types for Each Category

Motion Type	Clear	Unsuitable	Unclear
Boundary-crossing	He ran into the classroom	He ran through the classroom	He ran to the classroom
Manner Climbing	It climbed up the tree	It climbed over the tree	-
Short/Long-Trajectory	She walked toward the bins.	They walked through the bins.	-

Additionally, any syntactical form outside the main verb was called as adverbials in both English and Turkish for the comparison of patterns. Path devices outside the main verb were labeled as adverbials: prepositional clauses (e.g., *He went out of the room*) and verb particles (e.g., *He went out*) in English; noun phrases inflected with directional or locative case suffixes (e.g., *yolda koştu* 'ran on the road'), postpositionals in noun phrases (e.g., evin dışı 'out of the house'), adverbs (e.g., *dışarı* 'outside') and their inflected forms with

directional or locative case markers in Turkish were labelled as adverbials. Manner devices outside the main verb were also in the same category: converbs (e.g., *emekleyerek çıktı* 'exited crawling') in Turkish, prepositional phrases (e.g., *exited by crawling*) and participles (e.g., *exited crawling*) in English, and adverbs in both languages (e.g., *yavaşça* 'slowly').

As the conceptualization of manner and path is different for each type of videos in each language, the types of verbs and adverbials were determined according to the specific concepts they encoded in English and Turkish descriptions for each video type. These conceptualization differences and specific components of path and manner are explained below.

3.6.1. Boundary-Crossing motions. According to Talmy's typology (1985; 1991; 2000), s-framed language speakers encode manner in main verbs and path in adverbials (satellite in his term) to describe a motion event. However, Slobin (2004) stated that s-framed language speakers, Germanic languages in particular such as English, do not always choose manner verbs, and occasionally use neutral or deictic motion verbs *go*, *get* or *come* (Pavlenko & Volynsky, 2015). Especially for boundary-crossing motions, it was found that English participants often use these neutral verbs (Slobin, 2004). On the other side, Özçalışkan (2013) showed that English participants mostly use manner verbs when they are pretty salient or explicitly required. Therefore, it can be stated that the natural pattern is 'Manner verb + Path adverbial' for the motions with highly salient manners in English.

Similarly, Turkish language, like some other v-framed languages, allows using path adverbials with any kind of verbs for non-boundary-crossing motions. As for the voluntary boundary-crossing motions, Turkish speakers have to express path (change of state) mostly in main verbs while manner is given in subordinated adverbial adjuncts (in heavier or exhausting constructs in Slobin's terms, 2004) or in different clauses (Özçalışkan, 2013). However, exceptions can be found as some Turkish descriptions of boundary-crossing situations by

Turkish native speakers included s-framed patterns in the present and Demirtaş's (2009) studies. Additionally, it is obligatory in Turkish to express directional goal component of path for *into* and *across* situations, source component of path for *out of* situations, and possessive suffixes added to ground object nouns in adverbial noun phrases.

Depending on whether TPTE would maintain these L1 patterns of manner and path encoding in L2, there were possible s- or v-framed patterns to be used in English by Turkish participants for motions with highly salient manners. They could use the expected s-framed pattern encoding manner in main verbs and path in adverbials (e.g., *crawling into the building*); the v-framed pattern encoding path in main verbs and manner in adverbials (e.g., *entered the building by crawling*); the v-framed pattern encoding manner and path in the main verbs of different clauses (e.g., *crawled and went into/entered the classroom*). Moreover, the clear answers, either s- or v-framed, were thus classified as *Turkish-like* patterns when they redundantly included source (e.g., *exited from the classroom*) or directional goal path components (e.g., *to the other side of the road*), or possessive preposition *of* (e.g., *inside of the classroom*) as they are obligatorily used in Turkish.

Additionally, encoding path in adverbial does not make that pattern s-framed necessarily because manner might not be given in an easy-to-use construction, which is endemic in v-framed languages. According to Slobin's (2004) codability hypothesis, encoding manner in non-finite verbs causes extra processing load; therefore it is not chosen by s-framed language speakers. That is, v-framed language speakers force themselves to use these constructions, in a manner of speaking. In this regard, TPTE might encode path in the appropriate place (adverbial) after deictic or neutral verbs (e.g., *go, come* or *get*), as also observed in native speakers of English without expressing manner for non-salient manner motions (Slobin, 2004); however, TPTE might still feel the need to encode manner in subordinated forms (e.g., *went into the building by crawling*) or other clauses (e.g., *crawled*

and went into the classroom), as a v-framed pattern (Özçalışkan, 2013). Since the patterns other than those encoding manner in main verbs mostly belong to v-framed language speakers, these patterns were not separated and categorized together under *v-framed patterns* in the present study. However, it is stated to what extent path was encoded in verbs or adverbials, and in the same or different clauses in the Discussion chapter of the present study.

As for the caused boundary-crossing motions, TPTE might use s-framed patterns in Turkish similarly with native speakers of English since it is possible in Turkish language for caused motions (Furman, 2012). Main verbs encoding the manner of an agent who performs the trigger action (cause) on the figure (e.g., *hit*, *roll* or *push*) or the manner of a figure which moves due to this causative action were labelled *manner* verb. In these motions, as the first causative action was the trigger which enabled translational motion, it was obligatory to be expressed. Therefore, the clauses consisting of manner verb encoding the cause of the movement and omitting the manner of the figure (e.g., *He hit the ball into the hole*) were accepted to be clear s-framed patterns similarly with Hendriks and Hickmann (2015). However, if the cause by an agent was expressed in the first clause, and the motion of a figure in the second clause separately, the types of these patterns were determined according to how the manner of the figure was expressed even if path was encoded in adverbials: manner in main verb (e.g., *He hit the ball and it rolled into the hole*) as an s-framed pattern, manner in adverbial (e.g., *He hit the ball and it went into the hole by rolling*) or omitted (e.g., *He hit the ball and it went into the hole*) as v-framed patterns.

3.6.2. Motions with manner climbing. The verb *tırman* ‘climb’ includes not only the manner climbing but also the upward path in Turkish (Özçalışkan & Slobin, 2000; Slobin, 2004). Therefore, another verb (e.g., *in* ‘descend’) has to be used to describe the motion with downward path in Turkish because it is impossible to use *tırman-* ‘climb’ with an adverbial expressing downward path. The manner is mostly expected to be understood indirectly in

sentences including *in* ‘descend’. A speaker can, of course, express the manner with different adverbial adjuncts such as *tutunarak* ‘by holding’, for example, *Adam ağaçtan tutunarak indi* ‘The man went down the tree by holding it’, but they are infrequent patterns in Turkish as a v-framed language. On the other hand, the verb *climb* in English may denote either only the manner for different paths (e.g., *climb up or down a tree*) or conflate the manner and upward path at the same time (e.g., *climb a tree*).

In addition, it has to be stated that the ground object (e.g., *tree*), as an adverbial noun, has to always get a directional suffix *-e/a* ‘to’ in Turkish after the verb *tırman* ‘climb’ (e.g., *Ağac**a** tırmandı* ‘It climbed to the tree’) or a source suffix *-den/dan/tan/ten* ‘from’ after the verb *in* ‘descend’ (e.g., *Ağaç**tan** indi* ‘It descended from the tree’). Even though these patterns are sufficient to describe the motions, one might add adverbial postpositions denoting the orientations of the figure based on the shape of the ground (ground-based) such as *yukarı* ‘up’ or *aşağı* ‘down’ which look like equivalents of prepositions in English. Additionally, the ground object can be used as a locative adverb (Jessen, 2014) with a locative suffix *-ta/te* ‘on’ attached to it for the motion with upward path (e.g., *Ağaçta yukarıya tırmandı* ‘It climbed to the upward *on* the tree’). For the motion with downward path, adverbials expressing locative component of path is not allowed to be expressed (e.g., *Ağaçta aşağı indi* ‘It descended down *on* the tree’*).

Based on these differences, three types of verbs might be used in the descriptions of the videos in English: 1. manner/manner-path conflated verb *climb,* 2. path verbs *ascend* or *descend* and 3. deictic verbs *go*, *get* and *come*. If the verb *climb* was used alone without any path adverbial in both languages, it was easily labelled *manner-path* verbs for the motion with upward path (e.g., *Ağaca tırmandı* ‘It climbed the tree’). On the other side, as there are ground-based adverbials such as *yukarı* ‘up’ expressing the upward path in Turkish, redundantly coming after manner-path conflated verb *tırman* ‘climb’, it was not possible to

determine whether the verb *climb* with path adverbial *up* (e.g., *It climbed up the tree*) in English was perceived to be a manner-path conflated verb or just a bare manner verb by TPTE. For this reason, we did not differentiate the bare manner verb *climb* and manner-path conflated verb *climb* in English. They were sorted into the same category *Manner/Manner + Path* in the verb analysis for this motion. However, in path adverbial analysis the frequencies of the ground-based path adverbials with the verb *climb* might show the conceptualization differences between Turkish and English on the surface level. As for the motion with downward path, all of the usages of *climb* were accepted to be bare manner verbs as it does not conflate with downward path in both English and Turkish languages.

In relation to the path components, Hendriks & Hickmann (2011) indicated that native speakers of English mainly use directional ground-based path adverbials *up* and *down* for vertical grounds in motion event. TPTE might use the same adverbials as expected s-framed patterns. On the other side, they could transfer the path components obligatorily used in Turkish into English: directional goal component for upward path or source component for downward path. Additionally, they might optionally add locative components for these motions as seen in Turkish learners of Danish (Jessen 2014). Lastly, it must be remembered that they did not have to use any path adverbials after manner-path conflated verb *climb*, or other path verbs *descend* and *ascend*. Therefore, the path devices are in four different categories in the present study: 1. without any path adverbial (e.g., *climbed the tree*), 2. ground-based path adverbials (e.g., *climbed up/down the tree*), 3. directional goal component for the motion with upward path (e.g., *climbed to the top of three*) or source component for the motion with downward path (e.g., *get down from the tree*), 4. locative adverbials (e.g., *climbed in the tree*).

It must be added that path verb *descend* with adverbial *from* indicating source component of path was accepted to be clear for the motion with downward path. According to

some distinguished dictionaries (Oxford Dictionaries, 2017; Cambridge Dictionary, 2017), the phrasal verb *descend from* has the meaning of being related to something or someone who lived in the past. However, the examination of this pattern in the Corpus of Contemporary American English (Davies, 2017) showed that it is sometimes used to describe motion events similar to the second video in the present study. Therefore, it was accepted to be a clear, grammatical pattern.

3.6.3. Short/Long trajectory motions. The same coding system of Carroll et al. (2012) and Flecken et al. (2015) were followed in the present study for the motions with short or long trajectory paths. As the main question was whether s- and v-framed language speakers focus on the figure (called as entity by Carrol et al., 2012 and Flecken et al., 2015), the trajectory, or the end-point, the verbs and path devices were categorized according to their relation to these components. As the end-points are pretty clear in the short-trajectory motions, native speakers of English frequently use goal adverbials, for example, *to the village,* as well as ground-based adverbials, for example, *along the road* (Carroll et al. 2012). As regards the motions with long-trajectories, native speakers of English predominantly use ground-based adverbials. For the verb types, they mostly use manner verbs for both of the motions types.

Similarly, the spatial concepts encoded in main verbs and adverbials by TPTE were examined in detail. The path verbs encoding the proximity or the orientation of the figures (entity) toward the end-point like *head* or *approach*, or the figure's relation with ground such as *pass* were categorized as entity-based path verbs. The other verb types were categorized in the same way with the previous stages; the neutral verbs such as *get*, *go* or *come* which encode only the orientation of the figure or the motion itself rather than path components were labeled deictic verbs; the verbs *drive* and *walk* indicating the motor pattern of the figure in these videos were called as manner verbs.

The adverbials were similarly categorized according to what spatial path components they encoded: the path devices indicating the location of the figure as locative path adverbial (e.g., *on the road*), the path devices encoding the trajectory taken by the figures as ground-based path adverbial (e.g., *along the road*), the devices showing the goal or the end-point of the figure as goal path adverbial (e.g., *to the bus stop*).

Chapter 4

Results

4.1. Boundary-Crossing Motions

4.1.1. *Across* situations. The results of three voluntary and two caused *across* boundary-crossing situations are presented in this stage. Each motion includes a different manner: jumping, running, and swimming for voluntary motions, and rolling and pushing for caused motions.

As seen in Table 6, the Turkish data include clear answers more frequently than the narratives in English for all of the videos. As for the English descriptions, clear answer percentages of spoken and written language modes are similar to each other. Interestingly, it is seen that a few more participants gave clear answers in spoken English compared with written English for the last video.

Regarding the unclear answers, they do not encode the boundary-crossing component of the path while the main verbs of these clauses encode the manner component as s-framed patterns. They were used at similar, low percentages in the three language modes for the first two videos with manners jumping and running. For the last video, it is obvious that considerable percentages of TPTE did not express boundary-crossing both in Turkish and English narratives as they mostly gave locative path knowledge for these videos (Turkish: *Havuzda*; English: *in the pool*). Comparing the English language modes for this video, TPTE gave unclear answers more frequently and clear answers less frequently in written English than in spoken English.

Qualitative analysis reveals that Turkish and English unclear answers show semantic differences in terms of path components for the first two videos. The Turkish unclear answers mostly include the postposition *karşı* ‘opposite’, inflected with the possessive suffix *–ın* ‘of’ and the goal path suffix *–a* ‘to’ and, and an adverbial *doğru* ‘towards’ for these videos (e.g.,

Yolun karşısına doğru koştu 'He ran towards the opposite side of the road') by expressing the end-state rather than the boundary-crossing. On the other hand, English unclear descriptions are mostly comprised of locative path adverbials with manner verbs (e.g., *He jumped on the road*). They might have chosen this simple pattern just to avoid complex Turkish-like structures (see below in Table 7) encoding goal component with end-state.

Table 6

The Frequencies (in Parentheses) and Percentages of Answer Types in the Descriptions of Voluntary Across Situations by TPTE

Video No	Language Mode	Clear	Unclear	Unsuitable
		Manner: Jumping		
	Spoken Turkish	80% (20)	16% (4)	4% (1)
Video 1	Spoken English	68% (17)	12% (3)	20% (5)
	Written English	72% (18)	12% (3)	16% (4)
		Manner: Running		
	Spoken Turkish	96% (24)	4% (1)	-
Video 2	Spoken English	80% (20)	12% (3)	8% (2)
	Written English	72% (18)	8% (2)	20% (5)
		Manner: Swimming		
	Spoken Turkish	64% (16)	36% (9)	-
Video 3	Spoken English	48% (12)	40% (10)	12% (3)
	Written English	32% (8)	60% (15)	8% (2)

Note. TPTE = Turkish Pre-service Teachers of English

According to Figure 1, NSE do not seem to agree with TPTE for the first two videos as they mostly rated unclear patterns as unnatural compared with TPTE who chose *natural* more frequently. However, quite a number of TPTE also rated them to be unnatural. That is, these TPTE were not completely in favor of these unclear patterns, which they also used infrequently in their narratives.

On the other hand, as for the last video, TPTE expressed locative component of the path (e.g., *She swam in the pool*) in both Turkish and English. Similarly, both NSE and TPTE mostly rated this pattern as natural in the survey. This might be attributed to the ground knowledge of the video (pool) which might be perceived to be a location to be "in" rather than crossing it. However, it can be claimed that the participants were not fully content with it as the frequencies of *totally natural* are relatively low in both groups.

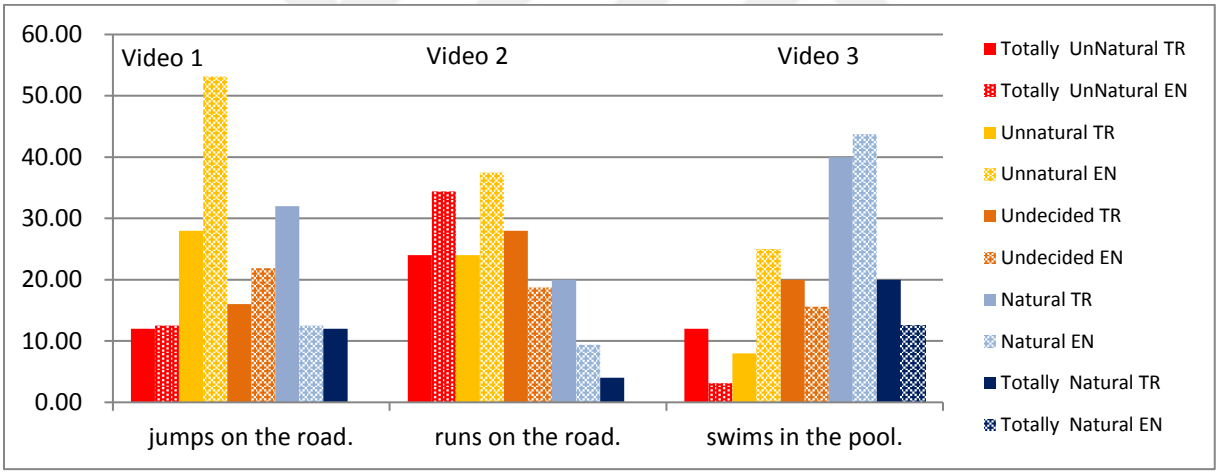

Figure 1. Bar graph of NSE and TPTE's ratings of unclear patterns frequently used in the descriptions of voluntary *across* situations.

When it comes to the unsuitable descriptions, it is seen that TPTE gave these answers more frequently in English than in Turkish. There is only one unsuitable description among the Turkish narratives, in which manner was not encoded for the first video (i.e., *Sokakta karşıdan karşıya geçti* 'He crossed on the road'), while there are low percentages of unsuitable patterns in English narratives for all of the videos due to the grammatical errors. In

addition, Table 6 shows that there is not any considerable or consistent difference between spoken and written English language modes in terms of unsuitable answers.

According to Table 7, Turkish descriptions include s-framed patterns (e.g., *Yolun karşısına zıpladı* 'He jumped across the road') less than English narratives for all of the videos since the descriptions were mostly structured within v-framed patterns (e.g., *Yolun karşısına zıplayarak geçti* 'He crossed the road by jumping').

Table 7

The Frequencies (in Parentheses) and Percentages of Clear Answer Patterns in the Descriptions of Voluntary Across Situations by TPTE

Video No	Language Mode	S-framed	V-framed	Turkish-like
		Manner: Jumping		
	Spoken Turkish	15.0% (3)	85.0% (17)	-
Video 1	Spoken English	52.9% (9)	41.2% (7)	5.9% (1)
	Written English	61.1% (11)	33.3% (6)	5.6% (1)
		Manner: Running		
	Spoken Turkish	20.8% (5)	79.2% (19)	-
Video 2	Spoken English	65.0% (13)	25.0% (5)	10.0% (2)
	Written English	72.0% (13)	20.0% (5)	-
		Manner: Swimming		
	Spoken Turkish	25.0% (4)	75.0% (12)	-
Video 3	Spoken English	41.7% (5)	41.7% (5)	16.6% (2)
	Written English	62.5% (5)	-	37.5% (3)

Note. TPTE = Turkish Pre-service Teachers of English

Comparing the English language modes to each other, it is clear that the percentages of s-framed and v-framed patterns are similar for all of the videos. However, it is seen that the percentages of v-framed patterns (e.g., *He went across the road by jumping*) slightly decrease in written English for the first two videos, and there is not any v-framed pattern for the last

one in written English (e.g., *She went across the pool by swimming*). The reason why the percentage of s-framed patterns is higher in written English for the second video is only that there is not any Turkish-like pattern in written English, in contrast to spoken English, instead of an increase in the number of s-framed patterns. Rather, these TPTE made more grammatical errors in written English under the effect of Turkish as they used ungrammatical path adverbials in s-framed patterns (see Table 8). Similarly, for the last video, the decline of v-framed patterns does not mean that those TPTE preferred to express boundary-crossing situation in path adverbials (e.g., *across*) with a manner verb (e.g., *swim*). As stated before, they mostly gave locative meanings with the manner verb *swim* (e.g., *swim in the pool*).

The results of the survey show that both groups rated s-framed patterns to be natural; however, NSE were surer of their ratings with higher rates of *totally natural* compared with TPTE who mostly preferred *natural* (Figure 2). As for the v-framed patterns, NSE mostly chose *unnatural* in the survey while the rates of *natural* are pretty high in TPTE (Figure 3). However, these differences between the groups are not so clear-cut because TPTE rated v-framed patterns as unnatural to some extent. Additionally, the percentages of *totally unnatural* are not so high in NSE which means that they are not totally displeased with these patterns.

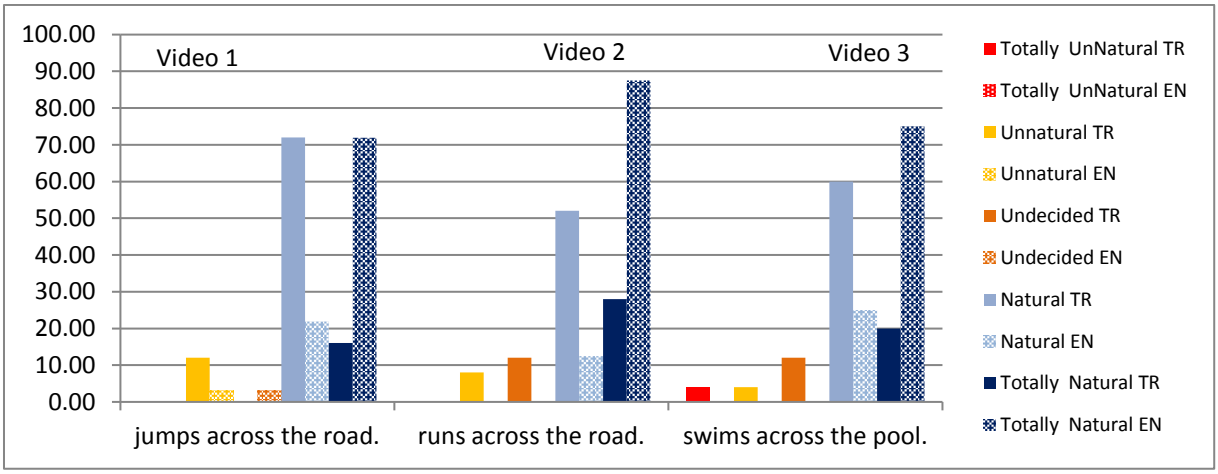

Figure 2. Bar graph of NSE and TPTE's ratings of clear s-framed patterns frequently used in the descriptions of voluntary *across* situations.

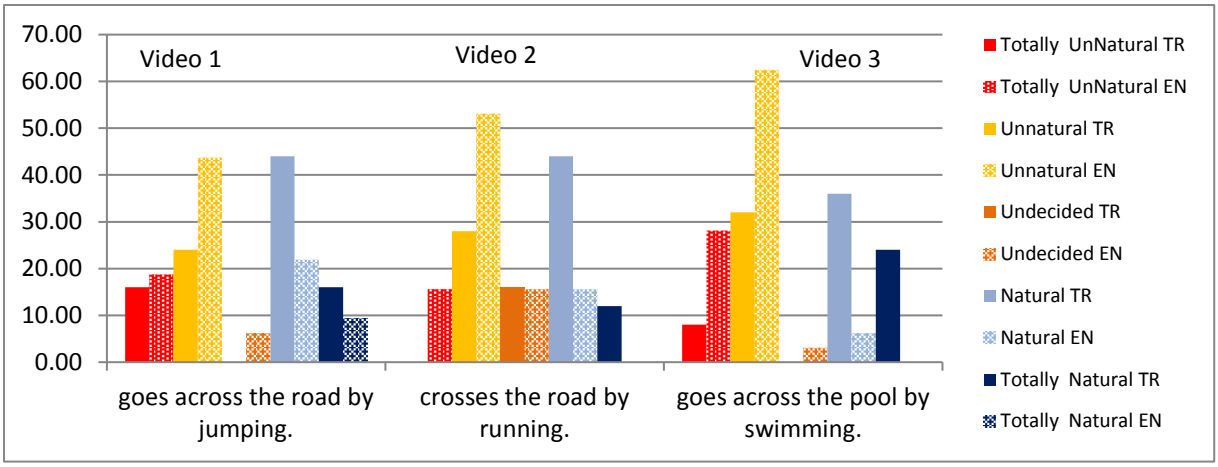

Figure 3. Bar graph of NSE and TPTE's ratings of clear v-framed patterns frequently used in the descriptions of voluntary *across* situations.

Regarding the Turkish-like s-framed patterns, very few of TPTE used these patterns for the first two videos, while such usages slightly increased for the last video (Table 7). For the last two videos, TPTE used a manner verb (e.g., *run/swim*) and expressed the endpoint with directional and genitive prepositions such as *to the other side of the road*. Therefore, these clauses might indicate the struggle of TPTE for creating s-framed patterns by using manner verbs and path adverbials. For the first video, these few descriptions were created within v-framed pattern, in which manner is encoded in an adverbial adjunct, differently from the other motions. Therefore, this v-framed pattern including Turkish-like structures was given in the survey for this video (i.e., *get to the other side of the road by jumping*).

In Figure 4, it is seen that TPTE were relatively certain that Turkish-like patterns are natural, especially the v-framed one. However, NSE tended to choose *natural* or *unnatural* almost equally for these patterns. As for the s-framed one, some NSE seem to be undecided. Turkish-like patterns for the last video were not involved in the survey as there is not any specific, consistently used pattern. They were variously produced by TPTE, and thus less frequent than other patterns in the descriptions.

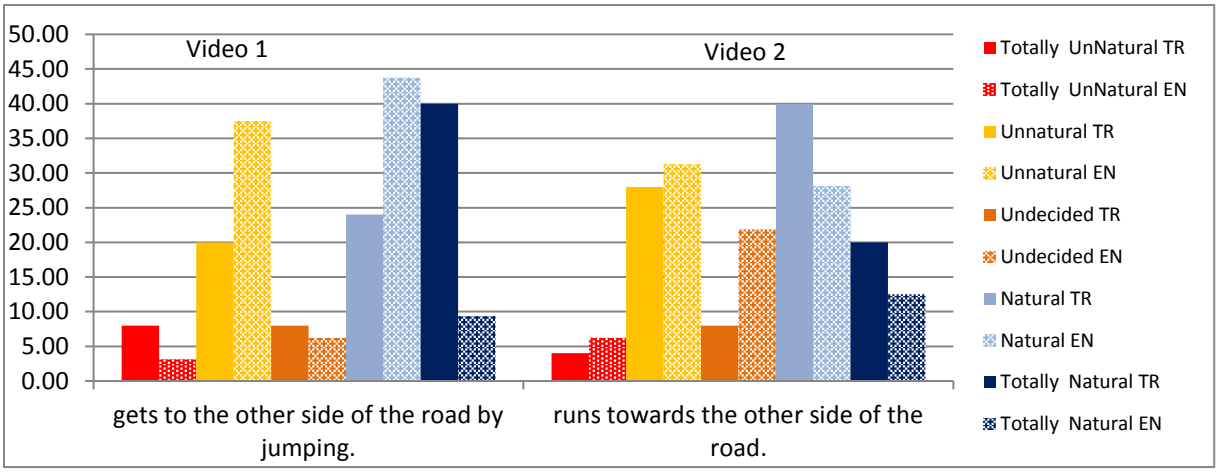

Figure 4. Bar graph of NSE and TPTE's ratings of clear Turkish-like patterns frequently used in the descriptions of voluntary *across* situations.

Additionally, few of TPTE ungrammatically used these overt prepositions with *across* (e.g., *He ran to the across the road/ He ran to the across of the road*). Furthermore, one participant also used locative path preposition *on* after *across* for the second video just like it is allowed with *across* situations in Turkish (i.e., *Yolda karşıdan karşıya geçti* 'He crossed on the road'). These unsuitable patterns are only in written English narratives. It must be indicated that these descriptions were structured in s-framed patterns as manner was encoded in the main verbs. It is possible that they might have had sufficient time to think about where to locate the manner in written English compared with spoken English. However, they failed to choose a grammatical English path adverbial because of the mistake of using L1 transferred items. On the other hand, the numbers of TPTE giving these answers are very few to make a general comment. For this reason, these patterns were not included in the survey either.

Similar to the voluntary motions, the percentages of clear descriptions in Turkish are higher than English for both of the caused motions (Table 8). Interestingly, the percentage of unclear answers, which do not express boundary-crossing, is slightly higher in Turkish narratives than in English. On the other hand, there is not any unsuitable description in Turkish in contrast to the English narratives. These findings show that the participants gave grammatical answers more frequently in Turkish than in English either as clear or unclear.

Table 8

The Frequencies (in Parentheses) and Percentages of Answer Types in the Descriptions of Caused Across Situations by TPTE

Video No	Language Mode	Clear	Unclear	Unsuitable
		Manner: Rolling		
	Spoken Turkish	84% (21)	16% (4)	-
Video 1	Spoken English	80% (20)	8% (2)	12% (3)
	Written English	68% (17)	12% (3)	20% (5)
		Manner: Pushing		
	Spoken Turkish	72% (18)	28% (7)	-
Video 2	Spoken English	60% (15)	16% (4)	24% (6)
	Written English	68% (17)	8% (2)	24% (6)

Note. TPTE = Turkish Pre-service Teachers of English

With respect to the English descriptions, it can be revealed that the percentages of all the categories in written and spoken English are slightly different from each other for the first motion. The percentage of TPTE giving clear answers is to some extent higher in spoken English as the unclear and unsuitable answers slightly increase in written English (discussed below for Table 10). As for the second video, there are not considerable differences between spoken and written English.

As for the qualitative analysis of the unclear answers, the tendencies of TPTE were same with the voluntary motion events. They mostly used *toward* to give the goal of the path in Turkish (e.g., *Topu yolun karşısına doğru fırlattı* 'He threw the ball the ball toward the opposite side of the road'), and *on* (e.g., *push the trolley on the road*) to give locative meaning in English. In the judgement task, half of the both groups showed disfavor with these patterns

(Figure 5). In regard to the other half of the groups, the percentage of *natural* is higher in TPTE than in NSE group in which considerable numbers of the participants were *undecided* for both of the videos.

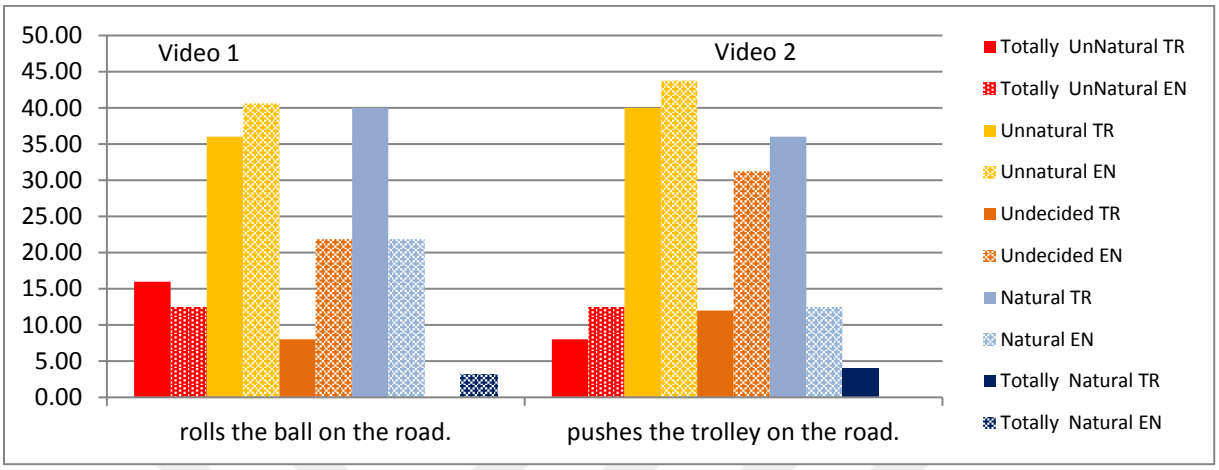

Figure 5. Bar graph of NSE and TPTE's ratings of unclear patterns frequently used in the descriptions of caused *across* situations.

As seen in Table 9, the usage of s-framed patterns is more frequent for the caused motions than the voluntary motions in Turkish and English. For the first motion, TPTE predominantly used s-framed patterns by encoding manner in main verbs such as *yuvarla* 'roll' or *fırlat* 'throw' in Turkish and written English narratives (e.g., *Topu yolun karşısına yuvarladı* 'He rolled the ball across the road'). It is interesting that manner rolling in the video was not given separately from the boundary-crossing of the figure even though manner is one-off and not continuous along the whole path. The percentage of bare s-framed patterns is lower in spoken English as some TPTE used Turkish-like adverbials, but still within s-framed patterns (e.g., *He rolled the ball to the other side of the road*). Additionally, v-framed patterns were infrequently used in both Turkish and English narratives for this video (e.g., *Topu yuvarladı ve top karşıya geçti* 'He rolled the ball and it went across').

As for the second video, the tendency to use v-framed patterns in Turkish with the manner verb *push* to some extent reflects the typological difference between language types since the rate of them is higher in Turkish than in English (e.g., *El arabasını iterek karşıdan*

karşıya geçirdi 'He shifted the trolley across the road by pushing it') while the percentage of s-framed patterns is lower in Turkish than in English narratives for this video (e.g., *El arabasını yolun karşısına itti* 'He pushed the trolley across the road'). It is clear that TPTE used v-framed patterns less frequently in written English than in spoken English for this caused *across* situation; thus they used s-framed patterns in written English more frequently. In terms of Turkish-like s-framed patterns, only one participant of TPTE used such a pattern in spoken English with directional goal adverbial *to* and possessive preposition *of* (e.g., *He pushed the trolley to the other side of the road*).

Table 9

The Frequencies (in Parentheses) and Percentages of Clear Answer Patterns in the Descriptions of Caused Across Situations by TPTE

Video No	Language Mode	S-framed	V-framed	Turkish-like
		Manner: Rolling		
	Spoken Turkish	90.5% (19)	9.5% (2)	
Video 1	Spoken English	60.0% (12)	5.0% (1)	35.0% (7)
	Written English	94.1% (16)	5.9% (1)	-
		Manner: Pushing		
	Spoken Turkish	33.3% (6)	66.6% (12)	
Video 2	Spoken English	53.3% (8)	40.0% (6)	6.6% (1)
	Written English	82.4% (14)	17.6% (3)	-

Note. TPTE = Turkish Pre-service Teachers of English

According to Figure 6, it is obvious that both groups rated s-framed patterns as natural, but NSE were more certain about these patterns with higher percentage of *totally natural* compared with TPTE. When it comes to the v-framed patterns, high percentages of both groups showed disapproval of these patterns. For the first motion, all of NSE found v-frame unnatural as the pattern included two clauses to encode manner and path which is quite infrequent in English language. The majority of TPTE also rated them to be unnatural while a

few TPTE participants are still on the positive side of the scale. For the second video, even though a high percentage of TPTE rated the v-framed pattern as unnatural, a considerable part of the group judged it to be natural compared with NSE who mostly chose *unnatural*. However, NSE do not seem to be completely dissatisfied with the second v-framed pattern due to the decline of *totally unnatural* compared with the first one. It is possibly because of the fact that the v-framed pattern for the second motion is structured in one clause, despite expressing the manner component in adverbial.

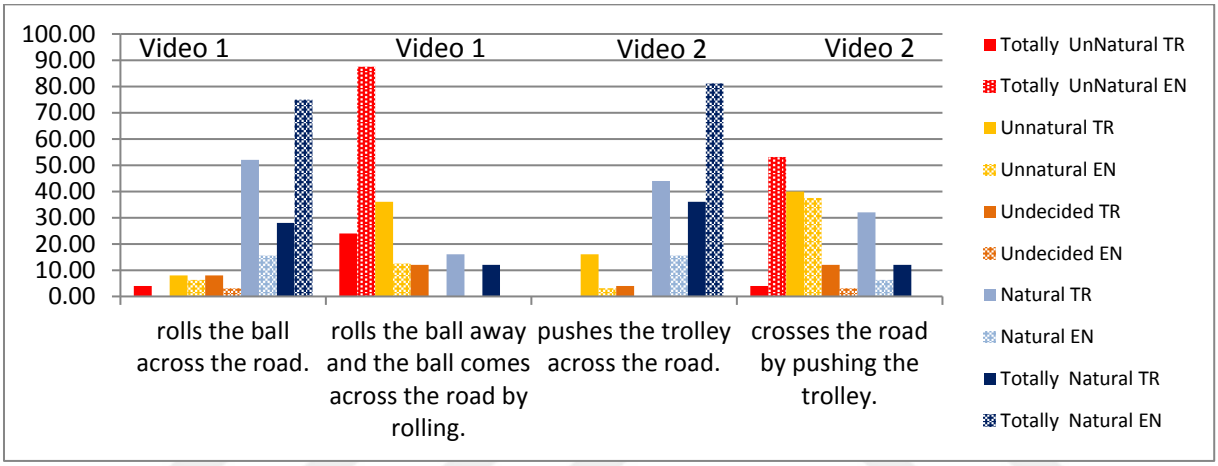

Figure 6. Bar graph of NSE and TPTE's ratings of clear s- and v-framed patterns frequently used in the descriptions of caused *across* situations.

Regarding the Turkish-like patterns (Figure 7), both groups, interestingly, mostly found these patterns natural for both of the videos. However, NSE were surer of them with higher percentages of *totally natural* than TPTE who tended to prioritize the anchor *natural* over *totally natural*. Additionally, as the percentages of positive judgements on the Turkish-like patterns were not much high for the voluntary motions, it can be stated that NSE are clearly more satisfied with these patterns for the caused motions.

According to Table 10, similarly with the voluntary motions, few TPTE ungrammatically used L1 transferred adverbials by overtly encoding goal component of path with *to* or genitive case with *of* (e.g., *He rolled the ball to the across of the road*). Contrary to the voluntary motions, these participants made these errors not only in written English but

also in spoken English. However, Table 10 shows that the number of L1 transferred adverbials in written English slightly outnumbered those in spoken one, particularly for the first video. As they had more time to narrate the motion events in written language, they might have managed to structure s-framed patterns more frequently by using manner verbs as predicates. However, these participants still maintained Turkish path adverbials by ungrammatically transferring them into English.

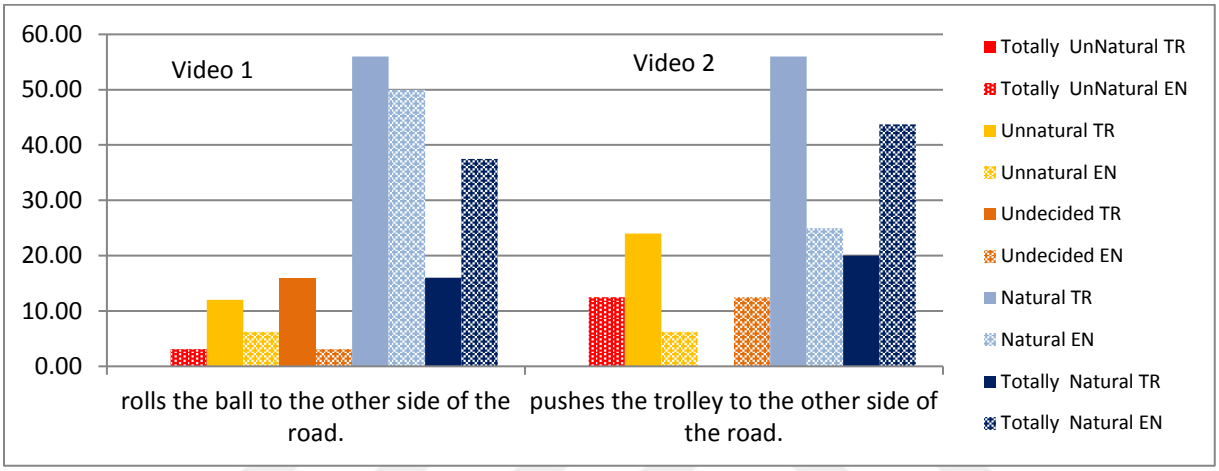

Figure 7. Bar graph of NSE and TPTE's ratings of clear Turkish-like patterns frequently used in the descriptions of caused *across* situations.

Table 10

The Frequencies of L1 Transferred Unsuitable Answers in the Descriptions of Caused Across Situations by TPTE

Video No	Language Mode	Total No of Clauses	To	Of
		Manner: Rolling		
Video 1	Spoken English	1	1	-
	Written English	4	3	1
		Manner: Pushing		
Video 2	Spoken English	2	2	1
	Written English	3	3	1

Note. It must be noted that one clause may include more than one L1 transferred item. TPTE = Turkish Pre-service Teachers of English

4.1.2. Into situations. The data of three voluntary and two caused *into* situations are presented in this stage. Each video included different manners in voluntary (crawling, jumping and running) and caused motions (pushing and hitting).

Table 11 shows that TPTE gave clear and unclear answers in spoken Turkish and written English language modes at similar rates for all of the motions; but there are quite small and inconsistent differences between spoken English and the other language modes for the first and third motions. The percentages of clear answers are slightly lower in spoken English for these motions because the percentages of unsuitable answers for the first video and unclear answers for the third video are higher in this language mode. Nevertheless, it must be pointed out that the differences between language modes are not much clear-cut. Besides, there is not any unsuitable answer in Turkish while some participants used ungrammatical or irrelevant patterns in English.

According to the qualitative analysis of the unclear answers, manner verbs were used as predicates in these sentences, as s-framed patterns, in both Turkish and English. However, these TPTE gave the goal component of path within adverbials both in Turkish and English rather than the boundary-crossing component of path clearly (e.g., *Sınıfa doğru koştu* 'He ran towards the classroom'). For the third motion with manner running, they used this pattern slightly more frequently in spoken English than the other language modes.

Additionally, many of the unclear descriptions in Turkish encode the direction specifically with the end-state beyond the boundary but still with adverbial *doğru* 'towards' giving only the goal of the path, and postposition *içi* 'inside' inflected with possessive suffix *–n* 'of' and goal path suffix *–e* 'to' (e.g., *sınıfın içine doğru* 'towards the inside of the classroom'). Contrarily, this complex usage was not followed in English as the participants opted for the simple version with only directional goal adverbial *toward* (e.g., *toward the classroom*).

Table 11

The Frequencies (in Parentheses) and Percentages of Answer Types in the Descriptions of Voluntary Into Situations by TPTE

Video No	Language Mode	Clear	Unclear	Unsuitable
		Manner: Crawling		
	Spoken Turkish	72% (18)	28% (7)	-
Video 1	Spoken English	64% (16)	16% (4)	20% (5)
	Written English	76% (19)	16% (4)	8% (2)
		Manner: Jumping		
	Spoken Turkish	84% (21)	16% (4)	-
Video 2	Spoken English	80% (20)	12% (3)	8% (2)
	Written English	84% (21)	12% (3)	4% (1)
		Manner: Running		
	Spoken Turkish	88% (22)	12% (3)	-
Video 3	Spoken English	60% (15)	32% (8)	8% (2)
	Written English	76% (19)	8% (2)	16% (4)

Note. TPTE = Turkish Pre-service Teachers of English

In regard to the unclear patterns in judgement task (Figure 8), both NSE and TPTE were relatively compatible with path adverbial *towards* for the first and third videos to a certain extent although the percentages of *undecided* and *unnatural* are moderately high, especially for the first pattern. Differently from other adverbials, both groups seem to be in agreement with the fact that the preposition *to* is not a natural adverbial for the second motion. It is possible that the participants of both groups directly compared it with *into* to rate as they

are quite similar morphologically; and they might have rated them as poles apart. Besides, it is clear that the percentages of *totally natural* or *totally unnatural* are pretty low in the descriptions of both groups for all of the patterns. Furthermore, considerable percentages of both groups preferred contrary options or *undecided* for all of the patterns. For these reasons, it could be stated that the participants were not much certain about the unclear patterns or consistent in their judgments.

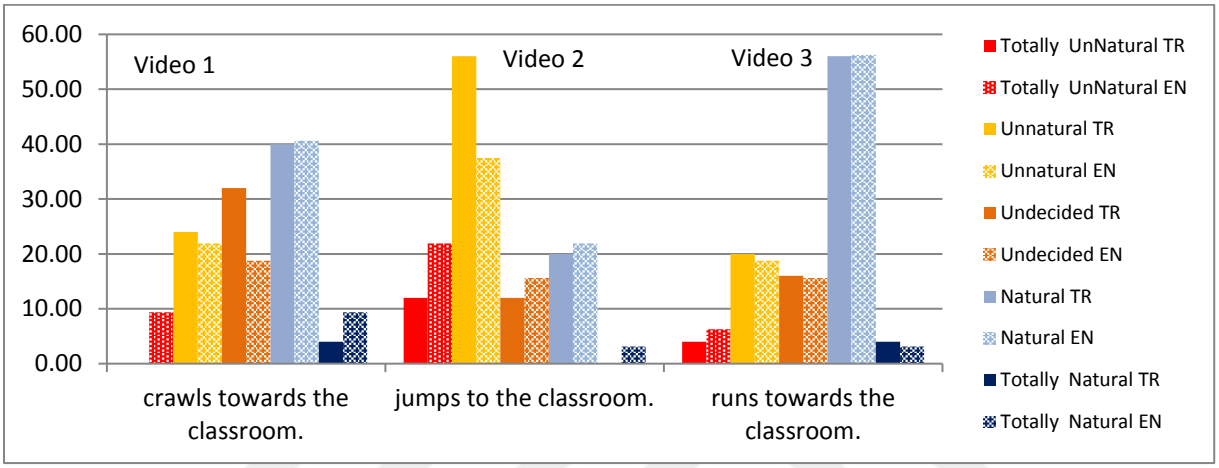

Figure 8. Bar graph of NSE and TPTE's ratings of unclear patterns frequently used in the descriptions of voluntary *into* situations.

According to Table 12, it is clear that there are typological differences between Turkish and English descriptions. The majority of TPTE predominantly used v-framed patterns (e.g., *Koşarak sınıfa girdi* 'He entered the classroom by running') in Turkish for all of the videos while the percentages of s-framed patterns (e.g., *He jumped into the classroom*) are clearly higher in English in addition to the decline of v-framed patterns. On the other hand, the percentages of v-framed patterns seem to be still high in the English data, especially in the descriptions of the second and third videos (e.g., *He entered the classroom by jumping*). The differences between Turkish and English are slightly higher for the first motion including manner crawling due to the higher percentages of s-framed patterns in English. It can be generalized that TPTE to some extent used L2 conceptualization patterns appropriately in English while they followed the v-framed conceptualization in their native language.

Table 12

The Frequencies (in Parentheses) and Percentages of Clear Answer Patterns in the Descriptions of Voluntary Into Situations by TPTE

Video No	Language Mode	S-framed	V-framed
	Manner: Crawling		
	Spoken Turkish	5.5% (1)	94.5% (17)
Video 1	Spoken English	62.5% (10)	37.5% (6)
	Written English	68.5% (13)	31.5% (6)
	Manner: Jumping		
	Spoken Turkish	-	100% (20)
Video 2	Spoken English	55.0% (11)	45.0% (9)
	Written English[a]	52.2% (11)	42.8% (9)
	Manner: Running		
	Spoken Turkish	4.5% (1)	95.5% (21)
Video 3	Spoken English	40% (6)	60% (9)
	Written English	52.6% (10)	47.4% (9)

Note. TPTE = Turkish Pre-service Teachers of English.
[a]There is found one Turkish-like pattern in written English data of the second video.

In addition, it is seen in Table 12 that almost none of TPTE used any Turkish-like patterns for *into* situation. As the adverbial *into* already includes directional goal preposition *to*, TPTE did not need to use another adverbial to encode the directional goal component, which is obligatory in Turkish language. Additionally, the only Turkish-like pattern was structured in an s-frame and includes possessive preposition *of* with locative adverbial *inside*

in written English for the second video. Because the usage of possessive suffix is obligatory in Turkish, this pattern was accepted to be Turkish-like (i.e., *inside of the classroom*).

With respect to the differences between spoken and written English, the percentages of the s-framed patterns are slightly higher in written English for the first and third videos. As mentioned before, the percentages of unsuitable answers for the first video and unclear answers for the third one in spoken English decrease in written English. That is to say that some TPTE were able to structure appropriate s-framed patterns in written English instead of the unclear or unsuitable descriptions. However, the percentages of s- and v-framed patterns are nearly same in both language modes for the second video with manner jumping.

In regard to the survey results, it is clear in Figure 9 that both NSE and TPTE were in agreement that s-framed patterns are natural. However, TPTE seem to be less sure about their judgements or these patterns since the percentages of *totally natural* in this group are lower than NSE for these patterns.

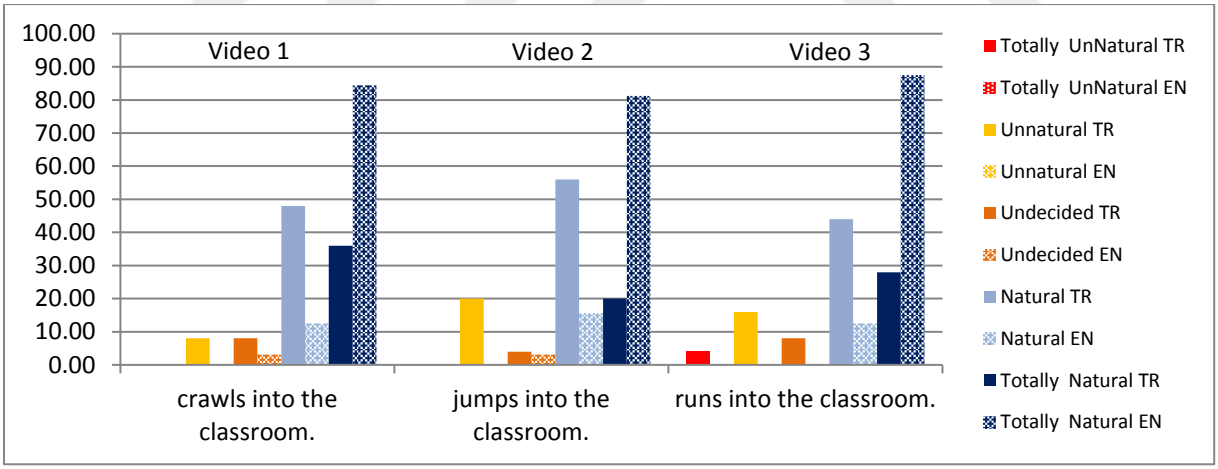

Figure 9. Bar graph of NSE and TPTE's ratings of clear s-framed patterns frequently used in the descriptions of voluntary *into* situations.

As for the v-framed patterns, the groups show divergence, according to Figure 10. It is seen that TPTE approved of these patterns more than NSE who were relatively dissatisfied with them. On the other hand, considerable percentages of TPTE judged these patterns as unnatural. Besides, the percentages of *totally unnatural* are not so high in NSE for the first

two motions, and some of them are on the positive side of the scale, which means that NSE did not completely find v-framed patterns inappropriate or unnatural.

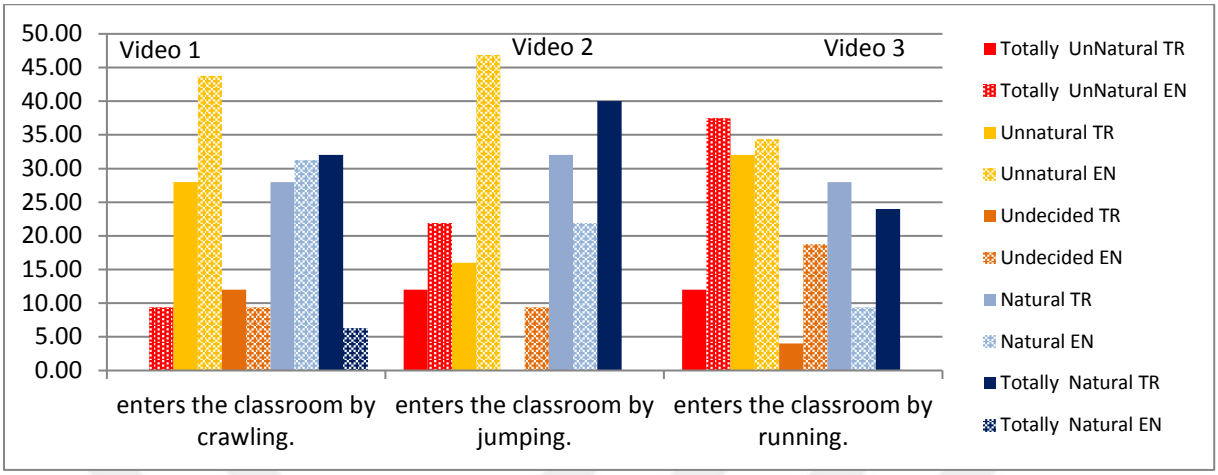

Figure 10. Bar graph of NSE and TPTE's ratings of clear v-framed patterns frequently used in the descriptions of voluntary *into* situations.

Regarding the L1 transferred unsuitable patterns, very few of TPTE overtly expressed directional goal adverbials *to* or *towards* with locative preposition *inside* (e.g., *He ran to inside the classroom*) or path verb *enter* (e.g., *He entered to classroom*). It must be added that the main verbs of these patterns mostly encode manner, which means that these participants made these mistakes within s-framed patterns in English. However, Turkish structures do not seem to have a considerable effect on L2 narratives because TPTE predominantly used clear adverbial *into*, which already consists of goal path adverbial *to*. In addition, as the preposition *of* is used with locative adverbial *inside* in American English (e.g., *inside of the classroom*), these patterns were judged to be grammatical patterns. Besides, there is not a consistent difference between spoken and written English in terms of such patterns.

In regard to the caused motions, it is seen in Table 13 that there is not a considerable difference between the language modes in the descriptions of the first video by TPTE. However, the percentage of unclear answers is slightly higher in spoken Turkish than in English with the decline of clear answers for the first motion. For the second video, the percentages are again very near to each other in spoken Turkish and written English but it is

seen that TPTE gave unclear and unsuitable answers slightly more frequently in spoken English than in the other language modes.

Table 13

The Frequencies (in Parentheses) and Percentages of Answer Types in the Descriptions of Caused Into Situations by TPTE

Video No	Language Mode	Clear	Unclear	Unsuitable
		Manner: Pushing		
	Spoken Turkish	68% (17)	32% (8)	-
Video 1	Spoken English	76% (19)	24% (6)	-
	Written English	76% (19)	20% (5)	4% (1)
		Manner: Hitting		
	Spoken Turkish	76% (19)	20% (5)	4% (1)
Video 2	Spoken English	48% (12)	36% (9)	16% (4)
	Written English	72% (18)	20% (5)	8% (2)

Note. TPTE = Turkish Pre-service Teachers of English

The qualitative analysis of the Turkish and English data shows that the main verbs of the unclear patterns encode manner as an s-framed pattern, but they do not encode the boundary-crossing component of path in both L1 and L2 narratives, as a v-framed language obligation. Additionally, in Turkish narratives, TPTE mostly used directional adverbial *doğru* 'toward', and the locative postposition *içi* 'inside' inflected with possessive suffix *–n* 'of' and directional goal suffix *–e* 'to' to express the end-point of path beyond the boundary (e.g., *Çöp bidonunu sınıfın içine doğru itti* 'He pushed the bin towards the inside of the classroom'). On the other side, in English, they used only *toward* without encoding specific end-state (e.g., *He*

pushed the bin to the classroom). Most probably, they avoided the complex adverbials in English, as seen in the voluntary motions.

The same tendency of TPTE is also seen in the survey results for the unclear patterns (Figure 11). TPTE mostly agreed with the unclear preposition *toward* for these boundary-crossing situations while NSE were relatively undecided for the first video and comparatively discontented with this pattern for the second video. On the other side, the percentages of totally natural or totally unnatural are pretty low in both groups. That is, the participants were not so certain about their answers.

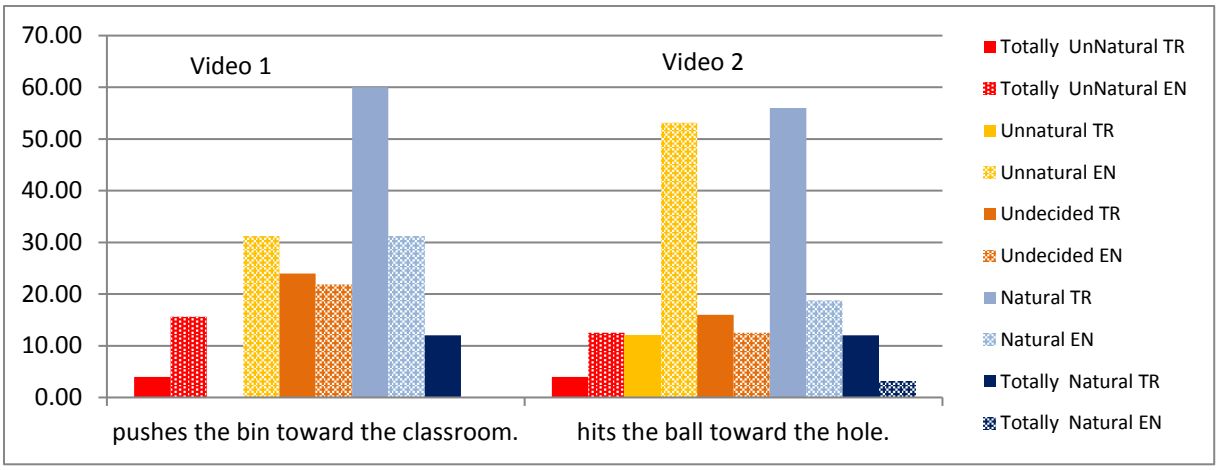

Figure 11. Bar graph of Turkish and English groups' ratings of unclear patterns frequently used in the descriptions of caused *into* situations.

According to Table 14, first of all, it is clear that s-framed patterns are mostly more frequent for the caused motions than the voluntary motions in both English and Turkish narratives. There are also typological differences between the Turkish and English data as the percentage of v-framed patterns (e.g., *Topa vurdu ve top deliğe girdi* 'He hit the ball, and it entered the hole') is clearly higher in Turkish descriptions than in English for both of the videos. On the other side, s-framed patterns are expectedly more frequent in the English data than in the Turkish one (e.g., *Topu deliğin içine attı* 'He hit the ball into the hole').

Table 14

The Frequencies (in Parentheses) and Percentages of Clear Answer Patterns in the Descriptions of Caused Into Situations by TPTE

Video No	Language Mode	S-framed	V-framed	Turkish-like
		Manner: Pushing		
	Spoken Turkish	58.8% (10)	41.2% (7)	
Video 1	Spoken English	89.5% (17)	-	10.5% (2)
	Written English	84.2% (16)	5.2% (1)	10.5% (2)
		Manner: Hitting		
	Spoken Turkish	21.1% (4)	78.9% (15)	
Video 2	Spoken English	75.0% (9)	25.0% (3)	-
	Written English	66.6% (12)	27.8% (5)	5.5% (1)

Note. TPTE = Turkish Pre-service Teachers of English

In addition, it is seen in Table 14 that TPTE used s-framed patterns more frequently than v-framed patterns for the first video not only in English but also in Turkish (e.g., *Çöp bidonunu sınıfın içine itti* 'He pushed the bin into the classroom'). As the manner pushing is a temporally extended, iterative caused motion, it continues during the whole path involving boundary-crossing until the end-state. Therefore, the video was frequently described within one clause consisting of manner verbs indicating the manner of the agent (cause) and boundary-crossing path adverbials as the participants did not need to encode the manner of the figure separately. In v-framed patterns of both Turkish and English narratives, they encoded the manner of the causative action within adverbials of the same clause for this video, again without encoding the manner of the figure (e.g., *Çöp bidonunu iterek sınıfa soktu* 'He moved the bin into the classroom by pushing'). However, the percentages of v-framed

patterns are more frequent for the motion with one-off manner hitting than the first one in all language modes. The motion of the ball was encoded in another clause because the ball gets independent from the agent (the man) after hitting. For this reason, TPTE expressed hitting of the agent and boundary-crossing of the ball in two different clauses, as a v-framed pattern (e.g., *Topa vurdu ve deliğe gönderdi* 'He hit the ball and sent it to the hole').

With respect to the English data, there is not any big difference between spoken and written language modes in terms of the types of patterns for the first video. However, Table 13 shows that some TPTE gave up unclear patterns and encoded boundary-crossing in written English for the second video. It is seen in Table 14 that these participants chose v-framed or Turkish-like patterns rather than s-framed ones in written English because the percentage of s-framed patterns decreases in written English although the number of s-framed patterns is higher. The qualitative analysis shows that the participants mostly encoded boundary-crossing in a second clause after giving manner in the first clause, as explained above. Therefore, it could be stated that written English allowed some participants to encode or focus on path components more properly than spoken English but not to use s-framed patterns.

In addition, only very few of TPTE used Turkish-like s-framed patterns in both spoken and written English because they mostly preferred *into*, already including goal path adverbial *to*, like in the voluntary motions. Some of these Turkish-like s-framed patterns consist of possessive preposition *of* with locative adverbial *inside* in noun clauses (e.g., *inside of the classroom*), which is obligatory in Turkish within adverbial noun clauses. The others also include directional goal path adverbial *to* with locative adverbial *inside* (e.g., *pushed the bin to the inside of the classroom*), similarly with the Turkish descriptions.

As seen in Figure 12, both groups mostly found s-framed patterns to be natural; and NSE were more certain about these patterns with higher percentages of *totally natural*. The second, Turkish-like pattern including possessive preposition *of* with *inside* was found to be

unnatural by both groups since it has locative meaning rather than directional, but not "totally" unnatural. On the other hand, both groups seem to be appreciative of the v-framed pattern of the second video that is divided into two clauses possibly because it encodes both the directional aspect of motion event and boundary-crossing component of the path. However, nearly half of NSE found it to be unnatural, and considerable percentages of TPTE are either undecided or dissatisfied with this pattern. Additionally, the percentages of *totally natural* or *totally unnatural* are low in both groups. That is, participants are not so sure of their ratings for this pattern.

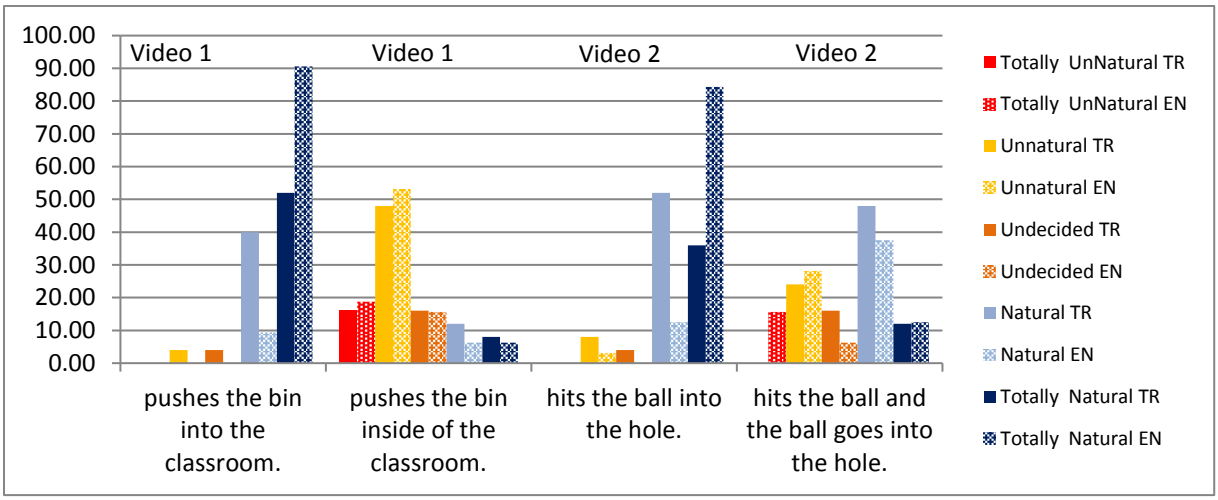

Figure 12. Bar graph of Turkish and English groups' ratings of clear patterns frequently used in the descriptions of caused *into* situations.

As for the L1 transferred unsuitable answers, only one participant of TPTE overtly used directional preposition *to* with boundary-crossing path verb *enter* (i.e., *A man entered to the classroom by pushing a bin*) in written English. Just like in the voluntary motions, TPTE mostly used clear adverbial *into*, which already consists of goal path adverbial *to* in itself, which made it unnecessary to use another directional goal adverbial. The patterns including possessive preposition *of* with *inside*, as acceptable in American English, was also categorized as clear. Therefore, it can be concluded that TPTE gave unsuitable answers in English almost never under the influence of Turkish for caused *into* situations.

4.1.3. Out of situations. In this section, the data of three voluntary and two caused *out of* situations are analyzed. Each motion has different manner from the others: crawling, jumping and running in voluntary motions; rolling and pushing in caused motions.

Table 15

The Frequencies (in Parentheses) and Percentages of Answer Types in the Descriptions of Voluntary Out of Situations by TPTE

Video No	Language Mode	Clear	Unclear	Unsuitable
		Manner: Crawling		
	Spoken Turkish	88% (22)	12% (3)	-
Video 1	Spoken English	96% (24)	-	4% (1)
	Written English	88% (22)	-	12% (3)
		Manner: Jumping		
	Spoken Turkish	88% (22)	12% (3)	-
Video 2	Spoken English	84% (21)	-	16% (4)
	Written English	92% (23)	-	8% (2)
		Manner: Running		
	Spoken Turkish	88% (22)	12% (3)	-
Video 3	Spoken English	84% (21)	-	16% (4)
	Written English	88% (22)	-	12% (3)

Note. TPTE = Turkish Pre-service Teachers of English

According to Table 15, the percentages of clear answers in Turkish and English descriptions are mostly similar to each other. In regard to unclear descriptions, small percentages of TPTE showed tendency to give these answers in Turkish for all of the videos while none of the English narratives include such answers. As for the unsuitable answers, none of TPTE used irrelevant path adverbials or ungrammatical patterns in Turkish while several participants used this sort of answers for all of the videos in English. Additionally,

there are not seen high or consistent differences between spoken and written English language modes in terms of clear and unsuitable answers.

According to the qualitative analysis of the unclear answers, many of TPTE used source path suffix *-den* 'from' added to the ground noun, locative postposition *dışarı* 'outside' inflected with goal path suffix *–a* 'to', and adverbial *doğru* 'towards' in Turkish (e.g., *Sınıftan dışarıya doğru zıpladı* 'He jumped from the classroom towards the outside'). These descriptions incorporate manner verbs as predicates, in s-framed patterns. However, it is seen that these participants still obeyed the rule of v-framed languages restraining from encoding boundary-crossing in adverbials.

Regarding the patterns in clear descriptions, in accordance with the typological difference between English and Turkish, TPTE almost never used s-framed patterns (e.g., *Adam sınıfın dışına emekledi* 'The man crawled out of the classroom') for all of the videos in Turkish while the percentages of s-framed patterns are pretty high in English (Table 16). Similarly, the high percentages of v-framed patterns in Turkish (e.g., *Emekleyerek sınıftan dışarı çıktı* 'He exited the classroom by crawling') are inversely proportional to those in English narratives in which the participants used these patterns less frequently.

As for the comparison of English spoken and written language modes, the percentages of s-framed (e.g., *He ran out of the classroom*) and v-framed patterns (e.g., *He went out of the classroom by running*) are very close in both language modes for all of the videos. However, it is seen that TPTE used s-framed patterns slightly more frequently in written English for all of the videos. In addition, the percentage and frequency of the v-framed patterns slightly decline in written English for the last motion.

Table 16

The Frequencies (in Parentheses) and Percentages of Clear Answer Patterns in the Descriptions of Voluntary Out of Situations by TPTE

Video No	Language Mode	S-framed	V-framed	Turkish-like
		Manner: Crawling		
	Spoken Turkish	4.5% (1)	95.5% (21)	
Video 1	Spoken English	45.8% (11)	33.3% (8)	20.8% (5)
	Written English	50.0% (11)	36.3% (8)	13.6% (3)
		Manner: Jumping		
	Spoken Turkish	4.5% (1)	95.5% (21)	
Video 2	Spoken English	38.1% (8)	38.1% (8)	23.8% (5)
	Written English	39.1% (9)	34.8% (8)	26.0% (6)
		Manner: Running		
	Spoken Turkish	4.5% (1)	95.5% (21)	
Video 3	Spoken English	42.8% (9)	38.1% (8)	19.0% (4)
	Written English	50.0% (11)	27.3% (6)	22.7% (5)

Note. TPTE = Turkish Pre-service Teachers of English

As seen in Figure 13, both groups predominantly rated s-framed patterns as natural; NSE were again more gratified about these patterns than TPTE. Similarly with the other path situations, the groups show divergence about v-framed patterns (Figure 14). TPTE relatively found them natural while NSE were mostly on the negative side. On the other side, considerable percentages of TPTE rated them as unnatural, which means that they were not much consistent in their choices. In addition, the percentages of totally unnatural are lower than unnatural in NSE. That is, NSE are not completely dissatisfied with v-framed patterns. For these reasons, it could be stated that there are not huge differences between the groups.

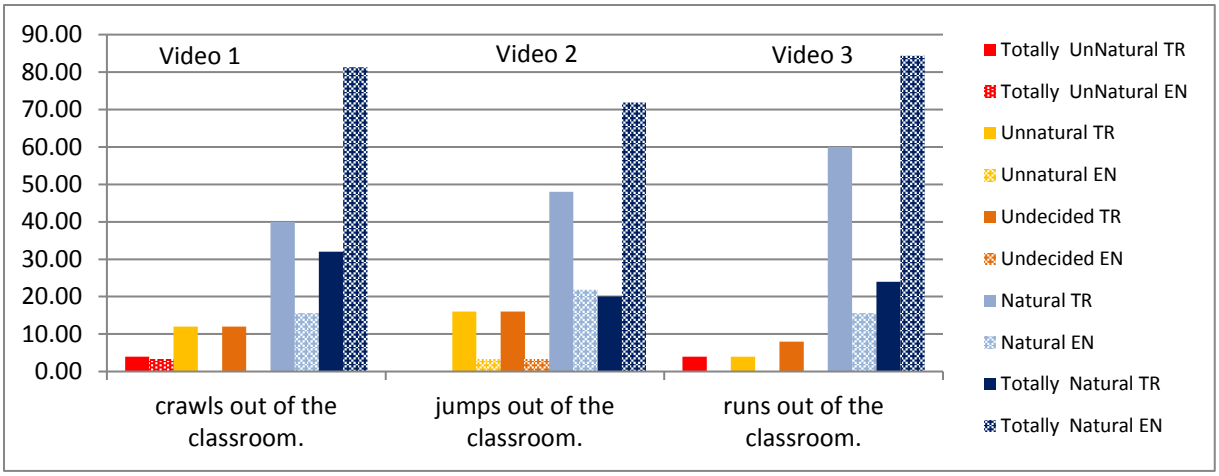

Figure 13. Bar graph of Turkish and English groups' ratings of clear s-framed patterns frequently used in the descriptions of voluntary *out of* situations.

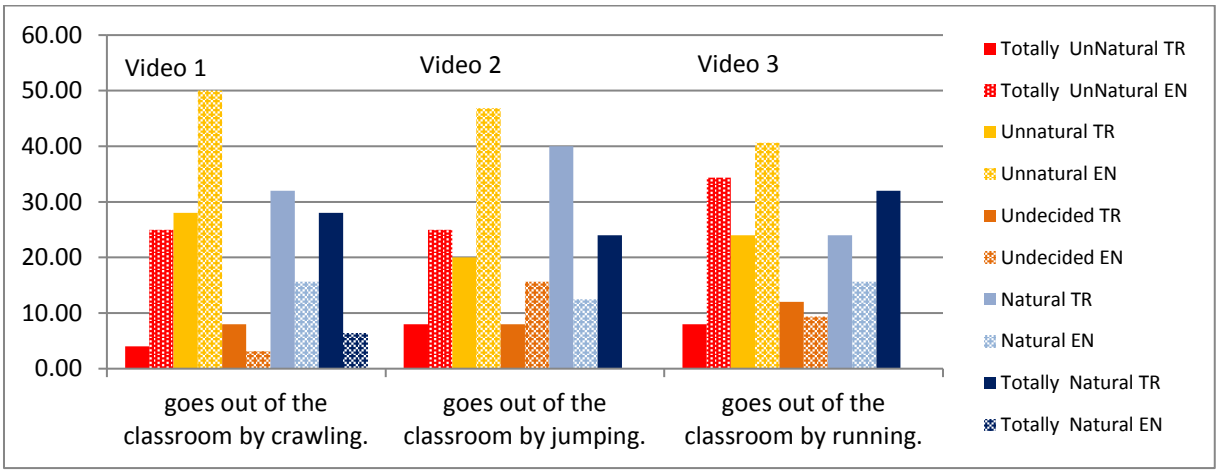

Figure 14. Bar graph of Turkish and English groups' ratings of clear v-framed patterns frequently used in the descriptions of voluntary *out of* situations.

As regards the Turkish-like patterns, small percentages of TPTE used these kinds of patterns in English by using the same path components from Turkish. Some Turkish-like patterns were categorized as s-framed because manner was encoded in main verbs in these descriptions. Some of them include possessive preposition *of* with locative source adverbial *outside* in English (e.g., *outside of the classroom*) while some of them also incorporate directional goal component of path overtly (e.g., *towards the outside of the classroom*), similarly with Turkish adverbial noun phrases. On the other side, some of them were used in v-framed patterns since manner was encoded in adverbial adjuncts. In these clauses, source path adverbial *from*, which is obligatory in Turkish, was used with boundary-crossing adverbial *out* or path verb *exit* in the same clause (e.g., *A man exited from the classroom by*

crawling), just like in Turkish descriptions. The percentages of TPTE using Turkish-like s-framed patterns is slightly higher in written English than in spoken English while the percentages of v-framed ones are moderately higher in spoken English.

Accordingly, Turkish-like v-framed patterns rather than s-framed were incorporated into the survey (Figure 15) because these patterns were selected according to spoken English data. It is very obvious that NSE were dissatisfied with these patterns. On the other hand, TPTE seem to be on the positive side of the spectrum to some extent while the negative evaluations are also moderately high. It means that TPTE were not decided, and showed similarities with NSE to a limited extent.

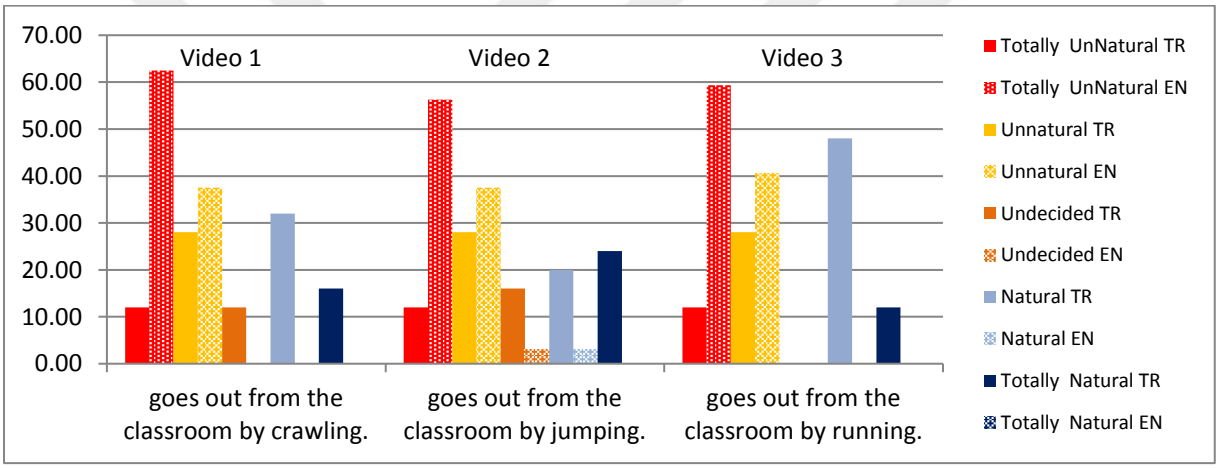

Figure 15. Bar graph of Turkish and English groups' ratings of clear Turkish-like patterns frequently used in the descriptions of voluntary *out of* situations.

The tendency to use L1 transferred items is almost never seen in English for this boundary-crossing-situation. The only such kind of pattern included directional goal path adverbial *to* with boundary-crossing adverbial *out of* in written English (i.e., *The man ran to out of the classroom*) for the last motion. The patterns including source path adverbial *from* after *out* (e.g., *He ran out from the classroom*) or possessive preposition *of* with locative path adverbial *outside* (e.g., *He jumped outside of the classroom*) were categorized into the clear patterns since these sorts of usages can be seen in American English. Similarly, directional

goal adverbials *to/towards* before *outside* (e.g., *He ran to the outside of the classroom*) were accepted to be clear even though they are not common patterns in English.

According to Table 17, the percentages of clear answers for the caused motions are similar to each other in Turkish and spoken English while they increase in written English data. The reason why clear answers are higher in written English can be attributed to the tendency of TPTE to give unclear descriptions in Turkish and unsuitable answers in spoken English.

Table 17

The Frequencies (in Parentheses) and Percentages of Answer Types in the Descriptions of Caused Out of Situations by TPTE

Video No	Language Mode	Clear Answers	Unclear	Unsuitable
		Manner: Rolling		
	Spoken Turkish	60% (15)	40% (10)	-
Video 1	Spoken English	68% (17)	8% (2)	24% (6)
	Written English	92% (23)	4% (1)	4% (1)
		Manner: Pushing		
	Spoken Turkish	76% (19)	24% (6)	-
Video 2	Spoken English	76% (19)	8% (2)	16% (4)
	Written English	92% (23)	4% (1)	4% (1)

Note. TPTE = Turkish Pre-service Teachers of English

Similarly with the voluntary motions, the unclear descriptions in Turkish include directional goal path adverbial *doğru* ‘towards’, and endpoint of the path *dış* ‘outside’ inflected with possessive suffix *–ın* ‘of’ and goal path suffix *–a* ‘to’ in the same clause (e.g., *Topu sınıfın dışına doğru yuvarladı* ‘He rolled the ball towards the outside of the classroom’). On the other hand, English unclear descriptions were not so complex that they lack the endpoint or directional goal path adverbials and give only the source component of path with *from* (e.g., *He pushed the bin from the inside of the classroom*). It must be noted that the main

verbs of these descriptions encode manner as s-framed patterns. However, similarly with the voluntary motions, they do not encode the boundary-crossing in adverbials.

As seen in Figure 16, first of all, the unclear patterns of the first video were not incorporated into the survey as they are not consistently frequent in spoken English. As for the second video, almost half of TPTE did not find the unclear pattern natural as it lacks of the boundary-crossing or the directional goal components. However, a considerable percentage of TPTE was still contented with this pattern. On the other side of the cline, NSE mostly rated it as natural, possibly because they considered the missing components to be deducible from the descriptions or the situation. It must be added that both of the groups do not seem to be quite sure of their answers as the percentages of *totally natural* and *totally unnatural* are very low.

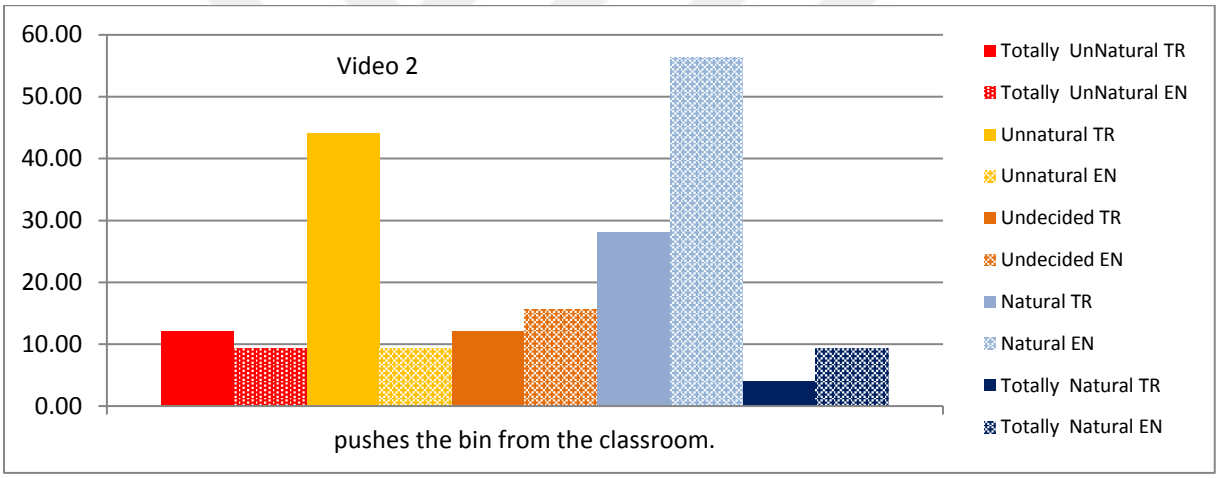

Figure 16. Bar graph of Turkish and English groups' ratings of the unclear pattern frequently used in the descriptions of a caused *out of* situation.

According to Table 18, similarly with the other boundary-crossing situations, the rates of s-framed patterns are higher for the caused motions than the voluntary motions in both Turkish and English. For the first video, the percentage of s-framed patterns (e.g., *Topu sınıfın dışına yuvarladı* 'He rolled the ball out of the classroom') is higher than v-framed patterns (e.g., *Topu yuvarlayarak sınıfın dışına çıkarttı* 'He moved the ball out of the classroom by rolling') in both Turkish and English. Interestingly, TBTE did not feel the need to divide the manner of the agent (rolling), and the motion or the boundary-crossing of the figure (ball) into different clauses even though they did for the *into* situation with manner hitting. On the other

hand, the typological difference between Turkish and English is slightly salient in the descriptions of the second video. For this motion, even though manner is continuous along the path, the Turkish data include v-framed patterns more frequently than the English one in which the percentages of s-framed patterns are higher (e.g., *Çöp bidonunu iterek sınıftan dışarı çıkarttı* 'He moved the bin out of the classroom by pushing').

Table 18

The Frequencies (in Parentheses) and Percentages of Clear Answer Patterns in the Descriptions of Caused Out of Situations by TPTE

Video No	Language Mode	S-framed	V-framed	Turkish-like
		Manner: Rolling		
	Spoken Turkish	86.7% (13)	13.3% (2)	
Video 1	Spoken English	76.5% (13)	-	23.5% (4)
	Written English	78.3% (18)	4.3% (1)	17.4% (4)
		Manner: Pushing		
	Spoken Turkish	31.5% (6)	68.5% (13)	
Video 2	Spoken English	79.0% (15)	-	21.0% (4)
	Written English	69.5% (16)	8.7% (2)	21.7% (5)

Note. TPTE = Turkish Pre-service Teachers of English

Relating to the comparison of English spoken and written language modes, the percentages of s-framed patterns (e.g., *He rolled the ball out of the classroom*) are similar for the first motion. However, it is slightly lower in written English for the second motion even though the numbers of clear s-framed patterns are higher in written English. This is because some participants, who gave unsuitable answers in spoken English, chose clear, v-framed patterns in written English for the second motion (e.g., *The man went out of the classroom by pushing the bin*) while they never used such patterns in spoken English. Besides, the percentages of Turkish-like patterns, which consist of goal or source path components, are not much different in each language. Most of them were structured in s-framed patterns by

encoding manner in main verbs (e.g., *He pushed the bin from the inside of the classroom to the outside*) while one of these patterns was in v-framed pattern in spoken English (i.e., *A man rolled the ball, and the ball went out from the classroom*).

As seen in Figure 17, both groups were satisfied with the s-framed patterns while NSE chose *totally natural* much more frequently than TPTE. In respect to the Turkish-like s-framed patterns with overt directional or source path components, NSE predominantly found them to be unnatural while the positive and negative ratings are mostly equal in TPTE.

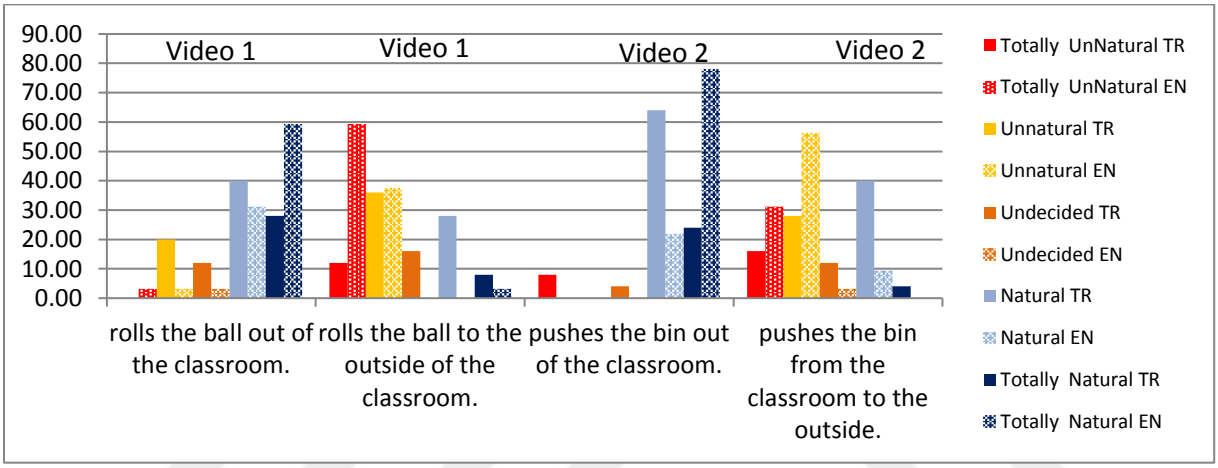

Figure 17. Bar graph of Turkish and English groups' ratings of clear patterns frequently used in the descriptions of caused *out of* situations.

Regarding the L1 transferred patterns, all of these descriptions encode manner in main verbs as s-framed patterns (Table 19). However, these TPTE overtly used the directional adverbials indicating goal components of path (e.g., *to/towards*) with mostly boundary-crossing adverbial *out* (e.g., *He rolled the ball to out of the classroom*) and rarely locative adverbial *outside* (e.g., *A man is rolling a ball towards outside the classroom*). On the other side, the patterns including locative adverbial *outside* with possessive preposition *of* (e.g., *outside of the classroom*) or goal path adverbials *to/toward* (e.g., *to the outside of the classroom*) are classified as clear Turkish-like patterns. The findings in Table 19 reveal that the linguistic structures overtly used in Turkish caused trouble to participants to a lesser degree in written English even though the numbers of L1 transferred items are also very low in spoken English.

Table 19

The Frequencies of L1 Transferred Unsuitable Answers in the Descriptions of Caused Out of Situations by TPTE

Video No	Language Mode	To/Towards
	Manner: Rolling	
Video 1	Spoken English	4
	Written English	1
	Manner: Pushing	
Video 2	Spoken English	3
	Written English	-

Note. TPTE = Turkish Pre-service Teachers of English

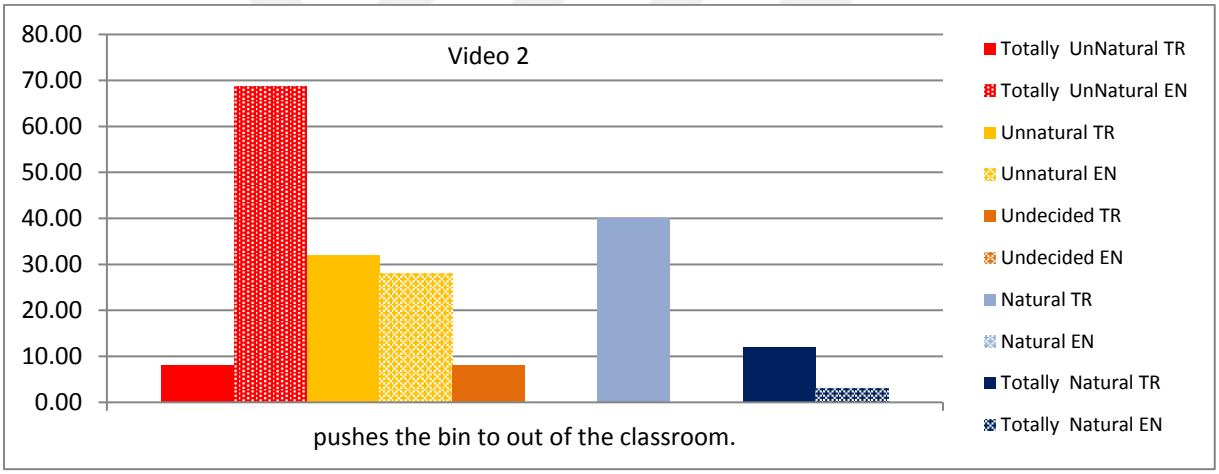

Figure 18. Bar graph of Turkish and English groups' ratings of the unsuitable L1 transferred pattern used in the descriptions of a caused *out of* situation.

However, when it comes to judging of these L1 transferred patterns, it is seen in Figure 18 that TPTE chose natural and unnatural options quite equally. Additionally, the percentages of *totally natural* and *totally unnatural* are very low in TPTE. That is, TPTE were not sure about or consistent in their judgments. On the other hand, it seems that NSE are quite sure that this ungrammatical pattern is unnatural. It must be added that the L1 transferred item was not added to the survey for the first video as the clear patterns are consistently more frequent in spoken English.

4.2. Motions with Manner Climbing

In this stage, the results of the two videos including a vertical ground (tree) and two different path directions (upward and downward) are presented. The manner is same in each motion: climbing.

Table 20 shows that TPTE did not give any unsuitable answers in their mother tongue while some descriptions in English include irrelevant path adverbials or ungrammatical patterns. The percentage of clear answers is same in both spoken and written English for the first video while it is slightly higher in written English for the second video. Based on the conceptualization differences between motion types, TPTE had different problems in describing each video which are explained below: path adverbial type with the both of them and verb type with the second one.

Table 20

The Frequencies (in Parentheses) and Percentages of Answer Types in the Descriptions of the Motions with Manner Climbing by TPTE

Video No	Language Mode	Clear	Unsuitable
		Path: Upward	
	Spoken Turkish	100% (25)	-
Video 1	Spoken English	84% (21)	16% (4)
	Written English	84% (21)	16% (4)
		Path: Downward	
	Spoken Turkish	100% (25)	-
Video 2	Spoken English	68% (17)	32% (8)
	Written English	76% (19)	24% (6)

Note. TPTE = Turkish Pre-service Teachers of English

The effect of conceptual differences of verbs between Turkish and English is clearly seen in Table 21. All of the clear descriptions in both Turkish and English include *climb* as the main verb for the first video. On the other side, all of TPTE used a path verb in Turkish

for the second video: *inmek* ‘descend’. In addition, only one participant needed to encode manner in Turkish, and it is in adverbial (i.e., *Ayı aşağı doğru dört ayağıyla iniyor* ‘The bear descended *towards down by its four feet*’). Similarly, half of TPTE followed this pattern in English as they used path verb *descend* and did not express manner in any clauses (e.g., *It descended the tree*). However, almost a quarter of the group managed to use manner verb *climb* for this motion in both spoken and written English (e.g., *It climbed down the tree*). The rest of the participants used deictic neutral verbs *go* and *get* without expressing manner (Table 21).

Table 21

The Frequencies (in Parentheses) and Percentages of Verb Types in the Descriptions of the Motions with Manner Climbing by TPTE

Video No	Language Mode	Manner/Manner + Path	Path	Deictic
		Path: Upward		
	Spoken Turkish	100.0% (25)	-	-
Video 1	Spoken English	100.0% (21)	-	-
	Written English	100.0% (21)	-	-
		Path: Downward		
	Spoken Turkish	-	100.0% (25)	-
Video 2	Spoken English	23.5% (4)	53.0% (9)	23.5%(4)
	Written English	26.3% (5)	57.9% (11)	15.8%(3)

Note. TPTE = Turkish Pre-service Teachers of English

Regarding the path devices of the first video, as mentioned before, Turkish descriptions have to include goal path suffix *-a* attached to the ground object *ağaç* ‘tree’. The adverbial postposition *yukarı* ‘up’ does not need these suffixes necessarily; however, as seen in Table 24, all of TPTE used this suffix with ground nouns and postpositions for the first video. On the other hand, only a small number of the participants preferred to use ground-based adverbials in Turkish (e.g., *Yukarıya tırmandı* ‘It climbed *to upward*’) as using the

ground object with goal path suffix was sufficient for most of TPTE (e.g., *Ağaca tırmandı* 'It climbed to the tree'). It means that most of the participants tended to encode upward path only in manner-path conflated verb *climb*. Additionally, the percentage of locative suffix *-ta* 'on/in' was low in clear answers of Turkish descriptions (e.g., *Ağaçta yukarıya tırmandı* 'It climbed *to upward in* the tree').

As for the English descriptions, it is seen in Table 22 for the first video that the rate of goal components (e.g., *It climbed to the top of the tree*) dramatically decrease compared with the Turkish data, especially in written English. More than half of TPTE chose to use manner verb *climb* without any ground-based adverbial in both spoken and written English (e.g., *It climbed the tree*). It means that TPTE relatively maintained the trend for bare manner-path conflated verbs in English, but to a slightly lesser degree in written English. The participants used ground-based path adverbials slightly more frequently in written English than in Turkish and spoken English (e.g., *It climbed up the tree*). However, it cannot be certain that the participants used *climb* as bare manner verbs in these patterns including path device *up* because of the similar path device outside the main verb in Turkish (as explained in the Methodology stage).

When it comes to locative prepositions, the rates slightly increase in the English data compared with the Turkish descriptions, especially in spoken English. Furthermore, these participants mostly chose unusual locative adverbial *on* in English (e.g., *It climbed up on the tree*), which is not preferred for the ground object *tree* by native English speakers. It is possible that these participants might have just wanted to give the contact of the bear with the tree, but even so, it would be unnatural for a translational motion on a vertical ground. Only few descriptions in both spoken and written English was structured with *in* which is a more appropriate locative adverbial in English for the ground noun *tree*, but not for translational motions (i.e., *It climbed down in the tree*). Therefore, it can be claimed that the locative

adverbials are Turkish-like in such a case because these locative adverbials are allowed to be used in Turkish.

Table 22

The Frequencies (in Parentheses) and Percentages of Path Adverbial Types in the Descriptions of the Motions with Manner Climbing by TPTE

Video No	Language Mode	GB	No GB[a]	Locative	Goal/Source
		Path: Upward			
	Spoken Turkish	28.0% (7)	72.0% (18)	12.0% (3)	100.0% (25)[b]
Video 1	Spoken English	19.0% (4)	81.0% (17)	28.5% (6)	9.5% (2)
	Written English	33.3% (7)	66.6% (14)	19% (4)	4.7% (1)
		Path: Downward			
	Spoken Turkish	48.0% (12)	52.0% (13)	-	100.0% (25)[c]
Video 2	Spoken English	47.5% (8)	52.9% (9)	-	52.9% (9)
	Written English	42.1% (8)	57.8% (11)	5.2% (1)	68.4% (13)

Note. It must be noted that there might be more than one path adverbial in a clause. TPTE = Turkish Pre-service Teachers of English; GB=Ground-based.

[a]These patterns include manner verb *climb* for the first motion and path verb *descend* for the second one. [b]Only goal component of path. [c]Source or goal components of path.

As seen in Figure 19, TPTE and NSE mostly agree that the patterns with manner verb *climb* are natural either in bare form or with ground-based path adverbial *up*. NSE were much more certain about these patterns than TPTE with higher percentages of *totally natural*. As for the third pattern including directional goal adverbial *to*, both groups mostly found it to be natural while a considerable part of TPTE considered it to be unnatural despite of its overt directional and possessive prepositions. In regard to the locative adverbial *on*, NSE mostly rated it to be unnatural compared with TPTE whose answers are equally divided between positive and negative ratings.

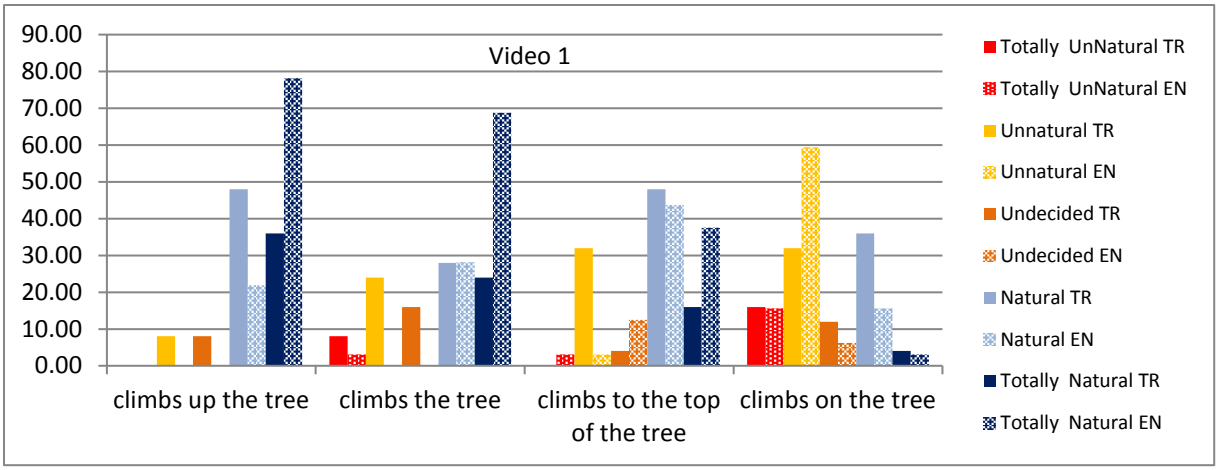

Figure 19. Bar graph of Turkish and English groups' ratings of clear patterns frequently used in the descriptions of the motion with upward path.

In regard to the path descriptions of the second video (Table 22), nearly all of TPTE expressed the ground object *ağaç* 'tree' in Turkish, and the source component of path with suffix *-tan* 'from' attached to it as necessarily (e.g., *Ayı ağaçtan indi* 'The bear descended from the tree'). Almost half of the clear descriptions in Turkish include adverbial postposition *aşağı* 'down', which is redundant because path is already expressed in main verb. Directional goal path suffix *–a* 'to' was attached to the half of these adverbials (e.g,. *Ağaçtan aşağıya indi* 'It descended to downward from the tree'); the other half was structured without this suffix (e.g., *Ağaçtan aşağı indi* 'It descended down from the tree'). Unlike the first video, the participants did not give any locative knowledge because locative suffix *-ta* 'on/in' would be unsuitable for this video, as mentioned in Methodology.

When it comes to the English data, it is seen in Table 22 that a great percentage of TPTE followed Turkish pattern by adding source path adverbial with the ground object after path verb *descend* (e.g., *It descended from the tree*), and to a slightly higher extent in written English. Even though the most frequent pattern with *descend* in English is that without any path adverbial (e.g., *It descended the tree*), only very few TPTE produced this pattern in both spoken and written English. Besides, the percentages of ground-based adverbial *down* are similar in spoken English and Turkish but declined to a small extent in written English data. This might be attributed to the slightly higher frequency of path verb *descend* in written

English as it would be ungrammatical to add ground-based path adverbial after *descend* (e.g., *It descended down the tree**). It might be speculated that these participants made use of Turkish conceptualization patterns in terms of path adverbials slightly more frequently in written English than in spoken English.

While the adverbial *aşağı* 'down' is redundant in Turkish, these adverbials are necessary in English for the patterns with manner and deictic verbs because these verbs do not encode path: manner verb *climb* (e.g., *It climbed down the tree*) or deictic verb *go* (e.g., *It went down the tree*). A few descriptions incorporate another deictic verb *get* followed by both ground-based and source adverbials (e.g., *It got down from the tree*) like in Turkish. In addition, almost none of TPTE expressed locative component of the path in English for this motion in line with Turkish descriptions, except one description in written language (i.e., *It climbed down in the tree*).

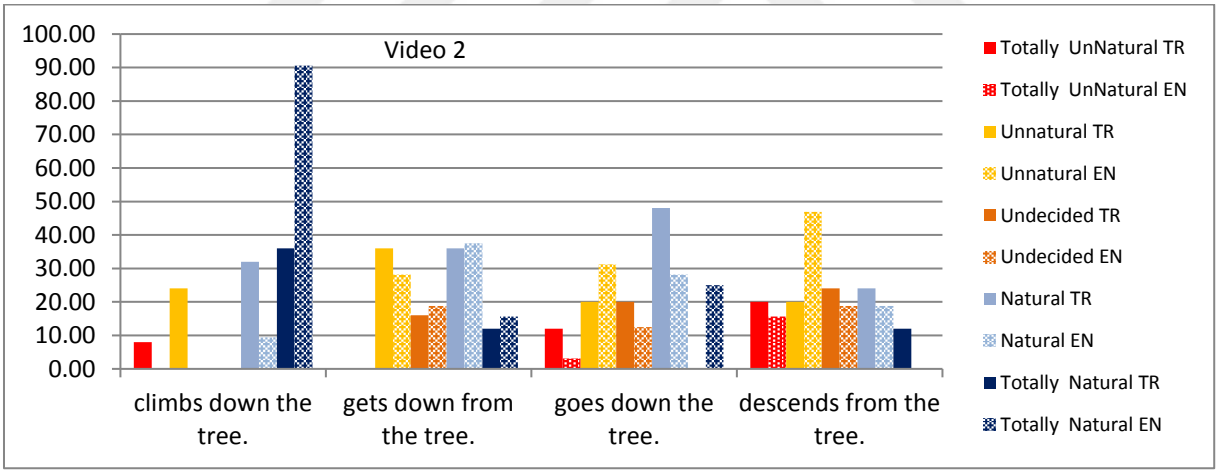

Figure 20. Bar graph of Turkish and English groups' ratings of clear patterns frequently used in the descriptions of the motion with downward path.

According to the survey results in Figure 20, NSE were quite sure that the pattern with manner verb *climb* is natural for downward path. The majority of TPTE shows the same tendency; however, quite an amount of them still found it to be unnatural most probably because of Turkish conceptual effect. Regarding the next two patterns with deictic verbs, *totally natural* and *totally unnatural* are comparatively low in both groups, which means that

the participants were not quite assured. In addition, it can be stated that both groups were not much consistent in their judgments of these patterns, but slightly on the positive side of the scale. With respect to the last one including path verb *descend*, the majority of NSE were dissatisfied with it while the ratings by TPTE are still not consistent.

All in all, it can be indicated that most of the clear descriptions including verb *climb* were appropriately structured either with or without path adverbials for the first motion in English, and TPTE were slightly better at choosing appropriate ground-based adverbials in written English. As for the second video, it can be generalized that TPTE mostly followed Turkish patterns by expressing source adverbial *from* with path verb *descend*, and written language helped them use this pattern to a small extent compared with spoken English.

The path components overtly expressed in Turkish mislead few TPTE participants to incorrectly use their equivalents in English (Table 23). For the first motion, They added *to* after ground-based adverbial *up* in the descriptions including manner verb *climb* (e.g., *It climbed up to the tree*) in both spoken and written English just like in Turkish descriptions. However, the frequencies of this pattern in both spoken and written language modes are very low.

Relating to the second video descriptions, the possessive preposition *of* was ungrammatically used in one description of each English language modes (i.e., *He gets down of a tree*) as the equivalent of possessive suffix *-ın* 'of' added to the ground object noun in Turkish (*ağacın aşağısı* 'down *of* the tree'). Another unsuitable description includes directional ground-based adverbial *down* following the path verb *descend* unnecessarily like in Turkish (i.e., *It descended down the tree*). Even though these overt structures are obligatorily expressed in Turkish, the numbers of L1 transferred items are very low in both spoken and written English for this motion.

4.3. Short/Long Trajectory Motions

The analysis of the videos with different paths: with short trajectory—endpoint salient—(e.g., *to the car*) and long trajectory—endpoint not salient—(e.g., *along the road*) is presented in this stage. There are two videos in each category with different manners: driving and walking.

According to Table 23, all of TPTE were able to produce clear answers in Turkish for all of the motions while there are some unsuitable answers in English. For the short-trajectory motions with clear end-points, it is seen that TPTE gave clear answers slightly more frequently in spoken English than in written English. Especially, for the second video with manner driving, almost half of them did not give clear descriptions in written English. On the other hand, as for the long-trajectory motions with unclear end-points, there are not considerable differences between spoken and written English in terms of clear and unsuitable answer percentages because the rates of unsuitable answers are also high in spoken English for the second type of videos.

As seen in Table 24, the percentages of manner verb *yürü* 'walk' as predicate are very high in Turkish for the first and third videos as it is a first-tier manner verb (very frequent) in daily language, and there is not a boundary-crossing situation in the videos. Interestingly, TPTE were slightly less inclined to use this verb in English even though it is an s-framed language. With respect to the differences between spoken and written English, the percentages of manner and non-manner verbs are very similar to each other for these videos with manner walking. Comparing different path types, the percentages of manner verbs relatively increased in all of the language modes for the motion with non-evident end-point; TPTE preferred non-manner verbs much less frequently for this video compared with the first one with evident end-point. In addition, the types of non-manner verbs for these videos are different in Turkish and English as TPTE mostly used deictic verbs *go* or *come* in English,

which are simple neutral verbs giving only the orientation of the figure toward or away from the narrator without any path component. On the other hand, they used only entity-based verbs in Turkish such as *ilerle* 'advance' or *yaklaş* 'approach' giving more specific path knowledge. These verbs are related to the orientation of the figure toward a goal or the trajectory travelled by the figure. In each case, a substantial amount of attention must be given to the figure.

As for the videos with manner driving, TPTE almost never used a manner verb in Turkish for the videos in which a car moves, and the driver is invisible. Manner verb *sür* 'drive' is only used as transitive in Turkish (e.g., *Adam arabayı sürdü* 'The man drove the car') rather than intransitive like in English (e.g., *The car drives away*). For this reason, the car can be the subject of sentence only in passive form as a caused motion; however, this pattern is very infrequent in Turkish (e.g., *Araba bir adam tarafında sürüldü* 'The car was driven by a man'). Similarly, none of TPTE showed tendency to express manner in English for the short-trajectory video with evident end-point like in Turkish. For the motion with non-evident end-point, there are only one description in Turkish and two in written English including manner verb; the only one in Turkish and one of them in English are structured in active voice by expressing the agent of the motion (driver), who is causing the motion, (i.e., *Bir sürücü arabasını yolun üzerinde sürüyor* 'A driver is driving his car on the road') even though the driver in the car is not seen. The other description in English is in passive form as equivalent to Turkish conceptual rule (e.g., *A car is driven along the road*).

Inversely, TPTE predominantly used path and deictic verbs for the videos with manner driving; the types of non-manner verbs seem to be different in English and Turkish, similarly with the first motion including manner walking. Entity-based verbs are more frequent in Turkish while the percentages of deictic motion verbs are much higher in English.

Table 23

The Frequencies (in Parentheses) and Percentages of Answer Types in the Descriptions of the Short/Long Trajectory Motions by TPTE

Video No	Language Mode	Clear	Unsuitable
	Manner: Walking / Path: Short-Trajectory		
Video 1	Spoken Turkish	100% (25)	-
	Spoken English	92% (23)	8% (2)
	Written English	76% (19)	24% (6)
	Manner: Driving / Path: Short-Trajectory		
Video 2	Spoken Turkish	100% (25)	-
	Spoken English	84% (21)	16% (4)
	Written English	52% (13)	48% (12)
	Manner: Walking / Path: Long-Trajectory		
Video 3	Spoken Turkish	100% (25)	-
	Spoken English	76% (19)	24% (6)
	Written English	68% (17)	32% (8)
	Manner: Driving / Path: Long-Trajectory		
Video 4	Spoken Turkish	100% (25)	-
	Spoken English	56% (14)	44% (11)
	Written English	60% (15)	40% (10)

Note. TPTE = Turkish Pre-service Teachers of English

Table 24

The Frequencies (in Parentheses) and Percentages of Verb types in the Descriptions of the Short/Long Trajectory Motions by TPTE

Video No	Language Mode	Manner	Entity-based	Deictic Verbs
		Manner: Walking / Path: Short-Trajectory		
	Spoken Turkish	72.0% (18)	28.0% (7)	-
Video 1	Spoken English	52.0% (12)	4.0% (1)	43.0% (10)
	Written English	52.6% (10)	-	47.4% (9)
		Manner: Driving / Path: Short-Trajectory		
	Spoken Turkish	-	72.0% (18)	28.0% (7)
Video 2	Spoken English	-	14.3% (3)	85.7% (18)
	Written English	-	15.0% (2)	85.0% (11)
		Manner: Walking / Path: Long-Trajectory		
	Spoken Turkish	96.0% (24)	4.0% (1)	-
Video 3	Spoken English	84.2% (16)	-	15.8% (3)
	Written English	82.4% (14)	-	17.6% (3)
		Manner: Driving / Path: Long-Trajectory		
	Spoken Turkish	4.0% (1)	52.0% (13)	44.0% (11)
Video 4	Spoken English	-	7.2% (1)	92.8% (13)
	Written English	13.4% (2)	-	86.6% (13)

Note. TPTE = Turkish Pre-service Teachers of English

When it comes to the differences between spoken and written English, Table 24 shows that the percentages of each verb category are similar in both of the language modes. Comparing the path types, the percentages of entity-based verbs decrease for the last long-trajectory motion with unclear end-point in both Turkish and English because the amounts of deictic verbs increase for this motion compared with the second video with a salient endpoint.

With respect to the survey results of the short-trajectory videos, it is seen in Figure 21 for the first video that both TPTE and NSE approved of the pattern including manner verb *walk*, and NSE were much surer of their judgments with higher percentages of *totally natural*. As TPTE did not use any manner verb in the descriptions of the second video, there is not any such kind of s-framed pattern incorporated into the survey for this motion (Figure 22). Regarding the entity-based verb *approach*, both groups found it to be natural for both of the videos as seen in Figures 21 and 22. For this pattern, the rate of *totally natural* is higher for the second video than the first one in both groups. It is most probably because both groups compared this pattern with the s-framed one, which is a more natural English pattern, for the first video while there is not any s-framed pattern to compare with for the second video. The pattern including entity-based verb *head* for the second motion was found to be natural by the majority of NSE and almost half of TPTE. However, a considerable percentage of TPTE was undecided, possibly because it is not a frequent (or first-tier) verb in English. When it comes to the deictic verbs *go* for the first motion and *come* for the second one, both groups were relatively on the positive side of the cline. Lastly, the phrase *come close* has the meaning of "almost achieving something" which is more common than "approaching". Therefore, NSE mostly rated it to be unnatural for this video, though not "totally". On the other side, TPTE did not show a consistent tendency for this pattern as positive and negative ratings are almost equal.

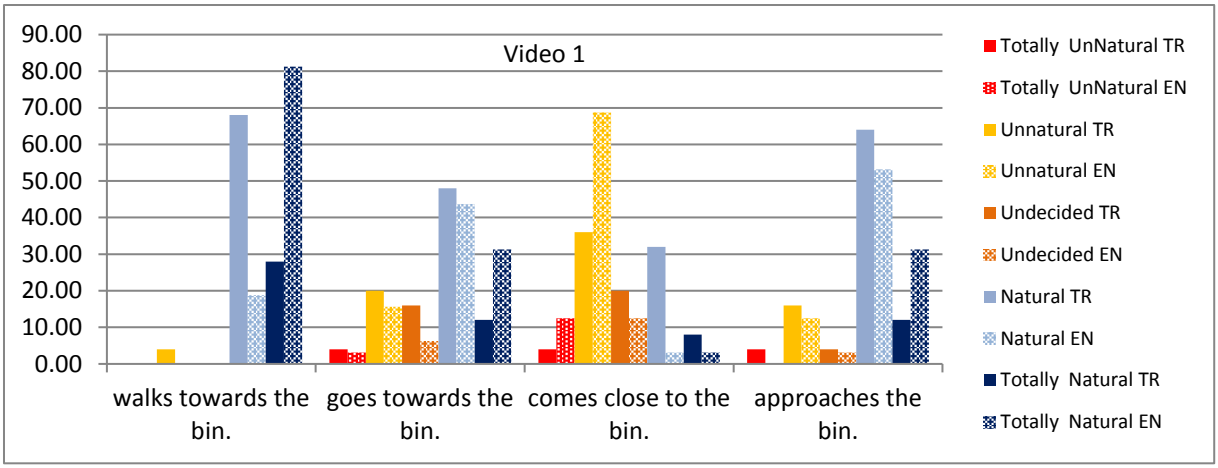

Figure 21. Bar graph of Turkish and English groups' ratings of clear patterns frequently used in the descriptions of the motion with short-trajectory path and manner walking.

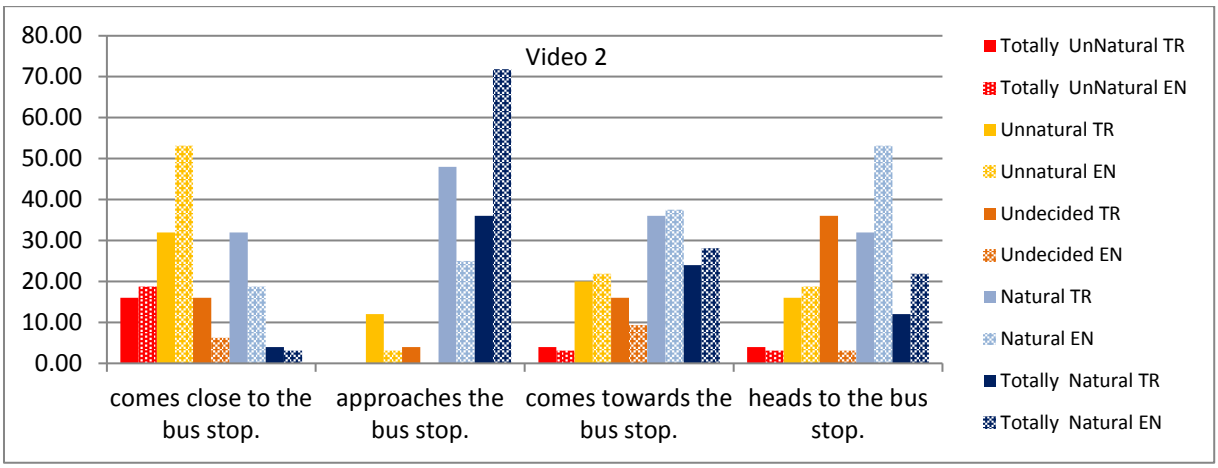

Figure 22. Bar graph of Turkish and English groups' ratings of clear patterns frequently used in the descriptions of the motion with short-trajectory path and manner driving.

As seen in Table 25, the percentages of path adverbials used in Turkish and English are mostly similar to each other for all of the videos. As for the first type of path, TPTE mostly expressed the directional goal component of path in adverbials, with suffixes in Turkish and prepositions in English (*-e/a* 'to' or *doğru* 'towards'), as the end-points of the paths are very clear (e.g., *Çöp kutusuna doğru yürüdü* 'She walked towards the bins'). In addition, one description in both spoken and written English necessarily lack adverbial after the path verb *approach* in English (e.g., *It approached the bus stop*). However, it is impossible to describe such directional motions without any overt goal path suffix in Turkish, even with path verbs (e.g., *Otobüs durağa yaklaştı* 'The bus approached *to* the bus stop').

Table 25

The Frequencies (in Parentheses) and Percentages of Adverbial types in the Descriptions of the Short/Long Trajectory Motions by TPTE

Video No	Language Mode	Ground-based	Locative	Goal
		Manner: Walking / Path: Short-Trajectory		
	Spoken Turkish	-	-	100.0% (25)
Video 1	Spoken English[a]	-	-	100.0% (23)
	Written English[a]	-	-	100.0% (19)
		Manner: Driving / Path: Short-Trajectory		
	Spoken Turkish	-	-	100.0% (25)
Video 2	Spoken English	-	-	95.0% (20)
	Written English	-	-	92.0% (12)
		Manner: Walking / Path: Long-Trajectory		
	Spoken Turkish	24.0% (6)	68.0% (17)	8.0% (2)
Video 3	Spoken English	21.1% (4)/ 31.8% (7)[b]	78.9% (15)	-
	Written English	17.6% (3)/ 30% (6)[b]	82.4% (14)	-
		Manner: Walking / Path: Long-Trajectory		
	Spoken Turkish	40.0% (10)	52.0% (13)	8.0% (2)
Video 4	Spoken English	30.7% (4)/ 52.6% (10)[b]	69.2% (9)	-
	Written English	26.6% (4)/ 52.1% (12)[b]	73.4% (11)	-

Note. TPTE = Turkish Pre-service Teachers of English.
[a]One description in these data did not include any path adverbial with the path verb *approach*. [b]Total frequencies and percentages of ground-based adverbials in clear and unsuitable English data.

With respect to the second type of path, the most frequent path adverbial is locative one in Turkish (e.g., *Yolda yürüdüler* 'They walked on the road'). That is, TPTE mostly focused on the figure and it's relation with the ground as there is not any evident goal in front of the figure to arrive. In regard to the English descriptions, the participants show the same tendencies and predominantly chose locative adverbials for both of the videos. On the other hand, some TPTE chose ground-based path adverbials in both Turkish and English (e.g., *Araba yol boyunca ilerledi* 'The car advanced along the road'), which means that they paid attention to the ground followed by the figure.

One might speculate that some TPTE gave up paying attention to the ground for these videos while giving descriptions in English because the percentages of ground-based adverbials are to some extent lower in English than in Turkish. However, it is seen in Table 26 that a considerable number of the participants chose unsuitable, irrelevant prepositions *through* or *throughout* to give ground-based knowledge in English (e.g., *The car went through the road*). This is also the reason why the percentages of locative adverbials in clear answers are higher in English. As these prepositions are not equivalent to Turkish *boyunca* 'along', it can be stated that these TPTE are not aware of the differences between *through/throughout* and *along* in English (discussed below for Table 26). Even though the numbers of ground-based adverbials in clear answers of the English data are lower than those in Turkish, the total percentage of ground-based adverbials in clear and unsuitable answers is higher in English than in Turkish (shown with [b] in table 25).

In addition, the amounts of ground-based adverbials (e.g., *boyunca* 'along') in all of the language modes are slightly higher for the video with manner driving than the one with walking. It is possible that the participants might have felt themselves obliged to express the ground based knowledge since the car, as a faster figure, travels a longer path than people do.

Regarding the ratings in the survey for the second path type, it is seen in Figure 23 that s-framed patterns consisting of manner verb *walk*, and ground-based path adverbials *along* and *down* were met with approval by both groups; NSE were much surer of these patterns than TPTE. When it comes to the ground-based adverbial *along* with the deictic manner verb *go* in Figure 24, both groups mostly rated it to be natural to a similar extent.

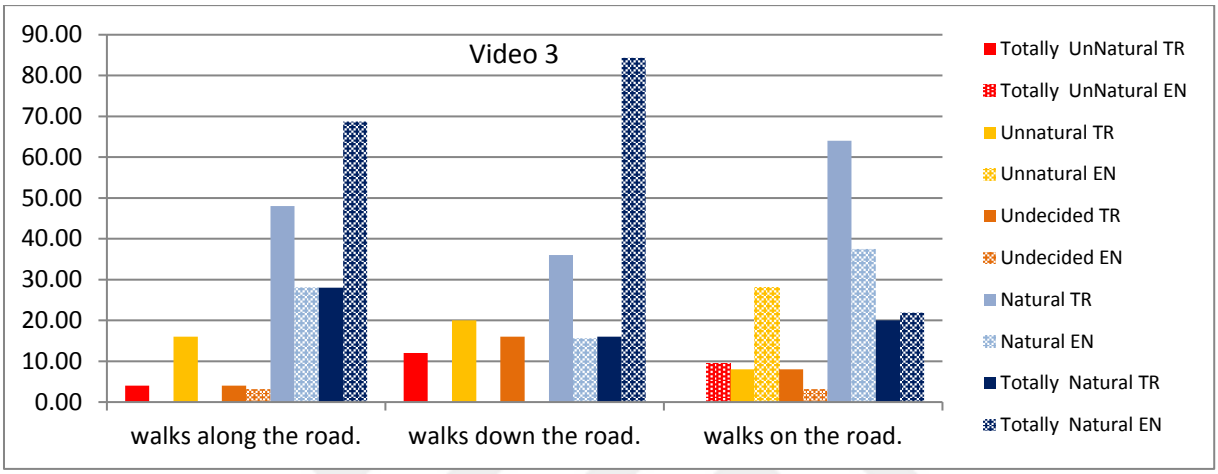

Figure 23. Bar graph of Turkish and English groups' ratings of clear patterns frequently used in the descriptions of the motion with long-trajectory path and manner walking.

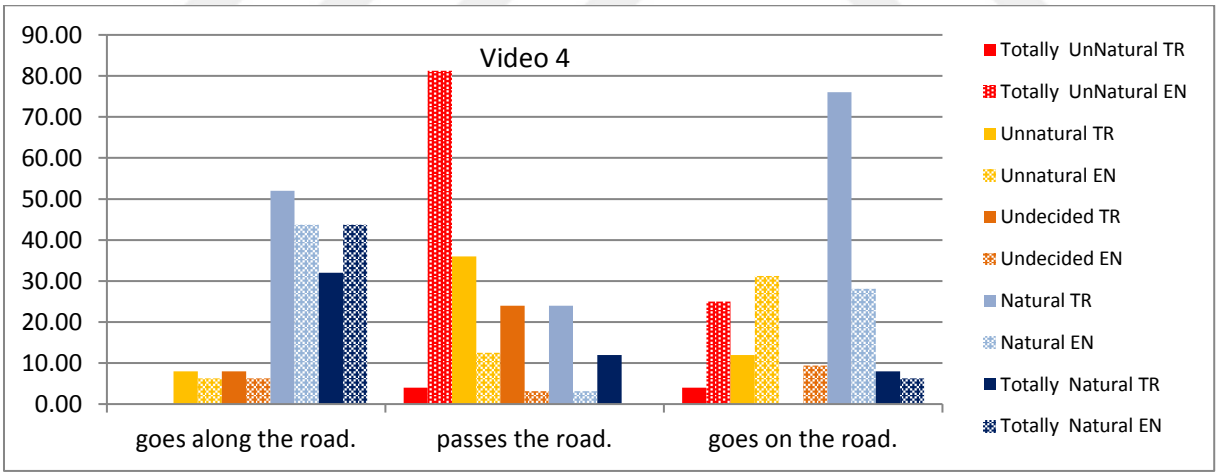

Figure 24. Bar graph of Turkish and English groups' ratings of clear patterns frequently used in the descriptions of the motion with long-trajectory path and manner driving.

In regard to the locative adverbial *on*, the majority of TPTE approved of these patterns for both of the videos. However, NSE's ratings are relatively inconsistent for these patterns. With the deictic motion verb *go*, a high percentage of NSE found locative adverbial to be unnatural while they are comparatively on the positive side for the manner verb *walk*. Lastly,

NSE almost always rated the entity-based verb *pass*, conflating with the ground component of the motion, to be "totally unnatural" while TPTE did not show consistency in their ratings.

As for the motions with evident end-points, some TPTE ungrammatically maintained the path components which are obligatory in Turkish while describing the motions in English (Table 26). These descriptions include goal path adverbial *to* following the verb *approach* (e.g., *She approached to the bin*) or preceding the preposition *near* (e.g., *The bus went to near the bus stop*) as literally equivalences of Turkish descriptions (*yanına* 'to near'/*bidona yaklaştı* 'approached to the bin'). It is seen that the rate of unsuitable answers is higher for the second motion because the number of entity-based path verb *approach* is slightly more frequent for this video.

In addition, another category of L1 transferred item was added to Table 26 for the motions with non-evident end-points even though it does not seem to be caused by L1 conceptual effect. The adverbial *boyunca* in Turkish refers to the length or a specific line of a more or less horizontal place as equivalent for the adverbial *along* in English. However, these descriptions in English, as mentioned before, include *through* or *throughout* which have different conceptual meanings, unrelated to the path in these videos. These TPTE are not aware of the fact that *through* is mainly used for grounds or time concepts which have starting and ending sides, and *throughout* for expressing the whole of a place or time concept. On the other side, these ungrammatical usages provide the evidence for the fact that these participants pay attention to the ground while speaking in English because these adverbials were used to conflate with ground component of the path.

Table 26

The Frequencies of L1 Transferred and Irrelevant Unsuitable Answers in the Descriptions of the Short/Long Trajectory Motions by TPTE

Video No	Language Mode	To	Through(out)	Of
	Manner: Walking / Path: Short-Trajectory			
Video 1	Spoken English	1	-	-
	Written English	2	-	-
	Manner: Driving / Path: Short-Trajectory			
Video 2	Spoken English	4	-	-
	Written English	7	-	-
	Manner: Walking / Path: Long-Trajectory			
Video 3	Spoken English	-	3	1
	Written English	-	6	1
	Manner: Driving / Path: Long-Trajectory			
Video 4	Spoken English	-	6	-
	Written English	-	8	1

Note. TPTE = Turkish Pre-service Teachers of English

As *through* was used more frequently, it was included in the survey rather than *throughout* (Figure 25). According to Figure 25, it is clear that the entire NSE group found it to be unnatural for these motions, as expected. On the other hand, TPTE showed in-group divergence, and chose positive and negative anchors almost equally for both of the videos.

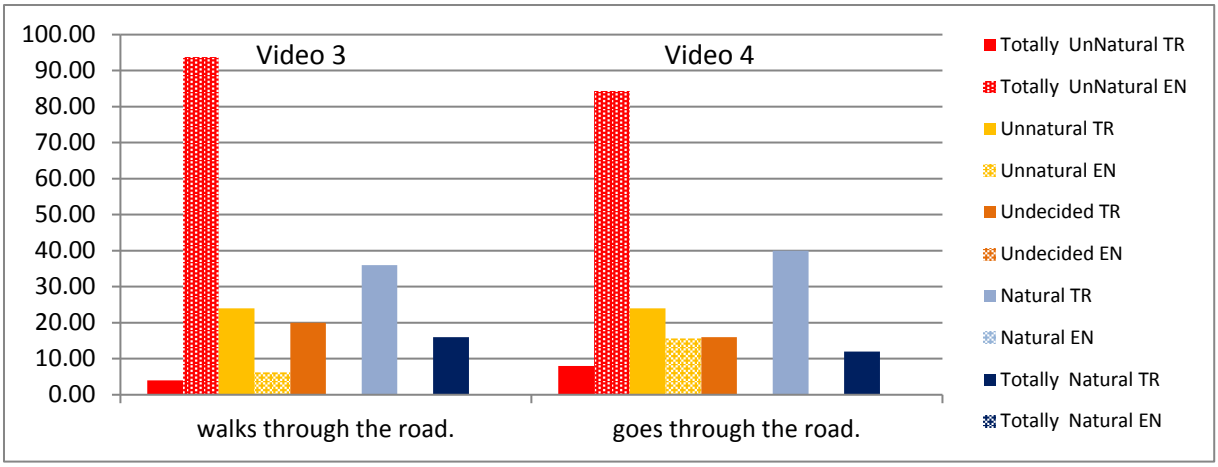

Figure 25. Bar graph of Turkish and English groups' ratings of unsuitable patterns frequently used in the descriptions of the motions with long-trajectory path.

Additionally, there is one description including an adverbial noun phrase comprising of *downside* (which means negative side of something) and possessive preposition *of* (i.e., *They are going downside of the road*) in each spoken and written English for the third video. In another description, *alongside* inappropriately precedes the preposition *of* (which means "something next to") in written English for the last video (i.e., *A car is going alongside of the road*). As these clauses include genitive marker (possessive preposition *of*), which is obligatory to overtly express within noun clauses in Turkish, it can be stated that Turkish might have misled these TPTE to find some similar structures in English, but to a very limited extent.

In regard to the differences between language modes, it is seen in Table 26 that the numbers of unsuitable answers, either because of misconceptions or L1 transfer, are slightly higher in written English. As TPTE had more time to create descriptions in written English and to compare native and target languages, they might have fallen prey to Turkish conceptualizations or misconceptions unrelated to the path components of the motions more easily in written English than in spoken English.

Chapter 5

Discussion

In this study, it was aimed to investigate to what extent TPTE use appropriate s-framed patterns for specific motion events, and how the conceptualization patterns used by them are judged by the same TPTE and NSE. Based on Slobin's thinking for speaking hypothesis, the typological and conceptual(ization) differences between Turkish (as a v-framed language) and English (as an s-framed language) were expected to have an effect on the performance of TPTE in the description and judgment tasks. From this typological divergence perspective, three types of motion events were chosen as they were found to clearly elicit different or similar conceptualization patterns in each language. They described these videos in spoken Turkish, spoken English and written English. The descriptions in each language mode were compared to each other quantitatively and qualitatively so as to show conceptualization differences or similarities. Additionally, the frequent patterns used by TPTE were judged by both TPTE and NSE on a scale of *totally unnatural* to *totally natural*. This would help us understand the interpretations of these patterns by TPTE and NSE. Additionally, it made it possible to compare productive and receptive knowledge of TPTE.

5.1. Boundary-Crossing Motions

TPTE watched and described 15 motion videos with three different boundary-crossing paths (across, into and out of). The figures in the videos moved in different manners in each video. In addition, the videos were divided as voluntary and caused for each path so as to reveal different tendencies for different conceptual situations (Furman, 2012; Hendriks & Hickmann, 2015). The caused motions were also subdivided into conceptually two different types: one with one-off manner of the agent and one with iterative manner of the agent.

For all of the voluntary motions, it was seen that TPTE predominantly showed the expected v-framed patterns in Turkish. On the other side, v-framed patterns were less frequent

than s-framed patterns in English for these motions. However, the difference is not so clear because v-framed patterns were still chosen to some extent in English. These evidences prove that TPTE mostly acquired the expected pattern (Verb: Manner + Adverbial: Path) in English (Demirtaş, 2009), but still the typological "thinking for speaking" effect of Turkish is partially seen in English descriptions (Slobin**,** 2004). In the v-framed patterns, path was comparatively encoded in adverbials as s-framed language speakers do while manner was expressed within main verbs. That is, TPTE had more difficulty in encoding manner compared with path in line with many studies in the literature (Brown & Gulberg, 2011; Cadierno, 2010; Choi & Lantolf, 2008; Daller et al., 2011; Li et al., 2014; Stam, 2015).

In regard to the caused motions, TPTE used s-framed patterns more frequently in both English and Turkish compared with the voluntary motions. This result supports the statement that caused motions to some extent help v-framed speakers encode manner/cause in main verbs for boundary-crossing situations (Furman, 2012; Hendriks & Hickmann, 2015). Hendriks and Hickmann (2015) revealed that English learners of French had some difficulty in using appropriate linguistic patterns for caused motions due to the similar bipartite tendency in French. On the other hand, it is clear in the present study that TPTE tended to use s-framed patterns more frequently for the caused motions in English compared with the voluntary motions. Additionally, even in the v-framed patterns of English descriptions, path was almost never encoded in main verbs. Therefore, it could be stated that bipartite typological tendency helped TPTE think in appropriate way for speaking in English. As mentioned by Inagaki (2001) and Larranaga (2012), undergeneralization, bipartite typology for caused motion videos for TPTE, is easier to overcome than overgeneralization, using the same pattern for both types of motions for English learners of French in Hendriks and Hickmann (2015). Consequently, the suggestion for using a scalar view of event expressions seems to be reasonable and practical in this case (Hendriks & Hickmann, 2015).

Additionally, when the manner of an agent (cause) was one-off, non-iterative (e.g., hitting a ball) for a caused motion, TPTE often needed to encode the manner of the agent and the boundary-crossing of the figure in different clauses. On the other side, the caused motion including an extended, iterative manner of an agent (e.g., *pushing a bin*) were described in s-framed patterns within one clause more frequently. However, it was found out that the manner verbs *yuvarla* 'roll'/*at* 'throw', as one-off manners, were mostly used with path adverbials in the same clause, as s-framed patterns, not only in English but also in Turkish. This finding suggests that some manner verbs might show divergence in terms of their syntactical locus in the clause regardless of its temporal length. For this reason, it might be better to investigate caused motions separately (Hendriks & Hickmann, 2015).

It must be added that some descriptions showed convergence of linguistic conceptualization patterns in Turkish and English, and thus included some unclear patterns. In both languages, it was found that these TPTE encoded manner in main verbs as an s framed-pattern. However, path adverbials did not encode boundary-crossing component of path in these patterns, as not allowed in v-framed languages, just like the Turkish learners of Danish (Jessen, 2014). Rather, these participants encoded only unclear locative (e.g., *yolda* 'on the road'), goal (e.g., *sınıfa doğru* 'towards the classroom') or source (e.g., *sınıftan* 'from the classroom') components of path. Therefore, it can be claimed that Turkish might have forced TPTE not to encode boundary-crossing of the figure in path adverbials in English. On the other side, it is possible that these participants encoded manner rather than path in main verbs in Turkish under the effect of English. Moreover, they might have avoided the cognitive load of constructing another clause to encode boundary-crossing appropriately (Slobin, 2004). Additionally, some TPTE used simple path adverbials, as a simplification strategy, in English encoding only one component (e.g., *towards the classroom*) while they preferred more

complex path adverbials in Turkish (e.g., *sınıfın içine doğru* 'towards the inside of the classroom').

In addition, almost 8% of TPTE made use of divided clauses (e.g., *crawled and entered/went into the classroom*) or infinitives (e.g., *jumped to go out of the room*) to encode manner and path in English. These findings are similar to the propensity of Japanese learners of English in Brown and Gullberg (2013) not to encode path with manner verbs in the same clause in L2 English. They similarly found that Japanese participants showed tendency to use more than one clause to encode manner and path separately in both Japanese and English.

Besides, some TPTE maintained Turkish obligatory adverbial path components in English within s-framed patterns by encoding manner in main verbs. They created Turkish-like path adverbials by overtly expressing goal component of path for *across* situations with *to/towards* (e.g., *He ran to the other side of the road*), source component of path for *out of* situations with *from* (e.g., *He ran from the classroom*) or possessiveness for *into* and *out of* situations with *of* (e.g., *He ran inside/outside of the classroom*). In addition, very few of the participants directly transferred these overt structures in ungrammatical ways (e.g., *He crawled to out of the classroom*) while they encoded manner in main verbs. These evidences might be the indication of a transitional process in learning an s-framed language.

In relation to the comparison of spoken and written English, it was found out that s-framed patterns were slightly more frequent in written English for all of the voluntary motions, as compatible with Hohenstein et al. (2006) and İşler (2014). As for the caused motions, TPTE avoided unclear (not encoding boundary-crossing) and L1 transferred ungrammatical patterns slightly more frequently in written English than in spoken English. However, they chose to use v-framed patterns in these answers rather than s-framed. Therefore, the rates of s- and v-framed patterns did not show much differences between the English language modes for the caused motions. In addition, for some voluntary and caused

motions, TPTE inclined to show v-framed patterns, L1 transferred ungrammatical errors, divided v-framed clauses, unclear or Turkish-like path adverbials slightly more frequently in spoken English than in written English. Even though these differences are not so clear-cut between spoken and written language modes, they are consistent for most of the motions. These are the evidences for the fact that TPTE might be under Turkish conceptualization effect in spoken language more than they are in written language.

When it comes to the survey results, it was found out that both TPTE and NSE were relatively inconsistent or undecided about the unclear patterns, which did not encode boundary-crossing situations in the videos, but they were to some degree on the negative side of the scale. This finding might suggest that both groups require the boundary-crossing of the path in the descriptions. That is, TPTE used unclear patterns in their narrations not because they found them sufficient for the boundary-crossing situations. Rather, they might have created these patterns under bidirectional crosslinguistic effect, as convergence, in both Turkish and English.

In regard to the clear answers, both groups approved of s-framed patterns for all of the motions. However, NSE were much surer about these patterns with high percentages of *totally natural* while TPTE were less certain due to their inclining toward *natural*. On the other side, it could be stated that TPTE and NSE showed divergence in rating v-framed patterns for all of the videos. TPTE relatively found these v-framed patterns to be natural while NSE mostly rated them as unnatural. However, the difference between groups was not so clear since a considerable part of TPTE disapproves of v-framed patterns similarly with NSE. In addition, NSE were not "totally" dissatisfied with these v-framed patterns as the percentages of *totally unnatural* were less than those of *unnatural*.

As for the Turkish-like patterns including goal or source path components (e.g., *to/from*) or possessive preposition (e.g., *of*), the groups showed either compatible or different

tendencies in rating each one. Relating to the goal adverbials *to/towards* for the *across* situations, both groups relatively agreed that they are natural patterns (e.g., *He jumped to the other side of the road*) while NSE were partly on the negative side of the scale. In regard to the source adverbial *from* for *out of* situations, NSE were sure that these patterns are unnatural for these boundary-crossing situations (e.g., *He jumped out from the classroom*). However, TPTE were not decided on judgment of these patterns because positive and negative ratings were almost equal in this group. Additionally, the groups were mostly on the same page again that the possessive preposition *of* and locative adverbial *inside* was not natural for *into* boundary-crossing situations (e.g., *He crawled inside of the classroom*). These different tendencies of the groups for each path suggests for investigating judgments of different patterns for different situations separately.

Furthermore, only one L1 transferred ungrammatical pattern was incorporated into the survey for one video because the frequencies of the other unsuitable patterns were quite infrequent in the descriptions of the other videos. This pattern included directional goal preposition *to*, overtly expressed just like in Turkish, with boundary-crossing adverbial *out of* (e.g., *He pushes the bin to the out of the classroom*). TPTE's ratings were inconsistent as equally divided between positive and negative judgments. On the other side, NSE expectedly rated this pattern as *totally unnatural*.

All in all, it can be summarized that TPTE in the present study acquired the expected s-framed patterns in English to a large extent as seen in their descriptions and judgments. However, they were under the conceptual effect of their native language to some degree for the voluntary motions because a considerable percentage of TPTE still used v-framed patterns in their L2 descriptions, and partly approved of them in the survey. Furthermore, it was claimed that some TPTE showed convergence of conceptualization patterns between Turkish and English. These participants avoided encoding boundary-crossing in path adverbials in

both Turkish and English, as their native language does not give permission for this while they also reserved main verbs for manner as an s-framed pattern. Additionally, very few of TPTE created some Turkish-like grammatical or L1 transferred ungrammatical path adverbials with manner verbs. These findings probably point to the fact that TPTE were in a cognitively transitional process toward acquiring the expected English patterns. Besides, these typological conceptualization Turkish effects were not so strong in English for the caused motions compared with the voluntary motions. Lastly, it seems that Turkish participants were slightly better at using expected patterns in written English than spoken English.

The same transitional process can be seen in TPTE's judgments in comparison to NSE. They found the s-framed patterns to be natural, but not to the same degree with NSE. They partly disapproved of v-framed patterns, but much less than NSE. In addition, it must be added that NSE were not totally dissatisfied with v-framed or some Turkish-like patterns. Therefore, it is substantially important to examine the judgements of patterns with different conceptual components.

5.2. Motions with Manner Climbing

It was also investigated how TPTE would attend to encoding manner and path in Turkish and English for the motions including manner climbing with upward (first video) and downward (second video) paths. For this reason, the linguistic structures encoding manner and path were examined in detail to show crosslinguistic effect between Turkish and English. In addition, it was assumed that the obligatory path adverbials in Turkish might force TPTE to maintain these components in English.

The findings showed that TPTE gave clear answers more easily in Turkish than in English in which there were quite a number of unsuitable answers. For both of the videos, Turkish-like or unsuitable path adverbials were used in English while some participants had difficulty in using verb *climb* just for the second video.

All of the descriptions in both Turkish and English included verb *climb* for the first video with upward path. On the other side, it was shown that TPTE used path verbs such as *descend* to describe the second video with downward path in all of the Turkish narratives. Similarly, almost half of TPTE used path verbs in English. Furthermore, manner was barely expressed in adjuncts for the second video in English in line with the Turkish data. However, one fourth of TPTE used the manner verb *climb* in English for this motion. Additionally, a small number of the participants chose to use deictic neutral verbs such as *go* or *get* with path adverbials in English for the second motion. These divergences from Turkish monolinguals clearly show the conceptualization change toward the expected English pattern (encoding manner in main verb or path in adverbials for both of the motions) in TPTE.

In regard to the types of path adverbials for the first motion, the ground-based path adverbial *yukarı* 'up' was infrequently used in Turkish. It was redundant because the path component of the motion was already expressed in main verb by TPTE. In English, the ground-based adverbial *up* (e.g., *It climbed up the tree*) was used infrequently similarly with the Turkish data. Rather, TPTE mostly showed tendency to use manner-path conflated verb *climb* in bare form (without any ground-based path adverbial) in both spoken and written English (e.g., *It climbed the tree*). However, it must be stated that manner-path conflated verb *climb* in bare form was slightly less frequent in written English than in spoken English and Turkish because the adverbial *up* slightly increased in written English. It means that TPTE might have showed the expected conceptualization change (i.e., encoding path outside the main verb in English) to some extent more in written English. In these descriptions, it is possible that the main verb *climb* was perceived to be only for manner encoding as the adverbials already encoded the path. However, we cannot be sure of this comment because Turkish language also allows using (redundantly) ground-based path adverbials.

Additionally, all of the descriptions of the first video contained the goal path suffix in Turkish attached either to the ground object (*ağaç* 'tree') or adverbial (*yukarıya* 'to up'). In English, a few TPTE still maintained this component in idiosyncratic (e.g., *climbed to the top of the tree*) or L1 transferred adverbial forms with the manner verb *climb* (e.g., *climb to the tree*) in both spoken and written English. Besides, the locative adverbials were to some extent used in Turkish and maintained in a few descriptions of English (e.g., *It climbed in the tree*) as seen in Turkish learners of Danish, another s-framed language, for a similar video (Jessen, 2014); furthermore, the natural locative adverbial *in* was very rare in the English data because most of these patterns were structured with non-habitual locative preposition *on* for the ground object *tree*. It can be stated that these participants focused on the figure rather than the ground itself for this translational motion (Flecken et al., 2015; Jessen, 2014). However, English native speakers opt for only ground-based adverbial *up* for this kind of motion, as stated before (Hendriks et al., 2011; Negueruela et al., 2004; Özçalışkan & Slobin, 2000).

As for the second video, TPTE always used the source path suffix *-tan* 'from' attached to the adverbial ground object in Turkish. In English, many participants followed the same pattern as path verb *descend* was frequently used with source adverbial *from* (e.g., *It descended from the tree*) rather than in bare form. There was also a considerable percentage of ground-based path adverbial *aşağı* 'down' in Turkish, which is redundant like the adverbial *yukarı* 'up'. The path adverbial *down* in English was used to similar extents with the Turkish data. However, they were not redundant because the verbs in the same clauses did not encode the path component of the motion. This might be the indicator of conceptualization change of Turkish participants into encoding path only outside the verb for this motion.

All in all, it could be stated that TPTE mostly used appropriate English pattern for the first video because the manner verb is conceptually similar in Turkish and English. However, a few participants had difficulty in choosing appropriate path adverbials for this video as they

showed some L1 Turkish tendencies in terms of adverbial usages, especially maintaining static locative (*on*) or directional goal (*to*) prepositions in English. As for the second video, half of TPTE could not use the expected English pattern because they followed Turkish one by using path verb *descend*. This is the clear evidence for the fact that TPTE still thought in L1 to speak in L2 for this motion. However, the other half opted for either neutral verbs *go* and *get*, or manner verb *climb* by encoding path only outside the main verb relatively in line with the finding of Demirtaş (2009). That is, TPTE were in a transitional process toward acquiring the expected s-framed patterns in English.

Additionally, compared with the study of Özçalışkan and Slobin (2000) which found that Turkish monolingual speakers equally used manner verb *climb* and path verb *ascend* for a similar situation, TPTE in the present study always used manner verb *climb* in Turkish for the first video. Relating to the second video, TPTE opted for path adverbials in Turkish more frequently than Turkish monolinguals in Daller et al. (2011). These might be the English effects on Turkish that forced TPTE to encode manner (in main verb), similarly with Brown and Gulberg's (2013) finding with Japanese learners of English, and to use path adverbials in Turkish, similarly with Turkish-German bilinguals in Daller et al. (2011).

Relating to the comparison of spoken and written English language modes, it was seen that they were better at using ground-based adverbial *up* in written English for the first video than spoken English. On the other side, it seems that the Turkish-like pattern (*descend from*) was slightly more frequent in written English for the second video although the frequencies of manner and deictic verbs were similar in both language modes. It indicates that written language might, to a limited degree, help TPTE use the Turkish-like patterns.

The similar between-group divergence was found in the results of the survey ratings to some extent. Both groups expectedly approved of manner verb *climb* for the first video with upward path; NSE were much more certain about these patterns. In addition, both groups

mostly found the Turkish-like pattern consisting of overtly expressed directional goal adverbial to be natural (*climbed to the top of the tree*). Interestingly, some TPTE rated this pattern to be unnatural. Similarly, TPTE were not consistent in rating of the locative adverbial *on* for the first motion while the majority of NSE rated it to be unnatural with the ground object *tree*.

As for the motion with downward path, all NSE and the majority of TPTE stood for the s-framed pattern with manner verb *climb* (as main verb). However, a fair amount of TPTE still rated *climb* to be unnatural. In addition, NSE were mostly dissatisfied with the Turkish-like v-framed pattern consisting of path verb *descend* and source adverbial *from*. Just like the rate of this pattern in the descriptions, TPTE's answers were almost equally divided between positive and negative ratings for this pattern. Lastly, both groups showed agreement that deictic verbs are to some extent natural for the second motion.

These findings point to the fact that TPTE were to some extent under the effect of Turkish conceptualization while evaluating s- and v-framed patterns in English. However, this effect was not totally effective in judging these patterns, as seen in the descriptions, because the differences between groups were not sharp in the survey. That is, TPTE were not so sure of the v-framed or Turkish-like patterns they used. They could be at a conceptual threshold or transitional cognitive process to realize the unsuitability or unnaturalness of these patterns.

5.3. Short/Long Trajectory Motions

In the last type of videos, it was examined how TPTE would conceptualize the path components of the motions with short or long trajectories. TPTE described four videos relating to this divergence: two with short-trajectory and two with long-trajectory. The figures in each video moved in a different manner: either in *walking* or *driving*.

It was seen that TPTE used clear and grammatical answers in Turkish for all of the motions. However, they produced some unsuitable or unrelated patterns in English. In regard

to the types of the patterns, it can be stated that TPTE to some extent followed Turkish conceptualization patterns in English in both manner and path encoding.

As there is not any boundary-crossing situation in the videos, TPTE mostly used manner verb *walk* in both Turkish and English for the motions with manner walking. The usage of entity-based verbs (path verbs) was infrequent in Turkish compared with French (another v-framed language) monolingual speakers in Carroll et al. (2012) and Flecken et al. (2015). It might be the effect of L2 English on L1 Turkish to encode manner in main verbs. However, it needs further research with monolingual Turkish participants to reveal such a difference exactly. In addition, the rate of s-frame was higher for the motion with long-trajectory and manner walking than the one with short-trajectory.

On the other hand, the manner verb *drive* can only be a causative motion verb in agentive active or passive voice in Turkish in contrast to intransitive form of *drive* in English. In fact, contrary to English, cars cannot drive themselves, or a car is only driven by a person in Turkish. Because of these conceptual and linguistic differences, none of TPTE used manner verb *drive* not only in Turkish even also in English for the video with short trajectory path and manner driving. In regard to the video with long-trajectory, it was shown that TPTE still had difficulty in encoding manner driving because only one participant in Turkish and two participants in written English managed to use manner verb *drive*. However, these descriptions were within agentive active and passive voices in both Turkish and English.

Additionally, the non-manner verb types were comparatively different in Turkish and English for the motions with short-trajectories. Entity-based (path) verbs, related to direction or proximity of the figure to the end-point of the path, were more frequent in Turkish (e.g., *yaklaş* ‘approach’) while the percentages of deictic neutral verbs such as *go* or *come* were higher in English, which were also used by a small percentage of native English speakers (Carroll et al., 2012). TPTE might have just changed conceptualization patterns in English by

encoding path in adverbials rather than verbs. It is also probable that TPTE chose these deictic verbs in English as they are more common in daily English and simpler than path verbs (Ziyan, 2013). As for the long-trajectory videos, the non-manner verbs were quite infrequent for the video with manner walking. When it comes to the last video with manner driving, it was found that the rates of deictic verbs slightly increased in both Turkish and English compared with entity-based verbs, like in the descriptions of French L2-English and native English speakers (Carroll et al., 2012).

In relation to the path adverbials, TPTE mostly followed the same patterns in both Turkish and English. Regarding the videos with short-trajectories, they always used directional goal path adverbials compared with monolingual French speakers and French learners of s-framed languages who used not only goal but also locative adverbials for these videos (Carroll et al., 2012; Flecken et al., 2015). In addition, a few TPTE ungrammatically used the directional goal adverbial *to* with the entity-based verb *approach* or preposition *near* in English by directly transferring from Turkish. For the motions with long-trajectories, they used clear locative adverbials more frequently than ground-based adverbials in both languages as seen in the L1 and L2 narratives by French learners of English and German (Carroll et al., 2012; Flecken et al., 2015). However, it must be indicated that some TPTE used unsuitable adverbials in English such as *through* to encode the trajectory of the path. The total percentages of ground-based adverbials (including clear and unsuitable answers) thus relatively increased in English descriptions compared with Turkish, also higher than L2 descriptions of French learners (Carroll et al., 2012; Flecken et al., 2015). In addition, TPTE might have used ground-based adverbials in Turkish under the effect of L2 English. However, we cannot be sure of this as the current study lacks monolingual Turkish group.

All in all, it could be stated that TPTE showed some conceptualization differences from both monolingual s- and v-framed language speakers, as the evidence of conceptual

convergence. They easily used manner verbs in both Turkish and English as long as it was conceptually possible in Turkish. It might be the evidence for L1 conceptualization change in TPTE because monolingual v-framed speakers show tendency to use path verbs, as seen in French speakers (Carroll et al., 2012; Flecken et al., 2015). As for the videos with conceptually different manner verbs (i.e., *drive*), they maintained the Turkish conceptual rule in English not to encode manner in main verbs. However, they preferred deictic neutral verbs in English rather than entity-based path verbs either because of internalizing L2 conceptualization way of encoding path in adverbials or simplicity of these verbs. In regard to path adverbials, it is clear that they had troubles in using appropriate patterns in English for the long-trajectory motions because approximately half of TPTE still used locative prepositions (e.g., *on the road*), as in their native language. However, it can be stated they are at a transitional cognitive process because the trend for ground-based adverbials (e.g., *along the road*) increased in English compared with the Turkish data despite some ungrammatical ones. This means that TPTE relatively paid attention to the trajectory taken by the figures while speaking in English.

In relation to the survey, all of the patterns included directional goal adverbials *to* or *towards* for the short trajectory videos as they were the only one used by TPTE. Both TPTE and NSE found the patterns including manner verb *walk*, and the deictic verbs *go* and *come* with these adverbials to be natural; NSE were more satisfied with the manner verb *walk*. For the entity-based path verbs *approach* and *head*, it can be stated that not only TPTE but also NSE mostly rated them to be natural even though they were not chosen by English native speakers frequently in Carroll et al. (2012). Lastly for the phrasal verb *come close*, it was mostly unnatural for NSE as its meaning of "almost achieving something" is more frequent in daily English than "approaching something". However, it was seen that TPTE were not consistent due to the equality of their positive and negative ratings for this pattern.

When it comes to the long-trajectory videos, the patterns including ground-based adverbials *along* or *down* with both manner verb *walk* and deictic verb *go* were judged to be natural by both groups; and NSE were much more certain about the one with manner verb *walk*. In relation to the locative adverbial *on* for these videos, TPTE mostly found it to be natural both with the manner verb *walk* and deictic verb *go*. In contrast to the finding that s-framed native speakers did not use locative adverbials for these videos (Carroll et al., 2012; Flecken et al., 2015), the majority of NSE in the current study found this adverbial with manner verb *walk* to be natural. On the other side, the locative adverbial with deictic verb *go* was comparatively rated to be unnatural by NSE, but some NSE still found it as natural. As for the v-framed pattern with path verb *pass* conflating with ground based knowledge and s-framed patterns with ungrammatical adverbial *through*, they were equally judged to be natural and unnatural by TPTE while NSE mostly found them to be "totally unnatural".

These findings clearly revealed that TPTE mostly showed similar trends with NSE for the grammatical patterns. As for the patterns that NSE were dissatisfied with, TPTE were partly on the same side of the scale with them. It means that they could be again at a transitional stage in judgement of these patterns or their receptive knowledge, just like in their productive answers. In addition, it is interesting that NSE might be compatible with some patterns which are not common and colloquial in s-framed languages such as path verbs relating to an end-point (e.g., *approach* or *head to*) or locative adverbials (e.g., *on*).

Chapter 6

Conclusion and Suggestions

Differently from the other studies so far, the present study focused on the pre-service language teachers' conceptualization patterns based on Talmy's (1991) typology and Slobin's (2004) thinking for speaking hypothesis. It was revealed that approximately half of TPTE managed to conceptualize three types of motion events in L2 English, which were found to be differently conceptualized in each language, in the way English native speakers do. Even though some studies emphasize the importance of immersion in the target society to achieve the expected conceptualization patterns in L2 (Flecken et al., 2015; Özyürek, 2002; Stam, 2015), formal language instruction of TPTE, who almost never lived abroad, seems to be partly sufficient for the acquisition of these patterns just like the similar results of some studies with different language learners (Brown & Gullberg, 2013; Bylund & Athanasopoulos, 2015b; Song, Pulverman, Pepe, Golinkoff & Hirsh-Pasek, 2016). In addition, they mostly showed similarity with NSE in judgment of the expected, natural patterns. It means that the receptive knowledge of TPTE is partly closer to the native English speaker thinking style compared with their productive skills in terms of the native English patterns.

On the other side, almost the rest of TPTE tended to maintain their v-framed thinking for speaking patterns in L2 English narrations. In judgment of the v-framed or Turkish-like patterns, it was illustrated that TPTE were again diverged from NSE because they were either inconsistent about these patterns, or to some extent on the positive side of the scale compared with NSE. That is to say, it might be difficult to discern the inappropriateness of the unnatural patterns in the target language for TPTE. The lack of immersion in the target society (Flecken, 2015), the influence of the dominant language in residential community (Daller et al., 2011),

low input of motion events (Filipovic & Vidakovic, 2010) or insufficient L2 exposure outside the school (Bylund & Athanasopoulos, 2015a) may be relevant factors in this case.

Based on these results, it is seen that formal language instruction in school, even without explicitly referring to motion event or in a society where target language is not spoken, might be to some extent effective in gaining expected, natural patterns. However, it can be guaranteed that pre-service teachers of English language realize the difference of conceptualization patterns between their L1 and L2 for specific types of motion events.

In this case, explicit instruction of motion event expression may be necessary to facilitate the acquisition process of expected form-function mappings (Song et al., 2016: Stam, 2015; Ziyan, 2013). Pre-service teachers or language learners might be shown clips or videos in the classroom, and engaged in some productive activities based on these materials in which they can actively compare the different patterns between L1 and L2 (Hasko, 2009; Pavlenko, 2015). Furthermore, Cadierno (2008) stated that TPR activities, information-gap questions, or describing motion videos to classmates who cannot see them might be beneficial techniques to practice the expected patterns.

In addition, future studies might show the effect of specifically designed language teaching plans or materials in this regard. The similarities between languages, for caused motions in particular for Turkish and English, might be useful to extend the usage of the natural patterns to any kind of motion event in L2. Language teaching materials, such as EFL or ESL textbooks, might also be beneficial to teach the natural patterns if they involve a specific section on motion event (Römer et al., 2014). Besides, the idiosyncratic, converged conceptualization patterns due to the bidirectional conceptualization effect, like Turkish-like or unclear patterns in the present study, must be taken into account while preparing materials and language activities or evaluating students' performance (Brown, 2015; Brown & Gulberg, 2013).

Lastly, it must be indicated that using native-like patterns might not be an essential requirement for language teaching (Negueruela et al., 2004), which is outside the scope of the present study. As seen in the judgment task, NSE might not be totally dissatisfied with the v-framed or idiosyncratic (e.g., Turkish-like) patterns as long as they are grammatical. It might be because these patterns describe the motion events in the present study thoroughly with the necessary event components even though not in the same way as native English speakers do. However, raising consciousness about conceptualization patterns in target language may facilitate and accelerate language learning. Given the fact that teachers are the role-models of native language speakers, teacher training programs should be able to acquaint pre-service language teachers with the natural and frequent linguistic and conceptual(ization) L2 patterns (Bylund & Athanasopoulos, 2015a; Flecken et al., 2015).

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APPENDIX

Survey

The survey was created on Google Forms. Demographic questions were asked to the participants in the first part of the survey. Afterwards, the survey was explained and the participants were asked to give their consent to participate in the present study. The videos and frequent patterns used by TPTE were given in the main part with a scale of *totally unnatural* to *totally natural* (Appendix includes the screenshots of the videos). The types of the patterns below the videos were randomly ordered so as to prevent prejudgment or anticipation.

Full Name:

Age:

Gender: Female ( ) Male ( )

Nationality:

Any Other Languages Other Than English:

Proficiency of Other Languages:

Cell Phone (Optional):

Have you ever lived abroad? If so, indicate where and how long:

Educational Qualification:

Occupation:

Affiliation:

E-mail Address:

Consent to Participate

You are invited to participate in this thesis study. You are expected to describe specific motion events and judge the authenticity/naturalness of different descriptions relating to the events. You will meet with the researcher to watch and describe motion event videos, and your answers will be recorded during the interview. After describing each video orally, you will fill in a questionnaire to judge variant sentences describing the videos. The task will take about 15 minutes. The answers of non-native speakers will be compared to those of native speakers.

All of the information and your name will be confidential and only used for research purposes. Whenever data from this study are published, your name will not be used.

Learner's Consent: I have read this consent form. All my questions were answered to my satisfaction. I voluntarily agree to participate in this study.

Your signature:_____

Question: To what degree does each sentence seem natural as a description of the situation in the videos?

Video 1

A man	Totally Unnatural	Unnatural	Undecided	Natural	Totally Natural
jumps across the road.					
jumps on the road.					
goes across the road by jumping.					
gets to the other side of the road by jumping.					

Video 2

A man	Totally Unnatural	Unnatural	Undecided	Natural	Totally Natural
runs towards the classroom.					
runs into the classroom.					
runs and enters the classroom.					
enters the classroom by running.					

Video 3

A man	Totally Unnatural	Unnatural	Undecided	Natural	Totally Natural
goes out from the classroom by crawling.					
crawls outside the classroom.					
crawls out of the classroom.					
goes out of the classroom by crawling.					

Video 4

A man	Totally Unnatural	Unnatural	Undecided	Natural	Totally Natural
runs across the road.					
runs towards the other side of the road.					
crosses the road by running.					
runs on the road.					

Video 5

A man	Totally Unnatural	Unnatural	Undecided	Natural	Totally Natural
crawls in the classroom.					
crawls towards the classroom.					
enters the classroom by crawling.					
crawls into the classroom.					

Video 6

A man	Totally Unnatural	Unnatural	Undecided	Natural	Totally Natural
jumps out of the classroom.					
goes out of the classroom by jumping.					
jumps outside the classroom.					
goes out from the classroom by jumping.					

Video 7

A toddler	Totally Unnatural	Unnatural	Undecided	Natural	Totally Natural
swims across the pool.					
goes across the pool by swimming.					
swims in the pool.					
swims until the end of the pool.					

Video 8

A man	Totally Unnatural	Unnatural	Undecided	Natural	Totally Natural
jumps to the classroom.					
jumps into the classroom.					
jumps in the classroom.					
enters the classroom by jumping.					

Video 9

A man	Totally Unnatural	Unnatural	Undecided	Natural	Totally Natural
runs outside the classroom.					
goes out from the classroom by running.					
runs out of the classroom.					
goes out of the classroom by running.					

Video 10

A man	Totally Unnatural	Unnatural	Undecided	Natural	Totally Natural
rolls the ball on the road.					
rolls the ball across the road.					
rolls the ball to the other side of the road.					
rolls the ball away and the ball comes across the road by rolling.					

Video 11

A man	Totally Unnatural	Unnatural	Undecided	Natural	Totally Natural
pushes the bin into the classroom.					
pushes the bin in the classroom.					
pushes the bin inside of the classroom.					
pushes the bin toward the classroom.					

Video 12

A man	Totally Unnatural	Unnatural	Undecided	Natural	Totally Natural
rolls the ball out of the classroom.					
rolls the ball to outside of the classroom.					
rolls the ball outside the classroom.					
rolls the ball from the class to outside.					

Video 13

A man	Totally Unnatural	Unnatural	Undecided	Natural	Totally Natural
pushes the trolley to the other side of the road.					
pushes the trolley on the road.					
crosses the road by pushing the trolley.					
pushes the trolley across the road.					

Video 14

A man	Totally Unnatural	Unnatural	Undecided	Natural	Totally Natural
hits the ball into the hole.					
hits the ball toward the hole.					
hits the ball and the ball goes into the hole.					
hits the ball and puts it into the hole.					

Video 15

A man	Totally Unnatural	Unnatural	Undecided	Natural	Totally Natural
pushes the bin to out of the classroom.					
pushes the bin from the classroom to the outside.					
pushes the bin out of the classroom.					
pushes the bin from the classroom.					

Video 16

A bear	Totally Unnatural	Unnatural	Undecided	Natural	Totally Natural
climbs to the top of the tree.					
climbs on the tree.					
climbs up the tree.					
climbs the tree.					

Video 17

A bear	Totally Unnatural	Unnatural	Undecided	Natural	Totally Natural
climbs down the tree.					
gets down from the tree.					
goes down the tree.					
descends from the tree.					

Video 18

A car	Totally Unnatural	Unnatural	Undecided	Natural	Totally Natural
goes through the road.					
passes the road.					
goes along the road.					
goes on the road.					

Video 19

A woman	Totally Unnatural	Unnatural	Undecided	Natural	Totally Natural
walks towards the bin.					
goes towards the bin.					
comes close to the bin.					
approaches the bin.					

Video 20

A couple	Totally Unnatural	Unnatural	Undecided	Natural	Totally Natural
walks along the road.					
walks on the road.					
walks down the road.					
walks through the road.					

Video 21

A bus	Totally Unnatural	Unnatural	Undecided	Natural	Totally Natural
comes close to the bus stop.					
approaches the bus stop.					
comes towards the bus stop.					
heads to the bus stop.					

Özgeçmiş

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