

Motion Event Descriptions in English by Turkish EFL Instructors

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In the last twenty years, there has been an increasing interest in the research of motion events and their descriptions in typologically different languages. Much of this interest has derived from the works of Talmy (1985, 2000) and his lexicalisation patterns. In that sense, Slobin (2000) introduced the ‘Thinking for Speaking’ hypothesis and stated that lexicalisation patterns have certain consequences for the ways in which speakers express motion events as their choices and syntax structures might change by typological variations. Situated within the framework of this tendency, the aim of this study was to investigate how this tendency influenced second language acquisition process. In order to fulfil this aim, the motion event descriptions strategies of Turkish native speakers (30 EFL instructors) with high English proficiency were analysed through their English and Turkish descriptions. The data for the study was collected through three different instruments taken and adapted from Yu (1996), including a picture description task, a narration task and a translation task. The statistical analysis of the data revealed that even Turkish native speakers with high English proficiency showed significant differences while describing motion events in English and Turkish. While English motion event descriptions included mostly manner verbs, Turkish ones tended to focus on path information. Additionally, the study has revealed that subjects had some preferences regarding subordinate manner structures. Turkish EFL instructors preferred to encode path in the main verb slot, whereas giving manner information outside the verb through subordinate forms. In English descriptions, however, subjects tended to give manner information in the main verb slot while encoding path through satellites outside the verb. The results gained in this study will lead us to clarify the problems posed to Turkish students in the process of English motion event description. Besides, they may help EFL instructors understand the reasons behind the mistakes of their students and suggest certain strategies and activities to solve these problems.

Talmy (1985) defines the motion event as the movement of an entity through a space. According to him, a motion event consists of one object, the ‘Figure’, moving or located with respect to another object, the ‘Ground’. It is analysed as having four components that are Figure, Ground, Path and Motion and he claims that PATH of motion, that is the trajectory followed by the figure, is the core element to determine the categorisation of languages. Based on where the languages encode path information, Talmy classifies them as ‘Verb-Framed Languages’ and ‘Satellite-Framed Languages’. In Verb-Framed languages like Turkish and Spanish, path is encoded in the main verb of a clause, using verbs with meanings such as ‘enter, exit, ascend and descend’. In the other type, Satellite-Framed languages such as English and Russian, path tends to be encoded by elements associated with the main verb, such as particles and suffixes like ‘go in/up/out/down’.

Slobin (2005) claims that speakers of S-framed languages tend to encode more ‘path’ segments in narratives and conversations, as compared with the speakers of V-framed languages. As for the cross-typological comparison of ‘manner’, speakers of Verb-framed languages prefer to use adjuncts or just omit the manner information in their sentences. Slobin (1997) explains this difference through the ‘Thinking for Speaking’ hypothesis and claims that acquiring a native language means learning particular ways of thinking for speaking.

Many studies (Slobin 1996, 2000, 2003; Özçalışkan & Slobin 1999; Papafragou et al. 2006; Berman & Slobin 1994) have clearly revealed that S-language speakers tend to use

manner verbs more frequently while describing events. These studies confirm that manner languages are characterised by large use of manner verbs, whereas in path languages, manner is less frequent. Studies based on oral data (Allen et al. 2007; Naigles et al. 1998; Navarro & Nicoladis 2005; Stam 2006; Hill 1991; Oh 2003; Allbritton 2005) have all demonstrated that typological tendencies play a significant role in motion event description process.

Slobin (2003) states that if the typologies of two languages are similar, children learn the second language easily; whereas if the dichotomies are different, then they need to learn the second way of thinking for speaking to acquire this language. Many studies (Yu 1996; Montrul 2001; Hohenstein et al. 2006; Song 1997; Ortega 2007; Philips 2007) have revealed that learner's metacognition about a target language has a facilitative effect on language learning; in other words, L1 transfer plays a significant role in the acquisition of L2 motion verbs. As claimed by Song, second language learners have an underlying knowledge of certain universal aspects of verb meaning and this knowledge guides them in their acquisition of motion expressions in second language.

In order to compare the lexicalisation of motion verbs in English and Turkish, the first step which should be taken is the analysis of locative development in Turkish. According to Aksu-Koç & Slobin (1985), this development follows a standard order in Turkish, presumably based on language-free conceptual development, even though the principles of locative suffixation and post-positions are acquired early. Aksu-Koç (1994) states that, given its agglutinative morphology, Turkish is a language which has various means for event conflation. English speakers tend to encode both manner and path by conflating motion with manner in the main verb and indicating path with the particle *into* as in “he ran into the house”. Turkish speakers, on the other hand, typically encode only path by conflating motion with path in the main verb and leaving out manner information, as in “eve girdi - he entered the house”. However, in instances where manner becomes perceptually salient, Turkish speakers may choose to encode manner as well, typically by subordinating manner to the main path verb of a clause “eve koşarak girdi - he entered the house running”.

1. PRESENT STUDY

The aim of this study was to examine the motion event descriptions produced by Turkish EFL instructors with high English proficiency in order to observe the tendency or typological differences that are effective or playing a significant role in the motion event description processes in English and Turkish. In that sense, the research questions were:

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

1.1. To what extent do they tend to use path satellites while describing motion events in English and Turkish?

1.2. To what extent do they tend to use subordinate manner structures or adverbial manner phrases in the process of describing motion event in English and Turkish?

2. Are there any differences between English and Turkish descriptions of motion event made by bilingual instructors, when the narration and translation tasks are compared?

1.1. Participants

As the tasks used in data collection procedure required a sound knowledge of English language, 30 EFL instructors from Atılım University, Preparatory School were chosen as

subjects for this study. They were all native speakers of Turkish with high English proficiency.

1.2. Materials

Material including picture description task, narration task, and translation task adapted from Yu (1996) was used. The **Picture Description Task** consisted of 10 pictures designed to elicit the use of *blow* (the hat) *into* (the fire), *pour* (milk) *into* (a pitcher), *fall into* (the water), *throw* (boxes) *out of* (the window), *climb down* (a tree), *push* (cheese) *into* (a hole), *pull* (a bicycle) *out of* (the water), *hit* (a baseball) *across* (the pool), *run down* (the stairs), and *jump over* (a table). In the **Narration Task**, the participants were asked to narrate and write a story by looking at the 13 pictures given to them. The story originally consisted of 14 pictures and motion verbs. However, considering the fact that the third motion event was ambiguous as there was no motion activity, it was omitted from the study. The following test items were chosen as the target motion events in this task; 1. (the farmer) *followed* (the path) *along* (the lakeshore); 2. (the farmer) *rode up* (the hill); 3. (the farmer) *kicked* (the ball) *down* (the hill); 4. (the ball) *rolled down* (the hill); 5. (the ball) *rolls* (down) *into* (the lake); 6. (the ball) *floated...up to* (the farmer’s wife’s feet); 7. (the wife) *picked up* (the ball); 8. (the wife) *walked home*; 9. (the ball) *jumped out of* (a basket); 10. (the ball) *flew across* (the garden); 11. (the ball) *crashed through* (the window) *into* (the cottage); 12. (the wife) *ran into* (the room); 13. (the ball) *split into* (two halves). The beginning of the story was presented so that the participants could be aware of the context and the characters. Finally, in the **Translation Task**, as there was an original English story, only the bilingual group translated the original text into Turkish and the bilingual Turkish translation data was collected in this way. The original English story was taken from Yu (1996) again.

2. RESULTS

First of all, Bilingual English data (BL_E) and Bilingual Turkish data (BL_T) were compared in terms of their manner (V: Manner) and path (V: Path) verb usage in Picture Description task. The results showed that the usages of path verb were significantly different from each other as demonstrated in Table 1. There was a significant difference between English and Turkish when their V: Path usage rates were compared. This result directly shows the typological difference between English and Turkish in terms of motion event descriptions. However, these two data groups were not significantly different from each other in terms of their manner verb mean results. Bilingual English data included more manner verbs than Bilingual Turkish data; while Bilingual Turkish data involved more path verbs than English data. Nevertheless, t-test comparison showed that there was no statistically significant difference between Bilingual English and Bilingual Turkish data.

(Table 1) *Results of Picture Description for the main data groups*

	N=10	MEAN	STD. DEVIATION	T	df	p
V: Manner	BL_E	24.7000	8.75658	1.862	18	0.079
	BL_T	16.0000	11.89771			
V: Path	BL_E	3.6000	7.57481	-2.274		0.035
	BL_T	13.2000	10.99293			
V: Neutral	BL_E	1.7000	4.08384	0.655		0.525
	BL_T	0.8000	1.47573			

The same analysis was administered for the Narration task. There was a significant difference between Bilingual English data and Bilingual Turkish data in terms of their path verb mean again. Although these two data groups had different mean scores in Manner verbs,

no significant difference was observed in the t-test analysis; while the V: Path means analysis indicated a significant difference between these two sets of language data. Table 2 demonstrates this significant difference in terms of path verb use.

(Table 2) *Results of Narration for the main data groups*

	N=13	MEAN	STD. DEVIATION	T	Df	p
V: Manner	BL_E	18.30	9.894	1.571	24	0.129
	BL_T	12.07	10.323			
V: Path	BL_E	4.46	6.172	-2.665	24	0.014
	BL_T	12.30	8.635			
V: Neutral	BL_E	2.69	6.587	0.032	24	0.975
	BL_T	2.61	5.781			
V: Failed	BL_E	4.53	6.022	0.697	24	0.492
	BL_T	3.00	6.022			

In order to clarify the reason for this difference between English and Turkish data in terms of their PATH verb usage, each motion event was analysed through single item analysis. According to these results, there was a significant difference between Bilingual English and Bilingual Turkish data in terms of the motion events including ‘blow into’ ($p=0.005 < 0.05$), ‘pour into’ ($p=0.000 < 0.05$), ‘climb down’ ($p=0.000 < 0.05$), ‘push into’ ($p=0.004 < 0.05$), ‘pull out of’ ($p=0.000 < 0.05$) and ‘run down’ ($p=0.000 < 0.05$). However, these two language data did not have such a significant difference for the motion event that was ‘fall into’ ($p=0.921 > 0.05$). This may be due to the fact that ‘fall’ encodes path in the main verb slot; and similarly the Turkish verb ‘*düşmek – fall*’ also encodes path information in the main verb slot. Besides, the participants from each language group produced nearly the same number of manner and path verbs in certain verbs, including ‘throw out of; hit across; jump over’. It is again because of the fact that these verbs conflate manner in their main verb slot in English and similarly in their Turkish counterparts ‘*atmak-throw*; *vurmak-hit*; *atlamak-jump*’, manner information is encoded in the verb. Therefore, there wasn’t a significant difference between English and Turkish.

The same item analyses were conducted for the Narration task and it was found that these two language groups of data had significant differences in certain motion events which are ‘follow along’ ($p=0.000 < 0.05$), ‘ride up’ ($p=0.000 < 0.05$), ‘pick up’ ($p=0.001 < 0.05$), ‘fly across’ ($p=0.007 < 0.05$), ‘crash through into’ ($p=0.000 < 0.05$), ‘run into’ ($p=0.045 < 0.05$), ‘split into’ ($p=0.014 < 0.05$).

As a sub-question, path satellite usage was analysed to clarify the typological tendency if there was any. Manner verb and Path Satellite forms (V:M+Path Satellite) were analysed. Table 3 shows that there was no significant difference between these two groups of data in terms of their path satellite usage. Besides, they were not different in terms of their zero path usage.

(Table 3) *Results of V:M + Path Satellites for the Picture Description Task*

	N=10	MEAN	STD. DEVIATION	t	df	p
V:M + path satellite	BL_E	20.80	8.443	1.839	18	0.08
	BL_T	12.70	11.076			
PD	BL_E	3.90	4.724	0.255	18	0.80
	BL_T	3.90	5.735			

PD: Picture Description

As for the Narration task, the results of the analyses demonstrated that there was no significant difference between Bilingual English and Bilingual Turkish data in terms of their manner verb and path satellite usage.

(Table 4) *Results of V:M + Path Satellites for the Narration Task*

		N=13	MEAN	STD. DEVIATION	t	Df	p
N	V:M + path satellite	BL_E	14.23	8.652	0.621	24	0.541
		BL_T	12.00	9.643			
	V:M + zero satellite	BL_E	4.07	4.889	1.086		0.288
		BL_T	2.30	3.250			

N: Narration

As for the other sub-question dealing with the usage of Subordinate Manner verb or Adverbial Manner Phrase in the Bilingual English and Bilingual Turkish data in terms of picture description, narration and translation tasks, analyses were done by counting the number of subordinate categories and adverbial phrases together with just manner verbs produced by the subjects and by calculating their percentages. In order to analyse the usages of subordinate manner verbs, firstly, Subordinate manner verbs demonstrated as ‘V+V:M’ referring to MANNER verb plus subordinate manner verb; and ‘V:M+Adv M’ referring to MANNER verb plus Adverbial Manner Phrases were grouped. The reason was that although some participants directly used two manner verbs – one as a subordinate manner verb –, some of them used adverbial manner phrases which were not directly verbs, but giving a manner effect through adverbial forms. Table 5 shows the frequencies and percentages of these groups. It can be seen that Bilingual English data included more manner verbs than Bilingual Turkish data. These frequencies indicate that English gives priority to manner verb. When the Subordinate verb usage was analysed within groups of data, it can be said that it is quite low in both groups. The subjects providing Bilingual English data produced just 11 subordinate manner verbs (V+V:M). The case was not different for the Bilingual Turkish data as there were 11 subordinate manner verbs. However, when the total value was taken into consideration, it was obvious that Bilingual Turkish data had more subordinate manner verbs than Bilingual English data. Table 5 shows that Bilingual Turkish data had much more adverbial manner verbs in the motion event descriptions in the Narration task.

(Table 5) *Results of Manner verb and Subordinate Analysis for three tasks*

	Picture Description		NARRATION		Translation	
	BL_E	BL_T	BL_E	BL_T	BL_E	BL_T
V:M	247	158	221	152	0	167
	100.0 %	98.76 %	92.86%	81.72%	0%	96.53%
V:M + Sub: M	0	2	11	5	0	4
	0 %	1.24%	4.62%	2.69%	0%	2.31%
V:M + Adv M	0	0	6	29	0	2
	0 %	0%	2.52%	15.59%	0%	1.16%
Total	247	160	238	186	0	173
	100.0%	100.0%	100.0%	100.0%	0%	100.0%

Table 6 shows the same analysis according to the PATH verb usage. In fact, this category is one of the most important questions that this study investigates. The percentage of path verbs used in Bilingual Turkish data was higher than the ones in Bilingual English data. As for the Subordinate verb use, Turkish speakers or Turkish language tends to use much

more subordinate manner verbs and adverbial manner phrases than English speakers or the English language. In other words, English prefers to use far more manner verbs while describing motion events. Turkish speakers, on the other hand, use far fewer manner verbs as they tend to use path verbs in their descriptions of motion events. However, they give the manner information through subordinate manner verbs or adverbial manner phrases.

(Table 6) *Results of Path Verb and Subordinate Analysis for three tasks*

	Picture Description		NARRATION		Translation	
	BL_E	BL_T	BL_E	BL_T	BL_E	BL_T
	38	119	48	98	0	104
V:P	97.44 %	95.2 %	87.27%	61.25%	0%	72.22%
	0	5	4	41	0	37
V:P + Sub: M	0 %	4.00%	7.27%	25.63%	0%	25.70%
	1	1	3	21	0	3
V:P + Adv M	2.56 %	0.80%	5.46%	13.12%	0%	2.08%
Total	39	125	55	160	0	144
	100.0%	100.0%	100.0%	100.0%	0%	100.0%

The second research question concerned any potential differences between English and Turkish motion event descriptions in narration and translation tasks. It aimed to clarify whether the bilingual speakers would be influenced by the motion verbs in the original story or whether they would just produce the motion items according to the lexical properties of their own language. Table 7 demonstrates that English data included more manner verbs in the narration process. When the Turkish descriptions were analysed, it appeared that Bilingual Turkish data includes nearly the same amount of manner and path verbs. However, in the translation process, although there was no significant difference, Turkish data included more manner verbs than path verbs. Although it was written in Turkish, the reason for using more manner verbs than path verbs could be the fact that in the translation process, the participants may have been influenced by the original manner verbs.

(Table 7) *Manner and Path verb usage in Narration and Translation Tasks*

	MEAN (Manner)	MEAN (Path)
BL_E_Narration	18.3077	4.4615
BL_T_Narration	12.0769	12.3077
BL_T_Translation	13.3846	11.0769

After the analyses of the mean, one-way ANOVA was used to compare the use of Manner and Path verbs in Bilingual English and Bilingual Turkish data in the Narration and Translation task. Anova results showed that there was no significant difference between these groups of data in terms of their use of manner verbs; however, there was a significant difference between them in terms of their use of path verbs.

In order to analyse this difference in the usage of path verbs, item analyses were applied. According to these analyses, the three language data had significant differences for certain motion verbs which are 'follow along' ($p=0.000 < 0.05$), 'ride up' ($p=0.001 < 0.05$), 'kick down' ($p=0.045 < 0.05$), 'roll into' ($p=0.000 < 0.05$), 'float up to' ($p=0.001 < 0.05$), 'pick up' ($p=0.001 < 0.05$), 'fly across' ($p=0.005 < 0.05$), 'crash through into' ($p=0.000 < 0.05$), 'run into' ($p=0.013 < 0.05$), and 'split into' ($p=0.000 < 0.05$). However, there were no such significant differences for certain verbs including 'roll down, walk home and jump out of'. This is due to the fact that both the English and Turkish version of these motion events encode manner dimension.

Apart from these comparisons and item analysis, Turkish motion event descriptions were listed in order to demonstrate the comparison between English original motion verbs and their Turkish equivalents. Table 8 shows English motion verbs from the original English story, and the descriptions of motion events taken from Bilingual Turkish Translation data. It can clearly be seen that subjects tended to use various motion verbs in Turkish while translating one original English motion event into Turkish. Besides, the motion verbs produced clearly show that participants can use path verbs while translating a manner verb into Turkish, such as ‘roll down’, which was translated as ‘descend rolling’.

(Table 8) *Types of Motion Verbs from Bilingual Turkish Translation Data*

ORIGINAL	TURKISH TRANSLATION
follow along	ilerlemek ‘proceed’; at sürmek ‘ride a horse’; takip etmek ‘follow’; izlemek ‘follow’; geçmek ‘pass’; yolu tutmak ‘follow the way to somewhere
ride up	tepeye tırmanmak ‘climb the hill’; tepeye doğru yola çıkmak ‘set out towards the hill’; tepeye doğru atını sürmek ‘ride; tepeye ulaşmak ‘reach’; atını yukarı sürmek ‘ride up’; tepeye doğru yola koyulmak ‘set out for the hill’
Kick down	aşağı tepmek ‘kick down’; aşağı doğru tekmelemek ‘kick down’; vurmak ‘hit’; yuvarlamak ‘roll’
Roll down	yuvarlanmak ‘roll’; yuvarlanarak inmek ‘descend rolling’
Roll into	göle düşmek ‘fall into the lake’
Float up to	gelmek ‘come’; yüzmek ‘swim’; ulaşmak ‘arrive’; sürüklenmek ‘drag’; yüzerek gelmek ‘come swimming’
Pick up	almak ‘take’; çıkarmak ‘take out’
Walk home	yola koyulmak ‘set out for’; yürümek ‘walk’; yolunu tutmak ‘follow the way to somewhere’; yoluna düşmek ‘follow the road’
Jump out of	zıplamak ‘bounce’; fırlamak ‘fly out’; atlamak ‘jump’; düşmek ‘fall’
Fly across	geçmek ‘pass’; uçmak ‘fly’; boyunca gitmek ‘go along’; aşmak ‘move over’
Crash through into	kırarak girmek ‘enter crashing’; kırıp geçmek ‘pass crashing’; kırmak ve düşmek ‘crash and fall’; kırıp gitmek ‘go crashing’; çarpıp girmek ‘enter crashing’; kırıp içeri düşmek ‘fall crashing’
Run into	Koşmak ‘run’; koşarak girmek ‘enter running’; girmek ‘enter’
Split into	ikiye ayrılmak ‘split into’; ikiye bölünmek ‘divide into’

3. DISCUSSION AND CONCLUSION

There are major findings in this study regarding descriptions of motion events by Turkish EFL instructors with high English proficiency. First of all, when manner and path verb usage within all data groups was analysed, it appeared that English language data had more Manner

verbs than Path verbs. So, subjects providing English data were more likely to encode manner in their main verb slot, whereas the ones describing motion events in Turkish tended to produce more path verbs. As argued by Talmy (1985, 2000), English, as a Satellite-framed language, encodes manner in its motion events and it tends to give path information outside through prepositions or particles.

Secondly, although they were highly proficient in English, Turkish EFL instructors produced a similar amount of manner and path verbs compared to their Monolingual Turkish and Native English counterparts. This showed that although they are regarded as bilingual speakers, they tended to describe motion events in certain ways while describing them in English or Turkish. This result clearly shows that Turkish speakers with high English proficiency are not influenced by their L2 while describing motion events. Instead, they tend to be affected by the lexical properties of Turkish.

Comparisons within the main data groups showed that there was a significant difference between them in terms of the PATH verbs described in the Picture Description task. This result clearly showed that although they are regarded as bilingual speakers, even Turkish EFL instructors with high English proficiency have preferences while describing motion events in English and Turkish. As for the Narration task, the situation was the same. As the previous studies have demonstrated (Slobin 2005; Özçalışkan 2005; Song 1997; Ortega & Philips 2007), speakers of S-framed languages tended to encode manner segments in their descriptions when compared to V-framed languages. Similarly, in this study, participants tended to encode manner information while describing motion events in English, whereas they preferred to conflate the path information in their descriptions of motion events in Turkish.

As for path satellite usages, although there was no significant difference between Bilingual English and Bilingual Turkish data as there was a limited number of path versions, there was still a cross-linguistic difference. Although they were equally likely to produce path satellites in their motion descriptions, the way in which they used these path satellites showed cross-linguistic difference. English data had prepositional paths and particle paths, whereas Turkish data included directional suffix paths and post-positional paths to express path outside the verb. It is quite normal as English uses more manner verbs and Turkish uses more path verbs; and this difference stems from this fact actually. Regarding the path satellite structures, Slobin (2009) had claimed that in S-framed languages such as English, a clause with a single verb can present a series of path elements as in the example “the owl flew down from out of the hole in the tree”. By contrast, in V-framed languages, path satellites are less used as each satellite requires a separate verb and their combinations are difficult. Therefore, S-framed languages tend to use more path satellites than speakers of V-framed languages.

As Slobin (2009), Ferez & Gentner (2006), and Aksu-Koç (1994) had stated before, speakers of S-framed languages tend to use more path satellites than speakers of V-framed languages. And in Turkish, the verb carried the information regarding the source, goal and direction, whereas the manner information may be given through associated adverbs. English speakers were more likely to infer a manner verb than a path verb and Spanish speakers just did the opposite. Satellites accompanying the verb became more frequent in English as a manner language than Spanish as a path language. In other words, English participants included a high number of prepositions in their productions. In other words, path is expressed in the verb by Spanish speakers, but it is encoded on the satellite by English speakers.

As for the subordinate manner structures, the idea was that V-framed languages tended to encode path in the main verb slot, therefore they were more likely to give manner information outside the verb through subordinate manner elements. For this comparison, the descriptions of motion event produced by the participants were grouped as ‘bare manner verb’ (V:M), ‘manner verb plus subordinate manner verb’ (V+V:M) and ‘manner verb plus adverbial manner phrase’ (V:M + Adverbial M). As an example, some of the participants just wrote “ride his horse” as a bare manner verb, while others preferred to write “go in breaking

the window” in which *go* was a manner verb and *breaking* was a subordinate manner phrase. Others tended to produce “climb up the hill on his horse” in which *climb* was a manner verb and *on his horse* was an adverbial manner phrase. The data collected was also grouped as ‘bare path verb’ (V:P), ‘path verb plus subordinate manner verb’ (V:P + Subordinate M) and ‘path verb plus adverbial manner phrase’ (V:P + Adverbial M). For instance, in a response like ‘reach’, there is bare path verb without any subordinate manner structure. However, some of the participants described a motion event using ‘enter the house by breaking’ in which *enter* is a path verb while *by breaking* is a subordinate manner verb. Besides, in the example “pass by the lake on his horse”, *pass* is the path verb while *on his horse* is a kind of adverbial manner phrase. The descriptive analyses revealed that the subjects used slightly more subordinate manner verbs and adverbial manner phrases while providing Bilingual Turkish data than providing Bilingual English data, especially due to the fact that they used much more path verbs and chose to encode the manner path using subordinate manner information. As Özçalışkan (2005) claimed, Turkish speakers have the option of conveying manner in a subordinate clause attached to the main path verb, such as *eve koşarak gir* ‘house-to-running-enter’. According to her, both English and Turkish speakers use adverbials (enter rapidly, *hızla gir* ‘rapidly enter’) to express manner outside the verb.

In this study, the translation dimension was also investigated. The aim was to figure out whether Turkish EFL instructors with high English proficiency would be influenced by their L2 while translating an original English story into Turkish, or whether they would just prefer to describe motion events according to the lexical properties or tendencies of Turkish. Translation was an important method in the comparison process of languages in terms of their manner and path verb structures as the direct changes including additions and omissions can be easily analysed through translation process.

Besides, as Slobin (2004) stated, speakers may have certain difficulties in the translation process regarding their different thinking for reading and writing if two languages are typologically different from each other. The analysis showed that the motion verbs grouped in these two different language data were different from each other in terms of path verb usage. This showed that the descriptions of motion events by the Bilingual group in English and Turkish may be different from the Turkish translation of the same words in terms of path verb usage. In order to investigate the reason for this difference, Multiple Comparisons Test (Post Hoc) was used and its results revealed that this difference in terms of path verb usage stemmed from the English and Turkish data as they tended to differentiate from each other in terms of their manner and path verb usages. As Slobin (2009) claimed, when an English manner verb is used with a particle that corresponds to a path verb in a V-language, translators prefer to omit manner and use the appropriate path verb. In the opposite situation, he figured out that English translators generally add manner descriptions while translating events in their own language. Similarly, Slobin & Berman (2004) had explained that V-framed languages were less concerned with the domain of manner of motion than S-framed languages.

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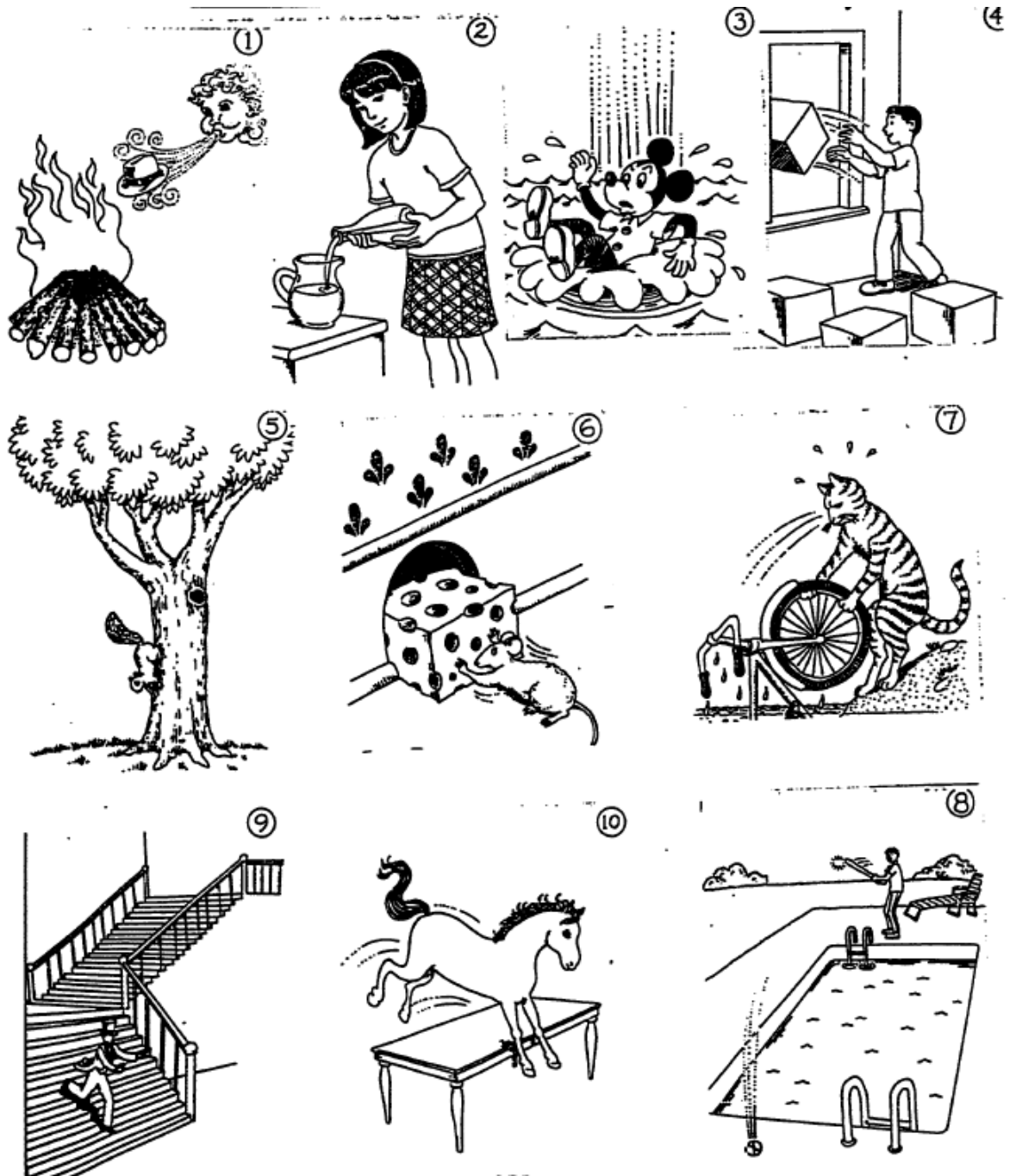
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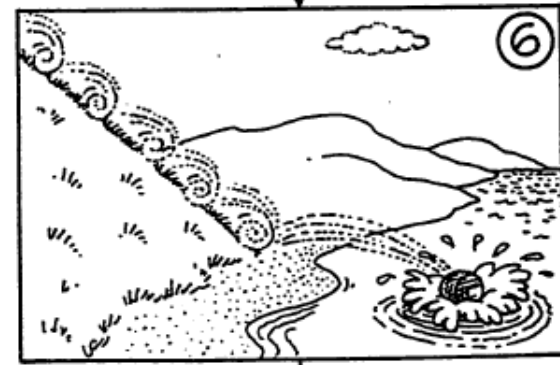
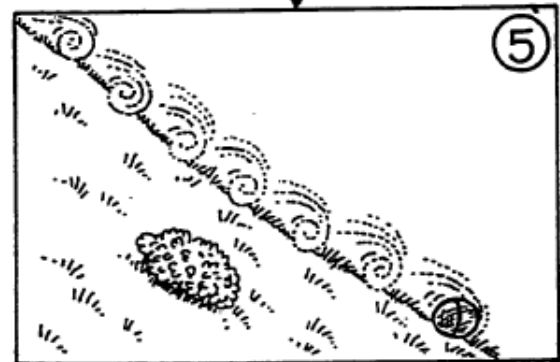
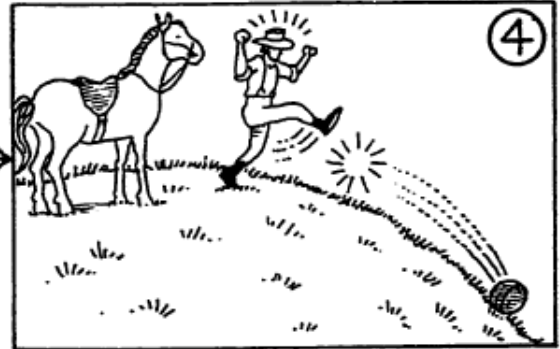
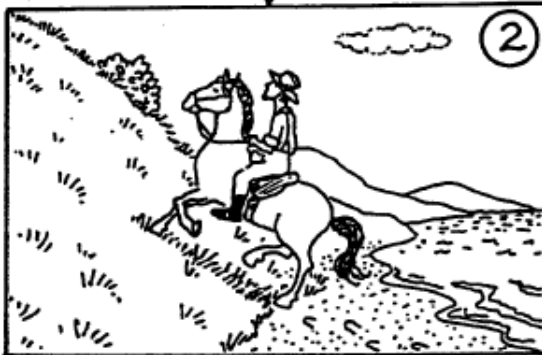
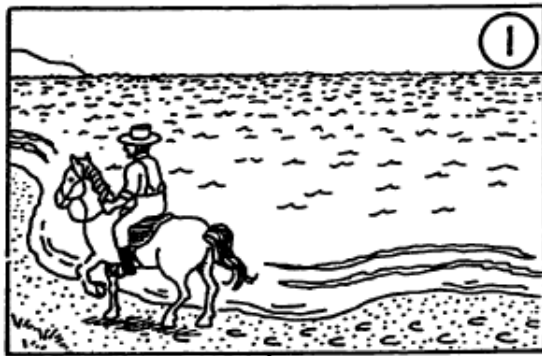
APPENDIX A

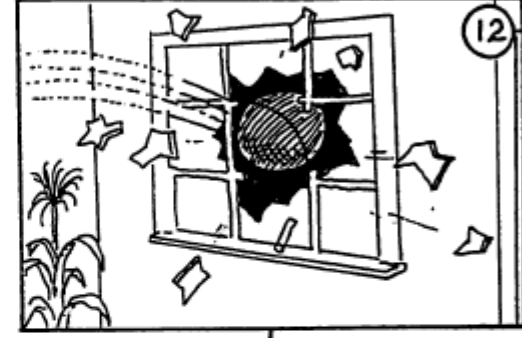
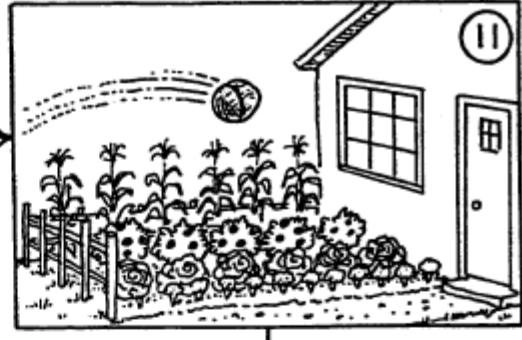
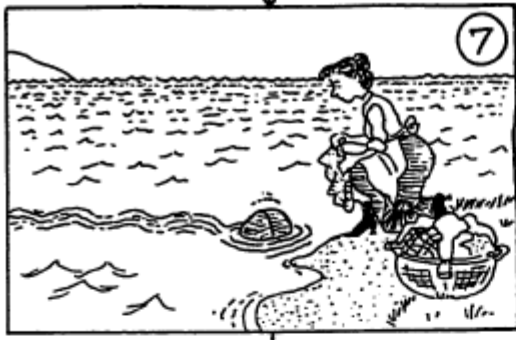
Picture Description Material



APPENDIX B

Narration Material





APPENDIX C

Translation Task

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

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

Early next morning, the farmer said good-bye to his wife and set off for the hill on his horse. He followed the path along the lakeshore and soon started to ride up the hill. When he reached the top, he saw nothing there but a big, round ball. Angry and upset, he kicked the ball down the hillside with all his strength. The ball rolled all the way down the hill into the lake. It so happened that at that time the farmer’s wife was just doing the washing by the lake. The ball floated right up to her feet and she picked it up. To her, the ball looked just like a big baby’s face smiling up at her. After finishing the washing, she started to walk home with the ball in her basket. When she arrived at the cottage, the ball suddenly jumped out of the basket. It flew across the garden and crashed through the window into the cottage. The farmer’s wife ran into the room, where she saw a child was standing by the ball which had now split into two halves. The child shouted to her : “Mom, don’t be afraid. It is me.”

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