

EFL LEARNERS' USE OF PATH ELEMENTS IN MOTION EVENT
EXPRESSIONS: A STUDY ON TURKISH UNIVERSITY STUDENTS

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ABSTRACT

EFL LEARNERS' USE OF PATH ELEMENTS IN MOTION EVENT EXPRESSIONS: A STUDY ON TURKISH UNIVERSITY STUDENTS

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The study investigates spoken and written path of motion use of Turkish university level EFL learners at Pre-Intermediate and Upper Intermediate levels of proficiency. The aim of the study is to examine whether the *Talmyan* (1985) *typology* holds for EFL learners. This typology categorizes Turkish as a *verb-framed language* and English as a *satellite-framed language*. A written task and a spoken task are used. The results of the written production task supported the Talmyan typology: there was a significant language proficiency level effect on the performances. The results of the spoken production task were two-fold. Verbal production task results showed that there is a mother tongue effect on both groups of participants' verbal path of motion uses: there was not a significant language proficiency level effect on the performances. Non-verbal production task results showed that most of the participants used gestures to express the path of motion when they do not use it verbally. This finding can be interpreted as the participants' being cognitively ready to use a path element but not using it verbally due to performance related problems. Non-verbal production task

results also showed that Pre-Intermediate level participants employed more gestures than the Upper-Intermediate group. This result suggests that the lower the language proficiency level is, the more there is need for gestures to support the spoken language.

Keywords: path of motion, verb-framed language, satellite-framed language, language proficiency level, gestures.

ÖZ

İNGİLİZCE'Yİ YABANCI DİL OLARAK ÖĞRENENLERİN DEVİNİM OLAYI İFADELERİ: TÜRK ÜNİVERSİTE ÖĞRENCİLERİ ÜZERİNE BİR ÇALIŞMA

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Çalışma İngilizce'yi üniversite düzeyinde 2. dil olarak öğrenen başlangıç (Pre-Intermediate) ve yüksek (Upper-Intermediate) kurlardan katılımcıların yazılı dilde ve konuşma dilinde devinimin yolu kullanımlarını incelemektedir. Çalışmanın ilk amacı Talmy'nin (1985) Türkçe'yi *eylem-çerçeveli*, İngilizce'yi ise *uydu-çerçeveli* bir dil olarak sınıflandıran tipolojisini yazılı bir çalışma aracılığıyla test etmektir. Çalışmanın ikinci amacı ise Talmy'nin (1985) tipolojisini konuşma dilinde sözlü ve sözsüz ifadelerde test etmektir. Yazılı çalışmanın sonuçları Talmy'nin (1985) tipolojisini desteklemiş ve katılımcıların performanslarında anlamlı bir dil başarı düzeyi (kur) etkisi görülmüştür. Konuşma çalışmasının iki farklı sonucu bulunmaktadır. Sözlü ifade çalışmasının sonuçları başlangıç ve yüksek kur katılımcıların anadilleri olan Türkçe'den etkilendiklerini göstermiştir. Katılımcıların dil başarı düzeyleri (kurları) performansları üzerinde anlamlı derecede etkili bulunmamıştır. Sözsüz ifade çalışmasının sonuçları ise katılımcıların çoğunun devinimin yolunu sözlü olarak kullanmadıkları durumlarda vücut dili ile ifade ettikleri gözlemlenmiştir. Bu da

katılımcıların devinimin yolunu kullanmaya bilişsel olarak hazır oldukları ancak dil performansı ile ilgili nedenlerden sözlü olarak kullanmadıkları yönünde yorumlanabilir. Başlangıç kuru katılımcıların daha fazla vücut dili kullanmaları ise dil başarı düzeyleri düşük olduğundan sözlü ifadelerini desteklemek için daha fazla vücut diline ihtiyaç duyduklarını gösterebilir.

Anahtar Sözcükler: devinimin yolu, eylem-çerçevesel dil, uydu-çerçevesel dil, dil başarı düzeyi (kur), vücut dili.

To my first love, biggest supporter and my everything, my lovely husband, Fuat İŐLER,

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LIST OF ABBREVIATIONS

ABBREVIATIONS

BNC	British National Corpus
DBE	Department of Basic English
EFL	English as a Foreign Language
HV	High Vocabulary
KR 20	Kuder - Richardson 20
L1	First Language
L2	Second Language
METU	Middle East Technical University
NSL	Nicaraguan Sign Language
S-language	Satellite-framed Language
V-language	Verb-framed Language

CHAPTER 1

INTRODUCTION

1.0. Introduction

The first chapter of the current study includes the background to the study, a brief summary of the aim and scope and the significance of the study for the field.

1.1. Background to the Study

The present study focuses on the use of path of motion within the framework of the Talmyan (1985) typology, which categorizes languages into two groups according to their preferences in coding path of motion and manner of motion. Talmyan typology (1985) puts the native language of the participants (Turkish) and the target language of the participants (English) into different categories. That is, most of the Turkish (*a Verb-framed language*) verbs code the path element in the main verb of the sentence (e.g. Adam odaya *girdi.*), but English (*a Satellite-framed language*) prefers to code the path element via a preposition, i.e., a satellite (e.g. The man **walked** *into* the room.) most of the time.

The study uses Slobin's (1996) *thinking for speaking* hypothesis, which argues that speakers of a language are affected from the language spoken around them while shaping and ordering their thoughts before speaking. For instance, Turkish (*a Verb-framed language*) speakers may tend to code the path element in the main verb of the sentence even when they are speaking an S-language (English). An S-language speaker, on the other hand, may tend to use manner verbs and employ a separate path element.

1.2. Aim and Scope of the Study

The current study has two main purposes. The first one is analyzing Turkish university level English language learners' motion event expressions in terms of path

element use in English written production. To test how the path element is expressed by Turkish learners of English, the participants are given a written language task. An important goal of this part of the study is to find out whether there are any developmental patterns in Turkish learners of English regarding the expression of path elements in expressing the motion events. Thus, the participants are chosen from two different language level classes (Pre-Intermediate and Upper- Intermediate levels) from Department of Basic English, Middle East Technical University, Ankara.

Although there has been quite a lot of studies related to the verbal production differences of typologically different languages (e.g. Papafragou & Selimis, 2009; Özçalışkan& Slobin, 2003 and many others), the present study is different because it focuses on different proficiency levels of second language learners' written production of the path element.

The second purpose of the study concerns the spoken production. We aimed to investigate the Talmyan (1985) typology of languages in Turkish learners of English from two language proficiency levels focusing on the use of path elements in motion event expressions. The participants were tested via short animated clips and their utterances were video-taped. In this part of the study our aim is two-fold: (a) investigating the learners' correct use of path elements in spoken language; (b) analyzing their gestures while they are describing the animated clips to their partners.

In a nutshell, the current study is composed of two main language tasks and the second task is two-fold:

1. A Written Production Task
2. A Spoken Production Task
 - (a) Verbal (Oral) Production
 - (b) Non-verbal Production

1.3. Research Questions

The research questions we aimed to answer in the present study are as follows:

1. Do Turkish university level EFL learners use path elements in motion expressions in a given English written context?
2. Do Turkish university level EFL learners make use of the path elements in their English verbal production of motion expressions?
3. Do Turkish university level EFL learners make use of the path elements in their English non-verbal production of motion expressions?

1.4. Outline of the Study

The study is comprised of six main chapters. Chapter 2 will dwell on the background knowledge gathered from the literature along with studies which inspired the researcher to focus on this area of research. Chapter 3 will give information about the method used in the study. In Chapter 4, the results of the tasks carried out for the study are presented, and they are analyzed in detail in Chapter 5. Finally, Chapter 6 concludes the study.

CHAPTER 2

LITERATURE REVIEW

2.0. Introduction

This chapter of the study consists of three sections: The section entitled ‘Motion’ includes a general description of motion events and the path element use in English language along with a typological summary. The second section entitled ‘Cognition and Motion Expressions’ dwells on the relationship between the language learners’ cognition and the expression of the path element via certain linguistic categorizations which have been made in the field so far. The third section ‘A Snapshot of Studies on Motion Verbs’ is composed of experimental studies which were carried out in the field.

2.1. Motion

Motion is a term that has been defined in many fields (physics, philosophy, etc.) so far; however, Aristotle was the first person to describe it as a basic physics term around 350 BC. Motion and location have been the focus of intensive investigation in lexical semantics and psycholinguistics (Levin 1985, Talmy 1985, Jackendoff 1990, Choi and Bowerman 1991, Slobin 1991, 1996, Bloom *et al.* 1996). Moreover, several researchers seem to agree that motion and space provide both an empirically rich and a tractable domain to investigate language-thought relations (see Levinson 1996, Gentner and Boroditsky 2001). The current study is based on a description made by Talmy (1985, p.85): Motion events are situations “containing movement or the maintenance of a stationary location”.

2.1.1. Motion Events

As Murphy (2010) states, in English the heart of the sentence is its main predicate and it is often presented by a verb. In order to express complete situations, verbs play

a big role by interacting with their arguments and predicting the meaning (Murphy, 2010, p. 172). This is one of the reasons for focusing on motion verbs in the current study.

Murphy's (2010) description of motion verbs is as follows : 'Verbs can be semantically categorized into three main groups first one of which is according to their ontological category. Though these verbs are known as *state* and *event* verbs, in semantic field they can also be called *motion* (e.g. run, roll) and *cognitive attitude* (e.g. know, believe) verbs (pp.172-173).

Although there are several more descriptions of components of motion verbs (e.g. Frawley, 1992, p.170), the current study focuses on Talmy's (1972,1975,1985) categorization since it is taken as the basis for many studies conducted in the field. Talmy states (1985) that motion events generally refer to a situation which is composed of four basic semantic components (Pourcel &Kopecka, 2006) :

- 1) **The Figure** : An object whose location is discussed
- 2) **The Ground** : The landmark against which the location of the figure is judged
- 3) **The Motion** : The presence of a motion or locatedness.
- 4) **The Path** : The course followed by the Figure. It includes a source (starting point), a medium (the intermediate points) and a goal (the endpoint)

Moreover, Aske (1989) argues there are two types of path which are telic (1) and atelic (2) path. As Pourcel and Kopecka (2006) describe, while there is a stated goal in the former, the latter does not specify a goal as can be seen from the following examples:

e.g.

- (1) The boy ran *into* **the building**. (the goal is stated/telic path)

(2) The boy ran along the park. (there is no specific goal stated in the sentence /atelic path)

The four basic components of motion events can be seen in the example below:

e.g.

(3) Charles went into the town.
Figure Motion Path Ground

However, Talmy (2000) adds that there are two more external elements in motion events which are *manner* and *cause*.

- 1) **Manner** : the way in which the figure moves or is located. Talmy (2000) argues that manner is an external component as the speakers conceptualize them as a separate event (p.39).

e.g.

(4) Charles went into the town **on foot**.
Figure Motion Path Ground **Manner**

- 2) **The Cause** : the reason for a motion event.

Talmy (2000) categorizes the motion events into three groups in terms of cause. The first one is *self-agentive motion events* (5), in which a figure moves itself. The second one is *caused motion events*, in which the object moves due to a cause (6), and the third one fictive motion events, in which there is no physical movement as can be seen in the example (7).

e.g.

(5) John **wobbled** down the stairs. (The figure moves itself)

(6) She **rolled** the ball down the hill. (She caused the ball to roll down the hill.)

(7) The river **goes** from here to the border. (no physical movement)

2.1.2. Talmyan Typology

Talmy (1991) takes the path element as the core of motion events and he states that it is not possible to talk about a motion event without a trajectory (p.483). Since the current study focuses on the path element use and its expression in English, Talmyan typology is emphasized in this part of the study.

Focusing on path and manner elements, Talmy (1972, 1975, 1985) compared their coding in different languages and developed a two-way typology of how manner and path are expressed. His typology dwells on what semantic component is expressed in the main verb and includes two main types of languages which are manner-incorporating and path-incorporating languages.

According to this typology, a language coding the manner in the main verb is in the manner-incorporating group and English language is in this group.

e.g.

- | | | | | |
|-----|-------------------|-----------------------|-------------|------------------|
| (8) | <u>He</u> | <u>ran</u> | <u>into</u> | <u>the cave.</u> |
| | Figure | Manner+Motion | Path | Ground |
| (9) | <u>The bottle</u> | <u>floated</u> | <u>into</u> | <u>the cave.</u> |
| | Figure | Manner+Motion | Path | Ground |

As can be seen in the examples above, the motion verbs ‘run’ and ‘float’ conflate the manner and motion component while the path element ‘into’ is stated separately. Therefore, Talmy (1975, p.184) suggests that the path element can be called a satellite of the verb in this category of languages. That is, this group of languages does not code the path element in the main verb, but they code it via their *satellites*. That is the reason why Talmy names this group of languages *satellite-framed languages (S-languages)*.

However, as Antunano (2002) states, languages like French code the path element in the main verb (p.6). To illustrate, the verb ‘descendre’ means ‘go down’, so there is no need for a separate path element. Thus, languages like French are in the group of

verb-framed languages (V-Languages) as can be seen in the following example (10) (Choi-Jonin & Sarda, 2007).

e.g.

(10) Il **descend** les escaliers.

Motion+Path

2.1.2.1. *Satellite-framed languages (S-Languages)*

As stated above, S-languages conflate the manner element with the main verb, and the languages in this group are rich in verbs giving manner and motion together. English verbs like ‘wobble’, ‘tumble’ and ‘teeter’ are some of the examples to this group as can be seen in the following examples (11a). Moreover, as Antunano states (2002) German language is also in this group, and the verbs such as *krabbeln* ‘crawl’, *rennen* ‘run’ and *springen* ‘jump’ are only some of the example verbs which require a separate satellite to conflate the path element like *(r)aus* ‘out’, *(r)ein* ‘into’, *(r)unter* ‘down’, as in *rennen raus* ‘run out’ (p.6). The example (11b) shows the coding of the path element in German language and the similarity between the two languages in terms of their framings is also clear.

e.g.

(11a) The drunk lady **teetered** *into* the pub.

Motion+Manner Path

(11b) Der Mann **rannte** *ins* Haus.

Motion+Manner Path

2.1.2.2. *Verb-Framed Languages (V-languages)*

Different from S-languages, V-languages prefer to code the path element in the main verb of the sentence; thus, these languages have many verbs conflating the path element and motion. The following examples include Spanish language (V-language) (Antunano, 2002, p.7):

e.g.

(12a) *Del agujero **salió** un buho.*

of the hole **exited** an owl

‘An owl went out of the hole.’

(12b) *El perro **salió** corriendo.*

the dog **exited** running

‘The dog ran out.’

The bold items in the examples above show the place of the path element in both languages. As can be seen in the first (12a) and the second examples (12b), Spanish language prefers coding the path element into the main verb of the sentence ‘salio’. Moreover, the manner of motion event is optional in this group of languages, and it is rarely used (Papafragou *et.al.*, 2002); Özçalışkan & Slobin, 2000). The reason behind this preference has been explained via *telicity*, which focuses on the completion of an event (Aske, 1989). In other words, when there is a *telic verb* of motion in an expression as in (12a), in which the motion has been completed, the speakers tend to omit the manner component. Thus, Spanish language speakers are expected to use manner component more in their expressions than English speakers (Slobin, 2004,2006).

Furthermore, Papafragou et.al (2006) explain the reason for the manner component’s being optional in V-languages via language-on-thought effects (p.79). That is to say, when there is already contextual information about the manner in the expression, the speakers of V-languages tend to omit the manner element as in (12a), where the only manner option for an owl is ‘flying’ in that context. Although V-language speakers can make use of a manner component in their expressions as in (12b), they sometimes prefer omitting it as in (11a). Papafragou *et al.* (2006) name this asymmetry *inferability of the manner* since there is an undeniable effect of the context (p.79).

2.1.3. Slobian Typology

Dan I. Slobin (2004) argues that the Talmyan typology of motion events are useful; however, it is not always enough to explain the motion event expressions in all languages:

Talmy's typology was designed to characterize lexicalization patterns, and it has provided important insights into the overall set of structures that define individual languages. However, the typology alone cannot account for discourse structures, because language use is determined by more than lexicalization patterns. It is striking how much has been learned by the application of the V-language/S-language contrast, and it still plays a part in the mix of factors considered here. But a fuller account of narrative organization will require attention to a range of morphosyntactic, psycholinguistic, and pragmatic factors (Slobin, 2004, pp.219-220).

Therefore, Slobin (2004) adds another type between *V-languages* and *S-languages* which he calls *Equipollently-framed languages*. This group of languages include serial-verb languages and other languages which code the manner and path elements equipollently. That is, both of the elements are coded equally in motion event expressions (p.227).

Slobin's (2004) *Equipollently-framed languages* include three kinds of structure (p. 243):

- 1) *Serial-Verb languages* (Manner Verb+Path Verb): *Serial-verb languages* include a separate manner verb and a path verb. Niger-Congo, Sino-Tibetan, Tai-Kadai are some of the example languages for this group.
- 2) *Bipartite- Verb Languages* (Manner + Path morpheme in the Verb): In languages like Hokan and Penutian, verbs have two equally stated morphemes to code the manner and the path element (Delancey, 1989).
- 3) *Generic- Verb Languages* (Manner Verb +Path Verb +Verb): Languages like Jaminjongan have separate verbs for both manner and path and another verb in their motion expressions.

Furthermore, Chinese Mandarin is categorized into S-languages in Talmyan typology since Talmy (1972,1975,1985) considers the manner verb as the main verb and the path verb as the satellite; however, it is not clear which one is which (e.g. *fly exit*). Languages like this can be named *complex-framed languages* as well (Slobin & Hoiting, 1994).

Li and Thompson (1981) also focus on the complexity of Mandarin Chinese and some other languages which are not totally possible to be categorized according to Talmyan typology of motion events (p.361).

e.g. (Li & Thompson, p.58)

(13) 3PL run exit come PF

‘They came running out.’

There are some expressions having separate deictic expressions in Mandarin Chinese and Talmy does not consider them in his work:

e.g. (Matisoff, 1969, p. 70)

(14) We get **return** **lift** **come.out** give NR

‘We had to lift it out [‘return’] for (them).’

In the rest of this thesis, we will focus on English language, and make use of the Talmyan typology.

2.1.4. Motion Events in English

The basis of the current study is the Talmyan typology according to which English is a *manner language* or a *satellite-framed language*. In other words, English codes the path element not in the main verb of the sentence but it codes it in a satellite (e.g. an adverbial).

e.g.

(15) The children **were sliding** *down* the hill.

Figure Motion+ Manner Path Ground

Özçalışkan and Slobin (2003) state that although most of the English motion verbs conflate manner and motion, there are also different types of motion verbs (p.263):

Vmanner: (manner verbs), e.g., *run, fly*; ‘walk’, ‘climb-up’

Vpath: (path verbs), e.g., *enter, exit, follow*; *in* ‘descend’, ‘exit, ‘approach’

Vneutral: (verbs with no manner or path) ,e.g., *go, move*; ‘go’, ‘move’

V+Vmanner (SUB): (subordinated manner verbs), e.g., *go running*; ‘fall rolling’.

According to the Talmyan typology (1972, 1975, 1985), Turkish is a *path language* or a *verb-framed language*. That is, Turkish includes many verbs which conflate the path and motion elements; the manner element is optional in some contexts, similar to Spanish language explained above.

e.g.

(16a) Adam odasından **çıktı**.

Motion+Path

(16b) The man **exited** his room.

Motion+Path

In the present study, path verbs of English (e.g. *exit, enter, etc.*) as in (16b) are not used to have objective results since English is similar to Turkish in that aspect. Most English motion verbs are manner verbs, and the purpose of the study is to analyze EFL learners’ path element expressions in English.

2.2. Cognition and Motion Expressions

In this section, the relation between cognition and motion is mentioned along with two basic approaches ‘*Universalist Approach*’ and ‘*Language-Based Approach*’ in the field.

2.2.1. Universalist Approach

The forerunner of the Universalist approach was Jackendoff (1990), who stated that languages are just the reflections of lexical and syntactic linguistic representations and there is no clear relationship between conceptualizing and language. Greenberg (1986) and Comrie (1981) are two other researchers supporting this approach stating that there is no language-based representation since conceptual structures are identical.

Noam Chomsky (1975) can also be related to the universalist approach since he stated :

Language is a mirror of mind in a deep and significant sense. It is a product of human intelligence... By studying the properties of natural languages, their structure, organization, and use, we may hope to learn something about human nature; something significant, if it is true that human cognitive capacity is the truly distinctive and most remarkable characteristic of the species (p.4).

2.2.2. Language-based (Relativist) Approach

In this section, the summary of *Language-Based Approach* is divided into two sections since the linguists differ in their views. The first section focuses on *Strong Language-Based Approach* and the second section focuses on *Weak-Language-Based Approach*.

2.2.2.1. Strong Language-Based Approach

Different from the universalist approach, as von Humboldt (1836/1988) states, every language is shaped in an environment with a world view, so the languages are affected by it in one way or another (p.60). That is the reason why Whorf (1952) suggests that children learn their languages in different environments which have different world views; thus; their conceptualizations of grammar are different since they evaluate the events different from each other. This view has also been supported by Brown and Lennenberg (1954), Lucy (1993), Bloom (1981) among others. As a result, language specific structures can be said to have an undeniable effect on the speakers of that language (Gennari *et al.*, 2002, p.51).

2.2.2.2. Weak Language-Based Approach

Strong Language Based Approach supports the language-based approach only in special cases. The time of the language processing and interpretation play an important role where the language structures become habitual expressions (Gennari *et al.*, 2002, p.51). If a language learner is exposed to an S-language at an early age, s/he tends to focus on manner of motion more.

Slobin (1987) states that there is a process called *thinking for speaking* and it plays a big role when we are exposed to new language structures. In other words, there is an undeniable effect of cognition on linguistic expressions (p.437). According to this view, we can arrive at the conclusion that if children grow up in an *S-language* (e.g. *English*) environment, they are somewhat directed to focus on the manner of motion (e.g. *walk, run*) and learn the details related to it, while the *V-language* learners (e.g. *Turkish*) focus on path of motion expressions (e.g. *enter, exit, cross*) and their uses more. The reason for this is that they are exposed to these types of verbs more and they can visualize them better (Slobin, 2006, p.67).

One more argument supporting the effect of cognition and environment on motion expressions of the speakers is from Levelt (1989), who argues that the speakers of a

language use specific perceptual and conceptual clues while understanding a message in that language, and these clues become codes in their minds when they become adults. That is, the language structures have been shaped in the speaker's conceptual knowledge base (pp.104-105).

2.3. A Snapshot of Studies on Motion Verbs

This section of the study is composed of brief summaries of certain studies carried out on motion event expressions in the field.

■ *Hirsh-Pasek et.al.(2003)*

Hirsh-Pasek *et.al.* (2003) conducted a study with monolingual infants who are aged between 14 to 17 months from English spoken households, and the researchers aimed to test the infants' tendency to use the manner and path element in motion expressions. They used animated clips including a purple starfish and a green ball with a black background. Each of the motion events in the clips included three manners (*jumping jacks, spinning, or bending at the "waist"*) and three paths (*jumping jacks, spinning, or bending at the "waist"*) with nine actions in total. The videos were all silent and after moving along each path for six seconds, the starfish goes back to its original position.

Although the researchers found some asymmetry as well, the English speaking infants focused both on the path and the manner element while watching the clips. Moreover, they concluded that infants with High Vocabulary (HV) may focus more on the manner element since there are more manner verbs than path verbs in English (S-language). It is also stated in the study that showing motion events in isolation (a black background and only the starfish) may effect the results, but there is still evidence that infants pay attention not only to the manner and but also to the path elements.

■ *Özçalışkan and Slobin (2003)*

Özçalışkan and Slobin analysed the motion expressions in Turkish and English written and oral narratives of adults. Taking the Talmyan approach as a basis, they expected the S-language speakers to encode manner habitually and to encode the path element by satellites and vice versa for the V-language speakers. After the analysis of the data, they found results supporting their hypothesis both in written and oral contexts.

As expected, according to the Talmyan typology, the study showed that 51% of the English literary texts include manner verbs while 59% of the Turkish literary texts include path verbs. Similarly, the results of the frog story, which was adapted from Mayer's (1969) picture book *Frog Where are you?* to check path and manner salience, revealed that 54% of the English participants made use of manner verbs whereas %62 of the Turkish participants used path verbs in their expressions (Özçalışkan & Slobin, 2003).

■ *Senghas, Kita & Özyürek (2004)*

Senghas, Kita and Özyürek (2004) tested whether path and manner of motion are represented separately even when they are not possible to be heard from the surroundings of the individual. They examined the Nicaraguan Sign Language (NSL), who had only 800 speakers and whose most fluent speakers of its most developed form are the children. They analyzed the motion expressions of 30 deaf NSL signers, who were taught in Spanish (V-language) in schools. Including three groups of signers grouped according to their year of education in Spanish, they observed gestures and signing of those signers.

Spanish language codes path in the main verb of the sentence. Despite this, second and third-cohort groups of signers preferred coding the path element separately from the verb although they do not have any exposure to an S-language. That is, although the first-cohort signers coded the path element in the main verb, the most fluent

signers or the youngest group of NSL preferred coding the path element different from the language they were being taught. This result appears to be directly in support of the *Universalist* accounts. That is, independent from the language they are exposed to, human beings have the ability to code motion events in one of the ways *universal grammar* allows.

■ *Havasi & Snedeker (2004)*

Havasi and Snedeker (2004) conducted a study composed of two experiments with 56 native speakers of English. The first experiment aimed at checking whether manner lexicalization bias is flexible in adulthood as it is in childhood. The second aim was to mirror the first experiment's results by presenting the same verbs in a different syntactic context. After presenting new verbs to the participants in clips, the results showed that the subjects used more path elements after being taught path verbs and the participants who learnt manner verbs were more manner-biased.

The second experiment was done with the same verbs but the verbs' syntactic frames were changed. The participants answered according to the syntactic frames of the newly taught motion verbs. In a nutshell, the study has shown that although English speakers continue to be more manner-biased in their motion event expressions, their manner lexicalization bias remains flexible even when they become adults. That is, they are affected by the syntactic frames of the verbs that they learn.

■ *Papafragou, Massey & Gleitman (2006)*

The Universalist Approach argues that cognition is shaped by the language, but *the Relativist Approach* suggests that the cognition shapes the language. The purpose of the study was to check this relationship between language and cognition by using English (S-language) and Greek (V-language) motion event expressions. The researchers expected English speakers to focus on manner more and Greek speakers to focus on path due to the nature of the languages within the framework of the Talmyan (1985) typology. Moreover, they expected less difference between the

preferences of English and Greek children. That is, age factor was expected to be a salient one. Therefore, they divided the participants into three groups which are *The Young Group*, *The Middle Group* and *The Adult Group*. The materials of the first experiment were adapted from Mayer's (1969) frog stories for children and the participants were tested individually. Each participant saw the pictures twice but they were told before the second session to check whether there is a difference in the pictures in the following section.

In the first session, the participants described the pictures and the findings were as expected. English speakers used more manner verbs whereas Greek speakers used more path verbs. However, in the second session the participants focused on the differences on the pictures. There was no focusing difference in either of the groups. This is against *Whorfian theory* (1952).

The researchers thought using pictures made it difficult to discover the trajectory, so they prepared a second experiment to be done with different participants but with the same grouping style. The participants were shown the same motion expressions along with their path variant and manner variant (*e.g. slide down vs. walk down*) and told to choose one of them. Although the general results were as expected according to the Talmyan (1985) typology of languages, non-linguistic results were different. Both Greek and English speakers chose manner half of the trials despite the age and language differences.

■ *Demirtaş (2009)*

The study aimed at exploring the motion event uses and preferences of Turkish EFL (*English as a Foreign Language*) instructors, who have high proficiency level English. The study included picture description tasks and the participants tendency to use manner and path verbs were compared in accordance with the Talmyan (1985) typology. The study included native speakers of only English and only Turkish. The subjects participated in description and narration tasks. They described 10 motion

events from the pictures in the first part of the study, and they were told to make up a story out of 13 pictures in the second study.

The results of the picture description study have shown that English language data included more manner verbs, as expected according to Talmyan (1985, 2000) typology. The second finding of the study was interesting since Turkish EFL instructors used similar numbers of manner and path verbs when they are compared to monolingual Turkish and English speakers. This shows that they are not affected by L2 rather than their L1. Similarly, the narration task data supported the results of the first study.

The study also included a translation task. The results of the translation task supported Slobin's (2009) argument that the speakers adapt their utterances according to the language they are speaking. That is, English speakers used more manner verbs in their English utterances but they made use of equivalent path verb when they were asked to translate the sentence to Turkish.

■ *Papafragou and Selimis (2009)*

Papafragou and Selimis (2009) conducted a two-task experiment. The researchers aimed at finding out whether there is a relation between the verbs' syntactic frame (their being *transitive* or *intransitive*) and their coding the manner information. In their first experiment, the researchers used *intransitive verbs* (e.g. *push/sprohno*) in clips and with the puppets (for children). Although both English (a *satellite-framed language*) and Greek (a *verb-framed language*) speakers were shown the same motion events, English speakers used a lot more manner verbs than the Greek speakers and the Greek speakers preferred including the path element in the main verb of the sentence.

In the second experiment (2a), the researchers used transitive (*caused motion*) verbs (e.g. *take/perno*), and the variations of the same verbs in the first experiment (e.g. *push, hit*) were used in silent clips and with puppets (for children) and the

participants were all told to define the action in the clips. There was an asymmetry between the answers of English and Greek speakers since English speakers preferred more *Means verbs* (activity of the agent) while Greek speakers preferred *Result verbs* (focused on the result of what the agent did). This data showed the need for more studies on syntactic frame and motion verb use.

■ *Bunger, Trueswell & Papafragou (2010)*

Bunger, Trueswell and Papafragou (2010) compared children's descriptions of motion events and the element they focus on (either manner of motion or the path of motion). 12 video clips including simple motion events along with clear path and manner elements were used in the study. In the experiment, 20 children (5 years old) and 20 adults (university students) took part in, and they were all monolingual native speakers of English. In the first task, their spoken expressions were analyzed via the video clips including both a manner and a path element. The researchers tested whether the children can make use of a particular part of a concept even when they lack the concept itself. As expected, children preferred shorter utterances and felt the need to eliminate one of the elements. This is the path element since English naturally codes the manner element in the motion verb while the adults used both manner and path elements in most of their motion event expressions.

In the second task, the researchers analyzed the eye-movements of the participants via the same videos. Finally, the third task was a memory task in which the participants were expected to pick out the changes in manner or of motion and path of motion. The second and the third task revealed that the children and the adults pay equal attention to path and manner elements and they feel the absence of both when there is a change in the expressions. As a result, the researchers concluded that children use fewer path expressions in their utterances not because of lacking the concept but because of their limited performance.

■ *Toplu (2011)*

Toplu (2011) conducted a five-task research to test the Talmyan (1985) typology by using an S-language (English) and two V-languages (Turkish and French) cross-linguistically. The motion verbs *crawl, dance, hop, limp, march, run, stagger, tiptoe, whirl, zigzag* were used in short videos in which there was the same actor and similar backgrounds. The aim of the first experiment was to see the subjects' preferences while coding the manner and path elements in motion expressions. According to the results, while English speakers used manner sentences more (83.2%), Turkish and French speakers preferred path sentences most of the time (95.4%- 95.8%). This data support the Talmyan categorization of languages in terms of motion verbs. In the second experiment, the subjects were asked to choose one correct written item out of three given expressions and the results were similar to the first experiment.

In the third experiment, the subjects were told to watch videos in triads and matched them with two similar ones. According to the results, the subjects focused more on the manner element despite their different language backgrounds. The fourth task was an eye-tracking study, where the participants watched 50 silent video clips. Their eye movements showed that they focused more on the manner element in spite of their different language backgrounds. In the final task, the participants talked about the clips they watched in task 4, and the results were similar.

Overall, the study showed that the Talmyan (1985) approach is not enough to explain the comprehension stage of the motion verbs cross-linguistically.

CHAPTER 3

METHOD OF RESEARCH

3.0. Introduction

This chapter focuses on the research method used in the present study. It includes the research questions, the procedure, data collection tools and data analysis methods.

3.1. Research Questions and Hypotheses

In this section of the study, the research questions for the written and the spoken tasks are given along with the hypotheses.

3.1.1. Written Production Task

The research question for the written production task and the hypotheses are as follows:

Research Question 1:

Do Turkish university level EFL learners use path elements in motion expressions in a given English written context?

Hypothesis 1:

Turkish university level EFL learners will not use path elements in written English motion event expressions (due to L1 interference).

3.1.2. Spoken Production Task

The spoken production task is two-fold. The research questions and hypotheses are given separately below.

3.1.2.1. Verbal Production

The research question in the verbal production part of the spoken production task and hypotheses are as follows:

Research Question 2:

Do Turkish university level EFL learners make use of the path elements in their English oral production of motion expressions?

Hypothesis 2:

Turkish university level EFL learners will not use path elements in oral English motion event expressions (due to L1 interference).

3.1.2.2. Non-Verbal Production

The research question and the hypotheses for the non-verbal production part of the spoken production task are as follows:

Research question 3:

Do Turkish university level EFL learners make use of the path elements in their English non-verbal production of motion expressions?

Hypothesis 3:

Turkish university level EFL learners will use path elements in non-verbal expressions of English motion events via gestures.

3.2. Participants

In this section of the study, the participants of the written and spoken production tasks are introduced.

3.2.1. Participants of the Written Production Task

A total of 62 students (31 Pre-Intermediate and 31 Upper Intermediate) students are tested in the first experiment, i.e. the written language task. The participants' mother tongue is Turkish and they are all from preparatory classes, DBE (Department of Basic English), METU (Middle East Technical University), Ankara. They are aged between 18 and 24 (N= 21) and have not taken any language courses abroad or lived

abroad. Therefore, the results of the study can shed light on the performance differences (if there is any) between lower and higher levels of proficiency students.

3.2.2. Participants of the Spoken Production Task

A total of 43 (22 Pre-Intermediate, 21 Upper Intermediate) out of 62 METU students of the written production task participated in the spoken production task voluntarily. Three out of 43 participants were eliminated since they spoke in Turkish. The data from 40 students (20 Pre-Intermediate, 20 Upper Intermediate) were evaluated. They are aged between 18 and 24 (N= 21) and have not taken any language courses abroad or lived abroad for any other reason.

3.3. Data Collection Tools

In this section, data collection tools for the written production task and the spoken production task are explained respectively.

3.3.1. Written Production Task Tools

As can be seen in the literature, the studies conducted in the field so far have had a tendency to use picture description tasks after Mayer's (1969) study with a picture book '*Frog, where are you?*'. Since the books were practical and easy to prepare, various researchers adapted forms of Mayer's (1969) book (Papafragou, Gleitman & Massey 2006 ; Ibarretxe-Antunano, 2009; Demirtaş, 2009, among others). In the studies carried out with children, puppets were preferred because children have a lower performance with abstract objects (see Papafragou & Selimis, 2009).

In the written production task, the participants are expected to find 4 missing items in each of the 4 paragraphs and complete the paragraphs. Two of the missing items are path elements and the other 2 are distractors in each of the 4 paragraphs.

The motion verbs tested in the written task are '*roll, float, hop, step, slide, jump, run, fly*' with the path elements '*into, out of, out of, into, down, into, out of, out of*'

respectively. The texts were prepared by using the vocabulary items which were in the active vocabulary lists prepared by the department. This method was chosen to hinder any understanding problems which may affect the results (See Appendix C for the written production task).

3.3.1.1 Answer Key for the Written Production Task

The answer key has been prepared by the researcher by checking the verbs and their usage in *BNC (British National Corpus)* and *BBI Combinatory Dictionary of English*. The key can be seen in Table 1.

Table 1. Tested Motion Verbs and Expected Path Elements

1) ... The ball rolled <i>into</i> the lake and I lost it...
2) ... The boat floated <i>out of</i> the tunnel and we saw the sunlight again...
3) ... An insect hopped <i>out of</i> the sand and it was really big...
4) ... She stepped <i>into</i> the kitchen, and locked the door quickly...
5) ... The children were walking up the hill and sliding <i>down</i> ...
6) ... The cat jumped <i>into</i> the car to get warm...
7) ... He ran <i>out of</i> the house not to miss the bus...
8) ... His scarf flew <i>out of</i> the window...

Bold items: tested motion verbs

Italic items : expected path elements

The answer key in Table 1 was extended with feedback from 5 native speakers of English.

Table 2 shows the extended answer key:

Table 2. Extended Answer Key

1) roll <i>into/ in</i>
3) float <i>out of/ out/ from/ through</i>
4) hop <i>out of/ from</i>
5) slide <i>down</i> (no other form)
6) step <i>into</i> (no other form)
7) jump <i>into/ in</i>
8) run <i>out of/ out/ from</i>
9) fly <i>out of/ out / from</i>

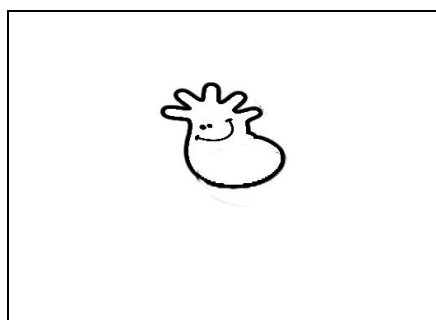
Bold items: tested motion verbs

Italic items: expected path elements

3.3.2. Spoken Production Task Tools

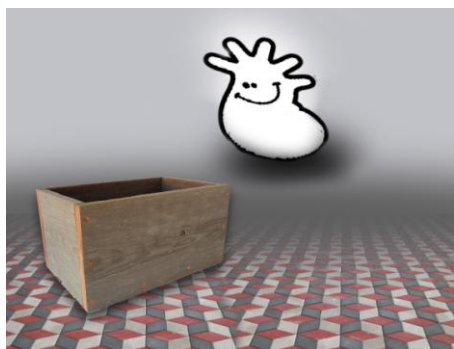
As Papafragou, Massey and Gleitman (2006) stated in their study, using pictures in motion event studies may not be enough to show dynamic motion events. Thus, the current task made use of animated videos rather than pictures. A total of 10 videos are used in this task. There are 10 motion events; 8 of them were the target verbs (tested verbs) ‘*dash, run, float, slide, tumble, wobble, jump, wriggle*’ and they require a path element ‘*into, across, up/into, down/out of, into, down, into, out of*’ respectively. There are 2 videos as distractors. They include a motion but no path, i.e. *ride, move*. Each of the videos lasts 10 to 12 seconds and all the actions are performed by the same animated character Timboo (See picture 1).

Picture 1 Animated Character ‘Timboo’

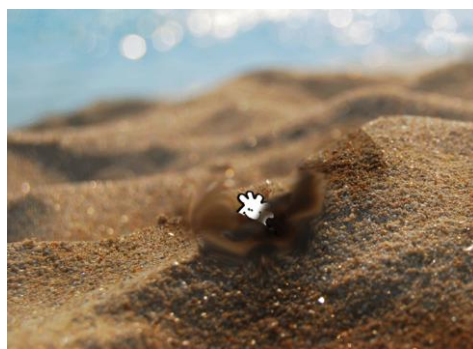


The videos were prepared by a professional, to get an appropriate format for our procedure. There was nothing attractive in the background other than contextual

clues to keep the participants' focus on the action (See Pictures '2,3,4 and 5' for backgrounds used for *into*, *out of*, *across* and *down* scenes).



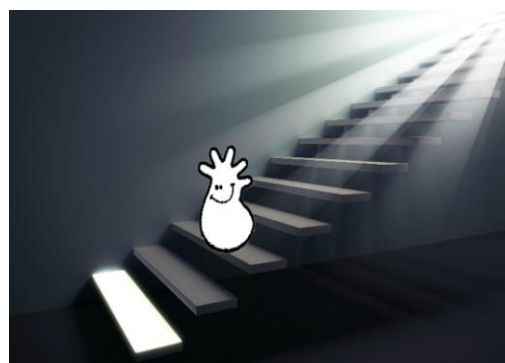
Picture 2 : An *into* scene



Picture 3 : An *out of* scene



Picture 4 : An *across* scene



Picture 5 : A *down* scene

The spoken production task was done in language classrooms of DBE, METU, Ankara and the classrooms were equipped with a computer, a projector, a projector slide, a tripod and a camera to video-tape the task. There was always a professional in the room to do the recordings.

3.4. Procedure

In this section, the procedure for the written and spoken production task respectively.

3.4.1. Written Production Task Procedure

The written production task was carried out on two separate days with two separate language proficiency level groups of participants. The students were given 30

minutes lunch break after their regular classes, and the task was done after this lunch break.

On the first day, 31 Pre-Intermediate level participants were taken to a language classroom and given the consent forms (See Appendix B for the Pre-Intermediate group consent form). After the researcher collected the consent forms, the participants were given the written task. The researcher let the participants read the instruction of the task (See Appendix C for a copy of the written production task), and gave an unrelated example on the board to guarantee that all the participants responded to the missing items in the same way.

Here is the example asking students to complete the sentence:

She goes □ (to) school on weekdays.

The participants were given 20 minutes to find and write the missing 4 items in each of the 4 paragraphs. The class was monitored by the researcher and another instructor from DBE, METU. The participants were given 15 minutes break before the spoken production task.

On the second day, 31 Upper-Intermediate level participants were taken to the same classroom and given the consent forms (See Appendix A for the Upper-Intermediate group consent form). The same procedure was followed. The participants were given 15 minutes due to their higher level of proficiency and their performance in the pilot study. The participants were given 15 minutes break before the spoken production task.

3.4.2. Spoken Production Task Procedure

The spoken production task was also carried out on two separate days with Pre-Intermediate and Upper-Intermediate language proficiency level participants. Both groups took part in the spoken production task on the same day they took the written

production task. They were given a 15-minute break time between the tasks. 10 short animated video clips which were prepared for the target of the current study were used as stimuli.

On the first day, 20 Pre-Intermediate students were taken to a classroom after the 15-minutes break following the written task. The classroom was equipped with a computer, projector, tri-pod and a camera. Ten of the participants were taken to a waiting room by another instructor from the department and waited there until the first group finished the task. The researcher provided the instructions and monitored the task. A picture of the character ‘Timboo’ was shown to the participants since it acts in all of the videos (See Picture 1 for the picture). The researcher wrote the question ‘*What is Timboo doing?*’ on the board, and the participants had to answer this question while they were describing the videos. Five of the first group participants were told to sit facing the board and the projector. The other 5 participants sat right behind them facing the wall and they were given blank papers and pencils. The researcher explained that the participants who see the videos need to turn to their partners and describe the event in the video verbally. The participants facing the wall were expected to draw the event on a paper according to their friends’ descriptions. This was to ensure task coherence. The drawings were not examined.

Picture 6. A scene from the spoken production task



The first 5 Pre-Intermediate participants were shown the first five videos and they were given 2 minutes to answer the question on the board ‘*What is Timboo doing?*’ (e.g. an expected verbal answer was: Timboo is **jumping** *into* the box.). Bare forms of the tested verbs (e.g. *wobble*) and a synonym (e.g. walk) were written on the board by the researcher. After 2 of the target videos were completed, the participants were told to change their chairs with the participant sitting behind them. When the participants changed their roles, the other 5 participants were shown 3 videos (2 target videos+1 distractor) and were expected to respond in the same way. The second group of 10 Pre-Intermediate participants was taken to the same classroom after the first group left the building. They were tested in exactly the same procedure with 5 different videos. The whole procedure was video-taped by another instructor. The actual purpose of the tasks was not told to the participants for objectivity of the results.

On the second day, 20 Upper-Intermediate students were taken to the same language classroom 15 minutes after completing their written production task. The spoken production task was conducted in the same manner. Upper-Intermediate level participants were given 1 minute for the description of the event in each of the videos owing to their higher language proficiency level.

Table 3 shows a brief outline of the sessions:

INTRODUCTION Consent form + Instructions for the written production task : ~ 10 minutes
Task 1 Written Production Task
DAY 1 : Pre-Intermediate Participants : ~ 20 minutes
DAY 2 : Upper- Intermediate Participants : ~15 minutes
15 MINUTES BREAK
INTRODUCTION Instructions for the spoken production task : ~ 5 minutes
Task 2 Spoken Production Task (video-taped)
DAY 1 : Pre-Intermediate Participants : ~ 30 minutes
DAY 2 : Upper- Intermediate Participants : ~ 20 minutes

3.5. Data Annotation

In this section, the data annotation done for both the written production task and the spoken production task is presented.

3.5.1. Written Production Task Data Annotation

The written data which were collected from Pre-Intermediate and Upper-Intermediate groups were checked according to the extended answer key (See Table 2). Grammatically correct uses of the participants were coded as 1. If the participants did not use an item or used an unacceptable item, it was coded as 0. Therefore, the written production task had a binary scale, which is composed of two answers (1,0).

3.5.2. Spoken Production Task Data Annotation

The spoken production task was video-taped. The video recordings of both proficiency groups were transcribed. Later, the transcriptions were grouped under the related motion verb (e.g. *jump*, *wriggle*) since the analysis of the task was done according to the total amount of data, not the student number.

The annotation of the data comprised of two steps:

Step 1: Since the students were given the bare forms of the verbs and expected only to complete them with the necessary path elements, the expected English path expression is coded as correct (1) and the other two forms stated below are coded as incorrect (0).

Table 4. Step 1 Data Annotation

Type of the answer	Example	Coding
Expected Form ' <i>Motion Verb+ Path</i> '	Timboo is jumping <i>into</i> the box.	1
' <i>Motion Verb</i> <i>+Gesture</i> '	Timboo is jumping (<i>into</i> via Gesture) the box.	0
' <i>Motion Verb Only</i> '	Timboo is jumping the box	0

Bold items : tested motion verbs

Italic items: expected path elements

Step 2: The participants' incorrect answers were categorized under two main titles *Type 1 Use* and *Type 2 Use* as can be seen in Table 5:

Table 5. Step 2 Data Annotation

Type of the answer	Example	Coding
' <i>Motion Verb +Gestures</i> ' <i>Type 1 Use</i>	Timboo is jumping (<i>into</i> via Gesture) the box.	1
' <i>Motion Verb Only</i> ' <i>Type 2 Use</i>	Timboo is jumping the box.	0

Bold items : tested motion verbs

Italic items: expected path elements

3.6. Data Analysis Methods

In this section of the study, there is information about the types of statistics used in both tasks of the current study. Validity and reliability of the data collection tools for both the written and the spoken production tasks are also discussed here.

3.6.1. Statistics Used in the Study

In the present study, two types of statistic tools were used. The *KR 20 (Kuder Richardson 20)* test was used for reliability analysis of the written and spoken production tasks. *Pearson Chi-Square* test was used for analyzing the number of correct items and the relation between language proficiency and path of motion use in both tasks.

3.6.1.1. KR20 Reliability Analysis

As Özdamar (2011) stated, the best reliability analysis tool for language tests is *Cronbach Alpha*. It is used in high stake exams like *IELTS* and *TOEFL*, and it is applicable with the tests having a *Likert type* (1-5) measurement styles. However, the current study has a *binary* (0-1) scale; thus, the most appropriate tool for this test is *KR20*, which is also a type of *Cronbach's Alpha*, but preferred with binary scales. If *Cronbach's Alpha* is used with binary scale tests, there is a risk of obtaining lower statistic results (Özdamar, 2011, p.606). Therefore, test reliability of written and spoken production tasks were checked statistically by *KR20 (KruDer-Richardson)*.

3.6.1.2. Chi-Square Independent Test

Parametric tests (e.g. *t-test*) give better results with Likert scale (1-5) tests, and the current study results are coded 1 (correct use) and 0 (wrong use/ not used). Since this affects normality of the scores, non-parametric tests are more applicable for the current study. Moreover, the current study analyses the relationship between path element use and language proficiency level. According to Demirgil (2010) the most

appropriate non-parametric test for the present task is *Chi-Square Independent Test*, which helps to observe the dependency levels between two or more variables (as cited in Kalaycı, 2010, p.90). The current study makes use of the following alpha levels:

$p < 0.05$ There is a significant difference between the variables
$p > 0.05$ There is no significant difference between the variables
$p =$ probability level / alpha

Our variables in the study are Pre-Intermediate group data and Upper-Intermediate group data. In order for Chi-Square test to be appropriate for a study, all of the cells in the result table must have 5 or more count cells. In the present study, all the cells counted at least 5. Since the analysis was done in asymptotic ways (by rounding up the scores where necessary), *Asymptotic Significance* levels were taken into consideration (See Table 6) in order to decide the *probability level (p)*.

Two types of *Chi-Square test models* were used according to the results of the test.

The first one was *Pearson Chi-Square Test*. If all the expected values are either 25 or higher ($T_{ij} \geq 25$), *Pearson Chi-Square Test* is used (Özdamar,2011, pp. 414-416).

If the *Pearson Chi-Square* results are between 5 and 25 ($5 \leq T_{ij} \leq 25$), *Yates Chi-Square Test (Continuity Correction, Corrected Chi Square)* is used. It is a type of correction to the *Pearson Chi-Square* results (Özdamar,2011, pp. 414-416).

Table 6. An Example Chi-Square Result Table

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)	Point Probability
Pearson Chi-Square	1,641^a	1	,200	,311	,173	
Continuity Correction^b	,889	1	,346			
Likelihood Ratio	1,629	1	,202	,311	,173	
Fisher's Exact Test				,311	,173	
Linear-by-Linear Association	1,607 ^d	1	,205	,311	,173	,120
N of Valid Cases	47					

a. 0 cells (0,0%) have expected count less than 5. The minimum expected count is **5,11**.

Bold items : to be used in the following parts of the study

In the following chapters of the study, bold parts of the table will be given (See Appendix D for a Chi-Square Value Interpretation table in detail).

3.6.2. Validity and Reliability

The tasks used in the study were piloted. Both the pilot tasks and the main tasks are checked for reliability and validity. In this section of the study, validity and reliability studies for the pilot studies, the written production task and the spoken production task are provided.

3.6.2.1. Validity and Reliability of the Pilot Studies

In this section, validity and reliability issues concerning the pilot studies are explained.

3.6.2.1.1. Validity of the Pilot Written Task

The written production task is composed of 4 paragraphs. The paragraphs were prepared in a short format (5 or 6 sentences each) and contained a separate context for each motion verb. There were 4 missing items in each of the 4 paragraphs. Those missing items were placed after each 9th word, and there is no missing item in the

first sentences. If there were missing items in the first sentences, or if there were many more missing items in the text randomly, the participants would have problems in activating their schemata and understanding the meaning. The task was done in clean and quiet language classrooms.

The written production task made use of language texts in order to have the participants feel like in a real language learning environment. Feedback about the difficulty level and the procedure of the task was taken from them in the pilot phase. This was done for the *face validity* of the task. As Alderson, Clapham and Wall (1995) stated, *face validity* affects the *response validity*. That is, the participants answer more appropriately if they see a task as face valid (p.173).

The written production task was analyzed in terms of content appropriateness by 2 other English instructors and 3 English native speakers who have testing background or taken part in testing of the relevant levels (Pre-Intermediate or Upper-Intermediate) at DBE, METU. Their answers and feedback about the appropriateness of the task for both groups were also taken into consideration for the *content validity* of the task. The task was revised and certain changes were made in the task upon the feedback.

3.6.2.1.2. Reliability of the Pilot Written Task

The written production task was piloted with 15 Pre-Intermediate students and 15 Upper-Intermediate students. The participants were given 20 minutes after completing the consent form. The task was conducted in a language classroom at DBE, METU, Ankara and monitored by the researcher and two other instructors from the department.

The procedure of the pilot study was exactly the same as that of the written production task (See 3.4.1.). The answers of the participants were coded as 1(correct) or 0 (wrong/empty) referring to *British National Corpus* and *BBI English Combinatory Dictionary* on an excel sheet by the researcher. Later, two English

instructors from the same department were told the nature and the purpose of the study and they coded the answers of the participants' answers on separate excel sheets. Although there was an answer key for the task, the codings of the instructors were checked to guarantee the objectivity of coding the raw data. There was no difference in the coding of the researcher and the other 2 raters (1 rater for Pre-Intermediate data, 1 rater for Upper-Intermediate data).

The results of the pilot study were statistically analyzed via *KR20*. The results of *KR20* analysis showed a low reliability level of 0,362 with the Pre-Intermediate group and 0,435 with the Upper-Intermediate group. These results are below 0.5, (See Table 7 for *KR20* value interpretation list). The written production task includes fewer than 10 items, which is one reason for low reliability. Note that-according to the results, there is a big gap between correct and wrong answers (as shown by the values 0,362 and 0,435) and this is as expected.

Table 7. *KR 20* Value Interpretation

<u>Reliability</u>	<u>Interpretation</u>
.90 and above	Excellent reliability; at the level of the best standardized tests
.80 - .90	Very good for a classroom test
.70 - .80	Good for a classroom test; in the range of most.
.60 - .70	Somewhat reliable
.50 - .60	Suggests need for revision of test, unless it is quite short (ten or fewer items).
.50 or below	Questionable reliability. This test should not contribute heavily to the course grade, and it needs revision.

3.6.2.1.3. Validity of the Pilot Spoken Task

Three English Language instructors and 2 native English instructors from Department of Basic English, Middle East Technical University, Ankara were asked to watch the videos and say whether the motion events and their trajectories are clear in the videos. They confirmed the clarity of all the videos. This was done for the *content validity* of the task.

The video clips for the spoken production task lasted for a short time (10-12 seconds) in order to keep the motivation high. As already explained, the spoken production task was done in a language game procedure as the participants are familiar with such kind of games from their lessons at DBE, METU, Ankara. The study was piloted with 8 Pre-Intermediate students who were not going to be included in the study. Oral feedback was taken from the participants after the pilot phase. They were told to comment on the videos' clarity and the difficulty level of the task. These were done for the *face and response validity* of the task.

The spoken production task was conducted after a lunch break. The participants were not tired or hungry. The classrooms were clean and quiet. The participants focused on the task easily.

3.6.2.1.4. Reliability of the Pilot Spoken Task

A pilot study was conducted for checking the reliability of the spoken production task. The pilot study group participants were chosen from Pre-Intermediate group since their language proficiency level is lower. The data collected from the task were annotated by the researcher and two other English instructors for *inter-rater reliability*. There were no problems regarding the ratings.

3.6.2.2. Validity and Reliability of the Tasks

In this section of the study, validity and reliability issues concerning the main tasks are explained.

3.6.2.2.1. Validity of the Written Production Task

The written production task was conducted under the same circumstances with the pilot study in terms of validity (See 3.6.2.1.1.).

3.6.2.2.2. Reliability of the Written Production Task

The written production task was carried out with 62 participants from two different language proficiency levels with the extended answer key (See Table 2). The results of the written production task were analyzed via KR20 test and they were higher than those of the pilot study as can be seen below:

Pre Intermediate Group Written Production Task Reliability : KR20 = 0,544

Upper-Intermediate Group Written Production Task Reliability : KR20 = 0,592

As can be seen in Table 7, if there are 10 or fewer than 10 items in a task, these results (0,544 and 0,592) can be interpreted as reliable. As the written production task focused on testing a specific area (*path of motion*) and limited with 8 items and 62 participants in total, the items tested can be interpreted as reliable enough for the current study.

3.6.2.2.3. Validity of the Spoken Production Task

The spoken production task was conducted under the same circumstances with the pilot study in terms of validity (See 3.6.2.1.4.).

3.6.2.2.4. Reliability of the Spoken Production Task

After getting feedback from native English instructors and the students in the pilot study, the researcher decided to give the bare forms of the tested motion verbs in bare forms along with a synonym. This was done to hinder certain problems due to vocabulary performance differences between Pre-Intermediate and Upper

Intermediate students (e.g. tested verb: *wobble* but *walk* is also acceptable there). The verbs were written on the board next to the screen by the researcher.

The spoken production task was done with 40 students from two different language proficiency levels (20 Pre-Intermediate, 20 Upper Intermediate). Data from each level of students were analyzed with two coders independently. In both cases, one of the coders was the researcher.

KR20 (Kuder-Richardson 20) test was used to check the reliability of the results of spoken production task and the following scores were taken:

Pre-Intermediate Group Spoken Production Task Reliability : KR20 = 0,798

Upper-Intermediate Group Spoken Production Task Reliability : KR20 = 0,777

The reliability scores of the spoken production task for both of the groups show that the task is highly reliable and good for a classroom task (See Table 7).

CHAPTER 4

RESULTS

4.0. Introduction

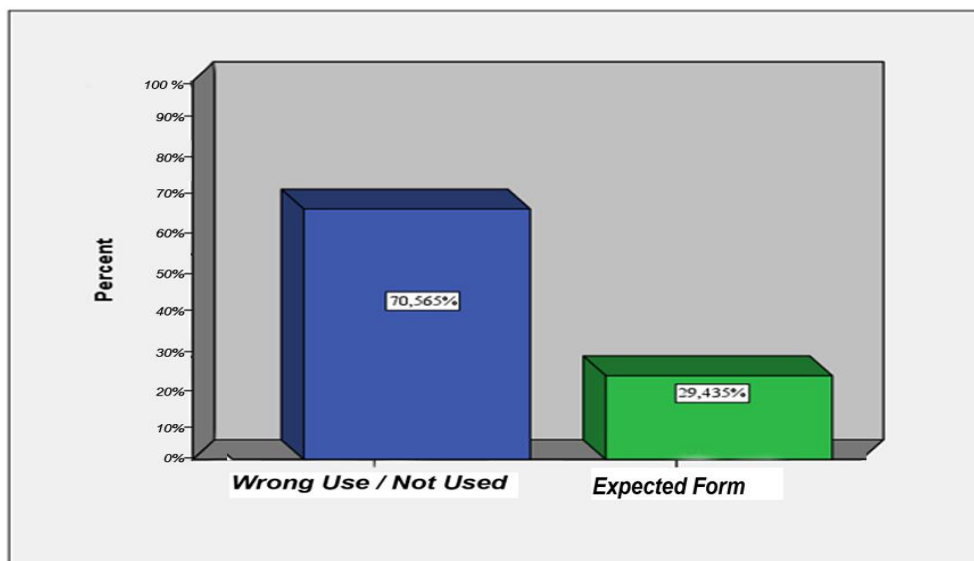
This chapter will focus on the statistical results of the results of the tasks carried out for the purpose of the research. The chapter is divided into two sections since the study is composed of two separate tasks. The statistical results of the written language task will be given first and followed by the results of the spoken task.

4.1. Written Production Task Statistical Analysis

The written production task was conducted with Pre-Intermediate and the Upper-Intermediate group participants separately. Thus, their statistical results are shown under two subtitles. They are followed by another section comparing both groups' data statistically.

4.1.1. Pre-Intermediate Group Written Production Task Analysis

Graph 1 shows Pre-Intermediate group participants' expected form ratio:



Graph 1. Pre-Intermediate Group Written Production Task Results

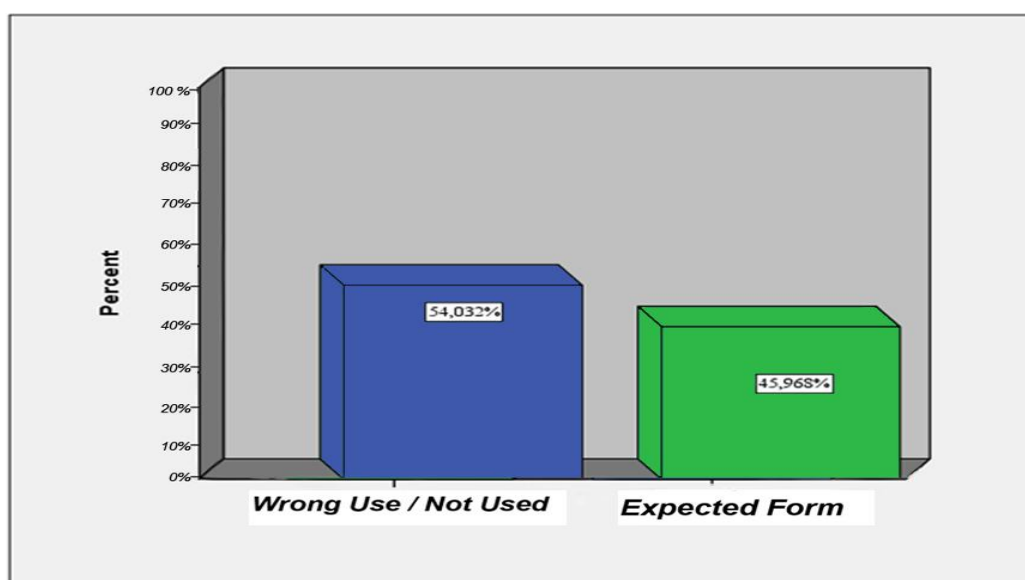
29,44% of Pre-Intermediate students made use of correct (expected) path elements in their answers, whereas 70,56% did not use the expected path element or used a wrong item in the necessary parts. The following table shows the raw numbers:

Table 8. Pre-Intermediate Group Answer Counts

Language Proficiency Level	Correct Use	Wrong Use/Not Used	Total
Pre-Intermediate Group	73	175	248

4.1.2. Upper-Intermediate Group Written Task Analysis

Graph 2 shows Upper-Intermediate group participants' expected form use ratio:



Graph 2. Upper-Intermediate Group Written Production Task Results

45,97% of the data included the expected path elements. 54,03% of the data included no path element or a wrongly used item according to the context of the written production task. The following table shows the raw numbers:

Table 9. Upper-Intermediate Group Answer Counts

Language Proficiency Level	Correct Use	Wrong Use/Not Used	Total
Upper-Intermediate Group	114	134	248

4.1.3. Comparative Analysis of Pre-Intermediate and Upper-Intermediate Written Production Task

Our hypothesis for the written production task was as follows:

H₀: The correct answer ratio and the language proficiency level of the participants are not related.

Pearson Chi-Square results for the written production task comparing Pre-Intermediate and the Upper-Intermediate data is 14,429. Our table value for the present study was 3,841 (See Appendix D for the table) since we had 2 variables and our alpha is 0,05.

Calculated χ^2 (14,429) was higher than the table value (3,841), the null hypothesis was rejected. There was a significant relation between the language proficiency level and the correct answer ratio of the participants'.

The probability level was lower than 0,05 ($p < 0,05$). This result also showed a significant relation between the participants' language proficiency level and their success in the written task (See Appendix E, Table 10 for detailed *Pearson Chi-Square* results).

4.2. Spoken Production Task Statistical Analysis

The spoken production task data were analyzed in two steps (See 3.5.2.) for both groups. The final part of this section includes a comparative analysis of Pre-Intermediate and Upper-Intermediate data analysis results.

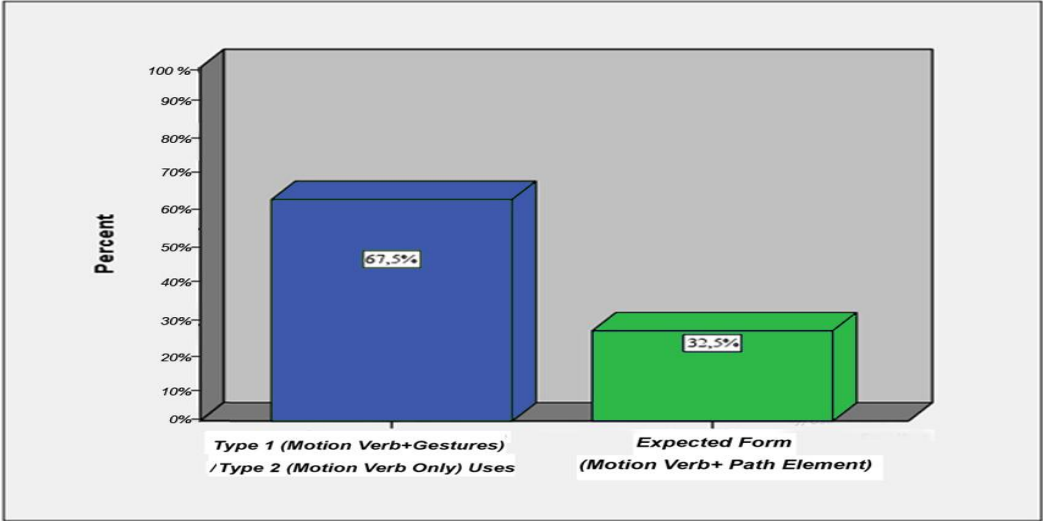
4.2.1. Pre-Intermediate Group Spoken Production Task Analysis

The spoken production task data collected from the Pre-Intermediate language proficiency level participants were analyzed in two steps. In the first step, ratio of the expected form (*Motion Verb+ Path Element*) use was analyzed. In the second step,

the ratios of *Type 1 use (Motion Verb +Gesture)* and *Type 2 use (Motion Verb Only)* were analyzed via *Yates Chi-Square Test*.

4.2.1.1. Step 1 Analysis of Pre-Intermediate Group Spoken Production Task

Graph 3 shows Pre-Intermediate group participants’ expected form use ratio:



Graph 3. Pre-Intermediate Group Spoken Production Task Step 1 Results

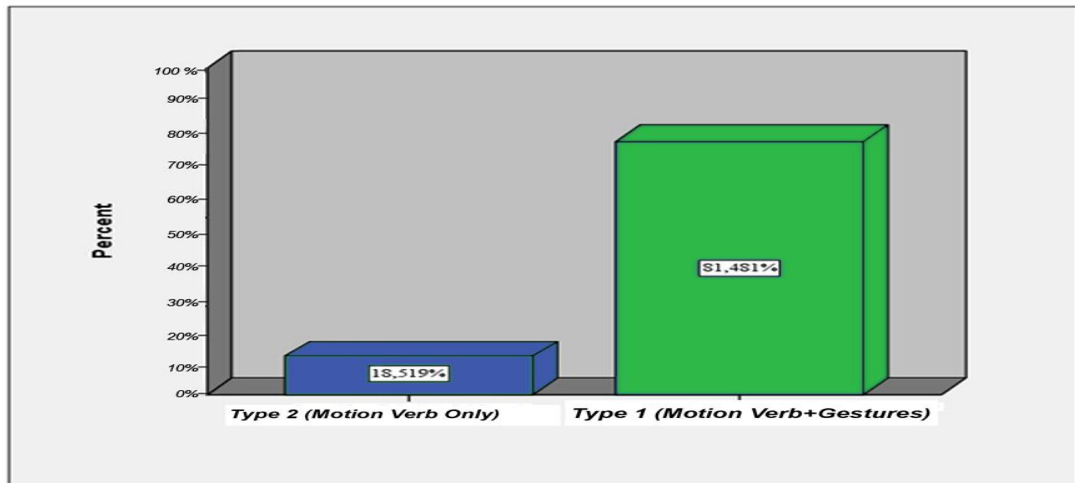
Pre-Intermediate level participants used the expected path elements in 32.50% of their spoken production, whereas 67,50% preferred using gestures or not using a path element. The following table shows the raw numbers:

Table 11. Pre-Intermediate Group Spoken Task Step 1 Answer Counts

Language Proficiency Level	Expected Form	Type 1 / Type 2	Total
Pre-Intermediate Students	13	27	40

4.2.1.2. Step 2 Analysis of Pre-Intermediate Group Spoken Production Task

Graph 4 shows the Pre-Intermediate group participants’ Type 1 use ratio:



Graph 4. Pre-Intermediate Group Spoken Production Task Step 2 Results

Graph 4 shows that 81,48% of the data were *Type 1 use (Motion Verb + Gestures)* and 18,52% of the data were *Type 2 use (Motion Verb Only)*. The following table shows the raw numbers:

Table 12. Pre-Intermediate Group Spoken Task Step 2 Answer Counts

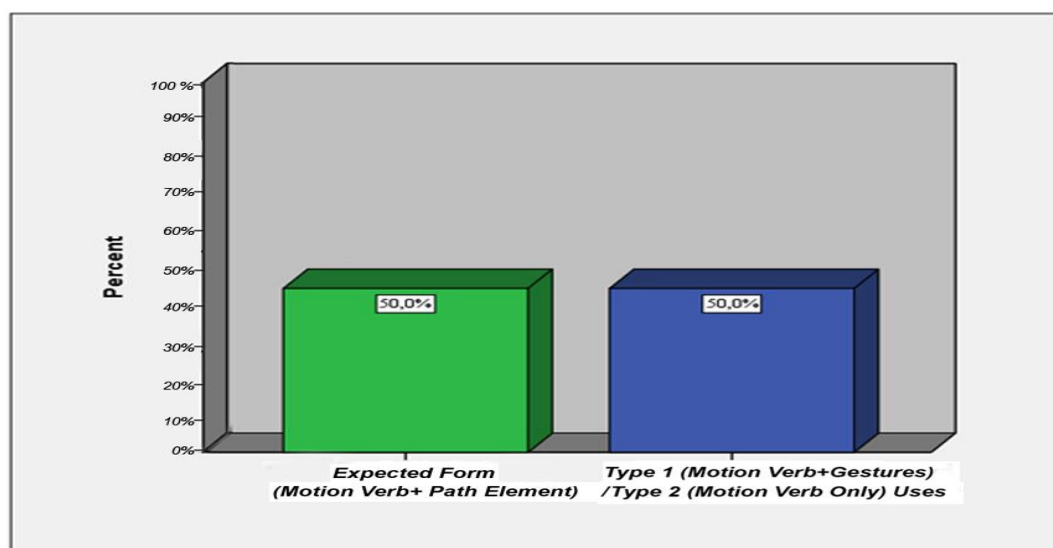
Language Proficiency Level	Type 1	Type 2	Total
Pre-Intermediate Students	22	5	27

4.2.2. Upper-Intermediate Group Spoken Production Task Analysis

The spoken production task data collected from the Upper-Intermediate language proficiency level participants were analyzed in two steps in exactly the same way as Pre-Intermediate group. In the first step, ratio of the *expected form (Motion Verb+ Path Element)* use was analyzed. In the second step, the ratios of *Type 1 use (Motion Verb +Gesture)* and *Type 2 use (Motion Verb Only)* categories were analyzed. Both of the analyses were done via *Yates Chi-Square Test*.

4.2.2.1. Step 1 Analysis of Upper-Intermediate Group Spoken Production Task

Graph 5 shows the Upper Intermediate group participants' expected form use ratio:



Graph 5. Upper-Intermediate Group Spoken Production Task Step 1 Results

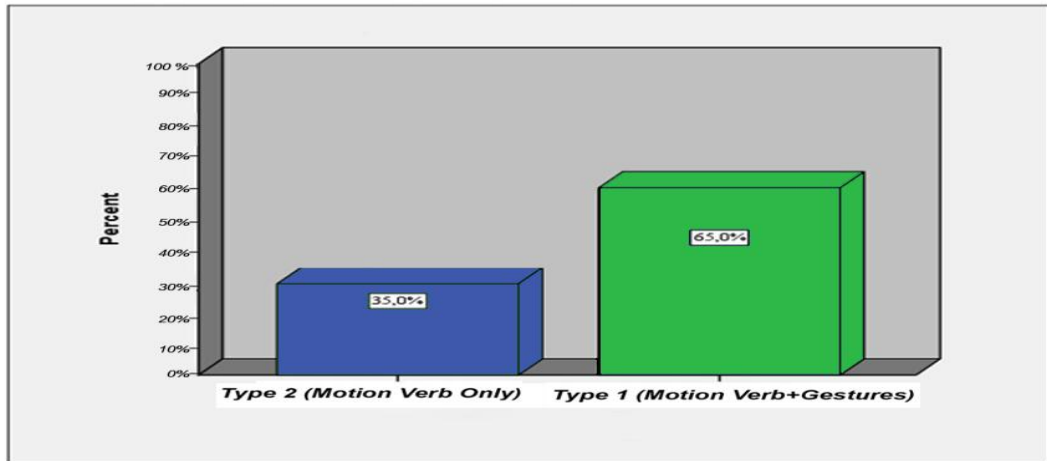
Step 1 analysis of the Upper-Intermediate group spoken production task showed that 50% of the data included the expected form (*Motion Verb+Path Element*). The following table shows the raw numbers:

Table 13. Upper-Intermediate Group Spoken Task Step 1 Answer Counts

Language Proficiency Level	Expected Form	Type 1 / Type 2	Total
Upper-Intermediate Students	20	20	40

4.2.2.2. Step 2 Analysis of Upper-Intermediate Group Spoken Production Task

Graph 6 shows the Upper Intermediate group participants' Type 1 use ratio:



Graph 6. Upper-Intermediate Group Spoken Production Task Step 2 Results

Graph 6 shows that 65% of the data were *Type 1 use (Motion Verb + Gestures)* and 35% of the data were *Type 2 use (Motion Verb Only)*. The following table shows the raw numbers:

Table 14. Upper-Intermediate Group Spoken Task Step 2 Answer Counts

Language Proficiency Level	Type 1	Type 2	Total
Upper-Intermediate Students	13	7	20

4.2.3. Comparative Analysis Results of Pre-Intermediate and Upper-Intermediate Spoken Production Task Results

The spoken production task results of the Pre-Intermediate and the Upper-Intermediate groups were analyzed. The results are presented below with respect to two steps described so far.

4.2.3.1. Step 1 Comparative Analysis of Pre-Intermediate and Upper-Intermediate Spoken Production Task

In *Step 1* analysis, *expected form (Motion Verb+ Path) use* of the Pre-Intermediate and the Upper-Intermediate level participants was analyzed comparatively. The

purpose of the statistical analysis was to understand if there is a language proficiency effect on the *expected form uses* of the participants.

Our hypothesis for Step 1 analysis was as follows:

H₀: The expected form use ratio and the language proficiency level of the participants are not related.

Yates Chi-Square results for the written production task comparing Pre-Intermediate and the Upper-Intermediate data was 1,857. Our table value for the present study was 3,841.

Calculated χ^2 (1,857) was lower than the table value (3,841), the null hypothesis was accepted. There was not a significant relation between the language proficiency level and the correct answer ratio of the participants.

The probability level was higher than 0,05 ($p > 0,05$). This result also shows there was not a significant relation between the participants' language proficiency level and their success in the written task (See Appendix E, Table 15 for detailed Yates Chi-Square results).

4.2.3.2. Step 2 Comparative Analysis of Pre-Intermediate and Upper-Intermediate Spoken Production Task

In Step 2, Type 1 (*Motion Verb+ Gestures*) and Type 2 (*Motion Verb Only*) uses of the Pre-Intermediate and the Upper-Intermediate Group was analyzed comparatively.

Our hypothesis for Step 1 analysis was as follows:

H₀: The Motion Verb+ Gesture use ratio and the language proficiency level of the participants are not related.

Yates Chi-Square results for the written production task comparing Pre-Intermediate and the Upper-Intermediate data was 0,889. Our table value for the present study was 3,841.

Calculated χ^2 (0,889) was lower than the table value (3,841), the null hypothesis was accepted. There was not a significant relation between the language proficiency level and the correct answer ratio of the participants'.

The probability level was higher than 0,05 ($p > 0,05$). This result also showed there was not a significant relation between the participants' language proficiency level and their success in the written task (See Appendix E, Table 16 for detailed Yates Chi-Square results).

CHAPTER 5

DISCUSSION OF THE RESULTS

5.0. Introduction

This chapter focuses on the discussion of the statistical analysis results of the *written production task* and *spoken production task*.

5.1. Discussion of the Written Production Task Results

The written language task used in this section of the study is prepared to test the Talmyan (1985,2000) typology of motion verbs across languages, which suggests Turkish is one of the *Verb Framed Languages* coding the path element in the verb while English is a *Satellite-Framed Language* requiring a satellite (e.g. a particle) to code the path element in motion expressions. As mentioned in the previous chapters, the main aim of the study is to understand whether the participants use a path element in a typologically different L2, and to see if there is a language proficiency effect on the performances.

Motion verbs are dynamic verbs, and they are often studied via verbal or non-verbal tasks in the field. Vachek (1973,1989) argues that writing should have an independent status since changes in writing are not always parallel to those of speaking. Therefore, the present study makes use of a written production task. L2 learners are more exposed to the written language, and it is possible to give the dynamic aspect of motion verbs in a written context through contextual clues. Here is our example used in the written production task:

Paragraph 4 of the current study (See Appendix C for the task):

BILL'S FAVORITE SCARF

This morning, Bill woke up late, and he had only ten minutes to catch the bus. Upon getting dressed and taking his bag, he **ran** *out of* the house quickly not to miss the bus. Two minutes later, he got on the service bus. Then, he opened the window. It was windy, and his scarf **flew** *out of* the window. He tried to catch it, but it was too late.

Bold items : tested motion verbs

Italic items : expected path elements

Contextual clues for motion verb **run** : late, catch, quickly

Contextual clues for the expected path element *out of* : upon, house, bus

Contextual clues for motion verb **fly** : window, windy, scarf, catch

Contextual clues for the expected path element *out of* : window, windy, scarf, catch, tried to

The written task results of the Pre-Intermediate language proficiency level participants (N= 31) showed that their ratio of completing the given paragraphs with the expected path element was 0,294 (29.4%). Although the participants from the Pre-Intermediate group were chosen according to their first semester averages and the most successful group (35/45 average) was included in the study, their use of correct path elements in a given context can still be interpreted as limited.

When the English instructors of the participants of Pre-Intermediate group were asked about the teaching of motion expressions and the amount of feedback given to the learners, there was a consensus among the answers that motion event expressions are not taught separately in detail, or regular feedback is not given to the learners regarding motion expressions and path of motion. This can be another reason for the results of Pre-Intermediate group written production task.

The written task results of the Upper-Intermediate language proficiency level participants (N=31) indicate that their ratio of employing the expected path element in the same paragraphs was 0,46 (45.97%). The reason behind having a ratio below 0,5 even in the Upper-Intermediate group can be a support for the Talmyan (1985) typology of the languages. Majority of the Turkish verbs (e.g. *çıkma*) code the path element in the main verb, but English prefers to conflate manner in the motion verb (e.g. *walk*) most of the time.

The increase in the ratio of Upper-Intermediate group (0,294 vs. 0,460) can be a result of the participants' higher proficiency level in L2. As Cadierno (2008a) found after a series of motion event studies (2004; Cadierno & Ruiz,2006) with Danish L2 speakers of Spanish, the influence of the L1 in the expression of motion is stronger at the initial and intermediate stages but that learners at an advanced stage in second language acquisition are able to express motion in target-like ways more (p.265). Our results of the *Pearson Chi-Square Independent Test* also support this explanation as we found a significant relation between language proficiency effect and the expected form use ($p < 0,05$). Upper-Intermediate participants are more successful in using the expected path element than the Pre-Intermediate group in the present study.

There are studies in the field which showed misaligned results with respect to different tasks (e.g. Demirtaş, 2009). However, the results of the written production task of the current study are in alignment with the majority of the study results (See Papafragou & Selimis, 2009). To recapitulate, we found that there tends to be L1 interference in the written production task in both groups' data.

5.2. Discussion of the Spoken Production Task Results

The spoken production task of the current study focuses mainly on exploring Slobin's (1996) '*thinking for speaking*' hypothesis in verbal and non-verbal production of motion events in L2. The spoken production task was conducted with Pre-Intermediate and Upper-Intermediate participants separately and in two steps.

5.2.1. Discussion of the Spoken Production Task Step 1 (Verbal Production)

Step 1 of the spoken production task was conducted in order to analyze Pre-Intermediate and Upper-Intermediate participants' verbal use of *expected form (Motion Verb+ Path Element)* separately by analyzing video descriptions. Next, their results were compared statistically.

Pre-Intermediate participants' (N=20) ratio of *expected form (Motion Verb+ Path)* use to their Type 1 (Motion Verb+ Gesture) and Type 2 (Motion Verb Only) use in their verbal production was 0,325 (32.50%). This result can be due to the participants' language proficiency level. The participants may be lacking enough exposure to motion event expressions due to their level and the curriculum in the institution.

Upper-Intermediate participants' (N=20) ratio of *expected form (Motion Verb+Path)* use in their verbal production was 0,50 (50%). The increase in the ratio may again be a language proficiency level effect. The comparative analysis of the Pre-Intermediate and the Upper-Intermediate group shows that there is not a significant language level relation between the results ($p = 0,173 > 0,05$). This finding is in alignment with Negueruela, Lantolf, Jordan and Gelabert (2004). L2 speakers, even at advanced levels, have difficulties using L2 *thinking for speaking* patterns, and they may continue to apply the patterns internalized in their L1. In the present study, L1 of the participants, *Turkish (a V-framed language)* may have an effect on their thinking for speaking strategies in their L2 *English (an S-framed language)* motion verb and path of motion expressions.

5.2.2. Discussion of the Spoken Production Task Step 2 (Non-verbal Production)

Step 2 of the spoken production task was conducted in order to analyze Pre-Intermediate and Upper-Intermediate participants' non- verbal productions *Type 1 (Motion Verb+ Gestures)* use via video descriptions.

Pre-Intermediate level participants' (N=20) ratio of *Type 1 (Motion Verb + Gestures)* to *Type 2 (Motion Verb Only) use* was 0.814 (81.4%) when it was compared to *Type 2 (Motion Verb Only) use* in their English motion expressions. This result shows that most of the Pre-Intermediate language proficiency level participants preferred to add the path element via their gestures when they did not use the *expected form (Motion Verb+ Path element)* verbally. Although it is not well-supported as in L1 acquisition, studies which have been carried out in L2 by Kelly, McDevitt & Esch (2009) and Tellier (2008) showed that gestures help language speakers to convey the meaning at the early stages of instruction. Similarly, Pre-Intermediate participants' employing more gestures than Upper-Intermediate level learners in the current study can be due to their lower level of proficiency which may cause them to need more help via gestures.

Upper-Intermediate level participants' (N=20) ratio of *Type 1 (Motion Verb + Gestures)* to *Type 2 (Motion Verb Only) use* was 0.65 (65%). This ratio shows that the participants make use of their gestures when they do not know what path element to use in their L2 (English) motion expressions. There was not a significant effect of language proficiency on the participants' *Type 1 uses* ($p > 0,05$). Both Upper-Intermediate and Upper-Intermediate language proficiency language level participants preferred to use gestures (*Type 1 use*) rather than using only a motion verb (*Type 2 use*).

The participants' L1 codes the path element in the motion verb most of the time, but the participants used gestures for a path element in their English motion expressions in the majority of the cases. The spoken production task aimed to be exploratory; yet, Step 2 results of the spoken production task can be interpreted as the language learners' being cognitively ready to make use of path elements in their English motion event expressions, but having performance related problems.

CHAPTER 6

CONCLUSION

6.0. Introduction

The present study includes five main chapters. The first chapter *Introduction* is composed of aim and scope of the study, methods used in the tasks and the importance of the study for the field. The second chapter is *Literature Review*, in which there is a twofold summary of the literature. While the first half focuses on the description of motion and motion events, the second half briefly summarizes the relation between motion and cognition and is followed by the studies conducted in the field. The third chapter is *Method*, where the methodological procedures are given in detail, and the fourth chapter *Results* gives the statistical results of the tasks carried out for the study. The fifth chapter *Discussion of the Results* focuses on the discussion of the statistical results according to the relevant literature. Finally, the current chapter includes a recapitulation of the results together with the hypotheses of the study for both the written production task and the spoken production task. This summary is followed by limitations of the current study.

6.1. A Brief Summary of the Hypotheses and Results of the Study

This section summarizes the study in order to relate the results to the research questions and hypotheses of the study (See 3.1.).

6.1.1. Written Production Task Results

The first research question of the thesis was:

Do Turkish university level EFL learners use path elements in motion expressions in a given English written context?

Since English is a typologically different language than Turkish and codes the manner element in the main verb and Turkish prefers coding the path element in the

main verb (Talmy, 1985), the participants did not use a path element in an English context in majority of the cases possibly due to L1 (Turkish) interference. In other words, Hypothesis 1 was confirmed (See 3.1.1. for the hypothesis).

The participants from the Pre-Intermediate group (N=31) and the Upper-Intermediate group (N=31) did not use the expected path elements most of the time. Although the participants were familiar with certain motion verbs tested in the written production task, they preferred not to use a path element or used a wrong item not including a path of motion. This can be seen as L1 interference since lower level was affected by L1 more. However, there was a significant language proficiency level effect. Upper-Intermediate group participants performed better than the Pre-Intermediate group. This can be due to the increased exposure to L2.

6.1.2. Spoken Production Task Results

The spoken production task was two-fold. Therefore, the results are summarized under two separate sections.

6.1.2.1. Verbal Production Task Results

The second research question of the thesis was as follows:

Do Turkish university level EFL learners make use of the path elements in their English verbal production of motion expressions?

Pre-Intermediate (N=20) and Upper-Intermediate participants (N=20) preferred to use their gestures (*Type 1 use*) or did not use the path element (*Type 2 use*) instead of employing a separate path of motion as English requires. There was not a significant language proficiency level difference in the verbal path element use of the groups. These results also showed that the participants tend to be affected from their L1 despite

their different language proficiency levels. These results are in alignment with Slobin's (1996) thinking-for-speaking suggestion and our Hypothesis 2 (See 3.1.2.1. for the hypothesis).

6.1.2.2. Non-verbal Production Task Results

The third research question of the thesis was:

Do Turkish university level EFL learners make use of the path elements in their English non-verbal production of motion expressions?

Pre-Intermediate (N=20) language proficiency level and Upper-Intermediate language proficiency level participants used their gestures in majority of the cases. This result supports out hypothesis, and it is interesting since the participants used the path element as required in L2 even tough they did it not verbally but via gestures. This result is exploratory, but it can give certain clues about the participants' cognitive processes. Pre-Intermediate and Upper-Intermediate level EFL learners seem to be cognitively ready though they do not know what item to employ in their verbal production. Another interesting result of this task was that Pre-Intermediate students used more gestures than the Upper-Intermediate group. This can be due to their lower language proficiency level.

6.2. Limitations of the Study and Implications for Further Research

As stated in the previous chapters, the main goal of the study was to analyze university level Turkish EFL learners' written and spoken expressions of path elements in English motion events through two tasks conducted with two different language proficiency level participants. The study makes use of language teaching materials and animated videos. The following items can be listed as the limitations of the current study:

◆ As Lucy (1992,1996) states, it is necessary to use non-linguistic tasks such as classification, categorization, sorting and memory retrieval if the purpose is to check cognitive processes in detail and get exact results. We only analyzed video descriptions of the participants. Eye-trackers can be used in further studies as Toplu (2011) did.

◆ The study was conducted in Department of Basic English, Middle East Technical University, Ankara, and the participants were chosen according to the criteria mentioned in 3.2. In order to get more accurate results, the study can be conducted in different universities with more participants.

◆ The results of the Pre-Intermediate and Upper-Intermediate groups showed that the participants have problems while expressing motion events in English; therefore, more detailed studies including the curriculum of the department may be conducted to check whether the curriculum is the reason behind these results.

◆ The spoken production task was highly exploratory in nature. In the future, it should be redone with more participants and with more videos including a balanced number of target videos and distractors.

◆ The same study can be done in Turkish and English with the same participants by comparing their expressions in both languages to have a cross-linguistic approach.

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APPENDIX A

UPPER-INTERMEDIATE GROUP CONSENT FORM

GÖNÜLLÜ KATILIM FORMU

Sevgili Öğrenciler,

Bu çalışma İngilizceyi ikinci dil olarak öğrenen Türk ODTÜ Hazırlık sınıfı öğrencilerinin dil kullanımını eğilimlerine bakmak amacıyla Prof.Dr. Deniz Zeyrek ve Okt. Zeynep Nur İşler tarafından yürütülen dilbilimsel bir çalışmadır.

Katılacağınız çalışma üç aşamadan oluşmaktadır ve yaklaşık 50 dakika (1. aşama : 15 dk. + Mola : 10 dk. + 2. aşama : 10 dk. +3. aşama :10 dk.) sürmesi beklenmektedir. Uygulama aşamaları sonunda bölümlerle ilgili sorularınız yanıtlanacaktır. İkinci aşamadaki aktiviteler kamera ile kayıt altına alınacaktır. Bu verilerin gizli tutulacağından ve yalnızca bilimsel amaçlar için kullanılacağından emin olabilirsiniz.

Çalışma hakkında daha fazla bilgi almak için ODTÜ Enformatik Enstitüsü Bilişsel Bilimler Anabilim Dalı öğretim üyelerinden Prof. Dr. Deniz Zeyrek (e-posta: dezeyrek@metu.edu.tr) ya da ODTÜ Temel İngilizce Bölümü okutmanlarından Zeynep Nur İşler (e-posta: ztoker@metu.edu.tr) ile iletişim kurabilirsiniz.

Çalışmaya katılım tamamen gönüllü olacaktır ve her hangi bir durumda çalışmadan ayrılmanız mümkün olacaktır.

Çalışmaya gönüllü olarak katılmayı kabul ediyor musunuz?

a. Evet

b. Hayır

Adınız- Soyadınız : _____
E-mail adresiniz : _____
İmza : _____

Değerli vaktinizi ayırdığınız için teşekkür ederiz.

Profesör Deniz Zeyrek /Okutman Zeynep Nur İşler

APPENDIX B

PRE-INTERMEDIATE GROUP CONSENT FORM

GÖNÜLLÜ KATILIM FORMU

Sevgili Öğrenciler,

Bu çalışma İngilizceyi ikinci dil olarak öğrenen Türk ODTÜ Hazırlık sınıfı öğrencilerinin dil kullanımını eğilimlerine bakmak amacıyla Prof.Dr. Deniz Zeyrek ve Okt. Zeynep Nur İşler tarafından yürütülen dilbilimsel bir çalışmadır.

Katılacağınız çalışma üç aşamadan oluşmaktadır ve yaklaşık 65 dakika (1. aşama : 20 dk. + Mola : 10 dk. + 2. aşama : 15 dk. +3. aşama :15 dk.) sürmesi beklenmektedir. Uygulama aşamaları sonunda bölümlerle ilgili sorularınız yanıtlanacaktır. İkinci aşamadaki aktiviteler kamera ile kayıt altına alınacaktır. Bu verilerin gizli tutulacağından ve yalnızca bilimsel amaçlar için kullanılacağından emin olabilirsiniz.

Çalışma hakkında daha fazla bilgi almak için ODTÜ Enformatik Enstitüsü Bilişsel Bilimler Anabilim Dalı öğretim üyelerinden Prof. Dr. Deniz Zeyrek (e-posta: dezeyrek@metu.edu.tr) ya da ODTÜ Temel İngilizce Bölümü okutmanlarından Zeynep Nur İşler (e-posta: ztoker@metu.edu.tr) ile iletişim kurabilirsiniz.

Çalışmaya katılım tamamen gönüllü olacaktır ve her hangi bir durumda çalışmadan ayrılmanız mümkün olacaktır.

Çalışmaya gönüllü olarak katılmayı kabul ediyor musunuz?

a. Evet

b. Hayır

Adınız- Soyadınız : _____

İlk Dönem Bulduğunuz Kur : a. Beginner b. Elementary

İlk Dönem Not Ortalamanız : a. 0-15 b. 15-25 c. 25-35 d. 35-45

E-mail adresiniz : _____

İmza : _____

Değerli vaktinizi ayırdığınız için teşekkür ederiz.

Profesör Deniz Zeyrek /Okutman Zeynep Nur İşler

APPENDIX C

WRITTEN LANGUAGE TASK

In **EACH** paragraph, **FOUR** things are missing. Please add them where necessary. You have 20 minutes.

DISNEYLAND

Last autumn, my friend and I were in Tokyo, Disneyland. I bought a small colorful ball, but it rolled the lake accidentally and I lost it. Later, we try the crazy boat. The boat entered a tunnel down hill. It was dark inside, but when the boat floated the tunnel, we saw the sunlight again. We both were wet but happy.

A SCARY EVENT

Last summer, while Susan was sunbathing in her garden, she felt the sand was moving. Something was moving under the sand. An insect hopped the sand suddenly and it was really big. She decide to run home. Upon opening the door and stepping the kitchen, she closed the door. She locked door. She was so scared that she did not go out that day again.

A COLD MORNING

Yesterday, when Louis left home to go to work, some children were playing in the snow. They were walking up to the hill and sliding the hill. Then, she saw a cat next to car. After she opened the door, the cat jumped the car quickly to get warm. Then, she decided go to work with it. She also bought some milk for the cat on the way.

BILL'S FAVORITE SCARF

This morning, Bill woke up late, and he had only ten minutes to catch the bus. Upon getting dressed and taking his bag, he ran the house quickly not to miss the bus. Two minute later, he got on the service bus. Then, he open the window. It was windy, and his scarf flew the window. He tried to catch it, but it was too late.

APPENDIX D

CHI-SQUARE REFERENCE VALUES

Critical Values of the χ^2 Distribution

df	Area in the Upper Tail					
	0.99	0.95	0.9	0.1	0.05	0.01
1	0.000	0.004	0.016	2.706	3.841	6.635
2	0.020	0.103	0.211	4.605	5.991	9.210
3	0.115	0.352	0.584	6.251	7.815	11.345
4	0.297	0.711	1.064	7.779	9.488	13.277
5	0.554	1.145	1.610	9.236	11.070	15.086
6	0.872	1.635	2.204	10.645	12.592	16.812
7	1.239	2.167	2.833	12.017	14.067	18.475
8	1.646	2.733	3.490	13.362	15.507	20.090
9	2.088	3.325	4.168	14.684	16.919	21.666
10	2.558	3.940	4.865	15.987	18.307	23.209
11	3.053	4.575	5.578	17.275	19.675	24.725
12	3.571	5.226	6.304	18.549	21.026	26.217
13	4.107	5.892	7.042	19.812	22.362	27.688
14	4.660	6.571	7.790	21.064	23.685	29.141
15	5.229	7.261	8.547	22.307	24.996	30.578
16	5.812	7.962	9.312	23.542	26.296	32.000
17	6.408	8.672	10.085	24.769	27.587	33.409
18	7.015	9.390	10.865	25.989	28.869	34.805
19	7.633	10.117	11.651	27.204	30.144	36.191
20	8.260	10.851	12.443	28.412	31.410	37.566
21	8.897	11.591	13.240	29.615	32.671	38.932
22	9.542	12.338	14.041	30.813	33.924	40.289
23	10.196	13.091	14.848	32.007	35.172	41.638
24	10.856	13.848	15.659	33.196	36.415	42.980
25	11.524	14.611	16.473	34.382	37.652	44.314

Red box: Important for the results of the study

Bold line: Table value for the current study

APPENDIX E

CHI-SQUARE RESULT TABLES

Table 10. *Pearson Chi-Square* Analysis results of the Pre-Intermediate and Upper Intermediate Data

Written Production Task	Value	Df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	14,429	1	,000		

0 cells (0,0%) have expected count less than 5. The minimum expected count is 93,50.

Table 15. Step 1 *Yates Chi-Square (Continuity Correction)* Analysis of the Pre-Intermediate and Upper Intermediate Data

Spoken Production Task Step 1 Analysis	Value	Df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Continuity Correction	1,857	1	,173		

0 cells (0,0%) have expected count less than 5. The minimum expected count is 16,50

Table 16. Step 2 *Yates Chi-Square* Analysis of the Pre-Intermediate and Upper Intermediate Data

Spoken Production Task Step 2 Analysis	Value	Df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Continuity Correction	0,889	1	,346		

0 cells (0,0%) have expected count less than 5. The minimum expected count is 5,11.

APPENDIX F

TÜRKÇE ÖZET

İNGİLİZCE'Yİ YABANCI DİL OLARAK ÖĞRENENLERİN DEVİNİM OLAYI İFADELERİ: TÜRK ÜNİVERSİTE ÖĞRENCİLERİ ÜZERİNE BİR ÇALIŞMA

1. GİRİŞ

Devinim olayları üzerine yapılan dilbilimsel çalışmalar Talmy (1985)'nin 'Söze Dökme Örüntüleri' (*Lexicalization Patterns*) kitabı ile hız kazanmıştır. Talmy dilleri devinim olaylarında *devinimin tarzı* ve *devinimin yolu* ifade ediş biçimlerine göre ikiye ayırmıştır. Devinimin tarzını cümlenin esas fiili içerisinde ifade eden dilleri *Uydu Çerçeveli Diller*; devinimin yolunu esas fiilin içerisinde ifade eden dilleri ise *Eylem-Çerçeveli Diller* olarak adlandırmıştır.

Uydu-Çerçeveli Diller devinimin tarzını esas fiil içerisinde verdiklerinden, devinimin yolunu ayrı bir yönelme eki ile ifade ederler. İngilizce de bu grup dillerdendir. Örneğin, 'The man walked into the pub.' cümlesindeki *walk* fiili devinimin tarzını da içerisinde barındırmakta ve devinimin yolunu ise *into* yönelme eki ile belirtmektedir. Devinimin yolu bu tip dillerde ana fiilin uydusu olarak adlandırılabilir. Almanca, Rusça ve bazı Çin-Tibet dilleri (Mandarin gibi) bu grup dillere örnek verilebilir.

Eylem-Çerçeveli Diller ise devinimin yolunu cümlenin ana fiili içerisinde ifade ederler. Türkçe bu gruba örnek bir dildir. Örneğin, 'Adam bara yürüyerek girdi.' cümlesinde *girmek* fiili devinimin yolunu içerisinde bulundururken, devinimin tarzı *yürüyerek* eylemden ayrı bir zarf tümleci ile ifade edilmektedir. İspanyolca ve Fransızca bu grup dillere as required in L2örnek olarak verilebilir.

Slobin (1996) ise ‘konuşmak için düşünmek’ (*thinking for speaking*) hipotezini ileri sürerek, konuşmacıların çevrelerinde konuşulan dil ve kurallarından etkilendiklerini ve buna göre bir konuşma sistemi geliştirdiklerini iddia etmiştir. Bu hipoteze göre, Eylem-Çerçevesel bir dilin konuşulduğu ortamda yetişen bir çocuk, o dilin gerektirdiği şekilde devinim tarzı ve devinimin yolu kullanımında bulunacaktır.

Çalışma, *Eylem- Çerçevesel* bir dil olarak kabul edilen Türkçe’yi anadili olarak konuşan ancak *Uydu-Çerçevesel* bir dil olan İngilizce’yi ikinci dil olarak üniversite düzeyinde öğrenen katılımcıların İngilizce yazılı ve konuşma ifadelerindeki devinimin tarzı kullanımlarını incelemeyi amaçlamaktadır. Katılımcıların devinimin yolu kullanımlarını anadillerinin (*Türkçe*) mi yoksa öğrendikleri dilin (*İngilizce*) kurallarına göre mi yapacaklarına bakılmıştır.

Çalışma yazılı dili ve konuşma dilini ayrı test etmek amacı ile iki ayrı test içermektedir. Yazılı İfade Testi katılımcıların devinimin yolu kullanımlarını yazılı olarak test ederken; Konuşma Testi iki farklı amaç için yapılmıştır. Testin birinci amacı katılımcıların devinimin yolunu sözlü kullanımlarını incelemektir. İkinci amacı ise aynı test içinde katılımcıların devinimin yolunu sözlü kullanmadıkları durumlardaki vücut dillerine bakarak devinimin yolunu sözsüz olarak da olsa ifade edip etmediklerini incelemektir. Katılımcıların hepsi Türkçe’yi anadili olarak konuşan, İngilizce’nin anadil olarak konuşulduğu ülkelerde dil öğrenmek ya da başka bir amaç için uzun süre bulunmamış Orta Doğu Teknik Üniversitesi, Temel İngilizce Bölümü’nde hazırlık sınıfında okuyan öğrencilerdir. Çalışma aynı zamanda dil başarı düzeyi ile devinimin yolunu kullanımı arasındaki ilişkiye bakacağından, katılımcılar başlangıç (*Pre-Intermediate*) ve yüksek (*Upper-Intermediate*) düzeyindeki sınıflardan seçilmişlerdir.

Yazılı ifade testi kendisi de başlangıç kurunda İngilizce okutmanı olan araştırmacı tarafından katılımcılara kelime listelerinde verilen ve öğretilen kelimeler ışığında hazırlanmıştır. Test içerik ve anlaşılabilirlik açısından İngilizce’yi anadili olarak konuşan İngilizce okutmanları tarafından kontrol edilmiştir. Ayrıca cevap anahtarı *British İngiliz Ulusal Derlemi (BNC)*, bir sözlük (*BBI Combinatory dictionary of*

English) ve İngiliz okutmaların görüşlerine göre oluşturulmuştur. Katılımcılara içerisinde 4er adet eksik ifade bulunan 4 ayrı paragraf verilmiştir. Katılımcıların kendilerine verilen süre içerisinde bu eksikleri bulup gerekli yerlere yazmaları beklenmektedir.

Konuşma testi 10 adet kısa animasyon video aracılığı ile Orta Doğu Teknik Üniversitesi, Temel İngilizce Bölümü'ndeki sınıflarda aynı katılımcı grupları ile yapılmıştır. Videolar bir uzman tarafından hazırlanmıştır ve her biri yaklaşık 10 saniye sürmektedir. Videolar hazırlandıktan sonra devinimin yolunu açıkça gösterip göstermediklerine bakmak amacı ile başka okutmanlara izletilmiş ve dönüt alınmıştır. Katılımcılardan beklenen her bir videoyu izlemek ve videoları görmeyen arkadaşlarına anlatmaktır. Anlatma aşamasında cevaplamaları gereken soru 'Timboo ne yapıyor?' (*What is Timboo doing?*) tahtaya yazılmıştır. Katılımcıların devinimin yoluna odaklanmasını sağlamak için kullanılması gereken fiillerin yalın halleri bir eş anlamlısı ile birlikte verilmiştir (*wobble = walk*) (Türkçe çevirisi: sallanarak yürümek= yürümek) Katılımcılar aktivite boyunca kamera kaydına alınmıştır.

Çalışma İngilizce'yi ikinci dil olarak öğrenen Türk üniversite öğrencilerinin devinimin yolu kullanımına hem yazılı hem de konuşma diline baktığından ve devinim ifadeleri dinamik ifadeler olduğundan, katılımcıların bilişsel süreçleri hakkında bilgi verebilir. Ayrıca, çalışma başlangıç ve yüksek düzey dil becerilerine sahip katılımcılarla yapıldığından, dil öğrenim düzeyi ve devinimin yolu kullanımı arasında bir bağ olup olmadığına bakmaktadır.

2. LİTERATÜR ÖZETİ

Çalışma devinim olayları ve devinim olayları ile bilişsel süreçler arasındaki ilişkiye odaklandığından, literatür özeti bu iki başlık altında yapılacaktır.

2.1. Devinim Olayları

Leonard Talmy (1985) yaptığı gruplandırma (*Talmyan Typology*) ile devinim olaylarını dilbilimsel olarak çalışan ilk araştırmacıdır. Dilleri devinimin yolu ve

devinimin tarzı kullanımlarından yola çıkarak iki gruba ayırmıştır: Uydu-Çerçevesel Diller ve Eylem-Çerçevesel Diller.

2.1.1. Uydu-Çerçevesel Diller: Uydu çerçevesel diller devinimin tarzını cümlede ana fiil içerisinde vermekte ve devinimin yolunu ise ayrı bir uydu (örneğin ilgeç) aracılığı ile vermektedir. İngilizce bu tip diller arasında yer almaktadır.

e.g.

(1) The woman **teetered** into the room (Birebir çevirisi: Kadın odanın içine sendeledi).

Devinim eylemi + tarz Devinimin yolu

Uydu-çerçevesel diller ‘teeter’ gibi devinimin ve devinimin tarzını birlikte veren eylemler açısından zengindir.

2.1.2. Eylem-Çerçevesel Diller: Eylem çerçevesel diller devinimin yolunu cümlede ana fiil içerisinde vermekte ve devinim tarzını ise ayrı bir uydu (örneğin belirteç) aracılığı ile vermektedir. Türkçe bu tip diller arasında yer almaktadır.

e.g.

(2) Çocuk *sallanarak* odaya **girdi**.

Devinim tarzı Devinim+ devinimin yolu

Eylem çerçevesel diller ‘girmek’ gibi devinimin yolunu içerisinde barındıran eylemler açısından zengindir.

2.2. Devinim Olayları ve Düşünce Literatürü

Devinim olayları ve bilişsel süreçler arasındaki ilişkiye yönelik uzun yıllardır süren tartışmalar iki temel yaklaşımda toplanmaktadır.

1. *Evrensel Yaklaşım*: Bu yaklaşıma göre kavramsal temsil (*conceptual representation*) diller arası farklılık göstermez. Bu yaklaşımın öncüsü olarak bilinen Jackendoff'un (1990) da ifade ettiği gibi kavramsal temsil evrensel ve dil etkisi barındırmaz.
2. *Dil-Temelli Yaklaşım*: Dil-temelli yaklaşım kavramsal temsilin evrensel olmadığını ve öğrenilen dile göre farklılık gösterebileceğini savunmaktadır. Bu yaklaşım kendi içerisinde dil ve bilişsel süreç arasındaki yoğunluğa göre ikiye ayrılmaktadır. *Güçlü-Dil-Temelli-Yaklaşım* dil ile düşünce arasında güçlü bir ilişki olduğunu savunmaktadır. Whorf (1956) bu yaklaşımın en büyük destekçilerindedir. Zayıf-Dil-Temelli Yaklaşım ise dil ile düşünce arasında yalnızca belirli durum ve zamanlarda ilişki olduğunu savunmaktadır. Yani ihtiyaçları olduğunda bunu stratejik olarak yaptıklarını savunurlar (Slobin, 1996, '*thinking for speaking*').

2.3. Devininim Olayları Üzerine Yapılan Örnek Çalışmaların Özeti

■ *Hirsh-Pasek et.al.(2003)*: Bu çalışmada araştırmacılar İngiliz bebeklerin devininim yolu ve devininim tarzı eğilimlerini incelemişlerdir. Bebeklere animasyon videolar izleterek devininim hangi parçasına daha çok odaklandıklarını test etmişlerdir. Katılımcılarını kelime düzeyi olarak gruplara ayıran araştırmacılar, bebeklerin devininim yolu ve tarzına eşit oranda odaklandıklarını ancak yüksek kelime bilgisine sahip olanların devininim tarzına daha çok odaklandığını tespit etmişlerdir.

■ *Özçalışkan and Slobin (2003)*: Özçalışkan ve Slobin Türk ve İngiliz yetişkinlerin yazılı ve sözlü ifadelerindeki devininim tarzı ve devininim yolu kullanımlarını incelemişlerdir. Çalışmanın yazılı ve sözlü kısmının sonuçları Talmy'nin (1985) sınıflandırmasını desteklemiş, Türk yetişkinler ifadelerinde daha çok devininim yolu içeren eylemleri kullanırken, İngiliz yetişkinler devininim tarzını içeren eylemleri tercih etmişlerdir.

■ *Senghas, Kita & Özyürek (2004)*: Araştırmacılar bu çalışmada *Nikaragua İşaret Dili* (NSL) kullanıcılarının ifadelerini inceleyerek dil duyulmadığında da çevrede konuşulan dilin (İspanyolca) etkisinden söz edilip edilmeyeceğini incelemiştir. Katılımcılar İspanyolca konuşulan okullarda eğitim alsalar da, Nikaragua İşaret Dili'ni en iyi düzeyde konuşan katılımcı grubu devinimin tarzı içeren eylemleri ifade etmişlerdir. İspanyolca devinimin yolu içeren eylemlerin daha çok olduğu bir dil (*Eylem-Çerçevesel*) olmasına rağmen katılımcıların bu kullanımı dilin çevreden bağımsız olabileceğini (*Evrensel Yaklaşım*) desteklemiştir.

■ *Demirtaş (2009)*: Çalışma Türk İngilizce okutmanlarının devinim olayları ifadelerindeki tercihlerini incelemek amacıyla yapılmıştır. Çalışmanın ilk kısmı resim tanımlama aktivitesi içermektedir ve sonuçlar Talmy'nin (1985) gruplandırmasını desteklemektedir. Katılımcılar ifadelerinde devinimin yolu içeren eylemleri tercih etmişlerdir. Çalışmanın ikinci kısmı ise çeviri aktivitesi içermektedir. Katılımcıların İngilizce ifadelerinde devinimin tarzına, aynı cümlelerin Türkçe çevirilerinde ise devinimin yoluna odaklanmaları çalışmanın ilginç sonucudur.

3. ARAŞTIRMA METODU

Özetin bu kısmı çalışmada cevaplanması amaçlanan temel sorular ve hipotezleri, katılımcıları, kullanılan testler hakkında bilgiyi ve uygulama sürecini içerecektir.

3.1. Temel Sorular ve Hipotezler

◆ Yazılı çalışma için Temel Araştırma Sorusu 1: İngilizceyi ikinci dil olarak öğrenen Türk üniversite öğrencileri devinimin yolunu yazılı ifadelerinde kullanıyorlar mı?

Hipotez 1: İngilizceyi ikinci dil olarak öğrenen Türk üniversite öğrencileri devinimin yolunu yazılı ifadelerinde kullanmayacaklardır.

◆ Konuşma çalışması için Temel Araştırma Soruları: Konuşma çalışmasının iki ayrı amacı olduğundan araştırma soruları ve hipotezleri ayrı sunulacaktır.

Sözlü çalışma için Temel Araştırma Sorusu 2: İngilizceyi ikinci dil olarak öğrenen Türk üniversite öğrencileri devinimin yolunu sözlü ifadelerinde kullanıyorlar mı?

Hipotez 2: İngilizceyi ikinci dil olarak öğrenen Türk üniversite öğrencileri devinimin yolunu sözlü ifadelerinde kullanmayacaklardır.

Sözsüz Çalışma için Temel Araştırma Sorusu 3: İngilizceyi ikinci dil olarak öğrenen Türk üniversite öğrencileri devinimin yolunu sözsüz ifadelerinde kullanıyorlar mı?

Hipotez 3: Katılımcılar İngilizce sözlü ifadelerinde devinimin yolunu kullanabilirler ancak bunu sözlü olarak doğru ifade edemediklerinde vücut dillerini kullanacaklardır.

3.2. Katılımcılar

Çalışmanın yazılı kısmına 18-24 yaş arası Orta Doğu Teknik Üniversitesi, Temel İngilizce Bölümü öğrencisi 62 kişi gönüllü olarak katılmıştır. Katılımcıların 31 tanesi başlangıç kurundan (Pre-Intermediate) ve ilk dönemki başarı ortalamalarına bakarak seçilmiştir. Başarı ortalaması 45 üzerinden en az 35 olan öğrenciler çalışmanın sonuçlarını daha homojen elde etmek için seçilmiştir. Diğer 31 katılımcı ise yüksek kurdan (Upper-Intermediate) seçilmiştir.

Konuşma çalışmasına aynı katılımcıların 43ü gönüllü olarak devam etmiştir. 3 katılımcı Türkçe konuştukları için elenmiştir. Analize dahil edilen katılımcıların 20si başlangıç, 20si yüksek kur öğrencisidir.

3.3. Veri Toplama Gereçleri

Yazılı çalışma için her biri 4 eksik madde içeren 4 ayrı kısa paragraf (5-6 cümlelik) kendisi de İngilizce okutmanı olan araştırmacı tarafından oluşturulmuştur. Paragraflardaki 4 eksik maddeden 2 si test edilen devinim eylemlerinin gerektirdiği

devinimin yolu iken, diğ er 2 si ö ğrencilerin testin amacını anlamaması amacıyla verilen farklı eksiklerdir.

Yazılı çalışmada test edilmesi amaçlanan devinim eylemleri ‘*yuvarlanmak, havada süzölmek, hoplamak, adım atmak, kaymak, zıplamak, kořmak, uçmak*’ ve test edilen devinim yolları (yönelme ekleri) sırasıyla her eylem için ‘*içeri, dışarı, dışarı, içeri, aşağı, içeri, dışarı, dışarı*’dır. Testin cevap anahtarı *İngiliz Ulusal Derlemi (BNC)*, bir sözlük (*BBI Combinatory Dictionary of English*) ve İngilizce’yi anadili olarak konuşan İngilizce okutmanlarının dönütlerine göre oluşturulmuştur.

Papafragou, Massey and Gleitman (2006) çalışmalarında belirttikleri gibi, devinim olayı çalışmalarında resim kullanmak devinim olayının dinamikliğini vermek için yeterli değildir. Bu nedenle konuşma çalışmasında video kullanılmıştır. Konuşma çalışmasında 8 adet devinim olayı ‘*hızla kořmak, kořmak, havada süzölmek, kaymak, sendelemek, sallanarak yürümek, zıplamak, solucan gibi kıvrılmak*’ kullanıldı ve sırasıyla test edilen 8 adet devinimin yolu ‘*içeri, karşıya, yukarı, aşağı, içeri, aşağı, içeri, dışarı*’ test edildi. Konuşma çalışmasında 2 adet devinim olayı içeren ancak devinimin yolu kullanımı gerektirmeyen video kullanılmıştır. Buradaki amaç katılımcıların çalışmanın sebebini tahmin etmesini engellemek ve objektif sonuçlar elde etmektir. Videoların tümü 10-12 saniye aralığında ve aynı animasyon karakter ‘*Timboo*’ kullanılarak bir profesyonel tarafından hazırlanmıştır. Konuşma çalışmasında kısmında bilgisayar, projeksiyon cihazı, projeksiyon perdesi ve bir kamera kullanılmıştır. Yazılı ve konuşma çalışma gereçleri farklı katılımcılar ile pilot edilmiş ve güvenilirlik testine (KR20) tabi tutulmuştur. Ayrıca her iki test de uzman kişiler tarafından uygunluk açısından test edilmiş, pilot çalışma uygulanan katılımcılardan dönüt alınarak geçerliliği kontrol edilmiştir.

3.4. Yöntem

Yazılı çalışma 2 ayrı gün içerisinde 2 ayrı grup katılımcı ile uygulanmıştır. Çalışma her iki grupla da ders çıkışından sonra 30 dakikalık öğle yemeği molasından sonra yapılmıştır.

Yazılı çalışmanın uygulandığı ilk günde 31 başlangıç (Pre-Intermediate) kurundan katılımcı ile ODTÜ, TİB’de (Temel İngilizce Bölümü) yapılmıştır. Katılımcılara gönüllü katılım formları verildi ve toplandıktan sonra yazılı çalışmalar dağıtıldı. Katılımcılardan beklenen 20 dakika içerisinde her paragrafa yerleştirilmiş 4 eksik maddeyi bulup yazmalarıdır. Katılımcılara çalışmanın içinde bulunmayan bir örnek verilmiştir. Çalışma yapıldığı sırada İngilizce okutmanları tarafından gözlemlenmiştir. Yazılı çalışma uygulamanın ikinci gününde 31 yüksek (Upper-Intermediate) kurdan katılımcı ile aynı yöntem ile uygulanmıştır.

Konuşma çalışması da 2 ayrı günde ve yazılı çalışmaların bitiminden sonra 15 dakika ara verilerek uygulanmıştır. Çalışmanın ilk gününde başlangıç kuru 20 katılımcı 10 ar kişilik 2 gruba ayrılmıştır. İlk 10 kişilik grup çalışmanın yapılacağı sınıfa alınırken diğer 10 kişilik grup bekleme sınıfına alınmıştır. Animasyon karakter Timboo katılımcılara tanıtılmıştır ve çalışma hakkında bilgilendirilmiştir. Sınıfta bulunan 10 katılımcıdan 5i projeksiyon perdesine dönük, diğer 5i ise yüzleri duvara dönük şekilde oturtulmuştur. Videoları gören 5 katılımcıdan beklenen videoları izleyip 2 dakika içerisinde arkasında oturan ve videoları görmeyen katılımcılara anlatmaktır. Anlatıcıları dinleyen katılımcıların ise önlerinde bulunan kağıda tanımlamaları çizmeleri söylenmiştir. Test edilen eylemler yalın hallerinde ve bir eş anlamlıları ile birlikte katılımcılara videolarla birlikte verilmiştir. Videoları anlatırken katılımcılar tahtada yazılan ‘Timboo ne yapıyor?’ (*What is Timboo doing?*) sorusunu test edilen devinim eylemleri ile birlikte cevaplandırmışlardır (örneğin: Timboo is **jumping** into the box. = *Timboo kutunun içine zıplıyor..*) 2 videonun sonunda katılımcılar rollerini değiştirmiş ve aynı şekilde diğer 5 katılımcı 3 farklı video ile test edilmiştir. İlk 5 videonun sonunda 10 katılımcı gönderilmiş, bekleme sınıfındaki diğer 10 katılımcı ile aynı süreç 5 farklı video ile uygulanmıştır. Süreç kamera kaydına alınmıştır. Konuşma çalışmasının 2. gününde aynı çalışma, aynı teknik ile yüksek kur katılımcılar ile uygulanmıştır. İlk gruptan farklı olarak yüksek kur katılımcılara anlatım süresi olarak 1 dakika verilmiştir.

3.5. Veri Toplama ve Veri Analizi

Yazılı çalışmada başlangıç (*Pre-Intermediate*) kuru katılımcılar ile yüksek (*Upper - Intermediate*) kur katılımcılardan toplanan veriler ayrı analiz edilmiştir. Katılımcıların doğru devinimin yolu kullanımları 1, yanlış kullanımları ya da boş bırakmaları 0 olarak kodlanmış ve *Ki-kare Bağımsızlık Testi* ile ayrı analiz edilerek kurlar arasındaki bağıntı ölçülmek istenmiştir (3.3.2. de yazılı çalışma için cevap anahtarı sunulmuştur).

Konuşma çalışmasında başlangıç kuru katılımcılar ile yüksek kur katılımcılardan toplanan veriler ayrı analiz edilmiştir. Konuşma çalışmasında iki aşamalı veri kodlama ve veri analizi yapılmıştır. Birinci aşama analizde katılımcıların sözlü ifadelerinde devinim eylemi ve devinimin yolunu İngilizce dilbilgisi kurallarına göre (*Expected Form 'Motion Verb+Path'*) kullanma oranlarına ve kurlar arasındaki bağıntıya bakılmıştır. Bu nedenle beklenen yapıyı kullanan katılımcıların cevapları 1, diğer cevaplar 0 olarak kodlanmıştır:

Tablo 1. Konuşma Çalışması 1. Aşama Veri Kodlama ve Analizi

Cevap Türü	Örnek	Kodlama
Beklenen Yapı <i>'Devinim Eylemi+ Devininin yolu'</i>	Timboo is jumping <i>into</i> the box. (=Timboo kutunun içine zıplıyor.)	1
<i>'Devinim Eylemi+ Vücut Dili'</i>	Timboo is jumping (<i>into via gestures</i>) the box. (= Timboo kutunun (<i>içine</i> vücut dili ile) zıplıyor.	0
<i>'Yalnızca Devininin Eylemi'</i>	Timboo is jumping the box. (= Timboo kutu zıplıyor.)	0

Kalın yazılan maddeler: Test edilen devininin eylemleri

İtalik yazılan maddeler: Beklenen devininin yolu

Konuşma çalışmasının ikinci aşama analizinde ise beklenen yapı cevapları analizden çıkarılmış ve başlangıç ve yüksek kurdan katılımcıların devinimin yolunu vücut dilleri ile ifade etme oranlarına ayrı olarak bakılmıştır. Daha sonra iki kurdun (başlangıç ve yüksek) vücut dili kullanma oranları kıyaslanmıştır:

Tablo 2. Konuşma Çalışması 2. Aşama Veri Kodlama ve Analizi

Cevap Türü	Örnek	Kodlama
<i>'Devinim Eylemi+ Vücut Dili'</i>	Timboo is jumping (<i>into via gestures</i>) the box. (= Timboo kutunun (<i>içine</i>) vücut dili ile)	1
<i>'Yalnızca Devinim Eylemi'</i>	Timboo is jumping the box. (= Timboo kutu zıplıyor.)	0

Kalın yazılan maddeler: test edilen devinim eylemleri

İtalik yazılan maddeler: Beklenen devinimin yolu

4. SONUÇLAR

Yazılı çalışma ve konuşma çalışması ayrı analiz edildiğinden ve her iki çalışma da başlangıç kuru (*Pre-Intermediate*) ve yüksek kur (*Upper-Intermediate*) katılımcılarla ayrı uygulandığından, sonuçlar önce ayrı daha sonra kıyaslamalı olarak verilmiştir.

Yazılı çalışma sonuçlarında başlangıç kuru katılımcıların (N=31) beklenen İngilizce yapıyı (devinim Eylemi+ devinimin yolu) kullanma oranları 0, 294'tür. Yüksek kur katılımcıların ise (N=31) beklenen İngilizce yapıyı kullanma oranı 0,459'dur. *Ki-kare Bağımsızlık Testi* sonuçları ise beklenen yapı kullanımı ile dil başarı düzeyi (kur) arasında yüksek bağıntı göstermiştir (p= 0,000).

Konuşma çalışması iki ayrı aşamada incelenmiştir. Birinci aşama analiz sözlü İngilizce beklenen yapı (*Devinim eylemi+devinimin yolu*) kullanımını ölçmek için yapılmıştır. Başlangıç kuru ve yüksek kur katılımcıların verileri önce ayrı olarak analiz edilmiş, daha sonra *Ki-Kare Bağımsızlık Testi* ile aralarındaki bağıntıya

bakılmıştır. Birinci aşama sonuçlarına göre, başlangıç kuru katılımcıların (N=20) beklenen form (*devinim eylemi+devinimin yolu*) kullanım oranı 0,325dir. Yüksek kur katılımcıların beklenen yapıyı kullanma oranı ise 0,50dir. *Ki-Kare Bağımsızlık Testi*'nin sonuçlarına göre ise katılımcıların beklenen yapıyı kullanma ile dil başarı düzeyleri (kurları) arasında anlamlı bir bağıntı bulunmamaktadır (p= 0,173).

Konuşma çalışmasının ikinci aşamasında ise katılımcıların *devinim eylemi+ vücut dili* kullanımı oranları analiz edilmiş ve başlangıç ile yüksek kur katılımcıların sonuçları kıyaslanmıştır. Başlangıç kuru katılımcıların (N=20) devinimin yolu ifadelerinde vücut dili kullanma oranları 0, 814 iken, yüksek kur katılımcıların (N=20) sözlü ifade yerine devinimin yolunu vücut dili ile ifade etme oranı 0, 65dir. Bu oranlar Ki-kare Bağımsızlık Testi ile kıyaslandığında katılımcıların buldukları dil düzeyleri (kurları) ile devinimin yolunu vücut dili ile ifade etmeleri arasında anlamlı bir bağıntı bulunmamıştır (p= 0,346).

5. SONUÇLARIN TARTIŞMASI

Çalışmanın bu bölümü yazılı ve konuşma çalışmalarının istatistik analizlerinin literatüre dayanarak yapılmış tartışmalarını içermektedir. Yazılı ve konuşma çalışmaları ayrı analiz edildiğinden tartışmaları da ayrı yapılacaktır.

5.1. Yazılı Çalışmanın Sonuçlarının Tartışması

Yazılı çalışma Türkçe (katılımcıların anadili) ve İngilizce'yi (katılımcıların 2. dili) devinim olaylarını ifade etme yönünden farklı kategorilere koyan Talmy'nin (1985) tipolojisini test etmek amacıyla yapılmıştır. Yazılı çalışmada katılımcıların dil düzeylerinin(kur) ve devinim ifadelerindeki başarılarının arasındaki bağıntıya bakmak amacıyla, katılımcılar başlangıç (*Pre-Intermediate*) ve yüksek kurlarından (*Upper-Intermediate*) seçilmiştir.

Çalışmanın ilk kısmının yazılı olmasının arkasındaki neden ise Vachek'in (1973,1989) de ifade ettiği gibi dilin konuşma ile eşit görülebilecek diğer bir yönüne

(*yazmaya*) daha odaklanmaktır. Devinim eylemlerinin yazılı anlatımda da ifade edilebileceğini desteklemek amacıyla kısa ve her biri bir kontekst içeren 4 adet paragraf hazırlanmış ve kullanılmıştır (Ekte çalışmanın bir kopyası bulunmaktadır).

Yazılı çalışmanın sonuçları başlangıç kurundaki katılımcıların yüksek kurundaki katılımcılardan daha az İngilizcede beklenen yapıyı kullandıklarını göstermiştir. Bu durum katılımcıların dil düzeyleri (kurları) arasındaki fark ile açıklanabilir çünkü kurlar arasında anlamlı bir fark bulunmaktadır. Bu sonucun başka bir nedeni ise çalışmanın yapıldığı bölümün İngilizce okutmanlarından alınan dönüt ile de açıklanabilir. Başlangıç seviyesindeki öğrencilerin her konuda daha fazla dönüt almaya ihtiyaç duymalarına rağmen, devinim eylemleri ve devinimin yolu üzerine dönüt almadıkları öğrenilmiştir. Yüksek kurlardaki öğrencilerin hoca yardımına ve dönüte daha az ihtiyaç duyduklarını göz önünde bulundurursak, yüksek kur katılımcılarının daha başarılı olmalarını buna bağlayabiliriz.

Yüksek kur katılımcıların dahi devinim olayı ifadelerini doğru kullanma oranının (0,460) yeterince yüksek olmaması ise yazılı çalışmanın sonuçlarının günümüze kadar yapılan çalışmaların çoğu ile benzer sonuçlar elde ettiğini göstermektedir (örneğin, Papafragou & Selimis, 2009).

5.2. Konuşma Çalışmasının Sonuçlarının Tartışması

Konuşma çalışması iki ayrı aşamada incelenmiş ve istatistik sonuçları ayrı verilmiştir. Bu nedenle, istatistik sonuçları da ayrı tartışılacaktır.

Konuşma çalışmasının ilk aşamasında katılımcıların İngilizce devinim eylemini beklenen yapıda (devinim eylemi+ devinimin yolu) sözlü olarak ifade etme oranları incelenmişti. Slobin'in (1996) 'konuşmadan önce düşünme' (*thinking for speaking*) sürecini ve Talmy'nin tipolojisini sözlü dilde gözlemlemektir. Katılımcılar iki farklı dil başarı düzeyinden (kurdan) seçilerek dil başarı düzeyi ile devinim olaylarının sözlü ifadesi arasındaki bağıntıya bakmak amaçlanmıştır.

Başlangıç kuru (Pre-Intermediate) katılımcıların sözlü ifadelerinde devinimin yolu kullanım oranı ile yüksek kur (Upper-Intermediate) katılımcıların beklenen devinimin yolu kullanımları arasında anlamlı bir fark görülmemiştir. Bu nedenle katılımcıların dil düzeyleri ile beklenen sözlü İngilizce yapı (devinim eylemi+devinimin yolu) kullanımları arasında bir bağıntı bulunmamıştır. Anlamlı bir fark gözlemlenmemesine rağmen, başlangıç kuru katılımcıların daha düşük oranda beklenen yapıyı kullanmaları dil seviyeleri ve dile maruz kalma oranları ile açıklanabilir. Yüksek kur katılımcıların ise sözlü ifadelerinin ancak yarısında beklenen yapıyı kullanmaları Negueruela, Lantolf, Jordan ve Gelabert'in (2004) hipotezi ile açıklanabilir. Araştırmacılar, 2. dil öğrenenlerin en yüksek kurlarda dahi olsalar anadillerinde geliştirdikleri kadar detaylı bir 'konuşmadan önce düşünme' süreci geliştiremediklerini ileri sürmüşlerdir. Konuşma çalışmasının sözlü analizinin sonuçları bu hipotezi desteklemektedir.

Konuşma çalışmasının ikinci aşamasında katılımcıların İngilizce devinim eylemini sözsüz olarak (vücut dili ile) ifade etme oranları incelenmişti. Slobin'in (1996) 'konuşmadan önce düşünme' (*thinking for speaking*) sürecini ve Talmy'nin tipolojisini sözsüz dilde gözlemlenmekti. Katılımcılar iki farklı dil başarı düzeyinden (kurdan) seçilerek dil başarı düzeyi ile devinim olaylarının sözsüz ifadesi arasındaki bağıntıya bakmak amaçlanmıştı. Çalışmanın sonuçları başlangıç kuru katılımcıların devinimin yolunu sözlü olarak ifade edemediklerinde yüksek kur katılımcılardan daha çok sözsüz dil kullandıklarını göstermiştir. Bu sonuç Kelly, McDevitt & Esch (2009) ve Tellier'in (2008) de ifade ettiği gibi sözsüz dilin başlangıç kurlarında dili desteklemek için daha çok kullanıldığını göstermektedir.

Konuşma çalışması bu sonuçları yalnızca keşif düzeyinde elde etmesine rağmen, sonuçlar katılımcıların devinimin yolunu 2. dil olarak öğrendikleri İngilizcenin yapısına göre kullanmayı bildiklerini ancak performansla alakalı sebeplerden sözlü ifade edemediklerini gösterebilir.

6. ÇALIŞMANIN SINIRLILIKLARI VE GELECEK ÇALIŞMALAR İÇİN ÖNERİLER

◆ Çalışma ODTÜ dışında diğer üniversitelerde de uygulanarak daha fazla katılımcı içerebilir.

◆ Konuşma çalışmasının sözsüz devinim eylemi ve devinimin yolu ifadelerini daha detaylı test etmek ve daha güvenilir sonuçlar elde etmek için göz izleme cihazı kullanılabilir.

◆ Çalışmanın konuşma dili kısmı keşfetme odaklı olup, katılımcıların ifadeleri video tanımlama aktivitesinden alınmıştır. İlerleyen zamanlarda daha fazla katılımcı ve eşit sayıda çeldirici ve hedef fiil içeren videolarla tekrar edilmelidir.

◆ Başlangıç (*Pre-Intermediate*) ve yüksek kur (*Upper-Intermediate*) katılımcılarının İngilizce devinim eylemleri ve devinimin yolu ifadelerinde zorlandıkları görülmüştür. Bu nedenle bölümün öğretim programı ile bağlantılı bir araştırma yürütülebilir.

◆ Katılımcıların anadillerinde (Türkçe) devinim eylemi ve devinimin yolu ifadelerine bakmak amacıyla çalışma aynı şekilde Türkçe olarak yürütülebilir ve sonuçlar İngilizce sonuçlarıyla kıyaslanabilir.

APPENDIX G

TEZ FOTOKOPİSİ İZİN FORMU

ENSTİTÜ

Fen Bilimleri Enstitüsü	<input type="checkbox"/>
Sosyal Bilimler Enstitüsü	<input checked="" type="checkbox"/>
Uygulamalı Matematik Enstitüsü	<input type="checkbox"/>
Enformatik Enstitüsü	<input type="checkbox"/>
Deniz Bilimleri Enstitüsü	<input type="checkbox"/>

YAZARIN

Soyadı : İşler

Adı : Zeynep Nur

Bölümü : İngiliz Dili Öğretimi / English Language Teaching

TEZİN ADI (İngilizce) : EFL LEARNERS' USE OF PATH ELEMENTS IN MOTION EVENT EXPRESSIONS: A STUDY ON TURKISH UNIVERSITY STUDENTS

TEZİN TÜRÜ : Yüksek Lisans Doktora

1. Tezimin tamamından kaynak gösterilmek şartıyla fotokopi alınabilir.
2. Tezimin içindekiler sayfası, özet, indeks sayfalarından ve/veya bir bölümünden kaynak gösterilmek şartıyla fotokopi alınabilir.
3. Tezimden bir bir (1) yıl süreyle fotokopi alınamaz.

TEZİN KÜTÜPHANEYE TESLİM TARİHİ: