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## **A STUDY ON MOTION VERBS IN EFL LEARNERS**

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## **Introduction**

It is a well-known fact that language and culture are inextricably interwoven. Culture plays a very important role in language because it has a strong influence on mental development of every speaker and how the world is seen. This is why today linguists and other researchers working in cognitive studies consider that language, culture, and (un)consciousness between them, are interdependent (Krashen 1995). For example, consciousness provides a speaker the notion of the existence of certain grammatical rules when learning a second language. As Krashen (1995: 42) claims:

‘L1 is a subconscious learning process and so it should be the proofs of foreign language acquisition. In cognitive terms, personality interferes on foreign language acquisition and mother tongue even more. Culture and personality have then played an important role in the process of learning the target language.’

But how can this relationship between language and culture be identified? And how can it be measured? Semantics and syntax are the fields of preference to search for answers when doing research in cognitive studies. Different theories have been given to explain semantic relationships. In the present work, for instance, Talmy’s typology focuses on identifying the existence of transfer from L1 to L2 when narrating a motion event, where the



main focus is the semantic and surface elements that encode the meaning of motion.

It is common for speakers to narrate events which include verbs about movement from one location to another. In the narrations of this type of events, for example, EFL learners, especially in the lower levels, commonly make use of morpho-syntactical and semantic structures from Spanish, which are the result of *L1 transfer* or *language interference*. Measuring these features is a complex task and in the literature there are few reliable tests which can measure the type and amount of transfer. Thus, the main objective of this research considers the study of such transfer from Spanish (L1) into English (L2) of two levels in EFL, bearing in mind the need to define some practical implications for the teaching of English. To gather the corpus, a video sequence was produced, and then it was shown both to English native speakers and to Chilean EFL learners, who produced written descriptions of the events; and finally, the corpus was analysed in order to find different strategies and types of lexicalization patterns. Few studies of this type have been published in Chile, and are almost non-existent at university level.

## CHAPTER 1:

### 1.1 Definition of the problem

Important cognitive researchers like Slobin and Talmy have proposed a typology of motion event verbs and narration strategies. Their work has also been seminal in the study of transfer of semantic strategies across languages. Following their conclusions, in relation to Spanish, we propose the following questions:

- *Do Spanish-speaking learners of English as a foreign language transfer their typology into the verb in the way of encoding manner when narrating a motion event in English?*
- *Which strategies do they tend to use?*
- *Is there a difference between the type and amount of strategies learners with different levels of English transfer from L1 to L2?*

These questions will lead this study in an attempt to shed some light and contribute to the understanding of how Spanish learners of English transfer Spanish typology into L2.

## **1.2 Research questions**

In their guidelines to teachers of English (Talmy, Slobin, among others), and following the conclusions of research work in the area of classroom second and foreign language acquisition or learning, the Chilean Ministry of Education has emphasized the importance of improving both size and depth of vocabulary knowledge, two dimension tested by international examinations such as TOEIC, TOEFL, IELTS and CAE Exams. This task becomes serious for learners since Spanish and English differ on how semantic elements are represented at sentence level.

In the last years there has been a growing interest in studying how speakers (i) indicate (lexicalize) motion in a statement, (ii) how the meaning-form relationship varies across languages, and finally, (iii) how and to what extent motion lexicalization strategies are transferred from L1 into L2. The main focus of this study is to explore these questions using data obtained from native English speakers and university EFL students.

### 1.3 Justification

According to Slobin (2012), the essence of motion is (1) a change of location (path), which may be encoded in a verb (enter, exit) or in an associated particle (in, out), and (2) the manner in which the action is performed, as in *lead, spring, slither*. This difference is evident when comparing the following sentences:

- a. The dog **ran** into the house.
- b. El perro **entró corriendo** a la casa.

In an international study with information from different languages, Slobin (2012), suggested similar and different strategies used by languages to convey types of motion verbs in narration of events. In the area of EFL teaching and learning the need to conduct cross-linguistic research and analysis on these strategies in order to (i) consider them in the EFL syllabus, and (ii) eventually, identify effective teaching methodologies which will foster fluency, accuracy and near-nativeness, has become evident.

## 1.4 Objectives

### 1.4.1 General objective:

- To examine and compare two different groups about how learners lexicalize motion events in English as a foreign language.

### 1.4.2 Specific objectives:

- To analyse how Intermediate and Upper-Intermediate EFL learners describe motion events in English.
- To determine the frequency in the use of path verbs using prepositions (e.g. go *up*) and verbs whose path is conflated in the main verb (e.g. The boy *ascended*).
- To determine to what extent these learners transfer strategies of lexicalization of events from Spanish into English.
- To compare both groups and determine tendencies in terms of types of lexicalization patterns.

## 1.5 Hypotheses

**Hypothesis 1:** In relation to the manner in which an action is performed, Intermediate and Upper-Intermediate EFL learners will make use of different strategies:

- a) Intermediate EFL learners will tend to use structures with verbs in which the manner is indicated using adverbials or gerunds, e.g. *ran quickly*, whereas
- b) Upper-Intermediate EFL learners will tend to use structures with verbs in which the manner is indicated by the verb, e.g. *sprint* and *stride*.

**Hypothesis 2:** In relation to the structures indicating the path (direction) of the movement, Intermediate and Upper-Intermediate EFL learners will make use of different strategies:

- a) Intermediate EFL learners will tend to produce utterances with verbs which indicate path, such as *ascend*, *descend* and *enter*, whereas
- b) Upper-Intermediate EFL learners will tend to produce utterances using prepositions to indicate path, such as *go in* and *go out*.

**Hypothesis 3:** About the EFL level:

- a) There will be positive correlation between EFL proficiency level and the frequency of path using prepositions.
  
- b) There will be positive correlation between EFL proficiency level and the use of main verbs which include the manner in which the action is performed.

## **CHAPTER 2: Theoretical Framework**

### **2.1 General concepts**

It is accepted that languages tend to differ in the linguistic structures and resources they use to express motion; this chapter presents some theories and hypotheses offered by the literature in order to clarify linguistic transference, possibly present in the narration of motion events by EFL learner. Together with transfer comes the relevance of errors during the learning process of a second/foreign language, since errors and mistakes help understand interlanguage when a learner faces the process of learning a second/foreign language as well as understand the integration of grammatical features into another language which are sometimes different to L1. 'A learner's errors, then, provides evidence of the system of the language that he is using (i.e. has learned) at a particular point in the course' (Corder, 1967). Therefore, if learner's errors can provide evidence of the system of the language they are building, the study of Spanish speakers narrating motion events could also provide information for parallel studies related to error analysis of semantic elements.



### **2.1.1 Language transfer**

In the case of EFL learners attempting to verbalise and describe a motion event, it is noteworthy to consider the relevance of transfer from L1 to L2. As McCarthy & Schmitt (1997: 74) claim 'Recent research has confirmed more and more strongly what language teachers have always known: that the mother tongue has a strong influence on the way a second language is learnt and used'.

Language transfer is a phenomenon that can occur from L1 to L2 or L3 in a language with many combinations. These combinations can vary depending on the similarities of linguistic features, such as grammar, phonetics, pragmatics, among others. It has a habit formation, and also properties of transmitting linguistics habits to target language proficiency.

Some research (Slobin, 2012) suggests that Spanish and English share many common linguistic features. For example, in both languages, speakers use previous knowledge provided by their culture and their language and they also share some phonological, morpho-syntactical, semantic and discourse patterns. But it is the differences between both languages what may cause misunderstanding when expressing ideas from their L1 to L2. In addition, Swan (2008: 21) adds that 'the mother tongue can

support, fail to support or actively hinder someone who is learning or using the vocabulary of a second language'. This author also adds that, transfer may be positive (when a structure exists in both languages) or negative (when a learner transfers a structure which is not part of the typology of structures in L2) in the narration of events. This transfer may happen:

- When new vocabulary is acquired by the learner.
- When the learner tries to recall and use previous learnt vocabulary.
- When a complex word, expression or structure has not been learnt by the learner as a functional element.

Swan (2008) also suggests that two processes of linguistic transference can affect learners' performance in the narration of events. These are known as the **learning process** and the **production process**, the latter being the focus of this research.

In relation to positive and negative transfer, Ellis (1994) adds that positive transfer allows the learner to contrast information from the mother tongue to the target language noticing if there are some similar structures that can be transferred. A common example would be the use of the suffix *--ly* that is added to adverbs of manner to change the meaning of a word. The same happens in Spanish where the suffix *--mente* is added to the same kind of

adverbs and it is something constant in the superficial element. Another common example of positive transfer is *cognates* (unlike *false cognates*). Why does this happen? Possibly because the two words sound similar and even have similar spelling (Frunza & Inkpen, 2008). For instance, if a student speaks Spanish and knows the word *teléfono* then the learner will have little trouble learning the word *telephone* in English. The two words sound similar and even have a similar spelling, so in this case, transfer from Spanish to English is positive. Another example of positive transfer occurs in pronunciation, when a student learns that the grapheme *m* represents /m/. That knowledge will fast transfer to English phonetics, in which the letter represents the same sound.

The second type of language transfer is **negative transfer**. In these situations Spanish elements can cause conflicts with some elements of English and hinder the process of acquiring a specific element of English. In other words, an element of Spanish conflicts with an element of English and causes difficulty in the process of acquiring that specific element of English (Ellis, 1994:4). In pronunciation, for example, as there is not a one-to-one correspondence between the sound inventory of both systems, learners tend to use the sounds which are perceived as similar or equivalent to the sounds in L1 (Ellis, 1994), as in the pronunciation of the word in English “zoo”, [su:] instead of [zu:]. A common morpho-syntactical example of a Spanish speaker

using English at an elementary level is *I have twenty years*, which is transferred from *Tengo 20 años*. Another example is *false cognates*. Typically, Spanish low-level users of English use the word *library* instead of *stationery shop*, to refer to the place where books are sold. And as a last example, related to word order, some speakers tend to place the adjective after the noun as in *a house big* instead of *a big house* following the pattern in Spanish *una casa grande*.

Thus, it is important to consider the notion of transfer, either positive or negative, to understand and delimit the errors that should be corrected or avoided by the EFL learner. In addition, language transfer is helpful, as an instrument, to identify the stage of interlanguage the learner has achieved.

### **2.1.2 Towards a definition of interference**

Many definitions have been proposed by the literature to describe what interference is. In an insightful study Bhela (1999: 86), cites two authors:

Dulay et al (1982) define interference as the automatic transfer, due to habit, of the surface structure of the first language onto the surface of the target language. Lott (1983: 256) defines interference as 'errors in the learner's use of the foreign language that can be traced back to the mother tongue'.

Ellis (1997) claims that interference is 'transfer' in which a learner's L1 affects the acquisition of a second language. Ellis indicates that when learners acquire a second language, they create their own rules based in the mother tongue's rules, believing that this can help them in the construction of L2. The author also points out that it is important to discriminate the difference between errors and mistakes, and states that

errors reflect gaps in a learner's knowledge; they occur because the learner does not know what is correct. Mistakes reflect occasional lapses in performance; they occur because, in a particular instance, the learner is unable to perform what he or she knows. (Ellis, 1997:98).

In brief, interference from L1 can affect both receptive and productive processes, and following Lekova (2010:25), 'Interference mistakes affect all language levels: phonetic, morpho-syntactic, lexical-semantic'.

### 2.1.3 The Natural Order Hypothesis

Languages (L1 and L2) have a natural order in the process of learning their structures, which is usually subconscious. (McLaughlin, 1987) Sometimes Spanish learners are accurate in the use of English surface structures due to similarities in the surface between English and Spanish.

According to McLaughlin (1987):

- There is an order to obtain grammatical structures.
- A language must be acquired through communication.
- Speakers acquire parts of a language in a predictable order.
- Certain grammatical elements tend to show up earlier before acquiring others. For example, the –ing progressive is acquired fairly early in first language acquisition, while third person singular –s is acquired later.

Ellidokuzoglu (2000) adds that the natural order refers to acquiring grammatical structures in a planned progression. Some grammatical structures or morphemes are acquired earlier than others in the acquisition of the first language and there is a similar order in the acquisition and learning process of a foreign or second (or additional) language. As an example, he

mentions that the average order of acquisition of grammatical morphemes of English as an 'acquired' language is the following:

- Gerund → Aux → Irregular → Regular Past
- Plural → Article → Past → 3rd Sing

This author warns that the implication of this natural order is not that second foreign language teaching materials should be exposed according to this sequence, but that the acquisition is subconscious without conscious intervention.

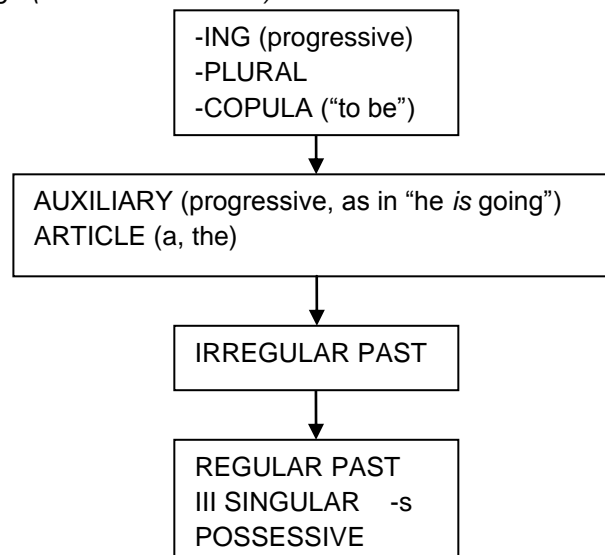
Similarly, Brown (2007) claims that when children acquire English as their first language, they tend to acquire certain grammatical morphemes or function words before others, and the same phenomenon occurs in an EFL learner. For example, the progressive marker / s / (*two dogs*) are among the morphemes acquired earlier, whereas the third person singular marker /s/ (as in *He lives in New York*) and the possessive /s/ (*John's hat*) are acquired later. In simple words, children may confuse the grammatical rules of both languages, and may even try to translate word for word as the Grammar Translation Method suggests (Brown, 2007).

Krashen (1995) also posits that the vast majority of languages have a natural order in the development of learning their structures. As mother tongues, these languages are acquired through a natural subconscious process. This natural order is predictable and thus we could expect which

grammatical structure will be incorrect when describing a motion event. He states some concepts relevant to this study:

- Grammar structures are acquired in a predictable order.
- L2 learning order is different from L1 order, but there are some similarities.
- L2 learning in adults and children shows a similar order.

Table 1: “Average” order of acquisition of grammatical morphemes for English as a second language (children and adults)



In table 1, we can see how Krashen (1995) presents an average order for EFL acquisition. This average order is the result of a comparison of many empirical studies of grammatical morpheme acquisition in EFL learners.



#### 2.1.4 Interlanguage

Ellis (2003) puts forward the concept of *interlanguage*, which refers to the systematic development of a second language, a system that the learner constructs from the target language, through the use of innate knowledge and various learning strategies. Thus, interlanguage is a linguistic system that has been developed by the learner. This means the learner of L2 has not become fully proficient yet in L2 but is similar to the target language.

The aim of this study is not in looking for errors or mistakes, but rather to find the grammatical features which can show evidence of how interlanguage appears, because, as Richards (1985) contends that: 'The second language is a creative construction process'. In addition, Perdue (1993) states '... Each native language has trained its speakers to pay different kinds of attention to events and experiences when talking about them'. Usually, a Spanish speaker would say *chocar con un árbol*, instead of, *chocar en un árbol*, and a speaker of English would normally use the expression *crash into a tree*, which is not similar at all with the sentence provided before. Ellis (2003) suggests that 'interlanguage is a mental system that develops in learning a second language' and provides a number of premises about interlanguage, which we can summarise as follows:

- a) The learners create their own system of abstract linguistic rules viewed as 'mental grammar' and it is referred to as an 'interlanguage'.
- b) The learner's grammar is open to influence from the outside and also influence from the inside.
- c) The learner's grammar is temporary, because they are always changing it from one time to another by adding or deleting rules and reconstructing the whole system. Learners are in constant construction of interlanguages or mental grammars as they gradually increase the complexity of their L2 knowledge.
- d) Interlanguage systems are variable and this reflects the mistakes learners produce when they try to communicate using their own knowledge.
- e) Learners employ various learning strategies such as 'the omission of errors', (i.e., learners are simplifying the learning task and ignoring grammatical structures that they are not ready to process). Other strategies include 'overgeneralization', (i.e. the process of extending the application of a rule to items that are excluded from it) and transfer errors (i.e., when you make an error in English because you are following a rule or pattern that is correct in Spanish, but not in English.)

Besides, learners tend to fossilize their grammar, according to Selinker (1999), only five percent of learners develop a mental grammar and achieve a similar or the same grammar as native speakers.

## **2.2 Cognition and culture in the narration of an event**

Cognition is a mental process that involves some important stages, such as attention, memory, learning, reasoning, solving a problem, and making decisions (Wagemans et al., 2005). As to language acquisition and learning, these authors mention the various attempts by different researchers aiming at providing a better understanding of how cognition operates and other environmental factors which have an effect on it. As an example sociolinguistics and psycholinguistics, focus on the theories of language relativity, widely accepted by linguists.

### **2.2.1 Sapir and Whorf's theory of language relativity**

There is a theory in linguistics called 'Linguistic relativism' which was developed by Edward Sapir and Benjamin Lee Whorf, also known as the Sapir-Whorf hypothesis or Whorfian hypothesis. Both scientists tried to demonstrate that there is a correlation between language and thought (Holze, 2007).

The perception of the world differs in every speech community that has developed different ways of conceptualizing the world. For instance, Chilean people, as native Spanish speakers, use the word 'guagua' to refer to a baby. Bolivian people, on the other hand, who speak the same language but with a different accent, would probably be confused if they hear this word in this context because its meaning is completely different in that country: the word 'guagua' for them is used to refer to a bus (Fundéu, 2001).

Yule (1996) proposes that 'the culture and environment that surround us have an influence on our language use'. Culturally speaking, language has different shades and can differ in meaning according to the way the language is reproduced. In Mayan language, for instance, there exist multiple prepositions and nouns to refer to the location and movement of an object. For this author the notion that languages determine thoughts may be partially correct, in some extremely limited way, but it fails to take into account the ability to manipulate and create language in order to express their perceptions. 'If thinking and perception were totally determined by language, then the concept of language change would be impossible' (Yule, 1996: 248).

According to Gentner and Golding-Meadow (2003) the Sapir-Whorf hypothesis states that (a) languages vary in how they carve up their semantic of the world; (b) the structure of one's language influences the manner how one perceives the world; (c) therefore, speakers of different languages will

perceive the world differently, and this will have an effect on linguistic structures and transfer from L1 to L2.

### **2.2.2 The role of consciousness**

Ellis (1997) states that children acquire their mother tongue unconsciously, as opposed to a second language learners, especially adults, who generally have to study hard and consciously with the purpose of learning a second language. He also points out that it is important to consider the existence of two contrary positions. Firstly, one described by Krashen, who claims the distinction between acquired second language knowledge and learned second language knowledge. On the one hand, *acquisition* is developed unconsciously by the comprehension of input in communication, whilst *learning* is developed consciously by premeditated studying of the second language.

Language acquisition is how children pick up their first language, which is a subconscious process. In contrast, language learning is related to the awareness that a person has of his/her knowledge of a second language, and this process is conscious (Krashen, 1995). But 'this contradicts skill-building theories of L2 acquisition, according to which learners can achieve grammatical accuracy by automatizing 'learned' knowledge through practice' (Ellis, 1997). On the other hand, Schmidt (1990) associates the term

'consciousness' with 'awareness'. He claims that the use of the word 'consciousness' is deliberate in second language acquisition and postulates it is necessary to homogenise the use of this concept. Firstly, he defines the term consciousness as 'intentionality' which refers to the decision that a learner makes to learn a second language deliberately and consciously. And secondly, consciousness as 'attention' which diverges with 'incidental learning'. This refers to a process by which a learner studies a second language by exposure. Schmidt (1990), however, states that these aspects, intentional or accidental, are not thoroughly important to learn, rather the importance is on conscious attention.

Ellis (1997) adds that 'learning incidentally is not the same as learning without conscious attention'. A person, whose parents are from different countries, can acquire both languages and become bilingual. This can also take place when a person travels to another country, or any other situation that involves the acquisition of another language, before the critical period, in which children from 0 to 12 years old can acquire a second language in a less difficult way (Chomsky, 2005). But most of the time the learning process is accomplished in a classroom where direct instruction takes place and it is the procedure by which a teacher teaches a foreign language to learners and they learn it with absolute awareness or consciousness. It is ideal spontaneous instruction which occurs in common everyday situations that

resembles first language acquisition. Nevertheless, because non-spontaneous direct instruction is conscious as it is necessary for EFL teachers to transmit the information of grammatical rules to understand the meaning, interlanguage coexists with the learning process of a foreign language.

### **2.3 Typologies of lexicalization patterns and event integration**

Talmy (1985, 2000) posits the use of words and expressions to refer to movement in different languages and adds that lexicalization is the process of making a word to express a concept. He also mentions that 'lexicalization is involved where a particular meaning component is found to be in regular association with a particular morpheme' (1985:24). On the other hand, a *typology*, 'is concerned with the means of expression of path of movement', and it can be proposed where 'languages exhibit a comparatively small number of patterns' (2000:7). Therefore, when we talk about lexicalization patterns and event integration, we refer specifically to the description of a motion event. It is necessary to recognize important concepts at the moment of narrating an event, one of them is the word *path*, which Talmy (2000) links to the concepts of **satellite framed-language** and **verb framed-language** (see definition on page 29). Another element is *manner*, that is to say, the way in which an action is performed. Accordingly, the elements that define

the type of frame of a language are **manner** and **path**. English contains several verbs of motion which convey manner, thus, they can describe a single movement in many ways depending on the preposition that provides the path and, which may even change the meaning of a phrasal verb. For instance, to describe the trajectory of a cat moving in four different ways, English people would probably have one different preposition for every movement, such as:

1a) the cat jumped into the box: (entró a la caja)

1b) the cat jumped onto the box: (subió a la caja)

1c) the cat jumped over the box: (saltó por encima de la caja)

1d) the cat jumped out of the box: (saltó fuera de la caja)

### 2.3.1 Basic components of movement

Talmy (1985) proposed that **Motion** is the movement of an entity through space which consists of different components. He distinguishes four internal elements in motion events:

- **Figure**: It moves and it is located in relation to another object which is the base (or ground).
- **Motion**: It is the presence or absence of the translational motion, this typology considers Move and Be Loc (location), in other words, it is the movement itself.



- Path: It is the route that the figure adopts with respect to the ground.
- Ground: It is the surface across which the figure causes a trajectory (path)

These elements can be identified directly in the following sentence:

Figure	Motion	Path	Ground
The pencil	rolled	off	the table

Table 2: Basic internal components in motion events. (Talmy, 1985)

Furthermore, the typology presented by Talmy (1985), identifies external elements. These elements take place in each motion event. They are:

- Manner: The way in which, the motion takes place, such as: swim, run, walk, among others.
- Cause: It is the cause of its occurrence, such as: exit, push, throw, etc.

To compare motion events through languages, verbs of motion could be divided in two categories:

- Static verbs (Be loc): they are verbs that end an event, in other words, they are actions (verbs) that end situations or events, such as: lay, stand and sit.

- Movement verbs (Move): the notion of change from one step to another in relation to the ground, those are verbs, such as: *walk*, *run*, and *jump*.

The following pictures illustrate the definitions exposed mentioned above:



Be Loc	Move
(static verbs)	(movement verbs)

Table 3: As shown above, the subject can move in the same place or move to another place throughout the ground.

Each of these motion verbs has two different components:

- Semantic elements: These include trajectory, path and base.
- Superficial elements: These consider verbs, particles and satellites.

Hence, the combination between them could take place in different ways.

Talmy's analysis implies motion, location, appearance, even embodiment and accompaniment – namely, a wide range of conceptual

domains, which are all apparently uniformly mapped onto the same type of construction in a language.

However, (Supalla, 1990) names as verbs ‘locomotion verbs involving body classifiers,’ anything that refers to the ‘manner of locomotion of the agent’. We refer to them as ‘modal verbs’, understanding that ‘form’ refers to a type of movement, such as walking, running, swimming, flying. Supalla (1990) relates to such inflections on path verbs as ‘local movements that refer to the manner of movement along the path, rather than manner of locomotion of the agent’. Additionally, Jackendoff (1990) suggests a similar constraint; that, in Spanish movement verbs cannot be combined with a path phrase, as in *Mary jumped her way into John’s arms*.

### 2.3.2 Talmy’s typology of motion verbs

When describing motion events, various lexicalization options can be chosen:

- **Manner:** *He is climbing*
- **Path:** *He is ascending*
- **Path + Manner in the main verb:** *He is **climbing up** the ladder.*

(Ozcaliscan & Slobin, 2000)

Because path is an obligatory component of motion-event expressions, we can’t compare languages in terms of the accessibility

of path as a category: without a path verb or satellite or other path element, there is no motion event. However, languages differ with regard to the canonical segmentation of paths as well as the relative ease of building complex-path constructions. They also present an array of path elements going beyond the division into verb versus satellite. These differences are only partially determined by the Talmian typology.

(Slobin, 2004:238 in Antuñano, 2008)

Languages differ in how they codify path and manner in a motion event, thus, based on the preference of a language to encode path. Talmy (1985) distinguishes two types of languages:

- **Verb-framed languages:** they encode trajectory (path) in the main verb of a sentence (exit, ascend, enter, descend, follow). The manner, if specified, is expressed outside the verb. Here we have Romantic languages (Spanish, French), Semitic languages (Hebrew) and Turkish languages (Turks).
- **Satellite-framed languages:** they encode trajectory (path) through associated elements of several types to the main verb using prepositions, verb particles or suffixes. The elements associated to the verb in satellite framed-languages are known as 'satellites' and this typology is presented in Germanic languages (Dutch, English) and Slavic languages (Russian) as we can see in table 4:

<b>Verb-framed languages</b>	<b>Satellite-framed languages</b>
Korean	Germanic (Dutch, English)
Semitic (Hebrew)	Finno-Ugric
Turkish	Slavic
Basque	Celtic
Romance (Spanish, French, Portuguese)	Mandarin Chinese

Table 4: Verb-framed and Satellite-framed languages

V-languages use the main verb to encode path, leaving manner to be subordinated only in those contexts where attention to manner is salient or foreground (e.g., *enter* or *exit running*). By contrast, S-languages encode path by satellites (verb particles, prefixes), the main verb slot is generally available for a manner verb (e.g., *walk, run, fly in, fly out*). It is important to point out that in V-languages manner categorization is not mentioned, unless it is necessary.

According to Talmy's typology, Mandarin Chinese belongs to the group of S-language. In the example *feil chul* 'fly exit', Talmy classifies the manner verbs as the main verb and the path as satellites. However, according to Slobin (2006) both verbs *feil chul* have manner and path. Therefore, they proposed a third class of lexicalization pattern called:

- **Equipollent-framed language.** This type of language is a kind of framing in which both path and manner have roughly equal morphosyntactic status (Slobin, 2004).

Zlatev (2003) working on Thai, which is a serial-verb language, has reached similar conclusions:

When the properties are tailed, we find that serializing language share more properties with S-languages (satellite-framed) than... with V-languages (verb-framed)... while still possessing a unique property. What this shows is that they cannot be said to belong to either type. Instead, they appear to belong to a class of their own. (Zlatev, 2003)

These are some examples of Equipollent-framed languages (Slobin, 2006)

<b>Equipollent-framed languages</b>
Niger-Congo
Sino-Tiberian
Thai-Kadai
Austronesian
Hmong-Mien
Mon-Khmer

Table 5: Equipollent-framed languages

English and Spanish are often taken as examples of the typology proposed by Talmy. In fact, Talmy's typology of motion events, classifies English as a Satellite-framed language (S-language) and Spanish as a Verb-

framed language (V-language). Each of these languages describes motion events in different ways, as we can see in table 6 below:

English speakers	Spanish speakers
Motion + Manner/ Cause + Satellite	Motion + Path (Manner is optional)
Climbing up (escalar)	Ascending climbing (subir)

Table 6: Comparison of motion events in English and Spanish

### 2.3.3 Manner salience

According to Talmy (2000), languages focus on different aspects of motion events (salience). Following Talmy's well-known dichotomy of verb-framed and satellite-framed languages, the last type provides an easy and accessible contraction that includes path and manner in compact form (Fortis, 2010). We will propose too that the dichotomy be expanded to an 'equipollent' type, in which manner and path receive an equal weight. Also there are some other factors that contribute to the degree of 'manner salience' of a particular language.

Slobin (2006) proposes that manner salience tends to be linguistically expressed by influence in details of motion events.

Two important terms should be considered when talking about manner salience, those terms are:

**Verb framed language:** In Spanish, speakers tend to express path rather than manner, unlike in English. Talmy (2000) also proposes that the manner of motion verbs cannot be combined, i.e. they can specify the location of the whole event, but not the path.

E.g. in Spanish:

La botella flotó a la cueva.

The bottle floated to the cave.

(Intended meaning: 'The bottle floated to the cave.')

La botella flotó en la cueva.

The bottle floated in the cave

'The bottle floated inside (\*into) the cave.' (Matsumoto, 2003)

**Satellite-framed languages:** English is characterized by having a large collection of verbs of motion, which convey manner or other co-event meanings, but they cannot codify the path. These types of languages have a large collection of satellites. E.g.:

a) The bottle floated *into/ out of/ away from/ to* the cave.

b) The bottle floated *down/ up/ out/ away*. (Matsumoto, 2003)

Some researches (Berman & Slobin, 1994) show that the attention of events where manner is presented, are different between two speakers of



different languages, they also suggest that the linguistic differences between the two languages have consequences in the organization of mental representations of manner events.

V-languages conceptualize the type of motion as more limited structures, while S-language speakers show more frequency in the use of motion manner narrative, due to a great diversity of verbs of manner (Berman & Slobin, 1994).

Thus, because of their native language V-languages speakers pay less attention to mental images of motion events.

In summary, Talmy's work has been seminal in the study of motion events. Our research follows his classification and description of Satellite-framed languages and Verb-framed languages to compare lexicalization patterns in both languages.

## **CHAPTER 3: Methodological Framework**

### **3.1 Type of investigation**

This research is both, qualitative and quantitative. For this reason, research data are analyzed in two ways. Moreover, a quantitative research uses a hypothetical-deductive method, i.e. several theories are exposed and from them a hypothesis is formulated, which intends to generalize the results of the study and show that its variables are measurable and quantifiable (Hernandez Sampieri, Fernández Collado, & Baptista Lucio, 2010).

Furthermore, this research is correlational, that is years of study versus lexical knowledge, since 'these studies are intended to measure the degree of relationship that exists between two or more concepts or variables.' (Hernandez Sampieri, Fernández Collado, & Baptista Lucio, 2010) (Translation by researchers) and the variables in the study are summarized. In addition, 'correlational studies measure two or more variables that are intended to observe whether or not they are related to the same subjects and then the correlation is analyzed.' (Hernandez Sampieri, Fernández Collado, & Baptista Lucio, 2010)

The studies are based not only on the English language, but they also explore different languages and make comparisons between them. Furthermore, the research seeks to specify the important properties of the

phenomenon under study, and demonstrate or predict accurately its dimension.

### **3.2 Procedure**

This study was conducted under the following procedure:

1. Background questionnaire (Natives English speakers, henceforth, English L1 and Chilean EFL learners, henceforth, Spanish L1)
2. Placement test (Spanish L1)
3. Video session (English L1 and Spanish L1)
4. Subjects' description of video sequence.

### **3.3 Participants**

In this study there were 50 participants, three Americans (one female and two males) and 47 young Chilean EFL learners (33 females and 14 males). The average age for both groups is 23 years old. Regarding their language knowledge, all the groups of Chilean speakers were students of the Católica Silva Henríquez University, and the group of native speakers were either American or British. Respect to them, the woman of this group is 21 years old, she is British and her highest level of education is High school. The man is 32 years old, he is American and the highest level of education is

Technical Institute. The other man is 52 years old, he is from Canada and his highest level of education is University. Only the American lives in U.S.A. while the other two are living in Chile in this moment. The Chilean speakers were divided into two groups depending on their level of English (4<sup>th</sup> semester and 8<sup>th</sup> semester of EFL teacher training program).

In order to know the level of the participants according to the four skills, the results of the questionnaire that they took were the following:

In Speaking, six participants had a Basic level, 40 participants had an Intermediate level and only one participant had an Advanced level. In writing, there was a coincidence with the same numbers obtained in this skill and the previous one. On the one hand in Listening, 10 participants had a Basic level, 32 of them had an Intermediate level and five participants had an Advanced level. On the other hand in Reading, four participants had a Basic level, 36 participants had an Intermediate level and seven participants had an Advanced level.

### **3.4 Instruments**

Several instruments were used in this research, which helped us to perform this study. These materials consisted of a background questionnaire, a placement test, and a video session, which will be explained in detail below:

3.4.1 Background questionnaire: It gathered data related to general educational and professional information about the participants. The questionnaire consisted of five questions with detailed alternatives. This questionnaire was applied a couple of minutes before the video session. This instrument will be explained in more detail later.

3.4.2 English Placement test: Certified by the University of Cambridge. The instrument measured the level of English the participants had in order to classify them into elementary, pre-intermediate, intermediate, upper-Intermediate levels respectively. It contained 96 questions as follows:

- 1 – 24: Elementary
- 22 – 48: Pre-intermediate
- 46 – 72: Intermediate
- 69 – 96: Upper-Intermediate

Each question had four alternatives which were either whole sentences or isolated words, such as lexical items. No answer sheet was provided, thus, the participants had to write their answers in the same test. It measured grammatical, lexical and syntactic aspects focusing on tenses, sentence order and functional words. This placement test measured subjects from elementary level to the upper-Intermediate level.

### 3.4.3 Video session:

The video was silent and lasted 2 minutes and 29 seconds, containing a sequence of motion events. The video was divided into nine scenes and the duration of each part was as follows: Scene 1: (16 sec.), scene 2: (14 sec.), scene 3: (7 sec.), scene 4: (17 sec.), scene 5: (9 sec.), scene 6: (27 sec.), scene 7: (23 sec.), scene 8: (28 sec.). The video was divided into short segments to facilitate memorization of the information.

## 3.5 Method

This study intended, on the one hand, to contrast English as a foreign language and English as mother tongue, at the moment of describing a motion event. On the other hand, it intended to make a connection between two different levels of English. According to this, the focus was placed on the effectiveness of the unconscious knowledge of motion verbs in English as a foreign language and how L1, in this case Spanish, could affect and/or interfere in the subjects' performance when using L2.

This study consisted of the following stages:

- Review of literature.
- Students answer Background Questionnaire.
- Students answer Placement Test.

- Students see a video with eight scenes containing different types of motion verbs and describe it in writing.
- Transcript and categorization of motion verbs found in descriptions by students.
- Quantification of verbs using excel 2007.
- Analysis of results.

3.5.1 Background questionnaire: This questionnaire was used to obtain information about previous learners' knowledge and experiences in Spanish language. Both, English L1 and Spanish L1 answered the questionnaire. They had 10 minutes to answer all the questions.

3.5.2 English Placement test: 47 Spanish speakers were asked to answer a placement test that lasted 30 minutes. They could only answer in the same test, because there was no answer sheet on it. After they had finished, they were asked to take the second part of the study.

3.5.3 Video session: The video was made by the researchers. It is about a girl who moves in different ways and in different directions. The movement combined certain lexicalization patterns such as: path, ground, goals, manner and motion. Each part included three to four movements that considered the lexicalization patterns mentioned above. First, all participants were asked to

watch each part of the video and memorize as much as they could about it. Between parts, native speakers of English had one minute to write down as many movements as they could remember while Spanish speakers had three minutes to do the same. An answer sheet was provided which allowed participants to narrate in writing what they had observed in the scenes with less pressure than it would have been in oral form where anxiety might have influenced the narration.

3.5.4 Coding: The research was focused on the kind of movement, considering the notion of change of a figure (Move). The majority of the manner verbs in the video were considered.

Narrations were contrasted centring the attention on the differences between native speakers of English with upper-Intermediate speakers of EFL and the same native speakers with intermediate speakers of EFL. Following Talmy (2000) Motions events were classified according to the following structure:

- English: motion + manner/cause + satellite
- Spanish: motion + path (manner was optional)



## **CHAPTER 4: Data presentation and analysis of results**

This chapter will present tables and information from each scene about the performance of participants when narrating a motion event.

### **4.1 Contrastive analysis between Intermediate and Upper-Intermediate speakers of EFL**

In the present section will be illustrated a comparison and analysis of the answers given by EFL learners whose mother tongue is Spanish. The tables and graphs will show the differences and similarities presented between both Intermediate and Upper-Intermediate groups (with an amount of 20 and 27 participants respectively), regarding the use of motion verbs, their manner and path. Furthermore, this section will illustrate a comparison and analysis of the answers giving by Native English speakers (with an amount of 3 participants).

#### **4.1.1 Scene 1**

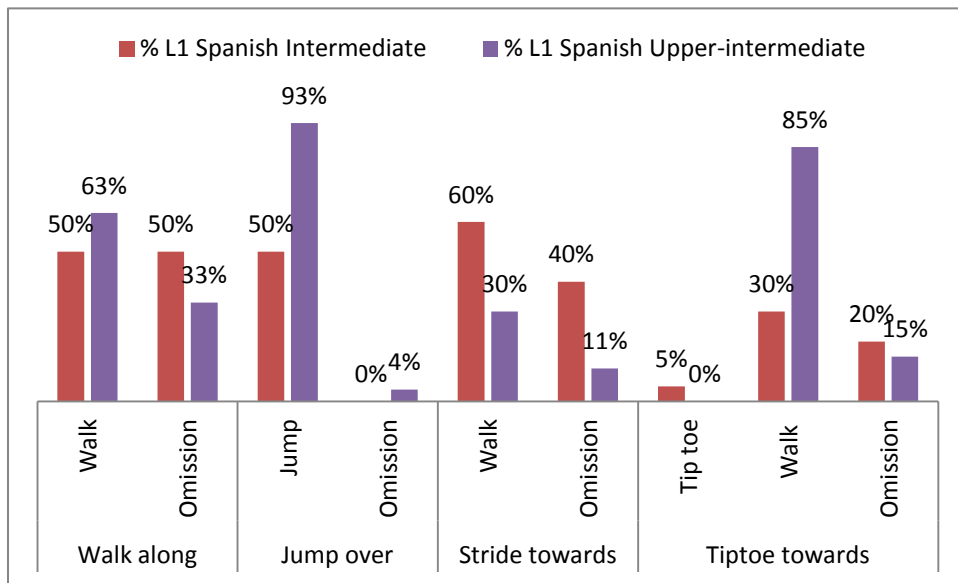
Table number 1 shows the results obtained after comparing the verbs used by Upper-Intermediate and Intermediate speakers for scene number 1.

Verb	Answers	N° 20	% L1 Spanish Intermediate	N° 27	% L1 Spanish Upper-Intermediate
Walk along	Walk	10	50%	17	63%
-	Omission	10	50%	9	33%
Jump over	Jump	10	50%	25	93%
-	Omission	0	0%	1	4%
Stride towards	Walk	12	60%	8	30%
-	Omission	8	40%	3	11%
Tiptoe towards	Tip toe	1	5%	0	0%
-	Walk	6	30%	23	85%
-	Omission	4	20%	4	15%

Table 1: First scene, Spanish L1

This scene consisted of four movements represented by four different verbs (*walk*, *jump*, *stride*, and *tiptoe*). According to this table, the first two movements *walk* and *jump* were not recognized by all participants, even though this type of motion is common in all languages, just a 50% of participants in L1 Spanish Intermediate showed this preference using both words in a proper way, whereas the other 50% of participants was omitted. Moreover, the majority of L1 Spanish Upper-Intermediate recognized the first two movements *walk* and *jump*. The movement *stride*, on the other hand, was not a familiar verb for speakers in both levels; they used some options to describe the movement though. The majority used *walk*, to refer to the movement of giving *big steps*. In the case of *tiptoe*, the speakers in general did not know how to describe such movement and they omitted it (20% by

Intermediate speakers and 15% by Upper-Intermediate). In addition to this movement, *walk* was one of the verbs of preference. It is illustrated in the following graph:



Graph 1: First scene, Spanish L1

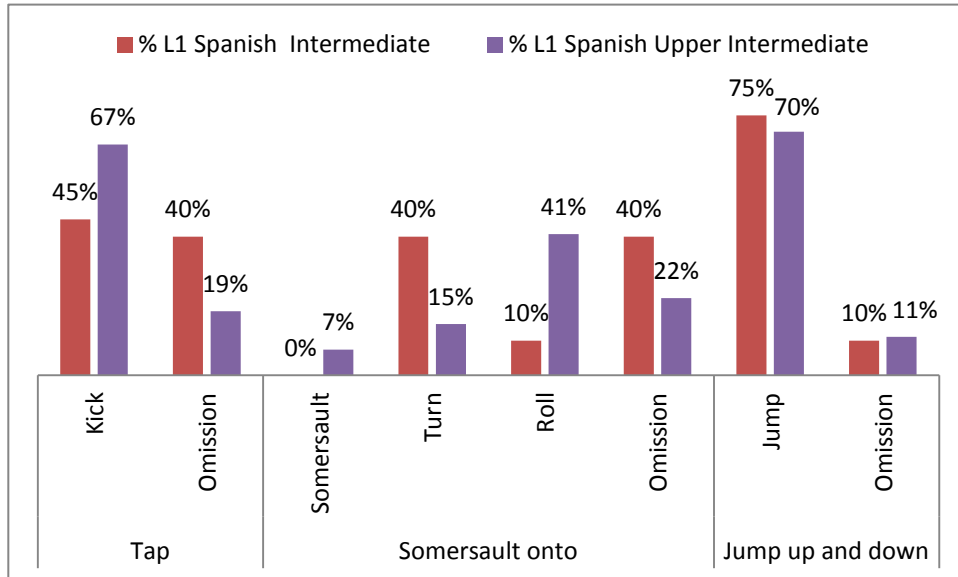
#### 4.1.2 Scene 2

Table number 2 shows the results obtained after comparing the verbs used by Upper-Intermediate and Intermediate speakers for scene number 2.

Verb	Answers	N <sup>o</sup> 20	%L1 Spanish Intermediate	N <sup>o</sup> 27	%L1 Spanish Upper-Intermediate
Tap	Kick	9	45%	18	67%
-	Omission	8	40%	5	19%
Somersault onto	Somersault	0	0%	2	7%
-	Turn	8	40%	4	15%
-	Roll	2	10%	11	41%
-	Omission	8	40%	6	22%
Jump up and down	Jump	15	75%	19	70%
-	Omission	2	10%	3	11%

Table 2: Second scene, Spanish L1

This scene consisted of three movements representing three different verbs (*tap*, *somersault*, and *jump*). For movements one and two, the omission was the option with the highest percentage by L1 Spanish Intermediate and in a lower percentage by L1 Spanish Upper-Intermediate. In the case of movement number three, *jump* was the verb of preference by the majority of the two levels. It is illustrated in the following graph:



Graph 2: Second scene, Spanish L1

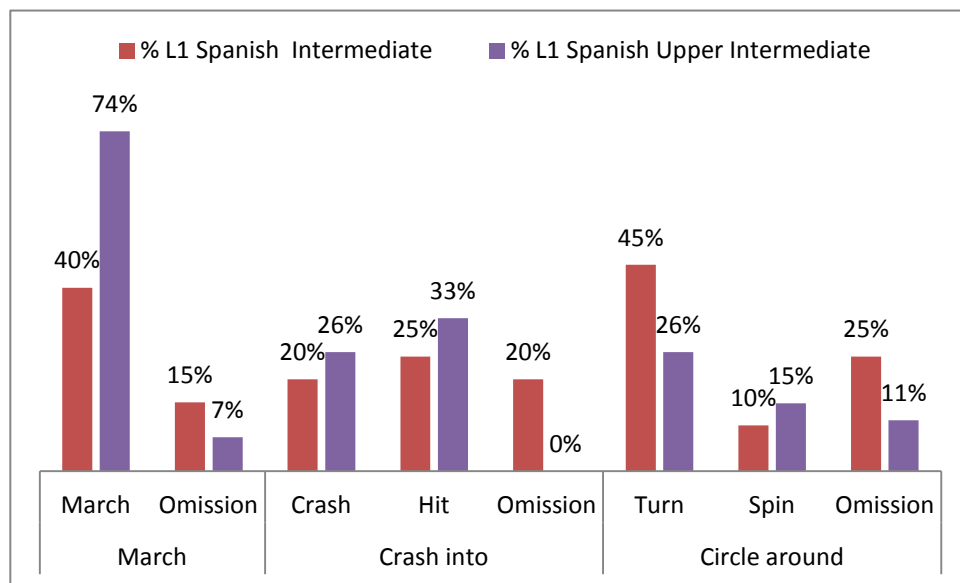
### 4.1.3 Scene 3

Table number 3 shows the results obtained after comparing the verbs used by Upper-Intermediate and Intermediate speakers for scene number 3.

Verb	Answers	N <sup>o</sup> 20	% L1 Spanish Intermediate	N <sup>o</sup> 27	% L1 Spanish Upper-Intermediate
March	March	8	40%	20	74%
-	Omission	3	15%	2	7%
Crash into	Crash	4	20%	7	26%
-	Hit	5	25%	9	33%
-	Omission	4	20%	0	0%
Circle around	Turn	9	45%	7	26%
-	Spin	2	10%	4	15%
-	Omission	5	25%	3	11%

Table 3: Third scene, Spanish L1

This scene consisted of three movements representing three different verbs (*march*, *crash*, and *circle*). In the first movement *march*, both groups used this verb by 40% and 74% respectively. In the second movement *crash*, the verb *hit* was the option of preference by both groups. Some participants wrote this verb as ‘crush’ instead of ‘crash’. Nevertheless, the expected preposition was not used by either Intermediate and/or Upper-Intermediate L1 Spanish speakers; instead, they used the preposition *with*. In the last movement *circle*, the verb *turn* had the highest percentage of preference by both groups. Omission, in these three movements was low in both groups. It is illustrated in the following graph:



Graph 3: Third scene, Spanish L1

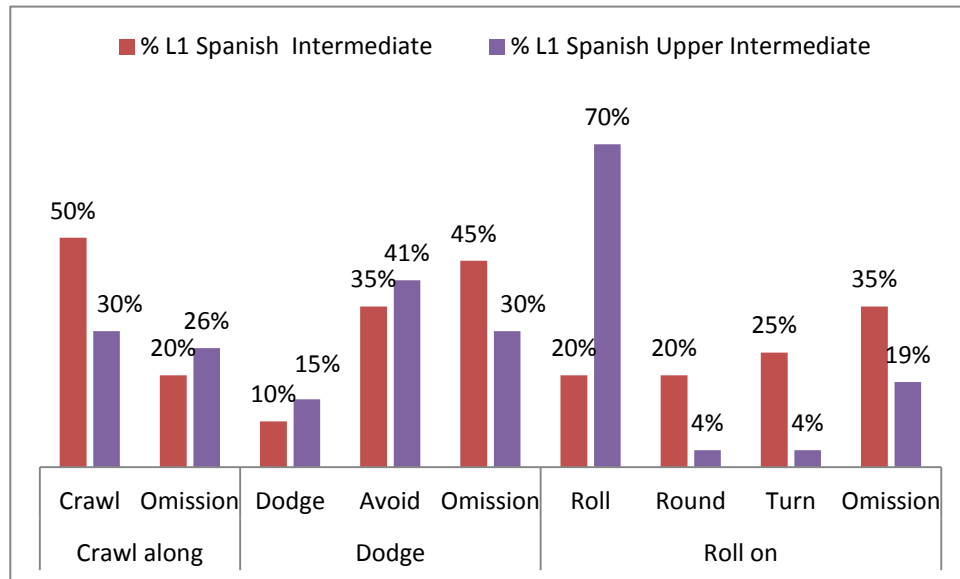
#### 4.1.4 Scene 4

Table number 4 shows the results obtained after comparing the verbs used by Upper-Intermediate and Intermediate speakers for scene number 4.

Verb	Answers	N <sup>o</sup> 20	% L1 Spanish Intermediate	N <sup>o</sup> 27	% L1 Spanish Upper-Intermediate
Crawl along	Crawl	10	50%	8	30%
-	Omission	4	20%	7	26%
Dodge	Dodge	2	10%	4	15%
-	Avoid	7	35%	11	41%
-	Omission	9	45%	8	30%
Roll on	Roll	4	20%	19	70%
-	Round	4	20%	1	4%
-	Turn	5	25%	1	4%
-	Omission	7	35%	5	19%

Table 4: Forth scene, Spanish L1

This scene consisted of three movements representing three different verbs (*crawl*, *dodge*, and *roll*). According to the first movement *crawl*, half of the Intermediate L1 Spanish speakers used the proper verb, which corresponds to 20% less than the percentage of the Upper-Intermediate L1 Spanish speakers. Nevertheless, in the second movement *dodge*, the percentage of usage was low, since both groups chose the verb *avoid* referring to this movement (35% and 41% respectively). According to the last movement *roll*, L1 Spanish Upper-Intermediate used the expected verb in 70% of the cases, while only 20% of the L1 Spanish Intermediate preferred the verb *roll*. It is illustrated in the following graph:



Graph 4: Forth scene, Spanish L1

#### 4.1.5 Scene 5

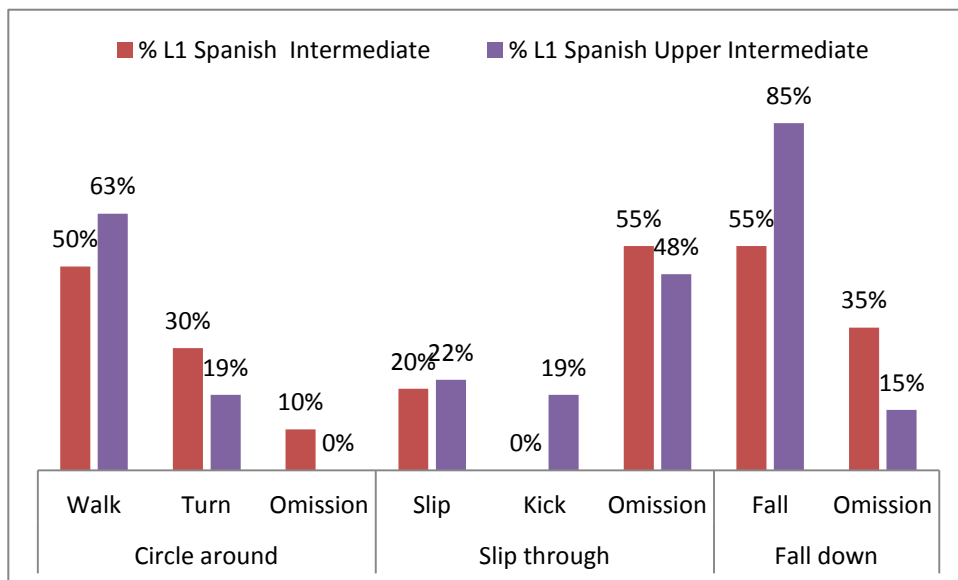
Table number 5 shows the results obtained after comparing the verbs used by Upper-Intermediate and Intermediate speakers for scene number 5.

Verb	Answers	N <sup>o</sup> 20	% L1 Spanish Intermediate	N <sup>o</sup> 27	% L1 Spanish Upper-Intermediate
Circle around	Walk	10	50%	17	63%
-	Turn	6	30%	5	19%
-	Omission	2	10%	0	0%
Slip through	Slip	4	20%	6	22%
	Kick	0	0%	5	19%
-	Omission	11	55%	13	48%
Fall down	Fall	11	55%	23	85%
-	Omission	7	35%	4	15%

Table 5: Fifth scene, Spanish L1



This scene consisted of three movements representing three different verbs (*circle*, *slip* and *fall down*). In the first movement *circle*, the verb *walk* had a high number of preferences by both groups. L1 Spanish Intermediate and L1 Spanish Upper-Intermediate used the verb *walk* in 50% and 63% of the cases respectively, to describe the first movement. The verb *turn*, was also used to refer to the previous movement, but in this context it does not work, because it refers to *turn* something on an axis or to change its direction in another way, which was not the case of the movement on this scene. Moreover, there is an error of lexis and misinterpretation of the word itself and its meaning in the given context. In the next movement *slip*, the percentage of omission was similar in both groups. The last category, *fall*, has the similar percentage using the expected verb. It is illustrated in the following graph:



Graph 5: Fifth scene, Spanish L1

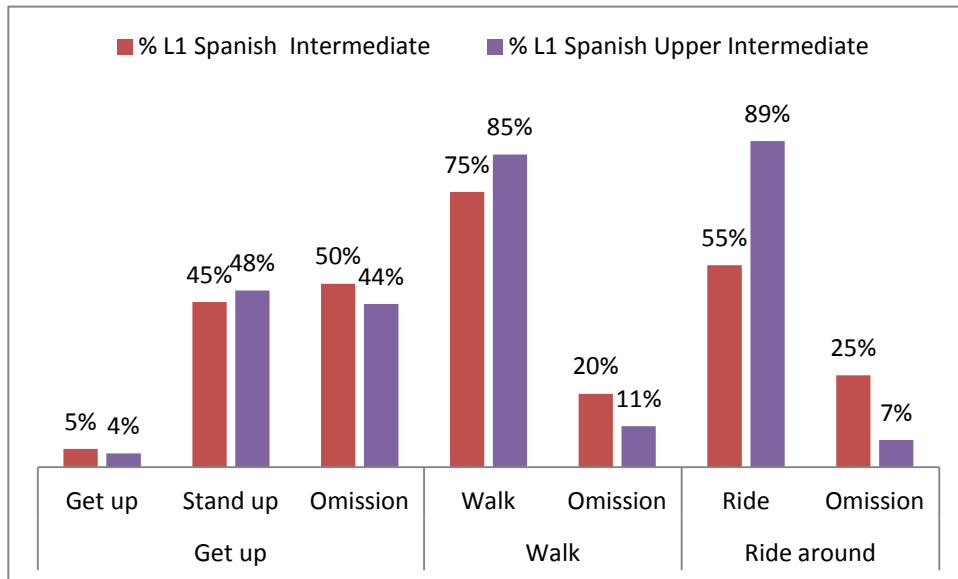
#### 4.1.6 Scene 6

Table number 6 shows the results obtained after comparing the verbs used by Upper-Intermediate and Intermediate speakers for scene number 6.

Verb	Answers	N <sup>o</sup> 20	% L1 Spanish Intermediate	N <sup>o</sup> 27	% L1 Spanish Upper-Intermediate
Get up	Get up	1	5%	1	4%
-	Stand up	9	45%	13	48%
-	Omission	10	50%	12	44%
Walk	Walk	15	75%	23	85%
-	Omission	4	20%	3	11%
Ride around	Ride	11	55%	24	89%
-	Omission	5	25%	2	7%

Table 6: Sixth scene, Spanish L1

This scene consisted of three movements representing three different verbs (*get up*, *walk* and *ride*). Instead of *get up*, the majority of participants used the verb *stand up* to refer to the first movement; by comparing the use of *stand up* with the omissions, the percentages are almost the same in both groups. The verb *walk* is the expected verb to describe the second movement. This verb just as *jump* and *run* is a culturally known verb in all languages, so it is easy to acquire. The verb *ride* was clear in this scene, because there was an instrument (bicycle) that helped to ensure the understanding of the movement. It is illustrated in the following graph:



Graph 6: Sixth scene, Spanish L1

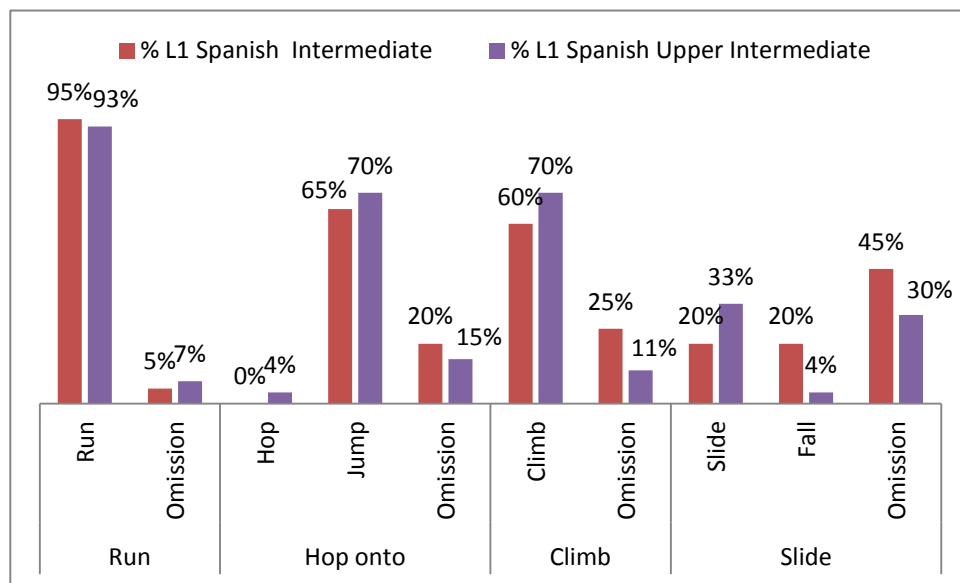
#### 4.1.7 Scene 7

Table number 7 shows the results obtained after comparing the verbs used by Upper-Intermediate and Intermediate speakers for scene number 7.

Verb	Answers	N <sup>o</sup> 20	% L1 Spanish Intermediate	N <sup>o</sup> 27	% L1 Spanish Upper-Intermediate
Run	Run	19	95%	25	93%
-	Omission	1	5%	2	7%
Hop onto	Hop	0	0%	1	4%
-	Jump	13	65%	19	70%
-	Omission	4	20%	4	15%
Climb	Climb	12	60%	19	70%
-	Omission	5	25%	3	11%
Slide	Slide	4	20%	9	33%
-	Fall	4	20%	1	4%
-	Omission	9	45%	8	30%

Table 7: Seventh scene, Spanish L1

This scene consisted of four movements representing four different verbs (*run*, *hop*, *climb*, *slide*). In the first movement both groups used the option *run* in 95% and 93% of the cases respectively. As previously mentioned, the verb *run* is easy to identify because it is culturally known. According to this table, the verb *climb* was chosen by the majority of the subjects to refer to this movement. In the case of *slide*, the speakers in general did not know how to describe such movement and omitted it (45% and 30% respectively). Therefore, in Upper-Intermediate the verb *slide* reached the highest percentage in comparison with the other group. It is illustrated in the following graph:



Graph 7: Seventh scene, Spanish L1

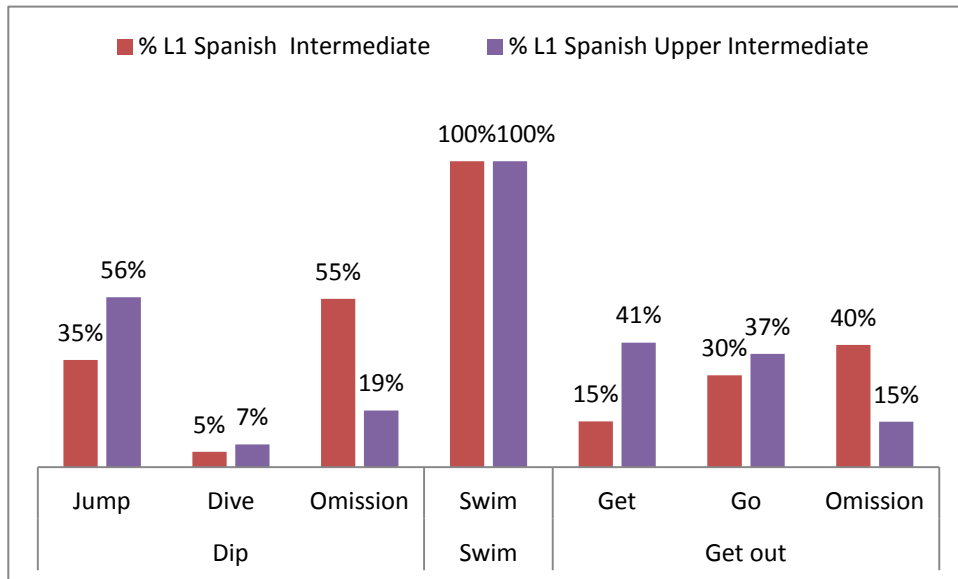
#### 4.1.8 Scene 8

Table number 8 shows the results obtained after comparing the verbs used by Upper-Intermediate and Intermediate speakers for scene number 8.

Verb	Answers	Nº 20	% L1 Spanish Intermediate	Nº 27	% L1 Spanish Upper-Intermediate
Dip	Jump	7	35%	15	56%
-	Dive	1	5%	2	7%
-	Omission	11	55%	5	19%
Swim	Swim	20	100%	27	100%
Get out	Get	3	15%	11	41%
-	Go	6	30%	10	37%
-	Omission	8	40%	4	15%

Table 8: Eighth scene, Spanish L1

This scene consisted of three movements representing three different verbs (*dip*, *swim* and *get out*). In the first movement *dip* both groups used the option *jump* in 35% and 56% of the cases respectively. However, in this movement, there were a high number of omissions by the Intermediate speakers reaching a more than half of the total percentage. According to this table, the second movement *swim* was recognized by all participants in general because this type of motion verb is common in all languages achieving a 100% of preference. In the case of *get out* a high percentage of the Intermediate speakers preferred to omit it, while the Upper-Intermediate used the expected verb. It is illustrated in the following graph:



Graph 8: Eighth scene, Spanish L1

## 4.2 Analysis of Native English Speakers

This section shows the analysis of the answers given by Native English speakers, and the tables and graphs incorporate the results regarding the use of motion verbs used in the narrations.

### 4.2.1 Scene 1

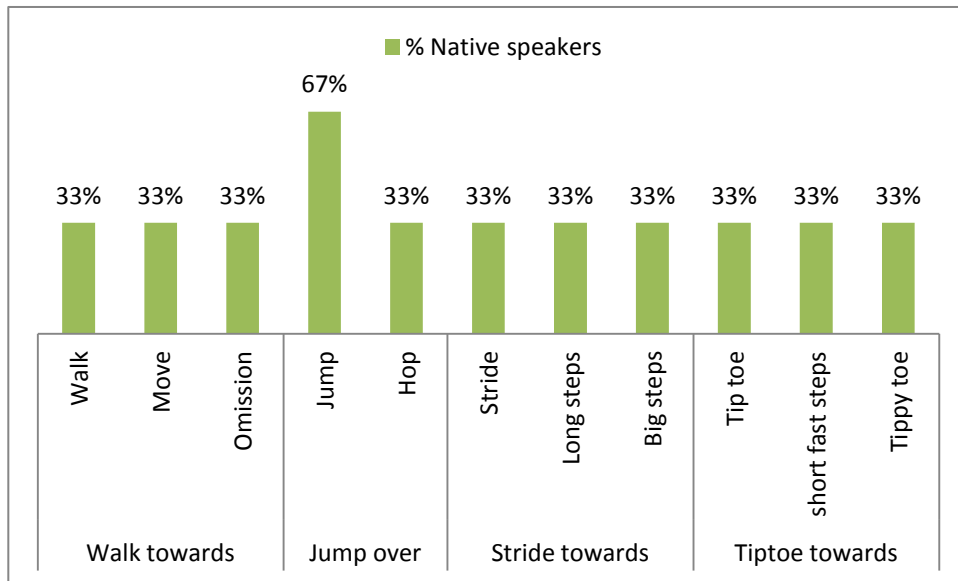
Table number 9 shows the results obtained after comparing the verbs used by Native English speakers for scene number 1.

Verb	Answers	N ° 3	% Native speakers
Walk along	Walk	1	33%
	Move	1	33%
	Omission	1	33%
Jump over	Jump	2	67%
	Hop	1	33%
Stride towards	Stride	1	33%
	Long steps	1	33%
	Big steps	1	33%
Tiptoe towards	Tip toe	1	33%
	Short fast steps	1	33%
	Tippy toe	1	33%

Table 9: First scene, English L1

This scene consisted of four movements representing four different verbs (*walk*, *jump*, *stride* and *tiptoe*). According to this table, the first movement *walk*, was recognized by just one participant, even though this type of motion is common in all languages. Moreover, one participant pointed out *move* instead of *walk*, and another one just omitted it. In the case of *jump*, two Native English speakers described the scene using it, and the other one indicated *hop*. On the other hand, the movement *stride* was familiar for one native speaker, meanwhile, the other two participants, stated *step* instead of *stride* adding adjectives to describe the manner of this motion verb. In the case of *tiptoe*, only one native speaker mentioned the expected verb, another

one wrote a verb very close to *tip toe*, it was *tippy toe*, and the last one mentioned something different to describe the same motion verb. It is illustrated in the following graph:



Graph 9: First scene, English L1

#### 4.2.2 Scene 2

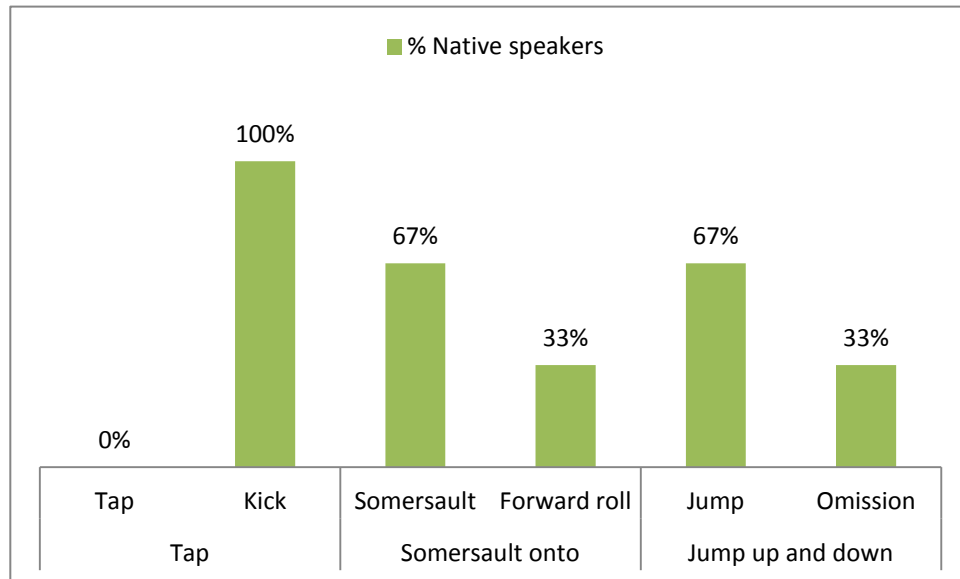
Table number 10 shows the results obtained after comparing the verbs used by Native English speakers for scene number 2.



Verb	Answers	N ° 3	% Native speakers
Tap	Tap	0	0%
-	Kick	3	100%
Somersault onto	Somersault	2	67%
-	Forward roll	1	33%
Jump up and down	Jump	2	67%
-	Omission	1	33%

Table 10: Second scene, English L1

This scene consisted of three movements representing three different verbs (*tap*, *somersault* and *jump*). In the first movement, a hundred percent of Native English speakers omitted the verb *tap*, and replaced it by *kick*. Two of the participants used the verb *somersault* to describe the motion verb shown in scene two, meanwhile 33% percent wrote *forward roll*. Moreover, 67% of the participant wrote *jump*, but without a preposition and just one omitted the action. It is illustrated in the following graph:



Graph 10: Second scene, English L1

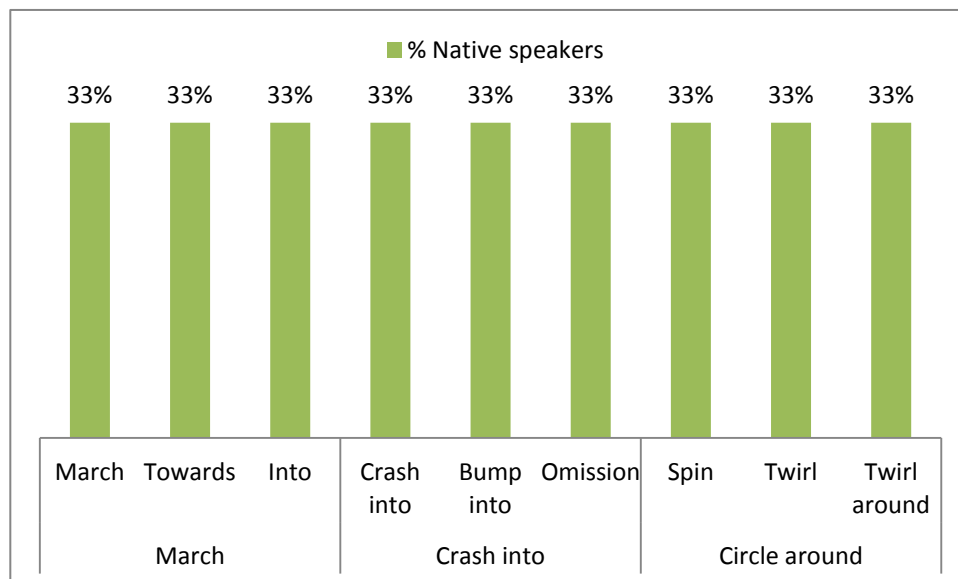
### 4.2.3 Scene 3

Table number 11 shows the results obtained after comparing the verbs used by Native English speakers for scene number 3.

Verb	Answers	N <sup>o</sup> 3	% Native speakers
March	March	1	33%
-	Towards	1	33%
-	Into	1	33%
Crash into	Crash into	1	33%
-	Bump into	1	33%
-	Omission	1	33%
Circle around	Spin	1	33%
-	Twirl	1	33%
-	Twirl around	1	33%

Table 11: Third scene, English L1

The previous scene consisted of three movements representing three different verbs (*march*, *crash*, and *circle*). In the first movement, one Native English speaker indicated the verb *march*, and the other two used the verbs plus a preposition. Besides, in the second movement just one speaker stated the verb *crash* with the corresponding preposition, another indicated *bump* instead of *crash*, but with the right preposition, and the other one omitted it. Moreover, 100% of the participant provided a different answer to *circle*. Two of them used the verb *twirl*, but one of them added a preposition. And the other wrote *spin*. It is illustrated in the following graph:



Graph 11: Third scene, English L1

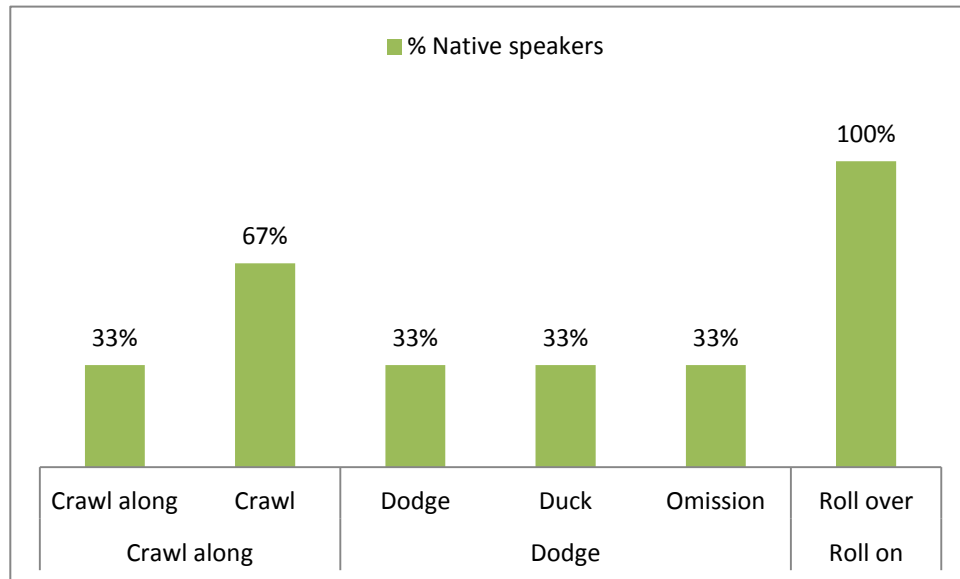
#### 4.2.4 Scene 4

Table number 12 shows the results obtained after comparing the verbs used by Native English speakers for scene number 4.

Verb	Answers	N ° 3	% Native speakers
Crawl along	Crawl along	1	33%
-	Crawl	2	67%
Dodge	Dodge	1	33%
-	Duck	1	33%
-	Omission	1	33%
Roll on	Roll over	3	100%

Table 12: Fourth scene, English L1

The scene consisted of three movements representing three different verbs (*crawl*, *dodge*, and *roll*). In the first movement, all Native English speakers pointed out the word *crawl*, but just one added a preposition to indicate path. One Native English speaker used the verb *dodge* to refer to the movement described in the scene; meanwhile 33% wrote *duck* and the other 33% omitted it. Besides, 100% of participant, in the last part of the scene, wrote the word *roll* with the preposition over, hence none of them described the movement with the preposition demonstrated in the table (roll on). It is illustrated in the following graph:



Graph 12: Fourth scene, English L1

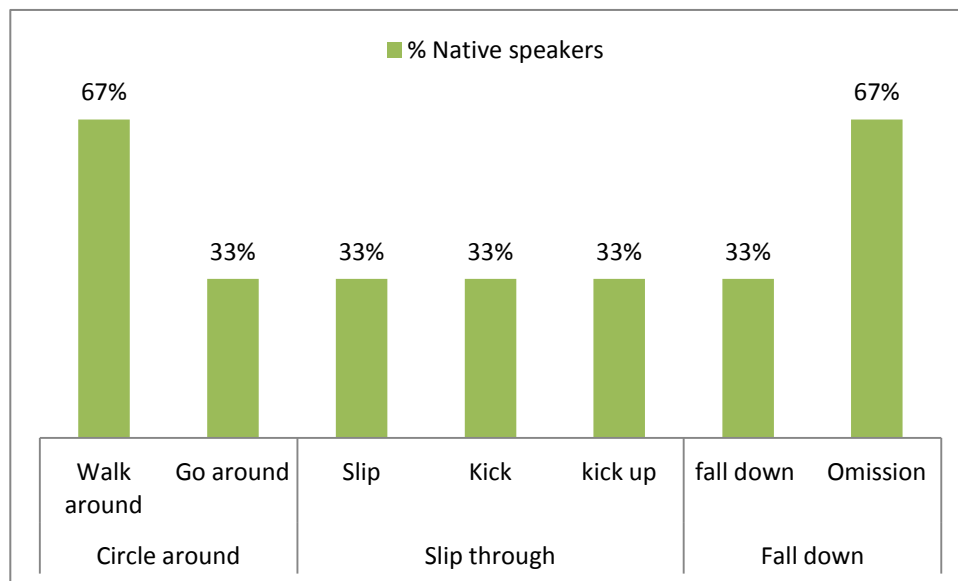
#### 4.2.5 Scene 5

Table number 13 shows the results obtained after comparing the verbs used by Native English speakers for scene number 5.

Verb	Answers	N <sup>o</sup> 3	% Native speakers
Circle around	Walk around	2	67%
-	Go around	1	33%
Slip through	Slip	1	33%
-	Kick	1	33%
-	Kick up	1	33%
Fall down	Fall down	1	33%
-	Omission	2	67%

Table 13: Fifth scene, English L1

The previous scene consisted of three movements representing three different verbs (*circle*, *slip*, and *fall*). In the first movement, two participants indicated the verb *walk* plus a preposition, and the other one indicated *go* plus a preposition. Besides, in the second movement just one speaker stated the verb *slip* without the preposition; another indicated *kick* without a preposition, and the other one also used *kick*, but with a preposition. Moreover, in the last part of the scene just one participant indicated the motion verb *fall* with its corresponding preposition. Meanwhile, the other two participants omitted it. It is illustrated in the following graph:



Graph 13: Fifth scene, English L1

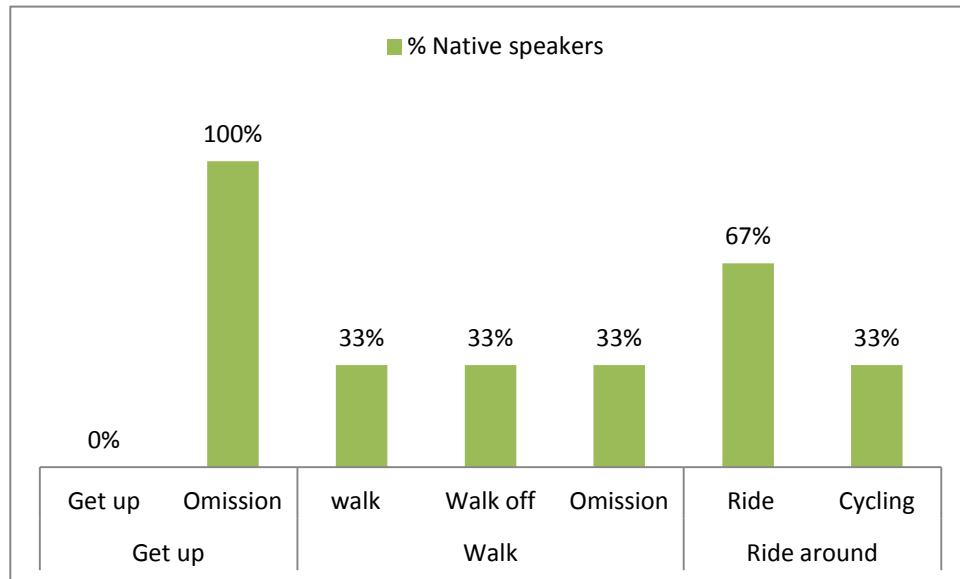
#### 4.2.6 Scene 6

Table number 14 shows the results obtained after comparing the verbs used by Native English speakers for scene number 6.

Verb	Answers	N <sup>o</sup> 3	% Native speakers
Get up	Get up	0	0%
-	Omission	3	100%
Walk	Walk	1	33%
-	Walk off	1	33%
-	Omission	1	33%
Ride around	Ride	2	67%
-	Cycling	1	33%

Table 14: Sixth scene, English L1

This scene consisted of three movements representing three different verbs (*get*, *walk*, and *ride*). According to the table, in the first movement, a hundred percent of Native English speakers omitted the verb *get* plus the preposition, being a common word to describe that kind of motion. In the following motion verb, two participants used the verb *walk* but one of them included a preposition, meanwhile one participant omitted the answer. Moreover, 67% of the participants wrote *ride*, in the last part of the scene, but without a preposition and just one indicated *cycling* instead of *ride*. It is illustrated in the following graph:



Graph 14: Sixth scene, English L1

#### 4.2.7 Scene 7

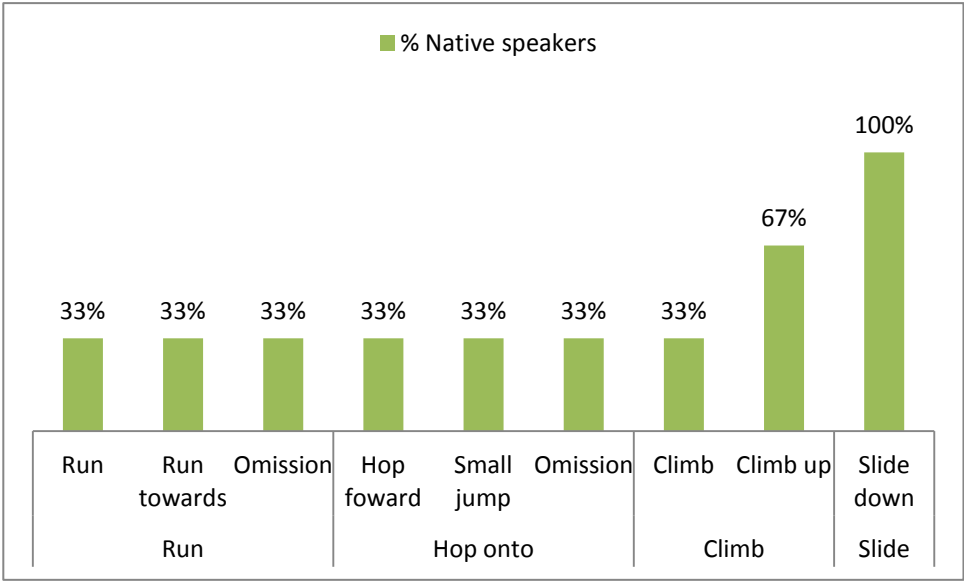
Table number 15 shows the results obtained after comparing the verbs used by Native English speakers for scene number 7.

Verb	Answers	N ° 3	% Native speakers
Run	Run	1	33%
-	Run towards	1	33%
-	Omission	1	33%
Hop onto	Hop foward	1	33%
-	Small jump	1	33%
-	Omission	1	33%
Climb	Climb	1	33%
-	Climb up	2	67%
Slide	Slide down	3	100%

Table 15: Seventh scene, English L1



This scene consisted of four movements representing four different verbs (*run*, *hop*, *climb*, and *slide*). According to this table, the first movement *run*, was recognized by two participants, but one of them indicated the verb plus a preposition, and just one participant omitted the answer. In the case of *hop*, one Native English speaker described the scene as *run* but using another preposition, another one indicated a small *jump* as *hop*, and only one participant omitted it. On the other hand, the movement *climb* was familiar for all Native English speakers, but two of them wrote the verb plus a preposition. In the case of *slide*, 100% of the Native English speakers described the motion verb with the word *slide*, but using a preposition. It is illustrated in the following graph:



Graph 15: Seventh scene, English L1

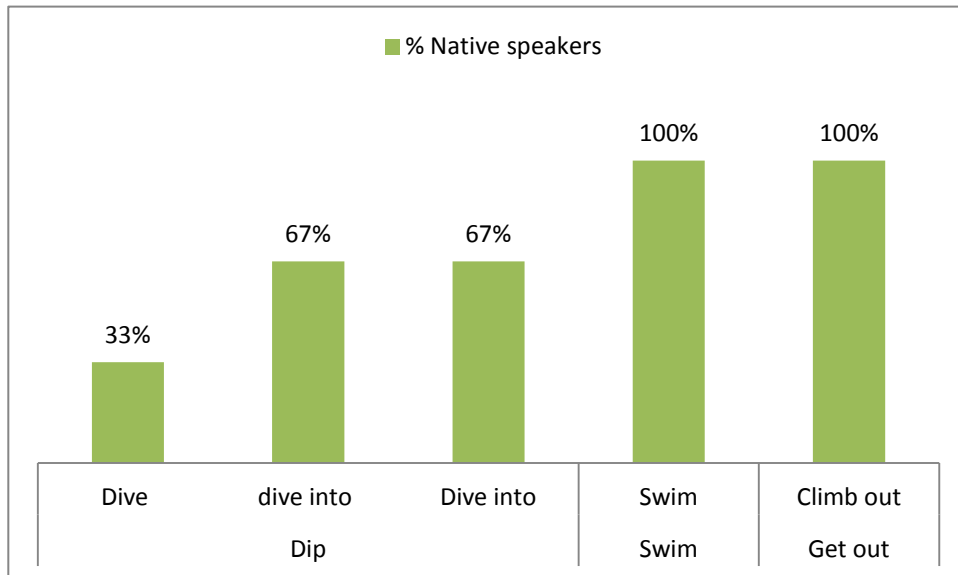
#### 4.2.8 Scene 8

Table number 16 shows the results obtained after comparing the verbs used by Native English speakers for scene number 8.

Verb	Answers	N ° 3	% Native speakers
Dip	Dive	1	33%
-	Dive into	2	67%
Swim	Swim	3	100%
Get out	Climb out	3	100%

Table 16: Eighth scene, English L1

The previous scene consisted of three movements representing three different verbs (*dip*, *swim*, and *get*). In the first movement, two participants indicated the verb *dive* plus a preposition, and the other one indicated *dive* without preposition, no one used the verb *dip*. Besides, in the second movement 100% of the Native English speakers used *swim* to describe the movement. Moreover, in the case of *get*, none of them used it, and replaced it with *climb* plus a preposition. It is illustrated in the following graph:



Graph 16: Eighth scene, English L1

#### 4.3 Contrastive analysis between Native Spanish speakers and Native English speakers regarding motion verbs.

The objective of the following section is to explain meticulously the differences and similarities between each group. This analysis shows the use of manner verbs and prepositions in narration events, used by Native Spanish speakers, Intermediate, Native Spanish speakers, Upper-Intermediate, and Native English speakers.

#### 4.3.1 Scene 1

- Movement: *walk along*

In this scene, only 33% of native speakers of English used the verb *walk* to describe the movement. They did not apply any kind of trajectory (path) to describe the motion event. There is also a tendency in Intermediate and Upper-Intermediate L1 Spanish speakers' narration to add adverbial phrases to the manner verb *walk* to emphasize manner by 14% as well as to add emphasis on path of motion by 7% of their preferences. On the contrary, L1 English speakers tend to omit that information. On the other hand, there was high percentage of omission by Intermediate L1 Spanish speakers by 50%, 33% by Upper-Intermediate and finally 33% by L1 English speakers.

- Movement: *jump over*

In this scene, the three groups used the verb *jump* as the main verb. In this case, 100% of native speakers of English narrated the movement without a satellite (path). The total of the sample of Intermediate L1 Spanish speakers, 85% described the movement without a satellite and only 15% of them used the satellite *over*. According to Talmy's typology, Spanish is a verb-framed language, which encodes path in the main verb. This could be a

reason why Intermediate L1 Spanish speakers did not always use a satellite in describing the movement.

- Movement: *stride towards*

This is a verb of support used when there is no verb that indicates the actual manner of the motion. Intermediate and Upper-Intermediate L1 Spanish speakers tend to use adverbial phrases as an aid to describe such a difficult semantic element as *stride*. 25% of the answers described this movement with *walk*, meanwhile 92% used *steps* to describe the same movement, accompanied by an adjective such as: big, long and large. L1 English speakers did not provide other options to describe this movement but they add satellites.

- Movement: *tiptoe towards*

L1 English speakers used *tiptoe* in 67% of the cases, while others preferred alternative manner verbs such as *short* and *fast steps* to describe the movement. 54% of Upper-Intermediate L1 Spanish narratives used the verb *walk* and added an adverbial phrase to the main verb to describe the motion event, whereas Intermediate L1 Spanish speakers used the same verb, but just added the same adverbial phrase by 30%. There was also 20%

of omission in describing the movement by Intermediate and 14% by Upper-Intermediate L1 Spanish speakers.

#### 4.3.2 Scene 2

- Movement: *tap*

On one hand, Speakers used different kinds of verbs such as: kick, hit and move to describe the motion event. The first verb was used the most by native speakers of English (100%). On the other hand, the same verb in Intermediate and Upper-Intermediate L1 Spanish speakers had 40% and 66% of acceptance respectively. To indicate path, only 5% of Intermediate L1 Spanish speakers used the preposition *off* and only 7% of Upper-Intermediate L1 Spanish speakers used *softly* to indicate manner.

- Movement: *somersault onto*

L1 English speakers used the expected verb *somersault* by 67%, meanwhile the rest of the participants, L1 Spanish omitted it 62%. By contrast, Intermediate and Upper-Intermediate L1 Spanish speakers used the verb *roll*, which does not need path. Either way, Intermediate and Upper-Intermediate of English used path by 55% and 44% respectively. In addition, 62% of their preference was the omission in both Spanish speaking groups.

- Movement: *jump up and down*

67% of L1 English speakers used the verb *jump* to describe the movement. They did not focus on either manner or path. By contrast, Intermediate (45%) and Upper-Intermediate L1 Spanish speakers (29%) used *jump* to describe the motion event. In addition, 30% of the sample consisting of Intermediate L1 Spanish speakers used manners such as *to reach*, *to catch*, *to take*, *small* and *little*, and the same manner was used by Upper-Intermediate Spanish speakers in 40% of the cases.

#### **4.3.3 Scene 3**

- Movement: *march*

All speakers of L1 English used the verb *march*. They also used particles to add trajectory, corresponding to 67% of their narratives. By contrast, 73% of Upper-Intermediate L1 Spanish speakers and 40% of Intermediate L1 Spanish speakers of EFL used the same verb. Upper-Intermediate L1 Spanish speakers and Intermediate L1 Spanish speakers used manner in their narrations in 36% of the cases.

- Movement: *crash into*

33% of L1 English speakers conflated motion and manner in the main verb to describe the movement indicating path with the particle *into*. Intermediate L1 Spanish speakers of EFL used *crash* as the main verb by 20% from which, 20% misapplied the lexical element by writing *crush* instead of *crash*. The particle *into*, which is the one that best fits the motion in question, did only appear in 11% of Upper-Intermediate Spanish speakers narrations and did not appear at all in the narrations by Intermediate L1 Spanish speakers.

- Movement: *circle around*

On one hand, none of the L1 English speakers used the expected verb in their narratives to describe movement. The other alternative verbs were *twirl* and *spin*. In order to add path to motion events, their preferences were focused on *around*. On the other hand, 49% of the answers of Intermediate and Upper-Intermediate L1 Spanish speakers of EFL used *turn around* in their narratives. They also used *around* together with other alternative verbs to describe the same movement.



#### 4.3.4 Scene 4

- Movement: *crawl along*

L1 English speakers used the expected verb in all of their answers either adding a satellite or not to the manner verb. By contrast, only 20% of Intermediate and 14% of Upper-Intermediate L1 Spanish speakers of EFL used this verb. Path was higher on Upper-Intermediate by 18% to the 15% used by Intermediate L1 Spanish speakers.

- Movement: *dodge*

33% of L1 English speakers used the expected option and only 24% of L1 Spanish speakers of EFL used this verb to describe movement. Their preference was focused on the verb *avoid*, with a 75% preference. Again, this verb did not need a path as a semantic element and it remained that way in all narrations.

- Movement: *roll*

All speakers of L1 English speakers used the verb *roll*. They also used the particle *over* to add trajectory, corresponding to 100% of their narratives. By contrast, 74% of L1 Spanish speakers of EFL used the same verb in their narratives, describing path with a particle adding *on*, *over* and *through*.

#### 4.3.5 Scene 5

- Movement: *circle around*

L1 English speakers used the expected verb *walk* in their narratives to describe the verb. In order to add path to the motion events, their preferences were focused on *around*. Intermediate and Upper-Intermediate used the same structure by 50% and 62% respectively and the rest showed 10% omission in this part of the scene. L1 English speakers did not omit at all.

- Movement: *slip through*

Speakers used different kinds of verbs such as: *kick*, *stumble* and *slide* to describe the motion event plus satellites such as: *over* and *up*. 33% L1 English speakers described the motion event with a satellite, while 7% of Upper-Intermediate L1 Spanish speakers added a path to the verb. Intermediate L1 Spanish speakers did not use a path at all to describe the motion event.

- Movement: *fall down*

The particle *down* was used by the three groups: Spanish Native Speakers (87%) (Considering intermediate and upper-Intermediate), and English Native Speakers (33%). The preference on using other particles was

more centred on Upper-Intermediate speakers. 49% of L1 Spanish speakers used the same structure to describe this movement.

#### 4.3.6 Scene 6

- Movement: *get up*

The descriptions used by L1 English speakers were vague. In a conversation with the subjects after these narrations were analyzed, they explained they had not described this movement because it was unclear. L1 Spanish speakers preferred to use *stand* by 48% Upper-Intermediate and by 45% Intermediate L1 Spanish speakers as the best option to describe this movement adding *up* as path. All the other alternative verbs were *get* and *wake*. The expected verb was only used by L1 Spanish speakers in 3% and 5% of the cases respectively.

- Movement: *walk*

66% of L1 English speakers used the verb *walk* to describe the scene and 33% used a particle to add path to the main verb. The other groups used the same verb but with different path particles such as *towards* and *over*, corresponding to 17% of their narratives.

- Movement: *ride*

All speakers of L1 English used the expected verb *ride* to describe the motion event. By contrast, Intermediate L1 Spanish speakers used the same verb without a path, corresponding to 55%, and in the case of Upper-Intermediate L1 Spanish speakers of EFL which corresponds to the 81%, and only 7% used *on* as path in their narratives. The last two groups (27%) used other verbs to describe the motion, adding path particles with them in all narratives.

#### **4.3.7 Scene 7**

- Movement: *run*

66% of L1 English speakers used the expected verb accompanied with the particle *towards* as a path to describe the movement and the rest showed 33% omission in this part of the scene. 85% of Intermediate and 81% of Upper-Intermediate L1 Spanish speakers used the expected verb. Their variations were in the kind of trajectory (across, away, towards) that they applied to describe the motion event. Also there was a variation in manner, because the group of Upper-Intermediate L1 Spanish speakers used *quickly* to refer to the manner in which the verb was performed.

- Movement: *hop*

All native speakers of English used the expected verb *hop*. They also add *forward* as a path in 33% of the cases and also *small jumps* as manner in 33% of the cases. The other groups of L1 Spanish speakers used different ways to describe this movement such as *jump* and *steps*, being the first verb the most used by the majority of them in 65% of Intermediate L1 Spanish speakers, and 29% corresponding to Upper-Intermediate L1 Spanish speakers. In the case of L1 Spanish speakers, both groups used different types of manner to describe the motion event such as *slowly*, *little*, *short* and *small*, being the last three the manner used with higher frequency.

- Movement: *climb*

All speakers of L1 English used the expected verb. On one hand, 33% of them used this verb without a satellite, while 67% of them described the movement adding *up* as a path. On the other hand, Upper-Intermediate L1 Spanish speakers of EFL also used the expected verb in 70%, and 60% of Intermediate L1 Spanish speakers used the same verb. The groups of L1 Spanish speakers also used verbs such as *get*, *scale* and *go* to describe this kind of movement, and these verbs differed in the use of *over* and *up* as path.

- Movement: *slide*

The expected verb was used by all speakers of L1 English. All of them used *slide* as the main verb and *down* as the satellite of this movement. Moreover, Intermediate L1 Spanish speakers used the expected verb only in 20% and Upper-Intermediate used it in 36% of the cases. There were also variations in their answers, since *slide* was not the only option, being *fall* and *go* also used, among others, and the particle *down*, being the highest in 30% of the cases. In addition, in order to describe manner, both groups corresponding to L1 Spanish speakers used *throw* in 12% of the cases.

#### **4.3.8 Scene 8**

- Movement: *dip*

None of the three groups used the expected verb. By contrast, speakers used different kinds of verbs to refer to this movement such as: *dive* and *get*. By L1 English speakers used the first satellite in a 100% of the preference; in the case of Upper-Intermediate L1 Spanish speakers only 9% used them, and in the case of Intermediate L1 Spanish speakers 5%. The only coincidence between all groups in describing path in the scene was the use of the particle *into*.

- Movement: *swim*

All groups, L1 English, L1 Upper-Intermediate and Intermediate L1 Spanish speakers of EFL used the verb *swim* to describe the movement. Their variations were in the kind of path they applied to describe a motion event. Intermediate L1 Spanish speakers used satellites such as *in* and *on* in 25% and 10% of the cases, respectively, while the other groups omitted that information.

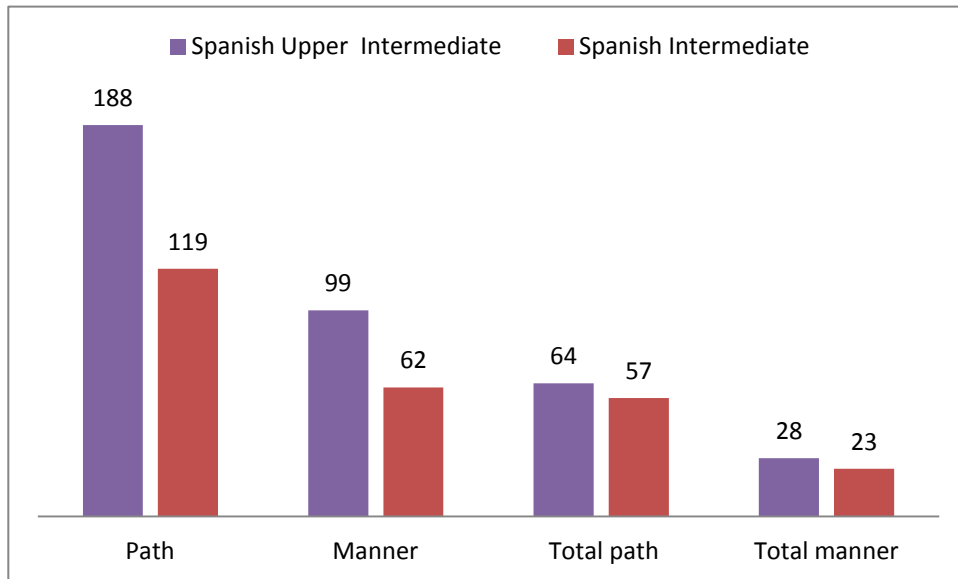
- Movement: *get out*

All native English speakers narrated the movement by using the verb *climb* plus the satellite *out*. By contrast, 25% of Upper-Intermediate L1 Spanish speakers used the expected verb and path, and only 5% of the Intermediate L1 Spanish speakers used the same structure. These both groups also used different kinds of verbs to describe this movement such as *go* and *leave* in a lower percentage and different types of satellites to describe the path of this motion event such as *off* and *out*. Significantly, there was a high percentage of omission by Intermediate L1 Spanish speakers reaching 40% from the total of their answers.

#### 4.4 Manner and Path frequency, Intermediate and Upper-Intermediate Native Spanish Speakers

Graph 17 below illustrates and summarizes the frequency and percentage of prepositions to conflate path and manner in narrative of motion events. In this case path and manner will be considered as the amount they utilized to narrate motion events and path and manner total as the sum of both categories. As you can see, Upper-Intermediate Spanish speakers of EFL have significantly different performance when adding path and manner verb constructing a sentence in the way satellite framed language does. The table shows that Upper-Intermediate L1 Spanish speakers double the amount of prepositions by Intermediate L1 Spanish speakers of EFL. This is not significantly viewed due to the difference of number of participants which is 20 (Intermediate L1 Spanish speakers) and 27 (Upper-Intermediate Spanish speakers).



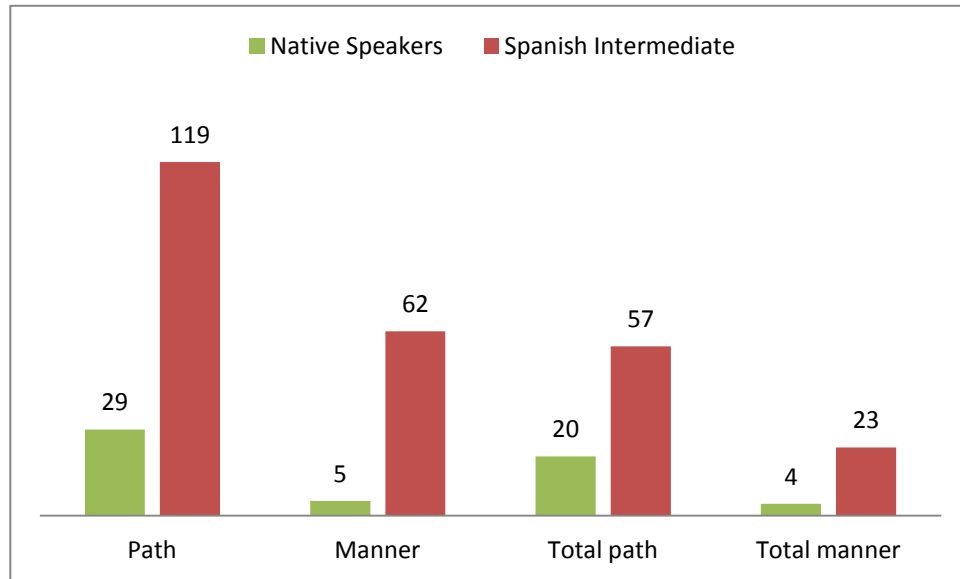


Graph 17: Manner and Path frequency Native Spanish Speakers.

#### 4.5 Manner and Path frequency, Intermediate Native Spanish speakers and Native English speakers

The following graph shows and summarizes at the same time, the difference between these two groups in terms of frequency and percentage of path and manner in narrative of motion events by Intermediate L1 Spanish speakers of EFL and L1 English speakers. As you can see, the frequency is higher in all categories in Intermediate L1 Spanish speakers of EFL with the relation to frequency of L1 English narratives due to the considerable

difference of number between both groups which is three (L1 English speakers) and 20 (Intermediate L1 Spanish speakers).

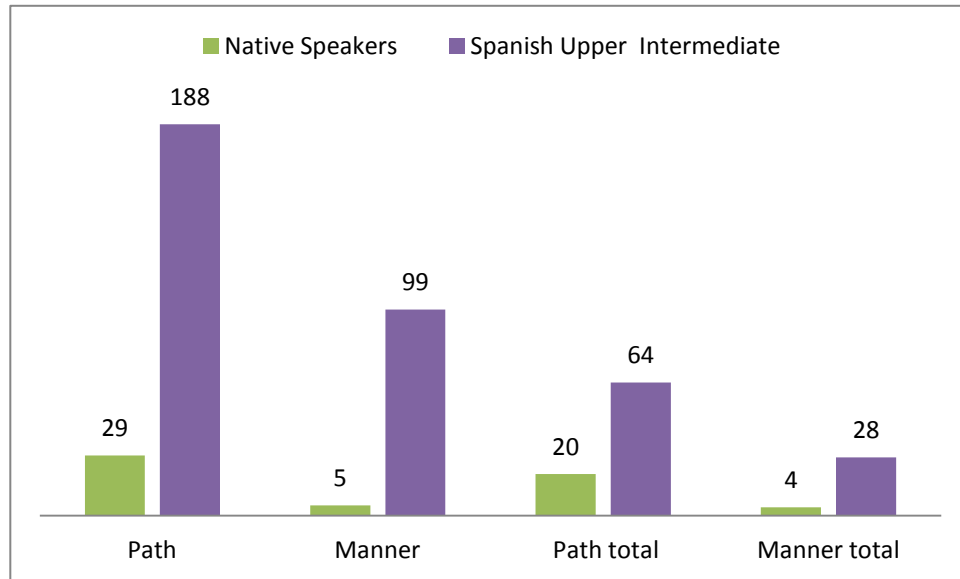


Graph 18: Manner and Path frequency Intermediate Native Spanish Speakers and Native English Speakers

#### 4.6 Manner and Path frequency, Upper-Intermediate Native Spanish Speakers and Native English Speakers

The following graph demonstrates something similar as the previous one. Predictably, frequency and percentage had great difference between L1 English speakers and Upper- Intermediate L1 Spanish speakers of EFL. As you can see the frequency in path and manner is highly considerable, due to the difference number of participants of each group which is three in the

group of L1 English speakers and 27 in the group of Upper-Intermediate L1 Spanish speakers and for this reason, the results vary in great proportions.

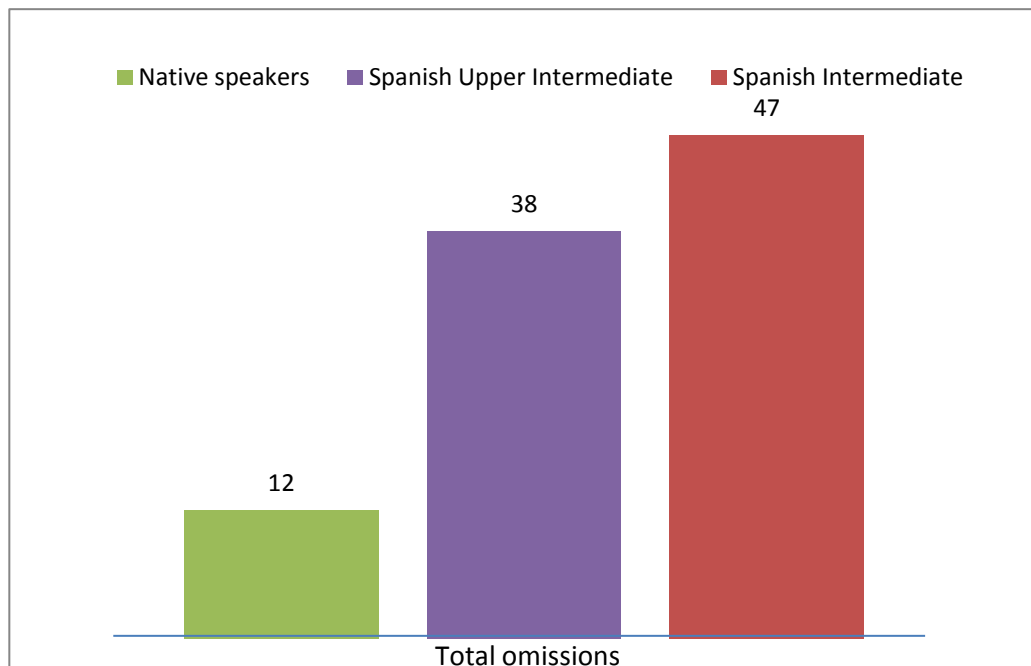


Graph 19: Manner and Path frequency Upper-Intermediate Native Spanish Speakers and Native English Speakers

#### 4.7 Total omissions Intermediate, Upper-Intermediate Native Spanish speakers and Native English speakers

The following graph shows that the total results of omissions, Native English speakers had 12 omissions in the total of eight scenes. The Spanish Upper-Intermediate had 38 omissions, who were 27 participants, and Spanish Intermediate was 47 omissions, who were 20 participants. All participants used a total of 97 answers with omissions. It is important to mention that the

omission of path and manner verbs in native speakers did not understand the main verb, or that they did not pay attention to the scene, because 12 is great number to be only three participants, Spanish intermediate speakers demonstrated that they preferred to omit instead of making mistakes when narrating a motion event, while Spanish upper-Intermediate speakers did big efforts in order to not to omit the movement.



Graph 20: Total omissions

## CHAPTER 5: Conclusions

Culture and language are interconnected in such a way that culture will shape the way a speaker perceives the world. Talmy (1985), in an attempt to identify how they affect each other, suggested the notions of satellite-framed languages and verb-framed languages, as in the case of Spanish and English. This has an effect on lexicalization and narration of motion events in both languages. The main objective of this study was to examine and compare how learners lexicalize motion events in English as a foreign language. For this, university graduated native speakers of English and university Intermediate and Upper-Intermediate EFL learners were shown a video created for this study and then asked to describe the scenes in writing. In this section we will discuss the main findings in the analysis of the corpus.

### 5.1 Main findings

Considering the three main hypotheses of this study, the results showed that they were confirmed. Following is a list of the hypotheses and some general remarks.

**Hypothesis 1:** In relation to the manner in which an action is performed, Intermediate and Upper-Intermediate EFL learners will make use of different strategies:

a) *Intermediate EFL learners tend to use structures with verbs in which the manner is indicated using adverbials or gerunds e.g. ran quickly.*

The results indicate that an important percentage of the participants made use of this lexicalization strategy, including few examples with motion verbs which included manner, for example: walk along, jump over, roll over, fall down, among others.

b) *Upper-Intermediate EFL learners tend to use structures with verbs in which the manner is indicated by the verb, e.g.: sprint and stride.*

Although there were few examples in the corpus (0.5% of the participants). Statistically it is not significant.

**Hypothesis 2:** In relation to the structures indicating the path (direction) of the movement, Intermediate and Upper-Intermediate EFL learners make use of different strategies:

a) *Intermediate EFL learners tend to produce utterances with verbs which indicate path, such as ascend, descend and enter.*

The analysis of the corpus shows an important amount of cases, especially of verbs which are cognates in Spanish. Hence, the transfer may be the result of conversion (transference) of a similar lexical item.

*b) Upper-Intermediate EFL learners tend to produce utterances using prepositions to indicate path, such as go in and go out.*

Unlike students from the lower level, Intermediate learners made more use of prepositions, as in the examples *come under, go around, crawled into*.

**Hypothesis 3:** About the EFL level:

*a) There is a positive correlation between EFL level and frequency of path using prepositions.*

Upper-Intermediate learners showed more examples of this type, with a Pearson correlation figure of 0.6, which is statistically positive and significant.

*b) There is a positive correlation between EFL level and use of main verbs which include the manner in which the action is performed.*

Considering both levels, in the Upper-Intermediate learners there was a slight tendency to use more verbs containing manner (0.5), which shows there is a positive correlation.

In summary, to support these three hypotheses it is necessary to mention some authors who postulate some different theories exposed in this research. For instance Swan (2008) claims 'the mother tongue can support, fail to support or actively hinder someone who is learning or using the vocabulary of a second language', as well as, McLaughlin (1987) states that there is an order in terms of grammatical structures, also there are some elements that are easier to acquire than others (e.g. -ing in progressive sentences), and also he claims that the language it is acquired through communication. In addition to this, English speakers use different verbs and indicate path, using for example prepositions, instead of Spanish speakers which tend to use always the same verbs to indicate different actions hence English speakers expected novel verbs to encode the manner of motion, whereas Spanish speakers expected the verbs to encode the path of motion (Naigles & Terrazas, 1998). Moreover, Slobin (2012) suggests that Spanish and English share many common linguistic features, in both languages speaker use their previous knowledge about language and from their culture, because of that Native Spanish speakers who learn English tend to transfer the language such as the Translation Method Suggest.



Besides, it is important to point out our observations on the results obtained in this study, which were varied with respect to the three types of groups. The comparison between Intermediate and Upper-Intermediate groups, established that the use of path and manner are similar in both groups, but being manner most commonly used in narrations than path. Upper-Intermediate is the group which most path and manner used. While in the comparison between Intermediate and L1 English speakers, the latter were those who used more path and manner in their descriptions. Moreover, in the description of Upper-Intermediate and L1 English speakers, the latter group does not use a large number of path and manner, unlike the Upper-Intermediate group, which used more. Finally it was concluded that the three groups, the most path and manner use to describe an event, was the Upper-Intermediate, which is surprising, since we had inferred since the beginning of the study that Native English speakers would use more linguistic or lexical resources to describe narrations.

Moreover, we must emphasize that the Intermediate students are not so far from the lexicon handled by Upper-Intermediate students and this may be because of factors that will be detailed later.

## 5.2 Possible reasons

Talmy's typology of lexicalization of motion events has proved how people describe situations where movement has an important role. The description of such movements should deliver the information to someone who has not seen the actual movements and understand it as if has seen it.

Spanish L1 speakers differ in semantics and lexis from English L1 speakers when describing a motion event in English narrations. This can be explained through the following points.

1. Upper-Intermediate and Intermediate L1 Spanish speakers of EFL had similar narrations. Upper-Intermediate speakers showed a similar level to the participants of Intermediate level narrating with the similar lexicon in number and form.
2. A smaller number of verbs are used in motion events in English as a foreign language.
3. Spanish speakers do not use extra vocabulary of verbs of manner to describe the movement.
4. The alternative options from Intermediate speakers are higher than Upper-Intermediate speakers of EFL.
5. Both Upper-Intermediate and Intermediate speakers of EFL mistook the satellite according to the context in which the movement

was performed. Intermediate speakers used lesser satellites than Upper-Intermediate speakers.

Interestingly, L1 English speakers did not use as many satellites as it was expected, which does not reach even half of the total of options.

The results obtained in this study are not conclusive. Certainly, it would be interesting to use a higher number of participants and to improve the video sequence so as to make the images more clear.

This study contributes to understanding how motion conflates motion plus path and how Chilean speakers of EFL narrate using that structure which belongs to speakers of English. This study emphasizes the importance of considering:

- Pedagogical implications: Students should be exposed to motion events in English from the beginner levels at school, because at this stage learners are more likely to acquire more lexical vocabulary because of the critical period, which extend from 0 to 12 years old, this is the crucial age to acquire a second language.

Probably students, from second year, had levelling in the first year at university, to get more knowledge.

It is possible that some of them had studied English before, in institutes, or courses. And besides, some students could have travelled abroad, which facilitated the learning of the second language.

- Transfer/translation: Translation should take into account the typology so as to change the typological frame way.

Therefore you will find more information that confirms Talmy's proposal of the existence of lack of lexicon of manner verbs in Spanish and the typology according to verb framed-language in relation to the little use of satellites to add path to the manner verb when L1 narrates in L2 as a foreign language.

### 5.3 Teaching implications

Research by authors like Ellis (2003), Talmy (2000), and more recently by Slobin (2006), and Fortis (2010) suggest the importance of this type of studies and their relevance in the teaching of EFL. Firstly, it is important that teachers become aware of this feature and then that effective techniques and methodologies be created to allow the acquisition and learning of English strategies to lexicalize motion events, and thus lower the level of negative transfer from Spanish into English gradually so that it becomes minimal as the learners move on to more advanced levels.

### 5.4 Suggestions for further studies

The results obtained in this study are not conclusive. They only show tendencies which need to be researched and analysed in different contexts and with different types of learners. It would be useful to use a larger samples

of EFL learners and also of English native speakers, or, in a larger study, ask participants (natives speakers of English and EFL learners) to write the description of the motion events shown in the scenes in two stages, first in their own L1 and then in L2. Interesting data could be obtained comparing the strategies they use in their own L1 and then the type of transfer they show in their L2.

Finally, this study is a contribution to the study of semantics and also to the teaching of English as a foreign language. It stands to reason that further studies need to be conducted at larger scales and that the ultimate aim in the field of teaching should be to improve the many EFL syllabi and EFL methodologies.

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## Appendices

In the present section it is included, firstly the sample description of the video, and secondly three sample narrations of motion events produced by the subjects (of 50 participants).

Sample description

### Appendix N° 1: **Description of video scenes.**

The following is a description of the script that the actress and the actor had to do to perform the scenes in the video for this study.

Scene 1:

The girl **walks** along the grass. Then **jumps** over the grass, after that she **strides** towards a tree, then she **tip toes** towards another tree.

Scene 2:

The girl **taps** a bottle with her foot, and then **somersaults** onto the grass. Then she finds some leaves on the tree and **jumps** up and down to reach them.

Scene 3:

She **marches** along the grass. And **crashes** into the tree, and finally she **circles** around.

Scene 4:

She **crawls** along the grass then turn right and **dodges** two things and **rolls** on the grass.

Scene 5:

She **circles** a tree and she **slips** on a banana skin and **falls** down to the ground.

Scene 6:

She **gets** up and **walks** to a bike. She takes it and **rides** it across the park, she leaves the bike on the grass.

Scene 7:

She **runs** along the park, she turns left and **hops** to get the ladder and **climbs** to get to the top of the game. Then she **slides** through the slide.

Scene 8:

The man **dips** on the pool and **swims**, finally he **gets** out the pool.

## Appendix N° 2: **Description by the subject**

Subject 1: L1 Spanish (intermediate level of EFL)

Scene 1:

A girl started walking some steps, then she hopped once, took some long steps, hid behind a tree and looked towards a car, and finally, she started walking on her toes.

Scene 2:

The girl kicked a bottle slowly a few times, did a roll on the grass, jumped a couple of times touching the leaves of a tree with her hands.

Scene 3:

The girl marched towards a tree and bumped it, got dizzy and spinned around a few times.

Scene 4:

The girl crawled in the grass, avoided some objects flying towards her and rolled in the grass.

Scene 5:

The girl walked around a tree, touching it with one of her hands tried to kick something, slipped and fell to the ground.

Scene 6:

The girl got up, walked towards a bicycle lying on a bench, rode very slowly on it for a while, and left it lying on the grass.

Scene 7:

The girl ran towards one of the games in the square, hopped four times in front of it, climbed up a pole and then went down a slide.

Scene 8:

A guy dove into the pool, swam to the other end of the pool and got out of it.

Subject 2: L1 Spanish (upper-Intermediate level of EFL)

Scene 1:

She walked through the grass, then she jumped after this she start walking with longer steps, then she huched a tree. The girl did little jumps with the tip of her feet.

Scene 2:

Then she kicked the bottle in the grass. She did a sort of jumps under a tree giving a little touch to it.

Scene 3:

I saw her marching in the same grass, she didn't had look the tree in front of her and crashed with it after she begun to turn around.

Scene 4:

She finished the scene rolling through the grass.

Scene 5:

She walked around the tree.

Scene 6:

She stands up, start walking until get on and she begun riding a bike through the park.

Scene 7:

The girl was running when she stopped to give little jumps and climbed a children structure game.

Scene 8:

A man jumped to the pool and swam slowly across to the other side, then he climbed the stair and got out from the pool.

Subject 3: English L1

Scene 1:

The girl is walking, hopping, taking long strides, hiding, and then tiptoeing.

Scene 2:

She is walking and kicking a plastic bottle, and then she is somersaulting, and picking leaves, jumping.

Scene 3:

She is marching while saulting, and she crashes into a tree, then she is twirling.

Scene 4:

She is crawling-turning right, and then she ducks something, finally she is rolling over the grass.

Scene 5:

She is walking around a tree, kicking up then falling down.

Scene 6:

She is walking, getting on a bicycle-cycling, and then she gets off the bike, lying the bike down.



Scene 7:

She is running, hopping forward, climbing up, and finally sliding down.

Scene 8:

A man is diving, swimming, climbing out of the pool.

Appendix N° 3: Background questionnaire

**QUESTIONNAIRE:**

1. Please answer the following questions about yourself

Name: \_\_\_\_\_

Age: \_\_\_\_\_ Gender: \_\_\_\_\_

Nationality: \_\_\_\_\_

2. I have learned English at (mark an X in the ones that apply and then indicate for how many years):

School	_____	For _____ years
Language Institute	_____	For _____ years
University	_____	For _____ years
Lived abroad	_____	For _____ years
Personal Study	_____	For _____ years
Other	_____	For _____ years

3. Which is your Level of English (mark an X in ones that apply):

	BASIC	INTERMEDIATE	ADVANCED
Speaking	_____	_____	_____
Writing	_____	_____	_____
Listening	_____	_____	_____
Reading	_____	_____	_____

4. Besides Spanish, at my work place my colleagues mainly speak:

*English – French – Other (specify):* \_\_\_\_\_

5. The highest level of education I have completed (Please mark only your latest completed level):

High School \_\_\_\_\_

Technical Institute \_\_\_\_\_

University \_\_\_\_\_

*Thank you for your help*

## Appendix N° 4: Placement test



CAMBRIDGE

### *Placement Test*

- Question Sheet
  - Choose the best answer for each question.
  - Choose one answer only.
  - Write your answers on the Answer Sheet.
  - Spend a maximum time of **30 minutes** on the test.
  - Please stop if the questions become too difficult.
- 

1) Maria \_\_\_\_\_ Brazilian.

- a) are
- b) am
- c) is
- d) be

2) Paul's studying medicine because he wants to be a \_\_\_\_\_.

- a) lawyer
- b) teacher
- c) doctor
- d) builder

- 3) Jim \_\_\_\_\_ got a car.
- a) doesn't
  - b) hasn't
  - c) isn't
  - d) haven't
- 4) John is \_\_\_\_\_ brother.
- a) Peter's
  - b) Peter
  - c) of Peter
  - d) Peter his
- 5) What's your \_\_\_\_\_ sport?
- a) important
  - b) favorite
  - c) beautiful
  - d) nice
- 6) Excuse me \_\_\_\_\_ time please?
- a) You have the
  - b) What is
  - c) Have you got the
  - d) What
- 7) What time \_\_\_\_\_ get up in the morning?
- a) you
  - b) do you
  - c) are you
  - d) you do

8) I usually \_\_\_\_\_ at the supermarket on Saturday mornings.

- a) go for a drink
- b) eat out
- c) do sport
- d) go shopping

9) What \_\_\_\_\_ Mary for her birthday?

- a) about buying
- b) shall we buy
- c) to buy
- d) let's

10) My brother \_\_\_\_\_ in London.

- a) live
- b) lives
- c) is lived
- d) living

11) \_\_\_\_\_ there a restaurant near here?

- a) Are
- b) Have
- c) Do
- d) Is

12) Do you prefer to have a \_\_\_\_\_ or a bath in your bathroom?

- a) shower
- b) cooker
- c) washing machine
- d) fridge

13) How \_\_\_\_\_ is the cheese sandwich please?

- a) price
- b) much
- c) cost
- d) money

14) \_\_\_\_\_ the food like at that Indian restaurant you went to last night?

- a) Did you
- b) Was
- c) What was
- d) How did

15) I like \_\_\_\_\_ because I like to laugh.

- a) love stories
- b) comedies
- c) action films
- d) science fiction films

16) London is more \_\_\_\_\_ than Paris.

- a) dangerous
- b) bigger
- c) cleaner
- d) noisier

17) \_\_\_\_\_ to go for a pizza this evening?

- a) Do you like
- b) What do you want
- c) Would you rather
- d) Would you like

18) Look! It \_\_\_\_\_.

- a) rains
- b) raining
- c) does rain
- d) is raining

19) Hello, \_\_\_\_\_ I speak to Jane please?

- a) can
- b) will
- c) do
- d) am

20) Peter loves giving presents, he's very \_\_\_\_\_.

- a) selfish
- b) shy
- c) lazy
- d) generous

21) What's \_\_\_\_\_? You look upset.

- a) bad
- b) happen
- c) matter
- d) wrong

22) If you do more exercise you will \_\_\_\_\_ .

- a) lose weight
- b) stop to smoke
- c) work less
- d) have a holiday

23) To get to the Post Office, \_\_\_\_\_ at the end of this road.

- a) go along
- b) go over
- c) turn right
- d) go past

24) Bye bye, George! \_\_\_\_\_ a nice weekend!

- a) Make
- b) Have
- c) Do
- d) Pass



25) BILL I really love football.

JIM \_\_\_\_\_ .

- a) Neither do I
- b) So am I
- c) So do I
- d) Oh, I do

26) I \_\_\_\_\_ 18 years old when I started my first job.

- a) were
- b) had
- c) was
- d) did

27) I didn't \_\_\_\_\_ TV last night.

- a) watched
- b) watching
- c) watch
- d) not watched

28) My grandfather was born eighty years \_\_\_\_\_ .

- a) since
- b) last
- c) ago
- d) before

29) It was nice to meet you. See you \_\_\_\_\_ , I hope.

- a) later
- b) more
- c) always
- d) longer

30) Many people prefer jobs with flexible \_\_\_\_\_ .

- a) working hours
- b) office
- c) salary
- d) holiday pay

31) I'm \_\_\_\_\_ sorry, but I can't come to your party tonight.

- a) much
- b) awful
- c) really
- d) such

32) John \_\_\_\_\_ his wife in 2004.

- a) has met
- b) met
- c) did he meet
- d) was met

33) I'm sure \_\_\_\_\_ a great time at the party next Saturday.

- a) we'll have
- b) we're having
- c) we have
- d) we go to have

34) How much time do you \_\_\_\_\_ doing your English homework?

- a) work
- b) give
- c) make
- d) spend

35) Are you going shopping? \_\_\_\_\_ with you if you like.

- a) I'll come
- b) I come
- c) I'm coming
- d) I can be coming

36) Jane is the \_\_\_\_\_ girl in her class.

- a) richer
- b) more popular
- c) worse
- d) happiest

37) Excuse me, I \_\_\_\_\_ if you could show me the way to the train station?

- a) would like
- b) wonder
- c) may ask
- d) hope

38) You shouldn't \_\_\_\_\_ a lady how old she is.

- a) asked
- b) ask
- c) asking
- d) to ask

39) In England people usually \_\_\_\_\_ hands when they first meet.

- a) kiss
- b) shake
- c) take
- d) put

40) Hurry up or we'll \_\_\_\_\_ our train!

- a) lose
- b) fail
- c) catch
- d) miss

41) I was so \_\_\_\_\_ yesterday because I fell asleep in class!

- a) calm
- b) nervous
- c) guilty
- d) embarrassed

42) \_\_\_\_\_ anything next Friday?

- a) Do you
- b) Do you do
- c) Would you do
- d) Are you doing

43) Many types of watches \_\_\_\_\_ in Switzerland.

- a) are made
- b) made
- c) are making
- d) is made

44) I like these trousers but they don't \_\_\_\_\_ me. They're much too small!

- a) suit
- b) size
- c) fit
- d) match

45) I \_\_\_\_\_ my driving test last week, so now I'll have to take it again.

- a) passed
- b) lost
- c) failed
- d) got

46) SUSAN: I've got four sisters.

RUTH: \_\_\_\_\_ you?

- a) Do
- b) Got
- c) Are
- d) Have

47) What would you \_\_\_\_\_ do if you a million pounds?

- a) win
- b) would win
- c) won
- d) winning

48) I'm trying to \_\_\_\_\_ money to buy a new car.

- a) save
- b) waste
- c) spend
- d) lend

49) You're from Liverpool, \_\_\_\_\_?

- a) aren't you
- b) isn't it
- c) don't you
- d) you are

50) You \_\_\_\_\_ to study hard if you want to pass your exams.

- a) must
- b) should
- c) have
- d) supposed

51) I'm usually too \_\_\_\_\_ after work to go out.

- a) furious
- b) exhausted
- c) fascinated
- d) angry

52) My parents \_\_\_\_\_ married since 1985.

- a) have been
- b) are
- c) were
- d) got

53) If you go to London, the Tate Modern is really worth \_\_\_\_\_ .

- a) to see
- b) seeing
- c) to be seen
- d) see

54) I \_\_\_\_\_ home yesterday when it started raining.

- a) walked
- b) was walking
- c) have walked
- d) have been walking

55) John wants to be president of his company – he's very \_\_\_\_\_ !

- a) stubborn
- b) responsible
- c) ambitious
- d) independent

56) People say English people tend rather \_\_\_\_\_ reserved.

- a) being
- b) be
- c) to be
- d) be

57) I try to \_\_\_\_\_ my desk every day after work.

- a) go through
- b) clear out
- c) put away
- d) tidy up

58) The thing you open bottles with is \_\_\_\_\_ a bottle opener in English.

- a) said
- b) spoken
- c) named
- d) called

59) Take your umbrella \_\_\_\_\_ it rains.

- a) unless
- b) because
- c) as
- d) in case

60) Could you \_\_\_\_\_ me a favour please?

- a) do
- b) make
- c) give
- d) help



61) In order to log on to a computer you sometimes need to enter a \_\_\_\_\_.

- a) link
- b) software
- c) web site
- d) password

62) Many new houses \_\_\_\_\_ in the town where I live.

- a) build
- b) have been building
- c) are being built
- d) are building

63) \_\_\_\_\_ to post that card to Pete – it's his birthday tomorrow.

- a) If I were you, I'd
- b) You should
- c) Don't forget
- d) You'd better

64) I don't know many people \_\_\_\_\_ still smoke nowadays.

- a) they
- b) what
- c) which
- d) who

65) Mary went to the party \_\_\_\_\_ of her headache.

- a) although
- b) in spite
- c) even though
- d) despite

66) I think I've got a cold. I can't stop \_\_\_\_\_ .

- a) to sneeze
- b) sneezing
- c) sneeze
- d) the sneezing

67) If you don't know the meaning of a word you can \_\_\_\_\_ in a dictionary.

- a) get it out
- b) point it out
- c) look it up
- d) come up with it

68) \_\_\_\_\_ I opened the window?

- a) May
- b) Would you mind if
- c) Could
- d) Do you mind

69) My doctor \_\_\_\_\_ me I should eat less meat.

- a) told
- b) spoke to
- c) said
- d) told to

70) Peter \_\_\_\_\_ me to go to the theatre with him next week.

- a) offered
- b) invited
- c) promised
- d) suggested

71) Sorry, I didn't \_\_\_\_\_ quite what you said.

- a) catch
- b) listen
- c) take
- d) know

72) I wish I \_\_\_\_\_ get up early every morning!

- a) didn't have to
- b) mustn't
- c) hadn't
- d) wouldn't have to

73) Jane \_\_\_\_\_ from Cambridge University with a degree in Law.

- a) graduated
- b) passed
- c) studied
- d) qualified

74) Hi Jenny. How's it \_\_\_\_\_?

- a) making
- b) getting
- c) going
- d) doing

75) I don't smoke now, but I \_\_\_\_\_ smoke 20 a day!

- a) am used to
- b) used to
- c) use to
- d) was used to

76) Paris is \_\_\_\_\_ the Eiffel Tower.

- a) famous for
- b) impressed by
- c) fascinated by
- d) excited about

77) If I \_\_\_\_\_ earlier, I wouldn't have been late for work.

- a) left
- b) was leaving
- c) had left
- d) have left

78) JACK: Would you like me to help you?

SUE: No it's OK, but thanks \_\_\_\_\_.

- a) to offer
- b) the offer
- c) you offer
- d) for offering

79) The film sounded interesting, but it \_\_\_\_\_ to be really boring.

- a) worked out
- b) took off
- c) came round
- d) turned out

80) PETER: I've just won a million pounds

BILL: You must \_\_\_\_\_!

- a) joke
- b) be joking
- c) make a joke
- d) joking

81) This time next week I \_\_\_\_\_ on the beach on holiday!

- a) will go to sit
- b) am sitting
- c) will sit
- d) will be sitting

82) One argument \_\_\_\_\_ not smoking is that you save a lot of money!

- a) in favour of
- b) to agree with
- c) it'd be better if
- d) to make you

83) I have never \_\_\_\_\_ to Scotland.

- a) been going
- b) went
- c) been
- d) going

84) \_\_\_\_\_ my advice!

- a) Listen
- b) Hear
- c) Take
- d) Do

85) It's usually cheaper to call a \_\_\_\_\_ than a mobile phone.

- a) voicemail
- b) ring tone
- c) landline
- d) network

86) Sorry to bother you, but I could have a word with you?

- a) I wonder
- b) it is possible
- c) I would like
- d) I was wondering if

87) I'm going to ask my bank for a to redecorate the kitchen.

- a) credit
- b) loan
- c) savings
- d) debt

88) ANDREW: I'm sorry I'm late.

DAVID: It \_\_\_\_\_!

- a) doesn't matter
- b) matters
- c) never mind
- d) alright

89) I was \_\_\_\_\_ tired last night that I fell asleep on the sofa.

- a) very
- b) too
- c) so
- d) such

90) Do you fancy away for the weekend?

- a) to go
- b) go
- c) going
- d) we go

91) How often do you have \_\_\_\_\_ ?

- a) your hair cut
- b) cut your hair
- c) got your hair cut
- d) hair cut

92) My husband is useless at home – he can't even \_\_\_\_\_ a light-bulb!

- a) change
- b) put up
- c) fix
- d) dry-clean

93) What \_\_\_\_\_ me about Steve is that he's always late!

- a) bores
- b) annoys
- c) hates
- d) dislikes



94) By 2020 I believe we will \_\_\_\_\_ a settlement on Mars.

- a) have built
- b) have been building
- c) be built
- d) been built

95) It's difficult to \_\_\_\_\_ a living with a part-time job.

- a) get
- b) make
- c) work
- d) do

96) I haven't got my keys. I \_\_\_\_\_ them at home.

- a) should have left
- b) must leave
- c) couldn't leave
- d) must have left

## **Placement Test**

### **Teacher's Guide**

There are 24 questions for every level of the Student's Book in the Placement Test. As the table below indicates, the first 24 questions (Elementary) should be marked initially.

- If a student scores less than 22 out of a total of 24, you should place the student according to their score at one of the three starting points in **The placement test**. Elementary, as given in the table.
- If a student scores more than 22 out of a total of 24, continue on to mark the next 24 questions (Pre-intermediate). If a student scores less than 46 out of a total of 48, you should place the student according to their score at one of the three starting points in the placement test. Pre-intermediate, as given in the table.
- If a student scores more than 46 out of a total of 48, continue on to mark the next 24 questions (Intermediate). If a student scores less than 69 out of a total of 72, you should place the student according to their score at one of the three starting points in the placement test. Intermediate, as given in the table.
- If a student scores more than 69 out of a total of 72, continue on to mark the next 24 questions (Upper-Intermediate). If a student scores less than 94 out of a total of 96, you should place the student according to their score at one of the three starting points in the placement test Upper-Intermediate, as given in the table.

<b>Score Ranges</b>	<b>Starting point</b>	
<b>Mark out of a total of 24:</b>	<b>Level</b>	<b>Unit</b>
Between 0 and 6 correct answers	Elementary	1 meeting people.
Between 7 and 14 correct answers	Elementary	5 homes and shops
Between 15 and 21 correct answers	Elementary	9 AI in day's work
<b>Mark out of a total of 48</b>		
Between 22 and 29 correct answers	Pre-intermediate	1 work, rest and play
Between 30 and 37 correct answers	Pre-intermediate	5 into the future
Between 38 and 45 correct answers	Pre-intermediate	9 life isn't perfect
<b>Mark out of a total of 96</b>		
Between 69 and 76 correct answers	Upper-Intermediate	1 how do you feel?
Between 77 and 84 correct answers	Upper-Intermediate	5 nature's best
Between 85 and 92 correct answers	Upper-Intermediate	9 out and about.

Appendix N° 5: Tables of analysis detailed Spanish Intermediate

Scene 1					
Movement	Answer	Path	Manner	N°20	% L1 Spanish Intermediate
WALK ALONG	Walk	-	-	9	0,45
		-	relax	1	0,05
		-	slowly	0	0
		-	straight	0	0
		through	-	0	0
	Stroll	-	quietly	0	0
	Omission	-	-	10	0,50
JUMP OVER	Jump	-	-	16	0,80
		over	-	2	0,10
	Big jump	-	-	1	0,05
	Big jump	over	-	1	0,05
	Leap	-	-	0	0
	Omission	-	-	0	0
STRIDE TOWARDS	-	-	-	0	0
	Steps	-	-	3	0,15
	Steps	-	big, long, large	8	0,40
	Walk	-	Slowly	2	0,10
	Walk	-	-	3	0,15
	Omission	-	-	4	0,20
TIPTOE TOWARDS	Tiptoe	-	-	1	0,05
	Jump	-	a bit	1	0,05
		-	in short walk	1	0,05
	Steps	-	little, short, few	7	0,35
	Walk	-	quickly	2	0,10
		-	carefully	0	0
		-	slowly	0	0
		-	silently	0	0
		-	with the top of her feet	4	0,20
	Omission	-	-	4	0,20

Scene 2					
Movement	Answer	Path	Manner	N° 27	% L1 Spanish Upper-Intermediate
TAP	-	-	-	0	0
	Kick	-	-	16	0,59
	-	-	softly	2	0,07
		off	-	0	0
	Play	-	-	0	0
	Hit	-	-	3	0,11
	Move	-	-	1	0,03
	Walk kicking	-	-	0	0
Omission	-	-	5	0,18	
SOMERSAULT ONTO	Somersault	-	-	2	0,07
	Turn	-	-	1	0,03
	-	around	-	2	0,07
		over	-	1	0,03
	Jump	-	-	0	0
	-	over	-	1	0,03
		around	-	1	0,03
	Get	on	-	1	0,03
	Roll	-	-	4	0,14
	-	on	-	2	0,07
		over	-	5	0,18
Tumbled	-	-	1	0,03	
Omission	-	-	6	0,22	
JUMP UP AND DOWN	Jump	-	-	8	0,29
		-	to reach	3	0,11
		-	to catch	6	0,22
		-	to take	0	0
		-	small, little	2	0,07
	Pick	up	-	4	0,14
	Pull	out	-	0	0
	Chase	-	-	1	0,03
Omission	-	-	3	0,11	

Scene 3					
Movement	Answer	Path	Manner	N°20	% L1 Spanish Intermediate
MARCH	March	-	-	8	0,40
		towards	-	0	0
	Walk	-	-	3	0,15
		-	as a militar	4	0,20
		-	as a soldier	1	0,05
		-	as a policeman	1	0,05
	Omition	-	-	3	0,15
CRASH INTO	Crash	-	-	1	0,05
		with	-	3	0,15
into		-	0	0	
	Crush	with	-	3	0,15
		to	-	1	0,05
		against	-	0	0
		on	-	0	0
		in	-	0	0
		into	-	0	0
		shock	-	-	2
	Hit	-	-	5	0,25
		against	-	1	0,05
		onto	-	0	0
Bump	-	-	0	0	
Smash	against	-	0	0	
Bang	-	-	0	0	
Omition	-	-	4	0,20	
CIRCLE AROUND	Circle	-	-	0	0
		around	-	0	0
	Turn	-	-	1	0,05
		around	-	7	0,35
		on	-	1	0,05
		In	-	0	0
	Walk	-	dizzy	3	0,15
		-	in circles	1	0,05
	Spin	-	-	2	0,10
Roll	-	-	0	0	

	Move	-	in circles	0	0
	Omission	-	-	5	0,25

Scene 4							
Movement	Answer	Path	Manner	N°20	% L1 Spanish Intermediate		
CRAWL ALONG	Crawl	-	-	4	0,20		
		in	-	0	0		
		until	-	1	0,05		
		for	-	1	0,05		
		over	-	1	0,05		
		on	-	0	0		
	Walk	-	-	with knees and hands	1	0,05	
		-	-	like a baby, dog, animal	8	0,40	
		over	-	-	0	0	
	Omission	-	-	4	0,20		
	DODGE	Dodge	-	-	2	0,10	
		Avoid	-	-	7	0,35	
Move		-	-	0	0		
		-	-	side to side	1	0,05	
Drift		-	-	1	0,05		
Omission	-	-	9	0,45			
ROLL	Roll	-	-	0	0		
		on	-	-	3	0,15	
		over	-	-	1	0,05	
		through	-	-	0	0	
		Round	-	-	-	2	0,10
			across	-	-	1	0,05
			over	-	-	1	0,05
		Turn	around	-	-	4	0,20
			around over	-	-	1	0,05
		Spin	around	-	-	0	0
		Omission	-	-	-	7	0,35

Scene 5					
Movement	Answer	Path	Manner	N°20	% L1 Spanish Intermediate
CIRCLE AROUND	Circle	-	-	0	0
	Walk	around	-	10	0,5
	Move	around	-	0	0
	Turn	-	-	1	0,05
		around	-	5	0,25
	Surrounding	-	-	1	0,05
	Round	-	-	1	0,05
	Go	around	-	0	0
	Play	around	-	0	0
Omission	-	-	2	0,10	
SLIP	Slip	-	-	4	0,20
		over	-	0	0
	Kick	-	-	2	0,10
	Slide	-	-	1	0,05
	Walk	-	-	2	0,10
	Stumbled	-	-	0	0
	Omission	-	-	11	0,55
FALL DOWN	Fall	-	-	4	0,20
		down	-	5	0,25
		over	-	2	0,10
		on	-	0	0
		to	-	0	0
	Down	-	-	1	0,05
		on	-	1	0,05
	Omission	-	-	7	0,35



Scene 6					
Movement	Answer	Path	Manner	N°20	% L1 Spanish Intermediate
GET UP	Get	up	-	1	0,05
	Stand	up	-	9	0,45
	Wake	up	-	0	0
	Omission	-	-	10	0,50
WALK	Walk	-	-	13	0,65
		towards	-	0	0
		over	-	2	0,10
	Go	-	-	1	0,05
	Omission	-	-	4	0,20
RIDE	Ride	-	-	11	0,55
		on	-	0	0
	Drive	-	-	2	0,10
	Go	by	-	1	0,05
	Run	on	-	1	0,05
	Cycling	-	-	0	0
	Omission	-	-	5	0,25
CLIMB	Climb	-	-	12	0,60
	Get	over	-	1	0,05
	Scale	-	-	1	0,05
	Up	over	-	1	0,05
	Go	up	-	0	0
	Omission	-	-	5	0,25

Scene 7					
Movement	Answer	Path	Manner	N°20	% L1 Spanish Intermediate
RUN	Run	-	-	17	0,85
		across	-	0	0
		away	-	1	0,05
		-	quickly	0	0
		towards	-	0	0
		until	-	1	0,05
	Hasted	to	-	0	0
Omission	-	-	1	0,05	
HOP	Hop	-	-	0	0
	Jump	-	-	7	0,35
		-	soft	1	0,05
		-	little, short, small	5	0,25
		-	slowly	0	0
	Steps	-	short	3	0,15
	Omission	-	-	4	0,20
CLIMB	Climb	-	-	12	0,60
	Get	over	-	1	0,05
	Scale	-	-	1	0,05
	Up	over	-	1	0,05
	Go	up	-	0	0
	Omission	-	-	5	0,25
SLIDE	Slide	-	-	4	0,20
	Slide	down	-	0	0
	Fall	-	-	2	0,10
		down	-	1	0,05
		over	-	1	0,05
	Go	-	-	1	0,05
		down	-	0	0
		-	throw	1	0,05
	Down	-	-	1	0,05
	Descend	-	-	0	0
Omission	-	-	9	0,45	

Scene 8					
Movement	Answer	Path	Manner	N°20	% L1 Spanish Intermediate
DIP	-	-	-	0	0
	Dive	-	-	0	0
		into	-	1	0,05
		for	-	0	0
	Jump	-	-	2	0,10
		into	-	4	0,20
		inside	-	1	0,05
		to	-	0	0
	Get	into	-	0	0
	Launch	into	-	1	0,05
	Enter	-	-	0	0
Omission	-	-	11	0,55	
SWIM	Swim	-	-	11	0,55
		in	-	5	0,25
		on	-	2	0,10
		into	-	1	0,05
		under	-	1	0,05
		-	slowly	0	0
GET OUT	Get	out	-	1	0,05
		off	-	1	0,05
		over	-	1	0,05
	Come	out	-	1	0,05
	Go	out	-	4	0,20
		off	-	1	0,05
		up	-	1	0,05
	Leave	-	-	2	0,10
Omission	-	-	8	0,40	

Appendix N° 6: Tables of analysis detailed Spanish Upper-Intermediate

Scene 1					
Movement	Answer	Path	Manner	N° 27	% L1 Spanish Upper-Intermediate
WALK ALONG	Walk	-	-	12	0,48
		-	relax	1	0
		-	slowly	1	0,03
		-	straight	1	0,03
		through	-	2	0,07
	Stroll	-	quietly	1	0,03
	Omission	-	-	9	0,33
JUMP OVER	Jump	-	-	22	0,81
		over	-	1	0,03
	Big jump	-	-	2	0,07
	Big jump	over	-	0	0
	Leap	-	-	1	0,03
	Omission	-	-	1	0,03
STRIDE TOWARDS	-	-	-	0	0
	Steps	-	-	1	0,03
	Steps	-	big, long, large	20	0,74
	Walk	-	slowly	1	0,03
	Walk	-	-	2	0,07
	Omission	-	-	3	0,11
TIPTOE TOWARDS	-	-	-	0	0
	Jump	-	a bit	0	0
		-	in short walk	0	0
	Steps	-	little, short, few	8	0,29
	Walk	-	quickly	0	0
		-	carefully	2	0,07
		-	slowly	2	0,07
		-	silently	3	0,11
		-	with the	8	0,29

			top of her foots		
	Omission	-	-	4	0,14

Scene 2					
Movement	Answer	Path	Manner	N° 27	% L1 Spanish Upper- Intermediate
TAP	-	-	-	0	0
	Kick	-	-	16	0,59
	-	-	softly	2	0,07
		off	-	-	0
	Play	-	-	0	0
	Hit	-	-	3	0,11
	Move	-	-	1	0,03
	Walk kicking	-	-	0	0
	Omission	-	-	5	0,18
SOMERSAULT ONTO	Somersault	-	-	2	0,07
	Turn	-	-	1	0,03
	-	around	-	2	0,07
		over	-	1	0,03
	Jump	-	-	0	0
	-	over	-	1	0,03
		around	-	1	0,03
	Get	on	-	1	0,03
	Roll	-	-	4	0,14
	-	on	-	2	0,07
		over	-	5	0,18
	Tumbled	-	-	1	0,03
	Omission	-	-	6	0,22
JUMP UP AND DOWN	Jump	-	-	8	0,29
		-	to reach	3	0,11
		-	to catch	6	0,22
		-	to take	0	0
		-	small, Little	2	0,07

	Pick	up	-	4	0,14
	Pull	out	-	0	0
	Chase	-	-	1	0,03
	Omission	-	-	3	0,11

Scene 3					
Movement	Answer	Path	Manner	N° 27	% L1 Spanish Upper-Intermediate
MARCH	March	-	-	19	0,70
		towards	-	1	0,03
	Walk	-	-	3	0,11
		-	as a militar	1	0,03
		-	as a soldier	1	0,03
		-	as a policeman	0	0
	Omission	-	-	2	0,07
CRASH INTO	Crash	-	-	0	0
		with	-	4	0,14
		into	-	3	0,11
	Crush	with	-	2	0,07
		to	-	0	0
		against	-	3	0,11
		on	-	1	0,03
		in	-	1	0,03
		into	-	1	0,03
	Shock	-	-	0	0
	Hit	-	-	7	0,25
		against	-	0	0
		onto	-	2	0,07
	Bump	-	-	1	0,03
	Smash	against	-	1	0,03
Bang	-	-	1	0,03	
Omission	-	-	0	0	
CIRCLE AROUND	Circle	-	-	2	0,07
		around	-	1	0,03
	Turn	-	-	2	0,07

		around	-	4	0,14
		on	-	0	0
		in	-	1	0,03
	Walk	-	dizzy	3	0,11
		-	in circles	2	0,07
	Spin	-	-	4	0,14
	Roll	-	-	2	0,07
	Move	-	in circles	3	0,11
	Omission	-	-	3	0,11

Scene 4					
Movement	Answer	Path	Manner	N° 27	% L1 Spanish Upper- Intermediate
CRAWL ALONG	Crawl	-	-	4	0,14
		in	-	3	0,11
		until	-	0	0
		for	-	0	0
		over	-	0	0
		on	-	2	0,07
	Walk	-	with knees and hands	3	0,11
		-	like a baby, dog, animal	7	0,25
		over	-	1	0,03
	Omission	-	-	7	0,25
DODGE	Dodge	-	-	4	0,14
	Avoid	-	-	11	0,40
	Move	-	-	3	0,11
		-	side to side	0	0
	Drift	-	-	1	0,03
Omission	-	-	8	0,29	
ROLL	Roll	-	-	0	0
		on	-	6	0,22
		over	-	8	0,29
		through	-	1	0,03
	Round	-	-	1	0,03

		across	-	0	0
		over	-	0	0
	Turn	around	-	0	0
		around over	-	1	0,03
	Spin	around	-	1	0,03
	Omission	-	-	5	0,18

Scene 5					
Movement	Answer	Path	Manner	N° 27	% L1 Spanish Upper-Intermediate
CIRCLE AROUND	Circle	-	-	1	0,03
	Walk	around	-	17	0,62
	Move	around	-	2	0,07
	Turn	-	-	0	0
		around	-	5	0,18
	Surrounding	-	-	0	0
	Round	-	-	0	0
	Go	around	-	1	0,03
	Play	around	-	1	0,03
	Omission	-	-	0	0
SLIP	Slip	-	-	4	0,14
		over	-	2	0,07
	Kick	-	-	5	0,18
	Slide	-	-	0	0
	Walk	-	-	0	0
	Stumbled	-	-	3	0,11
	Omission	-	-	13	0,48
	FALL DOWN	Fall	-	-	6
down			-	8	0,29
over			-	3	0,11
on			-	3	0,11
to			-	3	0,11
Down		-	-	0	0
		on	-	0	0
Omission		-	-	4	0,14



Scene 6					
Movement	Answer	Path	Manner	N° 27	% L1 Spanish Upper-Intermediate
GET UP	Get	up	-	1	0,03
	Stand	up	-	13	0,48
	Wake	up	-	1	0,03
	Omission	-	-	12	0,44
WALK	Walk	-	-	21	0,77
		towards	-	2	0,07
		over	-	0	0
	Go	-	-	1	0,03
	Omission	-	-	3	0,11
RIDE	Ride	-	-	22	0,81
		on	-	2	0,07
	Drive	-	-	0	0
	Go	by	-	0	0
	Run	on	-	0	0
	Cycling	-	-	1	0,03
	Omission	-	-	2	0,07
CLIMB	Climb	-	-	19	0,70
	Get	over	-	0	0
	Scale	-	-	0	0
	Up	over	-	0	0
	Go	up	-	2	0,07
	Omission	-	-	6	0,22

Scene 7					
Movement	Answer	Path	Manner	N° 27	% L1 Spanish Upper-Intermediate
RUN	Run	-	-	22	0,81
		across	-	1	0,03
		away	-	0	0
		-	quickly	1	0,03
		towards	-	1	0,03
		until	-	0	0
	Hasted	to	-	2	0,07
Omission	-	-	0	0	
HOP	Hop	-	-	1	0,03
	Jump	-	-	8	0,29
		-	soft	1	0,03
		-	little, short, small	12	0,44
		-	slowly	1	0,03
	Steps	-	short	0	0
	Omission	-	-	4	0,14
CLIMB	Climb	-	-	19	0,70
	Get	over	-	0	0
	Scale	-	-	0	0
	Up	over	-	0	0
	Go	up	-	2	0,07
	Omission	-	-	6	0,22
SLIDE	Slide	-	-	7	0,25
		down	-	3	0,11
	Fall	-	-	1	0,03
		down	-	0	0
		over	-	0	0
	Go	-	-	0	0
		down	-	4	0,14
		-	throw	2	0,07
	Down	-	-	0	0
	Descend	-	-	1	0,03
	Omission	-	-	9	0,33

Scene 8					
Movement	Answer	Path	Manner	N° 27	% L1 Spanish Upper-Intermediate
DIP	Dip	-	-	0	0
	Dive	-	-	1	0,03
		into	-	1	0,03
		for	-	1	0,03
	Jump	-	-	1	0,03
		into	-	9	0,33
		inside	-	0	0
		to	-	5	0,18
	Get	into	-	3	0,11
	Lunch	into	-	0	0
	Enter	-	-	1	0,03
Omission	-	-	5	0,18	
SWIM	Swim	-	-	26	0,96
		in	-	0	0
		on	-	0	0
		into	-	0	0
		under	-	0	0
		-	slowly	1	0,03
GET OUT	Get	out	-	7	0,25
		off	-	2	0,07
		over	-	0	0
	Come	out	-	1	0,03
	Go	out	-	9	0,33
		off	-	2	0,07
		up	-	1	0,03
	Leave	-	-	1	0,03
	Omission	-	-	4	0,14

Appendix N° 7: Tables of analysis detailed native speakers

Scene 1					
Verb	Answers	Path	Manner	N ° 3	% Native speakers
Walk towards	Walk	-	-	1	0,33
-	Move	-	-	1	0,33
-	Omission	-	-	1	0,33
Jump over	Jump	-	-	2	0,67
-	Hop	-	-	1	0,33
Stride towards	Stride	-	-	1	0,33
-	-	-	long steps	1	0,33
-	-	-	big steps	1	0,33
Tiptoe towards	Tip toe	-	-	1	0,33
-	-	-	short fast steps	1	0,33
-	Tippy toe	-	-	1	0,33

Scene 2					
Verb	Answers	Path	Manner	N ° 3	% Native speakers
Tap	-	-	-	0	0
-	Kick	-	-	3	100
Somersault onto	Somersault	-	-	2	0,67
-	Forward roll	-	-	1	0,33
Jump up and down	Jump	-	-	2	0,67
-	Omission	-	-	1	0,33

Scene 3					
Verb	Answers	Path	Manner	N ° 3	% Native speakers
March	March	-	-	1	0,33
-	-	towards	-	1	0,33
-	-	into	-	1	0,33
Crash into	Crash	into	-	1	0,33
-	Bump	into	-	1	0,33

-	Omission	-	-	1	0,33
Circle around	Spin	-	-	1	0,33
-	Twirl	-	-	1	0,33
-	Twirl	around	-	1	0,33

Scene 4					
Verb	Answers	Path	Manner	N ° 3	% Native speakers
Crawl along	Crawl	along	-	1	0,33
-	Crawl	-	-	2	0,67
Dodge	Dodge	-	-	1	0,33
-	Duck	-	-	1	0,33
-	Omission	-	-	1	0,33
Roll on	Roll	over	-	3	100

Scene 5					
Verb	Answers	Path	Manner	N ° 3	% Native speakers
Circle around	Walk	around	-	2	0,67
-	Go	around	-	1	0,33
Slip through	Slip	-	-	1	0,33
-	Kick	-	-	1	0,33
-	Kick	up	-	1	0,33
Fall down	Fall	down	-	1	0,33
-	Omission	-	-	2	0,67

Scene 6					
Verb	Answers	Path	Manner	N ° 3	% Native speakers
Get up	Get	up	-	0	0
-	Omission	-	-	3	100
Walk	walk	-	-	1	0,33
-	Walk	off	-	1	0,33
-	Omission	-	-	1	0,33
Ride around	Ride	-	-	2	0,67
-	Cycling	-	-	1	0,33

Scene 7					
Verb	Answers	Path	Manner	N ° 3	% Native speakers
Run	Run	-	-	1	0,33
-	Run	Towards	-	1	0,33
-	Omission	-	-	1	0,33
Hop onto	Hop	Foward	-	1	0,33
-	-	-	small jump	1	0,33
-	Omission	-	-	1	0,33
Climb	Climb	-	-	1	0,33
-	Climb	Up	-	2	0,67
Slide	Slide	Down	-	3	100

Scene 8					
Verb	Answers	Path	Manner	N ° 3	% Native speakers
Dip	Dive	-	-	1	0,33
-	Dive	Into	-	2	0,67
-	Dive	Into	-	2	0,67
Swim	Swim	-	-	3	100
Get out	Climb	Out	-	3	100