The Impact of Explicit Instruction and Metalinguistic Awareness on Cross-linguistic Interference: Path Framing in Motion Events[1]

Açık Öğretim ve Üstdil Farkındalığının Dillerarası Girişim Üzerine Etkisi: Devinim Olaylarında Yol Çerçevelemesi

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Abstract

The study aimed to investigate the influence of the cross-linguistic variation on the construction of boundary-crossing motion events in the translation production of the Turkish speakers of L2 English and to measure the impact of explicit instruction and metalinguistic awareness on the learners' understanding of typological differences and hence their development of L2 ways of expressing motion events. To this aim, the study followed a pre-test post-test quasi-experimental research design, involving a treatment and a control group. A total of 46 second-year university students participated in the study. They were all majoring in English at the English Language Teaching Department, at a state university in Turkey. The control (18 females and 5 males) and the treatment group (14 females and 9 males) received a two-week instructional treatment, the first group receiving an implicit instruction, and the second an explicit instruction of the boundary-crossing motion event constructions. Prior to the instructional intervention, a pre-test was administered to the participants. Mann-Whitney U test run on the mean scores obtained from the pre-tests indicated no significant differences between the control and the treatment group, U = 282.5, z = .416, p = .678. Within-group analysis based on post-test results after the termination of the instructional treatment revealed that while the implicit instruction had no effect on learners' acquisition of motion events, z = 1.842, p = .066., the explicit instruction had a significant effect on L1 Turkish learners' development of their knowledge of L2-like English patterns in construing motion events. Similarly, between-group analysis revealed that the treatment group (Mdn = 4.00), who received an explicit instruction significantly outperformed the control group (Mdn = 2.00), who received implicit instruction, U = 410.5, z = 3.257, p = .001. The study concluded with the implications of findings for English language teaching and suggestions for future studies.

Keywords: boundary-crossing, motion events, explicit instruction, implicit instruction, lexicalization

Öz

Çalışma, İngilizce'yi ikinci dil olarak öğrenen Türk konuşucularının çevirilerinde sınır-geçişli (boundary-crossing) devinim olaylarının kurulmasında dillerarası değişimin etkisini araştırmayı ve açık öğretim ve üst dil farkındalığının öğrenicilerin diller arası farklılıkları anlamadaki etkisini ölçmeyi hedeflemiştir. Bu amaçla, çalışma, öntest, sontest kontrol gruplu yarı-deneysel bir araştırma deseni takip etmiştir. Tamamı Türkiye'de bir üniversitede İngilizce öğretmenliğinde okuyan toplam 46 üniversite ikinci sınıf öğrencisi çalışmaya katılmıştır. Birinci grup örtük, ikinci grup açık olmak üzere kontrol grubu (18 kız, 5 erkek) ve uygulama grubuna (14 kız, 9 erkek) sınır-geçişli devinim olayları yapılarını içeren iki haftalık öğretim uygulandı. Öğretim uygulamasından önce öğrencilere verilen öntest sonuçlarının Mann-Whitney U test çözümlemesi iki grup arasında anlamlı farkın olmadığını gösterdi, U = 282.5, z = .416, p =.678. Öğretim uygulamasının ardından verilen sontest sonuçlarına dayalı grup içi Wilcoxon signed-rank test çözümlemeleri örtük öğretimin öğrenicilerin devinim olaylarını edinmesi üzerinde hiç bir etkisi olmazken, z = 1.842, p =.066., açık öğretimin öğrenicilerin hedef dil benzeri İngilizce örüntü bilgilerini geliştirmede anlamlı bir etkisi olduğunu göstermiştir, z = 3.406, p =.001. Aynı şekilde, gruplar arası çözümlemeler, açık öğretim uygulanan uygulama grubunun (Mdn = 4.00), örtük öğretim uygulanan kontrol grubundan (Mdn = 2.00), çok daha üstün bir edim gösterdiğini ortaya koymuştur, U = 410.5, z = 3.257, p = .001. Çalışmanın sonunda, elde edilen bulguların İngilizce dil öğretimi açısından sezdirimleri ve gelecekte yapılabilecek çalışma önerileri sunulmaktadır.

Anahtar sözcükler:sınır-geçişi, devinim olayları, açık öğretim, örtük öğretim, sözlükleşme

Introduction

The influence of the first language (L1) on the second language (L2) has been studied from various perspectives and was found to have both negative and positive consequences for all levels of the linguistic system such as phonology, syntax, semantics, and pragmatics. Besides language transfer in these linguistic subsystems, crosslinguistic differences between

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L1 and L2 in relation to such conceptual domains as objects, emotions, personhood, gender, number, time, space and motion are said to "give rise to L1 conceptual transfer" (Jarvis and Pavlenko, 2008, p. 22).

This study is particularly concerned with Motion of the eight conceptual domains stated above, hence the conceptual transfer, since Motion is considered to be one of the most important experiential domains in human life and is, therefore, very likely to be lexicalized in all languages (Flipovic, 2007). And variations in lexicalization patterns across languages have been found to cause difficulties for language learners. With regard to lexicalization patterns, Talmy (1985) classifies languages under two categories within Cognitive Linguistics paradigm, based on the semantic components of a motion event. Talmy (1985, p. 61) sketches a basic motion event as having four internal semantic components, Figure, Ground, Path and Motion with an additional external component, Manner. Taking Path as the core element in motion events, Talmy typologically divides the languages of the world into two major groups as verb-framed languages (V-framed languages) and satellite-framed languages (S-framed languages). Path is conflated within the verb itself in verb-framed languages, while it is expressed via satellites in satellite-framed languages.

Regarding the external element Manner, Slobin (2006) notes that its expression is optional in both types of languages. However, Slobin adds, verb-framed languages (e.g. Turkish) allow the use of a manner verb as the main verb in a path expression only if no boundary crossing is expressed, which is referred to as the "boundary-crossing constraint," by Slobin and Hoiting (1994) (as cited in Slobin, 2006, p. 67). On the other hand, in cases where boundary crossing is involved, manner of motion is encoded separately with other linguistic means such as gerunds and adverbials as the main verb slot is occupied by a path verb. As for satellite-framed languages such as English, the main verb of a clause is naturally reserved for the expression of manner and motion (e.g. 'fly out' in Germanic) and PATH is expressed with satellites, i.e. particles. This does not necessarily mean that path verbs do not exist in English. Slobin (2002) points out that path verbs such as enter and ascend are also found in English as in languages derived from Latin. However, they are not commonly used when expressing motion events since, in English, Path is most naturally expressed in an element associated with the verb such as He went into the room and She went up the stairs. In this regard, as Cadierno and Lund (2004) state, the boundary-crossing is a necessary component of motion events to make crosslinguistic descriptions.

Jarvis and Pavlenko (2008) note that, if a conceptual transfer occurs in the domain of motion, it manifests itself most obviously when L1 speakers of verb-framed languages prefer path verbs to manner verbs in L2 satellite-framed language, such as English. Indeed, several studies point to the transfer of path expression in L1 to L2 in second language acquisition by even intermediate and advanced learners (Negueruela et al. 2004; Stam, 2006; Larrañaga et al., 2012) because "the presence of a lexicalized or a grammaticized concept sensitizes the speakers to and induces them to think for speaking in terms of this conceptual category" (Jarvis and Pavlenko, 2008, p. 149). This kind of thinking, Slobin (1991) claims, is special in that it is intimately connected to language and carried out online when speaking. In this regard, Slobin proposes that "in acquiring a native language, the child learns particular ways of thinking for speaking", which lays the foundation of the thinking for speaking hypothesis (p. 12). The implication of the hypothesis for L2 learners is that L2 learners will initially depend on their L1-thinking for speaking patterns and consequently learn another way of thinking for speaking regarding the motion event construal if there exists typological contrast between L1 and L2.

Although the acquisition of motion event encoding poses serious problems for not only L1 V-framed language speakers learning an L2 S-framed language or vice versa but also those

speakers whose L1 and L2 are genetically very close (Hijazo-Gascón, 2015), the issue has received little attention in textbooks (Atwood, 2014) and foreign language teaching (Cadierno, 2008a). In this respect, Cadiernoproposes a pedagogical intervention on motion constructions that is consistent with the focus-on-form approach to language teaching. Ellis (2001), noting that form-focused instruction (FFI) is a cover term for "focus on form" and "focus on forms", defines FFI as "any planned or incidental instructional activity that is intended to induce language learners to pay attention to linguistic form" (as cited in Ellis, 2012, p. 271). FFI is also conceptualized as implicit and explicit instruction, depending on the instruction being without or with awareness (Ellis, 2011). Ellis (2002) notes that grammatical structures or features that do not correspond one to one in L1 and L2 are suited for explicit instruction (p. 234).

It seems that despite a significant number of studies addressing the crosslinguistic differences in the construal of motion events, there is a paucity of empirical research focusing specifically on the application of the phenomena to second language teaching and learning in relation to raising L2 learners' awareness of such typological differences and promoting their L2-thinking for speaking. In this respect, drawing on Talmy's (1985) typological classification of world's languages as verb-framing and satellite-framing and the possible consequences (Slobin, 2002) of this division for L2 learners, the present study investigates whether Turkish-speaking L2 learners of English could be helped to develop a metalinguistic and crosslinguistic awareness of English-specific boundary-crossing motion events and hence produce L2-like constructions.

The Study

Employing a two-group pre- and post-test quasi-experimental research and two different instructional treatments i.e. the implicit and explicit types of FFI in the context of an English-Turkish (E-T) translation course, the study aimed to:

- to explore to what extent the cross-linguistic differences between Turkish and English influence L2 production with relation to the lexicalization of path in the construction of boundary crossing motion events and,
- to assess the differential effect of the instructional methodologies on the L2 learning outcomes.

More specifically, the study addressed the following research questions.

1. Will the learners be influenced by their L1 lexicalization patterns when constructing boundary-crossing motion events in English?
2. If there is a cross-linguistic influence, what type of linguistic expressions will the learner draw on to express boundary crossing motion events?
3. Will there be any difference between the implicit and explicit instruction in the learners' production of L2-thinking for speaking patterns?
4. To what extent will the two types of instruction promote the acquisition of L2 (English) specific boundary crossing motion event constructions?

Methodology

Participants

The data collection took place at a translation class at the English Language Teaching Department (ELT), at a state university in Turkey. A total of 46 participants who were third-year students majoring in English took part in the study, the control group (CG) consisting of 23 students (18 females and 5 males) and the treatment group (TG), 23 students (14 females

and 9 males), totaling 46 students. The students' age ranged from 21 to 23 years old, with a mean age of 21.7. Prior to the instructional treatment, Mann-Whitney U test was run on the mean scores from the pre-tests administered to the participants, which indicated no significant differences between the two groups, U = 282.5, z = .416, p = .678. Due to the resource constraints and the impossibility of grouping the learners according to their level of proficiency, the learners in this study were assumed to be advanced learners of English based on the following reasons:

- all the participants had been studying ELT for at least 3 years.
- all had studied English as a compulsory subject for about 7 years since the sixth-grade at secondary school.
- they had to pass the university entrance examination based on English grammar, reading, vocabulary, and translation to major in English at a university.
- after they were admitted to university, they were required to take a proficiency exam based on four skills at the university's Foreign Languages Centre, according to the results of which they either pursued their studies at their department or had to study a year of freshman English and then had to take a proficiency test in order to continue their studies at the ELT department.

Database

BNCweb (CQP-Edition) was used for the selection of the E-T translation sentences to be used in the pre- and post-test and the preparation of the instructional materials and the related exercises. BNCweb is a web-based client program used for searching and retrieving lexical, grammatical and textual data from the British National Corpus (BNC), which contains a 100-million-word rich variety of annotated texts. BNCweb can be accessed at http://bncweb.lancs.ac.uk/bncwebSignup/user/login.php.

Pre-test and Post-test

The pre- and the post-test comprised 11 translation sentences each with the same manner of motion verbs (see Appendix A). In order to minimize the practice effect, the test items were slightly modified, shuffled and randomly presented for each administration (Richards and Schmidt, 2010). In addition, irrelevant features of the test items were either excluded or simplified to minimize the extraneous cognitive load (Haladyna and Rogriguez, 2004). The choice of verbs was based on Levin's (1993, pp. 264-267) classification of manner of motion verbs. For the purpose of the study, only the run-verbs were taken out of this classification. A few points were considered in the selection of verbs from the list of run verbs classified by Levin. First, these verbs were classified according to the six domains of manners out of the eight domains proposed by Özçalışkan (2004, p. 81). Namely, manner of running, walking, smooth motion, rapid motion, manner of jumping and obstructed motion. Two verbs were selected for each domain with the exception of the last one which included only one word.

When selecting the run verbs, the lemma frequencies of these verbs were taken into consideration, referring to BNCweb. Finally, a total of 10 verbs were selected from among the most frequent 1000 verbs, based on the evidence of BNCweb (Table 1). Referring to Palmer's view that it is the most frequent words in language which tend to be learned earliest, Milton (2009) states that frequency information allows one "to investigate knowledge of a careful selection of words which learners are likely to have encountered and had the opportunity to learn" (p. 42). Regarding the last verb in the list, it belongs to the domain of obstructed motion. Since verbs belonging to this category are not among the 1000 commonest verbs, only one verb was included in the list. The criteria applied was the inclusion of the first obstructed motion

verb outside the most frequent 1000 manner of motion verbs which is *stumble*. Finally, the list included a total of eleven words to be used in the pre-and post-test.

Table 1: Distribution of domains of manner verbs by rank and frequency of the first verb in each category

Domain	*Rank*	*Frequency*	*Verb*
Manners of running	50	39125	run
	549	3087	rush
Manners of walking	106	20140	walk
	646	2304	hurry
Smooth motion	248	8761	fly
	631	2415	swim
Manners of jumping	401	4979	jump
	969	1211	bounce
Rapid motion	506	3553	race
	779	1741	speed
Obstructed motion	1082	1010	stumble

Teaching Materials

For two weeks, each learner group was administered two authentic translation materials, each of which contained 22 sentences depicting the relevant manner of motion verb + Path constructions in context (see Appendix B). Each construction was presented in a larger context rather than a single sentence. The authentic language samples used in developing the translation materials were taken from the British National Corpus (BNC) with particular attention to the suitability of the language for the learners. The materials were designed in a way to expose the learners to the targeted patterns in meaningful excerpts taken from the corpus at least twice at each activity, amounting to a total of 4 exposures for each verb over a two-week instruction.

Procedure

The type of instruction was based on the two different conceptualizations of Form-Focused Instruction (FFI): implicit and explicit (see Ellis, 2012, p. 271). Each translation class received instruction on the Manner Verb + Path constructions using different instructional approaches, i.e. implicit for the CG and explicit for the TG. The participants in each group first completed a pre-test based on the Turkish-English translation of boundary-crossing motion event patterns. Then, the instructional treatments were carried out over a two-week period, with three class periods (i.e., three hours) dedicated to the instruction on the use of Manner + Path constructions. In the first week, learners worked on the translation of the 22 English sentences, which depicted the use of each target motion verb in context randomly, exposing them twice to the Motion Verb + path construction. In the second week, learners worked on the translation of another set of 22 English sentences, again exposing them to each target motion verb twice.

The first group, CG, received implicit instruction using teaching materials ‘enriched’ with the target features, i.e. boundary crossing motion event constructions. However, following Ellis (2012), the learners in the CG were also induced to attend to the boundary-crossing patterns by specifically focusing on the sentence containing the target pattern and asking them to translate the related sentences into Turkish. In this way, learners’ attention was only attracted to exemplars of linguistic forms, but they were neither told what the target patterns were nor provided a metapragmatic explanation that would lead to an awareness of the patterns, the expectation being that the learners would infer the rules.

The second group, TG, received explicit instructional treatment using the same teaching materials ‘enriched’ with the target features, but this time drawing their explicit attention to it, i.e. by encouraging them to develop metalinguistic awareness of the rule. This was done deductively as the rules were taught to the learners and they were provided with the

metalinguistic explanation regarding the patterns and the crosslinguistic differences giving rise to the lexicalization of such patterns under scrutiny. It was made sure that the learners understood the purpose of the activities, i.e. they developed an awareness and an understanding of the rules that govern these forms.

Overall, each group received six hours of instruction and practice on the use of these constructions in context for two weeks. The researcher was also the classroom instructor for the two groups. This decision was made in order to maintain as consistent instruction as possible across the two groups and to control for variation in teaching style and related effects. Immediately following the two weeks of instruction, the participants completed the post-test with the same sentences to be translated into English.

Data Coding

The translation outputs of both the CG and TG were coded in order to find out what type of lexicalization patterns the learners used to express manner of motion events (Table 2). The coding was done according to the following categories depending on the lexicalization patterns used by the students for motion events; manner verb plus path (MPV), path verbs (PV), adverbials (ADV), subordinate constructions (SUB), manner verb + verb constructions (V+V), and alternative lexical means (ALT). The categories are based on the work by Özçalışkan and Slobin (2000; 2003) with some modifications.

Table 2: Codes used for lexicalization patterns in learners' translations

Coding	Lexicalization patterns
MPV	manner verbs + path (e.g. *walk into*)
PV	path verb (e.g. *enter)*
ADV	adverbials (e.g. *enter quickly)*
SUB	subordinate clauses (e.g. *enter .... by running/ or, enter ....., running*)
V+V	manner verb and directed verb + path (e.g. *run and go into/enter*)
ALT	any type of sentence outside the above categories (*exit.... like, walk in a ... way*)

Analysis

The analysis of the scores obtained from the pre-, and post-test was carried out in two steps. The first step involved having a general view of learning gains from pre-test to post-test in regard to which lexicalization patterns the learners drew on when expressing boundary-crossing motion events. The second step involved analyses based on inferential statistics to determine whether or not there was a statistically significant difference a) in the students' learning gains from pre- to post-test within each group (within-group analysis) and b) between the two groups who received two different instructional treatments (between-group analysis).

All the statistical analyses were operated by using the Statistical Package for Social Sciences (SPSS) version 24.0. Due to the violation of the assumption of normality as indicated by Shapiro-Wilk's test of normality, non-parametric tests were used for the analysis. The alpha level for statistical significance was set at $p < .05$ for all the analyses. The types of statistical analysis used in the study are as follows: (a) descriptive statistics to retrieve information about means and standard deviations; (b) Wilcoxon signed-rank comparison tests to provide pairwise inferential comparisons to determine if the instructional intervention eventuated in any difference in the achievement scores from the pre- to post-test; and (c) A Mann-Whitney U test to measure the group differences in relation to the effect of the two types of instruction.

Results

Figure 1 displays the distribution of the learners' lexicalization patterns by categories. Percentages for each category were computed by dividing each category's total number of observed expressions by the total number of expected expressions, separately for each category.

The pre-test results indicated that the learners made considerably less use of manner verbs in both CG and TG (10,3 % and 12,6 %, respectively). In contrast, the use of adverbs and subordinate clauses was substantially high in the CG (41,1 % and 29,2 %) and TG (37,2 % and 27,7 %). While the third strategy used by all the learners was the use of alternative expressions when expressing motion events (17% and 16,6 for the CG and the TG, respectively), very few number of students resorted to V+V patterns.

After the explicit pedagogical instruction, the use of manner verb changed from pre- to post-test with the TG learners (42,7 %) producing more manner verbs than those in the CG (14,2 %). There was a remarkable increase in the number of manner verb + Path constructions from 12,6 %. to 42,7 % as opposed to the substantial drop in the use of adverbs (from 37,2 % to 25,7 %) and subordinate expressions (from 27,7 % to 15,8 %) by the learners in the TG. However, the CG showed only a very slight improvement (10,3 in the pre-test to 14,2 % in the post-test) as indicated by their similar amount of use of manner verb constructions after they received implicit instruction. The CG learners continued to express the motion events through almost the same amount of adverbial (pre-test: 41,1; post-test: 43,9 %) and subordinate expressions (pre-test: 29,2; post-test: 34.0 %).

In summary, after the instructional intervention, the TG utilized manner verbs more extensively in the main verb slot with a path particle to convey manner of motions. However, the CG showed the same tendency of resorting to adverbial and subordinate expressions to add manner in their translations.

Before the instructional intervention began an independent-samples t-test was run to determine if there were differences in pre-test score between the CG and TG. It was found that there were outliers in the data and the pre-test scores for each group were not normally distributed, as assessed by inspection of a boxplot and Shapiro-Wilk's test ($p > .05$), respectively. Therefore, the nonparametric alternative, a Mann-Whitney U test was run and distributions of the pre-test scores for CG and TG were found to be similar, as assessed by visual inspection. Pre-test score was not statistically significantly different between the CG (Mdn = 1.00) and TG (Mdn = 1.00), U = 282.5, z = .416, p = .678.Descriptive statistics for the differences in means or medians with minimum and maximum scores for the statistical analysis is presented in Table 3.

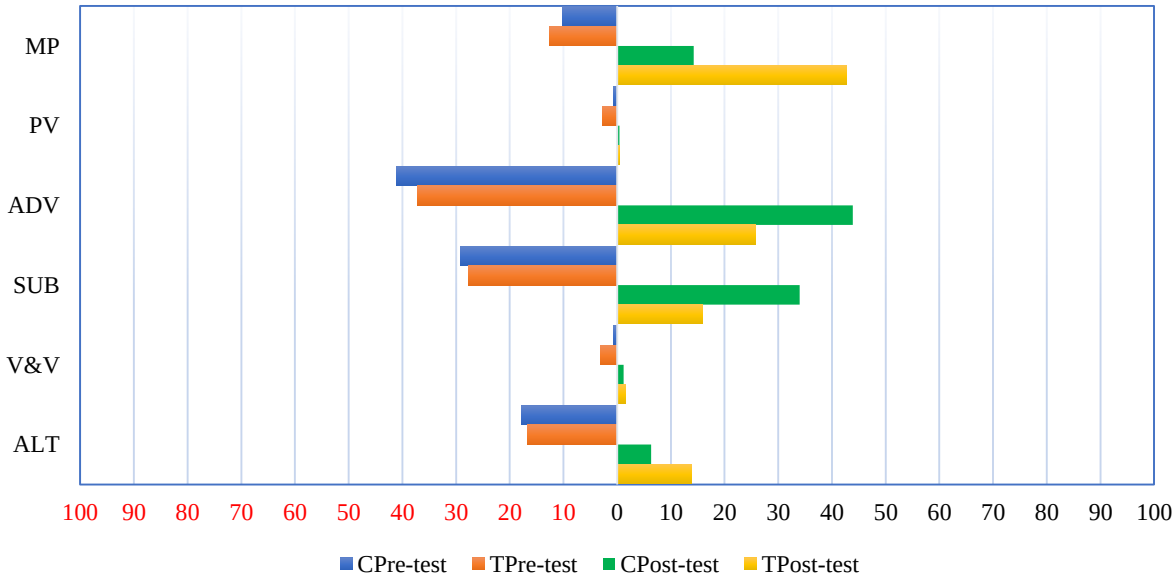


Figure 1: Distribution of L2 construal of motion events by categories across pre-test and post-test for each group

(C refers to 'control group' and T refers to 'treatment group' in the legends).

Table 3. Descriptive statistics for median, mean, and standard deviation for the control and treatment group

		Pre-test					Post-test				
	N	Min.	Max.	Mdn	M	SD	Min.	Max.	Mdn	M	SD
CG	23	0.00	3.00	1.00	1.13	.869	0.00	4.00	2.00	1.57	1.121
TG	23	0.00	4.00	1.00	1.39	1.305	0.00	11.00	4.00	4.70	3.509

In order to determine whether the CG and TG achieved any significant progress from pre- to post-test, Wilcoxon's signed-rank test was applied. It was found that the implicit instruction had no significant effect on the learners' performance in the CG. Of the 23 participants recruited to the study, the implicit instruction elicited an improvement in the use of manner + Path in only 10 participants compared to the pre-test, whereas ten participants saw no improvement and three participants did worse. The results of the Wilcoxon signed-rank test revealed that there was no statistically significant increase in the achievement score of the CG from the pre-test (Mdn = 1.00) to the post-test (Mdn = 2.00), $z = 1.842$, $p = .066$.

On the other hand, the Wilcoxon's signed-rank test results indicated that the explicit instruction had a statistically significant effect on the students' performance from pre- to post-test. Of the 23 participants, 18 participants made an improvement in their use of boundary-crossing motion verb constructions, whereas two participants saw no improvement and two participants did worse. A Wilcoxon signed-rank test indicated significant gains in accurate use of the target patterns by the TG, based on the pre-test (Mdn = 1.00) to the post-test (Mdn = 4.00) scores, which was found to be statistically significant, $z = 3.406$, $p = .001$.

In addition to the within-group analyses carried out above, the post-test scores of the CG and the TG were compared for the purpose of between-group analyses. A Mann-Whitney U test was run to determine if there were differences in the achievement scores of both groups with regard to the instruction they received. Distributions of the engagement scores for the TG and CG were similar, as assessed by visual inspection. It was found that the TG (Mdn = 4.00) significantly outperformed the CG (Mdn = 2.00), $U = 410.5$, $z = 3.257$, $p = .001$.

Discussion

The study investigated whether the typological differences between Turkish and English had any effects on the learners' conceptualization and hence the expression of boundary-crossing motion events, and whether the instructional interventions applied would have any impact on the development of their awareness of English-specific lexicalization patterns regarding the encoding of manner in boundary crossing contexts. In this regard, given that English is more likely to conflate motion with manner and express it in the main verb slot and encode path in particles, i.e. satellites in contrast to Turkish, which tend to encode motion and path inside the main verb, conveying manner with other constructions, the learners were expected to lexicalize manner by using adverbial expressions, subordination and other lexical and syntactic means. The analysis of the translation outputs of the learners revealed the following findings regarding the research questions posed at the outset of the study.

The pre-test results showed that both the CG and TG hardly ever used manner verbs (Figure 2). The learners most often relied on adverbials and subordinate constructions or simple verbs of motion such as *go* and *enter* as opposed to manner verbs, which strongly suggested that the learners followed the preferences of their L1. Figure 1 presents excerpts (italicized) from the learners' Turkish-English translations with their lexicalization patterns (given in parentheses). Each learner sentence is glossed by morpheme following interlinear glossing conventions. Grammatical category labels follow those used by Kornfilt (1997).

(1)	**Koş-arak**	**süpermarket-e**	**gir-di-m.**			**(SUB)**
	Run-MAdv.	**Supermarket-Dat.**	**enter-Past-l.sg.**			
	I ran into the supermarket.					
	I entered the supermarket by running.					
(2)	**Kafe-nin**	**yan-ın-dan**	**yürü-yerek**	**geç-ti.**	(PV)	
	Café-Gen.	side-3.sg. -Abl.	walk- MAdv.	Pass-Past		
	S/he walked past the café.					
	He passed by the café.					
(3)	**Acele-yle**	**koca-sın-a**	**doğru**	**yürü-dü.**	(ADV)	
	Hurry-with	husband-Gen.-3.sg.	towards	walk-Past		
	She hurried towards her husband.					
	She walked towards her husband in hurry.					
(4)	**Bura-dan**	**tamamen**	**uç-up**	**uzaklaş-mak**	(V&V)	
	Here-Dat.	Completely	fly-Vbl.Conj.	go away-Inf.		
	isti-yor-um.					
	Want-Prog.-1.sg.					
	I want to fly away from here altogether.					
	I want to fly and move away from here completely.					

(**5**)	**Bisiklet-le**	**hız-la**	**uzaklaş-tı .**	(ALT)
	Bicycle-Ins.	speed-with	go away-Past	
	He sped away by bicycle.			
	He swift away with bicycle.			

The only *manner* verbs that learners were able use to some extent were the most frequent verbs *walk* and *fly.* The overwhelming majority of manner events translated into English failed to capture the perspectives of English. In parallel to the findings by Larrañaga et al., (2012) although the learners in this study were advanced (based on the assumption made above), they experienced serious difficulty encoding manner in boundary crossing contexts. Considering the participants in the study were English majors and had been studying English for at least 10 years, starting from secondary education to three or four years of university education at the ELT department, it seems plausible that Larrañaga et al (2012) are right in their claim that the persistent effect of transfer on the expression of manner results from scarce positive evidence in the language exposed to and little or no negative evidence provided to the learners.

However, subsequent to the explicit instruction on the cross-linguistic differences between English and Turkish with regard to the expression of the core element of motion events, i.e. *Path* through learners' multiple exposure to manner verbs in context, the TG paid considerably more attention to manner rather than path in the main verb slot in their translation from Turkish into English (Figure 2). Learners' use of different manner verbs in addition to the ones they were exposed to in the post-test two weeks after the instruction may suggest that they ,to some extent, grasped the way English expresses motion events and readjusted their perspective when translating the Turkish sentences into English rather than memorize these verbs. On the other hand, learners in the CG, who received implicit instruction, i.e. without any explanation regarding the expression of manner in English failed to grasp the typological contrast between English and Turkish.

Although the TG made a considerable progress in the expression of target-like manner of motion as a result of the explicit instruction, the CG's failure shows as is indicated by Slobin (1996, p. 89) how resistant the L1 thinking-for-speaking patterns are to restructuring for L2 learners. Since the participants of the study were assumed to be advanced, it is not possible to know their exact level of proficiency. For this reason, it seems difficult to verify or disprove Cadierno's (2008b) conclusion that although the L1 influence in the expression of motion events is stronger for beginning and intermediate L2 learners, advanced learners are able to produce target-like motion event constructions. However, Larrañaga et al., (2012) and

Negueruela et al., (2004) maintain that expressing motion events are problematic for even advanced L2 speakers of English.

Limitations and Further Research

Since the study aimed to raise learners' awareness of the typological differences between Turkish and English and hence improve the learners' L2 thinking-for-speaking with respect to the target-like expression of boundary-crossing motion events, the learners' use of synonymous verbs other than the target motion verbs of manner was accepted as correct without making any fine distinctions. Also, the grammatical errors that learners committed when translating the sentences were disregarded when coding the way learners expressed manner in their translations. Therefore, future studies could focus on to what extent Manner Verb + Path constructions are grammatically and semantically acceptable in learners' production.

Another point of consideration is that the study is of only pre/post-test research design without a delayed-post-test, which prevents the assessment of the long-term effects of the intervention. Future studies including pre-, post-, and delayed post-test research design could provide sound conclusions as to the retention of these expressions over a long period by learners. The study focused on a limited number of words and provided the learners with relatively few exposures to the target features. However, the learners' substituting synonyms in place of target words (i.e. stagger towards vs stumble towards) suggests that they were able to extend their newly acquired crosslinguistic and metalinguistic knowledge to the verbs that the instruction did not focus on. In this respect, future longitudinal studies with larger participants and extended exposure to L2 motion event constructions are needed in order to investigate whether L2 learners can really develop L2 thinking-for-speaking

Conclusion

The present study investigated the influence of the cross-linguistic variation on the construction of motion events in the L2 written production by the Turkish learners of English in the context of English to Turkish translation teaching and assessed the impact of explicit instruction and metalinguistic awareness on learners' understanding of typological differences. The results of this study suggest that using explicit instruction helps to raise learners' awareness of the problems that might result from the typological differences between their L1 and L2 and can lead to positive learning outcomes. Findings revealed that learners not only used the target manner verbs but also different manner verbs other than those they were exposed to in the activities. Despite the fact that these synonymous verbs were not sometimes suitable for the context and the directional prepositions were sometimes not appropriate for manner verbs, learners' increased tendency to use motion verbs and their less reliance on the equivalent structures in L1 in the post-test reflects the effect of the explicit instruction in raising learners' awareness of the way *manner* is expressed in L2. In this respect, the results of the study suggest that the inclusion of the typological perspective in second language teaching, as is pointed out by Filipović and Vidaković (2010), may provide learners and even practitioners in this field with new ways to overcome some difficulties resulting from cross-linguistic discrepancies.

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Appendix A

Pre-test/post-test

Turkish-English Translation Test

Instructions: translate the following Turkish sentences into English

1. Koşarak süpermarkete girdi.
2. Hızla banyoya girdi ve aynaya baktı.
3. Kafenin yanından yürüyerek geçti.
4. Aceleyle koçasına doğru gitti.
5. Buradan uçup uzaklaşmak istiyorum.
6. Vincent yattan yüzerek uzaklaştı.
7. Sürücü yanan arabadan atlayarak çıktı.
8. Araba bozuk yolda sarsılarak ilerliyordu.
9. İtfaiye arabaları havaalanını hızla boydan boya geçti.
10. Biri bisikletle hızla uzaklaştı.
11. Sendeleyerek kapıdan geçtim.

Key

1. She ran into the supermarket.
2. She rushed into the bathroom and looked in the mirror.
3. She walked past the café.
4. She hurried towards her husband.
5. I want to fly away from here.

6. Vincent dived in and swam away from the yacht.
7. The driver jumped out of the burning car.
8. The car was bouncing along the rough road.
9. Fire engines raced across the airport
10. Somebody sped away by bike
11. I stumbled through the door.

Appendix B

Translation activity

(Target words are typed bold to make them visible. Student version did not include words in bold letters)

TRANSLATION ACTIVITY 1

	Filename	*Sample*
1.	*A0D 1836*	Obviously,he had remembered me. I made straight for the curtains, and he went by me without noticing. He **walked past** Claire's room and turned the corner. He was looking for me.
2.	*A05 691*	'I was able to soar up, to fly, I could rock in the air like that balloon, I could **fly away** with it, choose any of the four points of the compass, but I remained where I was, I stopped above this small, painful, blessed piece of earth.'
3.	*C9U 1032*	The down-to-earth Hoffman and the ethereal Farrow got on reasonably well during the shooting. 'Mia's fine,' said Dustin, 'except that she talks a lot about meditation. I tend to avoid those conversations.'One day, much to Dustin's irritation, she asked the driver of the limo that was taking the two of them back to Manhattan to stop because she saw a wishing star in the sky. 'I can't pass up a wishing star,' she chirped, **bouncing out of** the car. After standing silently looking up at the Brooklyn sky for a few minutes, and reciting a poem, she then jumped back into the car.
4.	*A0F 1915*	I wandered off to Harwich. The walk was a bit up hill and down dale and it rather tired me out. 1917 One memory stands out — the sound of a child crying which I heard when I was **walking past** some flats. It made me think of the Palace Hotel.
5.	*HTY 434*	'This is Carlson to Security HQ. The motorcade is under attack. Car one, I repeat, car one has been hit. Unable to tell whether it was a primitive missile or a land mine. We are carrying on.' As they **sped away**, Carlson could see three or four figures around the car, shooting automatic guns into the flaming vehicle.
6.	*ACB 1208*	Then suddenly, there he was! **Hurrying towards** her across a central green which had been planted out with trees and flowers. He took her arm and led her away from the entrance.
7.	*K8T 578*	When Charlie woke the next morning he **jumped out of** bed immediately and was washed and dressed before anyone else had stirred. He had folded up his sheets and blankets and was polishing his boots by the time reveille sounded.
8.	*ABS 1858*	Yes, something was going on inside her: recently, she was pursued by the idea that her love for Paul was merely a matter of will: merely the will to love him; merely the will to have a happy marriage. If she eased up on this will for just a moment, love would **fly away** like a bird released from its cage.
9.	*CM1 731*	So began the great days of exploration and building. In the initial centuries of Bel Shanaar's long reign the Elves busied themselves rebuilding their land and exploring the surrounding world. Elf ships **raced across** the seas and charted the coasts of the continents. Colonies were planted in Lustria, the New World and the Old World. Contact was established with the Dwarfs and a great era of trade and friendship began.
10.	*APU 1503*	Jo heard Selwyn enunciating the words 'deep, deep shit,' from behind the double doors as she came downstairs and **hurried towards** the dining room to

avoid her father, who was bound to complain about the embroidered blouse and her old white overalls.

11. *AJD 237*

Miss Elizabeth Brown, whose flat overlooks the alley where the dogs were eventually cornered and shot, said: 'I looked into the alleyway and saw the dogs going mad.

'One had him by one arm and the other his other arm. But he managed to break free and **run into** the street.

'I went to the front of the house and saw the dogs catch up with him and knock him to the ground. It was terrible. They were just tearing him apart — really eating into him.

12. *HGD 3796*

A car came sweeping into the yard before he had time to say more and they both turned to look, Alain with impatience written across his face and Jenna shaken and miserable.

It was a Land Rover, and when Jenna saw Claudine Rabier at the wheel, her humiliation was complete.

'Alain! *Chéri*! You never said you were coming today.'

She sprang out and **raced across** with her boundless energy to fling her arms around Alain and hug him close.

13. *BMU 2632*

Roger, overtaking her in his ramshackle car, pulled up and opened the door. 'Going home? So am I. Have you taken to gardening now? What's the matter?' he asked in a different tone.

'Nothing!' Breeze blew her nose fiercely on an earthy handkerchief, and **stumbled into** the car.

'You're tired out,' he said. 'Don't bother to talk. Come and have some tea.'

'But Susan and Gay … '

'Oh, I'll square them!

14. *F72 693*

The seal dived away and a moment later two seals appeared together in the water and **swam away** together.

The children told their father what had happened but he knew.

But whenever Angus and his daughter went out in the boat fishing for their lives to keep themselves fed, it seemed that a seal swam in front of the boat and lead them towards the places where the fishes were thickest in the sea in that part of the coast.

15. *ABV 1064*

Let me give you another example. I still recall the day John Kennedy died. I was sitting on the top deck of a London bus when the news travelled from passenger to passenger: 'The president of the United States has been shot.' The bus pulled over to the side of the road and the driver **rushed into** a newsagent's shop to get the facts. It was terrible news. This was not the shooting of an ordinary man, but that of the president of the United States.

16. *C86 1208*

He fastened the bracelet on for her. She sat back, looking down at it. Then, suddenly, she leaned forwards again and asked the driver to stop. 'I've just got to get something,' she told him. 'I won't be long.'

Nathan watched her **run into** a supermarket. Moments later she was out again. She didn't seem to be carrying anything. She slid into the car and slammed the door. 'O K, go,' she said to the driver. 'Go.'

17. *A61 609*

The two Frenchmen had one thing in common. They both had that deathly pallor that showed on every soldier who had been wounded. The Frenchman waved to me as the jeep **sped away** down the road.

18. *AJU 124*

He had breakfasted lightly on Marmite and toast washed down with a pot of tea. And whatever the matter in hand, there was still time for a perusal of Wednesday's football results. Son James had already **rushed into** the kitchen with the news that Liverpool had lost at home the previous evening.

19. *ASV 194*

A twenty-five-foot wave flung itself at the canoe from an unexpected angle and before the crew could turn to absorb the blow, the Hokule'a rose up the face of the wave at forty-five degrees, and was capsized as it flew off the peak.

The crew **swam out** from under the canoe and attached themselves to the upturned hull. It was impossible to right the craft. The hours went by and no one panicked, but they got cold and tired and dispirited. The sun had not yet risen when Eddie Aikau said he was going for help.

20.	*CH2 3279*	STARTLED motorists stopped as a 999-ambulance sped past them — with flames roaring from its back. Drivers flashed the crew and **jumped out of** their cars shouting warnings. But the team, with their sirens and blue lights on full blast, raced on unaware of their own emergency. And the ambulance was engulfed in flames before firemen caught up with it.
21.	*G1W 2135*	Dexter **bounced along** behind Blanche with renewed energy. He was buoyed by the knowledge that at last they had a clear suspect. Not someone, like Jim Lancaster, implicated just by opportunity and motive but a suspect linked to the murder by hard evidence. A murder weapon had been discovered in Parkin's desk, David Parkin had been in the right place at the right time and he had a conceivable motive to kill the television reporter.
22.	*H8T 1019*	Harry had derided Ockleton's theory at the time. Now, as he **stumbled towards** the window of his room, he recognized that resentment lay behind his disbelief: resentment that his friendship with Dysart might have an origin he had never dreamed of; that, in lending him a helping hand whenever he could, Dysart had merely been slumming.