

Is Sylvester pacing up and down or is he going back and forth?

Onomasiological analysis of the multimodal expression of motion
events in French and Dutch as L1 and L2

Christina Piot

Christina.piot@uliege.be

iGesto

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Introduction & Theoretical Background

Motion events in speech

- **Verb-framed** vs. **Satellite-framed** languages (Talmy 1985, 2000)

French vs. Dutch

e.g. L'oiseau **rentre** dans la cage **en volant**.

De vogel **vliegt** de kooi **binnen**.

[The bird **enters** the cage **flying**] vs. [The bird **flew into** the cage.]

Co-speech gesture

Gestures are **part of the communication process** (i.a. McNeill 1985, 2005; Kendon 1980, 1994)

Gestures play a role in both **speech production** and **speech perception**

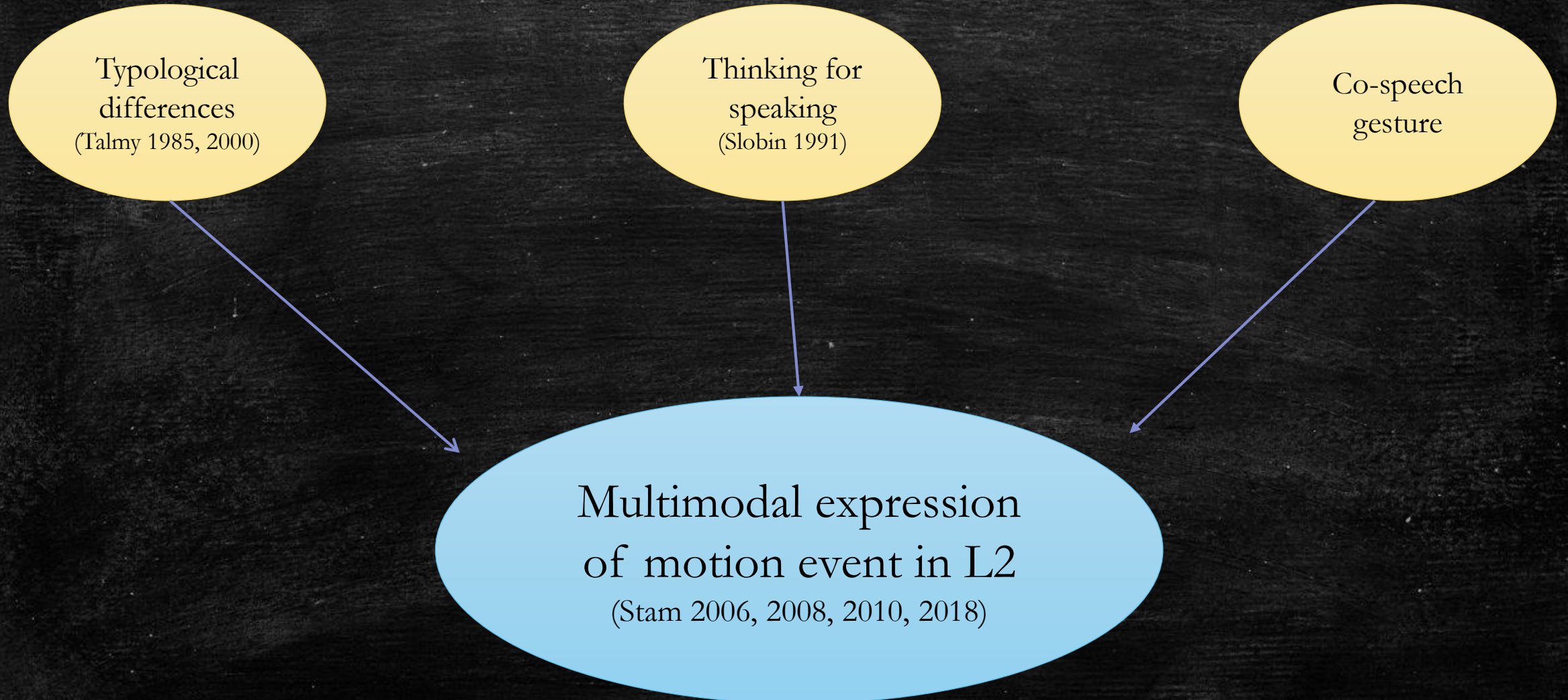
(McNeill 1985; Alibali et al. 2000; Gullberg 2010a, 2010b; Graham & Argyle 1975, Rogers 1978 & Riseborough 1981 mentioned in Kendon 1994; Cassell et al. 1999)

Gestures have both **universal** and **language-specific** characteristics (Kita & Özyürek 2003; McNeill 2005, 2006; Brown & Chen 2013)

The typological differences between satellite-framed and verb-framed languages are **reflected** in gestures

(McNeill & Duncan 2000; Kita & Özyürek 2003; McNeill 2005, 2006; Brown & Chen 2013)

Introduction & Theoretical Background



1. Theoretical Background

1.3. Research Questions

How do native Dutch speakers, native French speakers and CLIL* French-speaking learners of Dutch express the following motion events in both speech and gesture?

- Sylvester is pacing up and down in front of the bear's cage
vs. Sylvester is walking/going back and forth in front of the bear's cage.
- Sylvester runs after Tweety on the wall. He jumps off the wall and bounces up and down on the grass to catch him. He starts jumping on the water without noticing it.
vs. Sylvester is pursuing Tweety on a wall, on the grass, and into the water.
- The zoo worker throws pieces of meat and Sylvester into the tigers' cage
vs. The zoo worker feeds the tigers/gives them food.
- The zoo worker pushes the cart to the tigers' cage
vs. The zoo worker takes the cart and goes to the tigers' cage.

*CLIL: Content and language integrated learning

1. Theoretical Background

1.3. Research Questions

- 1) When and how do they encode path and manner in speech and gesture to describe these motion events?
- 2) What are the differences between the two groups of native speakers when they describe these motion events?
- 3) How do learners deal with these differences?
- 4) What are the differences within the different groups?

2. Method

2.1. Participants

- 9 native Dutch speakers (mean age: 15)
- 10 native French speakers (mean age: 15)
- 12 CLIL French-speaking learners of Dutch (mean age: 15)
Dutch proficiency level: between elementary and pre-intermediate).

2.2. Task

- *Tweet Zoo*

2. Method

2.3. Analysis

Speech	
Verb	Neutral/Manner/Path/ Manner and path/ Manner and path (prefix)
Satellite	Manner/Path/Location/ Combination
Construction	e.g. MannerV + PathS

Co-speech gestures	
Type	Iconic/ Deictic Metaforic/Pragmatic/ Beat
Semantic components in deictic and iconic gestures	Manner/Path/ Ground /Location/Combinations



- **Synchronization** between substantive gestures and linguistic units
- **Multimodal Construction:** semantic components in linguistic units and substantive gestures



Iconic gestures

Figure 1: **Deictic**
(Location)



“Grosminet heeft niet gezien **dat** hij in water is nu” (CLIL12, M72)
“Sylvester has not seen that he is into the water now.”

Figure 2: **Manner and Path**



“Dan loopt de kat efkes te ijsberen voor de kooi” (DU4, ME26)
“Then the cat is pacing back and forth in front of the cage”

Figure 3: **Ground** Figure 4: **Manner**



“Grosminet is <> naast de *de huis” (CLIL14, ME26)
“Sylvester is next to the house”



“Hij kwikwi” (CLIL9, ME66)
“He kwikwi”

Figure 5: **Path**



“Il fait **des aller-retours** en faisant *en réfléchissant” (FR5, ME26)
“He is going back and forth thinking”

3. Extract 1



3.1. Description of Extract 1 in French



“ Grosminet il **a fait des aller-retours** devant <> l'enclos. ”

“ Sylvester is going back and forth in front of <> the pen.”

FR4

3.1. Description of Extract 1 in French



“ Y'a <> Grosminet qui
reste devant l'enclos du
*de l'ours. ”

“There's <> Sylvester who
is staying in front of the
bear's pen.”

FR7

3.2. Description of Extract 1 in Dutch



“En dan zit ie gewoon altijd aan de tralies zo gewoon **op en neer** te **lopen**.”

“And then he’s just always **walking up and down** by the **fence**”

DU2

3.2. Description of Extract 1 in Dutch

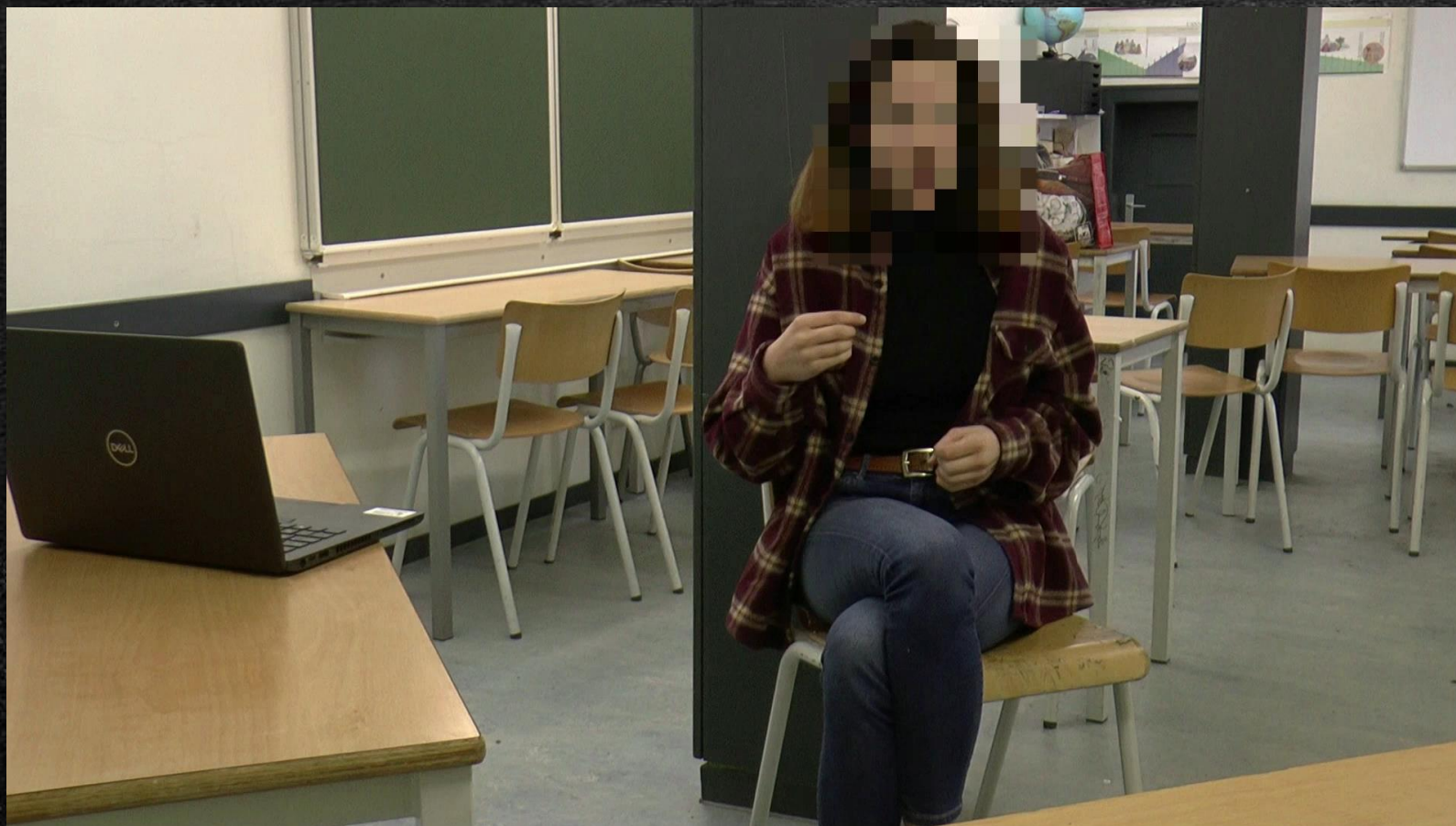


“Dan **loopt** de kat efkes te **ijsberen** voor de kooi zo **op** en af te **lopen**. ”

“Then the cat is **pacing up and down** in front of the cage, like **walking up and down**”

DU4

3.3. Description of Extract 1 in Dutch as a second language



“hij **loop** <> *hij **loop** <>
recht* **en terug**” (CLIL7,
M26)

“ He is **walking** <> *he is
walking straight and
back”

CLIL7

*the correct form is “heen en
terug”

3.3. Description of Extract 1 in Dutch as a second language



“Hij wacht <> voor waar
Titi is”

“He is waiting <> in front of
where Tweety is”

CLIL12

Discussion on ME26 (Sylvester pacing up and down)

- Dutch
 - Manner or MannerPathV
 - PathG or MannerPathG
 - French
 - All sorts of verbs: Path, Manner, MannerPath and Neutral
 - PathG
 - Dutch as a L2
 - More neutral verbs + Manner (lopen)
 - Path, Location or GroundG
- A lot of variation

4. Extract 2



4. Description of Extract 2 in French



“ <> Maintenant, on voit Titi qui **est sur un muret**. [...] Grosminet, il **arrive**, donc il **est** vraiment **sur un muret** de *de briques pierres, <> Grosminet il **monte sur le muret** et ils **se poursuivent**. [...] Après, ils **sortent du muret**. Ils **arrivent dans un enclos**. [...] Titi, il **vole au-dessus** de l'étang, si on peut appeler ça, c'est un bassin. Grosminet du coup, il le **poursuit par en bas** sauf qu'il **arrive dans l'eau**.

“ Now, we see Tweety who **is on a low wall**. [...] Sylvester, he **arrives**, so he **is** really **on a low brick wall**, <> Sylvester, he **goes up on the wall** and they **pursue each other**. [...] Afterwards, they **go out of the wall**. They **arrive in a pen**.. Tweety **flies above the pond** if we can call it that way, it is a pond. Sylvester **pursues him from below** except that he **arrives into the water**. ”

4.2. Description of Extract 2 in Dutch



“Oké dus dan <> komt het vogeltje op een soort heel langere muur en die kat stond daar ook op en dan lopen die heel die muur af en op het einde van de muur springt de kat er af en gaat het vogeltje zeg maar een beetje vliegen <> tot op een gegeven moment je een waterplaats ziet [...]. Die valt in het water.”

“Okay so then <> the bird comes on a kind of very long wall and the cat was also standing on the wall and then they run down the wall and at the end of the wall, the cat jumps off the wall and the bird is going to let's say fly a bit <> until a certain point where you see a waterhole [...]. He falls into the water.”

4.3. Description of Extract 2 in Dutch as a second language



“Dus er is **Titi** die <> **loop** <> **traag op één muur** en op één moment <> komt de kat **achter** <> ***achter** <> ***achter Titi** en <> begin te **lopen**. **De twee loop loop loop** en op één moment de ***de muur stopt** en Titi <> **vl** <> **vlieg** en de kat is **onder Titi** en probeert hij te grijpen en dus <> **Titi** <> **gaat** <> ***gaat verder, vlieg vlieg vlieg** [...]. Hij [de kat] **gaat verder in het water** en probeert altijd de vogel te keepen ja ***te grijpen**.”

“So, there is Tweety who <> is **slowly walking on a wall** and at some point the cat **comes behind** <> ***behind** <> ***behind Tweety** and <> begin to **run**. The two **run run run** and at some point the ***the wall stops** and Tweety <> **fl** <> **fly** and the cat is **under Tweety** and he is trying to catch and so <> Tweety <> **goes** <> ***goes further, fly, fly, fly** [...]. He [the cat] **goes further** into the water and keeps trying to keep yes ****to catch the bird**”

Discussion & Conclusion

- Motion events are sometimes described as other types of events or as location events, (the most often by learners but some native speakers sometimes do it too);
- Conflated gestures are more frequently produced by native Dutch speakers than native French speakers;
- Some of the learners produce conflated gestures (>< speech);

Thank you for your attention!

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