

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

The typological differences between verb-framed and satellite-framed languages observed by Talmy (2000) have been shown to be reflected in co-speech gestures as well (Brown & Chen, 2013; Kita & Özyürek, 2003; McNeill, 2005; McNeill & Duncan, 2000). More specifically, studies indicate different correlations between the types of language and (i) the realization of manner fog gestures and (ii) the synchronization between gestures and speech (Kita & Özyürek, 2003; McNeill & Duncan, 2000). Such gestures should therefore be taken into account when studying L2 learners' thinking for speaking patterns (Stam, 2018). Against this background, our study aims at determining how motion events are expressed in speech and co-speech gestures by native French speakers, native Dutch speakers, and CLIL French-speaking learners of Dutch.

We conducted an elicitation experiment in which participants recounted scenes from a *Tweety and Sylvester* cartoon. Fifteen French speakers, fifteen Dutch speakers, and fifteen CLIL French-speaking learners of Dutch with a pre-intermediate level completed the task. Using Kopecka's (2006) taxonomy, we identify the semantic components (manner and path) encoded in the verbs and satellites. Gestures are classified as iconic, beat, metaphoric, deictic, or pragmatic (Kendon, 2004; McNeill, 1992). Iconic and deictic gestures are further analyzed regarding the aspects of motion they convey (e.g., manner, path, ground) and their type (only for iconic gestures: enacting, representing, drawing, or molding (Müller, 2014)). Finally, we look at the synchronization between speech and gestures following Stam (2006).

In the present study, we opted for a qualitative approach by focusing on the expression of two specific self-propelled motion events and two caused motion events (hereby taking an onomasiological perspective on our data). The presentation will address the different multimodal constructions used to describe the motion events mentioned in Table 1. It will respectively highlight the inter- and intralanguage differences and the learners' interlanguage specificities. For example, Figure 1 shows the $PATH_{GESTURE}$ that co-occurs with "*il fait des aller-retours en faisant *en réfléchissant**", and more specifically with *des allers-retours*. The participant draws the path with a pointing finger. By contrast, Figure 2 shows the $MANNERPATH_{GESTURE}$ that co-occurs with *loopt de kat efkes te ijsberen* from the sentence "*Dan loopt de kat efkes te ijsberen voor de kooi*". The fingers of the participant represent Sylvester walking and we can see the path of the motion in his movement going first towards and then away from his body. In the French description, we have a $PATH_{VERB}$ whereas the native Dutch speaker uses a $MANNERPATH_{VERB}$ and a $PATH_{SATELLITE}$. The description of the CLIL-learner in the Figures 3 and 4 shows characteristics of both the French and the Dutch patterns plus some specificities of its own. Here, the participant produces two $PATH_{GESTURES}$ (with a pause and a post-stroke hold between the two) while uttering "*hij loop <> *hij loop <> recht en terug*". The first one co-occurs with the $MANNER_{VERB}$ *loop* and the second one with the (incorrect) $PATH_{SATELLITE}$ *recht en terug*¹. The linguistic pattern is the typical one in Dutch ($MANNER_{VERB}$ + $PATH_{SATELLITE}$) even though the Dutch speaker used a more specific verb here, expressing both manner and path (*ijsberen*). The $PATH_{GESTURES}$ featuring a pointing finger correspond to the gesture made in the French description. However, only the learner repeats it during the utterance of the satellite. This first comparative example already gives some clues on the interlanguage differences and this learner's interlanguage peculiarities. By discussing similar examples, our talk thus aims to (i) map the variation in the expression of these motion events in

¹ The correct form is *heen en terug*.

both L1 and L2, and (ii) show the different multimodal patterns typical of verb-framed and satellite-framed languages.

Table 1: Motion events

Description of the motion event	Motion event type
Sylvester is pacing up and down in front of the bear's cage.	Self-propelled motion
Sylvester is pursuing Tweety on a wall, on the grass, and into the water.	Self-propelled motion
The zoo worker throws pieces of meat and Sylvester to the tigers.	Caused motion
The zoo worker pushes the cart to the tigers' cage.	Caused motion

Figure 1: Gesture accompanying “*Il fait **des aller-retours** en faisant *en réfléchissant*” (FR5, ME26)
 “He is going back and forth thinking”

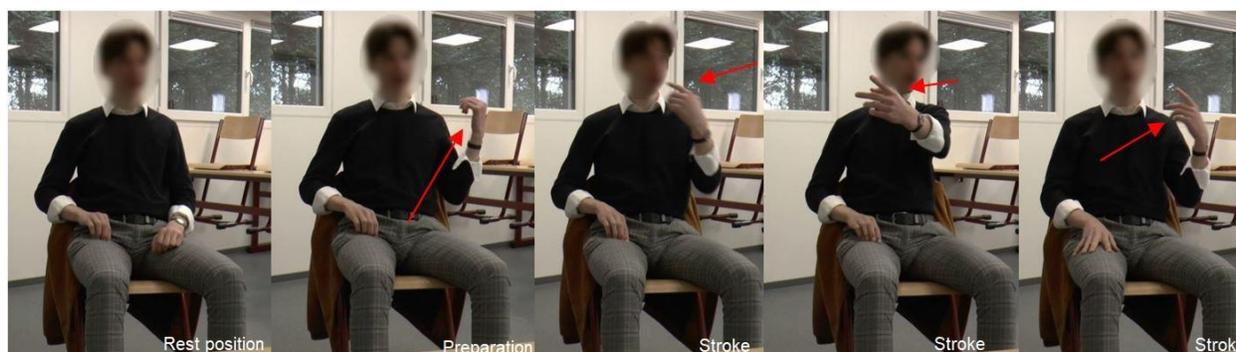


Figure 2: Gesture accompanying “*Dan **loopt de kat efkes te ijsberen** voor de kooi*” (DU4, ME26)
 “Then the cat is pacing back and forth in front of the cage”



Figure 3: Gesture accompanying “hij **loop** <> *hij loop <> recht en terug” (CLIL7, M26)
“He is walking <> *he is walking straight and back”

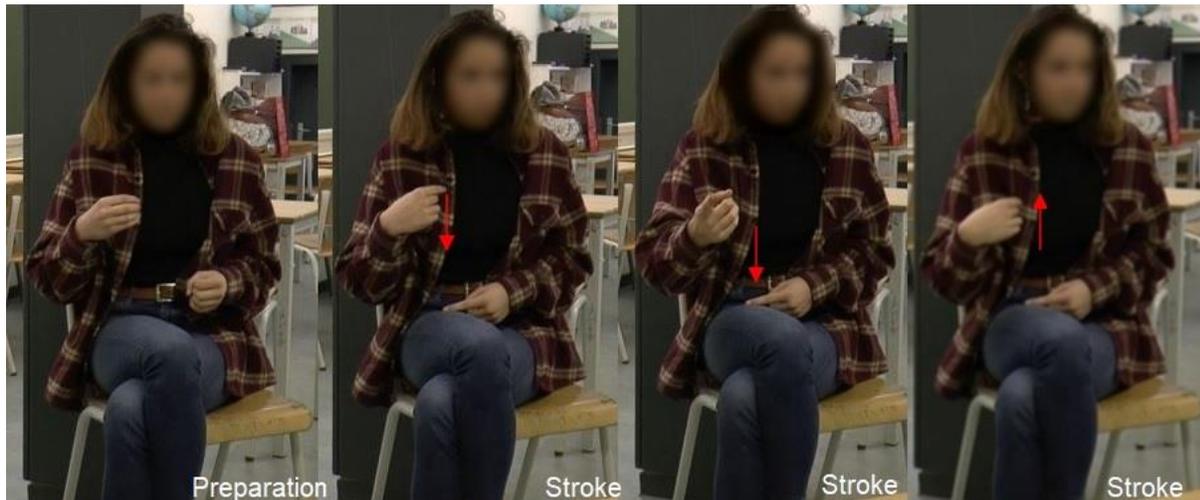
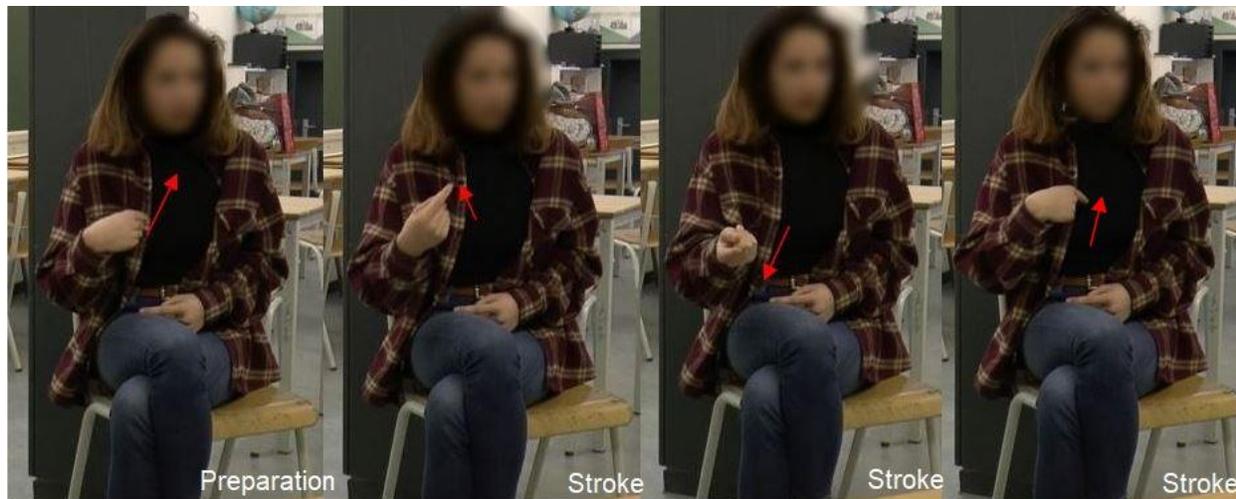


Figure 4: Gesture accompanying “en hij loop *hij loop <> **recht en terug**” (CLIL7, M26)



Keywords: motion event, thinking for speaking, L2 gesture, CLIL

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