

# New Horizons in Language Learning and Teaching



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Edited by

Gabriela Trejo, Karina Godina  
and Eduardo Altamirano

**Cambridge  
Scholars  
Publishing**



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This book first published 2020

Cambridge Scholars Publishing

Lady Stephenson Library, Newcastle upon Tyne, NE6 2PA, UK

British Library Cataloguing in Publication Data

A catalogue record for this book is available from the British Library

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ISBN (10): 1-5275-5862-2

ISBN (13): 978-1-5275-5862-5

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## ACKNOWLEDGEMENTS

The First International Congress on Language Learning (CIAL) was born as a dream from the organizers to create an event of the highest academic quality that would enrich the academic field in the region. What started as a dream would have never been possible without the support of the authorities at the School of Higher Studies (ENES) Morelia, of the National Autonomous University of México (UNAM) and its administrative staff, and we are thankful for all their help. We would also like to thank all the sponsors for their financial support and promotion of the event which was essential to turn our dream into a reality.

In an academic event such as this one, the Academic Committee has a prominent role in the success of the venture and we were truly fortunate to have an amazing group of highly qualified and compromised individuals which in turn assembled a great team, directly responsible for the high quality of the event. Equally important are all the contributors to this volume who trusted us with their papers. We want to thank them all for all the effort and knowledge they brought into the project and we are looking forward to working with them again in the future.

We want to recognize the hard work of all the language teachers and assistants at the Self-Access Center and the Language Department of ENES Morelia who were the backbone of the event and a great support for the organizers. You are the best and the most enthusiastic staff and we will be forever in your debt.

Finally, we want to thank everybody at Cambridge Scholars Publishing for believing in this project. Your assistance made this whole process an enjoyable adventure for all those involved.

Sincerely,  
The Editors

## INTRODUCTION

This is a collection of selected papers presented at the first International Congress on Language Learning (CIAL), organized by National Autonomous University of México (UNAM), through its School of Higher Studies in Morelia, Michoacán in April, 2019.

The congress was born from the need to bring more high quality academic events to the region, taking advantage of the institutional effort that has been made in recent years to expand the reach of the most important university of the country. The organizers wanted to grant access to innovative and groundbreaking research in the area of language learning and teaching and to provide an opportunity for the exchange and debate of ideas, proposals and innovations in the field. The event brought together a varied range of speakers and attendants: graduate and undergraduate students, educational and language researchers, school administrators, experienced and novice teachers of several languages, such as Japanese, Chinese, French, Spanish, Portuguese, German, Purépecha and Otomí.

The selected papers in this volume have been arranged in four chapters. The first chapter features five contributions on educational research in areas like second language acquisition in children, affective barriers in language learning, and the effect of gamification and IT in language learning. The second chapter presents two different perspectives of international language learning experiences, the first one focuses on Tandem and Collaborative Online International Learning (COIL) and the second one focuses on making the best out of study abroad experiences. Chapter 3 confronts two opposing views on evaluation: the first one advocating a shift from standardized texts, and the second one championing the virtues of standardized certification exams of Spanish as a foreign language. Finally, the last chapter reflects on two peculiar challenges in language teaching; developing better teaching objectives that focus on the learning process rather than on the teaching process and the difficulties of teaching Japanese in a self-access center, when the role of the teacher is one of mentoring rather than provider of knowledge.

The four chapters included in this volume constitute an inspiring sample of the work done either by Latin American scholars or in the Latin American



context of language learning that can be relevant to other settings and contexts.



**CHAPTER 1 –**  
**LANGUAGE AND EDUCATIONAL RESEARCH**

# THE EXPRESSIONS OF MANNER AND PATH OF MOTION IN THE NARRATIVES OF SCHOOL AGED SPANISH-ENGLISH BILINGUALS

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## Abstract

The aim of this study was to examine if bilinguals acquiring two typologically different languages trigger different conceptualization patterns in the expression of motion events in each of their languages or if they adhered to language-specific patterns. Thus, the present study focused on the expression of path and manner in the narratives of school-aged (7-12) simultaneous bilinguals (English- Spanish). The results showed that bilingual children adhere to language-specific patterns when narrating in English and Spanish.

**Key words:** Bilingualism, Autonomous Hypothesis, Interdependent Hypothesis, Satellite framed languages, Verb framed languages.

## 1. Introduction

The question of whether bilinguals develop autonomous or interdependent systems is central in the literature of bilingual acquisition. The Autonomous Hypothesis proposes that when children receive regular input from two languages since birth (simultaneous bilinguals) they will develop grammatical structures in each of their two languages based on language-specific input (DeHouwer, 1994). This implies that bilingual children develop two independent systems and that they follow the same path and course of development in each of their languages as monolingual children. In direct opposition the Interdependency Hypothesis proposes that in situations of close language contact (e.g. the case of simultaneous bilinguals) the interactions between the two systems are bound to influence each other (Álvares, 2003a). Evidence in favor of the interdependency

hypothesis comes primarily from two types of phenomena found amongst bilinguals: (1) transfer, which involves the incorporation of one language property from one language to another, and (2) acceleration, which involves the influence of a developmental timetable between the two languages (Mori-Mishima, 2005). The literature has shown evidence for and against the existence of transfer and acceleration in the written and oral productions of bilingual children, as a result agreement on whether or not the development of each language occurs independently or inter dependently has not been reached yet.

The present study looks to examine bilingual acquisition by focusing on the expression of path and manner in the narratives of school-aged (7-12 years old) simultaneous bilinguals. The aim of this study is to examine if bilinguals acquiring two typologically different languages trigger different conceptualization patterns in each of their languages.

## 2. Theoretical background

### 2.1 *Motion events*

A motion event consists of a situation in which an animate entity moves from one space to another (Özçalışkan & Slobin, 2003). Talmy (1985) identified six semantic components of a motion event. However in this paper we will only focus on two components: *path and manner* of movement.

The path of movement refers to the direction followed by the animate entity in respect to the ground. For example, in (1) the animate entity is the rabbit and the direction that it follows is from the interior to the exterior.

- (1) The rabbit exited the burrow

The manner refers to the way in which animated figures move from one space to another, as in example (2) where the verb gives us information about the way in which the rabbit exited the burrow.

- (2) The rabbit hopped out of the burrow

Although the components of a motion event are universal, the languages of the world differ on the linguistic elements they employ to express these components (Özçalışkan & Slobin, 2003).

### 2.1.2 Verb and satellite framed languages

According to Talmy's (1985) typology languages can be classified in two according to the lexicalization patterns which they use to encode motion events. Verb-framed languages (v-languages), such as Spanish, French and Turkish, typically encode the path of movement in the main verb as in example (3) where the verb *salir* (exit) provides information about the direction in which the animate object *conejo* (rabbit) moves. Likewise v-languages encode the manner of movement by other linguistic means such as the use of gerunds, as seen in (3) or adverbial constructions as illustrated in (4) where both adjuncts *saltando* (jumping) and *de puntillas* (tiptoes) provide information about the way in which the animated object moves.

(3) El conejo salió *saltando* del agujero.

*The rabbit exited the burrow by jumping*

(4) El niño entró de puntillas a la habitación.

*The boy entered the room on his tiptoes*

On the other hand, satellite-framed languages (s-languages), such as English, German and Dutch, typically express path by an element associated with the verb such as a preposition (go in, go out, up, down), these leaves the main verb free to encode manner as in examples (5) and (6) where the verb provides information about the way in which the rabbit and the boy moved.

(5) The rabbit jumped out of the hole.

(6) The boy tiptoed into the room.

It is necessary to remark that although Talmy's typology reflects the typical patterns of each language it is by no means absolute. For example, English does possess a number of path-conflating verbs (exit, ascend, descend). In addition, English offers the option to express manner through peripheral constructions (like v-language speakers) as illustrated in example (7). However, these options are less widespread either because they correspond to a particular register or because they are structurally more complex and as such are only used to emphasize a particular manner/path or resulting state (Hickman et al. 2009), as illustrated in (8).

(7) The frog came out of the jar jumping

## (8) The boy crossed the field crawling on his knees

Similarly, in Spanish manner can be expressed in the main verb because Spanish does possess a number of manner-conflating verbs (e.g. correr, flotar, saltar / run/ float/ jump). However, as can be observed in example (6) in this sentence the figure is not moving across a boundary but rather within the same space (in the house). Slobin (2004) demonstrated that the use of manner-conflating verbs in Spanish, and other v-framed languages is restricted to situations in which the focus is “on the path itself, moving in space from one non-configured point to another”. However, if the figure is actually traversing a boundary, as seen in (7), Verb –framed languages “mandate rather than just prefer path-conflating verbs” (Naigles et al. 2010).

## (6) La niña corrió por la casa

‘The girl ran around the house ’

## (7) La niña salió de la casa corriendo

‘The came out of the house running ’

As can be observed, each language provides a variety of grammatical options to express motion events but typological factors partially determine which of these options are more accessible and therefore more likely to be used. Research (Özçalışkan,2009; Özçalışkan & Slobin,1999; Slobin 2004; Ochsenauber et al., 2011) has shown that English speakers prototypically lexicalize manner through verbs and path via satellites, while Spanish speakers typically encode path in the verb whilst largely ignoring manner. In the following section evidence for the existence of language specific patterns will be explored.

### ***2.3 Language specific lexicalization patterns***

There is a substantial body of research that supports the view that typological factors affect speaker’s perception of motion events. In an experimental study about the mental imagery of motion events, Slobin (2004) asked a group of L1 English and L1 Spanish adult participants to narrate a film that had just been presented to them. After analyzing the narratives from both groups the results showed that the English speaking group used significantly more manner verbs than the Spanish speaking group, which in turn, used more path verbs and exhibited a tendency to omit manner when describing motion events. A similar language-specific

tendency was found by Slobin (1997) in a cross-linguistic study about the lexicalization patterns of motion events in written literary texts. In this study s-language novels written in English, German, Dutch and Russian were compared with v-language novels written in French, Spanish, Turkish and Japanese. The study revealed that the s-language writers tended to use a great deal of dynamic path and manner descriptions in comparison to v-language writers, whose narratives devoted more attention to scene setting and relatively less attention to manner of movement.

## ***2.4 Acquisition of lexicalization patterns of motion events***

Overall the research has shown that the typological differences between v-languages and s-languages have an effect on the acquisition and development of the expression of motion events. According to a number of cross -linguistic and developmental studies (Özçalışkan, 2009; Özçalışkan & Slobin, 1999; Slobin 2004; Ochsenauber et al., 2011) children as young as 3 years old are influenced by the lexicalization patterns that are most frequent in the language they are acquiring. (Ochsenauber et al., 2011). These findings suggest that children's earliest spatial concepts are language-specific (Özçalışkan, 2009).

Özçalışkan and Slobin (1999) found significant differences in the linguistic behavior of children learning v- languages and children learning s-languages. In their study they used an oral elicitation task using Mayer's (1969) picture story book *Frog, where are you?* to compare the frequency distribution of manner and path verbs across three languages (English, Spanish and Turkish). Their results showed that the narratives of the English speaking group contained a greater frequency and a greater diversity of manner verbs and a lower frequency and lower diversity of path verbs in comparison to the narratives of the Spanish and Turkish speaking group (Özçalışkan and Slobin; 1999). In contrast, the children from the Spanish and Turkish speaking groups used significantly more path verbs and less manner verbs than the English group. Their results mirrored the patterns found in previous studies with adults (Özçalışkan and Slobin, 1999).

Similarly, in a study that analyzed the spontaneous productions of motion events in two-year-old children, Choi and Bowreman (1991) demonstrated that English and Korean children show sensitivity to language –specific patterns in the way they express motion events. Their results showed that just like English speaking adults, English speaking children use path



satellites when describing motion events, whereas Korean (v-language) children conflate path and motion in the main verb just like Korean adults. Similar results were obtained by Hickman et al. 2009 whose experimental data compared how French and English children (age 3 to 7) described motion events. Their results showed that children combined manner and path within the same motion event more frequently than French children, who preferred to encode path or manner alone.

The evidence from studies about the acquisition of the expression of motion points to the existence of language-specific patterns. The fact that these patterns are set from an early age appears to indicate that children are affected by the semantic information that is more salient and more readily available in their first language.

#### ***2.4 The acquisition of the expression of motion events in bilingual children.***

Assuming that the typological characteristics of our first language affect our conceptualization of motion events, it is inevitable to ask how children acquiring two typologically different languages deal with the task of learning to codify motion events in each of their languages when the semantic properties are at contrast, as is the case of bilingual children acquiring a v-language and s-language simultaneously. One possibility is that simultaneous bilingual children have two autonomous systems that develop independently from each other. An alternative possibility is that the two separate systems influence each other (Mori-Mishima, 2005).

Only a few studies have focused on the bilingual acquisition of the lexicalization patterns of motion events. Daller et al. (2010) examined the conceptualization of motion events in the narratives of Turkish-German bilinguals. Their study included two groups of German-Turkish bilingual adults. One that lived in Germany, and the other who lived in Turkey at the time of the experiment. Their results suggest that the lexicalization of motion events is influenced by the dominant linguistic environment in both languages. The group living in Germany followed the German patterns when speaking in German and showed transfer of these patterns when speaking in Turkish. Likewise, the group living in Turkey followed the Turkish blueprints for the conceptualization of motion in both Turkish and German construals. Therefore this study provided evidence in favor of the interdependency hypothesis.

A study addressing the expression of motion events in a Spanish- English bilingual child was carried out by Alvarez (2003b). In her developmental study of a single bilingual Spanish-English Child, Alvarez (2003b) found that her subject differed from monolingual Spanish and monolingual English children of the same age. For example, the characteristic attention to manner in monolingual English narratives was not present. Similarly, the characteristic encoding of source which is present in Spanish narratives was not found in the samples from her study. Alvarez (2003b) concluded that different behavior in bilingual children would indicate that they have to “learn to make different choices in order to comply with the specific patterns of each language” (Álvarez, 2003b; 348). However, the study only included one subject and it is therefore necessary to carry further studies before any generalizations can be made.

### **3. Research questions**

The present study focuses on the expression of path and manner in the narratives of school-aged (7-12) simultaneous bilinguals. The aim of this study was to examine if bilinguals acquiring two typologically different languages trigger different conceptualization patterns in each of their languages. The evidence so far has been inconclusive. Given the need for further research the present study will address the following questions:

1. Do Spanish-English bilingual children adhere to the apparent specific-language motion patterns in each of their languages?
2. Do bilingual children transfer the lexicalization patterns for the encoding of path and manner components from one language to another?
3. Do Spanish-English bilingual children differ from monolingual Spanish and monolingual English children in their expression of motion events?

### **4. Methodology**

In order to answer our research questions the lexicalization patterns of motion events were examined in the narratives of school-aged children. The study included 3 groups of subjects; a group of 20 Spanish-English bilinguals who were tested twice, once in English and once in Spanish, an English monolingual control group of 20 participants, and a Spanish monolingual control group of 20 participants.

### ***4.1 Sample***

The sample for the present study comes from an already collected set of data made publically available through the CHILDES database. It consists of 80 narratives from children aged 7 to 11, that were elicited by using the picture story book, *Frog, where are you?* (Mayer, 1969)

The narratives from the Spanish –English bilingual group and the English monolingual groups were taken from the Pearson Miami corpus (2002). The 20 children from the bilingual group were of Hispanic origins. They had been born and raised in Miami, USA but had been exposed to both English and Spanish since birth. Likewise, they were all enrolled in bilingual education programs, had a medium socio-economic status and were reported to speak Spanish and English at home 50% of the time. Each bilingual participant produced a narrative of the frog story in English and Spanish. (The data did not offer indication of which language had been elicited first). 10 of the bilingual participants were enrolled in the second grade at the time of the data collection ( age seven to eight) and the other 10 were enrolled in the fifth-grade ( age ten to eleven).

The 20 children from the English monolingual group were also from Miami. They attended regular monolingual education programs, came from a medium socio-economic background and the only language spoken at home was English. 10 of the monolingual children were enrolled in the second grade at the time of the study and the other 10 were enrolled in the fifth grade.

The 20 children from the Spanish monolingual group were taken from the Aguilar-Spanish corpus which was collected in Mexico. All the children in this group grew up in Mexico City, had medium socio-economic background and the only language spoken at home was Spanish. 10 of the children in this corpus were ages 6 to 7 and the other 10 were aged 10 to 11.

### ***4.2 Procedure***

After each narrative was analysed the sentences containing motions events were put in an Excel spreadsheet. These sentences were then coded for motion events following the system used by Özçalışkan and Slobin, 2000 and 2003. Accordingly, the categories of motion verbs included in the sample are exemplified in table (1):

**Table 1. Coding table based on the system Özçalışkan y Slobin, (2000; 2003) illustrated by examples found in the CHILDES (2002, 2003) Corpus**

Category	Example found in the English Miami CORPUS	Example found in the Aguilar Mexico CORPUS
<b>V:Manner</b>	The boy climbed the rock	El niño escaló la roca
<b>V:Manner and Path</b>	The owl popped out of the jar	
<b>V:Path</b>	The frog exited the jar	La rana salió del jarrón
<b>V:Path +Manner</b>	The dog exited running	El perro salió corriendo
<b>V:Path+Path</b>	The Owl exited outside	*El búho salió (afuera).
<b>V: Manner path conflated</b>	Then an Owl came	Y después un búho vino
<b>V:Neutral</b>	The owl came out	*El búho vino afuera.
<b>V:Neutral+Path</b>	The bees came out flying	*Las abejas vinieron fuera volando.

### 4.3 Analysis

When the coding of each motion event was finalized, the total number of different types of manner and path components was counted for each group and each language.

In order to statistically compare the variation between groups (English-Spanish Bilinguals vs. Spanish monolinguals and English bilinguals) a cross tabulation with chi-square was carried out using the statistical program SPSS. The same procedure was applied to compare variation within groups (Bilinguals-English frog story vs. Bilinguals-Spanish frog story.)

5. Results

Table 2. A Table showing the raw data and percentages per motion event category

Lexicalization pattern of motion events	Bi-English		Bi- Spanish		Mo-English		Mo-Spanish		Total
V: manera	16%	(18)	32%	(36)	19%	(21)	33%	(37)	112
V :manera + trayectoria	27%	(25)	3%	(3)	59%	(55)	10%	(9)	91
V: trayectoria	2%	(2)	47%	(42)	0%	(0)	51%	(46)	90
V: trayectoria + manera	25%	(1)	75%	(3)	0%	(0)	0%	(0)	4
V: trayectoria + trayectoria	0%	(0)	50%	(2)	0%	(0)	50%	(2)	4
V: mezclado	32%	(19)	7%	(4)	29%	(17)	32%	(19)	59
V:neutron	63%	(5)	24%	(2)	0%	(0)	13%	(1)	8
V:neutro + trayectoria	37%	(19)	15%	(8)	48%	(25)	0%	(0)	56
V:Neutro+trayectoria+manera	33%	(2)	0%	(0)	17%	(1)	50%	(3)	6
Total		92		99		119		116	430

430 motion events were coded. The results are presented in table (2).

### ***5.1 Control groups English monolinguals vs Spanish monolinguals***

As expected based on previous studies the English monolingual control group showed an overwhelming preference for the pattern V: manner + path (see figure 2) when encoding motion events. This pattern was followed by the pattern V: neutral + path. The results confirm previous findings that monolingual English speakers prefer to encode the path of a motion event via a satellite and that they tend to encode manner in the main verb. Likewise, the results from the Spanish monolingual control group replicated previous findings which suggest that the most frequent lexicalization pattern amongst Spanish speakers is V: path.

It is worth noting that the second most frequent pattern amongst the Spanish group was V: manner. At first sight this appears to contradict previous findings that claimed that V-language speakers typically ignore the manner in a motion event. However, as mentioned in the theoretical background, Spanish does possess a number of manner conflating verbs such as: brincar, perseguir, flotar (jump, chase, float) which are restricted to situations in which the focus is “on the object itself, moving in space from one non-configured point to another” (Slobin, 2004). After further consideration it was evident that the high frequency of this pattern was a result of the elicitation materials in which a boy is shown jumping and chasing animals on several occasions.

To determine if there was a statistically significant difference in the lexicalization patterns of both groups, a crosstab with chi-square statistical test for independence of variables was conducted in SPSS. The analysis found statistically significant difference ( $X^2 = 110.99$ , df 7,  $p = .0002$ ) between the lexicalization patterns of motion events in the narratives of English and Spanish monolingual groups.

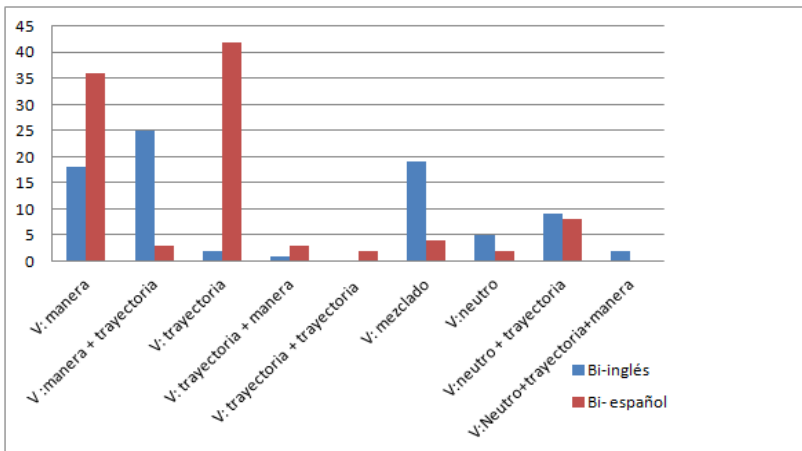
### ***5.2. Bilingual narratives in English vs. Spanish***

As mentioned in the methodology, the bilingual group was tested twice. Once in English and once in Spanish. The results showed opposite lexicalization patterns when tested in their S-language (English) and their V-language (Spanish) (see figure 1). Furthermore, a crosstab with chi-square test revealed that these differences were statistically significant ( $X^2 = 81.063$ , df 8,  $p = .00001$ ).

When the group was tested in English the bilinguals adhered to the patterns exhibited by their English monolingual peers, preferring to encode motion events with the patterns V: manner + path and V: neutral + path. Similarly, when the children were tested in Spanish the most frequent patterns were V: path and V: manner mirroring the preferences of the Spanish monolingual group.

It is worth noting that we found no evidence of transfer or interference in the lexicalization patterns of motion events in the narratives of the bilingual groups.

Figure 1. Lexicalization patterns of motion events Bilingual groups tested in English and Spanish



### 5.3 English and Spanish monolinguals vs. Bilinguals when tested in English and Spanish

The results showed that the bilingual children followed language- specific patterns in each of their languages. However, as table (2) illustrates the bilingual group tended to encode motion events at lower frequency rates than both groups of monolinguals. In order to test if there were statistically significant differences in the frequency of encoded motion events we tested the differences in frequency between the English monolinguals and the results from the English narratives of the bilingual group. The same was done with the Spanish monolingual and Spanish results of the bilingual group.

The crosstab with chi-square tests revealed that there were statistically significant differences in the frequency rates of the English monolingual and bilingual group ( $X^2 = 16.934$ ,  $df 7$ ,  $p = .018$ ). Likewise there was a statistically significant difference between the Spanish monolingual and bilingual groups ( $X^2 = 24.118$ ,  $df 8$ ,  $p = .002$ )

This variation implies that the narratives from the bilinguals are not on target in terms of frequency in comparison to the monolinguals.

## **6. Analysis**

The results from this study have provided interesting findings. Firstly, our study provides further evidence for the existence of language-specific patterns to describe motion events. Additionally, these patterns are not exclusive to monolingual speakers; the results from this study showed that when coding motion events bilingual children follow the same patterns as their monolingual counterparts. No evidence was found to support the claim that bilingual children transfer the lexicalization patterns of motion events from one language to another. As such, the results from our study seem to support the Autonomous Hypothesis, which claims that when children receive input from two different languages since birth their output will reflect the rules of each of the languages involved (Ochsenbauer and Engelmann, 2011). However, the results showed that bilingual children differ from monolinguals in the frequency rates at which they encode motion events. In other words, it appears that bilinguals do not behave exactly like monolinguals. The present study does not allow us to provide a definite answer as to why this occurred; as such further research is needed to provide definite answers.

## **7. Conclusions**

The aim of this study was to evaluate whether bilingual children who acquire two typologically different languages activate autonomous or interdependent conceptualization patterns in each of their languages. Specifically, the study aimed to examine if bilingual children followed the language-specific lexicalization patterns in each of their languages or if there was evidence of transfer or interference from one language to another.

The results appear to confirm that there are language specific patterns in the lexicalization of manner and path in motion events and those bilingual



children adhere to these patterns in each of their languages. No evidence of transfer or interference was found thus in the study. The results appear to support the Autonomous hypothesis of bilingual acquisition.

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# CLIL WITHIN AN ENGLISH-ONLY APPROACH: IMPLICATIONS AND LIMITATIONS

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## Abstract

This paper discusses the case of a series of different non-linguistic subjects taught to children (6-8 years old) in the city of Prague, capital of the Czech Republic. These CLIL (Content and Language Integrated Learning) lessons were taught by a non-speaker of the students' mother tongue. This means that English was the only means of communication between the teacher and the students as well as being the language of instruction. This specific context resulted in a number of advantages and disadvantages, especially with the youngest students. Findings show relevant information for teachers involved in CLIL as well as for those language instructors teaching under an L2-only approach.

**Key words:** CLIL, mother tongue, L2-only, teaching approaches, TEFL

## Introduction

Content and Language Integrated Learning (CLIL) is an educational approach that combines the learning and teaching of a foreign language (L2) with a mainstream subject such as Science or Mathematics (Marsh, 2012). The term was established in 1994 along with the European context to gather and design good practice from various types of school settings that involved the delivery of different disciplines using an additional language as the medium of instruction (Coyle, Hood, & Marsh, 2010). Thus at its beginning, the definition was considered as a general “umbrella” under which different terms were assembled.

Currently, Dalton-Puffer, Nikula, & Smit (2010) highlight that CLIL practice in the classroom bears a resemblance to other forms of bilingual

education like Content-Based Instruction (CBI) and immersion programmes in North America. Some theoreticians acknowledge that the success of the bilingual programmes in Canada was central to the creation of CLIL in Europe (Coyle et al., 2010). However, it has been stated that what makes CLIL different from these other methodologies and approaches is its “dual-focus” (Coyle et al., 2010). That is to say that both subject and target language are to be taught with the same degree of importance rather than using content to learn L2 or vice versa.

Now that we have stated what CLIL stands for and what makes it different from other related approaches, let us share with our reader the context of this study. It was carried out in a public primary school in the seventh district of Prague in the Czech Republic. It should be noted that most schools in this country offer training in certain areas besides the national curriculum. For example, some schools specialize in ICT or environmental studies. In *Frantiský Plamínkové* however, the focus is on foreign languages. As surprising as it may seem, the school is allowed to administer an aptitude test for L2 learning. Therefore, this test determines whether the students can be accepted based on their competencies to cope with the school’s syllabus.

Our duty in this school was to teach CLIL lessons to students in grades 1 through 9. This task was exciting and interesting for us, but once we started teaching we realized the challenge we had just accepted. Teaching 8–12-year-old children and adolescents was not difficult compared to delivering lessons to those aged 6–7. We found ourselves left alone in a classroom full of students who were beginners in English and a teacher who did not speak any Czech whatsoever. Given this situation, we decided to have a look at the policies regarding CLIL in the country.

As one of the conditions to be met by schools implementing CLIL, the Czech Ministry of Education states, “The expected outcomes have to be reached in both, non-language subject and the foreign language lessons.” (Melihárek 2013). With this finding, we started asking ourselves if the fact that the instructor was not able to speak the students’ mother tongue would interfere in the learning process, preventing the teacher from reaching content and/or language related objectives. Moreover, thanks to the literature review, we were able to identify other factors that could play an important role in this specific context: learners’ anxiety caused by direct exposure to L2 and the students’ cognitive development levels.

## Methodology

We thought that the two instruments that best responded to our needs for this project were the questionnaire and the observation. The former was thoroughly designed based on the information of our theoretical framework. This instrument had the aim of collecting data regarding the students' reaction to the use of L2-only instruction and possible consequences that they could identify in it. The items corresponded to the stage of cognitive development of the respondents and presented six easy-to-answer and non-exhaustive statements. With the objective of assessing learners' beliefs in the most accurate way, the questions were written in Czech, which was the pupils' L1.

In **the questionnaire**, the first sentence, *Líbí se mi hodiny angličtiny s Octaviem* (I like English lessons with Octavio), was designed to get the learners' general perception of the lessons given by the L2-only teacher. The second item, *Rád/a mluvím s Octaviem anglicky* (I like to speak English with Octavio) aims to find out if the presence of a non-speaker of Czech promotes the use of the L2. The third one deals with the pupils' belief about their understanding of the L2: *Rozumím, když Octavio mluví anglicky* (I understand when Octavio speaks English). For students to answer these first statements, three possible answers are given below each of them: *Vždy*, *Občas*, *Nikdy* (always, sometimes, never). Every option has an icon with a little face to facilitate the understanding of the answers.

Two more items, 4 and 5, rephrase the previous ideas but this time they include an affective part regarding motivation and anxiety in the L2-only instruction. These sentences are: *Bojím se mluvit s Octaviem anglicky* (I am afraid to speak English with Octavio) and *Hodiny angličtiny s Octaviem jsou těžké* (English lessons with Octavio are complicated). In this case, the respondents have two possible answers: *ano* and *ne* (yes and no). Thus, statements 2 and 4 are complementary to each other. Number 5 could provide clarifying information for item 1.

At the end of the questionnaire, we decided to add only one open question that could provide extra information to help us understand the students' behavior and reactions to the L2-only CLIL lessons. The question is *Co dělám, když nerozumím angličtiny?* (What do I do when I don't understand English?). As our readers may have noticed, the statements given to the students were so precise that they even included the name of the teacher who taught the lesson. The reason for doing this was to make sure that students would not get confused and assess another teacher while taking