

German motion expressions without motion verbs

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1. Introduction

- Talmy (2000):

German = satellite-framed language

E.g. *Er **rannte** **durch** den Garten.*

Lit. 'He **ran** **across** the garden'

Fr. Il **traversa** le jardin (**en courant**)

- **path of motion** with satellites
- salience of **manner of motion**
- **manner of motion** in the main verb
- **expression of path** sustained by morpho-syntactic cases

Realization of path of motion with satellites

→ Consequences for **syntactic structure** for motion events:

Verb not important for expression of path

A. Structures with non-motion Verb

- Berthele (2007):

to be + directional complement in some Swiss dialects

Sie ist ins Haus

Lit. 'She is into the house'

Modal V + directional complement

Er will auf den Baum

Lit. 'He wants on the tree ø'

'He wants to climb on the tree'.

B. Further studies on structures with non-motion Verb

- Maienenborn (1994): ‘non-local V + directional PP’

Gunda hilft den Kindern über die Straße

‘Gunda helps the children across the street’

➤ possible because of **manner V**

- Gallez (fc.): ‘caused motion constructions’

Ronaldo köpft seine Mannschaft ins Finale

Lit. ‘R. heads his team into the final’

‘R. brings his team into the final with a header’

➤ description in framework of Construction Grammar
(CxG)

C. Structures with no Verb at all! (elliptic)

Jacobs (2008): *verblose Direktiva* ('verbless directives')

(1) *Ab ins Bett!*

lit. 'Off into the bed!'

(2) *Rauf auf den Berg!*

lit. 'Up onto the mountain!'

(3) *Hinein ins Vergnügen!*

lit. 'Into in the pleasure'

(4) *Los, ins Wasser!*

lit. 'Go, into the water!'

(5) *Ins Boot bitte!*

lit. 'Into the boat please!'

2. Aims of Study

Description of **German verbless motion constructions**

- **usage-based**, mainly produced in oral discourse
- Constraints in **framework of CxG** (semantic + synt.)
- Not enough: enrich with **pragmatic issues**
- **Corpora**: DGD (Datenbank gesprochenes Dt., IDS) + Cosmas II (IDS)
- Issues for **FLL** + some **teaching strategies**.

3. Constructions in CxG-model

(1) *Ab ins Bett!*

lit. 'Off into the bed!'

(2) *Rauf auf den Berg!*

lit. 'Up onto the mountain!'

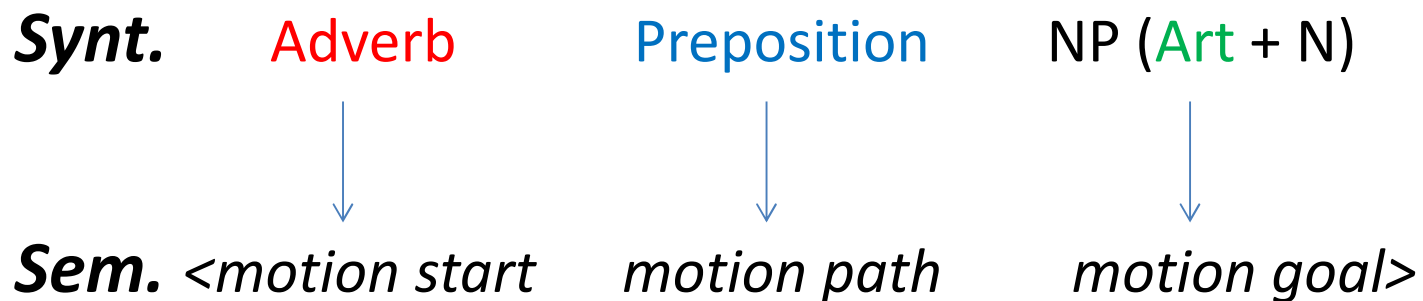
Goldberg (1995 & 2006)

- form-meaning mappings
- Different degrees of abstraction
- Usage-based + entrenched
- Compositional: C meaning = sum of constituents' meaning

- (1) *Ab ins Bett!*
(2) *Rauf auf den Berg!*

VERBLESS MOTION CONSTRUCTION

Abstract construction



3.1. Syntactic + semantic constraints

- (1) *Ab ins Bett!*
- (2) *Rauf auf den Berg!*

o *motion path start* ($\neq$ source)

- **motion adv.** (*ab, los, her, zurück, vorwärts, nieder,...*)
- **pronominal adv.** (*hinein, rauf, rein, runter,...*)
- $\emptyset$ (5) *Ins Boot bitte!*

o *motion path*

- Satellite = **prep.** (*in, auf, mit, aus,...*) introducing NP
- Sustained by **morpho-syntactic accusative case** for expression of a motion along a trajectory.

(1) *Ab ins Bett!*

(2) *Rauf auf den Berg!*

0 *motion goal*

- expressed by N (*Bett, Berg,...*) = location
- Fictive location, e.g.

(6) *Vorwärts in die Zukunft*

lit. 'Forward into the future'.

- goal bias = goal-over-source principle (Stefanowitsch & Rohde 2004; Ungerer & Schmidt 1996; Verspoor et al. 1999)

3.2. Pragmatic constraints

Verbless directives

- **Illocutionary potential**: express orders, instructions, recommendations,...
- Intonation!
- Dependent on **situative context**.

➔ Enrich CxG-model with pragmatic infos

➔ But still more differentiated description necessary

3.3. Constructions vs. phraseo-constructions

(1) *Ab ins Bett!*

lit. 'Off into the bed!'

(2) *Rauf auf den Berg!*

lit. 'Up onto the mountain!'

(3) *Hinein ins Vergnügen!*

lit. 'Within into the pleasure'

(7) *Her mit dem Geld!*

lit. 'Here with the money.'

All same syntactic structure, but semantic difference!

(7) *Her mit dem Geld!*

lit. 'Here/To us with the money.'

(8) *Her mit den Sanktionen!* (Cosmas II: PRF00/MAI.00223)

lit. Here/To us with the sanctions'

(9) *Her mit den Jungs!* (FOC00/MAR.00443)

lit. 'Here/To us with the boys'

(10) *Weg mit den bissigen Bemerkungen!*

lit. 'Away with the biting remarks'

(11) *Nieder mit dieser Partei!*

lit. 'Down with this party'.

Also express motion (towards the speaker/away/down),
but N ≠ goal but 'theme' => **phraseo-construction**

3.3.1. Phraseo-constructions

Dobrovol'skij (2011); Fleischer (1997)

- Phraseological units
- Syntactic fixedness
- Some slots must be filled with lexical elements
- partially variable at lexical level

- [X KOPULA X] *sicher ist sicher / Geschenk ist Geschenk*
- [N1 *hin*, N1 *her*] *Freundschaft hin, Freundschaft her*

(Fleischer 1997)

(7) *Her mit dem Geld!*

lit. 'Here/To us with the money'

(11) *Nieder mit dieser Partei!*

lit. 'Down with this party'.

➤ Fixed: **Adverb + Preposition 'mit'** => **Phraseo-Construction**

(1) *Ab ins Bett!*

(12) *Ab durch die Hecke*

lit. 'Off through the hedge'

(13) *Koffer packen und ab auf eine Insel.* (Cosmas II: V00/JAN.03404)

lit. 'Pack the suitcase and off on an island'

➤ Meaning compositional, not phraseol. => **Construction**

3.3.2. Constructions

➤ Compositional, but entrenched

■ Adv. + Prep express different motion

(1) *Ab ins Bett!*

lit. 'Off into the bed!'

(14) *Vorwärts an die Mauer!*

lit. 'Forward at the wall'

(15) *Vorwärts in die Zukunft*

lit. 'Forward into the future'

(16) *Zurück in den Hof des Hauses*

lit. 'Back into the yard of the house'.

■ Duplication of prep. in pronominal adverb

(2) *Rauf auf den Berg!*

lit. 'Up onto the mountain!'

(17) *Alle rauf aufs Dach (bei Überflutungen)*

lit. 'All up upon the roof (when floods)'

(3) *Hinein ins Vergnügen!*

lit. 'Into in the pleasure'

(18) *Alle rein in den Bunker!*

lit. 'All into in the bunker'

(19) *Schnell raus aus dem Haus!*

lit. 'Quickly outside out of the house!'

Further criterion for compositionality:

use of **additional elements** in front of pronominal adverb

4. Foreign language learning issues

4.1. Romance languages → other typological class:

- Expression of motion path with **full V**

Germ. *Er **rannte** **durch** den Garten.* [satellite]

Engl. *He **ran** **across** the garden.* [satellite]

Fr. *Il **traversa** le jardin (**en courant**).* [full V]

- Verbless Cs of motion = not favoured in Romance
- Asymmetry in encoding of motion (Narasimhan et al. 2012: 3) between different languages
- Challenge for learners!

■ German exs and corresponding French translations

(1) D. *Ab ins Bett!*

Lit. 'Off into the bed!'

Fr. *En avant, au lit!*

Lit. 'Forward, to the bed'

(3) D. *Hinein ins Vergnügen!*

lit. 'Into in the pleasure'

Fr. *A nous, les plaisirs!*

Lit. 'To us the pleasures'

(4) D. *Los, ins Wasser!*

lit. 'Go! into the water!'

Fr. *En avant, à l'eau!*

Lit. 'Forward, into the water'

➤ Different conceptualizations in both languages;

➤ Fr: few alternatives - D: differentiated in manner of motion

- No satellites in French translation

(2) D. *Rauf auf den Berg!*

lit. 'Up onto the mountain!'

Fr. ?*En avant, sur la montagne!*

Fr. *Allez, on monte!* [full V]

lit. 'Go, one ascends!'

(5) D. *Ins Boot bitte!*

lit. 'Into the boat please!'

Fr. ?*Dans le bateau svp!*

Fr. *On embarque svp!* [full V]

lit. 'One embarks please'

➤ Better alternatives with full V

➤ Learning strategies are needed!

4.2. Learning/Teaching strategies

- Foreign learner has to “reconstruct” the second language (Ellis and Cadierno 2009: 124)

This “involves learning a new set of conventionalized form-meaning mappings, that is, acquiring the specific linguistic means used by the native speakers of the target-language to construe given events and situations”
(Ellis and Cadierno 2009: 125).

- Which strategies to foster learning of verbless directives?

A. Chunks

Phraseo-Cs = ideal field for practice

- fixed patterns with open slots
- short, easy to repeat and memorize

Starting point:

- teacher proposes adv/pron. adv.

E.g. *her mit...; weg mit...*

- learners have to fill in slots

B. Embodied Teaching

- Cognitive Linguistics: conceptual categories + expressions are result of **embodied processes** (Lakoff 1987)
- Rathunde (2009: 71): *Embodiment suggests that it is through our bodily perceptions, movements, emotions, and feelings that meaning becomes possible.*

Surprisingly:

- CL-insights about embodiment not much exploited in FLT/FLL.

Studies on embodied language pedagogy:

- James Asher (1982) '**total physical response**': interactive activities, motion in class-room
- David Birchfield (2015) '**smallLAB learning**': (imagined) activity can aid reading comprehension in young children
- Lapaire (2013), Lapaire & Etcheto (2010): **English grammar + dance.**
- Rathunde (2009: 73): create more embodied educational environments through **integration of nature**

Embodied construction practice

- with interaction + motion in class-room
- Verbless Cs of motion very suitable for practice:
 - illocutionary potential (directives), can be performed
 - Short, can be repeated with different words
 - Students become “full participants in human discourse”
(Di Pietro 1997: 3) and use their body to represent scenes.

5. Conclusions

- Verbless Cs of motion reflect Germanic patterns of motion events (path with satellites; manner salience)
- Exs. strongly usage-based with illocutionary potential
- Problematic for learners of different typological class

➤ CxG-model suitable for ex. analysis:

postulate of abstract C with meaning of motion.

➤ But must be **enriched with pragmatic info**:

directives + situative context.

Learning/Teaching strategies:

- Based on chunks
- Embodied construction practice

Future perspectives:

- Large scale testing with learners
- Further research on gestures.

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