



Making sense of intra-individual variation in the domain of motion event encoding in German as a second language

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Cross-linguistic variation in the spatial language domain is well documented; for spontaneous motion, a main distinction is typically made between verb- and satellite-framed languages (Slobin 2004). These differ systematically in terms of *information focus* (which semantic components are typically verbalized?) and *information locus* (which linguistic means are typically used? Harr 2012: 156). Typological differences have been shown to lead to effects of learned attention in first language (L1) acquisition (*Thinking for Speaking*, Slobin 1996) and, in turn, to affect the L2 acquisition of lexicalization/conceptualization patterns (e.g., Muñoz & Cadierno 2019; Treffers-Daller & Tidball 2016) when the L2 typologically differs from the L1 (especially in terms of manner salience) and L2 users have to learn new ways of *re-thinking for speaking* (Cadierno 2008, 259).

However, not all L2 challenges can be traced back to typological differences (e.g., Madlener-Charpentier 2022). For instance, the encoding of paths is challenging for L2 German users with typologically different L1s (English, Danish, French, Spanish; Madlener-Charpentier & Liste Lamas 2022). These challenges can be inferred from error patterns in general, but also, and particularly well, from patterns of intra-individual variation, which show that even advanced L2 users struggle with the formal and functional distinction of path encoding devices (local adverbs, e.g., *unten* 'at the bottom'; directional adverbs, e.g., *runter* 'down'; verb particles, e.g., *unter-* 'down'; prepositions, e.g., *unter* 'under') and their combinatorial potential (cf. example (1), Madlener-Charpentier & Liste Lamas 2022: 14).

This presentation expands on these findings and discusses selected characteristics of L2 verbalizations of spontaneous and caused motion events in cartoon and picture book retellings produced by advanced adult users of L2 German (L1 English, n=6, L1 French, n=6) with a special focus on intra-individual variation – in both manner and path encoding –, its informative value and potential methodological implications for L2 acquisition research.

(300 words)

Example (1)

er geht *oben und *unten [...] und dann geht er runter [...] und dann fängt der Mauer an *unterzugehen (L1 English, oral cartoon retelling, B2/C1)
he.nom go.3sg at.the.top and at.the.bottom [...] and then go.3sg he down [...] and then begin.3sg the.nom wall under.to.go.inf

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