



**Universidade do Minho**  
Instituto de Letras e Ciências Humanas

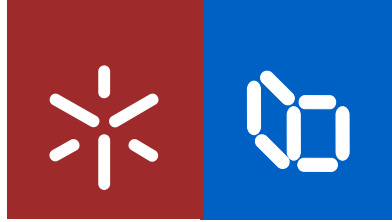
Duarte Nuno Carvalho Oliveira

**The role of input processing in the acquisition of motion events with double particles in L2 German**

Duarte Nuno Carvalho Oliveira  
**The role of input processing in the acquisition of motion events with double particles in L2 German**

UMinho | 2018

outubro de 2018



**Universidade do Minho**

Instituto de Letras e Ciências Humanas

Duarte Nuno Carvalho Oliveira

**The role of input processing in the acquisition  
of motion events with double particles  
in L2 German**

Dissertação de Mestrado

Mestrado em Estudos Luso-Alemães

Trabalho efetuado sob a orientação da

**Professora Doutora Cristina Maria Moreira Flores**

e da

**Professora Doutora Esther Rinke**

outubro de 2018

## DECLARAÇÃO

Nome: Duarte Nuno Carvalho Oliveira

Endereço eletrónico: dnoliveira101@gmail.com Telefone: 967884283

Bilhete de Identidade/Cartão do Cidadão: 14671081

Título da dissertação: The role of input processing in the acquisition of motion events with double particles in L2 German

Orientador:

Professora Doutora Cristina Maria Moreira Flores

Professora Doutora Esther Rinke

Ano de conclusão: 2018

Mestrado em Estudos Luso-Alemães

É AUTORIZADA A REPRODUÇÃO INTEGRAL DESTA DISSERTAÇÃO APENAS PARA EFEITOS DE INVESTIGAÇÃO, MEDIANTE DECLARAÇÃO ESCRITA DO INTERESSADO, QUE A TAL SE COMPROMETE.

Universidade do Minho, \_\_\_\_/\_\_\_\_/\_\_\_\_

Assinatura:

## ACKNOWLEDGEMENTS / AGRADECIMENTOS

Apesar da decisão pela língua de redação da presente dissertação, faço os meus agradecimentos na minha língua materna, à qual devo o brotar da minha paixão pelas ciências da linguagem e sem a qual não teria as ferramentas necessárias para chegar onde cheguei. E é em Português que agradeço a todos aqueles que, de uma forma ou de outra, contribuíram para a realização deste trabalho:

À minha Professora e Orientadora, **Cristina Flores**, que me despertou o interesse pela área da aquisição da linguagem, que sempre me motivou e incentivou nas minhas decisões de investigação e que, durante o último ano, tão generosa e incansavelmente me encaminhou, sugerindo leituras, partilhando ideias e analisando, de forma tão lesta e diligente, todas as partes do meu trabalho. Foi o seu encorajamento constante e a sua orientação egrégia que me impediram de claudicar em momentos de desânimo.

Aos meus **Pais**, Susana e Alberto, e à minha **Irmã**, Mariana, sem os quais o meu percurso académico e a realização deste trabalho nunca se teriam realizado. Obrigado pelo sacrifício, dedicação e altruísmo. Obrigado por me acompanharem e ampararem, quer a nível financeiro, quer a nível emocional. Obrigado pela paciência em momentos de mais impaciência, pela compreensão em momentos de mais ausência e pelo alento em momentos de exaustão.

À minha **Madrinha**, que, durante anos, garantiu que eu tivesse um percurso académico tranquilo e confortável e que contribuiu incomensuravelmente para que pudesse chegar onde estou hoje. Obrigado pelo apoio, pelo esforço, pela dedicação. pela paciência e pela compreensão. Obrigado pelo altruísmo constante e pelo sacrífico adjacente.

Aos meus **Amigos** pela alegria e boa-disposição e por me distraírem quando estava prestes a implodir: Obrigado pelo apoio, pela companhia, pelas mensagens, pelas gargalhadas, pelos momentos de pausa e descontração e por estarem lá para me ouvir.

Aos meus **Colegas** e **Professores** por me fazerem crescer enquanto académico. Obrigado pela motivação, pela partilha de conhecimentos e pela prestabilidade que sempre demonstraram.

À Professora Doutora **Esther Rinke**, pelo apoio, motivação e orientação constantes aquando da minha estadia em Frankfurt e por ter, tão gentilmente, aceitado coorientar a presente dissertação.

À Comissão do **Mestrado em Estudos Luso-Alemães** pelo apoio, pelos meios e, sobretudo, pela oportunidade de aprender mais acerca da língua e cultura que tanto me fascinam;

Ao **Departamento de Estudos Germanísticos e Eslavos** pelo apoio académico e pelo excelente trabalho que desempenham em prol dos estudos alemães em Portugal;

Ao **Instituto de Letras e Ciências Humanas da Universidade do Minho** pela oportunidade e por garantirem a conservação das Humanidades através do ensino exemplar e da investigação com os projetos excecionais que promovem;

Aos **Participantes** do presente estudo, por tão generosa e prestavelmente, terem abdicado do seu tempo para me auxiliarem neste pequeno contributo à comunidade científica.

À **Sofia**, por me ter ajudado a encontrar o meu caminho, por me fazer acreditar em mim e no meu trabalho, por me motivar incondicionalmente e ser uma presença insubstituível na minha vida. Obrigado pelo carinho, pela força e pela loucura constantes. Obrigado por seres tu.

Uma linha em especial dedico à minha **Mãe**, a quem devo a pessoa que sou hoje, e por ser excecional em todos os seus papéis de mãe, amiga e confidente. Obrigado por me teres posto no mundo. Obrigado por estares presente em todos os marcos da minha vida. Obrigado por moveres mundos e fundos para que conseguisse seguir os meus sonhos e alcançar os meus objetivos. Obrigado por estares lá quando preciso de ti. Devo-te tudo.

A todos, um muitíssimo obrigado!

## ABSTRACT

Motion events are almost absent in the course syllabus of L2 German as an explicitly addressed structure in the classroom. Learners have a mostly receptive contact with this type of structures in reading texts or in aural activities. This hinders, therefore, the correct acquisition of their semantic and morphosyntactic features, when they are not explicitly addressed. The occurrence of motion events with the so-called “double particles” is even less frequent. These are composed of the deictic particles *hin-* and *her-*, denoting the speaker’s perspective and the Path particles (*-aus, -ein, -auf,* etc.), denoting Path information. Thus, the main goal of the present study is to test a group of Portuguese L2 learners of German, regarding their knowledge of double particles, and execute a pedagogical intervention that aims at generating and/or solidifying said knowledge. For this purpose, I resorted to VanPatten’s *Processing Instruction* (PI) model (2000, 2004), which rests on an input-based explicit approach for teaching grammar. The theoretical framework is based on Talmy’s typology of motion events (2000). The empirical component of this study was divided into three parts: first, I tested the participants by means of a pre-test (including a vocabulary test, a production test and a grammaticality judgment task); then, I conducted a pedagogical intervention based on VanPatten’s PI model; finally, a post-test determined the successful effects of PI in the participants’ knowledge of the target forms, both in interpretative and productive contexts.

KEYWORDS: GERMAN, SECOND LANGUAGE ACQUISITION, GRAMMAR INSTRUCTION, PROCESSING INSTRUCTION, MOTION EVENTS



## RESUMO

Na instrução de Alemão L2, estruturas de movimento surgem com pouca frequência. Os aprendentes tendem a ter um contacto estritamente recetivo com este tipo de estruturas, quer em atividades de compreensão escrita ou oral. Como tal, torna-se difícil a correta aquisição das suas características semânticas e morfossintáticas, quando não existe uma exposição concreta das mesmas estruturas. Ainda menos frequente é a ocorrência de estruturas de movimento com as denominadas “partículas duplas” (ou “partículas de direção”), que consistem na junção das partículas dinâmicas *hin-* e *her-*, relacionadas com a perspetiva do movimento, com as partículas de trajetória (*-aus*, *-ein*, *-auf*, etc.), relacionadas com o percurso efetuado. É, portanto, objetivo do presente trabalho testar os conhecimentos de uma turma de Alemão L2 relativamente a estas partículas e realizar uma intervenção pedagógica que visa gerar e/ou solidificar estes conhecimentos. Para esse efeito foi utilizado o modelo de instrução *Processing Instruction* (PI) de VanPatten (2000, 2004), que consiste numa abordagem explícita do ensino de gramática baseada no *input*. Os fundamentos teóricos têm como base a tipologia de Talmy (2000) relativamente às estruturas de movimento. Em termos práticos, o estudo foi dividido em três partes: primeiramente, os participantes foram testados através de um pré-teste de três componentes (teste de produção, teste lexical e tarefa de juízos de gramaticalidade); depois, foi levado a cabo o modelo de intervenção pedagógica de VanPatten; por fim, um pós-teste mostrou os efeitos positivos do modelo de PI no conhecimento dos aprendentes em relação às formas-alvo, em situações de interpretação e produção.

PALAVRAS-CHAVE: ALEMÃO, AQUISIÇÃO DE LÍNGUA ESTRANGEIRA, INSTRUÇÃO GRAMATICAL, PROCESSING INSTRUCTION, EVENTOS DE MOVIMENTO





## ZUSAMMENFASSUNG

Bewegungsereignisse werden selten im DaF(Deutsch als Fremdsprache)-Unterricht explizit angesprochen und trainiert. In der Regel haben DaF-Lernende einen lediglich rezeptiven Kontakt mit solchen Strukturen, welche nur in Verständnisaufgaben auftreten, wie z.B. Texten oder Höraufgaben. Daher fällt es Lernenden schwer, deren morphosyntaktischen und semantischen Grundlagen zu erwerben, wenn keine konkrete Anwendung der Strukturen vorliegt. Noch seltener ist das Vorkommen von Bewegungsereignissen mit den sogenannten Doppelpartikeln (bzw. Richtungspartikeln), d.h. Verbpartikeln, die aus dem Zusammenfügen der dynamischen Partikeln *hin-* und *her-* mit den Wegpartikeln (*-aus*, *-ein*, *-auf* usw.) besteht. Ziel dieser Arbeit ist es deswegen, die Kenntnisse einer portugiesischen DaF-Gruppe bezüglich dieser Partikeln zu prüfen und ein didaktisches Eingreifen auszuführen, welches diese Kenntnisse ausbauen bzw. erzeugen soll. Dazu wurde Gebrauch vom pädagogischen Modell *Processing Instruction* (PI) von VanPatten (2000, 2004) gemacht, welches einen auf expliziter bzw. fehlerbezogener Lehre basierenden Ansatz zum Grammatikunterricht darstellt. Die theoretischen Grundlagen wurden anhand von Talmys (2000) Rahmentypologie von Bewegungsereignissen nachgestellt. Praktisch wurde die Studie dreifach ausgetüfelt: zunächst wurde die DaF-Gruppe durch einen dreiteiligen Vortest (Produktion, Wortschatz, Grammatikalität) untersucht; danach wurde VanPattens pädagogisches Modell ausgeführt; letztens hat ein Nachtest die positiven Wirkungen des PI-Modells in den Kenntnissen der Probanden von den Zielformen, sowohl in interpretativen als auch in produktiven Kontexten.

SCHLAGWÖRTER: DEUTSCH, ZWEITSPRACHERWERB, GRAMMATIKLEHRE, PROCESSING INSTRUCTION, BEWEGUNGSEREIGNISSE



## CONTENTS

Acknowledgements / Agradecimientos.....	iii
Abstract.....	v
Resumo.....	vii
Zusammenfassung.....	ix
1. Introduction.....	1
2. Second Language Acquisition and Grammar Instruction.....	5
2.1 Historical Background.....	5
2.2 Krashen's Input Hypothesis.....	8
2.3 VanPatten's Input Processing (IP) Theory.....	12
2.4 Processing Instruction.....	26
3. Talmyan Typology of Motion Events.....	35
3.1 Lexicalization Patterns.....	36
3.2 Event Integration.....	42
3.3 Motion Events in (European) Portuguese and (Standard) German.....	43
4. The Present Study.....	55
4.1 Method.....	55
4.2 Participants.....	63
4.3 Research Questions and Hypotheses.....	64
5. Results and classroom report.....	67
5.1 Results of the pre-test.....	67
5.2 PI classroom report.....	73
5.3 Results of the post-test.....	86
6. Discussion.....	97
7. Conclusion.....	103
References.....	107
Appendix I – Bilingual Language Profile.....	115
Appendix II – Pre-Test: Vocabulary Test.....	119

Appendix III – Pre-Test: Production Test .....	121
Appendix IV – Pre-Test: Grammaticality Judgment Task .....	125
Appendix V – Pre-Test: Grammaticality Judgment Task (Answer Sheet) .....	129
Appendix VI – PI Classroom Intervention: Session I.....	133
Appendix VII – PI Classroom Intervention: Session I (SI Activities) .....	137
Appendix VIII – PI Classroom Intervention: Session I (Instructor’s Guide).....	141
Appendix IX – PI Classroom Intervention: Session II.....	143
Appendix X – PI Classroom Intervention: Session II (SI Activities) .....	147
Appendix XI – PI Classroom Intervention: Session II (Instructor’s Guide) .....	153
Appendix XII – PI Classroom Intervention: Session III.....	155
Appendix XIII – PI Classroom Intervention: Session III (SI Activities) .....	159
Appendix XIV – Post-Test: Production Test.....	165
Appendix XV – Post-Test: Grammaticality Judgment Task.....	167
Appendix XVI – Post-Test: Grammaticality Judgment Task (Answer Sheet).....	171

# 1. INTRODUCTION

In the last decades, the teaching of German as a foreign language has gone through an erratic path in the Portuguese educational system. In the 1990s, German was never as popular as English or French in Portuguese high schools, but was still frequently chosen by students as an optative subject in the school curriculum. In the subsequent decades, however, there has been a great decrease in the learning of German in educational settings: some schools stopped offering the language in their curriculum, while others witnessed a general reduction in the number of students. The students' consistent loss of interest in learning German could be explained by a number of reasons, which will not be discussed here (for a discussion on the matter, see Grossegasse & Koller 2006). This reality led to German becoming a rather "exotic" language in Portugal, since most schools stopped including it in the educational curriculum. This situation has had tremendous effects in the courses of German philology at university level, due to the fact that most students only start learning German in their first year of college and the majority finishes the course with a (sometimes deficient) B1 level on the CEFR scale. Because of the economic and sociopolitic situation of the last decade as well as Germany's current economic status, the interest for German at university level has seen a steady increase, with more students electing this language in detriment of others, such as French or Spanish. However, this context of learning is limited to approximately three years, which prevents the students from building on their knowledge of the language to a more advanced level. This knowledge is also mainly acquired in classroom contexts with very limited timetables, which contributes to its precariousness. Given the aforementioned reasons, the population of the present study is exactly a group of Portuguese learners of German at university level.

Apart from being late learners of German, students at university level demonstrate ongoing difficulties in learning the language due to various reasons: their limited contact with German in non-classroom contexts, the lack of exposure to the language in their everyday life and the occasional deficient acquisition of certain domains of grammar. The latter reason is what motivates the present study: if the traditional method is sufficient for some students to achieve a reasonable amount of linguistic knowledge but still leave them with large proficiency gaps, even in intermediate or more advanced levels, what other methods could help the learners pull away from these acquisitional deficits and ensure better linguistic competence? Since these acquisitional problems and grammatical deficits

are mostly due to the lack of contact with the target language, they are likely to form at the input level and should therefore be handled at this stage, before they proceed to production.

With this in mind, I selected an input-based pedagogical model to test the learners' knowledge about a very specific grammatical form. VanPatten's Processing Instruction (PI) model (1993, 1996, 2004a), is an input-based pedagogical model that aims at correcting processing difficulties manifested by the learners in a given grammatical form. This model consists in providing the learners with explicit information about the target form and a set of activities that are manipulated in order to push them towards processing the form in the input through form-meaning connections without having to produce it. PI originated from VanPatten's Input Processing (IP) Theory (1993, 1996), a theoretical model of Second Language Acquisition (SLA), in which the author outlines a series of processing principles related to the students' grammatical deficits. The PI model should help the learners overcome these difficulties and help them acquire the structures correctly (see subsections 2.3 and 2.4).

To test the Pi model, I selected a problematic grammatical form that the learners may be able to recognize but have had very little contact with and that is not explicitly addressed in the DaF (*Deutsch als Fremdsprache* – German as a foreign language) curriculum. This form is a double particle used for movement situations and consists in the combination of the perspective particles *hin-* ('thither') and *her-* ('hither') with several trajectory particles (e.g. *-ein* 'into', *-aus* 'out of'). To explain the cognitive and semantic intricacies of this specific form and its occurrences in the various syntactical environments, I resorted to Talmy's (1985, 2000) theoretical studies on motion events and his typological framework for event integration that divides languages into two typologically distinct groups according to motion expression: *satellite-framed* and *verb-framed languages* (see section 3).

Since PI is normally only used to test incorrectly acquired or fully unacquired forms that were already addressed in classroom context, it will be interesting to see if the same settings apply for structures that already arose in input contexts but were never explicitly tackled in instruction. For that reason, the main goals of this study are: to see to what extent the learners recognize the target form and are able to interpret and produce it; to identify the acquisitional problems related to their faulted acquisition or non-acquisition of said form, and to determine if or in what way the PI model can be efficient in the acquisition of this structure, especially with respect to "traditional instruction", which begins with simple presentation, followed by output practice, moving from mechanical drills to more meaningful tasks (VanPatten & Cadierno 1993).

The present work will be structured as follows: first, I will introduce the area of SLA and grammar instruction, by evoking the principles of Krashen's original Input Hypothesis (1981, 1982, 1985) and explaining VanPatten's IP Theory and PI model (section 2); secondly, I will provide an overview of Talmy's theoretical framework of motion events, placing emphasis on his notions of lexicalization patterns and event integration and explaining the idiosyncrasies of motion events in European Portuguese and Standard German (section 3); then, I will present the methodology used in the present study, as well as the group of participants and the main research questions and hypotheses (section 4); after that, I will report the results of the conducted tests and outline the PI-based syllabus used in the classroom intervention (section 5); and lastly, I will discuss the results of the tests (section 6) and draw my final conclusions on the observed phenomena (section 7).





## 2. SECOND LANGUAGE ACQUISITION AND GRAMMAR INSTRUCTION

### 2.1 Historical Background

Second Language Acquisition (SLA) is a rather recent field in Applied Linguistics. Although it is difficult to acknowledge a precise outset for SLA research, one could trace its roots back to the 1950s with the studies of Contrastive Analysis, which rested on comparing the first and second languages of the learners to assess learning difficulties (Cook 2016). The work of Lado (1957) and Weinreich (1953) was particularly relevant in this field and contributed to the subsequent approach to SLA with the notions of interference, habit-formation and compound/coordinate bilingualism. The Chomskyan school of the 1960s, with the assumption of independent grammars and the concept of the Language Acquisition Device (LAD), was also a crucial point for SLA research, which sees the learner as the “central element in the learning situation” (Cook 2016: 6).

The early days of contemporary SLA research focused on the language produced by the learner (Cook 2016). Corder's Error Analysis (1967) was one of the most relevant studies for the development of SLA research. His seminal work aimed at understanding the differences between a learner's language and that of a native speaker (Cook 2016). Corder was heavily influenced by the former anti-behaviorist L1 research of child language acquisition and suggested that learners too were equipped with an internal mechanism, the so-called “internal syllabus”, which guided them through the processes of acquisition and constrained the formal properties of the language to be acquired (Corder 1967, VanPatten & Benati 2015). Corder also distinguished the notions of *input* and *intake*, which are of relevance in the present study and will be addressed in subsection 2.3. A further significant contribution to early SLA research came from Selinker (1972), namely through his definition of *Interlanguage*, a language system created by the learner, which comprises characteristics from both the L1 and the L2. Selinker also coined several other terms still relevant in modern SLA research, such as *fossilization* and *transfer*.

Subsequent approaches to SLA emerged from the theories of these authors. In the 1970s, research focused essentially on the application of the ideas of Corder and Selinker, with researchers focusing on establishing stages of development of the L2 (Cook 2016). Research rested upon acquisition orders (Brown 1973), transitional stages of competence (Dulay & Burt 1974) and error analysis, among others. The idea that started to gain ground was the assumption that L2 learners were

furnished with an internal syllabus that commanded their development of acquisition and error analysis seemed to reveal that “L1 transfer was not as widespread as once thought” (VanPatten & Benati 2015: 3).

The 1980s were mainly marked by Krashen’s ideas on SLA (1981, 1982, 1985), which will be explained in more detail in subsection 2.2. The author postulated the importance of interaction and communicative settings in L2 learning contexts and highlighted the role of input in SLA. The rest of the decade sees a dichotomous reception of his views, with some researchers questioning his ideas and problematising central notions of acquisition. In this period, previous constructs, such as Corder’s theory of a built-in syllabus and the idea of limited L1 transfer started being questioned and other theories from different domains started to play a role in SLA research (VanPatten & Benati 2015). For example, White (1982, 1987, 1989) used grammatical theory to describe learner competence and Pienemann (1987) aimed at explaining the development of learner production through L2 speech processing.

In the 1990s, SLA theory was at its peak and many other research fields, such as Psychology and Cognitive Theory, started merging with L2 research. According to VanPatten and Benati (2015), two central approaches dominated the field of SLA: the application of linguistic theory and the application of psychological approaches, such as Connectionism. Linguistic theory continued to focus on the previous concept of a learner’s internal mechanism that constrains language. The scholars posit that this mechanism comes with the learner from birth and is equipped with a “set of language-specific constraints called Universal Grammar” (VanPatten & Benati 2015: 4). In the psychological approaches, on the other hand, some researchers rejected this notion of an internal mechanism and avoided the concept of interlanguage. These scholars were focused on “what learners did with language” (VanPatten & Benati 2015: 5), rather than their structural knowledge. For them, language was simply a trait of human behaviour: learners absorbed information from the outside world and combined it with their learning mechanisms to develop their linguistic knowledge. Regardless of the theoretical divergences between both approaches, some of the most relevant theories in this decade are compatible with both linguistic theory and cognitive theory. Schmidt (1992, 1995) introduced the Noticing Hypothesis, related to the notion of *noticing*. For him, learners can only acquire certain language features if they “notice” them. Swain (1995) developed the Output Hypothesis, which states that learners tend to modify their output when a gap in linguistic knowledge is encountered; Long (1996) put forward the Interaction Hypothesis, which posits that face-to-face interaction and communication as the fundamentals of successful L2 acquisition and development; Pienemann (1998)

devised the Processability Theory, related to learners' restructuring of their L2 knowledge in order to adapt their interlanguage to the specific L2 structures; and VanPatten (1993, 1996) created the Input Processing Theory, which is related to the processing of input information and its transformation into intake in the process of L2 acquisition. This theory is the foundation of the present study and will be more comprehensively explained in subsection 2.3. In the 2000s and following years, research continued in the same vein as in the 1990s.

Modern approaches to SLA tend to tie in with second language teaching and learning. In second language learning, the role of grammar has been a particularly controversial one, due to the need of its inclusion in a formal syllabus being questioned by some scholars in the field. Some researchers (Krashen & Terrell 1983) postulate that grammar teaching does not play a causal role in the acquisition of the L2; others (Cowan 2009, DeKeyser and Sokalski 1996, Thornbury 1999, Ur 1996) find grammar inclusion necessary, since it consists in an important part of formal classroom instruction and decreases the risk of early fossilization (Thornbury 1999: 16). Wilkins (1972, as cited in Neupane 2009: 112), defends that "it is the aim of the linguist to reveal the system of the language, the language, and of the language teacher to enable people to learn it".

When the Communicative Language Teaching method was introduced, which prioritized fluency rather than accuracy, grammar started being downplayed in the classroom. In the second half of the 1980s, grammar was rediscovered, and the debate of whether grammar should be included in a foreign language syllabus became more intense. Thornbury (1999) put forward six basic arguments for the teaching of grammar, which include: the *sentence machine argument*, which posits that grammar helps in the production of a great number of grammatically correct sentences with a finite number of rules; the *fine-tuning argument*, i.e., grammar helps in the development of accuracy in the use of language; the *advance organizer argument*, that is, knowledge of grammar will be useful in future situations, when the learners have to use the language; the *discrete item argument*, i.e., grammar helps by dividing the complex system of language in various areas, making it easier for the learners to understand; the *rule of law argument*, which postulates that grammar teaching helps the instructor manage and control the class; and the *learner's expectation argument*, that is, grammar instruction meets the expectations of the learners who favor a rule-governed approach to learning (see Neupane 2009). On the other hand, arguments against grammar teaching include: the *knowledge how argument* (teaching grammar provides knowledge about language, not of language), the *communication argument* (the goal of language learning is usage, so communication should be accentuated, not grammar), the *acquisition argument* (learned knowledge cannot be converted into acquired knowledge, so teaching

grammar is not helpful), the *natural order argument* (learners have their own mental syllabus for learning language), the *lexical chunk argument* (learners learn certain grammatical patterns as lexical chunks) and the *learner's expectation argument* (teaching grammar does not help those learners, who prefer a more communicative approach to learning) (see Neupane 2009).

Despite the different positions both for and against grammar instruction, it has been proved that teaching grammar is indeed beneficial in SLA. Learners should achieve a desirable balance between accuracy (grammar and formal properties of the target language) and fluency (communicative skills in the target language). Thus, grammar teaching should not replace communication in the classroom, but should be presented to the learners to help them perform at the best of their competence. In grammar instruction, there are various approaches to teaching grammar: inductive approaches, which consist in the presentation of examples containing a certain grammatical rule, and deductive approaches, which first presents the rule and is then followed by illustrative examples. Apart from that, these approaches can be based on the input hypothesis, which focuses on exposure, and on the output hypothesis, which rests on production. The theoretical and grammatical approach used in the present study rests on input and was developed by VanPatten (1993). Nevertheless, in order to understand its fundamentals, we need to resort to the original Input Hypothesis, developed by Krashen (1981), which I will address in the following subsection.

## 2.2 Krashen's Input Hypothesis

The Input Hypothesis (also known as Monitor Model) was developed by Krashen (1981, 1982, 1985) and is a widely known theory of Second Language Acquisition with positive repercussions in linguistic research and language teaching. This theory consists in a group of five hypotheses: (i) the Acquisition-Learning Hypothesis, (ii) the Natural Order Hypothesis, (iii) the Monitor Hypothesis, (iv) the Input Hypothesis and (v) the Affective Filter Hypothesis.

### (i) The Acquisition-Learning Hypothesis

One of the most important hypotheses established by Krashen is the distinction between *acquisition* and *learning*. According to the author (1982), the processes through which a person develops his/her performance in an L2 is different according to the type of input received and the way it is assimilated. These processes originate two independent systems: an *acquired system* (through

*acquisition*) and a *learned system* (through *learning*). Acquisition is, therefore, a subconscious process – similar to the process children go through when acquiring their L1 (Krashen 1982) – and involves natural and intuitive assimilation. Learning, on the other hand, is the product of formal instruction and consists in a conscious process implicating knowledge “about” a language and its rules/grammar.

### **(ii) The Natural Order Hypothesis**

Krashen’s Natural Order Hypothesis is based on research findings that grammar acquisition follows a predictable order (Brown 1973, Dulay & Burt 1974, Fathman 1975, Makino 1980), which postulates that acquirers tend to learn certain grammatical structures early and others late. According to the author, this natural order seems to be independent of factors, such as age, language background and exposure, and “our syllabi should not be based on the order found in the studies” (Krashen 1982: 14). In fact, for Krashen (1981, 1982), any kind of grammatical sequencing should be rejected if the goal is to acquire language.

### **(iii) The Monitor Hypothesis**

Krashen’s Monitor Hypothesis builds on the relationship between the previously distinguished notions of acquisition and learning and states how they are used in language production. According to Krashen (1982), our ability to produce utterances in an L2 derives from acquisition, while learning is essentially responsible for consciously *monitoring* or editing the form of said utterances. The learning system is, therefore, the *Monitor* of language production and has an editing and correcting function. This conscious correcting only takes place when three conditions are met: (i) when there is sufficient time for the second language learner to reflect on the appropriate rules and use them effectively; (ii) when the learners focus on form and correctness, and (iii) when they know the rule they are exposed to.

Krashen (1982) suggests that the role of conscious learning should be a somewhat secondary one, used only to correct deviations and polish speech production. Among language learners, there also seems to be individual variation of Monitor usage, in which a learner’s personality and psychological profile play a significant role. That is, more introverted, perfectionistic learners with lack of linguistic confidence tend to *over-use* the Monitor, while more extroverted, spontaneous learners with great reliance on their acquired system usually *under-use* it. In this view, we are talking about *Monitor over-*

*users and Monitor under-users*. The pedagogical goal of Krashen's theory is to produce *optimal monitor users*, who make use of the Monitor appropriately without disrupting communication.

#### **(iv) The Input Hypothesis**

The Input Hypothesis was originally formulated as simply one of Krashen's five hypotheses, but has, since then, come to refer to the whole group. A reason for that is the fact that this hypothesis alone involves Krashen's very own attempt to answer one of the most important questions in the field of SLA, which deals with how learners acquire a second language, which is – according to the author – much like first language acquisition.

As problematized above, there seems to be a *natural order*, by which learners acquire grammatical structures. This hypothesis postulates that, in order for learners to progress, input of the L2 needs to be a step beyond their current level of linguistic competence. Krashen (1982, 1985) illustrates this assumption, by positing that, if a learner is at stage  $i$ , then acquisition can only take place when the next level along the natural order is reached ( $i + 1$ ). This central construct in Krashen's theory ties in with the notion of *Comprehensible Input*. Comprehensible Input (CI) can be defined as the language information the learner is not yet able to produce but can understand and infer meaning from. To understand language that contains not acquired forms, one must resort to extralinguistic information, such as contextual cues and a knowledge of the world in combination with previously acquired linguistic competence.

#### **(v) The Affective Filter Hypothesis**

The Affective Filter Hypothesis is the last of Krashen's five hypotheses in this line of research. According to the author (Krashen 1982), a number of extralinguistic emotional variables related to the learners' state of mind influence their performance when acquiring a second language. Situations of stress, tenseness, anxiety or boredom will raise a learner's affective filter, making input unavailable for acquisition. On the other hand, the filter goes down when the learner feels motivated and relaxed. Krashen claims that a positive and anxiety-free learning environment is a facilitative factor in language acquisition, but not enough for it to take place.

Krashen's theory is essentially constructivist and its application in language teaching is made by means of a language teaching method coined Natural Approach, which focuses on naturalistic acquisition and prioritizes communicative settings. Thereby, explicit grammar assessment and conscious correction of grammatical features plays a minimal role in acquisition. According to the author (Krashen & Terrell 1983), instruction must take place in the target language and be driven by the learners' attention and interest. Grammatical correctness does not, therefore, stem from the message delivered, i.e., the structure being explicitly addressed, but rather from the medium of instruction, that is, the target language. Any particularly interesting subject for the learners could have the same effect and contribute to the successful acquisition of grammatical features.

Despite the quite positive reception of Krashen's theoretical framework in the field of SLA and its practical application in language teaching, his five hypotheses received some harsh criticism in the subsequent years. Some critics (Brown 2000, McLaughlin 1987) deemed Krashen's theory too vague and "oversimplified" (Liu 2015: 141); his claims were considered broad and excessive. Criticism was also directed towards the lack of evidence and scientific rigour of most of his statements and questioned their coherence and validity (Gregg 1984, Lightbrown & Spada 2006, McLaughlin 1987).

In contrast with this criticism, Krashen's theory ties in with the main theoretical framework of the present study, developed by VanPatten (1993, 1996). VanPatten praises Krashen's views, although he acknowledges that his theory is not at all sufficient to explain SLA and leaves "a good amount of acquisition unexplained" (VanPatten & Benati 2015: 3). Krashen underlines the importance of an input-rich instructional environment (Krashen & Terrell 1983). VanPatten (2014b) also emphasizes the role of input and advocates that learners tend to extract meaning from the input they are exposed to during L2 interaction. Apart from the focus on input, Krashen's views seem to correlate with VanPatten's theory in his distinction between learning and acquisition. However, VanPatten goes one step further regarding grammar instruction. For the author, explicit grammar instruction can play an advantageous role if the learner is driven to connect form with meaning through exposure to input. Krashen, on the other hand, places focus on the medium of instruction (the target language), rather than on its message. Krashen and VanPatten also differ in their overall concept of language acquisition. While Krashen builds his understanding of SLA on input only, disregarding the role of output (VanPatten & Benati 2015), VanPatten acknowledges that the long-term effects of instruction result from more than mere exposure to input (VanPatten 2004b) and posits that output plays a relevant role in the final stage of acquisition. The following subsections will cover VanPatten's theory and its pedagogical application.



### 2.3 VanPatten's Input Processing (IP) Theory

Based on Krashen's initial hypothesis, VanPatten's Input Processing Theory (1993, 1996, 2002a, 2002b, 2004a) deals with L2 learners' handling of grammatical information in the input. That is, in order for a certain grammatical unit to be correctly acquired by an L2-learner, this one must initially process it in the working memory before attempting to produce it. This model draws on input processing as the first of three sets of processes in SLA, which comprise the transition from input to output.

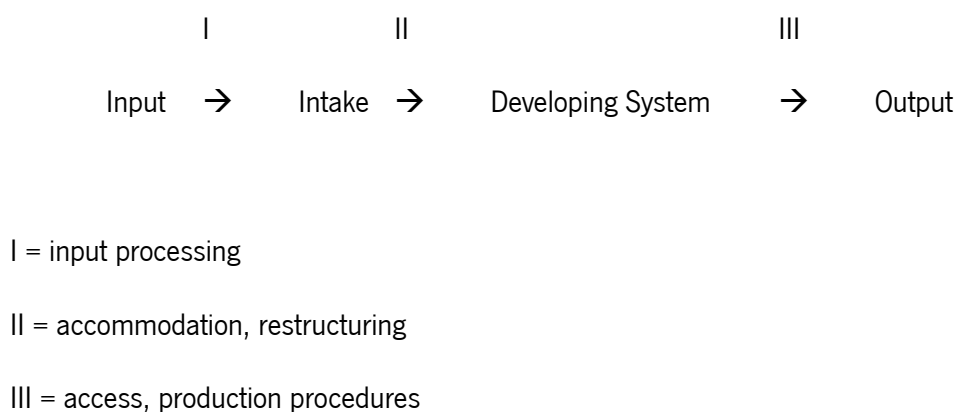


Fig. 1. Three Sets of Processes in SLA (VanPatten 2004a: 26)

As seen in Fig. 1, the acquisition of L2 features results in a series of mechanisms consisting of sets of processes. VanPatten's model builds on the first process, defined as input processing, in which the input received by a learner is converted into intake when appropriate form-meaning connections are made. These form-meaning connections depend on a suitable linkage between form and meaning, through which learners are able to correctly interpret an utterance (Carroll 2001, VanPatten 2015, VanPatten & Rothman 2014). Intake is, therefore, the result of these connections, ensured by a successful transformation of the input. Intake is then what makes its way into the developing system (VanPatten & Benati 2015), by a process termed "accommodation" or "restructuring" (Wong 2004: 34). This incorporation of the intake may be fully accomplished or partially achieved. Finally, data that were successfully absorbed by the developing system is available for production through a process called "access". What drives the IP theory is the fact that the intake will be incomplete and imperfectly

incorporated into the developing system if the input of a certain linguistic structure is not correctly processed, thus resulting in a defective access of said structure at the stage of production.

Although VanPatten's model of input processing has been relatively popular in the last few years and a great deal of research has emerged from his paradigm, there has also been some criticism that his approach was somehow restricting and that a model focused on input would leave no room for output. The author's latest clarifications (2004a) aimed at disambiguating these rather fallacious readings of his intents with the IP model. Firstly, VanPatten reiterates that his model of input processing "is not *per se* a model or theory of acquisition" (VanPatten 2004a: 5), in the sense that factors related to learners' restructuring mechanisms as well as their production of language for communicative purposes does not fall within its scope. His model targets at realizing the conditions, under which learners make connections between surface expression and meaning in the input and the processes they make use of to acquire grammatical data. Consequently, the role of output in VanPatten's model is perhaps the most questioned aspect in its criticism. The author argues that a focus on input does not mean that output is not relevant for acquisition. In fact, input and output "play complementary roles" in the process of second language acquisition, although input represents the main source of linguistic data, since it occurs at the initial stage of acquisition (VanPatten 2004a). Lastly, VanPatten advocates that input processing is not only about classroom instruction and should apply to any context of acquisition.

Taking these clarifications into account, IP aims at better understanding (1) what kind of linguistic data learners attend to in the input and why, (2) what strategies lead to their form-meaning connections and (3) why they make certain form-meaning connections before others (Wong 2004). In order to illustrate and explain these questions, VanPatten developed a series of consequential principles related to the strategies used by learners to comprehend linguistic information. His first elaborations on the matter (1996, 1997, 2002a, 2002b) comprised a total of four strategies, which have later been reviewed and expanded into two main principles, the first comprising six subprinciples and the second composed of three subprinciples (2004a). Only the current principles and subprinciples will be considered and discussed below.

*Principle 1. The Primacy of Meaning Principle. Learners process input for meaning before they process it for form.*

The first principle in VanPatten's IP model concerns itself with learners' tendency to rely on lexical information to surmise the message of a sentence. That is, to guarantee successful comprehension of the input, learners are driven to reach for the easily deductible communicative intent in the message before they assess surface expression, which makes sense, since the core of human communication is based on delivering a meaningful message. However, if a L2 learner prioritizes semantic data in the input, it could mean that certain formal elements – which also contain a certain set of semantic information – are overlooked and therefore not acquired. This view ties in with a lot of research in first and second language acquisition (see Faerch & Kasper 1986; Klein 1986; Sharwood Smith 1986, among others). The Primacy of Meaning Principle posits six subprinciples related to learners' preferred strategy of processing input for meaning before form.

*Principle 1a. The Primacy of Content Words Principle. Learners process content words in the input before anything else.*

The first subprinciple of the Primacy of Meaning Principle deals with learners' inclination towards processing content words, i.e., lexical items, before anything else in the input. For the sake of meaning extraction, this should not pose any problem for the L2-learner. Nevertheless, if a sentence encodes the same semantic information in a lexical item and a grammatical form at the same time, learners' internal mechanisms will only need to turn their attention to the content word, due to the redundancy of the grammatical form. Let us examine the following sentences:

- (1) John talks too much.  
3PS 3PS
- (2) What does John do?  
3PS 3PS
- (3) He talks too much.  
3PS 3PS

(VanPatten 2004a: 8, adapt.)

In the examples (1) to (3), there is double marking of the third person singular (3PS), both in the noun/pronoun and in the verb form. A learner of L2 English does not need to focus on verbal inflection to process this information in the input, since the content words *John* and *he* have enough semantic data for one to deduce that we are referring to someone else. The setback of resorting to this strategy is that relevant morphological features are often only partially acquired or not acquired at all if the learners' attention is directed towards content lexical items rather than surface form. This phenomenon gives rise to the second subprinciple of Principle 1.

*Principle 1b. The Lexical Preference Principle. Learners will tend to rely on lexical items as opposed to grammatical form to get meaning when both encode the same semantic information.*

The first subprinciple of the Primacy of Meaning Principle refers to the learners' tendency to process meaning in the input before anything else. I presented examples that show how learners deduce semantic data from lexical items in detriment of grammatical forms, when both are redundantly presented in a sentence. This specific situation in the Primacy of Content Words Principle ties in with Principle 1b, the Lexical Preference Principle, which specifically points to this propensity to rely on lexical items to obtain meaning, discarding grammatical forms which deliver the same information.

This subprinciple is a reviewed version of the original one (VanPatten 1996) which raised some criticism because of the ambiguous wording used in its description, such as the use of the verb "prefer" instead of the expression "tend to rely on" and just "semantic information" instead of "same semantic information" (VanPatten 2004a: 9). Due to the mixed readings of Principle 1b and others, VanPatten saw the need to elaborate more clearly on what one understands by *process* and *processing* (VanPatten 2004a). According to the author, processing a form means "to connect that form with its meaning and/or its function". He advocates that working memory has constraints and, due to these constraints, "these connections may not happen (or may happen only under certain conditions)", i.e., "the learner may very well perceive the form and notice it, but because no connection to meaning or function is made, the form is dropped from further processing" (2004a: 9).

In fact, as seen in the examples (1) to (3), the same semantic notions may be encoded in both lexical content words as well as grammatical form (the noun/pronoun denoting a "third" person *John/he* and the third person singular inflectional morpheme *-s* which represents the same meaning).

For this reason, learners do not need to pay attention to the affix to obtain meaning. This does not mean, however, that they do not notice it. They may only not process its semantic value right away, because it is not essential for them to understand the sentence. Still, not all forms carry meaning, as seen in (4):

- (4)    **La**            casa    blanca            fue    pintada.  
         The-FEM        house   white-FEM        was    painted  
         ‘The white house was painted.’

(VanPatten 2004a: 10, adapt.)

In sentence (4), we observe gender agreement between the head noun *casa* and the adjective *blanca*. Although this is an important grammatical feature in Romance languages, we cannot say that the morpheme *-a* in the adjective delivers any kind of meaning, since inanimate nouns are not socially or biologically constructed in terms of gender (VanPatten 2004a). In this example, therefore, one could not obtain meaning from the grammatical form, meaning that not all morphology is redundant in terms of semantic information it carries and may not even carry any meaningful notions. The next subprinciple focuses on this aspect of grammatical form.

***Principle 1c. The Preference for Nonredundancy Principle.** Learners are more likely to process nonredundant meaningful grammatical forms before they process redundant meaningful forms.*

In the third subprinciple, VanPatten argues that learners tend to process nonredundant meaningful grammatical forms before redundant meaningful forms. To understand this subprinciple, I must clarify what VanPatten means by “meaningful” and “(non)redundant grammatical forms”. Grammatical forms which carry semantic information are meaningful in that they add meaning to an utterance, as seen by the third person singular inflectional morpheme *-s* in examples (1) to (3); the feminine singular inflectional morpheme *-a* of Spanish in example (4) would then be “nonmeaningful”,

since it does not carry semantic information. Redundancy occurs when a grammatical form delivers the same semantic data borne by another (usually lexical) element in the sentence. VanPatten defines “meaningfulness” of a form as the “overall meaning that form contributed to sentence comprehension” (2004a: 10) and terms it *communicative value*.

Communicative value consists of the balance between the features [+/- semantic information] and [+/- redundancy] in a certain form. In examples (1) to (3), the verb form *talks* has the features [+ semantic information] and [+ redundancy], showing medial communicative value. In (4), the inflected adjective *blanca* has [- semantic information], automatically carrying the feature [- redundancy], since there is no semantic information to be considered redundant. Let us look, however, at the following sentence:

(5) I am **baking** a cake.

PROG. ASPECT

In example (5), the inflectional morpheme *-ing* is the sole marker of progressive aspect. No other form or lexical item in the sentence carries the same semantic information. Consequently, the communicative value of the form *baking* would consist of the schema [+ semantic value] and [- redundancy], which means that this form has a high communicative value, being preponderant to sentence comprehension. Initially, VanPatten elaborated only one subprinciple to distinguish between “more meaningful” and “less meaningful” morphology. In his reviewed work (2004a), due to this subprinciple’s ambiguity and incompleteness, the author divided it into two different ones: the Preference for Nonredundancy Principle addressed here, and the Meaning-Before-Nonmeaning Principle, which I discuss below.

*Principle 1d. The Meaning-Before-Nonmeaning Principle. Learners are more likely to process meaningful grammatical forms before nonmeaningful forms irrespective of redundancy.*

We have seen that learners tend to rely on the notion of redundancy to process meaningful grammatical forms. That is, if a form expresses redundant information, L2 learners will not need to pay

special attention to it, since they can extract meaning from another (lexical) element in the sentence. However, if we evaluate a grammatical form in terms of semantic data it carries, we can distinguish between meaningful forms and nonmeaningful forms, i.e., forms conveying semantic information and forms which do not carry semantic information, being therefore useless for sentence interpretation. Comparing both types of forms, regardless of (non)redundancy, VanPatten posits that learners have a higher tendency to process meaningful forms (see examples 1 to 3) before they process nonmeaningful forms (see 4), since meaningful forms still carry information that may help the learner obtain meaning.

***Principle 1e. The Availability of Resources Principle.** For learners to process either redundant meaningful grammatical forms or nonmeaningful forms, the processing of overall sentential meaning must not drain available processing resources.*

The fifth subprinciple of the Primacy of Meaning Principle is related to the available processing resources present in a learner's working memory. VanPatten (2004a) postulates that the probability of a learner acquiring a certain structure strictly depends on its sentential environment. That is, if the overall meaning of a sentence is not easily deduced by the learners, it is possible that they will not have sufficient resources in their working memory to process certain forms. What determines the extension of a learner's resources is a number of factors concerning proficiency level, familiarity of words, among others (VanPatten 2004a). If the goal of a sentence is getting learners to process a certain grammatical form (e.g. verbal inflection), the other elements in the sentence should correspond to the learners' linguistic knowledge and be devoid of complex lexical items which would drain their resources for content processing. A less arduous processing of new lexical items ensures a larger amount of available resources to process form.

***Principle 1f. The Sentence Location Principle.** Learners tend to process items in sentence initial position before those in final position and those in medial position.*

Some research in the field of processing led to the conception of the last subprinciple of Principle 1. This research (Barcroft & VanPatten 1997; Klein 1986, among others) focuses mainly on sentential location of formal elements and suggests that "elements that appear in certain positions of

an utterance are more salient to learners than others” (VanPatten 2004a: 13). In fact, research indicates that elements in initial position are more noticeable to learners than elements in final position. Elements in final position, however, tend to be more salient than elements in sentence medial position. This would mean that learners are more likely to process elements or grammatical forms present at the beginning of a sentence, rather than the ones in the middle or at the end of said sentence. Items at the end of a sentence are also more likely to be processed than items in internal position, but not as likely as items in initial position. VanPatten (2004a) attributes this phenomenon to the availability of resources postulated in the previous subprinciple. A learner’s processing resources will primarily draw on the elements in initial position, since they are the first ones encountered. The resources may then be drained from processing the first items and may not be available in the middle of the sentence, but as the end of the input string is approached, the processing resources are “recharged” and an element in final position has changes of being processed (VanPatten 2004a). Therefore, sentence extension may be influenced by this subprinciple (see examples (6a) and (6b)).

- (6) a. Is it cold outside?
- b. Is it cold outside or do you think I can go out with just a shirt on?

(VanPatten 2004a: 13)

With this last subprinciple, we have now fully addressed the first major principle of VanPatten’s IP theory and its five subprinciples, all related to the matter of primacy of meaning. The main concern of the first principle is the processing of grammatical forms, which tend to be incorrectly acquired by learners, due to the various reasons discussed above. However, the notion of “form” does not solely pertain to specific inflections and “noncontent words” and can also expand to sentence level with regards to word order. The variation of the typical SVO-schema may pose an acquisitional problem for L2 learners – whose L1 does not hold the same versatility –, since their interpretation of the relationships of a noun to a verb is strongly linked to their knowledge of the L1. English is the perfect example of a language which is almost entirely SVO. Hungarian, Spanish and Portuguese, for example, exhibit not so strict patterns for word order, allowing SVO, SOV, OVS word order, among others (VanPatten 2004a). Learners may fail to acquire these features if they automatically assume that the



first noun in a sentence is the subject or the agent, when it is not the case. VanPatten ascribes this misinterpretation not only to L1 transfer, but also suggests that, since SVO and SOV are “overwhelmingly the preferred canonical patterns of languages from around the world” (2004a: 15), the human mind may already have the propensity to tag subject and agent nouns in the first position. This tendency ties in with the second major principle of VanPatten’s IP theory, termed the First Noun Principle, which I will address below.

*Principle 2. The First Noun Principle. Learners tend to process the first noun or pronoun they encounter in a sentence as the subject/agent.*

When processing the items of a certain sentence, learners must confer syntactical (e.g. subject) and semantic roles (e.g. agent) to nouns, so that overall meaning is achieved. If they do not label the subject/agent correctly, sentences can be misinterpreted, as seen in (7) and (8).

(7) Original sentence:

The cow was kicked by the horse.

(8) Failed interpretation of the sentence (*the cow* is interpreted as the subject/agent):

The cow kicked the horse.

(VanPatten 2004a: 15, adapt.)

This misleading strategy entails some problems for language learning, since it can delay the acquisition of certain structures, such as passive constructions, case marking, topicalization, among others (VanPatten 2004a). A great deal of research has already been done with regards to this phenomenon in different languages, such as French, Spanish, German and others. These studies reveal that learners do indeed fail to misinterpret the first noun in a sentence as the subject of the action. This processing error can occur, for example, in the interpretation of French causative structures (Allen 2000; VanPatten & Wong 2004), OVS sentences in Spanish where the subject is omitted or placed in

final position (Lee 1987; VanPatten 1984; VanPatten & Cadierno 1993; VanPatten & Oikkenon 1996; VanPatten & Sanz 1995) and OVS sentences in German where case markings are ignored by the learners (Culman et al. 2009; LoCoco 1987; VanPatten & Borst 2012). Therefore, the consequences of this principle are that learners may not only misinterpret noncanonical word order, but also fail to process formal features that are strictly related to the words' grammatical functions in a sentence, as for case markings in German. To mitigate the negative effects of this strategy, VanPatten posits the three subprinciples I present below.

***Principle 2a. The Lexical Semantics Principle.** Learners may rely on lexical semantics, where possible, instead of word order to interpret sentences.*

One way to attenuate the First Noun Principle has to do with lexical semantics, i.e., learners may focus on the semantic properties of the lexical items presented in a sentence, instead of relying on word order to identify the agent.

(9) The fence was kicked by the horse.

(VanPatten 2004a: 16)

In (9), *the fence* cannot be inferred as the subject/agent of the sentence, since the act of kicking can only be performed by an “animate being with legs” (VanPatten 2004a: 16). That is, the lexical semantics of the verb *to kick* assigns certain characteristics to the subject, which rule out the possibility of it being the initial NP of this utterance.

***Principle 2b. The Event Probabilities Principle.** Learners may rely on event probabilities, where possible, instead of word order to interpret sentences.*

Another aspect capable of avoiding the misinterpretation of a sentence relates to the relationship between a sentence and the real world. Since learners have acquired knowledge of the

likelihood of certain events in the real world, they can extract meaning from a sentence, based on this principle. In other words, learners can identify the subject/agent of an action capable of being performed by the two entities in a sentence, resting on what would more likely happen in the real world.

(10) The farmer was kicked by the horse.

(VanPatten 2004a: 17)

In sentence (10), both entities – the farmer and the horse – are physically capable of performing the act of kicking, since both are animate beings with legs. However, knowledge of the real world will drive the learner to interpret the *horse* as the subject/agent, since it is more likely that the horse kicks the farmer rather than the other way around.

*Principle 2c. The Contextual Constraint Principle. Learners may rely less on the First Noun Principle if preceding context constrains the possible interpretation of a clause or sentence.*

The third and last subprinciple of the First Noun Principle is the Contextual Constraint Principle and suggests that the presence of contextual cues in an utterance may deter learners from misinterpreting the targeted sentence. Let us look at the examples (11) and (12):

(11) Gloria contó a su amiga que la atacó Ramón en casa.

Gloria told her friends that her-OBJ attacked Ramon-SUBJ at home.

(12) Roberto está en el hospital porque lo atacó María con un cuchillo.

Roberto is in the hospital because him-OBJ attacked Mary-SUBJ with a knife.

(VanPatten 2004a: 17)

In sentence (11), the first clause does not constrain interpretation, since it does not contain contextual clues capable of prompting the learner to correctly identify the subject/agent of the utterance. Resting on the First Noun Principle, the learners could incorrectly assign the role of subject/agent to Gloria. In (12), however, the preceding clause contains contextual information about Roberto. He is in the hospital for a reason, so the learners are induced to assume that Maria attacked him with a knife and not the other way around. Here, the available context constrains interpretation and the learners are pushed away from using the First Noun Principle. The complete set of principles is listed below:

**P1. The Primacy of Meaning Principle.** Learners process input for meaning before they process it for form.

**P1a. The Primacy of Content Words Principle.** Learners process content words in the input before anything else.

**P1b. The Lexical Preference Principle.** Learners will tend to rely on lexical items as opposed to grammatical form to get meaning when both encode the same semantic information.

**P1c. The Preference for Nonredundancy Principle.** Learners are more likely to process nonredundant meaningful grammatical form before they process redundant meaningful forms.

**P1d. The Meaning-Before-Nonmeaning Principle.** Learners are more likely to process meaningful grammatical forms before nonmeaningful forms irrespective of redundancy.

**P1e. The Availability of Resources Principle.** For learners to process either redundant meaningful grammatical forms or nonmeaningful forms, the processing of overall sentential meaning must not drain available processing resources.

**P1f. The Sentence Location Principle.** Learners tend to process items in sentence initial position before those in final position and those in medial position.

**P2. The First Noun Principle.** Learners tend to process the first noun or pronoun they encounter in a sentence as the subject/agent.

**P2a. The Lexical Semantics Principle.** Learners may rely on lexical semantics, where possible, instead of word order to interpret sentences.

**P2b. The Event Probabilities Principle.** Learners may rely on event probabilities, where possible, instead of word order to interpret sentences.

**P2c. The Contextual Constraint Principle.** Learners may rely less on the First Noun Principle if preceding context constrains the possible interpretation of a clause or sentence.

Fig. 2. Sets of IP Principles (VanPatten 2004a)

To understand input processing and its relevance to SLA, we must consider some factors. Firstly, the sets of principles presented and discussed above are not meant to be interpreted separately. In fact, IP is a complex procedure and many variables are involved in the unsuccessful or incomplete processing of a certain structure, i.e., more than one principle or strategy may be responsible for the difficult processing of a form. If grammatical information is not available to be accessed in the output, it means that the form was not fully processed in the input and this may be explained by the interaction between various strategies. The difficulty in processing the accusative case marker in German, for example, is due to various aspects, such as subject-object inversion in OVS structures, where the First Noun Principle plays a major role. In this processing difficulty, not even the Sentence Location Principle helps learners process case marking in initial position (VanPatten & Borst 2012). Thus, we can have situations in which one principle overrules another and situations in which several principles act together. It must therefore be clear that “principles do not operate in isolation” in the processing of a grammatical form or structure (VanPatten 2004a: 19).

Another factor to be reiterated is that a model of input processing is not a model of acquisition and does not presuppose untainted acquisition of a certain structure. VanPatten defines IP as “the “first hurdle” a form or structure must jump through on its path toward acquisition” (2004a: 25). In this regard, one should not assume that successful processing of a form in the input ensures a faultless and permanent control of said form in every further aspect of acquisition. If a form is correctly processed in

the input and therefore transformed into intake, it is ready to be accommodated into the developing system. The internal mechanisms are then responsible for storing and organizing grammatical information in the brain until it is available for access in the output (VanPatten 2004a). That said, input processing is the initial stage of acquisition, which means that fully acquiring a form is dependent on the successful outcome of the next stages as well (see Figure 1). Figure 3 depicts in detail what IP is all about:

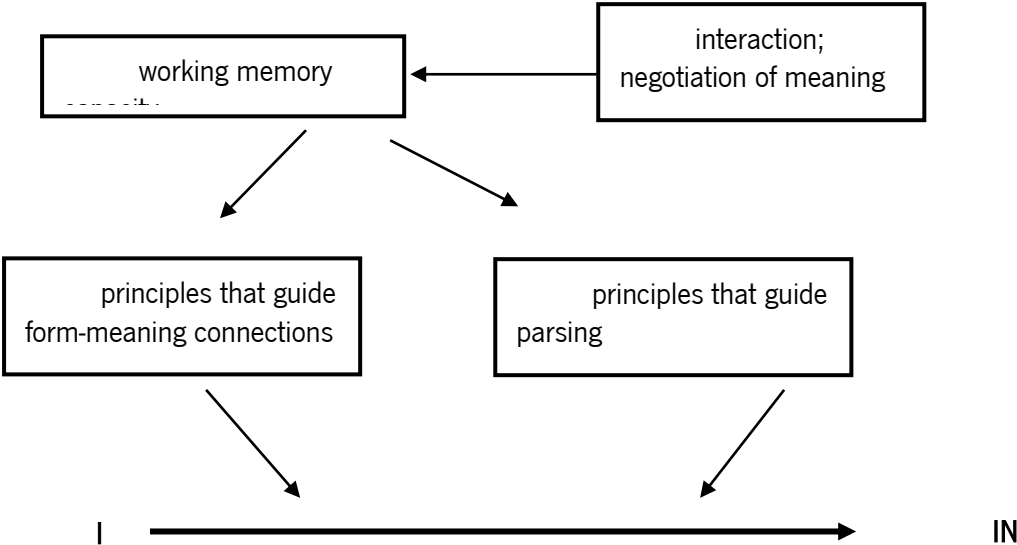


Fig. 3. Detailed schema of Input Processing (VanPatten 2004a: 26)

A concluding aspect to be considered in VanPatten’s IP theory is the already mentioned role of output in acquisition. As stated above, most of the criticism towards the IP model rests on the assumption that VanPatten dismisses output as an important stage of acquisition, which is not so. IP focuses on the initial stage of acquisition, i.e., the transformation of input into intake through form-meaning connections, and handles the strategies used by learners when attempting to get meaning from an utterance. Output, on the other hand, consists in the final stage of acquisition, when a certain form is ready to be accessed for production. What VanPatten discards is the presumption of some researchers, such as Anderson 2000 or DeKeyser 1998, that output is a “direct path to acquisition” (2004a: 27), i.e., that only declarative knowledge of a form and its repeated replication in communicative situations are needed for acquisition to happen. For the author, acquisition builds on different sets of processes. If a form is not correctly processed at the initial stage, it will not be fully

incorporated into the developing system, therefore making it hard for the learner to access it in the output. In short, output should not be deemed unimportant, but does not figure into IP, because it pertains to the final stage of acquisition.

## 2.4 Processing Instruction

VanPatten’s model of Input Processing (1993, 1996, 2002a, 2002b, 2004a) covers the main characteristics of the initial stage of acquisition and the principles which determine whether a learner is able to correctly process a form in the input or not. Much of the research directed towards input processing intended to identify the strategies the learners resort to, when trying to extract meaning from a sentence. At some point, it was no longer enough to know what phenomena caused the poor acquisition of a certain form or structure. Research on Second Language Acquisition and Grammar Instruction works towards improving the ways through which L2 learners develop their knowledge of a foreign linguistic system and acquire their properties and special features. Therefore, for IP, identifying learners’ processing strategies was the first step towards figuring out methods to bypass them.

Processing Instruction (PI) (VanPatten 1993, 1996, 2002a, 2002b; VanPatten & Cadierno 1993a, 1993b; Wong 2002, 2004) arises from the need to overcome these nonoptimal strategies. It rests on VanPatten’s model of IP and consists in an explicit instruction model focused on input, which drives learners to make better form-meaning connections (see Fig. 4), without producing the target form. While traditional explicit grammar instruction focuses practice at the stage of active production (see Fig. 5), PI aims to train input information to convert to intake.

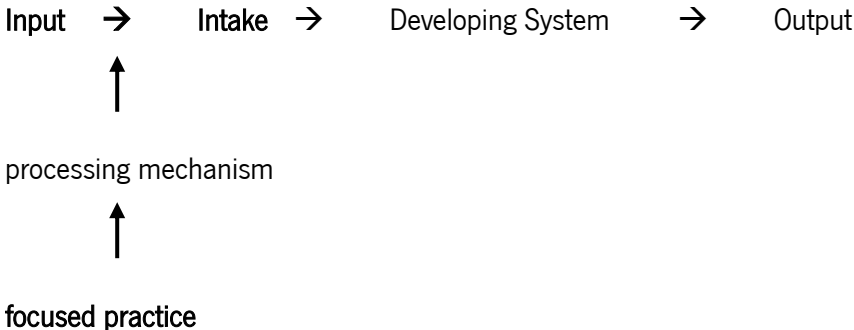


Fig. 4. Processing Instruction in Foreign Language Teaching (VanPatten & Cadierno 1993b: 46)

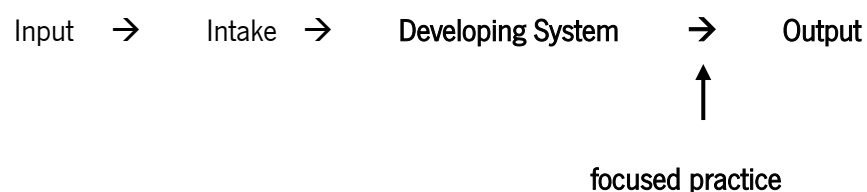


Fig. 5. Traditional Explicit Grammar Instruction in Foreign Language Teaching (VanPatten & Cadierno 1993b: 46)

If a certain processing strategy is inefficient, the learner will automatically make a faulty form-meaning connection or fail to make one. PI should deter learners from relying on these defective strategies and prompt them to make better form-meaning connections (Wong 2004). This pedagogical tool is targeted at grammar instruction, since it aims at the successful processing of grammatical information, and consists of explicit training, as learners need to notice form to connect it to a certain meaning<sup>1</sup>.

The original model of PI consists of three main characteristics, designed to drive learners to establish proper form-meaning connections and correctly process grammatical information in the input. Since this approach is based on explicit instruction, the first step consists in delivering explicit information about the target structure, so that learners have an express idea of its features. In a study concerning failed processing of clitic object pronouns in L2 Spanish, VanPatten and Cadierno (1993b) first presented the Spanish pronominal system and displayed its properties at sentence level. This explanation provided the learners with explicit knowledge about the mechanics of such constructions.

The second step depends on the identification of the processing problem for the form in question. If we aim at decoding why learners are having difficulty processing a form, we must identify the strategy they resort to, which is driving them to process said form inefficiently (Wong 2004). In VanPatten and Cadierno (1993), the processing principle identified was the First Noun Principle, since learners would assign the role of subject/object to the object pronoun in OVS structures. Having this in mind, the authors knew that they needed to develop activities that would push learners away from turning to this strategy, i.e., they had to manipulate tasks for the learners to make appropriate form-

---

<sup>1</sup> For a discussion on grammar and explicit instruction, revert to subsection 2.1 of the present study.



meaning connections. At this stage, the third and last characteristic of PI comes up, when the instructor starts developing Structured Input (SI) activities based on the principle(s) identified.

The creation of SI activities is probably the most important step towards ensuring that the PI model has a successful outcome in pushing learners away from their faulty strategies. The first step is to recognize the processing problem or strategy learners attend to when trying to process a certain form. As soon as the processing principle is identified, the limits of the SI activities are already outlined, since the task demands cannot entail elements capable of making learners fall back on their inadequate strategies. Wong (2002, 2004) conducted a study concerning a specific grammatical feature of French. French marks negation differently in constructions with the verb *avoir* ('to have') and indefinite articles. The indefinite articles *un/une* (masculine and feminine singular) and *des* (plural) turn into the partitive *de/d'* in negated *avoir*-sentences. Let us look at examples (13) and (14):

(13) Marie a un chat.  
Marie has IND.ART cat  
'Marie has a cat.'

(14) Marie n'a pas de chat.  
Marie NEG-has-NEG PART.ART.NEG cat  
'Marie does not have a cat.'

(Wong 2002: 243-244, adapt.)

Wong (2002, 2004) has shown that learners tend to overlook this phenomenon and do not mark *de/d'* in negative constructions with *avoir*. Since the form does not convey new information, it has no "inherent semantic value" (Wong 2002: 244), which pushes the learners towards the Meaning-Before-Nonmeaning Principle (P1d). Another principle that seems to have influence in learners' difficulty to process this form is the Sentence Location Principle (P1f), because the form is usually displayed in medial position, which is less salient than the initial and final positions. Taking this into account, any SI activities created for these problems would have to avoid items in which meaningful forms could help

learners resolve the task demands, in order to hinder the occurrence of P1d. Moreover, the target form would somehow have to be displayed in initial position, so that P1f would not interfere.

The processing problems should in some way correspond to those outlined by VanPatten in his IP model. As soon as the processing principle is identified, SI activities can start being developed. In order to devise a fruitful set of SI activities, the instructor must bear the processing principles in mind. As previously stated, exercises should not enable learners to rely on these principles and should compel them to employ better strategies to process the target form (Wong 2004). Subsequently, the instructor is ready to follow the suggested guidelines for SI activities.

The first set of guidelines for developing SI activities was put forward by VanPatten (1993) and PI was then empirically tested for the first time in VanPatten and Cadierno (1993a). The guidelines were later elaborated on in Lee & VanPatten (1995), VanPatten (1996) and Wong (2004). For each activity, the instructor must be aware of the structural fulfilment of every guideline, in order for the focused practice to be as efficient as possible in circumventing defective strategies. I will primarily discuss each guideline individually and then I will distinguish between the two types of SI activities: referential and affective.

**1. Present one thing at a time.** Only one form and/or one function should be presented at a time. This guideline derives from the premise that learners have limited resources to process grammatical data and should not, therefore, be overfilled with information (see P1e). However, this does not mean that, in subsequent activities, the level of difficulty cannot gradually increase, and more forms cannot be focused on at the same time (Lee & VanPatten 1995). Nevertheless, if “there is less to pay attention to, it is easier to pay attention” (Wong 2004: 38), without running the risk of draining the resources needed for subsequent activities.

**2. Keep meaning in focus at all times.** The input presented in the activity must bear referential meaning or communicative intent (VanPatten 1996, Wong 2004), i.e., “either (1) the meaning of the form has to be processed or (2) the propositional content of the sentence and the form have to be processed” (Wong 2002: 243) In other words, if an exercise does not require learners to pay attention to the meaning of the utterance, it lacks communicative value (like a mechanical drill, typically used in traditional grammar instruction) and cannot be considered an SI activity. The activities must, therefore, have a communicative purpose and learners need to decode it to effectively complete them.

**3. Move from sentences to connected discourse.** This guideline reverts to learner’s limited capacity to process input. If learners have limited resources to process information, especially at the initial

stages, it is only reasonable that the activities gradually evolve from simple utterances to connected discourse. This can happen across activities or even within the same activity, since the PI presupposes multi-step tasks which should progressively develop from accessible exercises into more challenging ones. The following excerpt (from Lee & VanPatten 1995: 106-107) was translated from Spanish and shows how the activities transition from loose sentences to short narration.

**Example A. Alice and Ray.** Look at the drawings of events from a typical day in the lives of Alice and Ray. Listen as your instructor reads a sentence. Say whether that activity is part of Alice's routine or Ray's.

MODEL: (you hear) This person eats lunch with friends.

(you say) That is Ray.

**Example B. In What Order?** Without referring to the drawings about Ray's day, put the following activities in the correct order in which he does them.

- \_\_\_ a. He goes to bed late.
- \_\_\_ b. He sleeps in his math class.
- \_\_\_ c. He works at the pizzeria.
- \_\_\_ d. He goes to music class.
- \_\_\_ e. He gets up late.
- \_\_\_ f. He watches some TV.
- \_\_\_ g. He eats lunch with friends.
- \_\_\_ h. He tries to study.

**Example C. John's Day.**

**Step 1.** Break into groups of three and listen as your instructor reads a short narration.

**Step 2.** With your group members, give as many details as you can remember by completing the following sentences. The group with the most details wins. You have three minutes.

1. John gets up at \_\_\_\_\_.
2. He requires at least \_\_\_\_\_ to wake up fully.

3. He prefers not to \_\_\_\_\_ in the morning.

[list continues]

**Step 3.** Look over the details that you have recalled. Read a sentence to the class and then say whether or not you do the same thing.

MODEL:                      John gets up at 8:00, and so do I.

John gets up at 8:00, but I don't.

[Part of narration read by instructor. "John is a student at X university. On most days, he gets up at 8:00 but the mornings are very difficult for him because he just isn't a morning person. He needs to drink at least three cups of strong coffee to wake up. And more often than not he reads the newspaper in silence since he prefers not talking to anyone until he is fully awake..."]

(off Wong 2004: 39-40, adapt.)

**4. Use both oral and written input.** This is an important guideline, since learners can benefit from both modalities of input, as some learners require visual aid to pay closer attention to the form being processed. Most of the tasks in a set of SI activities consists of written input, because not being able to "see" the input could be disadvantageous in learning situations (Lee & VanPatten 1995). Oral and written input can, once again, be included across activities or within each activity.

**5. Have learners do something with the input.** SI activities should not only keep meaning in focus, but also have a purpose, a reason for learners to be attentive to input information. That is, learners should not be presented with meaningful exercises in a series of scattered purposeless activities. There must be a reason for which learners attend to input. They can be required to draw a conclusion about the propositional content of certain activity, they can be asked for their thoughts or opinion on a given matter related to the conducted activity, among others. Learners will only be able to provide this information, if they have correctly processed the target form at the beginning of the activity (Wong 2004: 42). The target form of the following activity is the inclusion of the partitive *de* in negative *avoir-* constructions in French (as seen in 13 and 14). Note how learners are required to draw a conclusion or give an opinion about the quality of the facilities after completing the referential task.

**Example D. In the Classroom.** The following sentences describe objects that may or may not be in a classroom. You will hear the last part of each sentence. Listen carefully to the article in order to determine if each object mentioned is in the classroom or not. Circle the correct response. Then based on the answers, comment on whether you think this is a well-equipped classroom.

1. La salle a... / La salle n'a pas...

2. La salle a... / La salle n'a pas...

3. La salle a... / La salle n'a pas...

4. La salle a... / La salle n'a pas...

5. La salle a... / La salle n'a pas...

6. La salle a... / La salle n'a pas...

7. La salle a... / La salle n'a pas...

8. La salle a... / La salle n'a pas...

(The classroom has... / The classroom does not have...)

Would you say that this is a well-equipped classroom? Share your response with a classmate.

[INSTRUCTOR'S SCRIPT

Read each sentence once. After each sentence, ask for an answer. Do not wait until the end to review answers. Students do not repeat or otherwise produce the structure.

1. ...un tableau. ( ... a board.)

2. ...un ordinateur. ( ... a computer.)

3. ...de fenêtre. ( ... a window.)

4. ...des affiches. ( ... posters.)

5. ...de téléphone. ( ... a telephone.)

6. ...une television ( ... a television.)

7. ...des chaises. ( ... chairs.)

8. ...de magnétoscope] ( ... a video recorder.)

(Wong 2004: 43-44, adapt.)

**6. Keep the learner's processing strategies in mind.** The last guideline ties in with the first step in developing SI activities, i.e., to identify the processing problems or strategies learners resort to for the target form or structure. Each activity must be manipulated to move learners away from their natural processing strategies (Lee & VanPatten 1995). To ensure that the created SI activities contributes to this end, the defective strategies identified *beforehand* must be always kept in focus. If an activity fails at pushing learners away from their natural instincts of input processing, then it is not an SI activity. For example, if learners have difficulties processing past tense forms, an activity including adverbs of time might divert them from paying attention to said forms (Lee & VanPatten 1995).

These guidelines are meant to help instructors develop SI activities, guaranteeing that the purposes of such activities are fulfilled and learners are capable of making correct form-meaning connections, without attending to their natural inefficient processing strategies. They should be considered for any constructed activity regarding a certain form or structure. In PI, we can distinguish between two types of SI activities (referential and affective). Every set of activities should be composed of both types.

Referential activities require learners to deliver an answer which can be judged right or wrong, and the instructor can, therefore, verify if the learners have made the appropriate form-meaning connections. These activities presuppose that learners need to attend to form in order to get meaning. According to VanPatten (2000), a set of SI activities would begin with two or three referential activities. Examples of such activities are presented below:

**Example E.** Listen to the statements your instructor makes. Is the action expressed in the present, past, or future?

[INSTRUCTOR'S SCRIPT: 1. *Juan habló con sus padres por teléfono.* (John talked with his parents on the phone.); 2. *María estudia mucho para los exámenes.* (Mary studies a lot for her exams.), etc.]

**Example F.** Listen to each sentence your instructor reads. Which of the expressions listed could be included in the sentence?

- |    |                           |                            |                          |
|----|---------------------------|----------------------------|--------------------------|
| 1. | a. <i>anoche</i>          | b. <i>ahora</i>            | c. <i>mañana</i>         |
| 2. | a. <i>en este momento</i> | b. <i>la semana pasada</i> | c. <i>en dos minutos</i> |

[INSTRUCTOR'S SCRIPT: 1. *Juan no llamó.* 2. *¿Qué hace María?*, etc.]

(VanPatten 2000: 50, adapt.)

Affective activities, on the other hand, are more related to their purposeful nature, thus they do not have right or wrong answers. The intent of these activities is to trigger learners' communicative skills with regards to the target form. They should be able to profess an opinion, a belief or deliver an affective response and establish a connection to the real world. Note that, in the affective activities exemplified below, the learners are not meant to give right or wrong answers, but rather respond to the input while processing information about the real world (VanPatten 2000).

**Example G.**

**Step 1.** Following is a list of things your instructor might have done last night. Check off those that you think he/she did and then put them in chronological order.

Our instructor....

- |  |  |
|--|--|
| <input type="checkbox"/> had a cocktail.     | <input type="checkbox"/> went out with a friend. |
| <input type="checkbox"/> read the newspaper. | <input type="checkbox"/> called a student.       |
| <input type="checkbox"/> walked the dog.     | <input type="checkbox"/> slept for eight hours.  |
| <input type="checkbox"/> prepared dinner.    | <input type="checkbox"/> exercised.              |
| <input type="checkbox"/> watched TV.         | <input type="checkbox"/> cleaned a closet.       |

**Step 2.** A volunteer will read the statements from step 1 to the rest of the class; everyone else should express agreement or disagreement. In the end, your instructor will tell you and the class if you are right.

(VanPatten 2000: 50-51, adapt.)

Each one of the aspects discussed above characterizes the original instructional model of PI developed by VanPatten (1993) and applied for the first time by VanPatten & Cadierno (1993a). First, there is an explicit explanation of the target form, then learners are warned about their faulty processing strategies, and, finally, SI activities are developed to help them overcome such strategies and attend to more efficient ones. The present empirical study will make use of the original PI model with regards to a very particular and complex target structure, which will be addressed in the next chapter.

### 3. TALMYAN TYPOLOGY OF MOTION EVENTS

The grammatical phenomenon selected to be the basis of the instructional approach tested in the present study is the conveying of motion events. An important step in understanding how motion events are projected in different linguistic encodings is to adopt a cognitive approach, in which the connection between semantic elements and surface forms play a major role. This starting point ties in with the hypothesis of linguistic relativity, i.e., how language structure influences a speaker's world view or way of thought. One of the most important works on the conceptualisation of such a relationship is Slobin's *Thinking for Speaking* (1987), which analyses the variations among speakers of four languages (English, Spanish, German and Hebrew) divided into three age groups (3-5, 9 and adult) with regards to verbal marking of aspect and motion. Slobin's findings show that speakers of different languages use different strategies to convey motion in speech and direct their attention towards different circumstances of the sensorial environment.

The study reveals, for instance, that native speakers of German and Hebrew tend to use different tense/aspect forms when narrating simultaneous sequences of both punctual and progressive activities, while speakers of English and Spanish rarely maintain the same aspectual features when describing these contrasting activities. Moreover, speakers of English and German tend to combine verbs with locative particles/phrases in motion descriptions, while speakers of Spanish and Hebrew blatantly reject such constructions and often do not elaborate locative information. These characteristics support the theory that languages have different linguistic resources, which regulate the imparting of content. These resources depend on extralinguistic features and are influenced by the connection between language and thought, which diverges according to different linguistic settings.

This connection between "thinking" and "speaking" – as Slobin puts it – is strongly related to cognition. To better understand the relationship between meaning and surface expression in different linguistic environments, Talmy (1985, 2000) develops a typological approach, which serves as one of the theoretical frameworks of Slobin's work. This approach focuses mainly on motion events that include both expressions of movement and location. In the present work, I turn to Talmy's proposal to better depict the linguistic properties of such structures in different languages and to highlight the possible difficulties in the acquisition of said phenomena for native speakers of Portuguese learning L2 German. For the purpose of this study, only movement situations will be taken into account.



### 3.1 Lexicalization Patterns

Talmy (1985, 2000) describes basic motion events as having two objects (Figure and Ground) and four components: two internal elements (Motion and Path) and two external elements (Manner and Cause). In a broader sense, Figure refers to the moving entity and Ground is the element with respect to which the Figure moves. Motion defines the presence of movement in the event and Path is the course followed by the Figure. In addition to these elements, a motion event can also have distinct external components: Manner, that defines the way in which the Figure moves, and Cause, reflecting the cause of said movement (Talmy 1985: 61).

Talmy’s framework focuses on the relationship between these semantic elements and surface expression, i.e., overt linguistic forms (Talmy 2000b: 21). Although this relationship can be one-to-one, many-to-one or one-to-many, Talmy’s attention is mainly directed towards the events where more than one semantic element is lexicalized in a single linguistic form, the phenomenon he coins as *conflation*. The author defines conflation as “any syntactic process – whether a long derivation involving many deletions and insertions, or just a single lexical insertion – whereby a more complex construction turns into a simpler one” (Talmy 1972: 257).

		FIGURE	MOTION/ MANNER	PATH	GROUND
(15)	a.	The pencil	rolled	off	the table.
		FIGURE	MOTION/ CAUSE	PATH	GROUND
	b.	The pencil	blew	off	the table.

(Talmy 1985: 61, adapt.)

In English, both Motion and Manner/Cause are usually conflated in the verb. The verb form *rolled* in example (15a) conflates both Motion and Manner and depicts the rolling movement of the

Figure (*pencil*) in relation to the Ground (*table*), off which it rolled (Path). In sentence (15b), the verb conflates Motion and Cause, since the Figure (*pencil*) was caused to move off the Ground (*table*). This sentence can therefore be substituted by a paraphrase that better highlights its semantic components, such as: “The pencil moved off the table, from [the wind] blowing on it” (Talmy 1985: 61, 64).

In his work, Talmy pays special attention to specific surface elements, through which conflation of semantic elements is detectable: the verb and what he describes as “satellite”. According to the author, a satellite is “the grammatical category of any constituent other than a noun-phrase or prepositional-phrase complement that is in a sister relation to the verb root. It relates to the verb root as a dependent to a head” (Talmy 2000b: 102). Satellites are quite common in Germanic languages and comprise, for instance, English particles (*run out*) and German verb prefixes (*hinaufgehen* ‘go up’), which are the focal grammatical forms of the present study.

In terms of verbal conflation, i.e., lexicalization of different elements of motion in the meaning of a verb (Matsumoto 2003: 404), we can distinguish three main types. The first type is prevalent in languages like English and German and exhibits conflation of Manner or Cause in the meaning of the verb. Examples for English are presented in (16) and (17).

(16) **Motion + Manner**

a. non-agentive

The smoke swirled/squeezed through the opening.

(= The smoke moved through the opening, swirling/squeezing [the while])

b. self-agentive

I ran/limped/jumped down the stairs.

(= I went down the stairs, running/limping/jumping [the while])

c. agentive (causative)

I twisted/popped the cork out of the bottle.

(= I moved the cork out of the bottle, twisting/popping it [the while])

(17) **Motion + Cause**

a. non-agentive

The napkin blew off the table.

(= The napkin moved off the table, from [the wind] blowing on it)

b. agentive (causative)

I blew/flicked the ant off my plate.

(= I moved the ant off my plate, by blowing on it/flicking it)

(Talmy 1985: 62-63, adapt.)

The same sentences would translate into German as seen in (18) and (19). The syntactical variations of such translations will be discussed later.

(18) **Motion + Manner**

a. non-agentive

Der Rauch wirbelte/drückte durch die Öffnung

The smoke swirled/squeezed through the opening

The smoke swirled/squeezed through the opening.

b. self-agentive

Ich rannte/humpelte/sprang die Treppe hinunter.

I ran/limped/jumped the stairs thither-down

I ran/limped/jumped down the stairs.

c. agentive (causative)

Ich drehte/zog den Korken aus der Flasche

I twisted/popped the cork out of the bottle

I twisted/popped the cork out of the bottle.

(19) **Motion + Cause**

a. non-agentive

Die Serviette wehte von dem Tisch.

The napkin blew off the table

The napkin blew off the table.

b. agentive (causative)

Ich blies/schnippte die Ameise von meinem Teller (weg).

I blew/flicked the ant off my plate (away)

I blew/flicked the ant off my plate.

As seen in the examples (16) to (19), both Motion and Manner/Cause can be conflated in the verb, whether in agentive, self-agentive or causative structures. Languages with this pattern are said to have a considerable number of manner-of-motion verbs, which enables such constructions, in which Motion and Manner/Cause are conflated in the verb root and Path in a satellite (for a further explanation, see Talmy 1985, Wienold 1995).

The second type is predominantly characteristic of Romance languages, such as Portuguese and Spanish. In these languages, the verb root typically conflates Motion and Path. Manner and Cause can be encoded in a gerundival or adverbial adjunct, as we see in examples (20) and (21).

(20) **Motion + Path (non-agentive)**

a. La botella salió de la cueva (flotando).

The bottle moved-out of the cave (floating)

“The bottle floated out of the cave.”

b. El globo subió por la chimenea (flotando).

The balloon moved-up through the chimney (floating)

“The balloon floated up the chimney.”

(21) **Motion + Path (agentive/causative)**

a. Metí el barril a la bodega rodandolo.

I-moved-in the keg to the storeroom rolling-it

“I rolled the keg into the storeroom.”

b. Tumbé el árbol serruchandolo /a hachazos /con una hacha.

I-felled the tree sawing-it /by axe chops /with an axe

“I sawed/chopped the tree down.”

(Talmy 1985: 69-71, adapt.)

In Portuguese, the same examples would be expressed as follows:

(22) **Motion + Path (non-agentive)**

a. A garrafa saiu da caverna (a flutuar).

The bottle moved-out of the cave (floating)

“The bottle floated out of the cave.”

b. O balão subiu pela chaminé (a flutuar).

The balloon moved-up through the chimney (floating)

“The balloon floated up the chimney.”

(23) **Motion + Path (agentive/causative)**

a. Pus o barril na arrecadação (a rolá-lo).

I-moved-in the keg to the storeroom (rolling-it)

“I rolled the keg into the storeroom.”

- b. Derrubei      a árvore      à machadada      /com um machado.  
 I-felled      the tree      by axe chops      /with an axe  
 “I chopped the tree down.”

The third and least common type contemplates the conflation of Motion and Figure in the verb root. Such conflation is realized in an example like (24), in which the verb *rained* not only expresses the falling movement of condensed moisture (Motion), but also represents the moving entity, i.e., the rain itself (Figure).

(24) **Motion + Figure (non-agentive)**

It rained in through the bedroom window.

(Talmy 1985: 73)

Although it is “restricted to unfamiliar languages” (Matsumoto 2003: 405), this specific pattern called Talmy’s attention, since it is characteristic in Atsugewi, an indigenous language of north-eastern California, which was the target language of the author’s first theoretical framework on motion events (see Talmy 1972). Unfortunately, Atsugewi became extinct, more than a decade after Talmy’s study.

In relative correlation with the previously displayed verb lexicalization patterns is conflation in satellites, especially with respect to Path information. Generally, languages that exhibit strong Motion + Manner/Cause verbal conflation tend to realize Path information in satellites, as is the case of English and German. Languages with a dominant Motion + Path verbal conflation pattern (e.g. Romance) tend to express Manner/Cause in a facultative adjunct. Current studies tend to rely on the first two types of conflation as the most widespread and relevant patterns in the lexicalization of motion events, i.e., Manner conflation and Path conflation. Cause conflation is usually left out of more recent research due to its rare occurrence. Languages that present more Motion + Manner patterns (e.g. English, German, Russian) are generally called manner languages, while languages that have dominant Motion + Path patterns (e.g. Romance) are designated as path languages (Matsumoto 2003: 405). It should be noted that Talmy acknowledges the coexistence of more than one conflation pattern in the same language

(e.g. English verbs *ascend*, *descend*, *exit*, *enter*). However, his typology rests upon factors such as frequency and colloquiality (see Talmy 1985) to describe the predominant pattern in a language and should not be interpreted as a language universal. In the next subsection, I will focus on Talmy's follow-up typology of event integration, that allows us to look at these phenomena under a different perspective.

### 3.2 Event Integration

Talmy's complementary typology of event integration "involves the conceptual integration or conflation of events" (Talmy 2000b: 216). The focus of this typology – contrary to the typology of lexicalization patterns – rests on looking at the syntactic constituents that typically encode certain components of a motion event (Talmy 2000b: 117), rather than focusing on the semantic elements that are encoded in these constituents. Thus, we will no longer take on Motion + Manner or Motion + Path conflation *per se*, but will focus on the syntactic environments in which these semantic notions turn up. Talmy delineates five different types of event in this typology, however, for the purpose of this study, only non-agentive motion events will be addressed.

To understand how this conceptual integration occurs, the term "macro-event" needs to be considered. Talmy defines macro-event as a "complex event that can be conceptually integrated into a unitary event expressible in some languages by a single clause" (Talmy 2000b: 220). This macro-event is composed of a *framing event* and a *co-event*, that is in support relation to the latter. In the sentence *The bottle floated into the cave* (Talmy 2000b: 227), the framing event would be the main motion event, i.e., the fact that the Figure changes its location; the co-event would be the floating event, i.e., is related to the manner of movement. Thus, the framing event plays an essential role in the macro-event and the co-event is in ancillary relation to the framing event.

Talmy postulates that the existence of a macro-event and its conceptual structuring is a universal of "linguistic organization" (Talmy 2000b: 221). Nevertheless, there seems to be a general dichotomic typology for the world's languages in the conceptual structure of the *chore schema* of a framing event. According to Talmy (2000b: 218), the chore schema in a motion event is **Path** and refers to the relationship between Figure and Ground.

Therefore, the typology of event integration recognizes the following types of language in the expression of motion events: verb-framed languages and satellite-framed languages. Verb-framed languages characteristically map Path information into the verb (e.g. Romance, Semitic, Japanese, etc.) and encode the co-event of Manner in an adverbial or gerundival adjunct (see example 26). Satellite-framed languages are those in which Path is encoded by a satellite (e.g. Indo-European except Romance, Chinese, etc.) and whose co-event of Manner is present in the verb root (see example 25).

		<i>CO-EVENT</i>	<i>CHORE SCHEMA</i>
	<b>FIGURE</b>	<b>MANNER</b>	<b>PATH</b>
(25)	The bottle	floated	out.

		<i>CHORE SCHEMA</i>	<i>CO-EVENT</i>
	<b>FIGURE</b>	<b>PATH</b>	<b>MANNER</b>
(26)	La	botella	salió
			flotando.
	The	bottle	moved-out
			floating
	“The bottle floated out.”		

As illustrated in (25), a satellite-framed language such as English encodes the chore schema of the framing event (Path) in the satellite *out*, while the co-event (Manner) is present in the verb root itself. In (26), we see that Spanish, on the other hand, encodes Path information in the verb root, while Manner is encoded in the co-event gerundive *flotando*. It is important to note that, although Figure and Manner are represented in the examples (25) and (26), these components are not important in the typology of event integration. Only the encoding of Path matters, because it can be represented by different syntactic elements across different linguistic conceptualization patterns and epitomizes a typological dichotomy in the syntactic realization of motion expression in the world’s languages.

### 3.3 Motion Events in (European) Portuguese and (Standard) German

After underlining the fundamental principles of Talmy’s typologies of lexicalization patterns and event integration, it is important to determine the role of this theoretical framework in the languages of



the present study. Since it consists mainly of a practical approach, it is relevant to contemplate, not only the target second language of the tested group (German), but also their L1 (Portuguese). Although there is not much research considering this typology with respect to German and Portuguese, I will lay out a brief representation of motion events in both languages, according to the fundamentals of Talmy's lexicalization patterns and event integration presented above.

Before underlining the basic characteristics of motion events in German and Portuguese, it is important to consider an important concept developed by more recent research after Talmy's dichotomic typology: the *(non-)boundary-crossing constraint*. As mentioned by Talmy (2000b), a typology consists on a variety of patterns present in a language's grammatical identity and should not be interpreted as a language universal. The fact that English has a relative number of Latinate verbs available in its lexicon (*enter, descend, ascend*), that lexicalize both Motion and Path, shows how viable this assumption is. Some researchers demonstrated that Spanish, for example, as a V-language that generally conflates Motion and Path in the verb, evidences Motion + Manner verbal conflation in a specific type of motion events, namely in *non-boundary-crossing* motion events, i.e., motion events that do not involve spatial crossing of a boundary (Aske 1989; Slobin and Hoiting 1994; Slobin 1996; Slobin 1997; Cadierno 2008). Let us first look at examples of boundary-crossing and non-boundary-crossing events in English:

- (27) a. The man ran *into* the house.  
 b. The man ran *towards* the house.

As seen in the examples (27a) and (27b), English can conflate Motion and Manner in the verb stem both in boundary-crossing and non-boundary-crossing events (Cadierno 2008: 267). Bounded motion is realized in (27a), where *the man* moves from the outside to the inside, thereby needing to cross a boundary that separates the outside world from the inside of the house. In (27b) the type of motion is unbounded, since *the man* only moves in the direction of the house, with no need to cross a boundary to reach his destination.

- (28) a. El hombre entró en la casa corriendo.  
 The man moved-in in the house running

“The man ran into the house.”

- b. El hombre corrió hasta la casa.  
The man ran towards the house

“The man ran towards the house.”

In Spanish we verify that there is in fact a fragmented system of verbal conflation depending on the type of motion event. In (28a), where boundary-crossing is present, the structural paradigm of the clause corresponds to Talmy’s typology that classifies Romance languages as *path languages*. Here, *entró* conflates Motion and Path, while Manner is conflated in the gerundival form *corriendo*. However, in (28b) the main verb is the manner-of-motion verb *correr*, which conflates Motion and Manner, as is typically the case in *manner languages* such as English. This is because the propositional content of the sentence consists of a non-boundary-crossing event.

We can therefore conclude that the notion of boundary-crossing and non-boundary-crossing events is fundamental in the analysis of the semantic and structural characteristics of motion events across languages. Since Spanish is a Romance language, we can proceed on the assumption that other languages of the same family will have the same type of phenomena in the expression of such events. German, as a S-language like English, admits conflation of Motion and Manner in both boundary-crossing and non-boundary-crossing situations, although there are some structural differences in terms of prepositional and particle selection, which will be discussed later in this subsection. Portuguese, on the other hand, should allow the same variation as Spanish in non-boundary-crossing events. If this is the case, it will be interesting to see the relevance of these elements in the empirical study.

For the purpose of the present work, I will only depict the basilar properties of such constructions in the source and target languages, without dwelling into their semantic and syntactical complexities.

### 3.3.1 Motion Events in European Portuguese

As a starting point, I will explore the semantic conflation and syntactic structuring of motion events in European Portuguese (EP) only. Since none of the participants are native speakers of Brazilian

Portuguese (BP), there is no reason to dwell on the potential typological differences that may exist between both variants.

According to Talmy’s typology of lexicalization patterns, EP could be considered a path language, since it usually conflates Motion and Path in the verb stem. Manner is realized in a gerundival or adverbial adpositional phrase. If we look at example (29), we can see how these semantic elements are conflated in non-agentive cases:

	FIGURE	MOTION/ PATH	GROUND	MANNER
(29)	A	garrafa entrou	na caverna	a flutuar.
	The	bottle moved-in	in-the cave	to-float
		“The bottle floated into the cave.”		

In terms of event integration, one could consider EP a verb-framed language, since the Path element is encoded in the verb root. In the example (29), the framing event is, therefore, the act of moving inwards lexicalized by the verb form *entrou* (‘moved in’) and the co-event is represented by the facultative adjunct *a flutuar* (‘floating’) and represents the way of movement.

Although EP is typically a V-language, there seems to be some variation in less frequent constructions. Batoréo and Ferrari (2016) conducted a study in which they analysed the so-called COSTA-motion events in Portuguese, i.e., “motion events along (or towards) borderline regions such as ‘margin’ (*margem*), ‘edge’ (*beira/borda*) and ‘coast’ (*costa*)” (Batoréo & Ferrari 2016: 65). The study shows that these events can indeed be expressed by the prototypical structure for V-languages (30a), but also by the satellite-framed type [Verb + preposition + COSTA-noun] (30b).

(30)	a.	As	árvores	<b>bordavam</b>	os	canais.
		The	trees	bordered	the	channels
		‘The trees bordered the channels.’				

- b. O barco **veio** pela margem sul.  
 The boat came along-the bank south  
 'The boat came along the south bank.'

(Batoréo & Ferrari 2016: 66, 70)

As seen in example (30a), such constructions follow the most common typological framework of verbal conflation of Path in Portuguese, since the verb form *bordavam* ('bordered') conflates both Motion and Path. However, in sentences such as (30b), the same type of water-bordering event can be expressed by a deictic verb form *veio* ('came') and a satellite *por* (here *pela*, contraction between the preposition *por* with the singular feminine determiner *a*, meaning 'along the'), in which the satellite encodes Path information. Although Manner is not encoded in this example, one can clearly attest the versatility of EP lexicalization patterns in the scope of motion events with specific characteristics, which makes it not entirely verb-framed.

As is the case of Spanish (Cadierno 2008), non-boundary-crossing events also allow the same type of variation in Portuguese. Situations, in which no boundary is crossed, prompt the conflation of Motion and Manner in the main verb, thus allowing the use of manner verbs with encoding of Path in satellites (31).

- (31) a. O homem entrou em casa a correr.  
 The man moved-in in house to-run  
 'The man ran into the house.'
- b. O homem correu até casa.  
 The man ran towards house  
 'The man ran towards the house.'

The examples (31a) and (31b) show how Talmy's typology, although acceptable for canonical motion expression, can fall prey to criticism, due to the variable array of lexicalization patterns inside the same linguistic system. Even though there is some variation in EP in terms of Manner and Path conflation, only the most frequent pattern of motion encoding is of significance to the present study.

### 3.3.2 Motion Events in Standard German

Consistent with Talmy's typology, German is a Manner language, since it typically conflates Motion and Manner in the verb root.

	FIGURE	MOTION/ MANNER	PATH		GROUND
(32)	Die	Flasche schwebte	in	die	Höhle
	The	bottle floated	into	the	cave
	'The bottle floated into the cave.'				

As seen in (32), the most frequent pattern of motion expression in German follows that of the English language. Motion and Manner are conflated in the verb stem *schwebte* ('floated'), while Path is encoded in the preposition *in* ('in'). In terms of Event Integration, German is – contrary to Portuguese – classified as a satellite-framed language, since it conveys Path information in a satellite element, that can either be a preposition (as in 18), a prefix or a particle (Harr 2012: 120-121).

Altmann (2011: 137-148) classifies prefixes as bounded and unstressed, i.e., they are part of the verb stem and cannot be separated from the root. He suggests two different categories of said prefixes: prefixes such as *er-*, *ver-*, *be-* or *ent-*, which are unproductive and contain lexical information that is no longer transparent to native speakers (e.g. *erklettern* 'to climb up', *beschreiten* 'to walk on/along sth.');

and the so-called particle-prefixes such as *über-*, *unter-*, *um-* and *durch-*, whose lexical meaning is transparent to native speakers (e.g. *überqueren* 'to cross', *durchfliegen* 'to fly through') (Harr 2012: 120). Examples for motion events that encode Path in prefixes and particle-prefixes are shown in (33) and (34), respectively.

(33) Der Junge erkletterte den Baum.

The boy climbed-up the tree

'The boy climbed up the tree.'

(34) Der Vogel durchflog den Wald.

The bird flew-through the forest

'The bird flew through the forest.'

As verb particles, we mean separable morphemes attached to a verb root that usually alter the meaning of said verb. Altmann (2011: 148-158) describes four categories of particles. Two of these categories are later merged by Harr (2012: 120) into one single category. The final categorization consists of three groups: particles parallel to particle-prefixes, which are stressed and separable morphemes (e.g. *übergehen* 'to move on to sth.', *durchfahren* 'to drive through', *abseilen* 'to clear off'); particles derived from adverbs (e.g. *hochklettern* 'to climb up', *weglaufen* 'to run away'); and lastly, the so-called double particles, which combine the deictic particles *hin-* ('thither') and *her-* ('hither') – that give information about the speaker's perspective – with particles derived from prepositions – that encode Path itself –, such as *ein-* ('in'), *aus-* ('out'), *auf-* ('up'), *unter-* ('down'), *ab-* ('down', 'off') and *über-* ('over'). Let us look at the following examples, which represent the three categories of particles explained above:

(35) Die Frau eilte dem Jungen nach.

The woman hurried the boy after

'The woman hurried after the boy.'

(36) Der Bergsteiger kletterte den Berg hoch.

The alpinist climbed the mountain up

'The alpinist climbed up the mountain.'

- (37) Das Mädchen rannte die Treppe hinauf.  
 The girl ran the stairs thither-up  
 'The girl ran up the stairs.'

In the examples (35) to (37), Manner and Motion are conflated in the verb stems, while Path information is encoded in the particles. However, German appears to be more complex in terms of surface realization of motion events, since it separates “motion to a goal” from “motion at a fixed location” (De Knop & Dirven 2008: 305). The use of these prefixes or particles disambiguates this phenomenon, as only “motion to a goal” is implied in such constructions. Nevertheless, simple motion expression with a preposition as a Path-encoding satellite draws on case selection to distinguish between motion schema (38a) and location schema (38b).

- (38) a. Er geht auf **die** Straße.  
 He goes to the street (acc)  
 'He walks into the street.'  
 [He was not in the street yet.]
- b. Er geht auf **der** Straße.  
 He goes to the street (dat)  
 'He is walking in the street.'  
 [He was already in the street and starts walking there.]

(De Knop & Dirven 2008: 307-308, adapt.)

In the examples (38a) and (38b), the preposition *auf* can be followed either by an accusative or by a dative, depending on the event schema. In (38a) the use of the accusative case restricts the interpretation of the sentence, since it implies “motion to a goal”, i.e., the Figure is not in the street, but

walks towards it and reaches its destination. However, selecting the dative case in (38b) implicates that the Figure is already located in the street and starts moving there, therefore its act of motion has no trajectory or implied goal. Making use of a particle to deliver this locative information is not possible. Such constructions can only depict a motion schema and still do not exactly contain the same semantic information as sentences such as (38a).

- (39) Er geht [hinaus] auf die Straße [hinaus].  
 He goes [thither-out] to the street (acc) [thither-out]  
 'He walks out into the street'

The sentence in (39) entails trajectory and change of location. The use of the double particle here only delivers additional evidence about the Figure's location. By using the satellite *hinaus*, the speaker not only denotes that the Figure walks away from his location (*hin-*), but also that it moves out of a confined space into an open area (*-aus*). Double particles have, therefore, limited uses in different contexts and tend to give further – sometimes redundant – information about a trajectory.

Another important characteristic of case selection in such expressions ties in with the notion of boundary-crossing. Although this phenomenon is of significance in Portuguese – for the reasons clarified in this section – the same appears to have no relevance in German in terms of lexicalization patterns. German still tends to conflate Motion and Manner in the verb root and Path in the satellite, whether a boundary is crossed or not.

- (40) a. Der Mann rannte ins Haus.  
 The man ran into-the house  
 'The man ran into the house.'
- b. Der Mann rannte zum Haus.  
 The man ran towards-the house  
 'The man ran towards the house.'



However, Carroll (2000: 103) suggests that case selection has something to do with motion perspective in boundary-crossing and non-boundary-crossing events. The use of prepositions followed by a dative (*von* ‘from’, *zu* ‘to’, *aus* ‘out of’) shows that the speakers are focusing on the “fact that the motion event occurs within the boundaries of a specific place” and leave it open “whether the goal has been reached or not” (Harr 2012: 122). According to Carroll (2000: 101), “the dative specifies the places at the beginning and end of the motion event and locates the position of the entity in motion, at some point in the event, at the places in question”. With that said, there seems to be a linguistic pattern for non-boundary-crossing events, since the prepositions used select the dative case (40b), while boundary-crossing events tend to select the accusative case (40a). The use of a double particle in such constructions creates the so-called *double-marking constructions* and further authenticates that the goal is reached (Harr 2012: 123) (see example 41).

- (41) a. Sie laufen in das Stadion hinein.  
 They walk in the stadium (acc) thither-in  
 ‘They walk into the stadium.’

(Carroll 2000: 102)

This ongoing focus on motion events with double particles builds on the singular nature of such constructions and represents the baseline of the present work. Double particles are syntactically versatile and do not solely possess the emphatic and pleonastic function depicted in the previous examples. Poitou suggests three construction types, in which double particles can be used, and that will serve as the foundation for the empirical framework of this study (Harr 2012: 121, Poitou 2003: 76):

**a) Constructions without Noun Phrase (NP):** in these cases, Ground information (Source or Goal) must already be known or presupposed by the speaker (Harr 2012).

- (42) Er geht hinauf.  
 He goes thither-up  
 ‘He goes up.’

**b) Constructions with an accusative-NP:** in these cases, the Ground functions as a transition to a goal and is “crossed” by the Figure. There is no information of whether the Goal was reached or not.

- (43) Er geht den Berg hinauf.  
He goes the mountain (acc) thither-up  
'He goes up the mountain.'

**c) Pleonastic constructions with a Prepositional Phrase (PP):** The double particle can appear immediately before or after the PP (Harr 2012) and redundantly indicates that the goal was reached.

- (44) Er geht [hinauf] auf den Berg [hinauf].  
He goes [thither-up] on the mountain (acc) [thither-up]  
'He goes up on the mountain.'



## 4. THE PRESENT STUDY

In this chapter, I will outline the empirical approach of the present study, which deals with motion events with double particles and their acquisition by L2 learners of German. As corroborated by other researchers, motion expression is “a rather neglected domain in foreign language teaching” (Cadierno 2008: 277). Therefore, participants are expected to barely produce the structure and struggle to interpret the target form. The examination of multiple textbooks currently used in Portugal for the teaching of German as a foreign language (DaF – *Deutsch als Fremdsprache*) confirms this assumption. Some examples, such as *DaF kompakt* by Braun et al. (2017), *Netzwerk* by Dengler et al. (2017), *Studio d* by Funk et al. (2010) und *Aspekte neu* by Koithan et al. (2017), evince the lack of explicit reference to motion events, especially in the case of double particles.

### 4.1 Method

The empirical approach consists of four tasks: in a first moment a language profile questionnaire was applied to assess language dominance; the second task comprises a pre-test to measure prior knowledge of the target form, which was, then, followed by the pedagogical intervention based on PI and, finally, a post-test evaluated learners' progress. Due to the complexity of the tested structure and to narrow its possibilities, I selected six Path particles (*-ein* 'in', *-aus* 'out', *-auf* 'up', *-über* 'over, across', *-unter* 'down', *-ab* 'down, off') to be combined with both deictic particles (*hin-* 'thither' and *her-* 'hither'), which amounts to a total of 12 double particles to be used in the pre- and post-tests and the PI intervention (*hinein-*, *herein-*, *hinaus-*, *heraus-*, *hinauf-*, *herauf-*, *hinüber-*, *herüber-*, *hinunter-*, *herunter-*, *hinab-*, *herab-*).

Criteria for the selection of these particles were mainly based on incidence and consistency, i.e., a double particle such as *hindurch-* 'through, throughout' was not considered, since the counterpart “herdurch-“ does not exist. Other examples are *heran-* 'hither, this way' and the archaic form *hinan-* 'upwards'. Since there is a deviation of meaning in terms of Path information, these particles could not be considered counterparts for the purposes of the study and were also not included. Given these clarifications, a more comprehensible description of the methodology is presented below.

#### 4.1.1 Language Profile

At an early stage, it was important to define the language background and motivation of the participants, so that the test results would be more conclusive and that the data analyses would rest on tangible variables, such as age and level of instruction, among others. To that end, I made use of the already developed Bilingual Language Profile (Birdsong et al. 2012) to assess language dominance of the target group. The languages used in the questionnaire were English and German, since the relationship between the levels of dominance of both languages were deemed relevant to better understand the phenomena behind the learners' incomplete acquisition of the target structure<sup>2</sup>, in case of possible language transfer.

Since the BLP was initially designed to assess language dominance of early bilinguals, some adjustments had to be made to ensure that the test would be suitable for the participants of the present study, who have, in their majority, only started learning German in the context of academic instruction. Therefore, we're dealing with a case of late acquisition of a second language, in which natural exposure is very reduced.

The original BLP contains an introductory section, designed to collect biographical information about the testee (name, age, sex, place of residence and highest level of formal education), and four modules related to different dimensions of language dominance (language history, language use, language proficiency and language attitudes). Alterations were essentially made in the fourth module, since it comprised a more affective approach to the languages being assessed, normally only associated to bilinguals, who carry the linguistic legacies of two separate cultures. Consequently, the module was changed from "Language Attitudes" to "Motivation and Identification with the language" and focused on gathering information about the participants' personal connection with the assessed languages and their learning motivation (see Appendix I).

Each of the four modules had their own layout and scoring system. The first module (**language history**) included six questions, each worth between 0 and 20 points and each item was worth the numerical value given in the participant's response. Exceptions were the first and third items of the module. The answers were scored in reverse (i.e., a "20" response is worth 0, a "19" is worth 1, etc.), because the questions were concerned with the age in which the participants started learning the target

---

<sup>2</sup> With *target structure*, I refer to the syntactical environment in which double particles occur. In this study, when I am referring to the double particles *per se*, I use the term *target form*.

languages and the time it took for them to feel comfortable using them. Since language dominance is being tested, it makes sense that answers with lower numerical values in these items are assigned more points. Other exceptions were the phrasal responses, such as “since birth” and “for as long as I can remember”, which were worth 20 points in these same two items, and the answer “not yet” in the third item, which was worth 0 points. The second module (**language use**) dealt with the participants’ contact with the target language in various contexts (friends, family, media, and so on) and included five questions, each worth between 0 to 10 points with each item being worth the numerical value given in the response. The third module (**language proficiency**) based on a self-evaluation of the participants’ linguistic competence in the various domains of proficiency (writing, speaking, hearing and reading) and comprised four questions, each worth between 0 to 6 points. The scoring corresponded once again to the numerical value given in the response. The fourth and last module (**motivation and identification with the language**) was concerned with the participants’ motivation to master the target languages and their identification with the cultures the languages belong to. Like the third module, it included four questions, each worth 6 points, with each item being worth the numerical value answered by the participant.

The global scoring was obtained differently for each module to ensure equal weighing in the global language score. The total score of each module had to be multiplied by the following values: 0,454 for the language history module; 1,09 for the language use module, and 2,27 for both the language proficiency and motivation modules. By adding the new module totals together, we could obtain a global score for each language, which could not exceed 218 points. The language dominance index could range from -218 to +218 and was obtained by subtracting one language total from the other. The closer the value is to 0, the more balanced is the dominance level of both languages. More positive or more negative values reflect dominance of one language in relation to the other.

#### 4.1.2 Pre-test

The first empirical approach for testing the participants’ knowledge of motion events with double particles consisted of a pre-test divided into three parts: a production task, a vocabulary test and an adapted version of the grammaticality judgment task (GJT). It was important to identify the learner’s ability to produce and interpret the target form. Previously mentioned reasons lead to assume that the participants would have difficulty in interpreting the form at this learning stage. As for production, the

group was not expected to perform such constructions intuitively, since their only contact with them was scarce and of essentially receptive nature.

### Vocabulary test

The second part of the pre-test aimed at assessing the level of language proficiency of the participants by means of determining their vocabulary size. To this end, the task consisted in a modified version of the *Dialang* Vocabulary Placement Test developed by the Lancaster University<sup>3</sup> and presented 50 words, 25 of which were invented. The group was, therefore, meant to determine whether the word existed or not. All the words were verbs with double particles. For the non-existing words, only the verbs were invented, the particles remained correct. All the particle combinations used in the present study were presented to the participants. The frequency levels of the double particles were considered, in order to calculate the occurrence of each particle in the test. For this purpose, the Leipzig Corpora Collection<sup>4</sup> (see Goldhahn et al. 2012) was used, since it provides the rankings of the existing words in the available corpora. For instance, since *hinaus-* is one of the most frequent double particles, it appeared six times in the test, in combination with three existing and three non-existing verbs. On the other hand, *herüber-*, being the least frequent double particle, only occurred twice in the test, once with an existing verb and once with a non-existing verb. The activity was conducted immediately after the production task and lasted approximately 10 minutes.

hineingekragen	ja__nein__	hinausragen	ja__nein__
hinaufstogen	ja__nein__	hineinbeelen	ja__nein__
hineinbeißen	ja__nein__	herüberbrüßen	ja__nein__

Fig. 7. Example from the vocabulary test

### Production task

Firstly, the participants were presented with an image-induced production task based on the volume *Frog, Where Are You?* (1969) from Mercer Mayer's acclaimed series *Frog Stories*. The task consisted of

---

<sup>3</sup> To access the Dialang Placement Tests, go to: <https://dialangweb.lancaster.ac.uk/>.

<sup>4</sup> To access the Leipzig Corpora Collection search engine, go to: <https://corpora.uni-leipzig.de/>.

eight questions related to several illustrations from the book (see Appendix III), in which the participants were prompted to produce motion structures in German to describe the events happening in the pictures. The notion of perspective related to the particles *hin-* and *her-* was ignored in this task, since it rests on the speaker's viewpoint and is not clear in indirect speech. In order to provide the participants with context, the story was narrated as the illustrations were being projected onto the board. The transition to the questions proceeded smoothly and was always provided with the correspondent image, in which realization of Path was implied. The activity was carried out in a closed room and lasted approximately 30 minutes.



Fig. 6. Example from the production pre-test

### Grammaticality Judgment Task (GJT)

The third and last part of the pre-test aimed at assessing the participants' passive knowledge and comprehension of the target structure. To this end, an adapted version of the GJT was applied. The original GJT provides the testees with a series of sentences and they must decide whether they think the sentence is grammatical or ungrammatical. This way, the task presupposes either full acceptance or complete rejection of the presented item. The major change in the GJT fell within this scope: instead of being presented with sentences to evaluate in terms of grammaticality, the participants had to answer binary-choice items consisting of a correct and an incorrect answer. The incorrect answer could be fully ungrammatical or simply unsuited in that given context.

Since the employment of the double particles depends on specific factors, the existence of context is mandatory. Consequently, a visual aid was deemed necessary to understand the notions of perspective and path in task items. To that end, I used another volume of Mayer's *Frog Stories*, the



prequel *A Boy, a Dog and a Frog* (1967). The occasional use of direct speech is also essential, since some statements would raise ambiguity if the speaker's perspective were not explicitly addressed.

The task was designed in accordance with two main conditions: the first condition comprised two subconditions and the second condition included six subconditions. There were three items per condition, which comes to 18 binary-choice items. Additionally, the group was presented with 18 distractors. These were essentially composed of grammatical and ungrammatical answers related to other problems of grammar acquisition (e.g. case and gender declension, verbal inflection, lexical selection etc.). Overall, the task amounts to a total of 36 binary-choice items. In the following table, I outline the conditions of the GJT and present some examples used in the pre-test. The correct answers are highlighted in bold.

Table 1. List of conditions and subconditions of the GJT with examples used in the pre-test.

CONDITIONS
A. Speaker's perspective ( <i>hin-/her</i> )
A1. <i>hin-</i> 'thither'
<i>Der Junge und der Hund...</i>
a) ... <i>fallen ins Wasser hinein.</i>
b) ... <b>fallen ins Wasser herein.</b>
A2. <i>her-</i> 'hither'
<i>Jetzt ist der Frosch traurig, und er denkt: „Oh nein! Der Junge und der Hund...</i>
a) ... <b>rennen zu mir hinunter.</b> “
b) ... <i>rennen zu mir herunter.</i> “
B. Path
B1. <i>-ein</i> 'in, inside'
<i>Der Junge hebt das Netz hoch und...</i>
a) ... <i>guckt bekümmert hinein.</i>
b) ... <b>guckt bekümmert hinaus.</b>
B2. <i>-aus</i> 'out, out of'
<i>Mittlerweile legt der Junge seine Hand und sein Fuß auf den Ast und versucht,...</i>
a) ... <b>aus dem Wasser hereinzukommen.</b>
b) ... <i>aus dem Wasser herauszukommen.</i>

**B3. -auf 'up, upwards' / -über 'over, across'**

*Der Frosch...*

*a) ... schaut zu ihnen hinauf und erschreckt sich.*

*b) ... schaut zu ihnen hinunter und erschreckt sich.*

**B4. -ab 'off, down' / -unter 'down, downwards'**

*Er sieht so glücklich aus und bemerkt nicht, dass...*

*a) ... der Junge zu ihm herunterblickt.*

*b) ... der Junge zu ihm heraufblickt.*

2 Conditions, 6 Subconditions  
3 binary-choice items per subcondition  
**Total:** 18 items and 18 distractors  
(36 answer possibilities for both target items and

#### 4.1.3 PI classroom intervention

After the pre-test, I designed a classroom intervention for the tested group, according to the guidelines of VanPatten's PI model. As PI dictates, the instruction plan needs to rest on input, rather than output, and pay attention to form to make form-meaning connections. As mentioned above, PI builds on three characteristics, which should differentiate this instruction model from the more traditional ones: firstly, there must be explicit exposure of the target structure; secondly, an express explanation of the faulty strategies the learners tend to rely on when producing said structures, and lastly, learners should be presented with a series of SI activities, which should deter the participants from following their usually erroneous acquisition strategies.

The layout of said SI activities must be devised according to the participants' fallacious strategies, which should correspond to at least one of VanPatten's IP principles. In order to do that, the results of the pre-test must be taken into account and only thereafter should the activities be formulated, so that the learners deviate from previous errors when (re)acquiring the structure. However, I crafted a learning plan for the classroom intervention before the results of the pre-test were analysed to organize the information I wanted to present the learners with.

The classroom intervention consisted of three sessions. Each of them focused on different aspects of the target structure. The first intervention outlined the morphological characteristics of the double particles, including the notions of perspective and direction they encode; the second intervention

focused on the possible combinations of said particles with verbs of motion and other verbs, which acquire this trait, and the third and last intervention collected the syntactic characteristics of said structures, presenting the three possible occurrences of motion verbs with double particles in sentential environment: intransitive structures, structures with accusative-NP and pleonastic structures with PP (Poitou 2003).

Since the purpose of the study was to get learners to acquire the morphological and semantic characteristics of double particles, I designed the last two interventions only to make learners aware of the different occurrences of these forms. Learners were not meant to process syntactic or sentential information, as they were expected to have difficulties in other areas deemed essential to correctly produce this type of motion structures (e.g. verbal inflection, word order, tense, lexical selection, among others). SI activities were only developed after the results of the pre-test were analysed.

#### 4.1.4 Post-test

The post-test consisted on two activities, reiterated from the pre-test: the production test and the adapted GJT. The vocabulary test was not repeated, since it was only intended to provide a panorama of the group's level of proficiency at an initial stage. Both the production and the grammaticality tasks were formally similar to those of the pre-test. The only difference laid on the picture stories used, i.e., the two *Frog Stories* used in the pre-test were switched for the post-test: the production post-test made use of the story used in the grammaticality pre-test and the grammaticality post-test presented the story used in the production pre-test.

The post-test was conducted one month after the last PI intervention took place. The production test was presented to the learners as an evaluation task in their final exam. The pictures were presented on paper and contained no adjacent narration. Learners were only meant to answer the questions referring to the motion events occurring in the illustrations. The GJT was conducted one week after the production post-test took place. Participants were called into the room in groups of two to five students. The story was projected onto the board and read by the examiner who made only quick stops when the task items came up. The activity took approximately 15 to 20 minutes for each group.

The results of the pre- and post-tests were analysed using the IBM SPSS 25 software for statistical treatment. Upon collection, data was tested for normality using Kolmogorov-Smirnov and

Shapiro-Wilk tests. Afterwards, parametric or non-parametric difference tests within subjects were used for the various conditions, based on whether data distribution was normal or not.

## 4.2 Participants

The participants were a group of 26 students ( $M = 20,55$ ;  $SD = 1,36$ ) in both the second and third year of studies in Applied Languages and European Languages and Cultures at the University of Minho. Because the tests took place in their regular German classes, not all of the participants partook in all of the tasks of the present study for attendance issues, despite being asked to do so. Some participated in the pre-test but not in the post-test, other took part in the post-test but were not assessed in the pre-test. However, the determining factor was the classroom intervention and all of them attended to the PI sessions and/or fulfilled the SI activities. In addition to this, all of them took part in either the pre-test (22 in the three assessment tests) or the post-test (17 in the production test and 24 in the grammaticality task). Absent data were coded as missing values and were not included in data analysis.

All participants in the study had successfully finished the A2 level of the Common European Framework of Reference for Languages (CEFR) and were completing the B1 level at the time of testing. Most of the participants started studying the language at university level, while some started in high school. Only one participant had lived in a German-speaking country, having returned in early childhood.

The analysis of the BLP provided some insight about the language dominance of the participants. To recall the scoring system of the BLP, the participants could achieve a maximum total of 218 points in each language and the language dominance index consisted in the subtraction of the total score of one language from the other. The mean score in English was 138,4 ( $SD = 18,1$ ) with a minimum individual score of 113,6 points and a maximum individual score of 174 points. In German, the participants had a mean score of 60,9 ( $SD = 22,3$ ) with minimum and maximum individual scores of 25,7 and 109,9 points, respectively. Interpreting the level of language dominance in English with regards to German, the mean language dominance score was 77,41 ( $SD = 29,58$ ) with a minimum individual value of 11,7 and a maximum individual value of 139,5. The level of language dominance in German with regards to English corresponds to the same negative values, which means that the participants possess a considerably higher competence level in English than in German.

A surface reading of the results show that the learners consider themselves to have great difficulty with German at a production level, in comparison with their first L2. As previously discussed in the Introduction, these participants have a very limited contact with German in their daily life. Virtually none of the participants uses the language in environments other than classroom contexts (see Introduction). In the motivation section, most participants revealed interest in learning German for academic and professional purposes, due to its present socioeconomical status, and showed some identification with the German-speaking cultures.

### 4.3 Research Questions and Hypotheses

As previously discussed, learners have reduced contact with these forms and are neither explicitly exposed to or functionally engaged with said structures in their curriculum of DaF. With the PI model, learners could be presented with first-hand explicit information about a form they only scarcely encountered and begin using it in contexts of motion expression, which is still one of the most challenging domains in any L2.

With this in mind, the purposes of the present study are:

- (i) to see to what extent learners recognize the target form and if they can produce it;
- (ii) to identify the processing strategies learners erroneously resort to when interpreting/producing the structure and determine the best way to overcome them;
- (iii) to apply the PI model to present the structure to the learners and create SI activities to help them developing new and more efficient strategies to process the target form;
- (iv) to check if the learners enhance their prior knowledge of the target form and to test the validity of the PI model for more complex structures.

Based on previous research on motion events and the effects of PI in classroom intervention, I put forward the following research questions:

1. Can learners produce and interpret motion events with double particles, even though they had little contact with the structure in their DaF curriculum?
2. Can the PI model develop learners' knowledge of the target forms to a level where they are able to produce and interpret them correctly?

3. Will learners have more difficulty processing deictic information related to the particles *hin-* and *her-* or Path information related to their complements (*ein-, aus-, auf-, über-, unter-, ab-*)?
4. Does the PI model have the same type of effects verified in other studies, if it is used to test more complex structures with which the learners had not yet been formally instructed?

In accordance with previous research, the group in question and the reasons already mentioned, I put forward the following predictions to the research questions:

1. Learners will not be able to spontaneously produce motion events with double particles. They will either try to express motion expression using simple movement constructions or avoid these constructions altogether. Transfer from their first L2 is also expected for production, since the syntactic features of motion events are similar in German and English for the “simple” constructions. As for interpretation, learners are expected to recognize some of the morphological and semantic features of double particles. However, since they are presented with binary-choice items, selection will most likely be arbitrary in the most cases.
2. The PI model is expected to be beneficial in terms of sentence interpretation and will most likely drive the learners towards attempting to produce the structure. However, eximious production is not expected, since other grammatical problems (e.g. case, word order, prepositional selection) underlie this group’s linguistic competence.
3. Learners should reveal more difficulty processing deictic information present in the particles *hin-* and *her-* than processing Path information (*-ein-, -aus-, -auf-, -über-, -unter-, -ab-*), because the latter share morphosemantic patterns with certain prepositions in German and learners are expected make these intralinguistic associations.
4. The PI model is expected to have the positive results of other studies (e.g. Benati 2004a, 2004b; Cheng 2002; Collentine 1998; Culman et al. 2009; Marsden 2006; Marsden & Chen 2011; VanPatten & Borst 2012; VanPatten et al. 2009; VanPatten et al. 2013) in the interpretation task. The results at production level are not expected to be as successful as in other studies. The participants may use the target form, but still demonstrate problems in the already mentioned grammatical domains.



## 5. RESULTS AND CLASSROOM REPORT

Before analysing the results, it should be noted that this study only focused on the semantic and morphological properties of double particles, irrespective of their syntactical environment. The characteristic syntactical features of motion events containing these particles were not the focal point of the pedagogical intervention and were overlooked in the analysis of the post-test results. This decision rests on fact that the complexity of such structures brings out other problems of grammar acquisition, which are not the primary focus of the current investigation.

In this section, I will begin by showing and analysing the results of the pre-test tasks: the vocabulary test, the production test and the grammaticality judgments task (GJT); then, I will present a thorough report of the PI intervention, describing each session and types of activities used, and lastly, I will present the results of the post-test (both tasks: production test and GJT) and compare them with the results of the pre-test.

### 5.1 Results of the pre-test

The results of the pre-test corroborated the initial hypothesis that the participants would have some difficulty in both producing and interpreting the target structure. The production test, the vocabulary test and the GJT were analysed differently, as I will explain below.

#### Vocabulary test

The sole purpose of the vocabulary test was to provide the tester with some information about the participants' language proficiency. The test developed by Dialang has proven to be a useful tool in determining a person's language level in terms of vocabulary size (Alderson 2005).

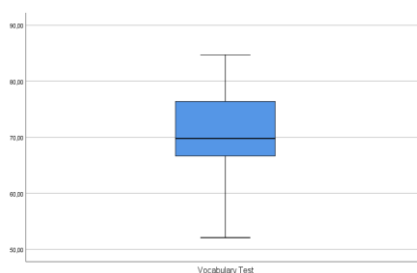


Fig. 10. Boxplot: Results of the vocabulary test



According to Fig. 10, we can assume that the participants have an intermediate level of German. The lowest single value is 52% and the highest single value comes to 85%, with an overall mean value of 70% (SD = 7.9). If we analyse the two groups of words separately, we can conclude that the tested group has a higher success rate in the non-existent words (75%) than in the existent words (62%), which implies that the learners have more difficulty determining if a word exists rather than the opposite.

The test has also showed some variation in the overall acceptance of the different double particles presented to the participants. According to the results, the testees are more inclined to correctly determine if a verb with double particle introduced by *her-* 'hither' exists or not (75%), rather than a verb with double particle introduced by *hin-* 'thither' (66%). In terms of Path, they tend to have more difficulty determining the existence of verbs with double particle composed of *-aus* 'out' (64%) than those composed of *-in* 'in' (76%). This reveals a tendency that can be explained by prior contact with similar forms in classroom contexts, whether in textbook reading texts or in certain aural activities.

### Production test

As previously mentioned, the participants were not expected to actively produce double particles in their descriptions of motion situations. Transfer from their L1 was also not expected, since they are already familiarized with satellite-framed conflation of Path from their first L2 and might, therefore, make a connection to the English motion schema. The test was conducted before the vocabulary test and the GJT, so that the participants would not be influenced by the occurrence of the target form and the results would be as clear as possible. The analysis of the answers given by the participants revealed five types of answers: evaded answers, in which the participants avoided the motion construction, resorting to other elements present in the pictures; intransitive motion events (MEs), in which they avoided Path information; motion events with PPs; motion events with PPs and double particles (DPs) and blank answers. Table 2 summarizes the results of the production pre-test by type of answer:

Table 2. Types of answers given by the participants in the production pre-test.

Type of answer	Evason	Intransitiv e ME	ME w/ PP	ME w/ PP + DP	No answer
Mean (%)	28.4	13.1	49.4	0.6	8.5

The results show that the participants do not use double particles when expressing motion in German. In fact, they manifest a tendency to either evade the structure altogether (28.4%) or resort to intransitive constructions without specification of Path (13.1%). Still, most of the participants made use of motion constructions with a PP (49.4%), specifying Path in a preposition. Surprisingly, one learner (0.6%) used the colloquial equivalent of a double particle (*raus* 'out' = *hinaus*, *heraus*) in a ME with PP while expressing motion towards the outside, demonstrating, however, grammatical deficits in the rest of the sentence (see example (45)). Since this participant was born in a German-speaking country and moved to Portugal in early childhood, we can assume that some remainders of his internal linguistic knowledge influenced this apparently intuitive decision.

(45) Die Bienen kommen \*allen raus \*vom Bienenstock.  
 The bees come all-DAT out from the hive  
 'The bees are coming out of the hive.'

(Participant 14)

These results show that the participants do not actively use double particles in their description of motion events in German. It is not clear if they are aware that these particles exist or if they remember them from previous encounters with the form in receptive classroom contexts, but they tend to ignore Path information altogether and focus on movement (46) or express Path in a satellite preposition (47). In the latter case, the participants sometimes failed to select the correct preposition for the Path information they were trying to convey (48), which shows other grammatical problems underlying motion events in L2 German for the tested group.

(46) Die Bienen fliegen.  
 The bees fly  
 'The bees are flying.'

(Participant 18)

(47) Sie fallen vom Hang.

They fall from the slope

'They are falling down the slope.'

(Participant 7)

(48) Der Junge fällt \*auf \*die Baum.

The boy falls on the tree

'The boy falls down the tree.'

(Participant 20)

The picture correspondent to the answer in (48) showed a boy falling from a tree branch, which implicates downward movement. The preposition selected by this participant was *auf* 'on', which indicates location on a surface or upward movement towards that surface. The sentence would make sense if the Ground information chosen by the learner were the Goal and not the Source, i.e., if the learner had focused on the surface the boy landed on and not the surface from which he fell. The learner also failed to attribute the correct masculine gender to *Baum* 'tree', making use of the feminine definite article *die*. This demonstrates that the tested group has preliminary grammatical issues relevant for the proper expression of motion events, which would need to be addressed before the target structure and all its intricacies could be fully delivered.

### Grammaticality Judgment Task

The overall success rate in the GJT consisted on the minimum individual value of 36% and maximum value of 72%. The overall mean value is 54% (SD = 8.9). The boxplot presented in Fig. 11 illustrates the success rates per subcondition:

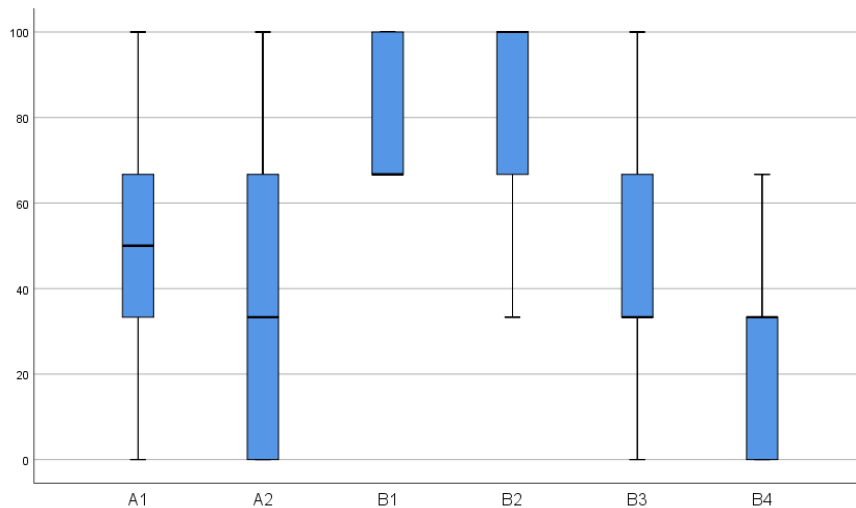


Fig. 11. Boxplot: Results of the pre-GJT per subcondition

Condition A deals with the speaker's perspective and comprises Subconditions A1 (away from the speaker, *hin-*) with a mean score of 53.8% (SD = 25.1) and A2 (towards the speaker, *her-*) with a mean score of 39.4% (SD = 31.2); Condition B referred to Path information and included Subconditions B1 (movement to the inside, *-ein*) with a mean score of 77.3% (SD = 15.5), B2 (movement to the outside, *-aus*) with a mean score of 86.3% (SD = 19.2), B3 (upward movement, *-auf*, and across/over something, *-über*) with a mean score of 49.9% (SD = 31.3) and B4 (downward movement or off something, *-unter/-ab*) with a mean score of 19.7% (SD = 19.2). Both subconditions in Condition A revealed a mean score of 46.6% (SD = 17.7) with minimum and maximum individual values of 16.7% and 83.3%, respectively, and Condition B had an overall mean score of 58.3% (SD = 9) with a minimum individual value of 41.7% and a maximum individual value of 66.7%.

These values are not particularly conclusive, since they reiterate that the participants have a weak knowledge of the target form. The large discrepancy among the results can be interpreted as an effect of the participants' attitude towards the activity. As mentioned above, the testees with more difficulties may have given up on trying to comprehend the utterances or simply chosen the answers arbitrarily, since they were not able to discriminate the semantic and morphosyntactic characteristics of the target structures.

Since the overall results do not enlighten us about the participants' understanding of motion events with double particles, I aim at determining if there are significant intragroup differences

respecting the task conditions and subconditions. A non-parametric<sup>5</sup> Wilcoxon test for two related samples shows that there are statistically relevant differences between learners' knowledge of the speaker's perspective and their knowledge of Path conflation, that is, the testees have more difficulty distinguishing the deictic notion of perspective in the double particle (*hin-/her*) than distinguishing the notion of Path (*-ein, -aus, -auf*, etc.) ( $Z = -2.474$ ,  $p = .013$ ). This delivers a partial answer to the third research question, but only the classroom intervention and subsequent post-test can show if the learners maintain their initial propensity.

Differences between the subconditions were also deemed interesting in the analysis of the GJT results. Another Wilcoxon test for two related samples showed that the participants do not have a differentiated proclivity while distinguishing *hin-* 'thither' from *her-* 'hither' in the double particles ( $Z = -1.362$ ,  $p = .173$ ). Nevertheless, a non-parametric Friedman test revealed that there are statistically significant differences among the subconditions B ( $\chi^2 = 39.846$ ,  $p < .001$ ), i.e., the participants are more susceptible to double particles encoding inward/outward movement (*-ein, -aus*) than those encoding upward/downward movement (*-auf, -unter/-ab*) and transition/crossing (*-über*).

The next step would be to identify if the learners' understanding of the target form could be related with their level of language proficiency. Upon verifying normality in the overall mean scores of the vocabulary test and the GJT, a Pearson correlation proved irrelevant ( $r = .200$ ,  $p = .373$ ), demonstrating that there is no connection between the participants' lexical knowledge and their interpretation of the double particles. That is, the learners' correct understanding of the target form is not entirely dependent on their lexical proficiency.

Having analysed the results of the production, vocabulary and grammaticality pre-tests, we can provide an already expected answer to the first research question. Learners are not able to produce the targeted structure or actively use the target particles. The results of the GJT also suggest that they cannot identify most of their properties in terms of speaker's perspective and Path information. In fact, one could assume that some participants strike double particles as unknown elements, although they have sporadically encountered some if not all of them in receptive classroom contexts. An indicative factor of this is the apparent arbitrariness of the answers given in the GJT. Another assumption would

---

<sup>5</sup> A series of Kolmogorov-Smirnov and Shapiro-Wilk tests realized for each condition in the GJT revealed that the data were not normally distributed ( $p < .05$ ), hence the use of non-parametric tests.

be that some learners tend to comprehend some features of double particles, not because they had previously processed those, but based on their morphological similarity with other grammatical forms.

Due to the lack of consistency in the results of the GJT and the predictable outcome of the production test, one cannot draw significant conclusions regarding participants' previous knowledge or comprehension of double particles. However, one can establish that the tested group cannot produce and struggles to interpret the target forms before the PI intervention, irrespective of the causes. In order to fully answer the other research questions, I put forward the classroom report and the post-test analysis, which will be thoroughly addressed in the next subsections.

## 5.2 PI classroom report

As addressed in a previous section, the intervention model used for the pedagogical approach of the present study rests on VanPatten's PI model. I divided this intervention into three separate modules. Each module comprised a specific feature of the target structure: 1. double particle; 2. combination particle + verb; 3. syntactic structure. Each module lasted one hour to one hour and thirty minutes and consisted in an initial explicit approach to the target structure, a remark to the learners' problematic processing strategies and a set of SI activities. The modules were conducted in three separate sessions for the approximate period of two weeks.

Although the explicit explanation of the target form was an important part of the PI intervention, the most important step for its success would be the development of SI activities. However, for the SI activities to be correctly outlined, one needs to be aware of the learners' faulty processing strategies. While analysing the pre-test, I verified that the participants do not produce the structure in active contexts, even when they are prompted to do so. If learners cannot produce the structure, they do not resort to faulty strategies, or any other kind of strategies for that matter. Since we cannot define processing principles for a form that learners do not use, analysing the GJT could point at some "indirect" strategies learners attend to when trying to interpret said form.

Upon determining the items that manifested particular tendencies in the participants' answers, I was able to come down to three possible processing principles: the Preference for Nonredundancy Principle (P1c), the Availability of Resources Principle (P1e) and the Sentence Location Principle (P1f). The examples (49) to (51) are items from the GJT that show how learners would resort to these principles when interpreting the sentences. The parts indicated in bold are the answers erroneously selected by some participants in the binary-choice items, which corroborate the use of these strategies.

(49) P1c. The Preference for Nonredundancy Principle

\*Mittlerweile legt der Junge seine Hand und sein Fuß auf  
Meanwhile puts the boy his hand and his foot on  
den Ast und versucht, **aus dem Wasser hereinzukommen.**  
the branch and tries out of the water hither-in-to-come

(50) P1e. The Availability of Resources Principle

\*Jetzt ist der Frosch traurig und denkt: „Oh nein! Der  
Now is the frog sad and thinks oh no the  
Junge und der Hund **rennen zu mir hinunter.**“  
boy and the dog run to me thither-down

(51) P1f. The Sentence Location Principle

\*Der Frosch fällt **vom Ast hinauf.**  
The frog falls from-the branch thither-up

In (49), we observe that the preposition *aus* ‘out of’ already expresses outward motion and, therefore, the use of the double particle is redundant. The participants who failed to make the connection between the preposition and the separable particle *heraus* (which conveys outward movement towards the speaker) selected the option *herein* (which, on the other hand, conveys inward movement). What pushed learners to make this decision may have something to do with the Preference for Nonredundancy Principle, since they chose to ignore the redundant value of the double particle. The fact that the target form appeared in final position can also drive the learners to pay less attention to it, which meets the Sentence Location Principle, also presented in example (51). Here, as most items in the GJT, the double particle appears in final position. According to VanPatten’s set of principles, items that appear in medial or final position are less likely to be correctly processed by the learners. Another

important processing problem ties in with the Availability of Resources Principle presented in (50). Items with too much information seemed to drain participants' processing resources.

Upon the analysis and considering the principles identified, I followed the guidelines for the development of the SI activities, ensuring that every activity would respect the nature of PI and keep the learners' processing strategies in mind. For each module, I developed a specific set of SI activities. Although I exploited the various occurrences and intricacies of motion events with double particles, these activities focused only on the morphological and semantic features of the target form, for previously mentioned reasons. The explicit information and SI activities were outlined and delivered to the learners in their L1, Portuguese, to avoid misinterpretations. An individual report of each session/module with examples of the corresponding SI activities will be presented below:

### **Session I: Double particle**

A total of 23 out of the 26 participants in the study attended the first session of the PI intervention and 25 of them performed the SI activities, whether in class or as homework. The first session/module focused on the dichotomous expression of perspective and Path in double particles. Here, I aimed at presenting the learners with explicit information about their morphological and semantic properties. Only the features addressed in this session were the focus of the present study, since the explicit information of the other modules was a too complex for this group's level. The learners should be able to distinguish between both components of double particles, i.e., the deictic particles related to the speaker's perspective *hin-/her-* and the Path particles *-ein, -aus, -auf, -unter/-ab* and *-über*. At this stage, learners were also presented with the possibility to combine these particles with the two deictic verbs *gehen* 'to go' and *kommen* 'to come', according to the speaker's perspective. This explanation happened in regular classroom context and was laid out through a PowerPoint presentation.

The SI activities developed for this session and the following two sessions included a consistent set of adventures with the same main character. The main character was named Anna and the first set of SI activities focused on the relationship between Anna, her mother and her friend, Benjamin. The following example consists in the first activity of this set. The task demands were translated, as they were initially explained in Portuguese to drive learners away from possible misconceptions.



**Activity A. Anna and her mother.** Anna's mother is angry and commands her to do things. Look at the pictures and listen to the mother's commands. Which picture corresponds to each command?

MODEL: (you hear) Anna, heraus!  
(you say) Picture A.

The first activity is a picture-driven referential aural task. The instructor would speak out the mother's command and the learners would be presented with two pictures and say which picture corresponded to said command (A or B). The learners would have to pay attention to the form of the double particle and establish the right form-meaning connections, according to the stimuli prompted by the images. Primarily, they had to consider the deictic component of the target form and afterwards pay attention to the Path component of the particle in order to assign the command to the right picture. Notice that the activity consists in the interpretation of an interjection, which means that the learners did not need to produce the target form, but simply make the right form-meaning connections between the utterances and the motion events in the corresponding pictures (see Fig. 12).

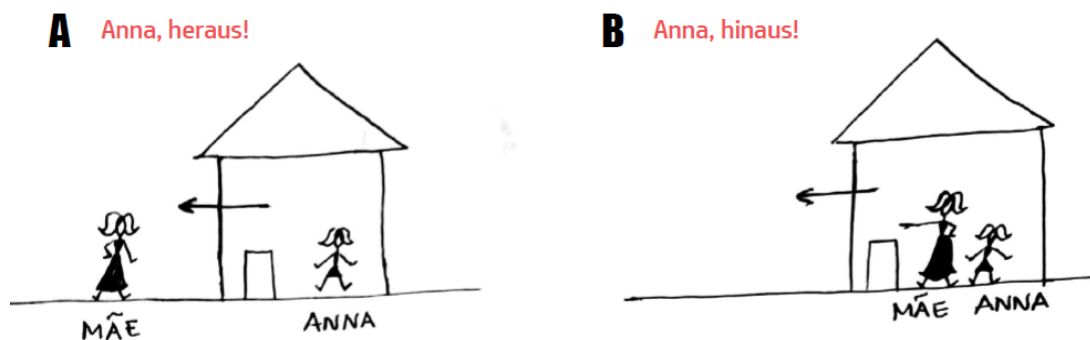


Fig. 12. Example of the pictures used in Activity A of the first module

Using the same pictures, learners were driven to distinguish Path information in Activity B. This was a written referential binary-choice task, in which learners had to make the same form-meaning connections, by associating the image with the corresponding option. Notice how the previous short interjections from Activity A moved to simple imperative sentences. Double particles were also the first and only element the learners would encounter in each point, which made it easier for them to pay attention to the morphological and semantic features of the target form.

**Activity B. Anna's mother.** Anna's mother keeps on commanding her to move. Look at the pictures and tick the right option, according to what you think she might be telling her.

Anna, komm bitte... (Anna, please come...)

- |                  |                 |
|------------------|-----------------|
| A. a. ___ heraus | b. ___ herein   |
| B. a. ___ herein | b. ___ herunter |
| C. a. ___ herauf | b. ___ herüber  |
| D. a. ___ herein | b. ___ herab    |

Anna, geh bitte... (Anna, please go...)

- |                    |                |
|--------------------|----------------|
| E. a. ___ hinunter | b. ___ hinauf  |
| F. a. ___ hinüber  | b. ___ hinauf  |
| G. a. ___ hinunter | b. ___ hinüber |
| H. a. ___ hinaus   | b. ___ hinab   |

Let us now look at Activity C of this set of SI activities:

**Activity C. Anna und Benjamin.**

Step 1. Benjamin describes Anna's path when they were playing in his house. Pay attention to the particle and complete with "Anna geht" ('Anna goes') or "Anna kommt" ('Anna comes'), according to his perspective.

- \_\_\_\_\_ hinein.
- \_\_\_\_\_ hinauf.
- \_\_\_\_\_ heraus.
- \_\_\_\_\_ herunter.
- \_\_\_\_\_ hinüber.

\_\_\_\_\_ hinab.

\_\_\_\_\_ herauf.

\_\_\_\_\_ herüber.

Step 2. Look at the picture below and draw Anna's path according to Benjamin's description.



As observed, the input has moved from interjections in Activity A to short sentences in Activity B and C. In the first step of this activity, learners needed to pay attention to the speaker's perspective expressed by the components *hin-* and *her-* in the double particles in order to complete the sentences. This deictic notion was also expressed by the verbs *gehen* 'to go' and *kommen* 'to come', which helped the learners make the appropriate form-meaning connections. The particle was the first and only element the learners encountered when attempting to solve the task, which ties in with the Sentence Location Principle, meaning that learners could dedicate their processing resources to the target form only. Thereby, learners only had to complete the sentence with *Anna geht* 'Anna goes' or *Anna kommt* 'Anna comes', according to Benjamin's perspective of Anna's movement. Notice that no Ground element was expressed to avoid the use of redundant elements in the sentence, which could elicit the Preference for Nonredundancy Principle and also drain learner's processing resources. The second step of the activity required learners to interpret Benjamin's description and plot Anna's trajectory on the picture, thus following the guideline that required learners to do something with the input. This activity is a written referential activity. An affective activity is presented below:

**Activity D. Anna's Routine.** Read the following sentences related to some of Anna's daily trajectories. Are your daily trajectories the same as hers?

Anna ist in ihrem Zimmer. (Anna is in her bedroom.)

Sie geht... (She goes...)	Yes	No
1. hinaus zum Flur. (out to the hallway.)	_____	_____
2. hinauf zum Bad. (up to the bathroom.)	_____	_____
3. hinunter zur Küche. (down to the kitchen.)	_____	_____
4. hinaus zur Straße. (out to the street.)	_____	_____
5. hinüber zur Bushaltestelle. (over to the bus stop.)	_____	_____

Anna ist vor der Schule. (Anna is in front of the school.)

Sie kommt... (She comes...)	Yes	No
1. herein zur Halle. (inside to the hall.)	_____	_____
2. herauf zum 2. Stock. (up to the second floor.)	_____	_____
3. herein zum Raum. (inside to the classroom.)	_____	_____
4. heraus zum Flur. (out to the hallway.)	_____	_____
5. herunter zur Cafeteria. (down to the cafeteria.)	_____	_____

Activity D is an affective activity, which means that learners are not required to give right or wrong answers, but rather to relate the fictional events in the activity with events of the outside world, focusing on their real-life experiences. The target form is the focus of the activity and learners need to pay attention to it to understand the meaning of utterances. Notice how the Preference for Nonredundancy Principle was considered: the motion events consisted in the expression of a Goal highlighted by the preposition *zu* 'to, towards', therefore avoiding pleonastic constructions with derivative prepositions (such as *aus* 'out of', *in* 'into' and *auf* 'up') that could trigger this principle. Consequently, these double particles do not express redundant information and are necessary for the learners to understand the courses of Anna's motion towards that Goal. The Sentence Location Principle was also taken into account: the sentences were manipulated, so that the particle would be

the first element learners would encounter in each point. The following example consists in the final activity of this set:

**Activity E. Anna's Adventure.** In the following steps of this activity, you should start working individually and then share your answers with those of your colleagues.

Step 1. Anna tells her friends how it is to play with Benjamin in his house. Read her narration of the events and perform the following activities. The vocabulary below should help:

Versteck spielen (play hide-and-peek)	anbellen (to bark at)
unfehlbar (infallible)	ausrufen (call out)
Zaun (fence)	enttäuscht (disappointed)
Fensterbrett (window sill)	sich schleppen (drag on)
Hundehütte (dog hut)	

#### ANNAS ABENTEUER <sup>6</sup>

„Immer wenn ich bei Benjamin bin, habe ich viel Spaß. Er hat ein riesiges Haus, wir können überall spielen. Am meisten spielen wir Versteck. Wenn wir Versteck spielen und ich zählen muss, habe ich eine unfehlbare Strategie. Zuerst gehe ich zum Garten hinaus, laufe bis zum Zaun und springe hinüber. Ich laufe hinunter zum Feld und suche ihn. Wenn er nicht da ist, laufe ich wieder zum Garten hinauf. Ich renne wieder ins Haus hinein und suche ihn im Wohnzimmer. Wenn die Katze ins Wohnzimmer hereinkommt, dann ist er nicht da. Ich setze mich auf das Fensterbrett und springe zur Terrasse hinab. Der Hund schläft in der Hundehütte unten im Garten. Manchmal kommt er heraus und bellt mich an. So weiß ich, dass Benjamin sich da unten hinter der Hütte versteckt. Ich sehe ihn und rufe laut seinen Namen aus. Enttäuscht schleppt er sich zur Terrasse herauf. Es ist immer voll lustig!“

1. According to the description, Benjamin lives...

- |                                       |                                  |
|---------------------------------------|----------------------------------|
| a. in a small house with backyard.    | b. in an apartment with balcony. |
| c. in a big house with outdoor space. | d. in a semi-detached house.     |

---

<sup>6</sup> 'Anna's adventure: Everytime I'm at Benjamin's, I have a lot of fun. He has a huge house, we can play everywhere. Mostly, we play hide and seek. When we're playing, and I am the one who counts, I have an infallible strategy. First, I go out to the garden, run towards the fence and jump over it. I run down to the field and look for him. If he's not there, I run back up to the garden. I run back into the house and look for him in the living room. If the cat comes into the living room, then he's not there. I sit on the windowsill and jump down to the terrace. The dog is sleeping in the doghouse down there. Sometimes, he comes out and barks at me. That's how I know that Benjamin is hiding down there behind the doghouse. I see him and call out his name. Disappointed, he drags himself up to the terrace. It's always so funny!'

2. What is Anna's path when she is looking for Benjamin in their game of hide-and-seek?

- |  |  |
|--|--|
| <p>a. She goes to the garden, looks for him in the fields, goes into the house and goes back outdoors.</p> | <p>b. She goes to the fields, looks for him in the garden and goes into the house.</p>             |
| <p>c. She goes to the garden, walks out to the street, goes into the house and climbs up to the attic.</p> | <p>d. She goes indoors, goes back outside, goes to the fields and looks for him in the street.</p> |

Step 2. Find and underline the following particles in the text. Notice that they are separable particles, which means they may be "glued" to a verb form.

- |          |        |        |
|----------|--------|--------|
| hinaus   | hinauf | hinab  |
| hinüber  | hinein | heraus |
| hinunter | herein | herauf |

1. Every particle above conveys the notion of perspective regarding the speaker. Since Anna is the narrator of this text, which particles express that the moving entity moves away from or towards her?

away from Anna

towards Anna

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. Every particle above conveys Path information about the movement. Identify the Source and Goal of said movement, according to the example. The particles are arranged in the order in which they appear in the text.

	Particle	Source	Goal
	E.g. hinaus	inside	outside
	hinüber	one side	the other side
1.	hinunter	_____	_____
2.	hinauf	_____	_____
3.	hinein	_____	_____
4.	herein	_____	_____
5.	hinab	_____	_____
6.	heraus	_____	_____
7.	herauf	_____	_____

The final activity of each set of SI activities developed for the three sessions displays a similar layout to this one. This written referential activity includes connected discourse in the form of a short narration and requires learners to interpret the input. They do not practice the target form at sentence level but are constantly working with it when trying to solve the tasks. By not overburdening learners with mechanical drills, we are ensuring that they pay attention to the input to complete the activity and that they do not exhaust their residual processing resources. The subsequent sets of SI activities used for the next two sessions present a similar configuration and focus only on the notions of Path and perspective conveyed by the target form. However, the explicit information delivered to the learners consists in a more complex and scrutinized presentation of the structure, as addressed below.

### Session II: Combination Particle + Verb

The second session revealed a decrease in the rate of attendance, since only 18 out of the 26 participants attended the class. However, 25 of the participants performed the SI activities, whether in class or at home. The second session consisted in a more complex approach to motion events with double particles, since I presented the various combination possibilities between the particles and verbs of motion, paying special attention to manner-of-motion verbs, i.e., verbs that conflate both Motion and Manner, particularly common in German. Moreover, I presented a section of “special” verbs liable to receiving this notion of movement if combined with certain double particles, as is the case of verbs of

“sight”, such as *sehen* ‘to see’, *schauen* ‘to look’ or *blicken* ‘to glance’, and other verbs, such as *beißen* ‘to bite’, *helfen* ‘to help’ and *bitten* ‘to ask’. Apart from this, I dedicated a section to the flexion of these verbs in the most important tenses. Relevant to this is the categorization of such verbs as “separable verbs”, which require a syntactical reconfiguration depending on their conjugation. Word order was also addressed, since German displays different settings according to the type of clause used, i.e., verb-second (V2) word order checks out for main clauses and Wh-questions, but the verb stem is moved to the end of the sentence in subordinate clauses.

All these characteristics are important in understanding how motion events of this kind are linguistically encoded in German, however they comprise grammatical areas that were not yet fully processed by the participants of this study. For this reason, the set of SI activities developed for this module focused only on the already tackled morphological and semantic features of double particles *per se*, although more complex structures related to the topics of this session were included. Let us look at Activity B of this set of SI activities:

**Activity B. In the City Park.** Anna went for a stroll in the city park with Benjamin and Bianca. She sees several animals and comments on what they do with her friends.

Bianca, guck mal! (Bianca, look!)

- |  |                 |               |
|--|-----------------|---------------|
| A. Der Hund rutscht... (The dog slips...)              | a. ___ hinunter | b. ___ hinauf |
| B. Der Frosch hüpf... (The frog hops...)               | a. ___ hinein   | b. ___ hinaus |
| C. Der Spatz fliegt... (The sparrow flies...)          | a. ___ hinüber  | b. ___ hinauf |
| D. Das Eichhörnchen steigt... (The squirrel climbs...) | a. ___ hinab    | b. ___ hinauf |
| E. Das Kaninchen hoppelt... (The rabbit scampers...)   | a. ___ hinaus   | b. ___ hinein |

Benjamin, guck mal! (Benjamin, look!)

- |   |                 |               |
|---|-----------------|---------------|
| F. Die Fledermaus kommt... (The bat comes...)     | a. ___ heraus   | b. ___ herein |
| G. Die Schlange kriecht... (The snake crawls...)  | a. ___ hinein   | b. ___ hinaus |
| H. Die Echse krabbelt... (The lizard scuttles...) | a. ___ hinunter | b. ___ hinauf |



- I. Die Ente schwimmt... (The duck swims...) a. \_\_\_ herüber b. \_\_\_ herunter
- J. Die Katze springt... (The cat jumps...) a. \_\_\_ hinab b. \_\_\_ hinauf

Bianca und Benjamin, guckt mal! (Bianca and Benjamin, look!)

- K. Der Schmetterling flattert... (The butterfly flutters...) a. \_\_\_ hinein b. \_\_\_ herein
- L. Die Gans watschelt... (The goose waddles...) a. \_\_\_ hinauf b. \_\_\_ herauf
- M. Der Waschbär fällt... (The raccoon falls...) a. \_\_\_ hinab b. \_\_\_ herab
- N. Der Schwan schwebt... (The swan floats...) a. \_\_\_ hinüber b. \_\_\_ herüber
- O. Der Fuchs schleicht... (The fox sneaks...) a. \_\_\_ hinaus b. \_\_\_ heraus
- P. Das Flughörnchen gleitet... (The flying squirrel slides...) a. \_\_\_ hinunter b. \_\_\_ herunter

Activity B is a picture-driven written referential activity. As we have seen, the task demands evolve from the initial differentiation of path (from A to J) – regardless of the speaker’s perspective – to the distinction of this same deictic notion (from K to P). The introduction of manner-of-motion verbs adds up to the complexity of this activity in comparison with those from the previous module, however the focus of the activity is still the semantic notions of speaker’s perspective and Path information related to the two components of the double particles. An example of the visual aid of this activity is presented below:

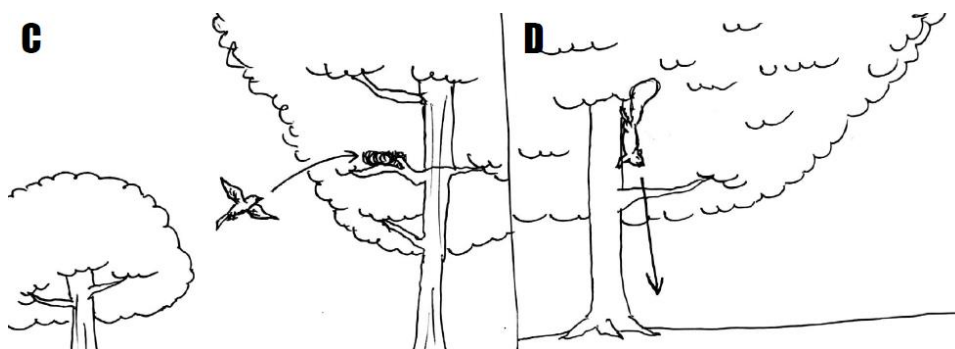


Fig. 13. Example of the pictures used in Activity B of the second module

### Session III: Syntactic Structure of Verbs of Motion with Double Particle

The third and last session of the PI intervention was the least attended: only 15 out of the 26 participants were present. The SI activities were fulfilled by 23 participants, which means that 12 out of the 15 absent learners still conducted the activities at home and submitted them to the instructor. The focus of the third session was the syntactical environment of verbs of motion with double particles. Here, I presented the learners with the three possible occurrences of such motion events, according to Poitou (2003) and Harr (2012), i.e., intransitive constructions, transitive structures with accusative-NP and pleonastic constructions with PP. In the pleonastic constructions with PP, I represented the Ground information susceptible to being expressed in the PP and the prepositions required to express both Source and Goal (e.g. [*aus* +Dat] for outward motion from the Source; [*auf* +Acc] for upward motion to a Goal). The complexity of this information did not allow these features to be thoroughly tested in the SI activities, especially because most participants had already manifested difficulties in the correct selection of prepositions in the PP. Let us look at Activity D of this set of activities to see to what extent the new information was added to the tasks:

**Activity D. "You're in trouble!"** The kids' mother had already noticed that Anna is overwhelmed by them. Pay attention to her commands and choose the right answer, according to what she may be telling them.

1. Steigt \_\_\_\_\_ herunter!  
a. vom Baum  
b. auf den Baum
  
2. Lauft \_\_\_\_\_ herein!  
a. ins Haus  
b. aus dem Haus
  
3. Springt \_\_\_\_\_ herüber!  
a. über den Zaun  
b. auf den Zaun
  
4. Rennt \_\_\_\_\_ herauf!  
a. zu mir  
b. zu Anna

5. Lauft \_\_\_\_\_ heraus!
- a. vom Zimmer
  - b. aus dem Zimmer
6. Steigt \_\_\_\_\_ herab!
- a. aus dem Fenster
  - b. vom Fenster

In this activity, the learners are required to choose the right answer in the binary-choice items. The options consist in a PP with the prepositions addressed in this module, however, they need to pay attention to both the speaker's perspective and Path component of the double particles to deduce which expression is more fitting in the given examples. Here, they still had to use their newly acquired knowledge about prepositional selection, but the focus of the task was still the target form and its specific features.

### 5.3 Results of the post-test

The post-test occurred one month after the classroom intervention and its results showed meaningful changes in the participants' competence level regarding double particles. The use of the target form increased in the production test and the GJT revealed significantly higher values than in the pre-test. In this subsection, I will analyse the results of the post-test (both production and grammaticality tasks) and compare them with the results of the pre-test. Some additional factors of the PI intervention, such as class attendance and task achievement, will be considered, to render a better overview of potential discrepancies among the results.

#### **Production test**

The production post-test took place before the post-GJT and not all the participants were present for assessment. Only 17 (65.4%) out of 26 participants performed the task. The analysis was based on the existing results, excluding the missing values.

The results of the production post-test did not show that the pedagogical intervention was sufficient for the learners to start actively producing the target structure. The already mentioned grammatical deficits prevent them from performing flawlessly structured motion sentences. However, the use (or attempt at using) the double particles increased exponentially, especially considering that

the target form was used only once in the production pre-test (0.6%). Resorting to the same categorization used in the pre-test (see subsection 5.1), the following table shows the types of answers given by the participants in the production post-test:

Table 3. Types of answers given by the participants in the production post-test.

Type of answer	Evasion	Intransitive ME	ME w/ PP	Intransitive ME with DP	ME w/ PP + DP	No answer
Mean (%)	18.4	3.7	20.6	34.6	22.1	0.8

As we can see in Table 3, the participants tended to evade the target structure only 18.4% of the times. The movement constructions selected varied from intransitive motion events with or without double particle to motion events with PP with or without the use of double particle. Intransitive motion events without Path specification corresponded to 3.7% of the answers given, while the most common answers consisted in motion events with PP (20.6%), motion events with PP and double particle (22.1%) and intransitive motion events with double particle (34.6%). The mean score of the blank answers was 0.8%. The following table displays the comparative results of the production pre- and post-tests by type of answer:

Table 4. Comparison of the types of answers in the production pre- and post-tests

Type of answer	Evasion	Intransitive ME	ME w/ PP	Intransitive ME with DP	ME w/ PP + DP	No answer
Mean (%) of the pre-test	28.4	13.1	49.4	-	0.6	8.5
Mean (%) of the post-test	18.4	3.7	20.6	34.6	22.1	0.8

As seen in Table 4, the mean of evaded answers decreased (from 28.4% in the pre-test to 18.4% in the post-test) and the participants performed considerably less intransitive structures (from 13.1% to 3.7%). The items with no answer were also much less (from 8.5% to 0.8%), which seems to show that the participants felt a little more confident executing the task. Furthermore, the results of the production post-test show an astonishing increase in the use of double particles by the participants: 56.6% of the answers contained double particles, while only 43.4% avoided the target forms.

The answer patterns verified in the production pre-test were reiterated by the participants in the post-test and another type of answer was identified, namely intransitive motion events with double particle, which were the most common answer pattern used (34.6%). Although the participants started using double particles to enrich their expression of movement, they still favored intransitive structures, in which they did not need to specify Ground information. A possible reason for this is the fact that they might not still feel comfortable producing movement structures with specific Source or Goal elements, especially because they must either form an accusative NP or select a PP with the correct preposition and the required grammatical case. Since these grammatical features were not yet fully acquired by the participants, they chose to avoid performing such sentences.

More than producing the target form, the participants had to use the appropriate particle in that given context. To determine correctness of the target form, I based on the execution of Path seen in the pictures and not on external grammatical features (e.g. word order). Since it is not possible to determine the speaker's perspective in the production test, I also discarded the semantic features of *hin-* and *her-* to decide the correct or incorrect use of the particle. Nonetheless, variation among the employment of one or the other is of interest to see if the participants exhibit some sort of tendency regarding selection of the deictic particles. The following table shows the mean scores of the answers with *hin-* and *her-* particles (correct and incorrect usage).

Table 5. Summary of the mean scores of the answers containing double particles (DPs) and comparison between the use of *hin-* and *her-* particles in the post-test

	Answers with DPs		Answers with no DPs	
	(Intransitive MEs with DP and MEs with PP and DP)		(Evasion, intransitive MEs, MEs with PP, no answer)	
	56.6		43.4	
Mean scores (%)	Answers with DPs			
	Correct use of the DP		Incorrect use of the DP	
	80.5		19.5	
	Deictic selection in the answers with DPs			
	Particles with <i>hin-</i>		Particles with <i>her-</i>	
	42.9		57.1	
	Correct	Incorrect	Correct	Incorrect
	43.5	40	56.5	60

Table 5 shows the mean scores for the answers with the target form (56.6%) compared to the answers that contained no double particle (43.4%). The answers with double particles showed a mean success rate of 80.5% against a mere 19.5% of incorrect particle selection. A non-parametric Wilcoxon test for two related samples reveals that there are highly significant differences between the use of the target form in the production post-test and its avoidance ( $Z = -2.180$ ,  $p = .029$ ). In the answers with double particle, 42.9% contained the deictic component *hin*, while 57.1% made use of particles with *her*. This tendency is reiterated when we separate the answers by correct and incorrect use. Among the answers with employment of the right particle, 43.5% used *hin*-particles and 56.5% used *her*-particles; in the answers that used the wrong target form, 40% of the particles were built with *hin*- and 60% made use of *her*. The participants seem to show a preference for the deictic component *her*, which expresses movement towards the speaker, but a non-parametric Wilcoxon test for two related samples reveals no statistically significant differences between the choice of the participants for *hin*- or *her*-particles in their answers ( $Z = -.789$ ,  $p = .430$ ). Their tendency to prefer *her*- over *hin*- is unlikely to be based on frequency, since the particle *hin*- occurs more frequently than the particle *her*- (see Leipzig Corpora Collection). Therefore, this preference could be due to the participants' own perspective and interpretation of the picture.

As has already been mentioned, another interesting factor in the production post-test is the specification of Ground elements by the participants who ventured to perform motion events with PPs (with or without double particle). They still revealed some difficulties in the selection of the right preposition and had trouble identifying gender, number and case. Even though incorrect prepositional selection only corresponded to 27.6% of the answers given, against 72.4% of correct use of the preposition in the PP, it is still interesting to observe the situations in which these missteps took place. Items (32) and (33) show examples from the test with correct and incorrect prepositional selection, respectively:

(52)	Der	Junge	und	der	Hund	*hat
	The	boy	and	the	dog	has
	in	*der		See	*hereinfallen.	
	in	the-NOM		lake	fall-hither-into-INF	

(Participant 9)

(53) Hier der Junge und der Hund \*herunterfallen  
 Here the boy and the dog fall-hither-down-INF  
 \*an \*der See.  
 by the-NOM lake

(Participant 10)

The answers (52) and (53) fall into the category of motion events with PP and double particle. While (52) displays correct use of the preposition in the PP (*in* 'into'), (53) shows incorrect prepositional selection (*an* 'by'/'at'). These examples also illustrate some of the other problems of grammatical acquisition the participants have, such as subject-verb agreement (see (52)), case selection (see (52) and (53)), verbal inflection (see (52)) and word order (see (53)). These canonical problems reflect the reason why only the knowledge of the morphological and semantic characteristics of the double particles could be assessed when developing the tests and the classroom intervention.

The overall results of the production post-test and their comparison with those of the pre-test reveal that the participants mostly acquired the target form and started employing it with some syntactical difficulties at sentential level, although a great number of them prefers the more "traditional" motion events with or without expression of Path and Ground information. Among those who produced motion events with double particles, there seems to be a tendency to prefer the deictic semiparticle *her-* over *hin-*.

### Grammaticality Judgment Task

In the GJT, 24 out of the 26 participants participated in the task. The mean success rate of the post-GJT was 75.9% (SD = 16.3) with a minimum individual value of 33.3% and a striking maximum individual value of 100%. The following boxplot presents the results per subcondition:

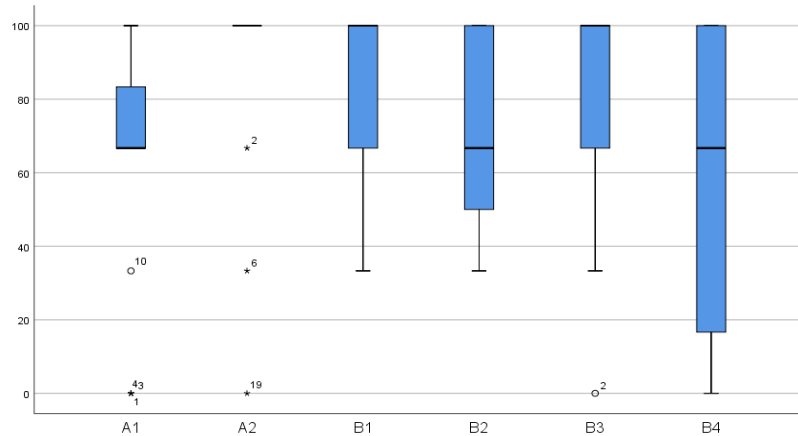


Fig. 14. Boxplot: Results of the post-GJT per subcondition

Condition A (concerned with the speaker's perspective) had a mean score of 65.3% (SD = 30.3) for Subcondition A1 (*hin-* 'thither') and a mean score of 91.7% (SD = 24.6) for Subcondition A2 (*her-* 'hither'). Condition B dealt with Path information in the double particle and the results in the post-test were the following: a mean score of 86.1% (SD = 21.8) for Subcondition B1 (*-ein* 'in'), 69.5% (SD = 25.9) for Subcondition B2 (*-aus* 'out of'), 80.6% (SD = 25.8) for Subcondition B3 (*-auf/-über* 'on/over') and 62.5% (SD = 42.1) for Subcondition B4 (*-ab/-unter* 'off/down'). Both subconditions in Condition A had a collective mean score of 78.5% (SD = 19.3) with minimum and maximum values of 33.4% and 100%, respectively; Condition B had a collective mean score of 74.7% (SD = 19.1) with a minimum individual value of 33.3% and a maximum individual value of 100%.

A superficial reading of the results detects a few differences among the subconditions. To check if these differences are statistically significant, I conducted a series of non-parametric difference tests upon verifying non-normal data distribution. A Wilcoxon test for two related samples revealed that there are no differences between Condition A and Condition B ( $Z = -1.029$ ,  $p = .303$ ), i.e., the participants seemed to have no differentiated difficulties interpreting items dependent on the speaker's perspective or Path information. These values reveal an increase in the participants' knowledge and interpretation of the deictic component of the target form, since they showed more difficulties interpreting items from Condition A in the pre-test and now the results are much more balanced (see subsection 5.1).

Differences within the conditions are also interesting to determine whether the participants reveal more difficulties with one notion of perspective in detriment of the other(s) and vice-versa. For Subconditions A1 and A2, a non-parametric Wilcoxon test for two related samples revealed that there are indeed differences between the participants' interpretation of the deictic components ( $Z = -2.494$ ,  $p$



= .013), i.e., participants seem to have more difficulties understanding the semantic properties of *hin-* ('thither') than those of *her-* ('hither'). This tendency is also confirmed by the production post-test, in which the participants also performed more *her-*particles than *hin-*particles in their answers, but does not occur in the pre-GJT, since a similar test revealed no differences between the two subconditions A. An explanation for this phenomenon could be that the interpretation of both particle components in the pre-test was mainly arbitrary, because the notions of perspective had not yet been instructed to or acquired by the learners.

A non-parametric Friedman test showed that there are significant differences between the subconditions B ( $\chi^2 = 9.446$ ,  $p = .024$ ). This test, however, does not provide information on where these differences lie. To obtain specific information about these discrepancies, I conducted a series of non-parametric Wilcoxon tests for two related samples. The results are presented in Table 6:

Table 6. Results of a series of Wilcoxon tests concerning subconditions B

Subconditions compared	Results
B1 – B2	Z = -2.265, p = .023 <sup>*7</sup>
B1 – B3	Z = -.540, p = .589
B1 – B4	Z = 2.287, p = .022*
B2 – B3	Z = 2.034, p = .042*
B2 – B4	Z = .835, p = .404
B3 – B4	Z = 1.930, p = .054

The results of the Wilcoxon tests displayed in Table 6 reveal that there are significant differences between B1 (*-ein*) and B2 (*-aus*) (Z = 2.265, p = .023), B1 (*-ein*) and B4 (*-ab/-unter*) (Z = 2.287, p = .022), B2 (*-aus*) and B3 (*-auf/-über*) (Z = 2.034, p = .042) and marginal differences between B3 (*-auf/-über*) and B4 (*-ab/-unter*) (Z = 1.930, p = .054). This shows that the participants have more difficulty interpreting double particles encoding outward motion (B2) than those which

---

<sup>7</sup> An asterisk (\*) next to the value of a statistical test means that this test is statistically significant ( $p < .05$ ); values with two asterisks (\*\*) are highly significant ( $p < .01$ ).

encode inward motion (B1); they tend to misinterpret downward movement (B4) more frequently than they do inward movement (B1); outward movement (B2) is also more problematic for them than upward/transitional movement (B3) and they also reveal more trouble recognizing downward movement (B4) than upward/transitional movement (B3).

The main focus of the post-test was to analyse the participants' development and increase of competence level after the PI classroom intervention and check if the pedagogical model contributed to positively to the learner's morphosemantic knowledge of the target forms. Upon conducting a non-parametric Wilcoxon test for two related samples ( $Z = -3.511$ ,  $p < .001$ ), there is indeed a statistically significant difference between the learners' initial knowledge of the target form and their knowledge after the classroom intervention took place. The following table summarizes the development of the participants from the pre- to the post-test in each condition/subcondition:

Table 7. Results of a series of Wilcoxon tests for the conditions/subconditions in the pre- and post-tests

Conditions/Subconditions	Results
Pre-test A – Post-test A	$Z = -3.379$ , $p = .001^{**}$
Pre-test B – Post-test B	$Z = -3.066$ , $p = .002^{**}$
Pre-test A1 – Post-test A1	$Z = -1.228$ , $p = .220$
Pre-test A2 – Post-test A2	$Z = -3.597$ , $p = .000^{**}$
Pre-test B1 – Post-test B1	$Z = -1.137$ , $p = .256$
Pre-test B2 – Post-test B2	$Z = -2.365$ , $p = .018^*$
Pre-test B3 – Post-test B3	$Z = -3.093$ , $p = .002^{**}$
Pre-test B4 – Post-test B4	$Z = -3.080$ , $p = .002^{**}$

As displayed in Table 7, both conditions A and B revealed significant differences between the values of the pre-test and the values of the post-test. Almost every subcondition, with the exception of A1 ( $Z = -1.228$ ,  $p = .220$ ) and B1 ( $Z = -1.137$ ,  $p = .256$ ), manifested the same proclivity, which means that the classroom intervention had a determining role in the learners' understanding of the target form, which lead to a substantial development in the results of the post-test, even one month after the PI sessions. There are no differences in Subocondition A1 between the pre- and post-test probably

because the participants' choices regarding perspective in the pre-test were mostly arbitrary. On the other hand, Subcondition B1 reveals no significant increase, because the learners already had a subconscious knowledge of the semantic properties of the particle *-ein*, denoting inward movement.

In sum, the results of the post-test revealed overall success, in that the participants manifested a striking development in their knowledge and interpretation of double particles. As for production, they started using it more in sentential context, even though they reveal some underlying grammatical deficits that prevented them from producing the syntactic structure faultlessly. However, not all participants attended the three PI sessions and/or performed the corresponding SI activities. These variables could have an effect in their performance in the post-test. Table 8 shows the number of participants who attended any of the three sessions and performed the SI activities (in the classroom or at home):

Table 8. Attendance and execution of SI activities by number of participants

Session I	SI I	Session II	SI II	Session III	SI III
23	25	18	25	15	23

According to Table 8, the level of attendance decreased from the first to the third session: out of the 26 participants, 23 attended the first session; 18 attended the second session and only 15 attended the last session. Almost all the participants performed the three sets of SI activities (25 performed the SI activities of the first and second sessions and 23 executed the SI activities of the third session). The SI activities were carried out in the classroom for the participants who were present, but those who were not able to attend were still provided with the respective sets of activities of the sessions they missed and had to complete them at home and submit them to the instructor without having received classroom explicit instruction of the target form. The only material they had available to assist them in the execution of the activities were the accompanying PowerPoint slides with a written explanation of the double particles (see subsection 5.2) and the visual aids for the picture-driven SI tasks.

To observe if there is an association between the participants' attendance rate and execution of the SI activities and their performance in the post-test, I cross-referenced the mean success rates of the

answers in the production pre-test that contained correct use of the double particle and the mean success rate of the post-GJT with the mean percentages of attendance and execution of SI activities by the participants. A Spearman's correlation showed that there is no association between the execution of the SI activities and the success rates of the production post-test ( $r_s = .259$ ,  $p = .315$ ), but that there is a strong association between their accomplishment of the activities and their performance in the post-GJT ( $r_s = .651$ ,  $p = .001$ ), which means that the participants who performed the three sets of activities had better results in the GJT. However, more Spearman's correlations revealed no association between the participants' attendance rate and their performance in both the production test ( $r_s = .403$ ,  $p = .109$ ) and the GJT ( $r_s = .069$ ,  $p = .749$ ), which means that their success rates in the post-tests are not connected with the amount of pedagogical sessions they attended.

The significant association between the results of the post-GJT and the execution of the SI activities revealed by the Spearman's correlation seems to suggest that this part is probably the most relevant in the PI pedagogical model. In fact, other studies already dealt with the importance of the SI activities and question the need of explicit information in PI (Farley 2004; Fernandez 2008; VanPatten & Oikkenon 1996). However, these studies are based on acquisitional problems derived from previously taught grammatical domains, which had already been addressed in the classroom. As this is not the case in the present study, the sole completion of the SI activities without any class attendance or consultation of the PowerPoint slides would most likely prove ineffective, since the participants had still only had secondary contact with the target forms and had little to no knowledge of their properties.



## 6. DISCUSSION

The results of the post-test, coupled with the PI intervention and the results of the pre-test allow us to draw some conclusions about the pertinence of the present study and the efficiency of the methodology used for the acquisition of this grammatical domain. The initial hypotheses and suppositions were essentially met. In this section, I will provide general answers to the research questions and confront the results with the initial hypotheses to achieve an overview of the observed phenomena.

**Question 1.** Can learners produce and interpret motion events with double particles, even though they had little contact with the structure in their DaF curriculum?

**Hypothesis 1.** Learners will not be able to spontaneously produce motion events with double particles. They will either try to express motion expression using simple movement constructions or avoid these constructions altogether. Transfer from their first L2 is also expected for production, since the syntactic features of motion events are similar in German and English for the “simple” constructions. As for interpretation, learners are expected to recognize some of the morphological and semantic features of double particles. However, since they are presented with binary-choice items, selection will most likely be arbitrary in the most cases.

As expected, the group of participants tested were not instructed to resort to double particles when expressing movement, since they were not even able to produce them in the production pre-test. Only one participant (Participant 14) made use of the colloquial version of the double particles *hinauf* or *herauf* (*raus* ‘out of’) and this case seemed to derive from personal intuition due to the participant’s linguistic background (see subsection 5.1). The rest of the group was driven to either perform intransitive sentences without specification of Path or the “canonical” satellite-framed motion events with specification of Path and Ground information in the PP, which revealed other problems of grammatical acquisition (e.g. word order, verbal inflection, prepositional selection, case declension). A great number of the participants also chose to evade the movement structures in their answers, by

reinterpreting the content of the pictures in the task, which shows how uncomfortable they feel in this particular grammatical domain.

As for interpretation, the results of the pre-GJT are not as conclusive, in that they do not provide information on whether the participants recognize all the double particles from other instructional situations (e.g. text passages, aural tasks) or if it is the first time they encounter most of them. The overall results revealed some arbitrariness in the participants' answers and do not correspond to their existing production rate in the production pre-test. However, the learners seemed to be able to interpret some of the morphological characteristics of the target form and assign them specific semantic properties, i.e., they were capable of extracting meaning from these features (see subsection 5.1) and correctly interpret the content of the message in combination with the given picture.

Contrary to the fundamentals of VanPatten's PI model (e.g. VanPatten 1996; Wong 2002, 2004) and research on the matter (e.g. Benati 2004b; VanPatten & Borst 2012; VanPatten et al. 2009; Wong 2015) the singularity of the present study rested on the assessment of a target form, with which the learners had not yet had any explicit contact, with the exception of sporadic occurrences in the input provided in the classroom. That is, they had never explicitly addressed motion structures with double particles and that motivated the first research question and hypothesis, since the learners were not expected to interpret or actively produce such an understudied grammatical domain. One of the few types of motion structures overtly handled in the DaF curriculum is related with the *Positionsverben* ('position verbs') and the *Wechselpräpositionen* ('mixed prepositions', i.e., prepositions that can take either the accusative or the dative case, depending on movement) and consists in an agentive motion event with an accusative NP and a PP that encodes Path and Ground information (see (54)). By contrast, double particles and motion events with double particles are not at all covered in the traditional DaF program, although they occasionally appear in textual or aural tasks in most notebooks (see (55)).

- (54) Niklas hat das Öl auf den Tisch gestellt.  
Niklas has the oil on the table put  
'Niklas put the oil on the table.'

(Dengler et al. 2013: 22)

(55) Man muss nur blinken, wenn man aus dem  
 One must only flash when one out of the  
 Kreisverkehr herausfährt.  
 roundabout hither-out-drives

'We only need to flash our turn signals, when we are driving out of the roundabout.'

(Braun et al. 2017: 12)

**Question 2.** Can the PI model develop learners' knowledge of the target forms to a level where they are able to produce and interpret them correctly?

**Hypothesis 2.** The PI model is expected to be beneficial in terms of sentence interpretation and will most likely drive the learners towards attempting to produce the structure. However, eximious production is not expected, since other grammatical problems (e.g. case, word order, prepositional selection) underlie this group's linguistic competence.

In response to the second research question and congruent with the corresponding hypothesis, the PI did indeed have very positive effects on the participants' knowledge of the target form. In the case of production, the participants started using double particles while expressing movement. They respect the semantic and morphological properties of the target form, but still cannot convey a syntactically faultless sentence, because they lack basic understanding of other previously mentioned grammatical domains. The production post-test revealed that 56.6% of the answers were built with double particles, 80.5% of which with the correct DP given that specific context. This shows that the learners gained some knowledge about the usage of the target form and start slowly applying it to specify Path. As previously mentioned (see subsection 5.3), speaker's perspective was not assessed in production, because it was hard to determine. However, it could be assumed that the participants interpreted the pictures according to their own perspective, since they tended to favor movement towards the speaker with *her*-particles (56.5%) over movement away from the speaker with *hin*-particles (43.5%).



At interpretation level, the PI model had much more striking effects, since the participants seem to have understood the various idiosyncrasies of the double particles and the notions of speaker's perspective (expressed by *hin-* and *her-*) and Path information (expressed by *-ein*, *-aus*, *-auf*, *-über*, *-unter* and *-ab*) to an adequate level. Comparing the results of the post-GJT with those of the pre-test, participants do not manifest differentiated dominance between their knowledge of the deictic component of the DP and their understanding of its Path element, which means that their understanding of the different properties of double particles is more balanced. Within the conditions themselves, learners manifested an astonishingly better knowledge of the deictic particle *her-* 'hither' in comparison with the pre-test (91.7% against 39.4%). In the items with *hin-* 'thither', there was no significant differences, probably because the answers in the pre-GJT were mainly arbitrary and did not manifest a solid knowledge of this element of the DP. The participants also revealed highly significant differences in their knowledge of the Path component of the double particles, with the exception of *-ein* 'into', which was already correctly interpreted in the pre-test (86.1% in the post-test against 77.3% in the pre-test). The execution of the SI activities also seemed to play a particular role in the development of the participants' competences (see subsection 5.3).

These results do not provide enough evidence to suggest that the PI model is a more effective method for acquiring grammatical forms than traditional methods, mainly because these more traditional approaches were not tested in the course of the present study. However, the positive effects manifested in the post-test, coupled with the nature of the target form and its lack of input in the classroom make the effectiveness of PI undeniable. Not only did the participants start understanding a form they had barely been exposed to, but they also attempted at producing it at sentential level, despite their general difficulties with motion structures.

**Question 3.** Will learners have more difficulty processing deictic information related to the particles *hin-* and *her-* or Path information related to their complements (*ein-*, *aus-*, *auf-*, *über-*, *unter-*, *ab-*)?

**Hypothesis 3.** Learners should reveal more difficulty processing deictic information present in the particles *hin-* and *her-* than processing Path information (*-ein*, *-aus*, *-auf*, *-über*, *-unter*, *-ab*), because the latter share morphosemantic patterns with certain prepositions in German and learners are expected make these intralinguistic associations.

Concerning the third research question: in the pre-test, learners did not produce the structure (apart from one exception) and their interpretation of the DP was mainly arbitrary. However, they showed a tendency to have more difficulty recognizing deictic information encoded in *hin-* and *her-* than recognizing Path information present in the second part of the DP, which seems to show that the participants resorted to their intralinguistic knowledge to make an association between some of the Path elements of the DP and the morphologically similar prepositions they were already familiar with. For the perspective elements *hin-* and *her-*, this did not seem to be the case and most answers appeared arbitrary.

In the post-test, however, deictic information was not able to be assessed at production level, but the learners manifested a tendency to favor *her-*particles over *hin-*particles. This tendency was reiterated in the GJT, since the success rate of Subcondition A2 was significantly higher than that of Subcondition A1. On the other hand, and as observed in the discussion concerning the second research question, differences between the notions of speaker's perspective and Path were not significant in the post-test, which again reiterates the positive effects of the PI model, which contributed to make dominance of both semantic elements well-balanced.

**Question 4.** Does the PI model have the same type of effects verified in other studies, if it is used to test more complex structures with which the learners had not yet been formally instructed?

**Hypothesis 4.** The PI model is expected to have the positive results of other studies (e.g. Benati 2004a, 2004b; Cheng 2002; Collentine 1998; Culman et al. 2009; Marsden 2006; Marsden & Chen 2011; VanPatten & Borst 2012; VanPatten et al. 2009; VanPatten et al. 2013) in the interpretation task. The results at production level are not expected to be as successful as in other studies. The participants may use the target form, but still demonstrate problems in the already mentioned grammatical domains.

The PI model does indeed prove itself pertinent to the domains of L2 Learning and Teaching and Grammar Instruction. The present study along with several others (e.g. Culman et al. 2009; Marsden 2006; VanPatten & Borst 2012) show that PI has positive effects in the acquisition of grammatical forms that had not been correctly acquired by the learners. To my knowledge, however, no other study attempted at testing a form the learners had never been instructed on. Given the guidelines of PI and the grammatical forms selected for similar research, the circumstances of this study are

rather unorthodox, but we could still obtain quite satisfying results for both the production and interpretation tasks. Even one month after instruction, the participants demonstrated a much higher understanding of the form at word level. At sentential level, the participants still demonstrate various problems in several grammatical domains to be able to perform these syntactically complex structures involving double particles. However, they seem to be able to discriminate the semantic and morphological properties of the particles and interpret them in the input. The type of study developed, the tested group and the context of acquisition prevent us from generalizing this principle to other forms or domains, but these results show overall positive effects like those of other PI research.

## 7. CONCLUSION

The Portuguese school system does not incorporate German in its curriculum as much as other foreign languages, such as English, French or Spanish. In the last decade, however, students have demonstrated a growing interest for the German language, especially at university level. The contact with the language is still precarious and limited to classroom contexts and, since most learners only start learning German in their first year of university, they complete their studies having had very limited exposure to the language in their learning record and a faulty acquisition of many grammatical domains. For the most part, learners only reach an intermediate level (B1 on the CEFR scale) of German and stop learning the language afterwards, whether they make use of it professionally or not.

Motion events *per se* are already downgraded in the DaF curriculum, especially given the complex intricacies they entail, and movement structures with double particles are never focused on and directly handled in instruction. The reduced contact learners have with such structures – which are relatively present in everyday speech – forces them to comprehend their complexity by lexical association, that is, learners at a higher level recognize the morphological features of double particles and connect them to their grammatical counterparts (e.g. prepositions), inferring meaning from these connections, but do not usually produce them spontaneously in free speech.

The PI model used in the empirical section of the present study has proven effective in pushing learners away from making faulty form-meaning connections and helping them develop more appropriate ones. As previously discussed, this study differs from other research on PI, in that the target forms had not been directly addressed in the classroom prior to the pedagogical intervention. These were merely sporadically present in interpretative didactic elements (e.g. reading texts, aural tasks). It is probably due to this fact that some principles of VanPatten's IP Theory could still be recognized in the analysis of the interpretation pre-test (see subsection 5.2). One could say that the sole contact the learners had had with this form was input-based. Nevertheless, the results obtained suggest that this model could still have positive effects in “new” grammatical domains, i.e., forms or structures the learners have not previously handled in the classroom. The way the participants revealed a significant development in their interpretation of double particles shows how input processing can be beneficial in L2 learning. However, there seems to be no evidence in this study that it is sufficient for them to start producing this specific form in the output.

Despite the results of the present study, the approach and methodology used left some gaps to be filled and questions to be answered by potential future research. The open questions are related to the following points: (a) target form/structure, (b) the population under study (c) the PI pedagogical model, (d) the reduced methodological intervention and (e) the contrast with traditional instruction.

**(a) Target form/structure**

With the same group of participants, would the study still have this positive outcome if not only the morphological and semantic features of the double particles were tested, but also the entire syntactic structure in which they occur? Due to their underlying grammatical deficits, the learners would be required to undergo testing for a longer time period with a more extensive set of PI sessions. This would result in a consequential analysis of other unacquired grammatical domains (e.g. verbal flexion, case selection etc.).

**(b) Population under study**

If the population under study had a more advanced level (B2 on the CEFR scale) and less (or none of the) structural deficits encountered in this group, would the results be better in both the interpretation and production tasks? This intention could not be fulfilled in the present study, given the difficulty of finding a steady group of learners at university level with this kind of competence in German.

**(c) PI pedagogical model**

Presuming that the target structure would be a “known” structure by the learners and already handled in the classroom prior to study, could the PI model determine more specific and comprehensive processing principles with regards to the double particles or the structures in which they occur?

**(d) Reduced methodological intervention**

Under the circumstances of the present study or in the hypothetical sceneries mentioned in the previous open questions, what could be concluded from a more extended

experimentation and instruction period with a second and third post-tests to test the long-term effects of the PI model?

**(e) Contrast with traditional instruction**

If the present study included another group of participants, who received traditional instruction on the target form as opposed to PI, would both methods have similar results, or would the PI model prove more effective than the traditional one? Research on this matter suggests that PI differs substantially from traditional instruction, especially between interpretation and production (Benati 2005; VanPatten & Cadierno 1993; VanPatten & Sanz 1995; VanPatten et al. 2009, 2013).

These gaps allow for more extensive and detailed future research on the acquisition of motion events with double particles, whether through VanPatten's model or not. Since there is little to no research using PI-based methodology with respect to Portuguese and German, it would also be interesting to continue working on applying non-traditional methods to the grammatical phenomena of various languages, in order to have a fuller view of their advantages and understand to what extent they work under different circumstances, in different linguistic systems and with learners from different language backgrounds. Future research on these domains should, therefore, focus on:

- (i) continuing to study and explore motion events with double particles and trying to find a place for them in the DaF curriculum, since their use is quite common in day-to-day speech;
- (ii) testing more advanced learners and a larger group of participants in the target structure;
- (iii) expanding the PI model to other problematic and complex grammatical forms to see to what extent this model proves effective with more demanding structures;
- (iv) understanding the differences between PI and traditional instruction and the influence input has in the successful acquisition of grammatical forms;
- (v) developing new practical models for grammar instruction, as a means to discover more efficient ways to learn grammatical rules and acquire forms and structures to further improve correctness in the communicative fluency of the learners.

The future of pedagogy and language teaching can be heavily influenced by and benefit from cutting-edge instruction models like the PI model, which aim at finding fresh and innovative ways to ease the L2 learners' learning processes and push them towards a faster and more solid acquisition of complex linguistic domains. Grammar instruction, in particular, can profit from both input-based and output-based models of acquisition. A balance between accuracy and fluency (Richards 2001; Thornbury 1999, 2000) is also peremptory for the wholesome acquisition of a foreign language and should, therefore, be consistently present in instructional environments. Implementing these alternative tools and methods for teaching foreign languages can be troublesome, especially given the strong foundations of the more traditional approaches. Such a reformulation of the language teaching system would require teachers and learners to be able to seize the opportunities these methods can bring along. For self-explanatory reasons, these non-traditional models should not be introduced in educational curriculums abruptly, but rather by means of a transitional stage. A pilot project like this one could have countless advantages for SLA research and L2 teaching/learning altogether.

## REFERENCES

- Alderson, J. C. (2005). *Diagnosing Foreign Language Proficiency: The Interface between Learning and Assessment*. London: Continuum.
- Allen, L. Q. (2000). Form-meaning connections and the French causative: An experiment in processing instruction. *Studies in Second Language Acquisition*, 22, 69–84.
- Altmann, H. (2011). *Prüfungswissen Wortbildung* (Vol. 3458). UTB.
- Anderson, J. R. (2000). *Learning and memory*. New York: John Wiley & Sons.
- Aske, J. (1989). Path Predicates in English and Spanish: A closer look. *Proceedings of the Annual Meeting of the Berkeley Linguistics Society*, 15, 1-14.
- Barcroft, J., & VanPatten, B. (1997). Acoustic salience of grammatical forms: The effect of location, stress, and boundedness on Spanish L2 input processing. In A. T. Pérez-Leroux & W. R. Glass (Eds.), *Contemporary perspectives on the acquisition of Spanish: Vol. 2, Production, processing, and comprehension*, 109–121.
- Batoréo, H. J., & Ferrari, L. (2016). Events of Motion and Talmyan Typology: Verb-framed and Satellite-framed Patterns in Portuguese. *Cognitive Semantics*, 2(1), 59-79.
- Benati, A. (2004a). The effects of structured input activities and explicit information on the acquisition of the Italian future tense. In Bill VanPatten (Ed.), *Processing Instruction: Theory, research and commentary*. Routledge, 207-225.
- Benati, A. (2004b). The effects of processing instruction and its components on the acquisition of gender agreement in Italian. *Language Awareness*, 13(2), 67-80.
- Benati, A. (2005). The effects of processing instruction, traditional instruction and meaning–output instruction on the acquisition of the English past simple tense. *Language Teaching Research*, 9(1), 67-93.
- Birdsong, D., Gertken, L. M., & Amengual, M. (2012). *Bilingual Language Profile: An Easy-to-Use Instrument to Assess Bilingualism*. COERLL, University of Texas at Austin. Web: <<https://sites.la.utexas.edu/bilingual/>>.
- Braun, B., Doubek, M., Fügert, N., Sander, I., Trebesius-Bensch, U. & Vitale, R. (2017). *DaF kompakt B1*. Stuttgart: Ernst Klett Sprachen GmbH.
- Brown, H. D. (2000). *Principles of Language Learning and Teaching*. White Plains, NY: Addison Wesley Longman, Inc.
- Brown, R. (1973). *A first language: The early stages*. Harvard University Press.
- Cadierno, T. (2008). Motion events in Danish and Spanish: A focus on form pedagogical approach. In S. De Knop & T. De Rycker (Eds.), *Cognitive Approaches to Pedagogical Grammar*. Berlin: De Gruyter, 259-294.



- Carroll, M. (2000). Representing path in language production in English and German: Alternative perspectives on figure and ground. *Räumliche Konzepte und sprachliche Strukturen*, 417, 97.
- Carroll, S. (2001). Input and evidence: The raw material of second language acquisition. Amsterdam: John Benjamins.
- Cheng, A. C. (2002). The effects of processing instruction on the acquisition of ser and estar. *Hispania*, 308-323.
- Cook, V. (2016). Second language learning and language teaching. Routledge.
- Collentine, J. (1998). Processing instruction and the subjunctive. *Hispania*, 576-587.
- Corder, S. P. (1967). The significance of learner's errors. *IRAL-International Review of Applied Linguistics in Language Teaching*, 5(1-4), 161-170.
- Cowan, R. (2009). The teacher's grammar of English. Cambridge: Cambridge University Press.
- Culman, H., Henry, N., & VanPatten, B. (2009). The Role of Explicit Information in Instructed SLA: An On-Line Study with Processing Instruction and German Accusative Case Inflections. *Die Unterrichtspraxis/Teaching German*, 42(1), 19-31.
- De Knop, S., & Dirven, R. (2008). Motion and location events in German, French and English: A typological, contrastive and pedagogical approach. *Applications of cognitive linguistics*, 9, 295.
- Dengler, S., Rusch, P., Schmitz, H. & Sieber, T. (2013). Netzwerk A2. Stuttgart: Ernst Klett Sprachen GmbH.
- Dengler, S., Rusch, P., Schmitz, H. & Sieber, T. (2017). Netzwerk B1. Stuttgart: Ernst Klett Sprachen GmbH.
- DeKeyser, R. M. (1998). Beyond focus on form: Cognitive perspectives on learning and practicing second language grammar. In C. Doughty & J. Williams (Eds.), *Focus on form in classroom second language acquisition*. Cambridge: Cambridge University Press, 42-63.
- DeKeyser, R. M. & Sokalski, K. J. (1996). The differential role of comprehension and production practice. *Language Learning* 52/4: 613-42
- Dulay, H. C., & Burt, M. K. (1974). Natural sequences in child second language acquisition 1. *Language learning*, 24(1), 37-53.
- Faerch, C., & Kasper, G. (1986). The role of comprehension in second language learning. *Applied Linguistics*, 7, 257-274.
- Farley, A. (2004). Processing instruction and the Spanish subjunctive: Is explicit information needed. In B. VanPatten (Ed.), *Processing instruction: Theory, research, and commentary*, 227-239.
- Fernandez, C. (2008). Reexamining the role of explicit information in processing instruction. *Studies in Second Language Acquisition*, 30, 277-305.
- Funk, H., Kuhn, C., Demme, S. & Winzer, B. (2010). Studio d B1. Berlin: Cornelsen Verlag.

- Goldhahn, D., Eckart, T. & Quasthoff, U. (2012). Building Large Monolingual Dictionaries at the Leipzig Corpora Collection: From 100 to 200 Languages. In N. Calzolari, K. Choukri, T. Declerck, M. U. Doğan, B. Maegaard, J. Mariani, A. Moreno, J. Odijk & S. Piperidis (Eds.), *Proceedings of the 8th International Conference on Language Resources and Evaluation (LREC'12)*, 29, 31-43.
- Gregg, K. R. (1984). 'Krashen's monitor and Occam's razor', *Applied Linguistics*, 5: 79-100.
- Grossegeesse, O. & Koller, E. (2006). Schnee von gestern? Die historische Dimension im Studium der Germanistik. Deutschkiosk Minho. Braga: Departamento de Estudos Germanísticos.
- Harr, A. K. (2012). Language-specific factors in first language acquisition: The expression of motion events in French and German (Vol. 48). Walter de Gruyter.
- Klein, W. (1986). Second language acquisition. Cambridge: Cambridge University Press.
- Koithan, U., Schmitz, H., Sieber, T., Sonntag, R., Lösche, R. & Moritz, U. (2017). Aspekte neu B2. Stuttgart: Ernst Klett Sprachen GmbH.
- Krashen, S. D. (1981). Second Language Acquisition and Second Language Learning. Oxford: Pergamon.
- Krashen, S. D. (1982). Principles and practice in Second Language Acquisition. Oxford: Pergamon.
- Krashen, S. D. (1985). The Input Hypothesis: Issues and Implications. New York: Longman.
- Krashen, S. D. & Terrell, T. D. (1983). The Natural Approach: Language acquisition in the classroom. Hayward, CA: Alemany Press.
- Lado, R. (1957). Linguistics Across Cultures: Applied Linguistics for Language Teachers.
- Lee, J.F. (1987). Morphological factors influencing pronominal reference assignment by learners of Spanish. In T. A. Morgan, J. F. Lee & B. VanPatten (Eds.), *Language and language use: Studies in Spanish*. Lanham: University Press of America, 221–232.
- Lee, J. F. & VanPatten, B. (1995). Making communicative language teaching happen. New York: McGraw-Hill.
- Lightbown, P. M. & Spada, N. (2006). How languages are learned. Oxford: Oxford University Press.
- Liu, D. (2015). A critical review of Krashen's Input Hypothesis: Three major arguments. *Journal of Education and Human Development*, 4(4), 139-146.
- LoCoco, V. (1987). Learner comprehension of oral and written sentences in German and Spanish: The importance of word order. In B. VanPatten, T. R. Dvorak & J. F. Lee (Eds.), *Foreign language learning: A research perspective*. Cambridge: Newbury House, 119-129.
- Long, M. (1996). The role of the linguistic environment in second language acquisition. *Handbook of second language acquisition*.
- Marsden, E. (2006). Exploring input processing in the classroom: An experimental comparison of processing instruction and enriched input. *Language Learning*, 56(3), 507-566.

- Marsden, E., & Chen, H. Y. (2011). The roles of structured input activities in processing instruction and the kinds of knowledge they promote. *Language Learning*, 61(4), 1058-1098.
- Matsumoto, Y. (2003). Typologies of Lexicalization Patterns and Event Integration: Clarifications and Reformulations. In S. Chiba et al. (Eds.), *Empirical and Theoretical Investigations into Language: A Festschrift for Masaru Kajita*, 403-418.
- Mayer, M. (1967). *A Boy, a Dog, and a Frog*. New York: Dial Press.
- Mayer, M. (1969). *Frog, Where Are You?*. New York: Dial Press.
- McLaughlin, B. (1987). *Theories of second-language learning*. London: Edward Arnold.
- Neupane, M. (2009). Processing instruction: An input based approach for teaching grammar. *Journal of NELTA*, 14(1-2), 111-118.
- Pienemann, M. (1987). Determining the influence of instruction on L2 speech processing. *Australian Review of Applied Linguistics*, 9, 92-122.
- Pienemann, M. (1998). *Language processing and second language development: Processability theory* (Vol. 15). John Benjamins Publishing.
- Poitou, J. (2003). Fortbewegungsverben, Verbpartikel, Adverb und Zirkumposition. *Cahiers d'Études Germaniques*, 2003, 69-84.
- Richards, J. C. (2001). Accuracy and fluency revisited. In E. Hinkel & S. Fotos (Eds.), *New perspectives on grammar teaching in second language classrooms*, 45-62. Routledge.
- Schmidt, R. (1992). Awareness and second language acquisition. *Annual review of applied linguistics*, 13, 206-226.
- Schmidt, R. (1995). Consciousness and foreign language learning: A tutorial on the role of attention and awareness in learning. *Attention and awareness in foreign language learning*, 9, 1-63.
- Selinker, L. (1972). Interlanguage. *IRAL-International Review of Applied Linguistics in Language Teaching*, 10(1-4), 209-232.
- Sharwood Smith, M. (1986). Comprehension versus acquisition: Two ways of processing input. *Applied Linguistics*, 7, 239-274.
- Slobin, D. (1987). Thinking for Speaking. *Proceedings of the Annual Meeting of the Berkeley Linguistics Society*, 13, 435-445.
- Slobin, D. (1996). Two ways to travel: Verbs of motion in English and Spanish. In M. Shibatani and S. A. Thompson (Eds.), *Grammatical Constructions: Their Form and Meaning*. Oxford: Clarendon Press, 195-220.
- Slobin, D. (1997). Mind, code, and text. In J. Bybee, J. Haiman and S. A. Thompson (Eds.), *Essays on Language Function and Language Type: Dedicated to T. Givón*. Amsterdam/Philadelphia: John Benjamins, 437-467.

- Slobin, D. and Hoiting, N. (1994). Reference to movement in spoken and signed languages: Typological considerations. *Proceedings of the Annual Meeting of the Berkeley Linguistics Society*, 20, 487-503.
- Swain, M. (1993). The output hypothesis: Just speaking and writing aren't enough. *Canadian modern language review*, 50(1), 158-164.
- Talmy, L. (1972). *Semantic Structures in English and Atsugewi* (Doctoral dissertation). University of California, Berkeley.
- Talmy, L. (1985). Lexicalization patterns: Semantic Structure in Lexical Forms. In T. Shopen (Ed.), *Language typology and Syntactic Description III: Grammatical Categories and the Lexicon*. Cambridge: Cambridge University Press, 57-149.
- Talmy, L. (2000a). *Toward a Cognitive Semantics, Vol. I: Concept Structuring Systems*. The MIT Press.
- Talmy, L. (2000b). *Toward a Cognitive Semantics, Vol. II: Typology and Process in Concept Structuring*. The MIT Press.
- Thornbury, S. (1999). *How to teach grammar*. London: Longman.
- Thornbury, S. (2000). Accuracy, fluency and complexity. *Readings in Methodology*, 139-143.
- Ur, P. (1996). *A course in language teaching: Theory and practice*. Great Britain.
- VanPatten, B. (1993). Grammar teaching for the acquisition-rich classroom. *Foreign Language Annals*, 26, 435-450.
- VanPatten, B. (1996). *Input Processing and Grammar Instruction: Theory and research*. Greenwood Publishing Group.
- VanPatten, B. (1997). The relevance of input processing to second language theory and second language teaching. *Contemporary perspectives on the acquisition of Spanish*, 2, 93-108.
- VanPatten, B. (2000). Processing instruction as form-meaning connections: Issues in theory and research. In J. F. Lee & A. Valdman (Eds.), *Form and meaning: Multiple perspectives*. Heinle & Heinle, 43-68.
- VanPatten, B. (2002a). Processing instruction: An update. *Language Learning*, 52(4), 755-803.
- VanPatten, B. (2002b). Processing instruction, prior awareness and the nature of second language acquisition: A (partial) response to Batstone. *Language Awareness*, 11(4), 240-258.
- VanPatten, B. (2004a). Input processing in second language acquisition. In B. VanPatten (Ed.), *Processing instruction: Theory, research, and commentary*. Routledge, 5-31.
- VanPatten, B. (2004b). The long-term effects of Processing Instruction. In B. VanPatten (Ed.), *Processing instruction: Theory, research, and commentary*. Routledge, 277-293.
- VanPatten, B. (2015). Input Processing in Adult SLA. In B. VanPatten & J. Williams (Eds.), *Theories in Second Language Acquisition: An introduction*. Routledge, 113-134.

- VanPatten, B. & Benati, A. G. (2015). Key terms in second language acquisition. Bloomsbury Publishing.
- VanPatten, B., & Borst, S. (2012). The Roles of Explicit Information and Grammatical Sensitivity in Processing Instruction: Nominative-Accusative Case Marking and Word Order in German L2. *Foreign Language Annals*, 45(1), 92-109.
- VanPatten, B., Borst, S., Collopy, E., Qualin, A. & Price, J. (2013). Explicit information, grammatical sensitivity, and the first-noun principle: A cross-linguistic study in processing instruction. *The Modern Language Journal*, 97, 506–527.
- VanPatten, B. & Cadierno, T. (1993a). Explicit Instruction and Input Processing. *Studies in Second Language Acquisition*, 15(2), 225-243.
- VanPatten, B., & Cadierno, T. (1993b). Input processing and second language acquisition: A role for instruction. *The Modern Language Journal*, 77(1), 45-57.
- VanPatten, B., Inclezan, D., Salazar, H., & Farley, A. P. (2009). Processing instruction and dictogloss: A study on object pronouns and word order in Spanish. *Foreign Language Annals*, 42(3), 557-575.
- VanPatten, B., & Oikkenon, S. (1996). Explanation versus structured input in processing instruction. *Studies in Second Language Acquisition*, 18(4), 495-510.
- VanPatten, B., & Rothman, J. (2014). Against “rules.” In A. Benati, C. Laval, & M. J. Arche (Eds.), *The grammar dimension in instructed second language acquisition: Theory, research, and practice*. London: Bloomsbury Press, 15-35.
- VanPatten, B., & Sanz, C. (1995). From input to output: Processing instruction and communicative tasks. In F. Eckman, D. Highland, P. Lee, J. Mileham & R. Rutowski Weber (Eds.), *Second Language Acquisition Theory and Pedagogy*. Mahwah: Erlbaum, 169-185.
- VanPatten, B., & Wong, W. (2004). Processing instruction and the French causative: Another replication. In B. VanPatten (Ed.), *Processing instruction: Theory, research, and commentary*, 97-118.
- Weinreich, U. (1953). Languages in contact. Findings and problems. Publications of the Linguistic Circle of New York, 1.
- White, L. (1982). Grammatical theory and language acquisition. Dordrecht: Reidel.
- White, L. (1987). Against comprehensible input: the input hypothesis and the development of L2 competence. *Applied Linguistics*, 8: 95-110.
- White, L. (1989). Universal grammar and second language acquisition. Amsterdam: John Benjamins.
- Wong, W. (2002). Linking Form and Meaning: Processing Instruction. *The French Review*, 76(2), 236-264.
- Wong, W. (2004). The nature of processing instruction. In B. VanPatten (Ed.), *Processing instruction: Theory, research, and commentary*. Routledge, 33-63.

Wong, W. (2015). Input, input processing, and output: A study with discourse-level input and the French causative. *International Review of Applied Linguistics in Language Teaching*, 53(2), 181-202.



## APPENDIX I – BILINGUAL LANGUAGE PROFILE

### Bilingual Language Profile: Inglês/Alemão

*Gostaríamos que nos ajudasse, respondendo às seguintes questões relativamente ao seu historial linguístico, utilização, motivação, identificação e proficiência. Este inquérito foi criado com o apoio do Centro Aberto de Recursos Educacionais e Aprendizagem de Línguas da Universidade do Texas, em Austin, para compreender melhor os perfis de falantes bilingues em cenários e contextos diversos. O inquérito consiste em 19 questões e demora menos de 10 minutos a ser completado. Não se trata de um teste, pelo que não há respostas certas ou erradas. Por favor, responda a todas as questões da forma mais sincera possível. Agradecemos muito a sua ajuda!*

#### I. Informação biográfica

Nome \_\_\_\_\_

Idade \_\_\_\_\_  Masculino /  Feminino /  Outro Local de residência: cidade \_\_\_\_\_  
país \_\_\_\_\_

Habilitações académicas (concluídas): \_\_\_\_\_  
Habilitações académicas (em curso): \_\_\_\_\_

#### Citar como:

Birdsong, D., Gertken, L.M., & Amengual, M. *Bilingual Language Profile: An Easy-to-Use Instrument to Assess Bilingualism*. COERLL, University of Texas at Austin. Web. 20 Jan. 2012. <<https://sites.la.utexas.edu/bilingual/>>.



## II. Historial linguístico

Nesta secção, gostaríamos que respondesse a algumas questões factuais acerca do seu historial linguístico, colocando uma cruz na caixinha adequada.

1. Com que idade **começou a aprender** estas línguas?

**Inglês**  
Desde o nascimento  1  2  3  4  5  6  7  8  9  10  11  12  13  14  15  16  17  18  19  20+

**Alemão**  
Desde o nascimento  1  2  3  4  5  6  7  8  9  10  11  12  13  14  15  16  17  18  19  20+

2. Quantos **anos de instrução** teve nestas línguas?

**Inglês**  
 0  1  2  3  4  5  6  7  8  9  10  11  12  13  14  15  16  17  18  19  20+

**Alemão**  
 0  1  2  3  4  5  6  7  8  9  10  11  12  13  14  15  16  17  18  19  20+

3. Depois de **quantos anos de instrução** começou a sentir-se confortável a usar estas línguas?

**Inglês**  
Desde que não me lembro  1  2  3  4  5  6  7  8  9  10  11  12  13  14  15  16  17  18  19  20+  ainda

**Alemão**  
Desde que não me lembro  1  2  3  4  5  6  7  8  9  10  11  12  13  14  15  16  17  18  19  20+  ainda

4. Quantos anos **passou no país** em que estas línguas são faladas?

**Inglês**  
 0 até 1  2  3  4  5  6  7  8  9  10  11  12  13  14  15  16  17  18  19  20+

**Alemão**  
 0 até 1  2  3  4  5  6  7  8  9  10  11  12  13  14  15  16  17  18  19  20+

5. Quantos anos passou numa **família** em que estas línguas são faladas?

**Inglês**  
 0 até 1  2  3  4  5  6  7  8  9  10  11  12  13  14  15  16  17  18  19  20+

**Alemão**  
 0 até 1  2  3  4  5  6  7  8  9  10  11  12  13  14  15  16  17  18  19  20+

6. Quantos anos passou num **ambiente de trabalho** em que estas línguas são faladas?

**Inglês**  
 0  1  2  3  4  5  6  7  8  9  10  11  12  13  14  15  16  17  18  19  20+

**Alemão**  
 0  1  2  3  4  5  6  7  8  9  10  11  12  13  14  15  16  17  18  19  20+

### III. Uso das línguas

Nesta secção, gostaríamos que respondesse a algumas questões acerca da sua utilização das línguas, colocando uma cruz na caixinha adequada. *Uso total para todas as línguas em cada questão deverá ser igual a 100%.*

7. Numa semana típica, que percentagem de tempo usa estas línguas com **amigos**?

<b>Inglês</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
<b>Alemão</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
<b>Língua materna</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%

8. Numa semana típica, que percentagem de tempo usa estas línguas com a **família**?

<b>Inglês</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
<b>Alemão</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
<b>Língua materna</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%

9. Numa semana típica, que percentagem de tempo usa estas línguas na **escola/universidade/trabalho**?

<b>Inglês</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
<b>Alemão</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
<b>Língua materna</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%

10. Com que frequência contacta com os **meios de comunicação** (televisão, internet, rádio, etc.) nestas línguas?

<b>Inglês</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
<b>Alemão</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
<b>Língua materna</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%

11. Com que frequência **lê** nestas línguas (jornais, livros, notícias, etc.)?

<b>Inglês</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
<b>Alemão</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
<b>Língua materna</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%

#### IV. Competência linguística (Auto-avaliação)

Nesta secção, gostaríamos que avaliasse a sua proficiência linguística numa escala de 0 a 6.

Avalie a sua **competência linguística** nos seguintes domínios.

- 0=fraca 6=muito boa
12. a. Falar em **inglês**. 0 1 2 3 4 5 6
- b. Falar em **alemão**. 0 1 2 3 4 5 6
13. a. Compreensão oral em **inglês**? 0 1 2 3 4 5 6
- b. Compreensão oral em **alemão**? 0 1 2 3 4 5 6
14. a. Ler em **inglês**? 0 1 2 3 4 5 6
- b. Ler em **alemão**? 0 1 2 3 4 5 6
15. a. Escrever em **inglês**? 0 1 2 3 4 5 6
- b. Escrever em **inglês**? 0 1 2 3 4 5 6

#### V. Motivação e Identificação com as línguas

Nesta secção, gostaríamos que respondesse a afirmações acerca da sua motivação e identificação com as línguas numa escala de 0 a 6.

- totalmente 0=discordo 6=concordo
16. a. Sinto-me bem quando falo **inglês**. 0 1 2 3 4 5 6
- b. Sinto-me bem quando falo **alemão**. 0 1 2 3 4 5 6
17. a. Identifico-me com a **cultura inglesa**. 0 1 2 3 4 5 6
- b. Identifico-me com a **cultura alemã**. 0 1 2 3 4 5 6
18. a. Tenho interesse em saber o que se passa nos **países onde se fala inglês**. 0 1 2 3 4 5 6
- b. Tenho interesse em saber o que se passa nos **países onde se fala alemão**. 0 1 2 3 4 5 6
19. a. Sinto-me motivado em atingir um nível de proficiência elevado em **inglês**. 0 1 2 3 4 5 6
- b. Sinto-me motivado em atingir um nível de proficiência elevado em **alemão**. 0 1 2 3 4 5 6

## APPENDIX II – PRE-TEST: VOCABULARY TEST

### Wortschatztest

---

Welche Wörter existieren? Welche nicht? Kreuzen Sie an.

hineingekragen	ja__ nein__	hinausragen	ja__ nein__
hinaufstogen	ja__ nein__	hineinbeelen	ja__ nein__
hineinbeißen	ja__ nein__	herüberbrüßen	ja__ nein__
hereinkommen	ja__ nein__	hinüberlanken	ja__ nein__
hinableißen	ja__ nein__	hinunterganen	ja__ nein__
herübergrüßen	ja__ nein__	herabfließen	ja__ nein__
herabfliegen	ja__ nein__	hereinkommen	ja__ nein__
heraufsetzen	ja__ nein__	hineingeraten	ja__ nein__
hineinblasen	ja__ nein__	hinaushüpfen	ja__ nein__
hinuntergehen	ja__ nein__	hereinbringen	ja__ nein__
hinabfatten	ja__ nein__	herausdrepfen	ja__ nein__
hinauslaufen	ja__ nein__	hinüberhelfen	ja__ nein__
hineinblagen	ja__ nein__	hinunterfennen	ja__ nein__
herunterheigen	ja__ nein__	heraufsenfen	ja__ nein__
heruntersinken	ja__ nein__	herabgleiten	ja__ nein__
hinunterrennen	ja__ nein__	herunterseiken	ja__ nein__
hinüberlangen	ja__ nein__	herausspringen	ja__ nein__
hinüberhetten	ja__ nein__	hinaushuppen	ja__ nein__
hinauslappen	ja__ nein__	hereinbrahlen	ja__ nein__
herausspinken	ja__ nein__	herausrummen	ja__ nein__
herausrutschen	ja__ nein__	herausdrehen	ja__ nein__
hinaufschwetzen	ja__ nein__	hinaufsetzen	ja__ nein__
hinausrächeln	ja__ nein__	herabglüten	ja__ nein__
hinaufsteigen	ja__ nein__	hinabreißen	ja__ nein__
hinabfahren	ja__ nein__	herunterhängen	ja__ nein__



# APPENDIX III – PRE-TEST: PRODUCTION TEST

## Frosch, wo bist du?

### Frosch, wo bist du?

PRODUKTIONSTEST

Lesen Sie bitte die kleine Erzählung und beantworten Sie die Fragen.



#### Frosch, wo bist du?

Ein kleiner Junge und sein Hund haben einen kleinen Frosch gefangen.

Der Frosch sitzt in einem Fläschchen.



#### Frosch, wo bist du?

Der Junge und der Hund gehen schlafen.

1. Oh nein! Was macht der Frosch?

---

---

---



#### Frosch, wo bist du?

Der Junge und der Hund wachen plötzlich auf.

„Oh nein! Der Frosch ist verschwunden!“, sagt das Kind.



#### Frosch, wo bist du?

Der Junge und der Hund suchen hektisch nach dem Frosch.

„Kleiner Frosch, wo bist du?“, ruft der Junge. Keine Antwort.



#### Frosch, wo bist du?

Der Junge steht am Fenster und ruft weiter nach dem Frosch.

2. Was macht der Hund?

---

---

---



#### Frosch, wo bist du?

Der Junge und der Hund suchen weiter nach dem Frosch.

Der Hund lässt sich von einem Bienenstock ablenken, während der Junge ein Loch auf dem Boden besieht.



*Frosch, wo bist du?*

Oh nein! Ein Maulwurf!

**3. Was macht der Maulwurf?**

---

---

---



*Frosch, wo bist du?*

Oh nein! Der Bienenstock fällt vom Baum.

**4. Was machen die Bienen?**

---

---

---



*Frosch, wo bist du?*

Der Junge läuft weg und besteigt einen Baum.

**5. Was macht er dann?**

---

---

---



*Frosch, wo bist du?*

Oh nein! Eine Eule taucht auf!

**6. Was passiert mit dem Jungen?**

---

---

---



*Frosch, wo bist du?*

Die Suche geht weiter. Der Junge steht auf einem Stein und hält sich an einigen Zweigen fest.



*Frosch, wo bist du?*

Das sind aber keine Zweige, sondern ein Hirschgeweih.

Der Junge liegt jetzt auf dem Kopf des Hirsches.



*Frosch, wo bist du?*

Erschreckt läuft der Hirsch weg. Der Hund läuft ihnen eifrig nach.



*Frosch, wo bist du?*

Der Hirsch bleibt plötzlich an einem steilen Hang stehen.

**7. Ups! Was passiert mit dem Jungen und dem Hund?**

---

---

---



*Frosch, wo bist du?*

Oh nein! Jetzt wird's nass!

**8. Was passiert mit den beiden jetzt?**

---

---

---



*Frosch, wo bist du?*

„Quak, quak!“

Plötzlich hört der Junge das Gequake hinter einem Stamm.



### *Frosch, wo bist du?*

Oh wie schön!

„Guck mal, so viele kleine Frösche!“,  
sagt der Junge.



### *Frosch, wo bist du?*

Der Junge und der Hund nehmen den  
Frosch mit, verabschieden sich von  
den anderen Fröschen und kehren  
nach Hause zurück.





## APPENDIX IV – PRE-TEST: GRAMMATICALITY JUDGMENT TASK

### Ein Junge, ein Hund und ein Frosch

### Ein Junge, ein Hund und ein Frosch

Lesen Sie die Kurzgeschichte und kreuzen Sie die richtige Antwort an.

Ein Junge und ein Hund verlassen ihr Haus.

1. Sie laufen...

a) ... zum Sumpf hin.  
b) ... zu den Sumpf hin.

Der Junge nimmt ein Netz mit.  
Er will wohl ein Tier fangen.

Wortschatz:  
r Sumpf, e - plantano

Sie halten am Sumpf.  
Der Hund sieht sich um.

2. Der Junge streckt sich aus und...

a) ... sieht durch die Zweige.  
b) ... sieht durch die Zweig.

Wortschatz:  
sich umsehen - olhar em volta  
sich ausstrecken - estender-se; esticar-se  
r Zweig, e - galho; ramo

Auf einer Seerose sitzt ein Frosch.

3. Er sieht so glücklich aus und bemerkt nicht, dass...

a) ... der Junge zu ihm herunterblickt.  
b) ... der Junge zu ihm heraufblickt.

Wortschatz:  
e Seerose, n - nenúfar

Der Junge und der Hund fangen an zu rennen. Sie wollen den Frosch fangen.

4. Jetzt ist der Frosch traurig und er denkt: „Oh nein! Der Junge und der Hund...“

a) ... rennen zu mir hinunter.“  
b) ... rennen zu mir herunter.“

Ups!

5. Der Junge und sein Hund...

a) ... stolpern über einen Ast.  
b) ... stolpert über einen Ast.

6. Der Frosch...

a) ... schaut zu ihnen hinauf und erschreckt sich.  
b) ... schaut zu ihnen hinunter und erschreckt sich.

Wortschatz:  
stolpern über - tropeçar em

Jetzt wird's nass!

7. Der Junge und der Hund...

a) ... fallen ins Wasser hinein.  
b) ... fallen ins Wasser herein.



Der Frosch grinst den Jungen an.

**8. Der Junge...**  
 a) ... sieht wütend aus.  
 b) ... sieht wütend ab.

Wortschatz:  
 angrinsen - sorrir ironicamente



**9. Der Junge versucht, den Frosch zu fangen, aber...**  
 a) ... das kleine Tier springt über ihn herauf.  
 b) ... das kleine Tier springt über ihn herüber.

**10. Der Hund...**  
 a) ... lacht von der Situation.  
 b) ... lacht über die Situation.



Der Junge stemmt die Hände in die Hüften und sieht den Frosch an.

**11. Der Junge sagt: „Guck mal, Hund, wie der Frosch...“**  
 a) ... zu mir aufreizend hinunter sieht.  
 b) ... zu mir aufreizend herunter sieht.“

Der Frosch sitzt auf einem Ast.


Wortschatz:  
 die Hände in die Hüften stemmen - pôr as mãos na cintura  
 Aufreizend - provocante  
 / Ast, 'e - ramo



Der Junge ist verärgert.

**12. Er befiehlt...**  
 a) ... dem Hund, den Frosch zu fangen.  
 b) ... den Hund, den Frosch zu fangen.

Wortschatz:  
 verärgert - irritado; aborrecido  
 befiehlt - manda; ordena



Der Junge und der Hund kommen dem Frosch näher.

**13. Der Frosch...**  
 a) ... sitzt mitten auf dem Ast.  
 b) ... sitzt links auf dem Ast.

**14. Mittlerweile legt der Junge seine Hand und sein Fuß auf den Ast und versucht,...**  
 a) ... aus dem Wasser hereinzukommen.  
 b) ... aus dem Wasser herauszukommen.



Oh nein! Armer Frosch...

**15. Beide, Junge und Hund, wollen...**  
 a) ... dem Frosch fangen.  
 b) ... den Frosch fangen.



Wie lustig!

Der Junge fängt mit seinem Netz statt des Frosches den Hund.

**16. Der Frosch...**  
 a) ... fällt vom Ast hinab.  
 b) ... fällt vom Ast hinauf.

**17. Der Junge...**  
 a) ... kann es nicht glauben.  
 b) ... könnt es nicht glauben.


Wortschatz:  
 statt - em vez de



**18. Der Junge hebt das Netz hoch und...**  
 a) ... guckt bekümmert hinein.  
 b) ... guckt bekümmert hinaus.

**19. Der Hund...**  
 a) ... ist enttäuscht.  
 b) ... bist enttäuscht.

Wortschatz:  
 hochheben - levantar; erguer  
 bekümmert - preocupado; aflito



Der Frosch schwimmt bis ans andere Ufer.

**20. Er...**  
 a) ... kommt mühevoll aus dem Wasser heraus und setzt sich auf einen Stein.  
 b) ... kommt mühevoll ins Wasser herein und setzt sich auf einen Stein.

Wortschatz:  
 mühevoll - com esforço; com dificuldade



**21. „Das nächste Mal fange ich dich!“, ...**  
 a) ... brüllt der Junge zum Frosch.  
 b) ... brüllt den Jungen zum Frosch.

**22. Der Frosch schaut...**  
 a) ... betrübt über den Sumpf herüber.  
 b) ... betrübt über den Sumpf hinüber.

Wortschatz:  
 brüllen - gritar  
 betrübt - entristecido; desolado



**23. Der Junge und der Hund...**  
 a) ... kehren nach Hause zurück.  
 b) ... kehrt nach Hause zurück.  
 Der Frosch wird traurig.



**24. Der Frosch bleibt auf dem Stein sitzen, während der Junge und der Hund...**  
 a) ... den Hügel hinaufsteigen.  
 b) ... den Hügel hinabsteigen.  
**25. Sie sind frustriert und wollen...**  
 a) ... in den Sumpf hinein.  
 b) ... aus dem Sumpf hinaus.

Wortschatz:  
 r Hügel, f - colina.



Jetzt ist der Sumpf leer und still.  
 Da ist keine Seele zu sehen.  
**26. Armer Frosch! Er fühlt sich...**  
 a) ... einsam.  
 b) ... glücklich.



Der Frosch besteigt den Hügel und sieht die Fußspuren des Jungen und des Hundes.

**27. Die Fußspuren...**  
 a) ... führen den Hügel hinüber.  
 b) ... führen den Hügel hinunter.  
**28. Der Frosch...**  
 a) ... hat eine Idee.  
 b) ... habe eine Idee.

Wortschatz:  
 e Fußspur, en - pegada.



Der Frosch geht den Fußspuren nach und kommt an einem Haus an.  
**29. Das Tier...**  
 a) ... springt hinein und findet ein Wohnzimmer.  
 b) ... springt hinaus und findet ein Wohnzimmer.  
**30. Im Wohnzimmer gibt es...**  
 a) ... zwei Sofas.  
 b) ... zwei Sofa.

Wortschatz:  
 nachgehen - seguir / ir atrás de.



Der Junge und der Hund baden im Badezimmer.

**31. Der Junge sagt: „Guck mal, Hund! Unsere Fußspuren...“**  
 a) ... führen zu uns ins Bad herein.  
 b) ... führen zu uns ins Bad hinein.“  
 Was für eine Unordnung!  
**32. Der Fußboden ist so...**  
 a) ... sauber.  
 b) ... schmutzig.

Wortschatz:  
 r Fußboden, - chiso.



Der Junge und der Hund richten den Blick auf die Tür und wundern sich!  
**33. Da sitzt der Frosch lächelnd...**  
 a) ... vor der Tür.  
 b) ... vor die Tür.

Wortschatz:  
 den Blick richten - dirigir o olhar sich wundern - admirarse



**34. Der Junge und der Hund bitten...**  
 a) ... den Frosch aus der Badewanne heraus.  
 b) ... den Frosch in die Badewanne herein.

Wortschatz:  
 e Badewanne, n - banheira



Der Frosch freut sich! Er sieht die Badewanne.  
**35. Yupii! Er...**  
 a) ... hüpf! hinein.  
 b) ... hüpf! herein.  
 Der Hund erschreckt sich.



**36. Der Junge sitzt...**  
 a) ... auf dem Badewannenrand und lacht.  
 b) ... nach dem Badewannenrand und lacht.  
 Er und der Hund freunden sich mit dem Frosch an und alle wollen später zusammen spielen.

Wortschatz:  
 r Badewannenrand, -er - borda da banheira  
 sich aufreunden - tornar-se amigos



## APPENDIX V – PRE-TEST: GRAMMATICALITY JUDGMENT TASK (ANSWER SHEET)

### Ein Junge, ein Hund und ein Frosch

---

*Lesen Sie die Kurzgeschichte und kreuzen Sie die richtige Antwort an.*

**1. Sie laufen...**

- a) ... zum Sumpf hin.
- b) ... zu den Sumpf hin.

**2. Der Junge streckt sich aus und...**

- a) ... sieht durch die Zweige.
- b) ... sieht durch die Zweig.

**3. Er sieht so glücklich aus und bemerkt nicht, dass...**

- a) ... der Junge zu ihm herunterblickt.
- b) ... der Junge zu ihm heraufblickt.

**4. Jetzt ist der Frosch traurig und er denkt: „Oh nein! Der Junge und der Hund...**

- a) ... rennen zu mir hinunter.“
- b) ... rennen zu mir herunter.“

**5. Der Junge und sein Hund...**

- a) ... stolpern über einen Ast.
- b) ... stolpert über einen Ast.

**6. Der Frosch...**

- a) ... schaut zu ihnen hinauf und erschreckt sich.
- b) ... schaut zu ihnen hinunter und erschreckt sich.

**7. Der Junge und der Hund...**

- a) ... fallen ins Wasser hinein.
- b) ... fallen ins Wasser herein.

**8. Der Junge...**

- a) ... sieht wütend aus.
- b) ... sieht wütend ab.

**9. Der Junge versucht, den Frosch zu fangen, aber...**

- a) ... das kleine Tier springt über ihn herauf.
- b) ... das kleine Tier springt über ihn herüber.

**10. Der Hund...**

- a) ... lacht von der Situation.
- b) ... lacht über die Situation.

**11. Der Junge sagt: „Guck mal, Hund, wie der Frosch...**

- a) ... zu mir aufreizend hinuntersieht.“
- b) ... zu mir aufreizend heruntersieht.“

**12. Er befiehlt...**

- a) ... dem Hund, den Frosch zu fangen.
- b) ... den Hund, den Frosch zu fangen.

**13. Der Frosch...**

- a) ... sitzt mitten auf dem Ast.
- b) ... sitzt links auf dem Ast.

**14. Mittlerweile legt der Junge seine Hand und sein Fuß auf den Ast und versucht, ...**

- a) ... aus dem Wasser hereinzukommen.
- b) ... aus dem Wasser herauszukommen.

**15. Beide, Junge und Hund, wollen...**

- a) ... dem Frosch fangen.
- b) ... den Frosch fangen.

**16. Der Frosch...**

- a) ... fällt vom Ast hinab.
- b) ... fällt vom Ast hinauf.

**17. Der Junge...**

- a) ... kann es nicht glauben.
- b) ... könnte es nicht glauben.

**18. Der Junge hebt das Netz hoch und...**

- a) ... guckt bekümmert hinein.
- b) ... guckt bekümmert hinaus.

**19. Der Hund...**

- a) ... ist enttäuscht.
- b) ... bist enttäuscht.

**20. Er...**

- a) ... kommt mühevoll aus dem Wasser heraus und setzt sich auf einen Stein.
- b) ... kommt mühevoll ins Wasser herein und setzt sich auf einen Stein.

**21. „Das nächste Mal fange ich dich!“,...**

- a) ... brüllt der Junge zum Frosch.
- b) ... brüllt den Jungen zum Frosch.

**22. Der Frosch schaut...**

- a) ... betrübt über den Sumpf herüber.
- b) ... betrübt über den Sumpf hinüber.

**23. Der Junge und der Hund...**

- a) ... kehren nach Hause zurück.
- b) ... kehrt nach Hause zurück.

**24. Der Frosch bleibt auf dem Stein sitzen, während der Junge und der Hund...**

- a) ... den Hügel hinaufsteigen.
- b) ... den Hügel hinabsteigen.

**25. Sie sind frustriert und wollen...**

- a) ... in den Sumpf hinein.
- b) ... aus dem Sumpf hinaus.

**26. Armer Frosch! Er fühlt sich...**

- a) ... einsam.
- b) ... glücklich.

**27. Die Fußspuren...**

- a) ... führen den Hügel hinüber.
- b) ... führen den Hügel hinunter.

**28. Der Frosch...**

- a) ... hat eine Idee.
- b) ... habe eine Idee.

**29. Das Tier...**

- a) ... springt hinein und findet ein Wohnzimmer.
- b) ... springt hinaus und findet ein Wohnzimmer.

**30. Im Wohnzimmer gibt es...**

- a) ... zwei Sofas.
- b) ... zwei Sofa.

**31. Der Junge sagt: „Guck mal, Hund! Unsere Fußspuren...“**

- a) ... führen zu uns ins Bad herein.“
- b) ... führen zu uns ins Bad hinein.“

**32. Der Fußboden ist so...**

- a) ... sauber.
- b) ... schmutzig.

**33. Da sitzt der Frosch lächelnd...**

- a) ... vor der Tür.
- b) ... vor die Tür.

**34. Der Junge und der Hund bitten...**

- a) ... den Frosch aus der Badewanne heraus.
- b) ... den Frosch in die Badewanne herein.

**35. Yupi! Er...**

- a) ... hüpfte hinein.
- b) ... hüpfte herein.

**36. Der Junge sitzt...**

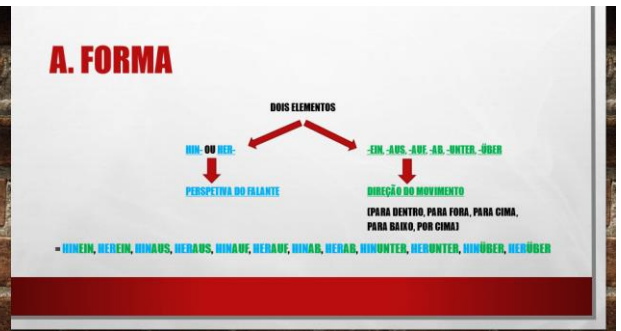
- a) ... auf dem Badewannenrand und lacht.
- b) ... nach dem Badewannenrand und lacht.





# APPENDIX VI – PI CLASSROOM INTERVENTION: SESSION I

## AULA I. PARTÍCULA DUPLA A. FORMA



### A1. NOÇÃO DE PERSPETIVA

**hin**

Vom Sprecher weg  
(afasta-se do falante)

Verbo comum: *gehen (ir)*  
Woher *gehst* du? / Wo *gehst* du hin?

**her**

In Richtung Sprecher  
(em direção ao falante)

Verbo comum: *kommen (vir)*  
Woher *kommst* du? / Wo *kommst* du her?

### A2. NOÇÃO DE TRAJETO/DIREÇÃO

1. <b>-EIN</b> PARA DENTRO (ENTRADA)	<b>-AUS</b> PARA FORA (SAÍDA)	
2. <b>-AUF</b> PARA CIMA (SUBIDA)	<b>-UNTER OU -AB</b> PARA BAIXO (DESCIDA)	
3. <b>-ÜBER</b> POR CIMA (TRANSIÇÃO/PASSAGEM)		

### ESTRATÉGIAS ERRADAS

**ATENÇÃO!**

- DE FORMA A ADQUIRIRES ESTA ESTRUTURA COM SUCESSO, NÃO TE ESQUEÇAS QUE ESTAS PARTÍCULAS SÃO PREFIXOS SEPARÁVEIS DE VERBOS, OU SEJA, COSTUMAM VIR EM POSIÇÃO MEDIAL OU FINAL NA FRASE, PODENDO TAMBÉM VIR "COLADAS" AO VERBO EM CERTAS SITUAÇÕES.
- NÃO TE ESQUEÇAS TAMBÉM QUE A EXPRESSÃO DE DIREÇÃO/TRAJETO É DIFERENTE NO PORTUGUÊS, PELO QUE NÃO TE DEVES GUIAR PELA TRADUÇÃO PARA PERCEBER O ENUNCIADO EM ALEMÃO.

P. EX.:	PTG.	ELE <b>ENTRA</b> .	→ VERBO EXPRESSA TRAJETO (DE FORA PARA DENTRO)
	AL.	ER <b>GEHT HINEIN</b> .	→ PARTÍCULA EXPRESSA TRAJETO (DE FORA PARA DENTRO)
		ER <b>KOMMT HEREIN</b> .	(VERBO EM ALEMÃO APENAS EXPRESSA MOVIMENTO/MODO DE MOVIMENTO)

### ATIVIDADE A

**A**

MÃE ANNA

**B**

MÃE ANNA

### ATIVIDADE A

**A** Anna, heraus!

MÃE ANNA

**B** Anna, hinaus!

MÃE ANNA

### ATIVIDADE A

**A**

ANNA MÃE

**B**

ANNA MÃE

**ATIVIDADE A**

**A** Anna, hinein!

**B** Anna, herein!

**ATIVIDADE A**

**A**

**B**

**ATIVIDADE A**

**A** Anna, herüber!

**B** Anna, hinüber!

**ATIVIDADE A**

**A**

**B**

**ATIVIDADE A**

**A** Anna, hinunter!

**B** Anna, herunter!

**ATIVIDADE A**

**A**

**B**

**ATIVIDADE A**

**A** Anna, hinauf!

**B** Anna, herauf!

**ATIVIDADE A**

**A**

**B**

**ATIVIDADE A**

**A** Anna, herab!

**B** Anna, hinab!

**ATIVIDADE A**

**A**

**B**

### ATIVIDADE A

**A** Anna, heraus!

**B** Anna, herein!

### ATIVIDADE A

**A**

**B**

### ATIVIDADE A

**A** Anna, hinab!

**B** Anna, hinüber!

### ATIVIDADE A

**A**

**B**

### ATIVIDADE A

**A** Anna, herauf!

**B** Anna, herunter!

### ATIVIDADE B

**A**

**B**

**C**

**D**

### ATIVIDADE B

**A** Anna, komm bitte heraus!

**B** Anna, komm bitte herunter!

**C** Anna, komm bitte herüber!

**D** Anna, komm bitte herein!

### ATIVIDADE B

**E**

**F**

**G**

**H**

### ATIVIDADE B

**E** Anna, geh bitte hinauf!

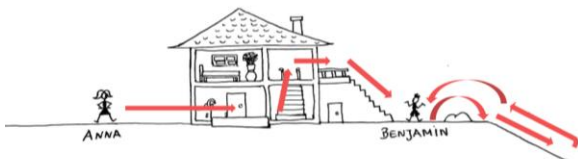
**F** Anna, geh bitte hinüber!

**G** Anna, geh bitte hinunter!

**H** Anna, geh bitte hinab!

### ATIVIDADE C

## ATIVIDADE C



**GUTE ARBEIT!**

## APPENDIX VII – PI CLASSROOM INTERVENTION: SESSION I (SI ACTIVITIES)

### Aula I. Partícula Dupla

23/04/2018

---

**Atividade A. Anna und ihre Mutter.** A mãe da Anna está zangada e dá-lhe ordens. Observa as imagens e ouve os enunciados. A que imagem é que a ordem da mãe corresponde?

MODELO: (ouves) Anna, heraus!  
(dizes) Bild A.

**Atividade B. Annas Mutter.** A mãe da Anna continua a pedir-lhe para se deslocar. Observa as imagens e cruza a opção correta, de acordo com o que achas que ela lhe poderá estar a dizer.

Anna, komm bitte...

- |    |               |                 |
|----|---------------|-----------------|
| A. | a. ___ heraus | b. ___ herein   |
| B. | a. ___ herein | b. ___ herunter |
| C. | a. ___ herauf | b. ___ herüber  |
| D. | a. ___ herein | b. ___ herab    |

Anna, geh bitte...

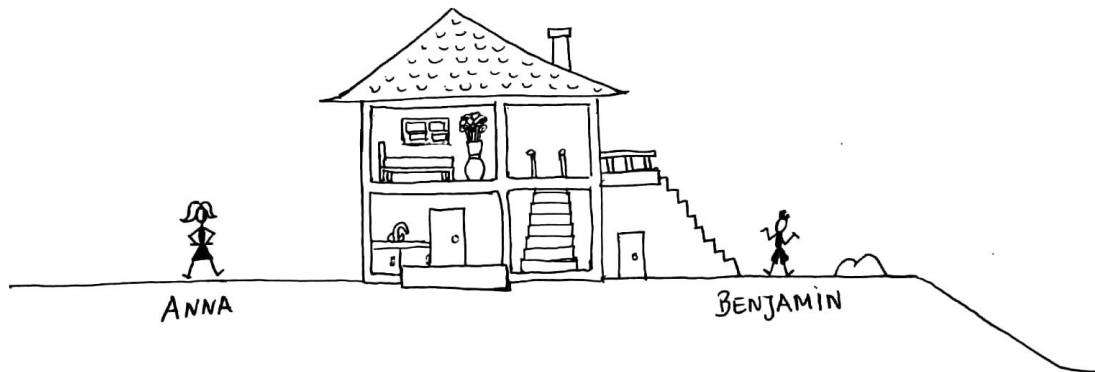
- |    |                 |                |
|----|-----------------|----------------|
| E. | a. ___ hinunter | b. ___ hinauf  |
| F. | a. ___ hinüber  | b. ___ hinauf  |
| G. | a. ___ hinunter | b. ___ hinüber |
| H. | a. ___ hinaus   | b. ___ hinab   |

**Atividade C. Anna und Benjamin.**

**Etapa 1.** O Benjamin descreve o caminho que a Anna fez quando estavam a brincar em casa dele. Presta atenção à partícula e preenche com “Anna geht” ou “Anna kommt”, de acordo com a perspetiva de afastamento ou aproximação.

\_\_\_\_\_ hinein.  
\_\_\_\_\_ hinauf.  
\_\_\_\_\_ heraus.  
\_\_\_\_\_ herunter.  
\_\_\_\_\_ hinüber.  
\_\_\_\_\_ hinab.  
\_\_\_\_\_ herauf.  
\_\_\_\_\_ herüber.

**Etapa 2.** Observa o desenho abaixo e traça o caminho que a Anna fez de acordo com a descrição feita pelo Benjamin na etapa anterior.



**Atividade D. Annas Routine.** Lê as seguintes frases referentes a percursos que a Anna realiza diariamente. Fazes os mesmos percursos que ela no teu dia-a-dia?

Anna ist in ihrem Zimmer.  
Sie geht...

Sim Não

1. hinaus zum Flur.
2. hinauf zum Bad.
3. hinunter zur Küche.
4. hinaus zur Straße.
5. hinüber zur Bushaltestelle.

\_\_\_\_ \_  
\_\_\_\_ \_  
\_\_\_\_ \_  
\_\_\_\_ \_  
\_\_\_\_ \_

Anna ist vor der Schule.  
Sie kommt...

Sim Não

1. herein zur Halle.
2. herauf zum 2. Stock.
3. herein zum Raum.
4. heraus zum Flur.
5. herunter zur Cafeteria.

\_\_\_\_ \_  
\_\_\_\_ \_  
\_\_\_\_ \_  
\_\_\_\_ \_  
\_\_\_\_ \_

**Atividade E. Annas Abenteuer.** Nas etapas seguintes desta atividade, deves começar por trabalhar individualmente e depois partilhar as tuas respostas com um colega.

**Etapa 1.** A Anna conta aos amigos como é brincar com o Benjamin em casa dele. Lê a narração que a menina faz e realiza as atividades seguintes. O vocabulário abaixo deve ajudar:

Versteck spielen (jogar às escondidas)  
unfehlbar (infalível)  
Zaun (cerca)  
Fensterbrett (beiral/parapeito da janela)  
Hundehütte (casota do cão)  
anbellen (ladrar a)  
ausrufen (chamar)  
enttäuscht (desiludido)  
sich schleppen (arrastar-se)

### ANNAS ABENTEUER

„Immer wenn ich bei Benjamin bin, habe ich viel Spaß. Er hat ein riesiges Haus, wir können überall spielen. Am meisten spielen wir Versteck. Wenn wir Versteck spielen und ich zählen muss, habe ich eine unfehlbare Strategie. Zuerst gehe ich zum Garten hinaus, laufe bis zum Zaun und springe hinüber. Ich laufe hinunter zum Feld und suche ihn. Wenn er nicht da ist, laufe ich wieder zum Garten hinauf. Ich renne wieder ins Haus hinein und suche ihn im Wohnzimmer. Wenn die Katze ins Wohnzimmer hereinkommt, dann ist er nicht da. Ich setze mich auf das Fensterbrett und springe zur Terrasse hinab. Der Hund schläft in der Hundehütte unten im Garten. Manchmal kommt er heraus und bellt mich an. So weiß ich, dass Benjamin sich da unten hinter der Hütte versteckt. Ich sehe ihn und rufe laut seinen Namen aus. Enttäuscht schleppt er sich zur Terrasse herauf. Es ist immer voll lustig!“

1. Segundo a descrição, o Benjamin mora...

- |    |                                      |    |                             |
|----|--------------------------------------|----|-----------------------------|
| a. | numa casa pequena com pátio          | b. | num apartamento com varanda |
| c. | numa casa grande com espaço exterior | d. | numa casa geminada          |



2. Que percurso é que a Anna faz para procurar o Benjamin quando estão a jogar às escondidas?

- a. Vai ao jardim, procura no campo, entra em casa e volta a sair.      b. Vai ao campo, procura no jardim e entra em casa.
- c. Vai ao jardim, sai à rua, entra em casa e vai ao sótão      d. Entra em casa, volta a sair, vai ao campo e procura na rua

**Etapa 2.** Encontra e sublinha as partículas seguintes no texto. Repara que se tratam de partículas separáveis, pelo que podem estar “coladas” a um verbo.

hinaus	hinauf	hinab
hinüber	hinein	heraus
hinunter	herein	herauf

1. Todas as partículas acima expressam a noção de perspetiva em relação ao falante. Sendo que a Anna é a narradora deste texto, que partículas expressam afastamento e aproximação relativamente à Anna.

Afastamento	Aproximação
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

2. Todas as partículas acima expressam a direção ou a trajetória do movimento. Identifica a origem e o destino do movimento, conforme o exemplo. As partículas estão dispostas pela ordem em que aparecem no texto.

Nº	Partícula	Origem	Destino
Exs.:	<i>hinaus</i>	<i>dentro</i>	<i>fora</i>
	<i>hinüber</i>	<i>um lado</i>	<i>outro lado</i>
1.	hinunter	_____	_____
2.	hinauf	_____	_____
3.	hinein	_____	_____
4.	herein	_____	_____
5.	hinab	_____	_____
6.	heraus	_____	_____
7.	herauf	_____	_____

## APPENDIX VIII – PI CLASSROOM INTERVENTION: SESSION I (INSTRUCTOR'S GUIDE)

### Aula I. Partícula Dupla 09/04/2018

---

#### Guião do instrutor

**Atividade A. Anna und ihre Mutter.** A mãe da Anna está zangada e dá-lhe ordens. Observa as imagens e ouve os enunciados. A que imagem é que a ordem da mãe corresponde?

	<b>Enunciado</b>	<b>Resposta</b>
(Teste)	Anna, heraus! Anna, hinaus!	Bild A. Bild B.
1.	Anna, herein! Anna, hinein!	Bild B. Bild A.
2.	Anna, hinüber! Anna, herüber!	Bild B. Bild A.
3.	Anna, hinunter! Anna, herunter!	Bild A. Bild B.
4.	Anna, herauf! Anna, hinauf!	Bild B. Bild A.
5.	Anna, herab! Anna, hinab!	Bild A. Bild B.
6.	Anna, herein! Anna, heraus!	Bild B. Bild A.
7.	Anna, hinab! Anna, hinüber!	Bild A. Bild B.
8.	Anna, herauf! Anna, herunter!	Bild A. Bild B.



# APPENDIX IX – PI CLASSROOM INTERVENTION: SESSION II

## AULA II.

### COMBINAÇÃO PARTÍCULA + VERBO

A. VERBOS POSSÍVEIS  
B. CONJUGAÇÃO

## A. VERBOS POSSÍVEIS

- AS PARTÍCULAS DUPLAS PODEM SER COMBINADAS COM:
  - A. VERBOS DE MOVIMENTO**
    - MOVIMENTO GERAL/NEUTRO:**  
**GEHEN (IR)** - COMBINADO COM PARTÍCULA **HIN** - -EN, -AUS, -AUF, -ABJ, -UNTER, -ÜBER  
**KOMMEN (VIR)** - COMBINADO COM PARTÍCULA **HER** - -EN, -AUS, -AUF, -ABJ, -UNTER, -ÜBER
    - MOVIMENTO ESPECIAL (MODO):**  
 EXS.: LAUFEN, RENNEN, SPRINGEN, FALLEN, RÜTSCHEN, STEGEN, SCHWIMMEN, FLIEGEN, ETC.
  - B. OUTROS VERBOS**, QUE RECEBEM ENTÃO ESTA NOÇÃO DE MOVIMENTO  
 EXS.: SEHEN, SCHAUEN, BLICKEN, BEIEN, HELFEN, BITTEN, ARBEITEN, ETC.

## A. VERBOS POSSÍVEIS (EXEMPLOS)

- A. VERBOS DE MOVIMENTO**
  - MOVIMENTO GERAL/NEUTRO
 

. HINAUSGEHEN:	SIE <u>GEHT HINAUS</u> .	(ELA SAÍ)
. HEREINKOMMEN:	ER <u>KOMMT HERIN</u> .	(ELE ENTRA.)
. HINABSPRINGEN:	ICH <u>SPRINGE HINAB</u> .	(EU SALTO.)
. HERUNTERFALLEN:	SIE <u>FALLEN HERUNTER</u> .	(ELES CAEM.)
  - MOVIMENTO ESPECIAL (MODO)
- B. OUTROS VERBOS**
  - EXS.: SEHEN, BITTEN, ETC.
 

. HINEINGEHEN:	SIE <u>SEHEN HINEIN</u> .	(ELLES OLHAM PARA DENTRO.)
. HERÜBERHELFFEN:	SIE <u>HILFT DER FRAU HERÜBER</u> .	(ELA AJUDA A SENHORA A ATRAVESSAR.)
. HINAUFBITTEN:	ER <u>BITTET UNS HINAUF</u> .	(ELE PEDE QUE SUBAMOS.)

## B. CONJUGAÇÃO

- OS VERBOS COMBINADOS COM PARTÍCULA DUPLA SÃO, COMO JÁ VIMOS, DE **NATUREZA SEPARÁVEL**, OU SEJA, CONJUGAM-SE CONFORME OS **TRENNBARE VERBEN** (EXS.: ANFANGEN, AUSGEHEN, MITBRINGEN, ETC.)

EXS.:	PRÄSENS	PRÄTERITUM	PERFEKT
HINAUSGEHEN	ER GEHT HINAUS	GING HINAUS	IST HINAUSGEGANGEN
HEREINKOMMEN	ER KOMMT HERIN	KAM HERIN	IST HEREINGEKOMMEN
HINABSPRINGEN	ER SPRINGT HINAB	SPRANG HINAB	IST HINABGESPRUNGEN
HERUNTERFALLEN	ER FÄLLT HERUNTER	FIEL HERUNTER	IST HERUNTERGEFALLEN
HINEINGEHEN	ER SEHT HINEIN	SAH HINEIN	HAT HINEINGEGEHEN
HINÜBERHELFFEN	ER HILFT HERÜBER	HALF HERÜBER	HAT HERÜBERGEHOLFEN
HINAUFBITTEN	ER BITTET HINAUF	BAT HINAUF	HAT HINAUF GEBITTEN

## B. CONJUGAÇÃO (EM FRASE)

- TAL COMO OS **TRENNBARE VERBEN**, OS VERBOS COM PARTÍCULA DUPLA COMPORTAM-SE DA SEGUINTES MANEIRA EM CONTEXTO FRÁSICO (COM CONECTORES DE **NEBENSATZ** -> VERBO CONJUGADO NO **EM** DA FRASE E PARTÍCULA JUNTA-SE)

<b>. HAUPTSATZ</b> <small>(PARTÍCULA SEPARA-SE DO VERBO)</small> <b>(VER PERFEKT)</b>	PRÄSENS PRÄTERITUM PERFEKT	. ICH WEIB, SIE <u>GEHT HINAUS</u> . . ICH WEIB, SIE <u>GING HINAUS</u> . . ICH WEIB, SIE <u>IST HINAUSGEGANGEN</u> .
<b>. NEBENSATZ</b> <small>(PARTÍCULA JUNTA-SE AO VERBO)</small> <b>(VER PERFEKT)</b>	PRÄSENS PRÄTERITUM PERFEKT	. ICH WEIB, <b>DASS</b> SIE <u>HINAUSGEHT</u> . . ICH WEIB, <b>DASS</b> SIE <u>HINAUSGING</u> . . ICH WEIB, <b>DASS</b> SIE <u>HINAUSGEGANGEN IST</u> .

## ESTRATÉGIAS ERRADAS

### ATENÇÃO!

- DE FORMA A ADQUIRIRES ESTA ESTRUTURA COM SUCESSO, NÃO TE ESQUEÇAS QUE ESTAS PARTÍCULAS SÃO PREFIXOS SEPARÁVEIS DE VERBOS, OU SEJA, COSTUMAM VIR EM POSIÇÃO MEDIAL OU FINAL NA FRASE, PODENDO TAMBÉM VIR „COLADAS“ AO VERBO EM CERTAS SITUAÇÕES, NOMEADAMENTE EM **NEBENSATZ**:
 

<b>HAUPTSATZ</b>	SIE <u>RENNT HINAUS</u> .	
<b>NEBENSATZ</b>	ICH <u>RENNENGE/GEH/LAUFEN...</u>	SIE <u>RENNT HINAUS</u>
	... <u>DASS/OD/WER/WENN/OWH/OD/AMIT...</u>	SIE <u>HINAUSRENNST</u> .
- NÃO TE ESQUEÇAS TAMBÉM QUE A EXPRESSÃO DE TRAJETO E MODO DE MOVIMENTO É DIFERENTE EM PORTUGUÊS, PELO QUE NÃO TE DEVES GUAR PELA TRADUÇÃO PARA PERCEBER O ENUNCIADO EM ALEMÃO.
 

P. EX.:	PTG. ELE <u>ENTRA (A CORRER)</u> .	-> VERBO EXPRESSA <b>TRAJETO</b> (DE FORA PARA DENTRO) E EXPRESSÃO <b>SEMIINFINITIVO</b> , (A CORRER) EXPRESSA <b>MODO DE MOVIMENTO</b> (MOVIMENTO RÁPIDO/ACCELERADO)
	AL. ER <u>RENNT HINEIN</u> .	-> PARTÍCULA HIN/EIN/NEBEN EXPRESSA <b>TRAJETO</b> (DE FORA PARA DENTRO) E VERBO (RENNEN) EXPRESSA <b>MODO DE MOVIMENTO</b> (MOVIMENTO RÁPIDO/ACCELERADO)
	ER <u>RENNT HERIN</u> .	

## ATIVIDADE A

**A**

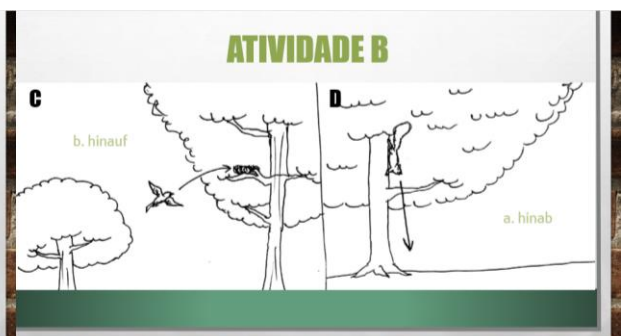
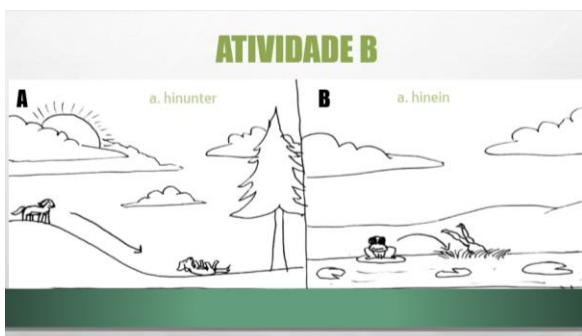
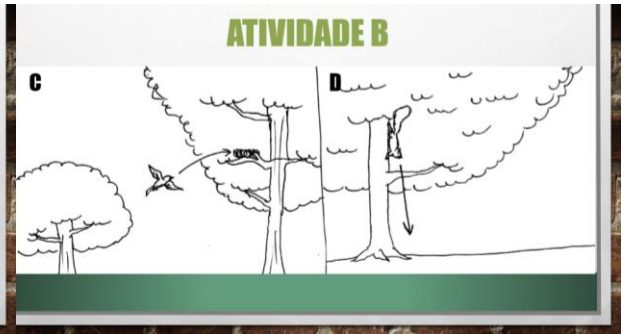
**B**

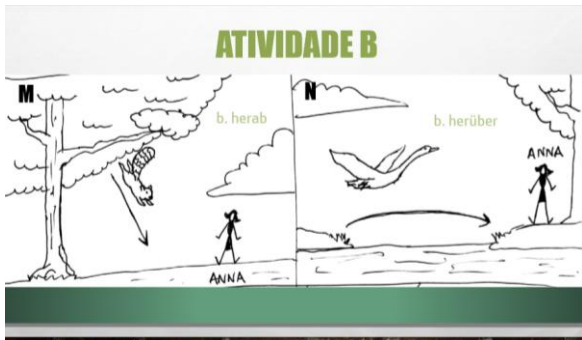
## ATIVIDADE A

**A** Bianca, spring herauf!

**B** Bianca, spring hinauf!







## APPENDIX X – PI CLASSROOM INTERVENTION: SESSION II (SI ACTIVITIES)

### Aula II. Combinação Partícula + Verbo

30/04/2018

---

**Atividade A. Auf dem Spielplatz.** A Anna está a brincar com os amigos no parque. Observa as imagens e ouve os pedidos que a Anna faz ao Benjamin e à Bianca. A que imagem corresponde cada pedido?

MODELO: (ouves) Bianca, spring herauf!  
(dizes) Bild A.

**Atividade B. Im Stadtpark.** A Anna foi passear com o Benjamin e a Bianca no parque da cidade. Lá vê vários animais e comenta com os amigos. Observa as imagens e cruza a opção correta, de acordo com o que achas que a Anna está a dizer.

Bianca, guck mal!

- |                               |                 |               |
|-------------------------------|-----------------|---------------|
| A. Der Hund rutscht...        | a. ___ hinunter | b. ___ hinauf |
| B. Der Frosch hüpf...         | a. ___ hinein   | b. ___ hinaus |
| C. Der Spatz fliegt...        | a. ___ hinüber  | b. ___ hinauf |
| D. Das Eichhörnchen steigt... | a. ___ hinab    | b. ___ hinauf |
| E. Das Kaninchen hoppelt...   | a. ___ hinaus   | b. ___ hinein |

Benjamin, guck mal!

- |                            |                 |                 |
|----------------------------|-----------------|-----------------|
| F. Die Fledermaus kommt... | a. ___ heraus   | b. ___ herein   |
| G. Die Schlange kriecht... | a. ___ hinein   | b. ___ hinaus   |
| H. Die Echse krabbelt...   | a. ___ hinunter | b. ___ hinauf   |
| I. Die Ente schwimmt...    | a. ___ herüber  | b. ___ herunter |
| J. Die Katze springt...    | a. ___ hinab    | b. ___ hinauf   |

Bianca und Benjamin, guckt mal!

- |                                  |                 |                 |
|----------------------------------|-----------------|-----------------|
| K. Der Schmetterling flattert... | a. ___ hinein   | b. ___ herein   |
| L. Die Gans watschelt...         | a. ___ hinauf   | b. ___ herauf   |
| M. Der Waschbär fällt...         | a. ___ hinab    | b. ___ herab    |
| N. Der Schwan schwebt...         | a. ___ hinüber  | b. ___ herüber  |
| O. Der Fuchs schleicht...        | a. ___ hinaus   | b. ___ heraus   |
| P. Das Flughörnchen gleitet...   | a. ___ hinunter | b. ___ herunter |



**Atividade C. Tiere bewegen sich.** Realiza as atividades seguintes relacionadas com a tua experiência real com outros animais.

**Etapa 1.** Tens animal/animais de estimação? Se sim, diz quais dos seguintes percursos é que ele(s) realiza(m) no dia-a-dia. Marca com uma cruz.

Mein(e) \_\_\_\_\_ rennt...

	Sim	Não
1. ... hinaus zum Garten.	_____	_____
2. ... herein zum Haus.	_____	_____
3. ... hinauf zum Zimmer.	_____	_____
4. ... herunter zur Küche.	_____	_____
5. ... hinab zum Keller.	_____	_____
6. ... hinüber zur anderen Straßenseite.	_____	_____

**Etapa 2.** Que outros animais fazem/podem fazer os seguintes percursos? Atenta na partícula dupla e no verbo de raíz. Podes enumerar os animais em português se não souberes as traduções em alemão.

1. hinaufflattern, herüberfliegen \_\_\_\_\_  
\_\_\_\_\_

2. hineinrennen, herauslaufen,  
heraufspringen, hinunterfallen \_\_\_\_\_  
\_\_\_\_\_

3. hereinkrabbeln, hinunterkriechen \_\_\_\_\_  
\_\_\_\_\_

4. hinüberschwimmen,  
herauswatscheln \_\_\_\_\_  
\_\_\_\_\_

5. hereinhuschen, hinüberschleichen \_\_\_\_\_  
\_\_\_\_\_

**Atividade D. Ein bisschen nervig!** Os amigos encontraram um cão a fazer muitas brincadeiras no parque e a Anna começa a narrar os percursos que ele faz.

**Etapa 1.** O Benjamin já está farto de ouvir as narrações da Anna e demonstra a sua impaciência. Completa as reiteraões do Benjamin com “**Ich weiß, der Hund**” ou “**Ich weiß, dass der Hund**” de acordo com a forma do verbo na continuação da frase.

Anna	Benjamin
1. Der Hund springt <u>hinüber</u> .	_____ hinüberspringt.
2. Der Hund rennt <u>hinauf</u> .	_____ rennt hinauf.
3. Der Hund rollt <u>herunter</u> .	_____ rollt hinunter.
4. Der Hund fällt <u>herab</u> .	_____ herabfällt.
5. Der Hund kriecht <u>hinein</u> .	_____ hineinkriecht.
6. Der Hund läuft <u>heraus</u> .	_____ herausläuft.

**Etapa 2.** Lê novamente os enunciados proferidos pela Anna na etapa anterior. Na tabela seguinte, vê onde o cão estava (origem) e para onde ele se deslocou (destino) na altura em que a Anna estava a narrar os percursos dele. Onde poderia estar a Anna naquele momento? Atenta na partícula utilizada e lembra-te que nos estamos a referir à perspetiva da Anna. Marca com uma cruz a opção correta.

Frase	O cão estava...	O cão foi para...	Onde estava a Anna?
1.	... no lado direito do banco.	... o lado esquerdo do banco.	a. ___ no lado direito do banco b. ___ no lado esquerdo do banco
2.	... na parte de baixo da colina.	... o topo da colina.	a. ___ na parte de baixo da colina b. ___ no topo da colina
3.	... no topo da colina.	... a parte de baixo da colina.	a. ___ no topo da colina b. ___ na parte de baixo da colina
4.	... em cima da árvore.	... o chão.	a. ___ em cima da árvore b. ___ no chão
5.	... no jardim.	... a toca do coelho.	a. ___ no jardim b. ___ na toca do coelho
6.	... dentro do parque.	... fora do parque.	a. ___ dentro do parque b. ___ fora do parque

**Atividade E. Die Magische Münze.** Nas etapas seguintes desta atividade, deves começar por trabalhar individualmente e depois partilhar as tuas respostas com um colega.

**Etapa 1.** No fim da tarde, os três amigos sentam-se num banco de jardim e a Bianca conta-lhes uma das suas aventuras num dia em que resolveu ajudar uma velhinha a atravessar a rua. Lê a narração da menina e realiza as atividades seguintes. O glossário em baixo deve ajudar:

### Glossário

Münze (moeda)	engeräumt (arrumado)
Hundehütte (casota do cão)	schreien (gritar)
füttern (dar de comer, alimentar)	abschneiden (cortar)
Fledermaus (morcego)	flüstern (sussurrar, murmurar)
erschrecken (assustar-se)	nicken (anuir, acenar afirmativamente com a cabeça)
flattern (esvoaçar)	werfen (atirar)
Fensterbrett (beiral/parapeito da janela)	unberührt (intacto)
Milchschüssel (tigela de leite)	

### DIE MAGISCHE MÜNZE

Gestern habe ich einer alten Frau über die Straße hinübergeholfen. Sie war ganz nett und hat mich eingeladen, ein Stück Kuchen bei ihr zu essen. Wir sind in ihr Haus hineingekommen und der Hund fing an zu bellen, bevor er aus der Hundehütte herausgerannt ist. „Leise, Felix“, sagte die alte Frau und fütterte ihn mit einem Stück Brot. „Komm mit, mein Schatz“, sagte mir die alte Frau, während sie die Treppe hinaufgestiegen ist. Ich ging ihr nach. Plötzlich ist eine Fledermaus über meinen Kopf herübergeflogen. Die Frau und ich sind erschrocken, aber die Fledermaus ist schnell aus dem Fenster hinausgeflattert. Wir waren schon in der Küche und die Frau öffnete das Fenster. Eine kleine Katze saß da außen auf dem Fensterbrett. Die Frau ließ die Katze herein und gab ihr eine Milchschüssel. Danach hat sie den Kuchen geholt und den Schrank geöffnet, aber die Teller waren nicht richtig eingeräumt und sind herabgefallen. „Oh nein!“, schrie die Frau, „Na ja, kein Problem“. Sie hat einen anderen Teller genommen und mir ein Stück vom Kuchen abgeschnitten. Der war sehr lecker! Dann hat sie mir eine goldene Münze gezeigt und flüsterte mir ins Ohr: „Weißt du, dass diese Münze magisch ist?“. Ich konnte es nicht glauben. „Echt?“ Die Frau nickte: „Wenn sie verloren geht, kommt sie immer wieder zurück“. Dann ging die alte Frau ans Fenster und warf die Münze hinab. Die Münze rollte den Garten hinunter bis zum Teich und verschwand. Dann bat die Frau den Hund herauf. Er kam zu uns und machte den Mund auf. „Kling“ konnte ich hören. Als ich zu meinen Füßen heruntersah, lag da die goldene Münze, unberührt.

1. Quantos andares tem a casa da velhinha?

- |                       |                 |
|-----------------------|-----------------|
| a. quatro andares     | b. dois andares |
| c. apenas rés-do-chão | d. três andares |

2. Segundo a descrição, qual é o percurso que a Bianca realiza com a velhinha?

- |   |  |
|---|--|
| a. sobe a rua, entra em casa,<br>sobe as escadas      | b. desce a rua, entra em casa,<br>sobe as escadas      |
| c. atravessa a rua, entra em casa,<br>sobe as escadas | d. atravessa a rua, entra em casa,<br>desce as escadas |

3. Quantos animais apenas se moveram dentro de casa da velhinha?

- |         |           |
|---------|-----------|
| a. um   | b. dois   |
| c. três | d. nenhum |

**Etapa 2.** Encontra e sublinha os verbos seguintes no texto. Repara que se tratam de verbos com partículas separáveis, pelo que podem estar “separados” no texto.

hinüberhelfen	hereinlassen
hineinkommen	herabfallen
herausrennen	hinabwerfen
hinaufsteigen	hinunterrollen
herüberfliegen	heraufbitten
hinausflattern	heruntersehen

1. Todas as partículas dos verbos acima expressam a noção de perspectiva em relação ao falante. Sendo que a Bianca é a narradora deste texto, que partículas expressam afastamento e aproximação relativamente à Bianca.

Afastamento	Aproximação
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

2. Já vimos que as partículas duplas podem ser combinadas com verbos de movimento ou com outros verbos variados, que recebem então esta noção de movimento através da partícula, passando a conter ainda informação acerca da perspectiva do falante e do trajeto da entidade que se move. Completa a seguinte tabela, conforme o exemplo.

<b>Partícula Dupla</b>	<b>Verbo movimento</b>	<b>Outro verbo</b>	<b>Verbo final (c/ P. Dupla)</b>
<i>hinüber</i>	-	<i>helfen</i>	<i>hinüberhelfen</i>
<i>hinein</i>	<i>kommen</i>	-	<i>hineinkommen</i>

3. Também já vimos que os verbos separáveis têm como particularidade a separação da partícula da raiz verbal quando os mesmos são conjugados em *Hauptsätze*. No entanto, em *Nebensätze*, a partícula volta a juntar-se ao verbo. O caso do *Perfekt* também é particular, por conter um verbo auxiliar que constitui a parte finita do verbo e que se move para o fim da oração em *Nebensätze*, enquanto que a partícula permanece anexada à forma participial do verbo de raiz (ex.: *herauskommen* – *herausgekommen*).

Tendo isto em mente, marca com uma cruz na tabela abaixo, conforme os verbos listados se encontrem numa *Hauptsatz* ou numa *Nebensatz*, na frase em questão no texto, de acordo com a ordem do verbo de raiz e da partícula separável. Atenta nos exemplos.

<b>Verbo</b>	<b><i>Hauptsatz</i></b>	<b><i>Nebensatz</i></b>
1. <i>hinüberhelfen</i>	x	
2. <i>hineinkommen</i>		
3. <i>herausrennen</i>		x
4. <i>hinaufsteigen</i>		
5. <i>herüberfliegen</i>		
6. <i>hinausflattern</i>		
7. <i>hereinlassen</i>	x	
8. <i>herabfallen</i>		
9. <i>hinabwerfen</i>		
10. <i>hinunterrollen</i>		
11. <i>heraufbitten</i>		
12. <i>heruntersehen</i>		

# APPENDIX XI – PI CLASSROOM INTERVENTION: SESSION II (INSTRUCTOR'S GUIDE)

## Aula II. Combinação Partícula + Verbo 30/04/2018

---

### Guião do instrutor

**Atividade A. Auf dem Spielplatz.** A Anna está a brincar com os amigos no parque. Observa as imagens e ouve os pedidos que a Anna faz ao Benjamin e à Bianca. A que imagem corresponde cada pedido?

	<b>Enunciado</b>	<b>Resposta</b>
(Teste)	Bianca, spring herauf! Bianca, spring hinauf!	Bild A. Bild B.
1.	Benjamin, rutsch hinunter! Benjamin, rutsch herunter!	Bild A. Bild B.
2.	Bianca, hüpf hinüber! Bianca, hüpf herüber!	Bild B. Bild A.
3.	Benjamin, krieche herein! Benjamin, krieche hinein!	Bild A. Bild B.
4.	Bianca, krabbele heraus! Bianca, krabbele hinaus!	Bild B. Bild A.
5.	Benjamin, spring hinab! Benjamin, spring herab!	Bild B. Bild A.



# APPENDIX XII – PI CLASSROOM INTERVENTION: SESSION III

## AULA III.

### ESTRUTURA DE VERBOS DE MOVIMENTO COM PARTÍCULA DUPLA

A. ESTRUTURA INTRANSITIVA  
B. ESTRUTURA TRANSITIVA  
C. ESTRUTURA PLEONÁSTICA COM PP

## TIPOS DE ESTRUTURA

- NO QUE DIZ RESPEITO À ESTRUTURA SINTÁTICA DE VERBOS DE MOVIMENTO COM PARTÍCULA DUPLA, PODEMOS DISTINGUIR ENTRE TRÊS TIPOS:
  - ESTRUTURA INTRANSITIVA** (OU SEJA, SEM COMPLEMENTO) EX.: ER STEIGT HINAUF.
  - ESTRUTURA TRANSITIVA** (OU SEJA, COM COMPLEMENTO DIRETO – ACUSATIVO) EX.: ER STEIGT DEN BERG HINAUF.
  - ESTRUTURA PLEONÁSTICA COM PP** (OU SEJA, COM ELEMENTO PREPOSICIONAL) EX.: ER STEIGT AUF DEN BERG HINAUF.

### A. ESTRUTURA INTRANSITIVA

NA **ESTRUTURA INTRANSITIVA**, NÃO EXISTE MAIS NENHUM ELEMENTO PARA ALÉM DO SUJEITO E DO VERBO

ER	<b>STEIGT HINAUF</b>	NESTE TIPO DE ESTRUTURA, <u>JÁ HÁ CONHECIMENTO ACERCA DA ORIGEM E/OU DESTINO</u> , PELO QUE ESTA INFORMAÇÃO PODE SER OMITIDA.
[SUJ]	[VERBO+P.DUPLA]	

**PERFEKT** → **SEMPRE COM AUXILIAR SEIN**

### B. ESTRUTURA TRANSITIVA

NA **ESTRUTURA TRANSITIVA**, O VERBO É ACOMPANHADO NÃO SÓ PELO SUJEITO, COMO TAMBÉM POR UM COMPLEMENTO DIRETO (**!!! ACUSATIVO !!!**)

ER	<b>STEIGT DEN BERG HINAUF</b>	
[SUJ]	[VERBO] [ACUSATIVO] [P.DUPLA]	

**PERFEKT** → **SEMPRE COM AUXILIAR HABEN** (⇨ PORQUE VERBO PEDE ACUSATIVO)

### B. ESTRUTURA PLEONÁSTICA COM PP

NA **ESTRUTURA PLEONÁSTICA COM PP** (PP = PREPOSITIONAL PHRASE), O VERBO É ACOMPANHADO PELO SUJEITO E POR UM ELEMENTO PREPOSICIONAL. A PREPOSIÇÃO PODE VARIAR (ORIGEM: AUS, VON / DESTINO: AUF, IN, ZU / PASSAGEM: ÜBER)

ER	<b>STEIGT HINAUF</b>	<b>AUF DEN BERG</b>	<b>HINAUF</b>	NESTE EXEMPLO, A PP INDICA O <b>DESTINO DO SUJEITO</b> ( <b>AUF DEN BERG</b> )
[SUJ] [VERBO]	[P.DUPLA]	[PP]	[P.DUPLA]	
ER	<b>RENNT HINAUS</b>	<b>AUS DEM ZIMMER</b>	<b>HINAUS</b>	NESTE EXEMPLO, A PP INDICA A <b>ORIGEM DO SUJEITO</b> ( <b>AUS DEM ZIMMER</b> )
[SUJ] [VERBO]	[P.DUPLA]	[PP]	[P.DUPLA]	
ER	<b>SPRINGT HINÜBER</b>	<b>ÜBER DEN ZAUN</b>	<b>HINÜBER</b>	NESTE EXEMPLO, A PP INDICA <b>PASSAGEM DO SUJEITO DE UM LADO PARA O OUTRO</b> ( <b>ÜBER DEN ZAUN</b> )
[SUJ] [VERBO]	[P.DUPLA]	[PP]	[P.DUPLA]	

**PERFEKT** → **SEMPRE COM AUXILIAR SEIN**

### RESUMINDO...

ESTRUTURAS	SUJEITO	VERBO CONJUGADO	COMPLEMENTO DIRETO	PP / ELEMENTO PREPOSICIONAL			PARTÍCULA DUPLA
				ORIGEM	DESTINO	PASSAGEM	
ESTRUTURA INTRANSITIVA	Er	steigt	-	-	-	-	hinauf
ESTRUTURA TRANSITIVA (AC.)	Er	steigt	den Berg	-	-	-	hinauf
ESTRUTURA PLEONÁSTICA C/ PP	Er	steigt	-	-	auf den Berg	-	hinauf
	Er	rennt	-	aus dem Zimmer	-	-	hinaus
	Er	springt	-	-	-	über den Zaun	hinüber

### PARA O PERFEKT...

ESTRUTURAS	SUJEITO	VERBO AUXILIAR CONJUGADO	COMPLEMENTO DIRETO	PP / ELEMENTO PREPOSICIONAL			VERBO + PARTÍCULA DUPLA
				ORIGEM	DESTINO	PASSAGEM	
ESTRUTURA INTRANSITIVA	Er	ist	-	-	-	-	hinaufgestiegen
ESTRUTURA TRANSITIVA (AC.)	Er	hat	den Berg	-	-	-	hinaufgestiegen
ESTRUTURA PLEONÁSTICA C/ PP	Er	ist	-	-	auf den Berg	-	hinaufgestiegen
	Er	ist	-	aus dem Zimmer	-	-	hinausgerannt
	Er	ist	-	-	-	über den Zaun	hinübergesprungen

### ESTRATÉGIAS ERRADAS

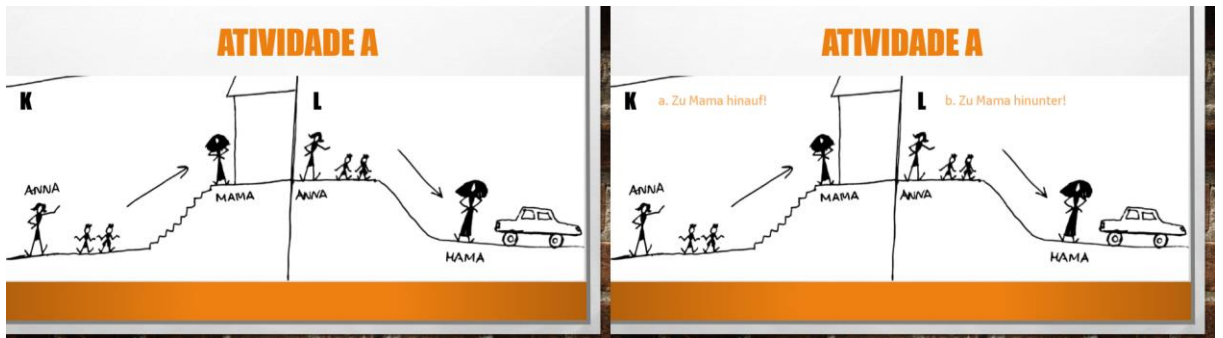
#### ATENÇÃO!

NAS ESTRUTURAS PLEONÁSTICAS COM PP, DEVES TER ATENÇÃO AO TIPO DE PREPOSIÇÃO QUE UTILIZAS E À MENSAGEM QUE QUERES TRANSMITIR. POR EXEMPLO, PARA EXPRESSAR ORIGEM, FAZES USO DAS PREPOSIÇÕES **AUS** (+DAT) E **VON** (+DAT); PARA EXPRESSAR DESTINO/OBJETIVO, FAZES USO DAS PREPOSIÇÕES **IN** (+AC), **AUF** (+AC) E **ZU** (+DAT); PARA EXPRESSAR PASSAGEM/TRANSIÇÃO (SOBRE ALGUMA COISA), FAZES USO DA PREPOSIÇÃO **ÜBER** (+AC) EM CONJUNTO COM AS PARTÍCULAS DUPLAS **HINÜBER** OU **HERÜBER**

<b>ORIGEM</b>	<b>AUS</b> (+DAT): DE DENTRO (PARA FORA) <b>VON</b> (+DAT): A PARTIR DE UM PONTO <b>IN</b> (+AC): PARA DENTRO <b>AUF</b> (+AC): PARA CIMA <b>ZU</b> (+DAT): EM DIREÇÃO A <b>ÜBER</b> (+AC): SOBRE	ER RENNT <b>AUS</b> DER KÜCHE HINAUS. ER STEIGT <b>VON</b> BAUM HINUNTER/HINAUF. ER STEIGT <b>IN</b> DIE KÜCHE HINAUF. ER RENNT <b>AUF</b> DEN BAUM HINAUF. ER RENNT <b>ZU</b> MIR HEREIN/HERAUS/HERAUF/HERÜBER/... ER SPRINGT <b>ÜBER</b> DEN ZAUN HINÜBER.
---------------	--	---









## APPENDIX XIII – PI CLASSROOM INTERVENTION: SESSION III (SI ACTIVITIES)

### Aula III. Estrutura

02/05/2018

---

**Atividade A. Babysitter.** A Anna está a tomar conta dos primos pequenos. Mas eles fazem muitas asneiras. Observa as imagens, presta atenção à postura da Anna e à direção das setas. Escolhe a ordem que a Anna está a dar aos meninos para cada imagem.

- A. a. \_\_\_ Aus dem Zimmer hinunter!  
b. \_\_\_ Aus dem Zimmer hinaus!
- B. a. \_\_\_ Vom Bett herein!  
b. \_\_\_ Vom Bett herunter!
- C. a. \_\_\_ Aus dem Baumhaus heraus!  
b. \_\_\_ Aus dem Baumhaus herab!
- D. a. \_\_\_ Vom Baum heraus!  
b. \_\_\_ Vom Baum herunter!
- E. a. \_\_\_ Zu mir herein!  
b. \_\_\_ Zu mir heraus!
- F. a. \_\_\_ Zu mir heraus!  
b. \_\_\_ Zu mir herein!
- G. a. \_\_\_ Über die Straße herunter!  
b. \_\_\_ Über die Straße herüber!
- H. a. \_\_\_ Über die Bank herüber!  
b. \_\_\_ Über die Bank herauf!
- I. a. \_\_\_ Ins Haus heraus!  
b. \_\_\_ Ins Haus herein!
- J. a. \_\_\_ Auf den Zweig hinab!  
b. \_\_\_ Auf den Zweig hinauf!
- K. a. \_\_\_ Zu Mama hinauf!  
b. \_\_\_ Zu Mama hinaus!
- L. a. \_\_\_ Zu Mama hinauf!  
b. \_\_\_ Zu Mama hinunter!

**Atividade B. Noch nicht weg!** A tia chegou, mas está a conversar com a mãe da Anna e esqueceu-se dos pequenos. Enquanto isso, a Anna continua atarefada atrás dos primos, a tentar impedir que eles façam asneiras. Completa as ordens da Anna com “**zu mir**” ou “**zu Mama**”, de acordo com o tipo de partícula existente em cada exemplo.

1. Steigt \_\_\_\_\_ herunter!
2. Rennt \_\_\_\_\_ herein!
3. Lauft \_\_\_\_\_ hinein!
4. Hüpf \_\_\_\_\_ herüber!
5. Steigt \_\_\_\_\_ herauf!
6. Kriecht \_\_\_\_\_ heraus!
7. Lauft \_\_\_\_\_ hinauf!
8. Geht \_\_\_\_\_ hinunter!
9. Springt \_\_\_\_\_ herab!
10. Lauft \_\_\_\_\_ hinüber!
11. Steigt \_\_\_\_\_ hinab!
12. Rennt \_\_\_\_\_ hinaus!

**Atividade C. Nervige Kinder!** E tu, tens primos ou irmãos pequenos que te façam a cabeça em água como os da Anna? Se sim, lê as frases abaixo acerca dos primos da Anna e diz se os teus fazem as mesmas coisas.

Sie gehen...	Sim	Não
1. ... über die Straße hinüber.	_____	_____
2. ... auf das Baumhaus hinauf.	_____	_____
3. ... ins Auto hinein.	_____	_____
4. ... zum Garten hinaus.	_____	_____
5. ... zum Keller hinunter.	_____	_____
Sie kommen...	Sim	Não
6. ... aus dem Zimmer heraus.	_____	_____
7. ... vom Baum herunter.	_____	_____
8. ... zur Straße heraus.	_____	_____
9. ... vom Fenster herab.	_____	_____
10. ... aus dem Haus heraus.	_____	_____

**Atividade D. „Ihr steckt in der Klemme!“** A mãe dos meninos já reparou que a Anna não tem mãos a medir com eles. Atenta nas declarações da mãe e escolhe a opção correta, de acordo com o que ela lhes pode estar a dizer.

- |                           |                                      |
|---------------------------|--------------------------------------|
| 1. Steigt _____ herunter! | a. vom Baum<br>b. auf den Baum       |
| 2. Lauft _____ herein!    | a. ins Haus<br>b. aus dem Haus       |
| 3. Springt _____ herüber! | a. über den Zaun<br>b. auf den Zaun  |
| 4. Rennt _____ herauf!    | a. zu mir<br>b. zu Anna              |
| 5. Lauft _____ heraus!    | a. vom Zimmer<br>b. aus dem Zimmer   |
| 6. Steigt _____ herab!    | a. aus dem Fenster<br>b. vom Fenster |

**Atividade E. Kinder machen nur Blödsinn!** Nas etapas seguintes desta atividade, deves começar por trabalhar individualmente e depois partilhar as tuas respostas com um colega.

**Etapa 1.** A tia da Anna senta-se com ela e com a mãe e decide contar às duas algumas das asneiras dos meninos no dia do aniversário de um colega deles. Lê o texto e realiza as atividades seguintes. O glossário abaixo deve ajudar:

#### Glossário

Blödsinn (asneiras, disparates)	anstecken (contagiar com)
Mitschüler (colega de escola)	übertrieben (exagerado)
hektisch (agitado)	Erleichterung (alívio)
unangebracht (impróprio, descabido)	sich Sorgen machen (preocupar-se)
tadeln (repreender)	sich verletzen (magoar-se)
Rutsche (escorrega)	vorsichtig (cuidadoso, cauteloso)
Schaukel (baloiço)	
Wippe (sobe-e-desce)	
Klettergerüst (estrutura para trepar)	
einen Purzelbaum schlagen (fazer uma cambalhota)	

## KINDER MACHEN NUR BLÖDSINN!

„Kinder machen nur Blödsinn! Letzte Woche sind wir zum Geburtstag eines Mitschülers von Tina und Tobias gegangen. Die Kinder waren sehr ruhig. Doch als sie ins Haus hineingelaufen sind und die anderen Mitschüler gesehen haben, wurden sie total hektisch. In der Küche gab es einen großen Tisch. Sie sind hinaufgestiegen und haben angefangen, Ball zu spielen. Das war natürlich völlig unangebracht und ich musste sie tadeln. Danach sind sie aus der Küche zum Garten hinausgerannt, um mit den Mitschülern zu spielen. Ich ging mit ihnen mit. Der Garten sah so aus, als wäre er ein Spielplatz. Da gab es eine Rutsche, eine Schaukel, eine Wippe und ein Klettergerüst. Meine Kinder haben ein Spiel erfunden, bei dem sie über die Wippe hinüberspringen, einen Purzelbaum schlagen und die Rutsche hinunterrutschen. Dadurch haben sie sofort die Mitschüler mit dieser übertriebenen Energie angesteckt und man konnte sie nicht mehr ertragen. Ich ließ sie spielen und ging ins Wohnzimmer hinein, um mit den anderen Eltern zu sprechen. Ein paar Kinder sind ins Wohnzimmer hereingehüpft, als wären sie Kaninchen, und haben auf den Garten gezeigt. Tina war auf einem Zweig und ist herabgefallen. Tobias war auf dem Klettergerüst und ist sofort heruntergestiegen und zur Schwester gerannt. Tina fing an zu lachen und weiterzuspielen. Was für eine Erleichterung! Ich habe mir wirklich Sorgen gemacht und gedacht, dass meine Tochter sich schwer verletzt hatte. Seht ihr? Mit Kindern kann man nie vorsichtig genug sein...“

1. Qual é o percurso que os primos da Anna fizeram?

- |  |   |
|--|---|
| a. entraram em casa, foram à cozinha, saíram para o jardim | b. entraram em casa, foram à sala, saíram para o jardim |
| c. foram ao jardim, entraram em casa, foram à cozinha      | d. foram ao jardim, entraram na cozinha, foram à sala   |

2. O que é que os meninos subiram e/ou desceram?

- |   |   |
|---|---|
| a. mesa, cadeira, escada, árvore                | b. mesa, cadeira, árvore, estrutura para trepar   |
| c. mesa, cadeira, árvore, estrutura para trepar | d. mesa, escorrega, estrutura para trepar, árvore |

3. Quantas vezes é que alguém entrou em casa?

- |      |            |
|------|------------|
| a. 3 | b. 2       |
| c. 1 | d. nenhuma |

**Etapa 2.** Encontra e sublinha os verbos seguintes no texto. Repara que se tratam de verbos com partículas separáveis, pelo que podem estar “separados” no texto.

hineinlaufen	hineingehen
hinaufsteigen	hereinhüpfen
hinausrennen	herabfallen
hinüberspringen	heruntersteigen
hinunterrutschen	

1. Todas as partículas dos verbos acima expressam a noção de perspetiva em relação ao falante. Sendo que a tia da Anna é a narradora deste texto, que partículas expressam afastamento e aproximação relativamente à mesma?

Afastamento	Aproximação
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

2. Já vimos que existem três tipos de estruturas possíveis para os verbos de movimento com partícula dupla: estruturas intransitivas, transitivas e pleonásticas com PP. Identifica, na seguinte tabela, o tipo de estrutura de cada verbo que surge no texto, conforme os exemplos.

Verbo	Estrutura intransitiva	Estrutura transitiva	Estrutura pleonástica com PP
1. hineinlaufen			x
2. hinaufsteigen	x		
3. hinausrennen			
4. hinüberspringen			
5. hinunterrutschen			
6. hineingehen			
7. hereinhüpfen			
8. herabfallen			
9. heruntersteigen			



3. No que toca às estruturas pleonásticas com PP, para além de termos a noção de trajeto na partícula dupla, temos a especificação desse próprio trajeto num elemento preposicional (ex.: “... als sie **ins Haus** hineingelaufen sind”). Completa a seguinte tabela, identificando os verbos que surgem numa estrutura pleonástica com PP no texto acima e dividindo os elementos desta estrutura, conforme o exemplo.

Verbo	Estrutura pleonástica com PP		
	Origem (aus, von)	Destino (in, auf, zu)	Passagem (über)
<i>hineinlaufen</i>	-	<i>ins Haus</i>	-

## APPENDIX XIV – POST-TEST: PRODUCTION TEST

### Teste de produção

1. Sehen Sie sich die Bilder 1-8 der folgenden Bildergeschichte an und beantworten Sie die Fragen.

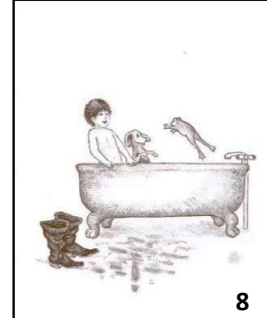
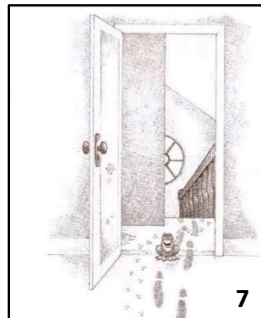
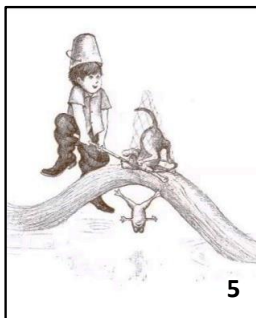
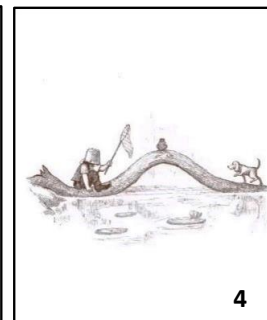
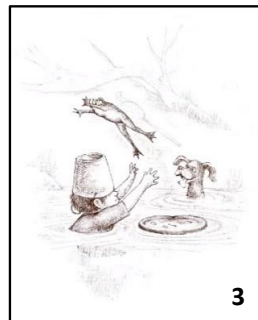
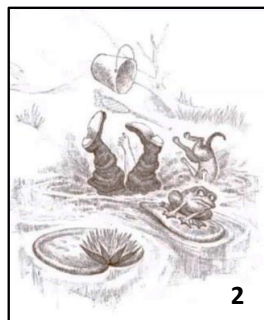
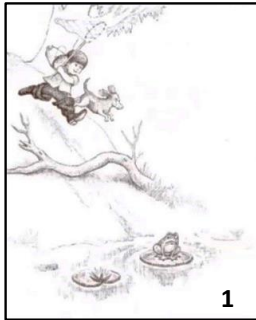


Bild 1. Was machen **der Junge und der Hund** hier?

---

Bild 2. Was passiert **mit dem Jungen und dem Hund**?

---

Bild 3. Was macht **der Frosch**?

---

Bild 4. Was macht **der Hund**?

---

Bild 5. Was passiert **mit dem Frosch**?

---

Bild 6. Was macht **der Frosch** jetzt?

---

Bild 7. Und was macht **der Frosch** hier?

---

Bild 8. Was macht **der Frosch** am Ende?

---



# APPENDIX XV – POST-TEST: GRAMMATICALITY JUDGMENT TASK

## Frosch, wo bist du?

## Frosch, wo bist du?

Lesen Sie die  
Kurzgeschichte und kreuzen  
Sie die richtige Antwort an.



Der Junge und sein Hund  
bewundern den Frosch, der  
in einem Fläschchen sitzt.

1. Der Hund sieht...

- a) ... ins Fläschchen hinein.
- b) ... ins Fläschchen hinaus.

Wortschatz:  
bewundern - admirar, apreciar  
Fläschchen - frasco

Der Junge und der Hund gehen  
schlafen.

2. Der Frosch...

- a) ... schleicht über das  
Fläschchen herüber.
- b) ... schleicht aus dem  
Fläschchen heraus.

Wortschatz:  
schleichen - andar de mansinho, esquivar-se



Der Junge und der Frosch  
wachen plötzlich auf.

3. „Oh nein!“, sagt der  
Junge. „Der Frosch...“

- a) ... ist verschwunden.“
- b) ... hat verschwunden.“

Wortschatz:  
verschwinden - desaparecer

Der Junge und der Hund suchen  
überall nach dem Frosch.

4. Der Junge guckt...

- a) ... in die Stiefel hinein.
- b) ... in die Stiefel herein.

5. Der Hund steckt den Kopf...

- a) ... im Fläschchen.
- b) ... ins Fläschchen.

Wortschatz:  
überall - em todo o lado  
Stiefel - bota



Der Junge und der Hund  
gehen ans Fenster und rufen  
nach dem Frosch.

6. Der Junge sagt: „Kleiner  
Frosch, komm...“

- a) ... ins Haus hinein.“
- b) ... ins Haus herein.“

Oh nein! Der Hund hat das  
Gleichgewicht verloren!

7. Er fällt...

- a) ... vom Fensterbrett hinab.
- b) ... vom Fensterbrett hinauf.

8. Der Junge...

- a) ... macht sich Sorgen.
- b) ... macht sich Sorgen.

Wortschatz:  
das Gleichgewicht verlieren - perder o equilíbrio, desequilibrar-se  
Fensterbrett - parapeito da janela  
Sorge - preocupação





Der Junge geht schnell zum Hund und nimmt den Hund in die Arme.

Der Junge sieht wütend aus.

9. Der Hund leckt ihm...

- a) ... das Gesicht.
- b) ... die Füße.

Wortschatz:  
wütend - zangado  
lecken - lambar



Der Junge und der Hund suchen weiter nach dem Frosch.

10. Der Hund wittert...

- a) ... den Geruch vom Frosch.
- b) ... der Geruch vom Frosch.

Wortschatz:  
wittern - fangar, cheirar, sentir  
Geruch - cheiro, odor



Es gibt keine Spur vom Frosch.

Im Wald gibt es viele Bäume und Verstecke. Er hat sich vielleicht verborgen.

Der Junge und sein Hund kommen näher.

Wortschatz:  
Spur - rastro  
Wald - bosque  
Versteck - escondido  
sich verbergen - esconder-se  
näher kommen - aproximar-se



Der Hund spielt mit einem Bienenstock, während der Junge ein Loch auf dem Boden besieht.

11. Der Junge ruft...

- a) ... ins Loch hinauf.
- b) ... ins Loch hinein.

Wortschatz:  
Bienenstock - colmeia  
Loch - buraco  
besehen - observar



Oh nein!

12. Ein Maulwurf...

- a) ... kommt herunter.
- b) ... kommt heraus.

„Aua!“, schreit der Junge.

13. Der Maulwurf hat ihm in die Nase...

- a) ... gebissen.
- b) ... gebißt.

Wortschatz:  
Maulwurf - toupeira  
beißen - morder



Oh nein? Was hat der Hund gemacht?

14. Der Bienenstock...

- a) ... fällt vom Zweig herunter.
- b) ... fällt vom Zweig heraus.

15. Die Bienen sind wütend...

- a) ... mit dem Hund.
- b) ... auf den Hund.

Wortschatz:  
Zweig - ramo, galho



Mittlerweile sitzt der Junge auf dem Zweig eines anderen Baumes.

Da gibt es ein kleines Loch.

16. Neugierig guckt er...

- a) ... ins Loch hinein.
- b) ... ins Loch herein.

Wortschatz:  
neugierig - curioso



Oh Schreck! Eine Eule taucht auf und erschreckt das Kind.

Der Junge ist jetzt auf dem Boden.

17. Die Bienen flattern...

- a) ... auf ihn hinauf.
- b) ... über ihn hinüber.

Wortschatz:  
Eule - coruja  
aufrauchen - aparecer, surgir  
flattern - esvoaçar



Oh armer Hund!

18. Die Bienen fliegen...

- a) ... den Hund nach.
- b) ... dem Hund nach.

19. Der Hund versucht...

- a) ... zu fliehen.
- b) ... fliehen.

Wortschatz:  
fliehen - fugir, escapar



Die Eule will auch den Jungen verjagen, sodass er wegrennt.

20. Der Junge will...

- a) ... in einen Stein hinaufsteigen.
- b) ... auf einen Stein hinaufsteigen.

Wortschatz:  
verjagen - afugentar  
wegrennen - fugir (a correr)



Der Junge steht auf dem Stein und hält sich an einigen Zweigen fest.

Er ruft weiter nach dem Frosch.

21. „Kleiner Frosch, bist du da drüben? Komm...“

- a) ... zu uns hinüber.“
- b) ... zu uns herüber.“

Wortschatz:  
an etw. festhalten - segurar-se em algo  
drüben - do outro lado, do lado de lá

Aber die Zweige bewegen sich... Das sind aber keine Zweige, sondern das Geweih eines Hirsches!

22. Der Hirsch...

- a) ... hebt den Kopf hoch
- b) ... hebt den Kopf hoch.

Der Junge verliert das Gleichgewicht.

23. Der Junge liegt jetzt...

- a) ... auf dem Kopf des Hirsches.
- b) ... auf der Kopf des Hirsches.

Wortschatz:  
s Geweih - armação, chifres  
r Hirsch - veado  
hochheben - levantar



Der Hirsch erschreckt sich und rennt weg.

24. Der Hund läuft...

- a) ... sie nach.
- b) ... ihnen nach.

Wortschatz:  
sich erschrecken - assustar-se  
nachlaufen - correr atrás

Oh nein! Der Hirsch bleibt an einem steilen Hang stehen.

Das war aber urplötzlich!

25. Der Junge und der Hund stürzen...

- a) ... den Hang hinauf.
- b) ... den Hang hinab.

Wortschatz:  
stehensbleiben - parar, ficar parado  
steil - abrupto, íngreme  
r Hang - encosta, declive  
urplötzlich - de repente, de súbito  
stürzen - cair



26. Der Junge und der Hund fallen...

- a) ... in den Teich hinein.
- b) ... in den Teich hinunter.

27. Der Hirsch ist...

- a) ... zufrieden.
- b) ... zufrieden.

Wortschatz:  
r Teich - lago

Wie kalt!

28. Der Junge und der Hund kommen...

- a) ... aus dem Wasser herauf.
- b) ... aus dem Wasser heraus.

29. Der Hund sitzt auf den Schultern des Jungen und hält sich...

- a) ... an seinem Kopf fest.
- b) ... an seinen Kopf fest.

Wortschatz:  
e Schulter - ombro



Der Junge und der Hund hören das Gequake eines Frösches.

30. Sie nähern sich...

- a) ... einem Stamm an.
- b) ... einen Stamm an.

„Sei still!“, sagt der Junge zum Hund.

Wortschatz:  
s Gequake - coaquio, coaciar  
r Stamm - tronco

31. Der Junge und der Hund...

- a) ... stehen langsam auf.
- b) ... steht langsam auf.

32. Sie...

- a) ... spähen auf den Stamm hinauf.
- b) ... spähen über den Stamm hinüber.

Wortschatz:  
spähen - espiar, espreitar



Oh wie schön! Zwei Frösche sitzen zusammen.

Aber wo ist der kleine Frosch?

33. Neugierig bewundert der Hund...

- a) ... die Frösche.
- b) ... den Fröschen.

Guck mal! Viele Froschjungen tauchen auf. Und da ist der kleine Frosch, der hüpf!

34. Der Junge ruft aus: „Frosch, da bist du! Spring...“

- a) ... zu mir hinauf.
- b) ... zu mir herauf.

35. Der Junge sagt: „Hund, ich steige...“

- a) ... hinunter zum Frosch.“
- b) ... herunter zum Frosch.“

Wortschatz:  
r Froschjunge - orla de rã  
hüpfen - saltitar  
ausrufen - exclamar





Der Junge nimmt den Frosch mit.

36. Alle verabschieden sich...

- a) ... von die anderen Fröschen.
- b) ... von den anderen Fröschen.

Wortschatz:  
sich verabschieden - despedir-se

# APPENDIX XVI – POST-TEST: GRAMMATICALITY JUDGMENT TASK (ANSWER SHEET)

## Frosch, wo bist du?

---

*Lesen Sie die Kurzgeschichte und kreuzen Sie die richtige Antwort an.*

**1. Der Hund sieht...**

- a) ... ins Fläschchen hinein.
- b) ... ins Fläschchen hinaus.

**2. Der Frosch...**

- a) ... schleicht über das Fläschchen herüber.
- b) ... schleicht aus dem Fläschchen heraus.

**3. „Oh nein!“, sagt der Junge. „Der Frosch...“**

- a) „... ist verschwunden.“
- b) „... hat verschwunden.“

**4. Der Junge guckt...**

- a) ... in die Stiefel hinein.
- b) ... in die Stiefel herein.

**5. Der Hund steckt den Kopf...**

- a) ... im Fläschchen.
- b) ... ins Fläschchen.

**6. Der Junge sagt: „Kleiner Frosch, komm...“**

- a) „... ins Haus hinein.“
- b) „... ins Haus herein.“

**7. Er fällt...**

- a) ... vom Fensterbrett hinab.
- b) ... vom Fensterbrett hinauf.

**8. Der Junge...**

- a) ... machst sich Sorgen.
- b) ... macht sich Sorgen.

**9. Der Hund leckt ihm...**

- a) ... das Gesicht.
- b) ... die Füße.

**10. Der Hund wittert...**

- a) ... den Geruch vom Frosch.
- b) ... der Geruch vom Frosch.

**11. Der Junge ruft...**

- a) ... ins Loch hinauf.
- b) ... ins Loch hinein.

**12. Ein Maulwurf...**

- a) ... kommt herunter.
- b) ... kommt heraus.

**13. Der Maulwurf hat ihm in die Nase...**

- a) ... gebissen.
- b) ... gebeißt.

**14. Der Bienenstock...**

- a) ... fällt vom Zweig herunter.
- b) ... fällt vom Zweig heraus.

**15. Die Bienen sind wütend...**

- a) ... mit dem Hund.
- b) ... auf den Hund.

**16. Neugierig guckt er...**

- a) ... ins Loch hinein.
- b) ... ins Loch herein.

**17. Die Bienen flattern...**

- a) ... auf ihn hinauf.
- b) ... über ihn hinüber.



**18. Die Bienen fliegen...**

- a) ... den Hund nach.
- b) ... dem Hund nach.

**19. Der Hund versucht...**

- a) ... zu fliehen.
- b) ... fliehen.

**20. Der Junge will...**

- a) ... in einen Stein hineinsteigen.
- b) ... auf einen Stein hinaufsteigen.

**21. „Kleiner Frosch, bist du da drüben? Komm...“**

- a) „... zu uns hinüber.“
- b) „... zu uns herüber.“

**22. Der Hirsch...**

- a) ... hebst den Kopf hoch
- b) ... hebt den Kopf hoch.

**23. Der Junge liegt jetzt...**

- a) ... auf dem Kopf des Hirsches.
- b) ... auf der Kopf des Hirsches.

**24. Der Hund läuft...**

- a) ... sie nach.
- b) ... ihnen nach.

**25. Der Junge und der Hund stürzen...**

- a) ... den Hang hinauf.
- b) ... den Hang hinab.

**26. Der Junge und der Hund fallen...**

- a) ... in den Teich hinein.
- b) ... in den Teich hinunter.

**27. Der Hirsch ist...**

- a) ... zufrieden.
- b) ... zufrieden.

**28. Der Junge und der Hund kommen...**

- a) ... aus dem Wasser herauf.
- b) ... aus dem Wasser heraus.

**29. Der Hund sitzt auf den Schultern des Jungen und hält sich...**

- a) ... an seinem Kopf fest.
- b) ... an seinen Kopf fest.

**30. Sie nähern sich...**

- a) ... einem Stamm an.
- b) ... einen Stamm an.

**31. Der Junge und der Hund...**

- a) ... stehen langsam auf.
- b) ... steht langsam auf.

**32. Sie...**

- a) ... spähen auf den Stamm hinauf.
- b) ... spähen über den Stamm hinüber.

**33. Neugierig bewundert der Hund...**

- a) ... die Frösche.
- b) ... den Fröschen.

**34. Der Junge ruft aus: „Frosch, da bist du! Spring...“**

- a) „... zu mir hinauf.“
- b) „... zu mir herauf.“

**35. Der Junge sagt: „Hund, ich steige...“**

- a) „... hinunter zum Frosch.“
- b) „... herunter zum Frosch.“

**36. Alle verabschieden sich...**

- a) ... von die anderen Fröschen.
- b) ... von den anderen Fröschen.