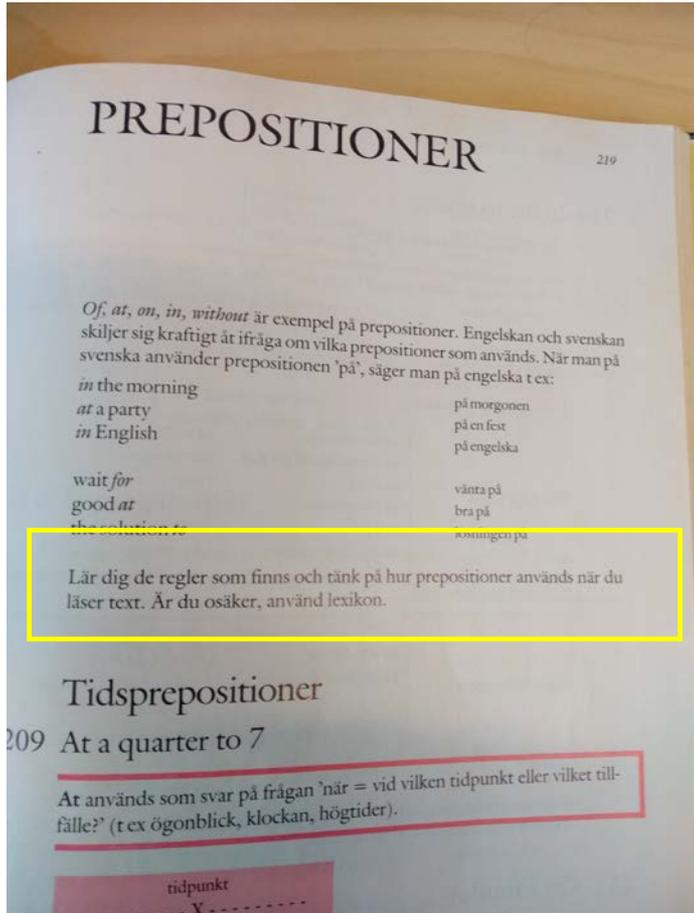


HOW BODY-WORLD KNOWLEDGE CAN BE USED TO TEACH AND LEARN ENGLISH PREPOSITIONS

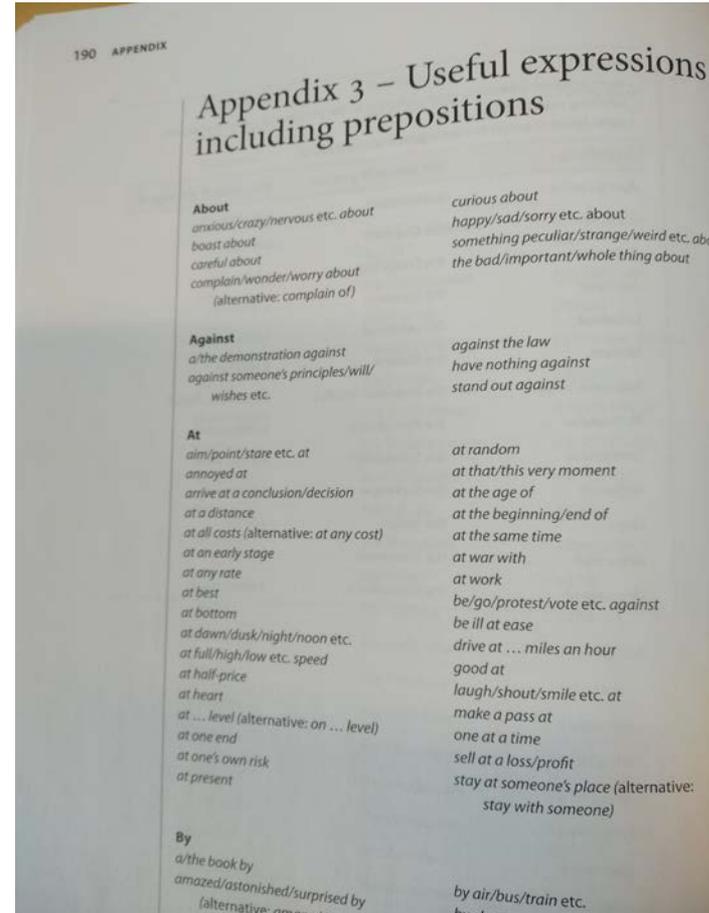
Marlene Johansson Falck



UMEÅ UNIVERSITY



HARGEVIKS Engelska GRAMMATIK
(1994)



Maria Estling Vannestål (2012)



“so there's a bug on my ceiling that I've been watching for the past half hour..... how do I get it to come down? I wanna sleep tonight, help please.”

(<http://forums.redflagdeals.com/theres-bug-my-ceiling-1179765/>)

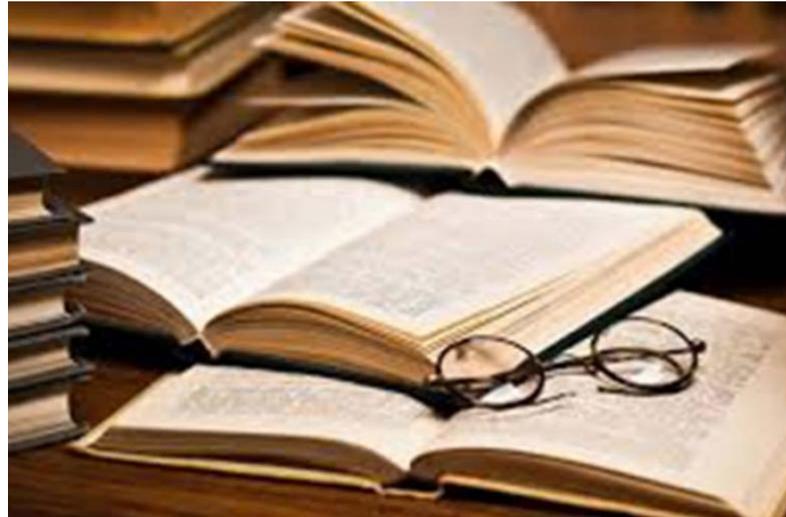


on the ceiling
i taket
on!

“so there's a bug **on** my ceiling that I've been watching for the past half hour..... how do I get it to come down? I wanna sleep tonight, help please.”

(<http://forums.redflagdeals.com/theres-bug-my-ceiling-1179765/>)





UMEÅ UNIVERSITY

in a room – i ett rum
to the moon – till månen



UMEÅ UNIVERSITY

“none of us have ever been taught about the semantics of prepositions, and are therefore a bit unsure on when to use which preposition”



osäker på

unsure of

“none of us have ever been taught about the semantics of prepositions, and are therefore a bit **unsure on** when to use which preposition”



UMEÅ UNIVERSITY

STRUCTURE OF TODAY'S TALK:

- Embodied motivations for using English prepositions (in reference to concrete, physical real world scenarios).
- Embodied motivations for abstract *in* and *on* instances.
- Embodied experience and the teaching and learning of L2 prepositions: a case study of abstract *in* and *on*.
- Future research.



CONCRETE, PHYSICAL REAL WORLD SCENARIOS

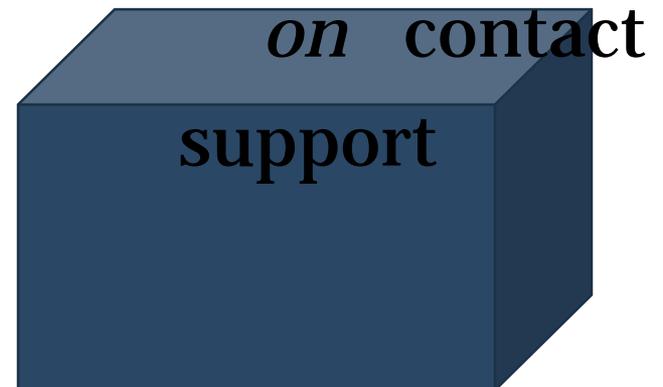
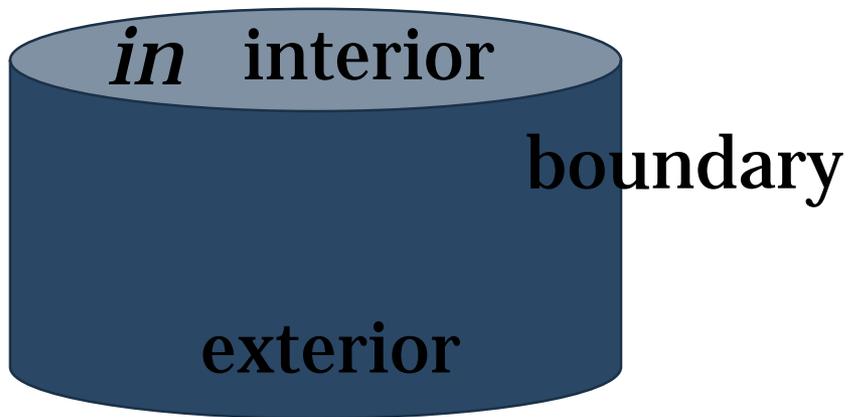


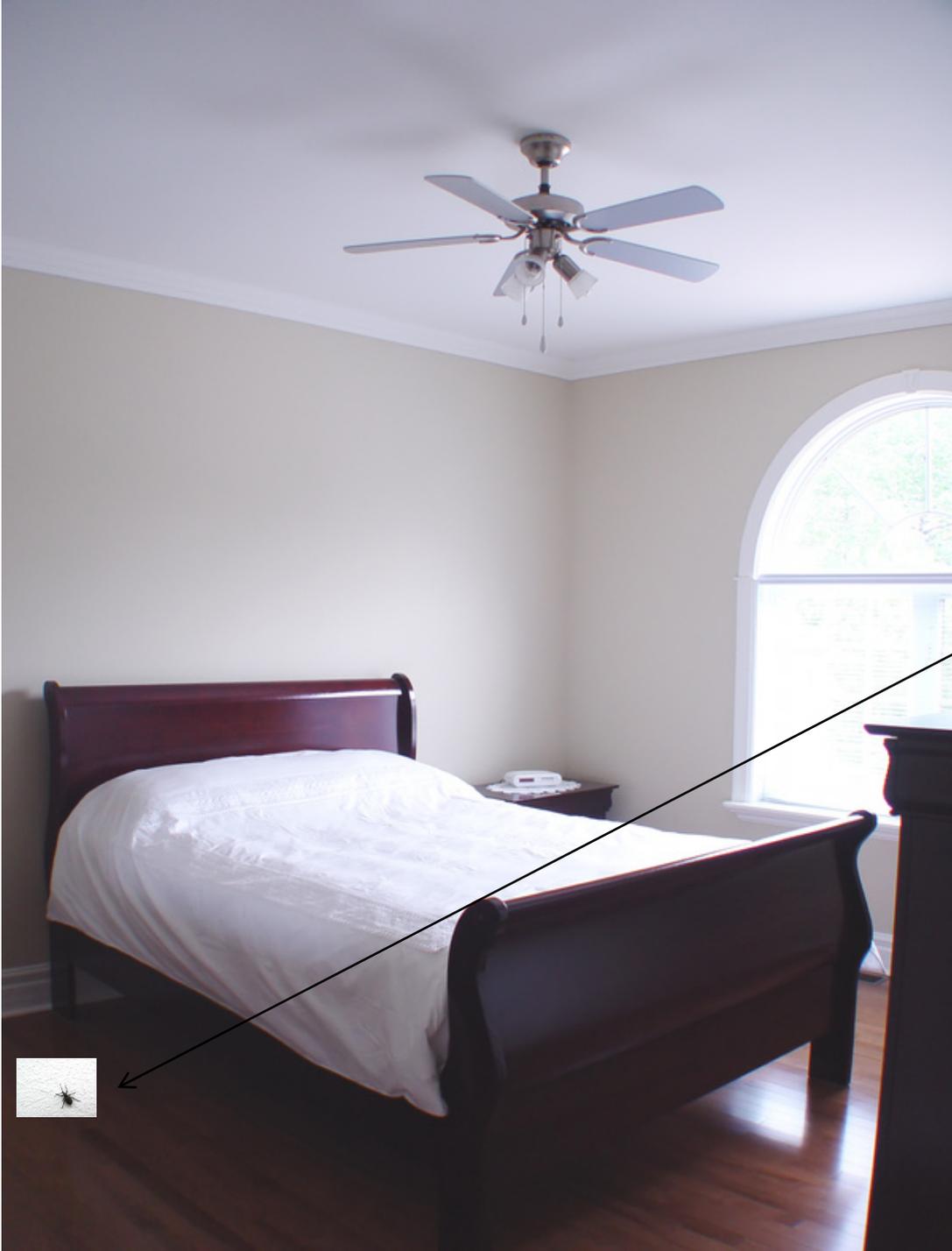
UMEÅ UNIVERSITY

Basic spatial meanings:

in = something is located inside a containerlike entity

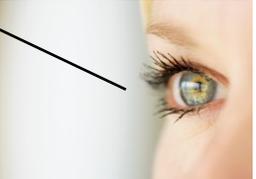
on = something is located on something else



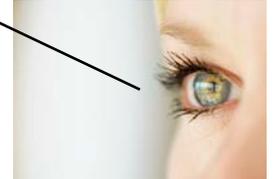




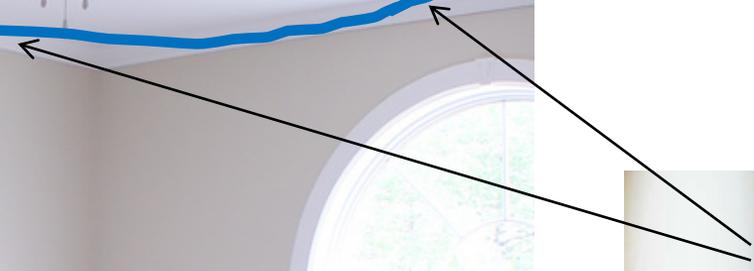
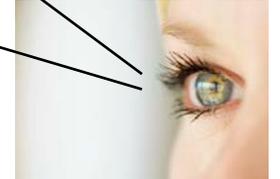
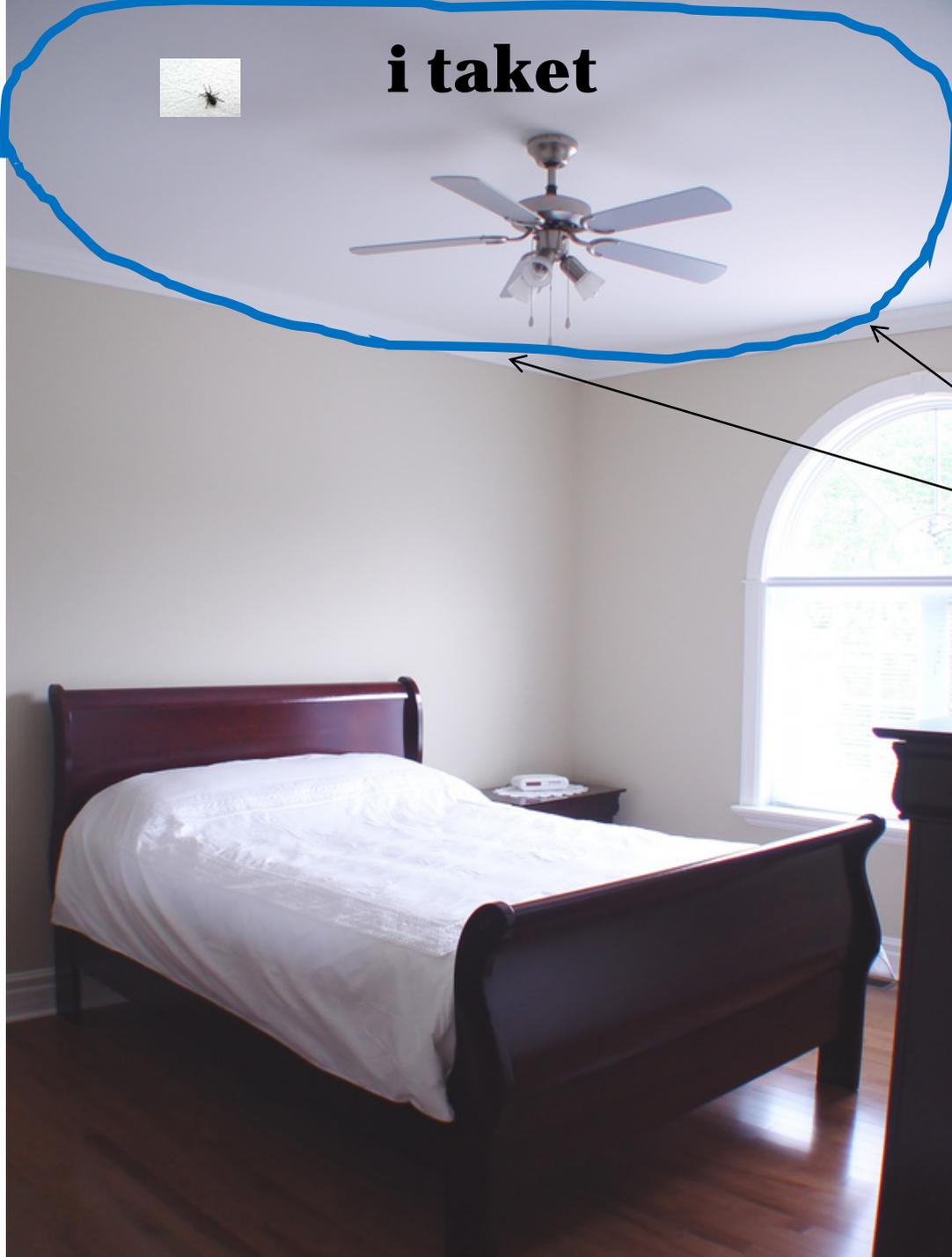
(Tyler &
Evans 2003)

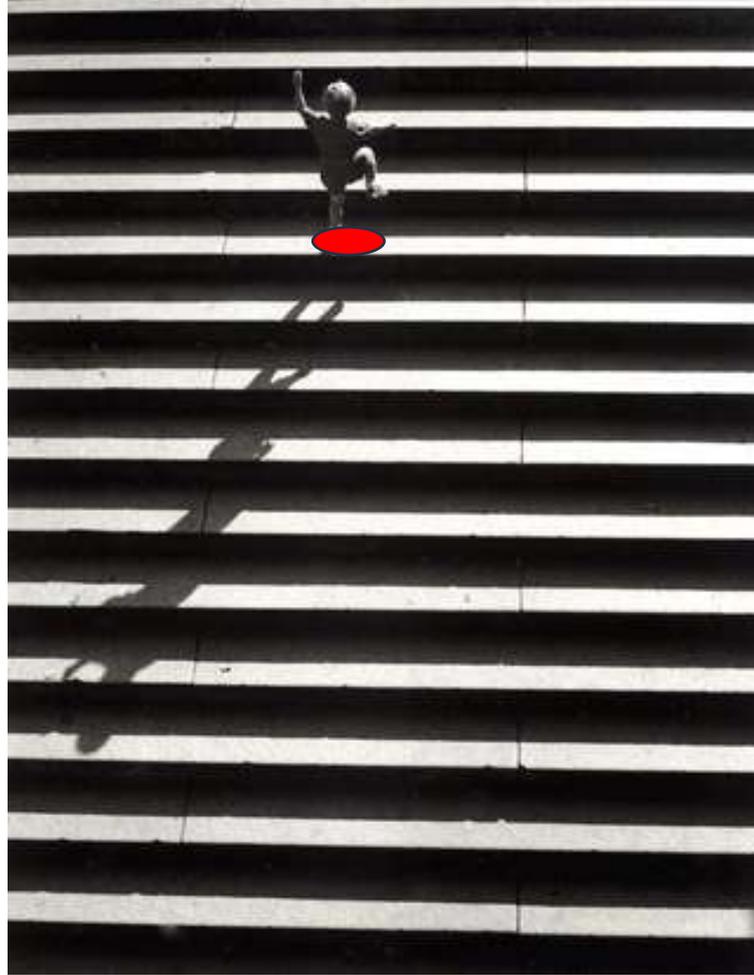


on the ceiling



i taket





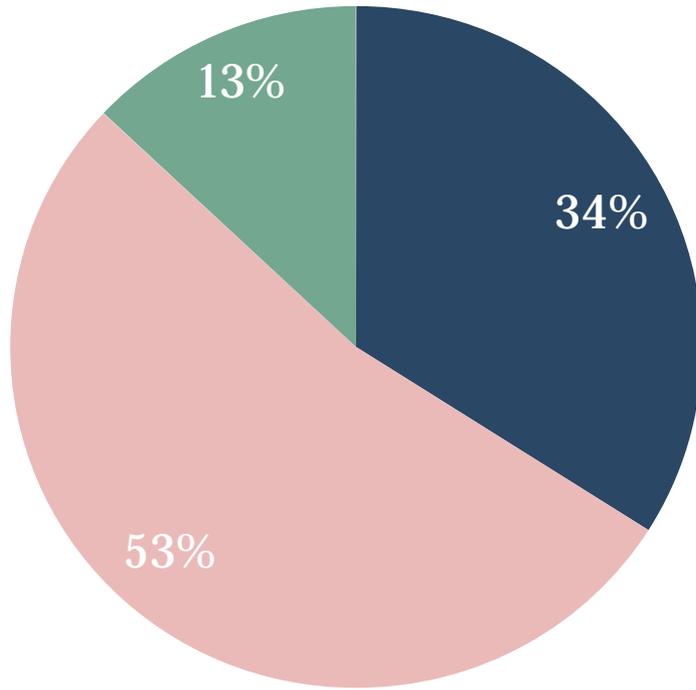
on the steps



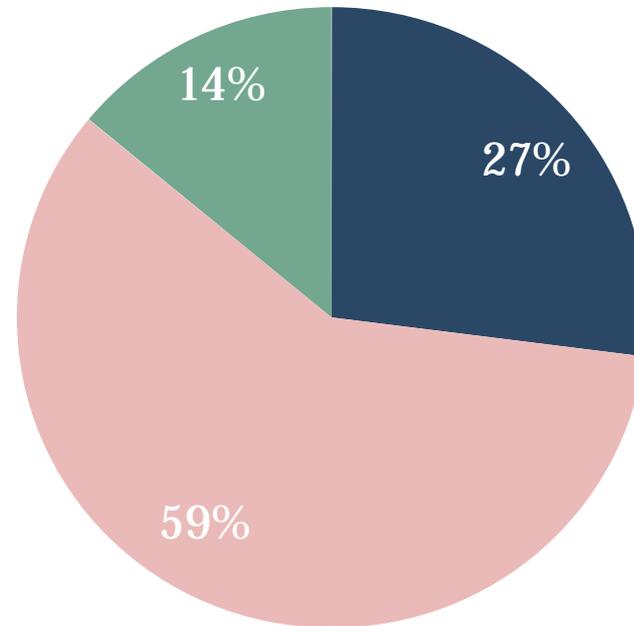
i trappen

NOT ALL *IN AN ON* INSTANCES REFER TO RELATIONS BETWEEN CONCRETE, PHYSICAL ENTITIES:

in



on



- spatial
- abstract
- TIME

1000 random instances of each preposition from the *British National Corpus (the BNC)*

ABSTRACT *IN* AND *ON* INSTANCES

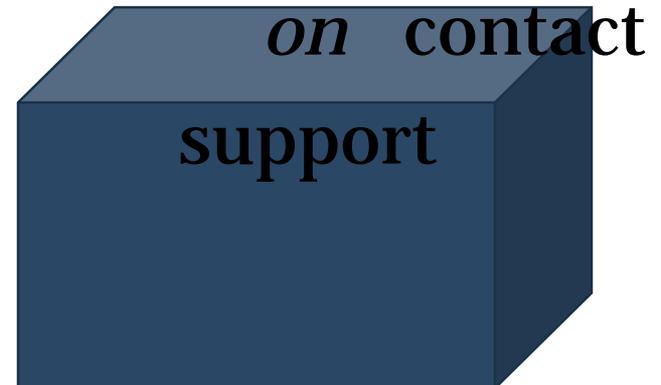
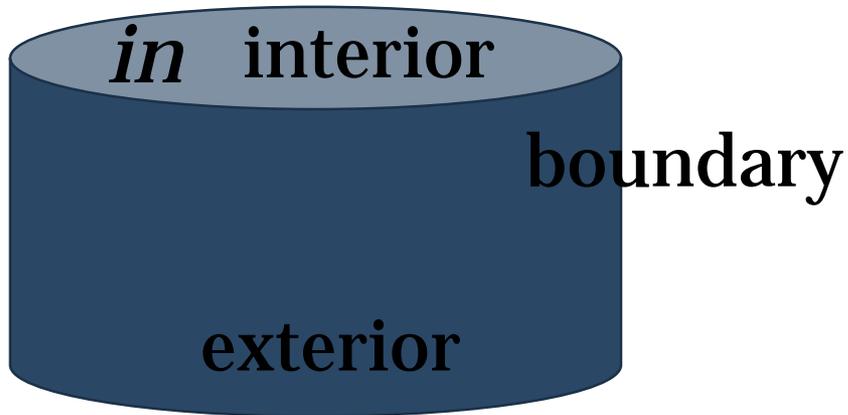


UMEÅ UNIVERSITY

Basic spatial meanings:

in = something is located inside a containerlike entity

on = something is located on something else



ABSTRACT *IN* AND *ON* INSTANCES IN TALK ABOUT ABSTRACT CONCEPTS

sides

foundations

parts of wholes

problems

support

thoughts

opinions

activities

words

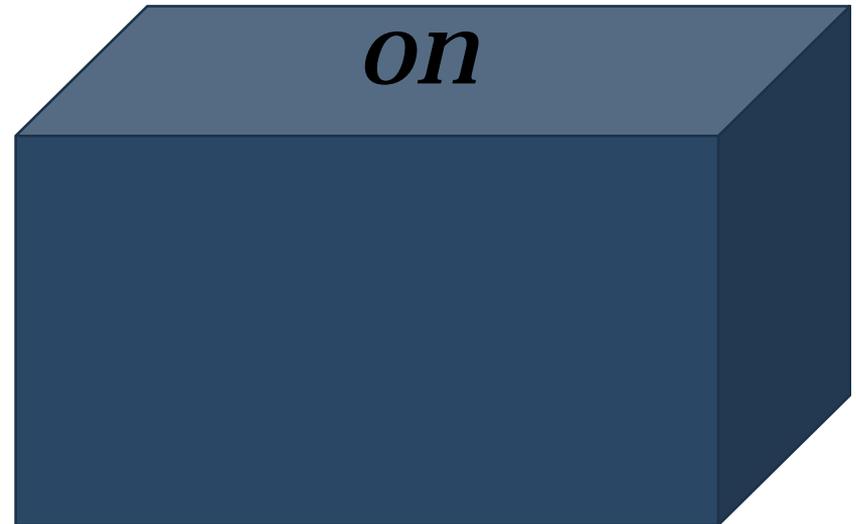
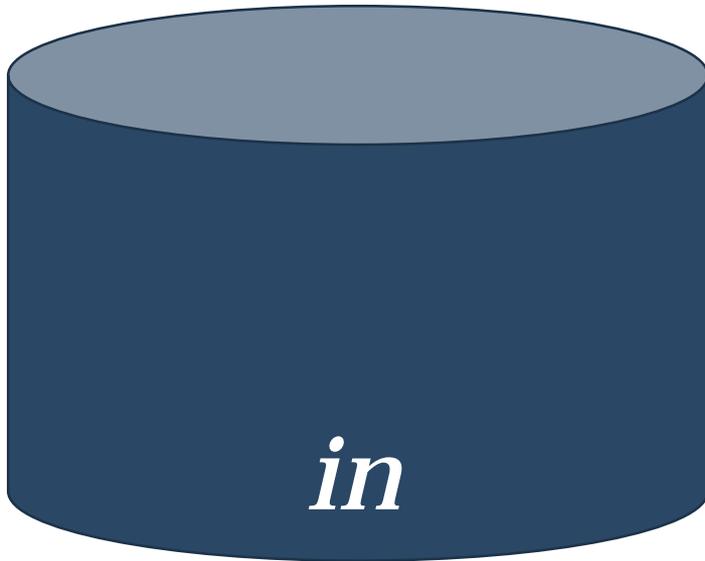
areas

processes



Uses explicable in terms of a match
between the constructions....

...and the quality of the
abstract domains.





Sociolinguistics should therefore **keep in mind** the possibility that...



But **on the basis** that 'there has to be a snag'...

Also, **bear in mind** that the components removed from circuit boards are...

Sociolinguists should therefore **keep in mind** the possibility that some women's more standard speech could reflect...

In some cases, a mother-in-law may openly draw unfavourable comparisons between her son-in-law and her husband (who may be deceased and perhaps over-idealised **in her memory**).

In my opinion Karenin acted in quite an unpredictable way...



OUR MIND IS A CONTAINER > IDEAS ARE OBJECTS

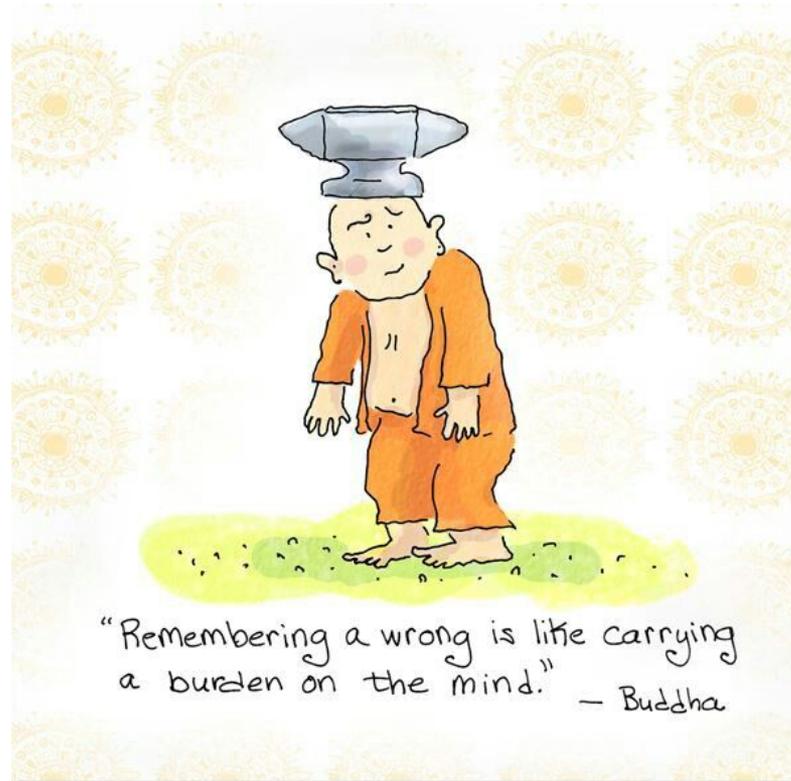


*in my mind
in my memory
in my thoughts
in my opinion*



UMEÅ UNIVERSITY

on my mind



UMEÅ UNIVERSITY

- I no longer think **in terms of** 'further education for not quite all' but of providing access to learning for everyone..
- Part of the fieldworker's problem is to discover how this abstract schema is expressed **in the verbal statements**..
- 'The young man you saw merely exchanged a few words **in English** with me, and his arm was on the back of the seat..



WORDS ARE CONTAINERS FOR MEANING

in a sermon
in talks
in a speech
in a language
in English
in Swedish



(Reddy 1979/1993)



UMEÅ UNIVERSITY

- As the Minister raises his eyebrow, I recommend my excellent **speech on competitive tendering** of 20 January in the House.
- you may wish to write to for **information, booklets or advice on your own problems**
- I think the er Mr from Harrogate is saying it does it does **cast a question mark on the supply dimension of the debate**



ABSTRACT CONCEPTS ARE OBJECTS

speech on
comment on
statement on
give a hint on
information on
cast a question
mark on



Unanimous **voting on** all issues was the rule.

And who is **deciding on** the format?

Agreement was reached on sending humanitarian assistance to Tajikistan.



ABSTRACT CONCEPTS ARE OBJECTS



*decide on
agreement on
give advice on
final word on
doubts on*



ABSTRACT CONCEPTS ARE OBJECTS



*perspective on
outlook on*





The **focus is on** the 1980's.

This **concentration** of effort **on** field work did not last long...



UMEÅ UNIVERSITY

GROUPS ARE CONTAINERS

The awful prospect of dropping a priceless Ming vase, everyone's idea of a nightmare, is minimised by working **in pairs**

In that band, which also had eight members....

For conflict **in marriage** can go both ways.



ON GROUNDS, FOUNDATIONS, BASES

- In New York, for instance, about half as many women as men win scholarships **on the basis** of their school leaving scores on the SAT
- People often object to practising behaviours that they do not usually use **on the grounds** that it isn't natural.
- The NCC favours a fixed licence fee with 100 per cent rebates for people **on income support** or housing benefit.





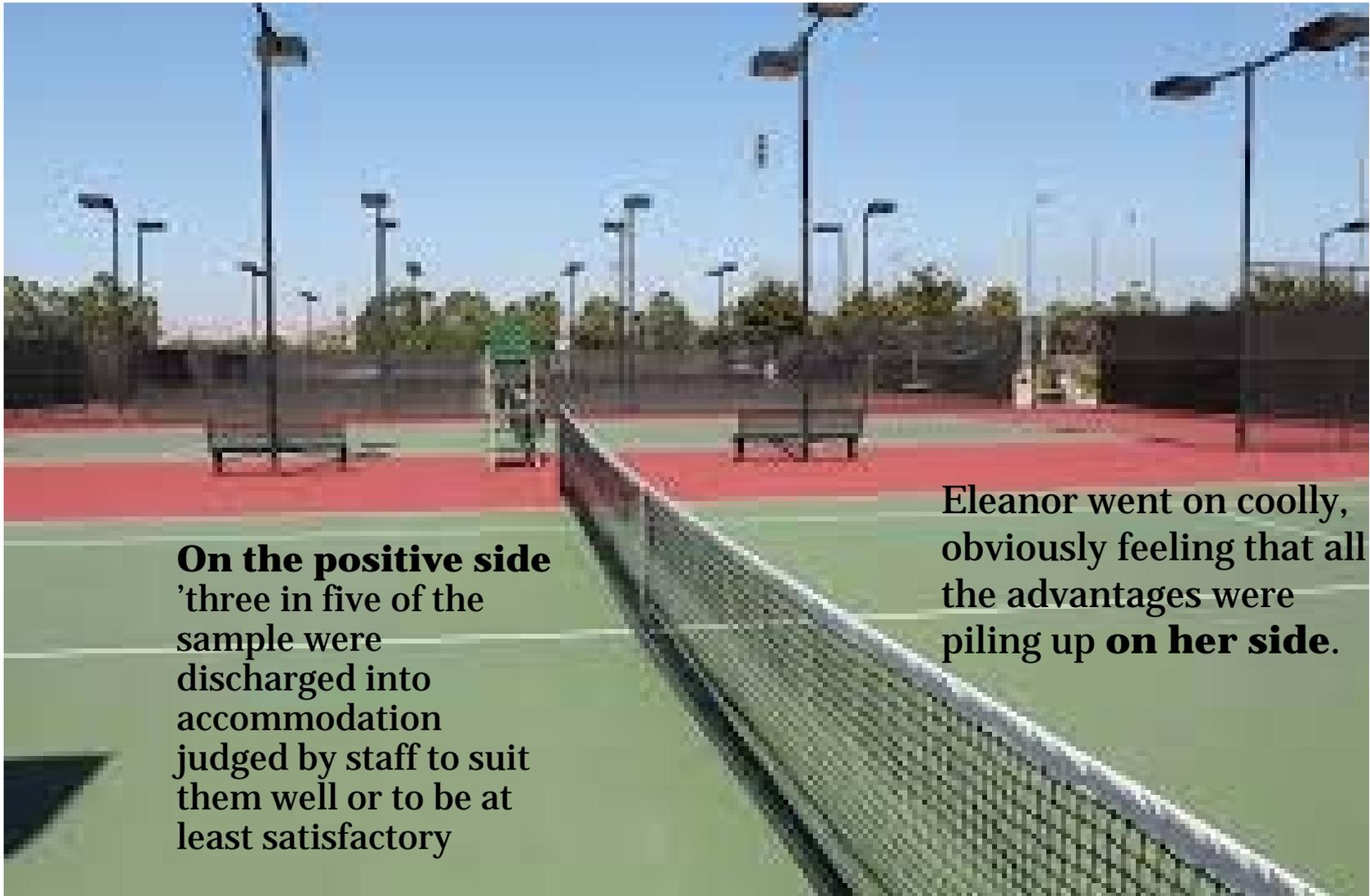
- **On the one hand**, the ‘official’ crime that correctionalists were bent on correcting...
- **On the other hand**, nobody is going to call you full of promise again,’ says Laura, who is heading for 30.



On the positive side 'three in five of the sample were discharged into accommodation judged by staff to suit them well or to be at least satisfactory

Eleanor went on coolly, obviously feeling that all the advantages were piling up **on her side.**





On the positive side
'three in five of the
sample were
discharged into
accommodation
judged by staff to suit
them well or to be at
least satisfactory

Eleanor went on coolly,
obviously feeling that all
the advantages were
piling up **on her side.**



UMEÅ UNIVERSITY

The dead calm actor is, **on the whole**, dead boring.

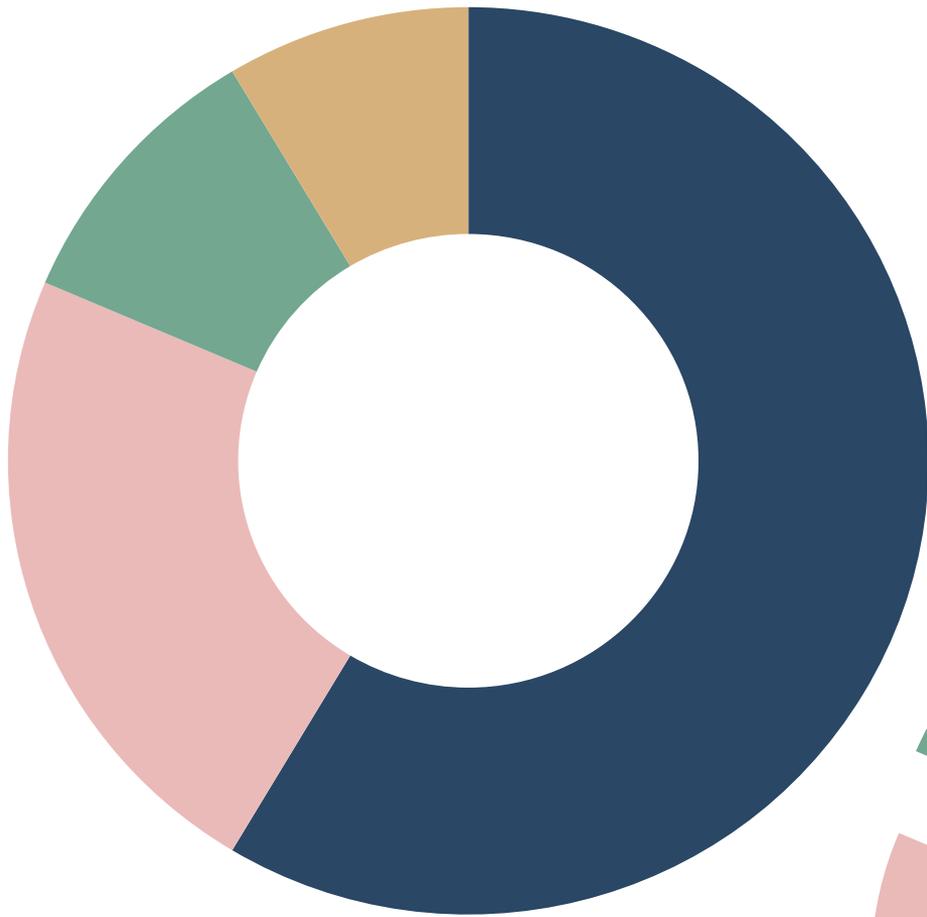


- **On a superficial level** this can be seen in her long and mutually admiring correspondence with Voltaire..
- How would you feel if er a if I said sort of describe how you feel **on a scale** of one to ten?



- **In part** this reflected religious scruples since mechanical explanations for our behaviour were incompatible with religious teaching.
- The Review is to be devoted to research "**in all departments** of its subject“
-and the strike **in the public sector** was





UMEÅ UNIVERSITY

WORK ON

- Scholars from various disciplines have been **working on** these problems since the mid-1940s.
- Should anyone ever make difficult decisions or should he **work on them** — using time as an ally if necessary — until they become easy enough to be made?

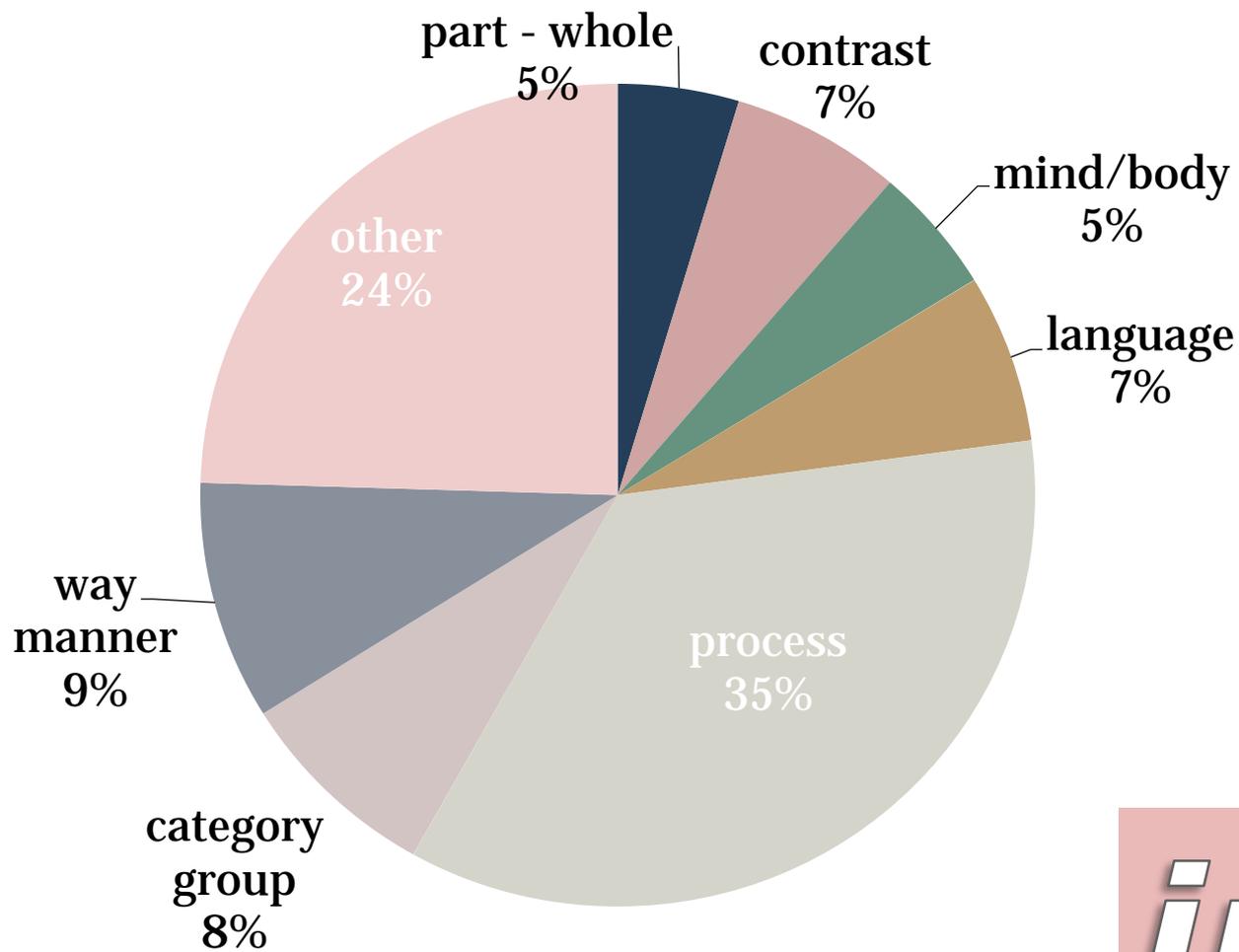


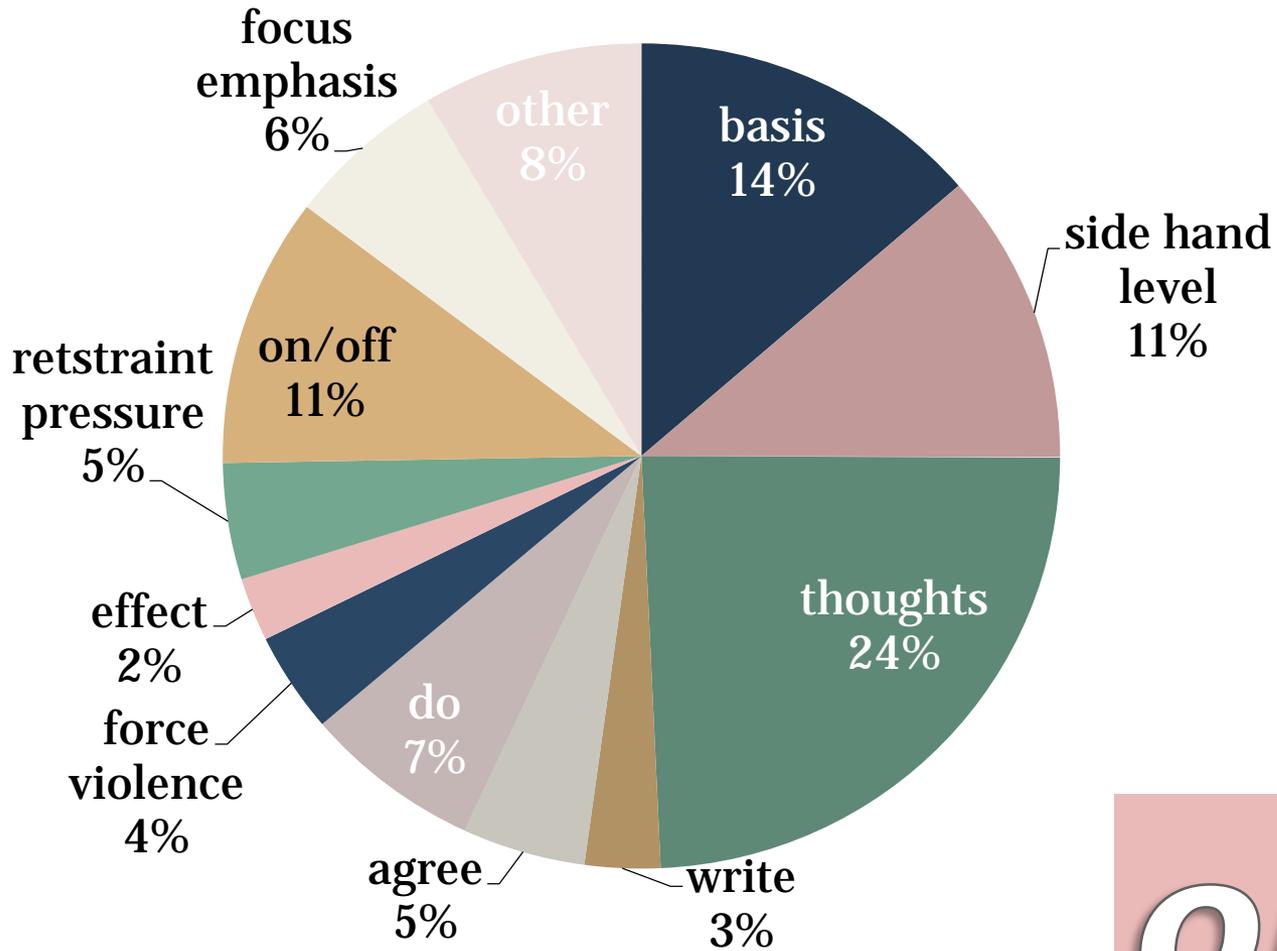
FORCE/EFFECT ON:



- The media **thrived on** Johnson's anxiety.
- Other parents complained that Outram's action was tantamount to **an assault on** the moral innocence of childhood.
- Urwick also **poured cold water on the idea**, believing that boys' clubs, could only cure Hooligans if there were 'a separate club for every
- he had called for suicide **attacks to be launched on** Western and allied interests throughout the world in retaliation for attacks on Iraq.







on

CONCLUSION:

- Tendency for *in* to be used with certain types of abstract concepts and *on* with others.
- Choice of construction – related to a match between basic spatial meaning – and quality of abstract domain.
- The results support studies that show that real bodily action is at the root of meaning conveyed by language.



MEANING - EMBODIED

(Johnson, 1987; 2007, Gibbs 2006)

- “real bodily action is at the root of meaning conveyed by language.”

(Glenberg & Kaschak, 2002:563)

- people automatically construct **imaginative understandings** of metaphors that are **closely tied** to their **mental simulating the actions referred to by these expressions**”

-

(Gibbs and Matlock, 2008:165, see also Matlock 2004, Bergen, 2005; Johansson Falck and Gibbs, 2012)

Usage motivated by body-world knowledge



**HOW CAN BODY-WORLD
KNOWLEDGE BE USED TO
TEACH AND LEARN ENGLISH
PREPOSITIONS?**



UMEÅ UNIVERSITY

EMBODIED EXPERIENCE AND THE TEACHING AND LEARNING OF L2 PREPOSITIONS: A CASE STUDY OF ABSTRACT *IN* AND *ON*.

Two small-scale qualitative experiments.

Participants:

Three 12-year-old L1 speakers of Swedish (two girls and one boy),
(70 minutes)

Six 13 year-old L1 speakers of Swedish (four boys and two girls)
(60 minutes)



PRE-TEST SURVEY

- 1. Presented with random a random set of ***in*** and ***on*** instances from the BNC.
- They knew some of the phrases, but far from all.
- They did not know any rules.

*a clampdown on inflation, in a group of, and be keen on,
the shearing force on*





UMEÅ UNIVERSITY

THE MEANINGS OF *IN* AND *ON*



TIME IS SPACE





**The past is behind you,
learn from it. The future is ahead,
prepare for it. The present is here,
live it.**

CATEGORY 1 INTRODUCED



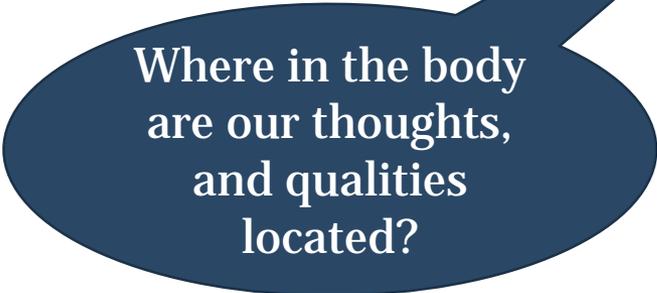
Any common
denomintors
between the
instances?

bear something in mind

keep something in sombody's memory

something good in somebody

a good quality in somebody

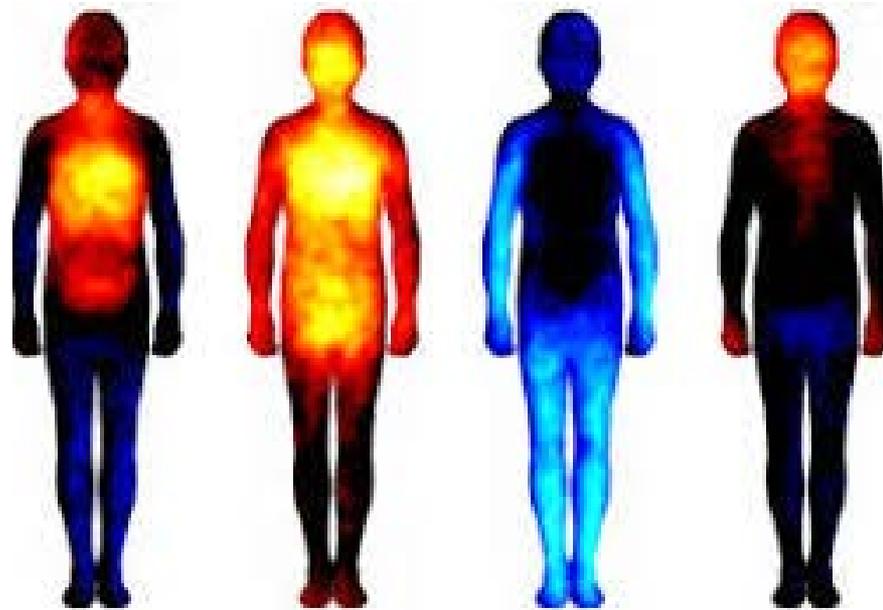


Where in the body
are our thoughts,
and qualities
located?



QUALITIES ARE IN PEOPLE

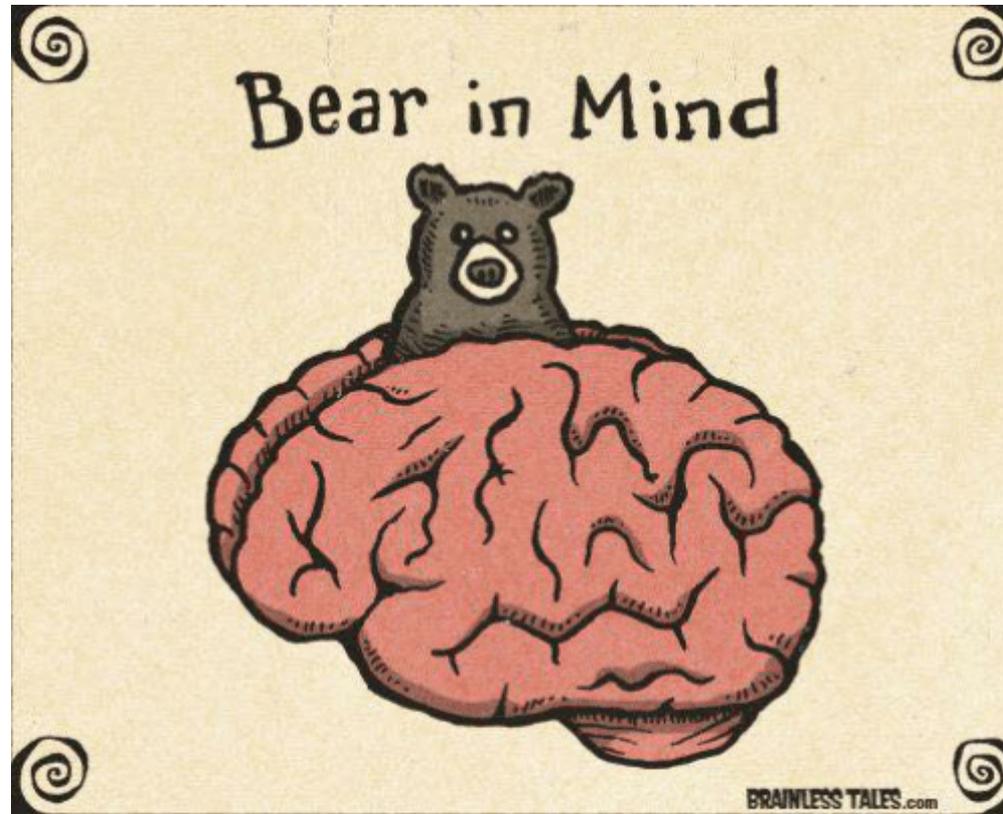
something good in somebody
a good quality in somebody



UMEÅ UNIVERSITY

THOUGHTS, OPINIONS, IDEAS ETC. ARE IN THE HEAD

bear something in mind



BURDENS/DIFFICULTIES/ RESPONSIBILITIES ARE ON US

have something **on one's conscience**

have something **on one's mind**

shame on somebody or something

the burden of proof is on someone

obligations on someone

take on something



These instances deal with
someone's perspective on
something

Have **an opinion on** something

Have **ideas on** something

Have **doubts on** something

Have **a perspective on** something

Outlook on something

Viewpoint on something



”refer to something that is
within an area with a border
around it”

in the field of plastic surgery

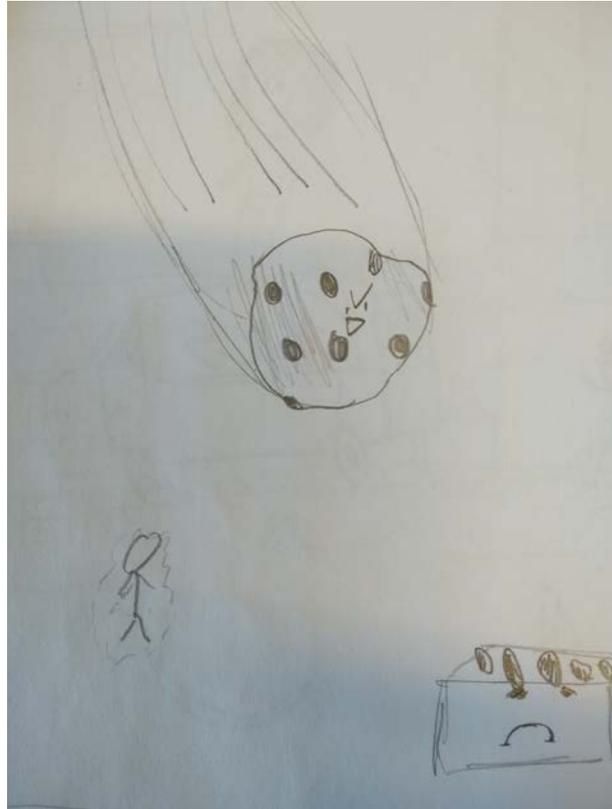
in an area

in a market

in a subject



“a great impact on”



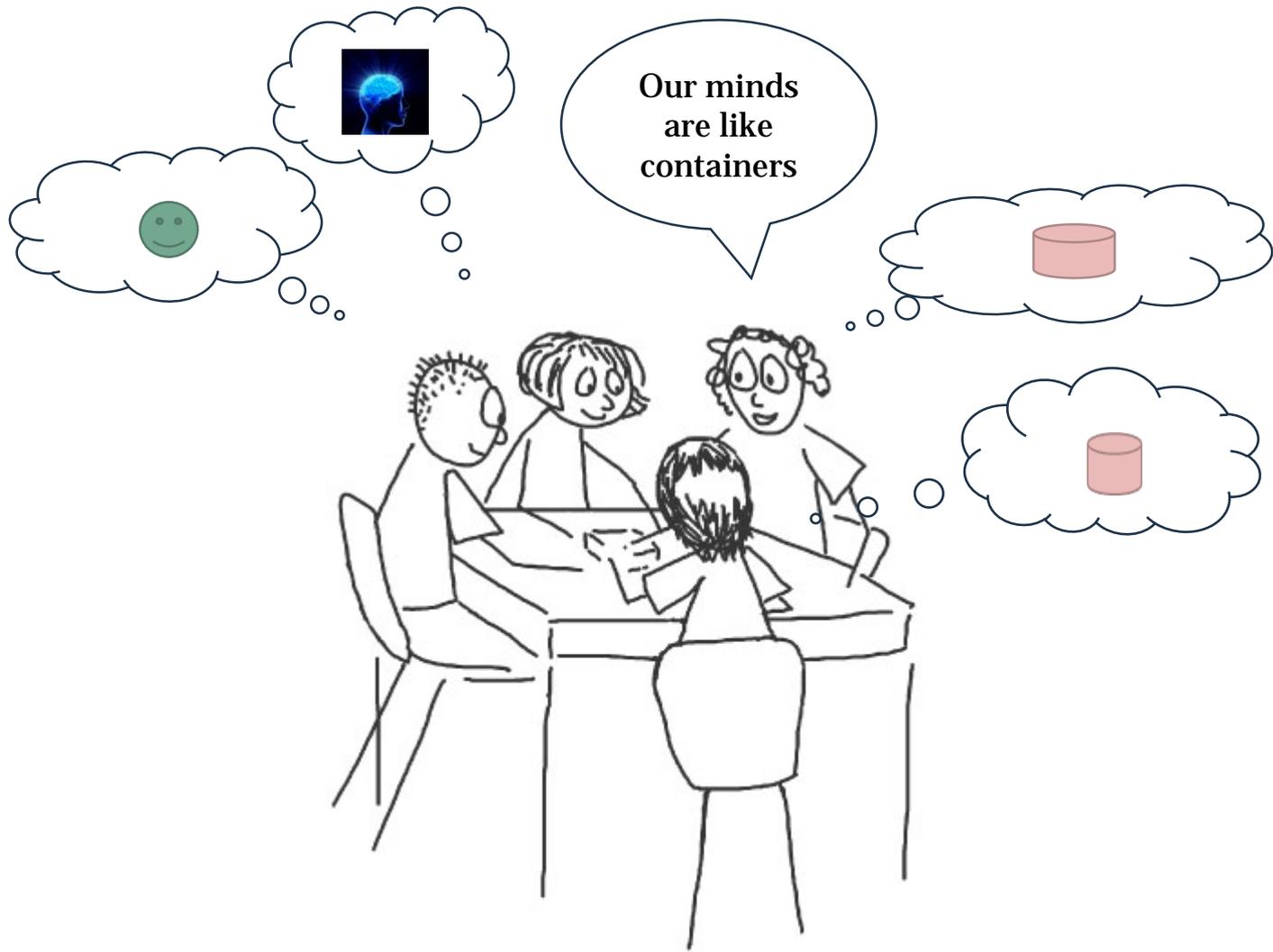
UMEÅ UNIVERSITY



**focus on
concentrate on**



UMEÅ UNIVERSITY



10. Skulle du kalla det här sättet att jobba "jobba med grammatik"? Motivera ditt svar!

Nej jag skulle kalla det
"lär dig grammatik" för
vi lärde mer än vi jobba

THANKS!!



UMEÅ UNIVERSITY

REFERENCES

- Gibbs, R. W. (2006) *Embodiment and Cognitive Science*. Cambridge: Cambridge University Press.
- Gibbs, R. W. and T. Matlock (2008) Metaphor, imagination and simulation: Psycholinguistic evidence. In R. W. Gibbs Jr. (Ed.) *The Cambridge handbook of metaphor and thought*. Cambridge: Cambridge University Press, 247-261.
- Glenberg and Kashak (2002) Grounding language in action. *Psychonomic Bulletin & Review* , 9, 558 – 565.
- Johansson Falck, M. and R. W. Gibbs (2012) Embodied motivations for metaphorical meanings. *Cognitive Linguistics* 23 (2): 251-272.
- Johansson Falck, M. (2017). Embodied motivations for abstract in and on constructions. In *Constructing Families of Constructions : Analytical perspectives and theoretical challenges*. Amsterdam: John Benjamins Publishing Company.
- Johansson Falck, M. (2018). Embodied experience and the teaching and learning of L2 prepositions: A case study of abstract in and on. In A. Tyler, Huang, Lihong, and Jan, Hana (Ed.), *What is Applied Cognitive Linguistics?: Answers From Current SLA Research* (pp. 285-302). Berlin: Mouton de Gruyter.
- Johnson, M. (1987). *The body in the mind The bodily basis of meaning, imagination, and reason*. Chicago: Univ. of Chicago Press.
- Reddy, (1979/1993) The conduit metaphor. A case of frame conflict in our language about language. I A. Ortony (red.), *Metaphor and thought* (s. 164–201). Cambridge: Cambridge Univ. Press.
- Tyler, A. and V. Evans. (2003) *The Semantics of English Prepositions: Spatial Scenes, embodied meaning and cognition*. Cambridge: Cambridge University Press