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Cross-linguistic awareness in an English L4 education setting: Discovering language-specific phenomena in unrelated languages

ABSTRACT. This article shows how deixis and motion events prove to be ideal topics in the stimulation of reflection and enhancement of cross-linguistic awareness among South-Tyrolean speakers of Ladin, who learn English as a fourth language after Italian and German. The initial part of the article illustrates how a translation task that was focused on locative adverbials led students at upper-secondary school to recognise the extreme complexity of their own Ladin L1 adverbial system as compared to the more straightforward binary deictic system of English. The subsequent section shows how secondary-school and university students realised their difficulties in lexicalising motion events in English, arguably due to the different typological tendencies of other languages they learn or have learnt. The video clips that the study participants were asked to describe were subsequently integrated into multilingual and multimodal awareness-raising classes at primary school and in teacher education, where awareness-raising activities are fundamental.

KEYWORDS: contrastive linguistics, typology, learner language, multilingual teaching, cross-linguistic awareness, Ladin.

1. INTRODUCTION

Our contemporary world offers innumerable possibilities for language encounters. Language and thought patterns clash, merge, and change not only in contexts of migration but also in minority-language areas, where local languages are sometimes spoken along with a multitude of more common languages, and where linguistic complexity has increased with the advent of English as an international language. The composition of classrooms around the world often reflects the linguistic heterogeneity of society, and current research largely supports multilingual teaching approaches that encourage an informed use of multilingual repertoires to enhance cross-linguistic awareness, a state which has been defined as multilingual speakers' awareness of and sensitivity to connections between their various language systems (Cummins 2009; Hélot, Frijns, van Gorp

& Sierens 2018; Irsara 2017; Jessner 2006; Kirsch & Duarte 2020; Pinto & Alexandre 2021). A holistic conception of multiple language learning has been taken to include speakers' cross-linguistic and metalinguistic awareness (Hofer 2015). Jessner (2008: 270) stresses that "metalinguistic knowledge and awareness of this knowledge play a crucial role in the development of individual multilingualism", whereby metalinguistic awareness is described as "the ability to focus on linguistic form and to switch focus between form and meaning" (Jessner 2014: 176).

Language learning is not only a social but also a personal process of development. Individual reflection on languages can lead to cross-linguistic discoveries and new insights that can be most stimulating for engaged learners of different ages, who can develop better metalinguistic awareness of their first language while increasing their knowledge of other languages. Against said backdrop, this article aims to promote the value of cross-linguistic reflection in language learning and teaching by providing examples of contrastive analyses that eventually led to multilingual classroom activities from primary to tertiary level.

The initial part of the article provides an empirical example that shows how locative deixis proved to be an ideal topic for the stimulation of reflection and enhancement of cross-linguistic awareness, stressing the value of judiciously used translation tasks in adult language-learning contexts due to their potential for highlighting linguistic similarity and variation between and within languages. Translators need to conceptualise constructions of at least two languages, whereby translation processes can become discovery learning experiences that lead to greater knowledge of both the source and target languages.

Locative deixis is a key component in the expression of motion events, which are addressed in the second part of this article. By emphasising the virtual lack of explicit teaching of motion verbs in class, Treffers-Daller and Tidball (2016) provided a springboard for discussions about pedagogical implications of typological analyses of motion events, which can be understood as situations in which a figure moves from one location to another (*translational* motion) or keeps moving while maintaining the same basic location (*self-contained* motion) (Talmy 2000). This article presents an example of how specific motion-event descriptions across languages found a place in the curricular subject *Integrated Linguistic Education* (Ladin: *Educaziun Linguistica Integrada* – ELI), which is offered in South-Tyrolean Ladin schools and teacher training programmes. The subject is based on the concept of the so-called *Integrated* or *Integrating Multilingual Didactics* (IMD), a teaching framework that (in its narrowest sense) focuses on finding and exploiting inter-language similarities, and increasing learners' cross-linguistic awareness (Cathomas 2015; Le Pape Racine 2007). Ladin speakers constitute the majority (between 89.70% and 97.66%) of the population in the four municipalities in the middle and upper parts of Val Badia, where this

study took place (ASTAT 2012)[1]. Nonetheless, due to their geo-political and geo-cultural context, Ladin speakers have ongoing contact with Italian and German, both of which they learn from an early age in everyday life and school contexts. English is generally learnt as a fourth language, officially taken up by the younger generations in grade four of primary school with two hours of tuition a week until grade eight and slightly more at upper-secondary school. Ladin teachers are multilingual and trained to operate in a school environment where trilingual and quadrilingual practices are common, and where a certain degree of cross-linguistic awareness of the local languages is an expected learning outcome at the end of primary school.

2. ADVERBIAL LOCATIVE DEIXIS IN ENGLISH AND LADIN

Intrinsically deictic expressions form defined lexical lists across languages and require a knowledge of contextual information in order to be interpreted (Vanelli 1995). The English spatial adverbs *here* and *there* express a positive and negative relation (characteristically proximity and distance) to the deictic centre or *origo*, which is constituted by the speaker's location at the moment of utterance, or by the point reached by the discourse in the textual use of deixis. The locatives *here* and *there* can serve a number of pragmatic functions, the most basic of which is the exophoric function wherein they orient the addressee in the extralinguistic situation physically surrounding the interlocutors (Diessel 1999). Exophoric locative adverbials can be accompanied by pointing gestures and glances in the *demonstratio ad oculos*, in the interlocutors' immediate perceptive space (Bühler 1999 [1934]). Exophoric deictics are characteristic of oral communication. Deictic expressions that occur in direct speech in narrative fiction have been argued to be endophoric, in that "a fiction is to be constructed from the text itself, so that all reference within it must ultimately be endophoric" (Halliday & Hasan 1976: 50), and "the reader is not part of the fictional world and so cannot physically look around him / herself for the referent" (Emmott 1994: 158).

Like English, Ladin has a binary, egocentric, or speaker-oriented locative adverbial system, in which *chiló* < *eccu illoc* 'here' and *dailó* < *(de) ad illoc* 'there' (Kramer 1989: 112) indicate a location regarded as being inside and outside of the speaker's area[2]. Moreover, the Ladin spatial system has two diametrically

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[1] This article adopts the term *Ladin* in a simplified way to refer to a sub-area of the broader Ladin or Rhaeto-Romance region, focusing on the Ladin variety spoken in the middle and upper parts of Val Badia.

[2] The forms *ailó* and *iló* are alternatives to *dailó* 'there' and are documented in Mischì (2000) for the Ladin variety in the central part of Val Badia.

opposed particles of direction: *ia* < *via* 'thither' and *ca* < *eccu(m) hâc* 'hither' (Kramer 1989: 19), which typically express motion away from and towards the speaker on a level surface, or in a real or imaginary straight line (Irsara 2009, 2010, 2015). Furthermore, the system comprises an idiosyncratic set of adverbs that begin with *ca*- < *eccu(m) hâc*, *cora*-[3] < *eccu(m) illac*, and *la*- < *illac*, which are combined with the dimensions 'thither', 'up', 'down', 'inside', and 'outside', as shown in Table 1. Geographically, *ite* 'in' and *fora* 'out' indicate upstream and downstream directions, inwards and outwards from the valley.

Table 1. *Ca*-, *cora*-, and *la*- adverbs

Ca- adverbs	*Cora*- adverbs	*La*- adverbs
caia '-thither'	*coraia* '-thither'	*laia* '-thither'
cassö '-up'	*corassö* '-up'	*lassö* '-up'
cajö '-down'	*corajö* '-down'	*lajö* '-down'
caite '-in'	*coraite* '-in'	*laite* '-in'
cafora '-out'	*corafora* '-out'	*lafora* '-out'

Source: Irsara 2015.

An investigation of the pragmatic functions of the three sets of adverbs highlighted the following shared and specific characteristics:
   – The *cora*- and *la*- adverbs indicate locations viewed by the speaker as somehow distant.
   – The *ca*- adverbs refer to places considered by the speaker to be somehow proximal. Except for *caia,* the *ca*- adverbs can indicate locations that coincide with the speaker's position at the moment of speaking.
   – The *ca*- and *cora*- adverbs can indicate discourse-new locations and be accompanied by pointing gestures.
   – The *la*- adverbs only indicate hearer-old locations and are not used gesturally (Irsara 2009, 2010, 2015).

Territorial features play a major role in the directional adverbial system of Ladin, in which precise paths can be tracked in a distinctive way by combining a series of locative particles, whose syntactic position is also significant. The speaker in (1) suggests that the listener should take a specific direction to join him or her. While the speaker in (2) emphasises the end position, the speaker in (3) highlights the path, positioning the directional particle *ca* 'hither' after *chiló*

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[3] The spelling complies with new orthographic conventions, but *cora*- is generally pronounced with /ʊ/, while the stress falls on the second locative element.

'here'. Similarly, the directional *ia* 'thither' occurs after *dailó* 'there' in (4) and can indicate either a specific path or a generic area.

(1)	Ví		ma	*chiló*	*ca*	y	*sö*! (Ladin)
	Come.2SG.IMP		PTCL	here	hither	and	up[4]
	'Come up this way!'						
(2)	Ví		ma	*ca*	*chiló*! (Ladin)		
	Come.2SG.IMP		PTCL	hither	here		
	'Come over here!'						
(3)	Ví		ma	*chiló*	*ca*! (Ladin)		
	Come.2SG.IMP		PTCL	here	hither		
	'Come over here!'						
(4)	Ël	é	jü	*dailó*	*ia*. (Ladin)		
	He	is	gone	there	thither		
	'He has gone that way / somewhere there.'						

Section 3 shows that the lack of direct equivalence between the English and Ladin systems produced a variety of translation outcomes among students, who recognised the high salience of adverbial demonstratives and path descriptions in their L1.

3. INCREASING AWARENESS OF LOCATIVE DEICTIC ADVERBS IN STUDENTS' L1

The composite spatial deictic system of Ladin has long remained unexplored, and it is still only partially addressed in grammar books, meaning that speakers of the language usually lack awareness of this aspect despite using the nuances of the system regularly in natural everyday settings. Given its predominantly oral nature, the question arose as to whether the complex deictic repertoire of Ladin would emerge at least in part in written learner translations, or whether its distinctive features would be entirely absent. The aim was to ascertain the extent to which learners would vary or conform in the translation of English deictic elements into their first language, Ladin, and to rationalise possible discrepancies. Some variation was expected due to the high number of locatives available in the Ladin deictic system and the degree of interpretation involved in the translation of deictic elements, such as English *here* and *there*, which do not presuppose absolute measures of distance. As emphasised by Singer and

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[4] SG = singular; IMP = imperative; PTCL = particle.

Lea (2012: 92), "detecting the spatial configuration described in discourse often depends on bridging inferences rather than explicit assertions".

The study involved 28 speakers of Ladin, aged 18–22, who lived in the central and upper regions of Val Badia. English was their fourth language, in which they attained B1–B2 level on the CEFR, whereas they were at a higher level of Italian and German proficiency. The participants translated eleven extracts from an English version of Preußler's (2001) *The Little Water-Sprite*, the choice of which was motivated by the large number of locative adverbs in direct speech. The translation task was paper-based, and it was completed in class under test conditions.

A qualitative analysis of the translated narrative excerpts confirmed the hypothesis that the task would elicit a variety of responses, including proximal and distal adverbs, such as *chiló* 'here', *dailó* 'there', *ca-*, *cora-*, and *la-* adverbs. The participants imagined portrayed scenes in various ways, or emphasised different spatial aspects in their translations; for instance, in the Ladin rendering of the extract in (5), in which the story protagonist points to a figure's location at some distance from him, using the adverbial of place *over there*.

(5)   Suddenly the little Water-sprite pointed. "A water-sprite!" he cried joyfully. "What a huge one!"
"Where?" asked Father Water-sprite, half-closing his eyes so as to see better.
"**Over there**", said the boy. He pointed to a figure just coming over the hill. "Can't you see him?" (*The Little Water-Sprite*)

Table 2 illustrates that English *over there* in (5) above was translated into Ladin in nine different ways by the participating students.

Table 2. "**Over there**", said the boy. He pointed to a figure just coming over the hill (*The Little Water-Sprite*)

Ladin translations	Numbers
dailó 'there'	8
caia 'over there'	8
coraia 'over there'	4
chiló 'here'	2
laia 'over there'	2
lassö 'up there'	1
dailó ia 'there thither'	1
da chëra pert 'on that side'	1
sura chël 'on that'	1

Source: current study.

As can be seen in Table 2 above, fifteen participants chose expressions with the directional particle *-ia* 'thither', and therefore kept the sense of trajectory across an area expressed by the English *over* in the source text. Eight participants opted for *caia* 'over there', while four of them chose the arguably more specific *coraia* 'over there'. The English *over* was disregarded by a number of participants, eight of whom selected the distal adverb *dailó* 'there', while two of them interpreted the indicated location as being inside the speaker's area and chose the proximal *chiló* 'here'. One participant used *lassö* 'up there', imagining the referent in a higher position, an interpretation that might have been elicited by the English *over*, which also expresses the meaning of 'above' in certain contexts. The prepositional phrase *over the hill*, which follows *over there* in (5), might have reinforced the image of the figure on top of the hill before his descent. Another student also interpreted the scene along similar lines, translating the English *over there* with the Ladin *sura chël* 'above that', which is inappropriate in (5). The use of the Ladin *lassö* 'up there' in the context of (5) is also disputable, given the characteristically endophoric and non-gestural function of this locative, which indicates hearer-old locations. The selection of *lassö* 'up there' is ascribable to cross-linguistic influence from the formally similar L2 Italian *lassù* 'up there', which can be employed exophorically and gesturally. Similarly, the Italian expression *da quella parte* 'that way' might have influenced the choice of the Ladin *da chëra pert* 'on that side', which is functionally different from the Italian expression and questionable in the context of (5).

A similar degree of variety was found in most of the translated extracts, where students partly changed the fictitious situations portrayed in the source text, opting for Ladin forms that encode different spatial dimensions of distance, precision and directionality, among others. The study results were discussed with the participating students with the aim of broadly estimating their awareness of the adverbial deictic system of their first language, Ladin, and of showing them how cross-linguistic reflection can enhance metalinguistic awareness of aspects in their first language as well as in other languages they study. On seeing the multifarious translation results, the students realised that rendering English locatives into Ladin requires semantic and pragmatic interpretation, intuition, and introspection, and that it involves a number of subjective judgements. The extent of interpersonal variation in the translation of deictic elements caused surprise and mild amusement among teachers and students, some of whom admitted reflecting at length upon appropriate translations of nominal expressions, while largely disregarding spatial adverbs. The students reported that they had never reflected upon the deictic adverbial system of their L1, but, when it was presented to them, they confirmed that they recurrently used the spatial expressions and combinations illustrated, although they

lacked explicit knowledge about their pragmatic uses. They started considering contexts where they would use compound expressions to describe trajectories and the examples given, which enabled them to detect regularities and to draw parallels and contrasts between their different languages. Dialectologists have pointed out that it is common for regional and less standardised varieties to display lower type-token ratios in the verbal and nominal lexicon but more complex structures. They have also argued that the use of complex deictic adverbial systems might be a possible feature of various linguistic varieties spoken in mountainous areas (Berthele 2004, 2006; Irsara 2015; Prandi 2015). Nonetheless, the students were surprised that a smaller local language, such as Ladin, could have linguistic aspects that are more complex than those in major languages, such as English. While this group of learners increased their awareness of deictic elements and path particles in their L1, other groups were led to notice the high-manner salience of verbs in their L4 as opposed to their L1, as illustrated in Sections 4 and 5.

4. PREFERRED MOTION LEXICALISATION PATTERNS

The semantic category of path constitutes the basis of Talmy's (1985) early typology of motion events, according to which verb-framed languages most characteristically lexicalise the core semantic component of path in a verb root, whereas satellite-framed languages express it in a separate constituent. Languages also vary in how they typically verbalise manner of movement. Satellite-framed languages tend to exhibit larger repertoires of manner-incorporating verbs than verb-framed languages, which tend to express the optional co-event of manner outside of the main verb or omit it altogether (Slobin 2000; Verkerk 2015). While English and German belong to the satellite-framed group of languages, contemporary standard Italian is largely verb-framed (Berthele 2006; De Knop 2020; Slobin 1996b, 2004; Spreafico 2009). Embracing the widely accepted proposal to place languages on a cline of manner and path salience, Ladin is best described as a low-manner and high-path salient language, given its limited lexicon of manner-of-motion verbs and its elaborate system of path specification. Considering typical features of the language, it might be argued in line with Ibarretxe-Antuñano (2009: 410) that there is a connection between path salience and characteristics such as "space and motion lexicon, word order, verb omission, redundancy, language orality, and culture". Ladin displays a verb-second word order and is conceptually oral in nature, which might partly explain its wide use of semantically light verbs and its large set of directionals.

Finally, spatial orientation must have been significant in the social and cultural system of mountain farming in the Ladin territory.

Slobin (1996a, 2000) argues in his thinking-for-speaking hypothesis that speakers of typologically different languages are trained by their L1 to pay different kinds of attention to manner details when they describe motion events (which are habitually described with different patterns in different languages), so that verbalising motion in an L2 might require some mental restructuring. Speakers of English and German are, for instance, encouraged to elaborate on manner, which is typically encoded in numerous motion verb roots and implies no additional linguistic effort. In contrast, speakers of Italian and Ladin usually need to make additions to the main verb in order to provide information on manner, which they tend to limit to instances where manner is worth addressing for some pragmatic or stylistic reason. Speakers of low-manner salient L1s, such as Italian and Ladin, might therefore tend to overlook the high-manner salience of English, consequently failing to acquire a good range of target-like manner-of-motion expressions when learning this language. The scarcity of negative feedback that learners receive when they overuse basic motion verbs that do not necessarily result in ungrammatical utterances has been partly blamed by Alghamdi, Daller and Milton (2019) for learners' difficulty in learning more specific manner-of-motion verbs. Alghamdi *et al.* (2019: 83) argue that "with the lack of negative feedback and deliberate teaching, the only possible way available for the learners is through incidental learning from the frequency in the input". However, target-language exposure tends to be limited in foreign language learning contexts, where teachers are often the main source of input.

5. INCREASING AWARENESS OF ENGLISH MOTION VERBS IN PRIMARY AND TERTIARY EDUCATION

In the light of the context described above, the present study set out to ascertain learners' knowledge of a number of English motion verbs and to plan and implement awareness-raising teaching activities around them. The study zoomed in on nine specific verbs that describe human ways of moving and jumping, namely *walk*, *run*, *jump*, *hop*, *skip*, *crawl*, *tiptoe*, *gallop*, and *climb*. A total of 118 Trentino-South Tyrolean university students aged 20–22 who had reached B1–B2 level on the CEFR were asked to describe the movements performed by a girl in nine short video clips with the aim of ascertaining their ability to use these manner-of-motion verbs in English. The group of participants was composed

of 13 speakers of Ladin, 44 speakers of Italian, and 61 speakers of German, all of whom reported having some knowledge of both Italian and German[5].

Table 3 shows that all the Ladin participants and the majority of the Italian and German speakers used the verbs *walk*, *run*, *jump*, and *climb* in the video-description tasks, whereas the verbs *hop*, *skip*, *gallop*, *tiptoe*, and *crawl* were seldom used by the three learner groups.

Table 3. The use of *walk*, *run*, *jump*, *hop*, *skip*, *gallop*, *tiptoe*, *crawl*, and *climb* in the video-clip descriptions

Videos	Verbs	Ladin speakers (13)	Italian speakers (44)	German speakers (61)
1	*walk*	13	44	57
2	*run*	13	44	61
3	*jump*	13	44	60
4	*hop*	/	1	/
5	*skip*	/	/	/
6	*gallop*	6	1	1
7	*tiptoe*	/	/	/
8	*crawl*	/	/	3
9	*climb*	13	42	61

Source: current study.

As shown in Table 3 above, the verb *hop* was only used by one participant, although the acquisition of the English *hop* is expected at the beginner level A1 Movers (UCLES 2016, 2018). It was hypothesised that the English *hop* would be used most frequently by speakers of German because of the formal similarity with the German *hopsen* 'bounce, hop, lollop, skip' (*LEO dictionary*, 2006–2021). Contrary to this prediction, *hop* was not used in the German group to describe the girl moving by jumping on one foot. However, nine speakers of German used the English *hop* for the video clip that featured the girl skipping from one place to another, where the German *hopsen* was also used by six participants in this group. While the English *hop* is unsuitable to describe a girl who is *skipping*, moving lightly by making one small jump after each step, the German *hopsen* is more acceptable, so *hop* and *hopsen* appear to be false friends in this context of use. Although the expression *skipping rope* might have been familiar to learners, no participant was able to actively use the verb *skip* for the video clip where the

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[5] Although the participants' precise level in Italian and German L2 could not be ascertained within this project, students entering the Faculty of Education of the Free University of Bozen-Bolzano must certify a B2 level in their L2, which is most often Italian or German. After two years, they also need to certify a B2 level in their L3.

girl moved forward by jumping lightly on alternate feet. Similarly, no learner in the three groups actively used the verb *tiptoe* in this context, using alternative or periphrastic expressions instead. The limited use of certain verbs, such as *hop* and *skip*, was foreseen due to their specificity of use and cross-linguistic differences, whereas the verb *gallop* was expected to be used by a high number of participants because of cross-linguistic similarities. Although a human forward-slide movement might be argued unsuitable to elicit the verb *gallop*, which is most readily associated with a horse gait, linked expressions including the noun *horse* were employed by 52 speakers of German, 20 speakers of Italian, and 5 speakers of Ladin, showing that learners had recognised this specific locomotor movement, but that they could not recall the English word *gallop* despite its formal similarity to the Ladin, Italian, and German terms. Hence, positive transfer did not take place on this specific occasion, possibly suggesting that learners might benefit from training in the exploitation of cross-linguistic similarities.

As illustrated in Table 4, the verbs *jump, walk*, and *go* were the most frequently used by the three groups, while gaps were also rather common and further highlighted learners' difficulties in completing the description task.

Table 4. Most commons verbs and gaps in the video-clip descriptions

Verbs	Ladin speakers (13)	Italian speakers (44)	German speakers (61)
jump	31	118	161
walk	29	117	128
go	4	6	35
blank	15	41	40

Source: current study.

The results above provided the basis for a multilingual and multimodal lesson on motion events that was arranged for beginner primary-school classes in the Ladin territory of South Tyrol within the framework *Integrated / Integrating Multilingual Didactics* (IMD). The overall objectives of the lesson were to have children reflect upon cross-linguistic issues pertaining to movement descriptions, and to give them controlled practice in using the selected verbs (as discussed in the paragraphs above) by letting them experience the linguistic items in a multisensory way. Objectives were therefore included that related to academic skills or learning strategies, such as learners' ability to recognise cross-linguistic differences and similarities.

The lesson took place in a physical-education room and started with two German-English bilingual songs designed to create interest, stimulate learner engagement, and lay the foundation for the learning experience. These were

action songs that included motion verbs and combined rhythm, melody, mime, and group dancing. Physical movement was also included in the subsequent presentation-stage activities, where previously selected motion verbs were presented to the pupils through various total-physical-response (TPR) activities[6].

The physically engaging activities were followed by a reflection session, where pupils sat down in a circle and watched the video clips that had been prepared for the data collection presented earlier in this article. The pupils observed the manner in which the girl moved forward in the video clips, and described her way of moving in Ladin, Italian, and German. The English verbs were practised by matching picture and expression cards that had been manually prepared and laminated by the teacher-researcher. These enlarged cards were subsequently distributed among the pupils, who hung them on the walls around the room and used them as visual memory aids in later activities. Afterwards, the pupils were encouraged to make explicit comparisons between the Ladin, Italian, German, and English expressions, speaking in the school language in which they felt most confident (generally Ladin for the majority). Cross-linguistic comparisons were based on Table 5, which was formed by cards in different colours that were assembled and attached to the wall by the pupils. The selected colours were those officially used in the IMD framework in order for learners to visualise and organise their languages: green for Ladin, yellow for Italian, red for German, and blue for English.

Table 5. Flash-card table assembled and discussed by the pupils

Ladin (green)	Italian (yellow)	German (red)	English (blue)
jí a pe	*camminare*	*wandern*	*walk*
jí sön duicater	*camminare a quattro zampe / gattonare*	*krabbeln / auf allen vieren kriechen*	*crawl / crawl on all fours*
jí sön la piza di pîsc	*camminare in punta di piedi*	*auf Zehenspitzen gehen*	*tiptoe*
trá salc sön na iama sora	*saltellare su un piede / una gamba*	*auf einem Bein hüpfen / ~ hoppeln*	*hop*
salté	*correre*	*rennen / laufen*	*run*
se arampiché / se arpizé	*arrampicarsi*	*klettern*	*climb*
galopé / jí a galop	*galoppare*	*galoppieren*	*gallop*

Source: Irsara 2017.

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[6] A pupil with physical impairments was present in one of the groups and assumed the role of the teacher's helper, assisting her in various tasks.

Instructional scaffolding techniques helped the children to identify lexical similarities and differences between the languages under scrutiny. The pupils recognised the formal similarity of the verb 'gallop' across the four languages with a note of pleasant surprise, realising the potential handiness of their previously-learnt languages in understanding the L4 English. Learners also mentioned the same initial sound in the German *krabbeln* and *kriechen*, and in the English *crawl*. Observing the English word *crawl*, one girl realised the formally similar German *kraulen*, which is used to describe a swimmer 'doing the crawl'. Regarding differences, the learners mentioned the wider use of the Ladin *jí* 'go' as compared to German and English, and pointed out the use of the Ladin *jí cun l'auto* 'to go by car' as opposed to the German *fahren* 'drive'. Finally, the learners commented upon the conciseness and semantic precision of the English verbs.

The awareness-raising comparative discussion was followed by some crafting, which involved the children making motion-verb-specific chatterboxes or fortune-tellers in English, whereby they practised writing the words addressed in the lesson. The pupils subsequently played with the chatterboxes in order to consolidate their knowledge of the verbs and their pronunciation. Then, relevant vocabulary on motion was presented in class in an English storytelling session, where an abridged and adapted version of *Yes, we can* by McBratney and Fuge (2006) was told with the support of home-made visual aids. Finally, one of the two initial songs was repeated for a cheerful roundup.

The primary-school lesson was presented and discussed with South-Tyrolean Ladin and German pre-service teachers in education, adopting a theory-to-practice and reflective approach. The participating student teachers learnt about the typology of motion events and about theoretical didactic principles underpinning the learning activities. They were also actively engaged in performing the primary-school activities, in which the language input had been partly modified and adapted to a higher linguistic level, following a loop-input approach in which "the process is also part of the content" (Woodward 1991: 13). Cross-linguistic knowledge was also improved among the student teachers, who became aware of differences in manner salience in the languages they spoke, recognising that learning more specific manner-of-motion verbs in English would make them sound more target-like in their lexicalisation of movement in this language. Moreover, the student teachers realised that high-manner salience also characterises German, in which Ladin speakers possessed a substantial lexicon of manner-encoding items too (Irsara 2020). Most participants were unfamiliar with the English verb *skip* to describe a specific way of moving forward by jumping lightly with every step, although they reported having encountered it in the collocations *skipping rope* and *skip classes*. Learners were reminded once again of the multiple uses and meanings of verbs, while recognising how con-

cisely motion events can be lexicalised in English by using manner-conflating verbs. Although thee participating trainee teachers were familiar with the IMD framework and its basic concepts, they appreciated the specific example in the field of motion event typology.

6. CONCLUSIONS, LIMITATIONS, AND IMPLICATIONS

This article has addressed the topic of cross-linguistic awareness in the fields of locative deixis and motion events, focusing in particular on a Ladin variety spoken in the Rhaeto-Romance territory of Italy and on English, which is learnt as an L4 by South Tyrolean speakers of Ladin. Motion verbs have been researched extensively from different perspectives in the last few decades, as has deixis, a key component of motion events. Nonetheless, further descriptions of minority languages might contribute to cross-linguistic and typological research, while concrete examples of teaching experiences in this field could inform research on pedagogical practice.

The article started with a brief presentation of the complex directional adverbial system of Ladin as compared to English and went on to discuss motion-event lexicalisation in Ladin and in the typologically similar or different languages learnt by Ladins. It was confirmed that speakers of Ladin use a complex adverbial path-component system, but that they tend to be unaware of this characteristic feature of their language, the low-manner salience of which was also addressed. Learners were surprised at noticing the high-path salience of Ladin and the high-manner salience of English. For instance, one video-description task revealed learners' unfamiliarity with verbs denoting basic jumping movements.

Descriptive, cross-linguistic, and typological studies inspired multilingual teaching sessions at primary and secondary schools and in teacher education, designed to increase learners' awareness of language-specific features related to the expression of deixis and motion in their first and other languages. Cross-linguistic awareness could not be measured or quantified in this study, and the progress the pupils and students made in this respect could not be assessed systematically. However, the targeted awareness-raising activities in class gained approval from the children, students, and teachers, who were surprised at discovering a number of cross-linguistic issues in the fields of deixis and motion events in their L1 as well as their other languages, and expressed the wish for further cross-linguistic, awareness-raising activities in class. Although Ladin schools have many years of experience in the field, concrete examples arising from research contribute to constantly improving these multilingual strategies, which are intended not to replace but to complement monolingual practices. Surveys have revealed

a high level of satisfaction among parents and teachers with the multilingual programmes that are implemented regularly in Ladin schools (Evaluation Committee of the Ladin Schools, unpublished report). However, researchers have stressed that "caution should be used in relation to the uncritical acceptance of plurilingualism in TESOL" (Garton & Kubota 2015: 420). Multilingual teaching strategies require careful planning by well-informed teachers and researchers, and further investigation in this field is clearly warranted.

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