Motion Events in English Language Teaching: An investigation of *Manner* in the context of Australia, Iran, and Turkey

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Motion events have been the target of many studies since their introduction by Talmy (1985) to find how motion events are encoded across various languages. The overwhelming majority of investigations have compared languages cross-culturally with English and Spanish (Slobin, 1996, 2004). However, the related literature regarding different aspects of this cognitive typology in Indo-Iranian and Altaic languages is insufficient. Since motion events represent cognitive styles and conceptualizations, language teaching and learning is a controversial subject of investigation. To provide insights and contribute to the development of English Language Teaching (ELT) worldwide, we conducted this interdisciplinary study on the verge of cognitive linguistics and ELT. We compared EFL textbooks taught in Iran and Turkey, employing the context of Australia as the source of comparison as the target language. Data were collected from two corpora; one consisting of three English textbooks taught at high schools and one consisting of three authentic novels in each language. Having analyzed the motion components in the corpora, we discovered the discrepancies and diversity of patterns in the languages and the corresponding English textbooks. A detailed comparison of *Manner* in these languages revealed that Talmy's typology needs further investigations for a more robust classification of languages. Classifying languages based on how salient *Path* or *Manner* are in their motion events is suggested to be a more feasible cross-linguistic typology (Ibarretxe-Antunano, 2009; Özcaliskan, 2009). Hence, English would be a more manner-salient language, and Turkish a more path-salient one. However, this idea does not encompass languages such as Persian. According to our results, Persian has a unique Light-Verb Construction system that distributes the motion-event components throughout the sentence. Not only may the verb be formed of more than one verb, but even additive clauses are employed to encode either *Path* or *Manner*. The EFL textbooks in Iran and Turkey do not fully picture English cognitive structures.

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