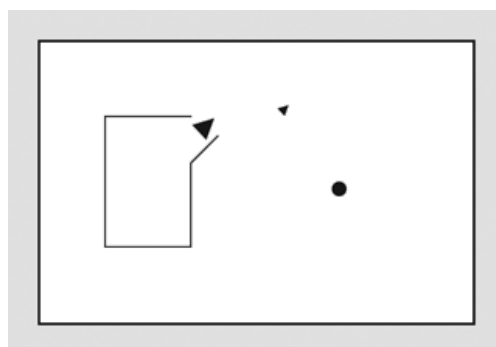


psychological states, *contra* Wierzbicka. Moving from 2D black-and-white animations with geometric figures to naturalistic video would only increase the possible scenarios that could be depicted.

Figure 2.1.



Adaptation of a still taken from Heider and Simmel (1944).

2.3.2 What contrasts to build into your stimulus set?

The stimulus space selected will depend on the question being addressed. Is the purpose a typological study? If so, then a first step could be to explore the available literature and identify the relevant cross-linguistic parameters. Another useful arena for potential parameters of relevance can come from language acquisition data. In our work on cutting and breaking events, we looked to developmental data to identify common errors children make in learning cutting and breaking verbs as a way to sketch out possible bordering domains (such as ‘opening’ and ‘peeling’). We hypothesized that confusion errors attested in child verb usage may be the result of perceived similarity between breaking-type events and opening-type events, and that this similarity might also be reflected in cross-linguistic verb semantics (Majid, Bowerman et al. 2007; Majid, Boster, and Bowerman 2008) (see Fig. 2.2). We took a different approach when studying reciprocal constructions. In that investigation, we were led to test whether certain logical parameters (such as temporal organization, simultaneous vs. sequential and cardinality, or dual vs. plural) were of universal relevance (Evans et al. 2004; Majid et al. 2011). The stimulus parameters in that study were thus derived from a theoretical framework, and only indirectly based on attested typological variation.