

Crossed transposition in a corpus-based study of motion in English and Spanish

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The present paper reports on a translation-based teaching-oriented study of the expression of path and manner of motion (Talmy 1972) in English and Spanish. The aim is to explore contrastive differences by analysing translations, with special attention to crossed transposition (Molina and Hurtado Albir 2002), which implies a double shift of part-of-speech from the source text to the target text, and is the expected type of transfer between a satellite-framed language like English and a verb-framed language like Spanish. Two corpora have been used, a monolingual corpus of Children's Short Stories, the CSS-corpus, and a parallel corpus English-Spanish, P-ACTRES 2.0. The results show a high tendency for implicitation of either path or manner and for compression in the translations into Spanish, whereas crossed transposition is preferred in the translations into English. Also, some pedagogical applications are suggested for including these motion expressions in TEFL to young learners through storytelling.

Keywords: motion, corpus, crossed transposition, stories, English/Spanish

1. Introduction

The role of storytelling in the EFL primary classroom has largely been advocated in the last few decades as an important teaching tool, which boosts motivation, enhances vocabulary learning and fosters the improvement of both comprehension and production skills (Slattery and Willis 2001:96–107, Chou 2014). Stories can be used in a number of different ways – they can be read, told, retold or dramatized and they can be exploited by using a wide range of pre-task and post-task activities. This full exploitation of stories allows for the reinforcement of language vocabulary and patterns through guided practice. As a type of narrative genre, stories are characterized by the frequent use of elements indicating movement of the participants in the story. Because movement constitutes a semantic area show-

ing important cross-linguistic differences between English and Spanish, primary teachers of English should be aware of how difficult but also how useful it is for learners to learn acceptable ways of indicating movement in English.

Prompted by this need to gain some insight into the expression of motion in English, as compared with Spanish, the present study makes use of corpora to extract the relevant data for the research. The starting point is a set of verb particles which typically express movement, as the semantic category of motion is lexicalized in English in this closed-class type of surface element – the satellites to the verb.

Satellites (sats) have been defined as “the grammatical category of any constituent other than a nominal complement that is in a sister relation to the verb root” (Talmy 1991:486). Croft et al. (2010:206) give a broader definition of satellite as “anything that is not a verb root but encodes an event component”. Although sats constitute a closed word class, there is a large number of them, so a selection was made, considering the main horizontal and vertical movements of the figure, “the entity that is moving or located” (Talmy 2007:61), with reference to the ground, “the entity which acts as a spatial reference point for the motion/location of the figure” (Talmy 2007:61). Eight sats were selected: *up*, *down*, *into*, *away*, *out of*, *through*, *across* and *onto*, including two compound particles which usually pose problems to Spanish learners of English (*into* and *onto*) and a two-word sat (*out of*).

In order to facilitate searches in authentic children’s short stories for the most frequent verb collocates of sats expressing motion, an *ad hoc* corpus of children’s short stories (the CSS corpus) was compiled. A subsequent manual analysis was then carried out to select all the verbs indicating manner of motion, with the exception of *hapax legomena* (those occurring only once in the corpus).

Once a list of all such verb combinations was retrieved, these combinations were used as the search input in the subcorpus of English source texts (ST) and Spanish target texts (TT) in P-ACTRES 2.0. The translations found for these verb+sat phrases were classified according to the solution types employed. In this paper, I will use the term ‘solutions’ rather than ‘procedures’, ‘techniques’ or ‘strategies’ following Pym’s claim that they “are based on the solutions identified in translations, not on the way translators think” (Pym 2016:x).

The aims of classifying the solution types used were the following: (a) to find out the Spanish resources that convey the same meaning in English, (b) to attest cases of loss of meaning in translation, (c) to check the extent to which Spanish behaves as a verb-framed language, (d) to provide EFL teachers and trainees with a deeper understanding of the English-Spanish transfer of this semantic function.

Next, the use of crossed transposition (CT) in the most recurrent pattern among the Spanish translations was studied in the reverse direction (in the sub-

corpus of Spanish STs and English TTs in P-ACTRES 2.0) in order to find out whether the translations only make use of verb-sat phrases in English or whether any other type of pattern is employed.

Finally, a number of suggestions are made, based on the results of the analysis, for practical applications in the EFL primary classroom.

2. Theoretical background

“Contrastive functional analysis starts from perceived similarities of meaning across two or more languages, and seeks to determine the various ways in which these similar or shared meanings are expressed in different languages” (Chesterman 1998: (1). This concept of *perceived similarities*, its scope and types have been very much discussed in the literature of Contrastive Studies. Sometimes called the *constant* (James 1980: 169), but mainly referred to as *tertium comparationis* (TC) (“the concept that lies at the heart of any comparison” (Krzyszowski 1984: 301), “the common platform of comparison or shared similarity” (Connor 2004: 291)), this common semantic, pragmatic or functional equivalence allows for the comparison of linguistic elements across languages.

Not all surface representations of the same common platform need to be compared between two given languages, only those that differ from each other and are problematic, just the same as “we do not look at every case of semantic-to-surface association, but only at ones that constitute a pervasive pattern, either within a language or across languages” (Talmy 2007: 67). One semantic-to-surface association worth comparing is the expression of motion across languages. The category of motion constitutes the TC of the present study and an analysis is made of its form-meaning mapping in English and Spanish. The expression of motion in different languages has indeed received a considerable amount of attention by scholars since Talmy’s pioneering work in 1972.

Talmy distinguishes four components in a motion event: figure, ground, path and manner. The figure is an object that follows a path when it moves with respect to the ground. In addition to these internal components, a motion event can be associated with manner (Talmy 2007: 70–71). Talmy claims that some languages (especially Germanic languages, like English) express manner through verbs and path through sats or “by the combination of a sat and a preposition, as in ‘I ran out of the house’” (Talmy 2007: 141). However, in Romance languages like Spanish, the verb tends to express path while manner is conveyed in a sort of subordinate element, typically a gerund, an adverbial or a prepositional phrase (AdvP or PP). Therefore, the former group of languages was called satellite-framed languages and the latter, verb-framed languages, according to the element carrying the

meaning of path. A third category has recently been advocated - equipollently-framed languages, like Chinese, in which both manner and path are expressed by equivalent grammatical forms (Chen et al. 2009).

This dichotomy of language typologies has given rise to certain controversy and a considerable amount of literature on the subject: in order to test Talmy's hypotheses, some scholars have studied the work of novelists or they have elicited narratives in different languages (Choi and Bowerman 1991, Berman and Slobin 1994, Slobin 1996). In the case of elicited narratives, some native informants are shown a book with illustrations that prompt the use of expressions of motion and they are asked to tell the story. The informants are native speakers of different languages, so they tend to use different patterns. Therefore, by analysing these stories, the characteristics of each language in relation to their motion typology can be revealed. These studies also reflect the process of acquisition of these patterns in the expression of motion events in L1 informants, including informants of different age groups, and the results show that children acquire the characteristics of their language at an early age. Slobin (1996) concludes that,

in comparison with English-speakers, Spanish narrators use a smaller set of motion verbs; they mention fewer ground elements in individual clauses; and they describe fewer segments of a journey. Yet their narratives, overall, seem to 'tell the same story' as English accounts. (Slobin 1996:204)

The Spanish accounts serve the same purpose but the narrative style is different. Slobin explains this difference in terms of the relationship between movement and the physical setting where this movement takes place: "English, with its rich means for path description, can often leave setting to be inferred; Spanish, with its sparser path possibilities, often elaborates descriptions of settings, leaving paths to be inferred" (Slobin 1996:204).

Some of the studies on the expression of motion across languages have focused on FLT, in cases where the learner's L2 belongs to one of the two main language types and the L1 to the other, e.g. English and French (Nicoladis and Brisard 2002), English and Spanish (Hochstein et al. 2006), English and Japanese (Stringer 2007), Spanish and German/ French/ Italian (Hijazo 2010). The research on the expression of motion events in the context of L2 acquisition has shown that learning how to use motion patterns is more difficult for learners of a satellite-framed language, whose mother tongue is a verb-framed language than vice versa, as they need to express a component which is not so important in their mother tongue, manner, and get used to expressing path out of the verb. On the contrary, learners of a verb-framed language simply stop using sats the way they would do in their language (Hijazo 2010:2).

In general, “as is almost always the case, typologies leak” (Slobin 1996:214). As Croft et al. put it:

the Talmy typology is not a typology of how a language encodes complex events in general, but rather, a typology of how particular complex event types are encoded by different constructions in a language. [...] This follows the more general trend in typological research away from typologizing languages as a whole – which usually leads to declaring that all languages are a “mixed” type – to typologizing particular situation types expressed in a language. (Croft et al. 2010: 231)

Along these lines, the present paper takes into account the general tendency for English to behave as a satellite-framed language and of Spanish to show features of a verb-framed language but seeks to look into particular instances of motion events, which may or may not reflect this tendency.

According to this tendency, we would expect to find CT in many of the translations studied. CT is a more complex form of transposition, one of the main translation solutions first cited by Vinay and Darbelnet (1958). Transposition refers to the use of another grammatical part of speech in the TT as compared with that in the ST – “a shift of word class, i.e., verb for noun, noun for preposition” (Molina and Hurtado Albir 2002:499). CT occurs when the two terms take on each other’s part of speech, e.g. *He limped across the street* as *Il a traversé la rue en boitant* “he has crossed the street limping” (Molina and Hurtado Albir 2002:499).

The results of the analysis show a broader picture, where this translation solution is frequent, and relevant for teaching English to Spanish young learners, although it is not the only one used. Some solutions like implicitation and compression make use of other linguistic patterns that also express path and manner of motion.

3. The corpora

This empirical study started with some initial research questions: Which verb+sat combinations used to express motion are frequently used in children’s stories in English and, accordingly, worth teaching in the Primary EFL classroom? What expressions are used in Spanish for those combinations? Would these Spanish expressions be related to other English expressions apart from these verb+sat phrases?

In order to provide answers to these questions, two different types of corpora were used. As motion is characteristic of narrative styles and the final purpose of the study is to provide useful information applicable to storytelling in TEFL

to young learners, the CSS-corpus, a monolingual corpus of Children's Short Stories was compiled and used for the first of these questions. For the other two, P-ACTRES 2.0, a parallel bidirectional corpus was used – in the direction English-Spanish for the second question and Spanish-English for the third question.

The CSS was specifically built and browsed using the Sketch Engine (Kilgariff 2014). It is composed of 454 short stories, extracted from children-oriented websites, and it amounts to over half a million words (517,314). A probabilistic sample was selected using random sampling. The population taken for consideration was children's short stories addressed directly to children or to adults that can read these stories to children. According to the classification of sampling strata by Biber (1993:245), the CSS corpus was designed following these situational parameters:

The texts are written stories, not transcriptions of oral speech. However, short stories tend to be characterized by features of spoken discourse as they are texts written to be read aloud. Some of them are versions of well-known stories that can be traced back to Grimm's, Andersen's and Perrault's folk tales, Aesop's fables or ancient anonymous stories; some others are new stories written by contemporary writers like Nathan Oser, Daniel Henshaw, David Lambert, Clare O'Dea, Deirdre and Jim McCarthy, etc.¹

The addressee is unknown, absent in place and time (any Internet user can access them anywhere anytime). Although some of the stories that compose the CSS were not originally written by native English speakers, the English used in them is a type of English that English-speaking children are exposed to. Judging from the sources from which they have been retrieved, the target audience seems to be English-speaking children readers. Finally, the main purposes seem to be to entertain, instruct, narrate and describe and the topics are varied with a tendency to include some common elements like the importance of the characters in the story, both humans and animals, the implicit or explicit morale and a typical narrative structure including setup, conflict and resolution.

The CSS has been mainly used in this study to tease out relevant verb+sat combinations for further study in P-ACTRES. P-ACTRES 2.0, is a parallel corpus which contains over 4 million words (4,179,282), of which 2,523,458 words correspond to the subcorpus of English STs and Spanish TTs (the former P-ACTRES 1.0) and 1,655,824 words to the subcorpus of Spanish STs and English TTs. The

1. All of them have been extracted from children-oriented websites: <http://www.kidsworldfun.com/shortstories.php>, <http://www.shortstories.net>, <http://www.bygosh.com>, <http://www.shortkidstories.com>, <http://www.worldstories.org.uk/stories>, <https://freestoriesforkids.com>, <http://www.kidsfront.com/stories-for-kids>, <http://www.pitara.com/category/fiction-for-kids/stories-for-kids>

repository of textual pairs in this second direction is still under construction. It comprises texts or excerpts of texts from different text-types: fiction books, non-fiction books, newspaper articles, magazine articles and miscellanea. It is a corpus of general language which includes a wide variety of authors, topics and writing styles (for a demo and further information see <http://actres.unileon.es>).

As for the directionality of the descriptive study, the following classifications have been considered: semasiological (from form to meaning, onomasiological (from meaning to form) or a combination of these two directions at different stages of the analysis (Bondarko 1991:8–18).

Talmy also considered these two main directions for exploring meaning-surface relations, one direction consisting of holding a particular semantic entity constant and observing the surface entities in which it can appear and the other direction consisting of holding a selected surface entity constant, and observing which semantic entities are expressed in it (Talmy 2007:67).

Unlike the two previous classifications, Louhivaara's typology concerns contrastive descriptive studies exclusively:

There are basically two methods by which two languages A and B can be contrasted. We may choose some universal category such as 'time' or 'agent' as a *tertium comparationis* and find out how that category is realized in the two languages. Alternatively, we may start from a category of A and see how that category is realized in B, and/or vice versa. (Louhivaara 1998: 145)

The present study is concerned with a semantic entity (motion), but the corpus-based analysis follows a form-to-meaning approach (*semasiological* in Bondarko's terminology) or second directions in Talmy's and Louhivaara's typologies. As sats express the path of motion in English, and they constitute a closed-word class, a group of particles was selected as the starting point of the research.

This input provided the necessary information for the first of the questions and for establishing the search queries in the following step. The second stage consisted of retrieving and classifying the translation solutions for the verb+sats phrases found in CSS and searched for in P-ACTRES 2.0. The collection of these Spanish motion expressions was analysed and classified according to the translation solutions involved, including CT. Finally, CT was considered in the opposite direction during the third phase, which consisted of analysing the English translations of a key recurrent pattern found in Spanish.

4. Results and discussion

The eight selected sats in English were searched for in the CSS corpus and the search was narrowed down to the pattern: verb+sat. Single hit cases, *hapax legomena* (HL) were discarded. Table 1 shows the number of occurrences of these sats in the corpus, in how many of them they are preceded by verbs, their percentages of occurrence, the number of different verb forms (excluding HL), the number of occurrences excluding HL and their percentage.

Table 1. Frequencies of the selected sats preceded by verbs in CSS

Sat	Nº	Nº verb+sat	Percentage with verb	Different verb forms (excluding HL)	Nº (excluding HL)	Percentage with verb (excluding HL)
<i>Up</i>	1,792	1,299	72.48%	166	1,134	87.29%
<i>Into</i>	1,237	571	46.16%	68	463	81.08%
<i>Down</i>	981	679	69.21%	78	563	82.91%
<i>Away</i>	885	600	67.79%	61	508	84.66%
<i>Through</i>	440	200	45.45%	29	111	55.5%
<i>Out of</i>	424	224	52.83%	32	165	73.66%
<i>Across</i>	124	63	50.80%	11	41	65.07%
<i>Onto</i>	32	15	46.87%	1	2	13.33%
Total	5,915	3,651		446	2,987	

As shown in Table 1, these sats are preceded by verbs in between almost half and almost three quarters of all the occurrences in the corpus and in most cases, especially in the case of the four most frequent (over 80% of the hits), the verbs accompanying them occur at least more than once. *Onto* constitutes an exception – it occurs only twice preceded by one verb form (*climbed*); the remaining 13 co-occurrences with other verb forms are HL. This will probably be due to its overall low frequency rate and it is also worth noting that it is nowhere near as frequent as the other compound preposition, *into*. From a total number of 5,915 occurrences of these sats in CSS, approximately half of them (2,987) were considered, that is, all the cases of verb+sat phrases excluding HL. These occurrences comprise 446 different verb+sat phrases.

Next, the resulting list displayed in Table 1 was thoroughly examined for further selection. According to Egan and Graedler's (2015) classification of verbs involved in motion events (listed below), only verbs belonging to categories (1) verbs encoding manner and (3) verbs encoding manner and path were selected. The other verbs, i.e. those encoding path, neutral motion and non-motion verbs,

are beyond the scope of this paper, as they do not cause so many problems for L2 Spanish learners of English and are not so interesting from an English-Spanish contrastive perspective.

1. Verbs encoding manner e.g. run, walk, stagger,
2. verbs encoding path (including the encoding of source, middle and goal of the path), e.g. leave, pass, arrive, enter,
3. verbs encoding both manner and path, e.g. climb, lean
4. verbs expressing neutral motion, e.g. move, travel, come and go and
5. verbs that are not motion verbs, such as a verb of location encoding the position of the subject after the act of motion rather than the act of motion itself, e.g. get, find, be (Egan and Graedler 2015: 15).

The verb forms encoding manner (categories 1 and 3) were shortlisted for analysis. Once the selection was made, the resulting verb+sat phrases were searched for in P-ACTRES 2.0. (a parallel corpus) with two purposes: The main reason was to analyse the translations of the verb+sat phrases that had been previously found in the CSS corpus (a monolingual corpus).

Also, a secondary aim was to compare the number of occurrences of these verb+sat phrases in a general-domain corpus (the subcorpus of English STs in P-ACTRES 2.0, containing 1,203,038 words) with those in a specialized corpus (the CSS corpus, with 517,314 words). This comparison of occurrences led to the following finding: the proportion of verb+sat phrases is higher in CSS (862.14 per million words) than in P-ACTRES, (549.44 per million words). A two-proportion hypothesis test was applied to determine the significance of the difference observed in these frequencies and the results show that the p-value is 0.0000 and z is 7.4167 with a level of significance lower than 1%. This means that there is a significant difference between the frequencies found in each corpus, which indicates that motion verb+sat phrases tend to be significantly more frequent in the genre of children's short stories than in general language.

As for the first aim, the analysis of the translations in P-ACTRES 2.0 of the verb+sat phrases previously found in CSS, the number of occurrences of the verb+sat phrases increased, from 446 in CSS to 661 in P-ACTRES 2.0, as P-ACTRES 2.0 is larger than CSS. This was the number of aligned sentence pairs subject to analysis, and the occurrences of each verb+sat phrase are shown in Table 2.

As can be seen in Table 2, *run* stands out as the verb that occurs with the most sats in the sample (7 out of 8), although it ranks second in terms of frequency (82 occurrences), after *sit*, which occurs 114 times, which is the first preferred option for the two sats it co-occurs with, *up* and *down*. *Walk* is also a frequent verb, accompanying 5 sats in 81 occurrences. The most common verb preceding

Table 2. Verb+sat phrases expressing motion in CSS and their frequency rates in P-ACTRES 2.0

DOWN	UP	INTO	AWAY	THROUGH	OUT OF	ACROSS	ONTO
sit	84 sit	30 fall	38 run	23 walk	18 run	7 run	4 climb 7
lie	36 stand	23 run	21 carry	14 run	5 slip	5 stretch	4
walk	22 walk	17 step	20 walk	11 ride	3 jump	3 carry	2
run	13 draw	17 slip	13 throw	6 whiz	2 pull	3 throw	1
climb	7 blow	9 walk	13 slip	5	storm	3	
fall	7 run	9 creep	7 drive	3	throw	3	
kneel	5 climb	9 fly	7 fly	3	creep	2	
slide	5 jump	7 throw	6 blow	2			
jump	4 curl	7 climb	5 speed	2			
swoop	3 roll	6 rush	5 race	1			
crash	2 push	5 sink	5 ride	1			
drop	2 spring	5 plunge	4				
slip	2 bob	3 ride	3				
step	2 creep	3 thrust	3				
tear	2 ride	3 wander	3				
roll	2 fly	2 spring	2				
scramble	1 leap	2 jump	1				
stoop	1 bubble	1 roll	1				
	kick	1					
	lie	1					
	toss	1					
Total	200	161	157	71	28	26	11 7

into is *fall* (45 hits), which also co-occurs with *down*. Some of the most frequent combinations are *lie down*, *sit down*, *stand up*, *fall into*, *run away*, *walk through*, *slip out of*, *run across*, *climb onto*, etc., as in corpus Examples (1) to (8).

- (1) And as they were so weary that their legs would carry them no longer, they *lay down* beneath a tree and fell asleep. (file2526501)
- (2) When the king and queen arrived all the people *stood up* and greeted them, and they then *sat down* on their stones. (file2541933)
- (3) Unfortunately, the donkey slipped and *fell into* the river and noticed that the bags of salt loaded on his back became lighter. (file2521971)
- (4) “What are you doing here?” he cried in a very gruff voice, and the children *ran away*. (file2526500)

- (5) They went with the soldier across a large courtyard, and, after *walking through* many, many rooms, he came to the hall of gold where the third sister was. (file2541960)
- (6) Redfeathers *slipped out of* the sack and put a stone in her place then she too ran off. (file2526032)
- (7) Raggedy Ann hopped from her bed and *ran across* the floor, trailing the bed clothes behind her. (file2525796)
- (8) The boy took one piece of gold. He put it in his basket and *climbed onto* the back of the great bird. (file2526490)

The following step of the analysis involved the classification of the translation solutions found in P-ACTRES 2.0. for each of the combinations in Table 2. The categories of analysis used are the following:

- Implication: ‘Implication’ is a category first proposed by Vinay and Darbelnet (1958), as opposed to ‘explicitation’. This dichotomy has been recognized by many translation scholars, sometimes with certain differences in their views and sometimes under other names (‘amplification’, ‘expansion’ or ‘addition’ and ‘omission’, ‘deletion’, ‘reduction’ or ‘subtraction’). Pym regards it as a case of ‘density change’ (Pym 2016:220) and defines implication as “hiding implicit information” (Pym 2016:227). In this study, there is omission of either the English verb or the English sat in the Spanish translation with the corresponding partial loss of meaning of either path or manner. One of them is left implicit but it can usually be inferred from the context.
- Compression: ‘Compression’ was considered by Chesterman (2016:101) as a case of ‘distribution change’ in which the semantic component is distributed over fewer items, as opposed to ‘expansion’ where more items are used for the same meaning. Another definition of compression is ‘to synthesize linguistic elements in the TT’ (Molina and Hurtado Albir 2002:510). Other similar terms used are ‘concentration’ (Vinay and Darbelnet 1958:186–188) and ‘condensation’ (Fawcett 1997:47–49). In the sample studied there is sometimes compression of manner and path in the verb in Spanish. In many cases one of the two meanings is conveyed in the root and the other in a prefix.
- Copying structure: This is similar to ‘calque’ or ‘literal translation’. For Pym ‘copying’ is one of the three large categories of translation solutions, along with ‘expression change’ and ‘content change’ (Pym 2016:220). He uses the term ‘copying structure’ for a subtype of ‘copying’ where the form of the ST, the syntax, is copied onto the TT. An interesting observation that he makes about this solution type is the following:

Since this solution type sails close to word-for-word literalism, the point to stress is that the solutions here are not obligatory: if the syntax in the start text can easily be reproduced in the target language, then there is no special solution type involved (since there is no substantial *problem* to be solved). We can nevertheless talk about a solution type when an unusual syntactic pattern is brought into the target language. (Pym 2016: 223)

In this case, this solution type seems to apply here, since, due to the nature of Spanish, the expression of manner in the verb and path in a complement is not supposed to be a usual pattern.

- CT (Crossed transposition): This translation solution was expected to be highly frequent, as it reflects the nature of the languages involved – English as a satellite-framed language and Spanish as a verb-framed language. However, it ranks third, after implicitation and compression, as can be seen in Table 3. Pym regards both transposition and modulation as one and the same translation solution called ‘perspective change’, as the change in grammar occurring in transposition “also alters the focus of the entire sentence” (Pym 2016: 226).
- Modulation: This is another of the traditional translation solutions, “a shift in point of view, focus or cognitive category in relation to the ST” (Molina and Hurtado Albir 2002: 510). Although modulation can be considered together with transposition as a type of perspective change, for the purpose of this paper, the distinction between transposition (in particular CT) and modulation has been maintained.
- Omission of content, which is a type of ‘text tailoring’ and explained by Pym as: “Whole paragraphs or chapters may be omitted where they are not pertinent to the translation purpose” (Pym 2016: 232). In the sample studied, the whole verb+sat phrase in English has been omitted in the translation in a number of cases.
- Corresponding idioms: it is a subtype of ‘cultural correspondence’ in Pym’s classification and it has also referred to as ‘équivalence’ (Vinay and Darbelnet 1958).

As Table 3 shows, it is often the case that part of the information carried by the verb+sat phrase is lost in translation – either the path or the manner is not fully translated but left implicit, as in Examples (9) and (10) respectively. Implicitation accounts for over half the sample studied.

- (9) ...*jumped down* and waded to land . (EPJ1E.s538)
 ... *saltaron* y vadearon hasta allí (EPJ1S.s515)
 “*jumped* and waded to land”

Table 3. Translation solutions in the Spanish translations of English verb+sat phrases

Translation solutions	OUT								Total	%
	UP	DOWN	INTO	AWAY	OF	THROUGH	ACROSS	ONTO		
Implication: MANNER	40	117	10	14					181	27.38%
Implication: PATH	40	20	62	28	10	11	1	1	173	26.17%
Compression: PATH + MANNER in v.	18	39	33	7	5	1	1	6	110	16.65%
CT: PATH in v. + MANNER in compl.	16	9	15	12	2	3	2		59	8.92%
Copying syntax: MANNER in v. + PATH in compl.	14		17	2	8	8	6		55	8.32%
Others	13	11	1	1					26	3.93%
Modulation	4	3	10	3	1	3			24	3.63%
Omission	10	1	3			2	1		17	2.57%
Corresponding idioms	6		6	4					16	2.42%
Total	161	200	157	71	26	28	11	7	661	100.00%

- (10) I *climbed down* off the scaffold with my back to her (FSA1E.s658)
Bajé del andamio de espaldas a Ruth (FSA1S.s632)
 “I *descended* the scaffold with my back to Ruth”

Sometimes a single verb is used in Spanish including both meanings, path and manner, which illustrate compression, as in Example (11).

- (11) which *blew up* during the battle (EAR1E.s419)
 que *explotó* durante la batalla (EAR1S.s420)
 “which *exploded* during the battle”

On some other occasions, the path and manner conveyed in the sat and verb respectively in English are expressed in Spanish by means of a verb (path) and a subordinate element (manner). They are cases of CT, as in Example (12).

- (12) he caught it and *rode away*. (FBT1E.s409)
 él la cogió y *se alejó al galope*. (FBT1S.s406)
 “he caught it and *went-away at a gallop*”

The use of copying structure has also been found among the Spanish translations, i.e. the same resource as in English - manner in verb and path in complement, as in Example (13).

- (13) he *rode through* all the other knights. (FBT1E.s384)
cabalgó entre todos los demás caballeros. (FBT1S.s381)
 “he *rode among*...”

In a descending order of frequency, the following category includes cases that are not relevant in the study. Even though motion has been considered in a very broad sense, including cases of figurative movement as well as physical movement, the source phrases in English in these particular instances do not convey a meaning related with motion.

In other cases, some of the translational options reflect modulation, as in Example (14), where there has been a shift in the direction of the motion, the focus being him walking into the guns in English and the guns pointing at him in Spanish.

- (14) ...having *walked into* the enemy's guns (FCA1E.s579)
 ...*lo encañonaban* las armas del enemigo (FGJ2S.s308)
 “... the enemy's guns were *pointing at* him”

There are a few cases of omission of the whole meaning carried by the verb+sat in English. Omission “may sound rather drastic, but in fact it does no harm to omit translating a word or an expression in some contexts” Baker (2011:42). Sometimes omission is combined with compensation of some sort elsewhere in the translation, as in Example (15), where the meaning of ‘curled up’ has disappeared but, on the other hand, a word has been added, ‘apoyada’, to make explicit the meaning of ‘leaning’, which was implicit in English.

- (15) Irie asleep; *curled up* with her head on the ashtray (FSM1E.s1166)
 Irie duerme con la cabeza apoyada en el cenicero (FSM1S.s1233)
 “Irie sleeps with her head leaning on the ashtray”

Finally, some other translations make use of idiomatic expressions, like *poner los ojos en blanco* or *darse de bruces con*, in Examples (16) and (17).

- (16) ...his eyes *rolled up* (FWD1E.s2)
 ...los ojos *en blanco* (FWD1S.s2)
- (17) he *walked into* something very large and solid (FRJK1E.s360)
se dio de bruces contra una mole grande y dura (FRJK1S.s379)

The most significant results that can be drawn from the data shown in Table 3 are the following:

- CT ranks 3rd in the list (after implicitation and compression), with slightly over 8% of the occurrences, so contrary to expectations, it is by no means the prevailing option.
- The two most common categories are cases of implicitation. The expression of manner prevails over the expression of path, which follows closely; in both cases, the only carrier of meaning is a verb and part of the meaning is lost in translation. Therefore, partial omission appears to be a natural way of expressing motion in Spanish where one of the two meanings is left to be inferred by the context.
- Regardless of the different patterns used, if we compare the cases where only manner (27.38%), only path (26.17%) and both of them (33.89%) are expressed in the main categories, which account for 87.44% of the cases, the percentages are very similar. The cases where both manner and path are expressed are higher but if we consider the instances of implicitation of either path or manner together, the percentage is still higher (53.55%).
- The second category, compression, i.e. having both meanings condensed in a single word, seems to indicate that verbs in Spanish tend to be (a) morphologically more complex (with prefixes that involve path, e.g. *ex-plotar*, *in-currir*), and (b) more semantically loaded (both manner and path are intrinsic to the verb, e.g. *escalar* “scale”, *agacharse* “bend down”) – “a single word which consists of a single morpheme can sometimes express a more complex set of meanings than a whole sentence” (Baker 2011:19). The expression of the meaning of *up* in *escalar* or the meaning of *down* in *agacharse* by resources other than the verb would result in redundancy in Spanish.
- Some sats tend to prefer one or another pattern. The expression of manner only by the verb is the most frequent resource in Spanish when the sat involved in the English combination is *down*. Combinations in English with the particle *up* are mostly translated as a verb that expresses either path or manner. Verb combinations with *into*, *away*, *out of* and *through* seem to be more often translated by verbs expressing path. The particle *across* tends to attract copying structure and finally translations of verb combinations with *onto* are almost exclusively cases of compression of path and manner in Spanish. This adds evidence to support the claim that:

although a particular language may have multiple options available for encoding manner and path, some may be preferred on independent grounds, for example due to morphosyntactic complexity or to preferences for certain types of lexemes over others within the lexical inventory of a language.

(Beavers et al. 2009: 366)

Now let us take a closer look at the cases of CT. Despite not being as frequent as expected, CT is the translation solution that best reflects Spanish as a verb-framed language and English as a satellite-framed language. Tables 4 and 5 show the ways in which the English sats and the English verbs have been translated into Spanish respectively using CT.

Table 4. Spanish translations of the sats in verb+sat phrases with CT

Sat	Nº	Translation	Nº
up	6	alzar	1
		levantarse	2
		venir	1
		acercarse	1
		subir	1
down	4	bajar	2
		salir	1
		<u>caer</u>	1
into	12	bajar	1
		entrar	8
		volver	1
		dirigirse	1
		ir	1
away	12	echar(se) a	3
		emprender	1
		salir	5
		alejarse	3
out of	2	salir	2
through	2	salir	1
		pasar	1
across	2	cruzar	2
Total	40	Total	40

As can be seen in Table 4, the most common verbs for expressing the function of path by means of CT are *entrar* (for *into*) and *salir* (for several particles: *down*, *away*, *out of* and *through*).

Table 5 shows that *run* is by far the most frequent verb translated into Spanish by means of CT and *corriendo* “running” the preferred translation, not only for

Table 5. Spanish translations of the verbs in verb+sat phrases with CT

Verb	Nº	Translation	Nº
run	17	corriendo	13
		correr	2
		a la carrera	1
		apresuradamente	1
fly	5	volando	1
		volar	1
		vuelo	3
rush	3	corriendo	2
		rapidamente	1
jump	2	salto	1
		inmediatamente	1
walk	2	andando	1
		paso	1
creep	2	subrepticamente	1
		con sigilo	1
slip	2	furtivamente	1
		en silencio	1
leap	1	salto	1
roll	1	corriendo	1
slide	1	resbalando	1
ride	1	al galope	1
speed	1	a toda velocidad	1
storm	1	hecho una furia	1
whiz	1	silbando	1
Total	40	Total	40

run, but also for *rush* and even *roll*. 50% of the translations make use of a gerund like *corriendo* to express manner, in 15% of the cases an NP is used, in 13% a PP, in 13% an adverb, in 8% an infinitive and in 3% a past participle. This shows that the expressions *entrar* and *salir corriendo* ('run into/out of') reflect the use of CT in translation from English into Spanish and are particularly characteristic of Spanish as a verb-framed language in comparison with English.

Finally, the last stage was led by the third of the initial research questions: Would the Spanish resources that are used to translate English motion expressions

be related to other phrases in English apart from verb+sat combinations? In order to gain some insight into this question, the most salient way of expressing manner in Table 5, *corriendo*, was searched for in the subcorpus of Spanish STs and English TTs in P-ACTRES 2.0. As can be seen in Table 6, either *run* or a similar verb is used to express the manner in *corriendo* and the path is expressed by a sat in most cases. The English translations are mostly cases of CT including the verb *run*. Figure 1 reflects the proportions of the different translation solutions of *corriendo*.

Table 6. Occurrences of *corriendo*, its verb collocates and its translations into English

Verb collocates	Nº	Translations
salir corriendo	15	run off (5), run (2), hurry off, run from, run to, run out, jump out of, go running (2), exit running
cruzar corriendo	3	run across (2), run through
pasar corriendo	2	scurry, hurry past
llegar corriendo	2	come running, run to
ir(se) corriendo	2	leap into, run away,
regresar corriendo	1	run to
volver corriendo	1	run back
escapar corriendo	1	run away
abandonar corriendo	1	run out of
subir corriendo	1	run up
alejarse corriendo	1	run away
perderse corriendo	1	run off
Other cases (not motion expressions)	17	not relevant
Total	48	

In most cases (78%) there is CT in the transfer of *corriendo* into English; the verb *run* is the prevailing option. The instances of copying structure might be due to *translationese*, i.e. influence of the source language (Spanish), but in general, these instances and those of implicitation indicate that other ways of expressing manner and path in motion events are used in English, apart from a manner verb followed by a sat.

Although the analysis of the translations of *corriendo* into English is not comparable to the previous analysis of the translations of verb+sat phrases into Spanish, either in scope or size of the sample, the results point to a higher proportion of CT in the direction Spanish-English than in the direction English-Spanish and

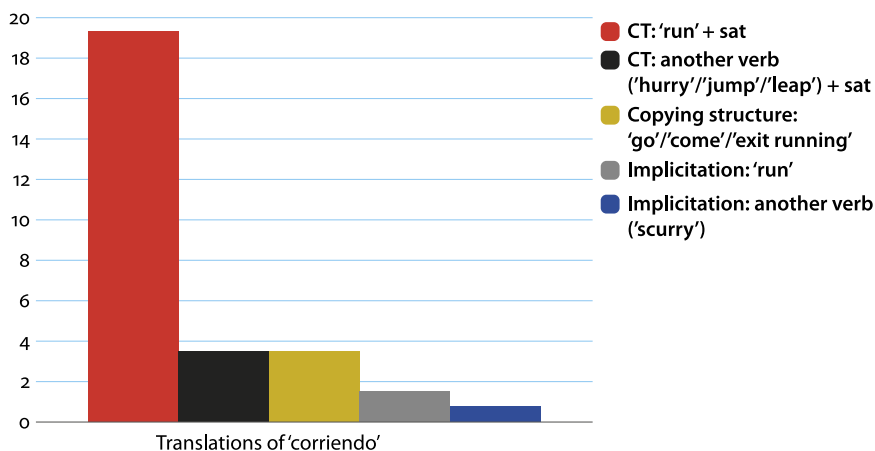


Figure 1. Translation solutions used to translate *corriendo*.

to the fact that, as shown in previous studies, “English loses more in translation than does Spanish” (Slobin 1996:210).

5. Conclusions

As far as the sample of translations studied is concerned, the results of this paper indicate some contrast between English and Spanish in the expression of path and manner of motion, as prior research has revealed. The main cross-linguistic difference has to do with the close relationship that the *sat* bears to the verb in English compared with the looser relationship that the complement bears to the verb in Spanish, and also with the length of this subordinate element: *sats* are much shorter than most complements in Spanish. These two facts account for the much higher co-occurrence of verb+*sat* in English than the co-occurrence of a verb and a complement in Spanish in the study presented. In order to translate the double meaning (path and manner) of English verb+*sat* phrases, Spanish seems to resort to using a verb and a complement, on some occasions, but most often, to simply using a single verb, which may convey the meaning of path, the meaning of manner or both.

Although “manner of movement is far more salient in English narratives than in Spanish” (Slobin 1996:212), it is not always lost in translation, but sometimes encoded within the verb, along with path, as Spanish verbs tend to be morphologically and semantically more complex. An attempt to express both meanings outside the verb at all costs might result in long and awkward sentences in Spanish.

This paper was written with teaching purposes in mind and the different parts of the analysis have not only led to subsequent searches but have also produced independent results. The first part of the analysis, based on the CSS corpus, yielded a number of common motion phrases in children's short stories (listed in Table 1), which can constitute a core word list to be used in story-telling activities.

The comparison of the frequency rates of English motion verb+sat phrases in a general-domain corpus and a specialized corpus has shown that this type of phrases seem to be an important feature of children's short stories (they occur significantly more frequently in this genre than in general language). Consequently, it is a pattern worth focusing on when telling stories in the EFL class.

The translation solutions retrieved from P-ACTRES 2.0 provided a bigger picture of the resources available in Spanish to translate verb+sat motion phrases in English. The analysis has revealed that in over 50% of the cases, implicitation has been used, to the detriment of meaning but for the sake of idiomaticity. For Slobin (1996) path tends to be inferred in Spanish, but the findings show that it is either path or manner that is implied. The other three main translation solutions are compression, CT and copying structure.

Finally, CT, which ranks third in the direction English-Spanish, was found to be the most common translation solution in the reverse direction. This indicates that the combination: manner verb + path sat is the prevailing way of expressing motion in the English subcorpus studied whereas there is more grammatical variation in the Spanish subcorpus in the expression of motion, with a wider range of possible patterns. The closer look at the instances of CT revealed a significant way of expressing manner, through the gerund *corriendo* "running" and two common path verbs, *entrar* and *salir*.

The particular rhetorical style typical of a verb-framed language or a satellite-framed language is developed at an early age and once established, difficult to change (Berman and Slobin 1994); this may probably be the reason why many L2 advanced students have difficulties in such a basic semantic area as motion (Hijazo 2010:2-3). And this is also the reason why this type of expressions should be taught at an early stage, so that young Spanish learners of English acquire this pattern as soon as possible and as naturally as possible. They would clearly benefit from controlled exposure to the target pattern and from corrective feedback from the teacher. The teacher may for instance rephrase or reformulate (one of the possible responses to give corrective feedback suggested by Thornbury 1999:117-119) an unidiomatic phrase uttered by a pupil who has used literal translation from Spanish (e.g. Student: * he entered the room running - Teacher: Ok, he ran into the room).

For Spanish EFL teachers or trainees, a simple explanation with some examples and some visual support for the resources used in each language to express

manner and path can help them easily grasp the differences between the two languages and understand the concept of CT. Also, other types of awareness-raising tasks may include identifying motion expressions in English when they are told a story, sorting verb+sat phrases found in a text by verb or by sat, matching translations, describing pictures using motion expressions in English, making up short stories including several of these expressions, etc.

Unlike EFL teachers or trainee teachers, young learners do not need to know any linguistic terms, like CT, motion, path, manner, etc. but should acquire this characteristic pattern to express motion in English. Several techniques and materials can be used to enhance the acquisition of these verb+sat phrases: Telling them stories and adding special emphasis on the instances of this pattern with intonation can be extremely useful for auditory learners. Mimicking gestures and movements of motion events while using the corresponding verb+sat phrases can help kinetic learners. And the use of puppets, flashcards, realia or pictures to show and describe movement is ideal for visual learners. A combination of all these support tools is an effective way to foster learning in general and is particularly appropriate in the case of motion verb+sat phrases.

This paper has attempted to raise awareness of some English-Spanish differences in the expression of motion, with a focus on CT, especially in the context of TEFL to young learners and to advocate the inclusion of English motion verb+sat phrases in the primary school curriculum through story-telling.

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