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A comparative study of resultative
constructions in English and Romance
languages.

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Abstract

The focus of this paper is on resultative sentences across four languages that illustrate three types of languages: English, Spanish or Catalan, and Romanian. Resultative sentences are complex constructions which are possible in English, but impossible in languages such as Spanish and Catalan. Romanian is a special language in this context; it shows mixed properties since it has the possibility to express or exclude these complex constructions. The paper will begin with an introduction to Talmy's (1985) language typology. Talmy explains that languages differ based on how they express the relation between manner of motion and path of motion, a distinction that has been also applied to resultatives. Talmy's binary distinction – applicable to English a satellite-framed language, and to Spanish/Catalan, verb-framed languages, – is contrasted by recent studies which show that this distinction cannot be applied to all languages, and that there are languages which show characteristics of both types. Slobin (2004) introduces the theory of Equipollently-framed languages for mixed languages, and Romanian could be an example of this theory. After the theoretical framework, the paper compares English, Spanish or Catalan, and Romanian resultative constructions on the basis of an experimental study, which analyses translations from native speakers of Romanian as a heritage language that have Spanish or Catalan as a second L1 and have learnt English as a foreign language. The experiment seeks to assess the potential crosslinguistic influence of the native languages on English as a foreign language, in the domain of resultative constructions.

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1. Introduction

Consider the following examples:

- | | |
|------------------------------------|--------------------------------|
| (1) Kevin hammered the metal flat. | (1b) Kevin hammered the metal. |
| (2) John shot him dead. | (2b) John shot him. |
| (3) He drank the teapot dry. | (3b) *He drank the teapot. |
| (4) Kevin served the soup cold. | (4b) Kevin served the soup. |

In sentence (1) we understand that the metal became flat as a result of Kevin's hammering. In sentence (2) we understand that someone died as a result of John's shooting. In sentence (3) we understand that "He" drank from the teapot until the teapot became dry. However, in sentence (4), we understand that when Kevin served the soup, the soup was cold, not that the soup is cold as a result of Kevin's serving. Examples (1), (2) and (3) are called resultatives; sentences in which the last clause of the sentence is the result of the action performed by the subject or the object. Sentences (1b), (2b) and (3b) show that erasing the result component of the sentence, changes its meaning, or may even make them ungrammatical, as in (3b). Sentences (1b), (2b), (4) and (4b) are not resultative sentences. Sentence (4) contains a so-called depictive predicate (the adjective describes the object rather than the end result of the event, as in the resultatives). Resultatives have always been a topic of discussion, and even nowadays linguists still argue when establishing a proper definition and classification. Interestingly, while English makes use of the resultatives, Catalan and Spanish do not. Take (1c) and (1d) which are translations in Catalan of sentences (1) and (1b).

- (1c) *Kevin va martellejar el metall pla. (1d) Kevin va martellejar el metall.

While sentence (1c) is ungrammatical, sentence (1d) is correct. A proper translation of sentence (1) into Catalan would be the following:

- (1e) Kevin va martellejar el metall fins a deixar-ho pla.

However, Romanian, another Romance language, seems to show mixed properties and may produce some examples of resultatives. Take example (5): The lake froze solid.

Examples (5b) and (5c) are translations in Romanian of (5). Both sentences (5b) and (5c) have the same meaning.

(5b) Lacul a înghețat bocnă.

Lacul a înghețat bocnă.

Lake-the has frozen solid.

“The lake has frozen solid”.

(5c) Lacul a înghețat complet.

Lacul a înghețat complet.

Lake the has frozen completely.

“The lake has frozen completely”.

While (5b) is a resultative in Romanian (5c) is not. These examples have been used to show that resultatives sentences can be translated into Spanish or Catalan but the manner in which these sentences are expressed is different, while Romanian shows properties of both English and Spanish/Catalan.

In this paper, we review the basics on the properties and theoretical discussion on resultatives and concentrate on a translation-based experimental study that contrasts these languages among heritage speakers of Romanian as L1, who are bilinguals with Catalan/Spanish as a second L1 and have learnt English as a foreign language. For the theoretical framework, this paper analyses Talmy’s (1985) *Lexicalization Patterns* and Slobin’s (2004) *The many ways to search for a frog*. Talmy’s work is mainly focused on Motion Events. Talmy describes interesting concepts (motion + path, motion + figure, satellites) which are directly related to resultatives, these concepts are presented in section 4.1. Slobin’s work begins by analysing Talmy’s binary distinction of languages into

Satellite-framed languages (S-framed) and Verb-framed languages (V-framed). Slobin also comes up with a new type of languages, the Equipollently-framed languages. These concepts are explained in section 4.2. Sections 5 and 6 of this paper are dedicated to the experiment. Subjects which have learned Romanian as a heritage language, Spanish or Catalan as an L1 and English as a foreign language complete an activity composed of two questionnaires. The first questionnaire (Appendix A) is focused on acquiring information about the subject in the field of language use. The second questionnaire (Appendix B) is the translation activity which is explained in section 5.2 of our paper. Section 5.3 is where we discuss the results obtained from the questionnaires, and in section 6 is where we give an overall conclusion on the whole paper. Finally, section 7 concludes with showing the limitations of our study.

According then to the possibility of resultatives in Romanian, we ask ourselves if whether most resultative sentences in English do have a proper translation and interpretation in Romanian, and if the heritage speakers of Romanian, which have Spanish and Catalan as a L1 with English as a foreign language, know about this structure and properly use it in their translations.

2. Methodology

The main data for the language typology was obtained from Talmy (1985), Slobin (2004) and Farkas (2011), which were mainly used to read about languages with mixed properties and Romanian resultatives. In this paper we also run an experiment. The main reason for running this experiment is to seek and analyse the potential influence of the native language and the heritage language on English as a foreign language in the domain of resultatives. Briefly, the experiment is focused on subjects which have acquired Romanian as a heritage language, who also have Spanish or Catalan as a second L1 and

have learnt or are learning English as a foreign language. The experiment is separated into two questionnaires: the first questionnaire collected some demographic information and day-to-day language use, while the second questionnaire corresponds to the task, a translation activity in which subjects were asked to translate sets of resultative sentences from one language into the other two. The details of the experiment are provided in section 5.1

3. Romanian as a heritage language

Consider the following hypothetical situation: A child named Andrew, with Romanian as mother tongue, comes from Romania to Spain at the age of four, where he is taught Catalan and Spanish in school, and a bit later incorporates a new language, English. Being surrounded by a community in which Catalan (and Spanish) is mainly spoken, he speaks Romanian with his parents, receiving limited Romanian input compared to the other L1 languages. This hypothetical situation is quite common nowadays in many multilingual settings. Andrew is a heritage speaker of Romanian. A heritage speaker is an individual that was raised in a situation where their “home” language is acquired at the same time as the dominant language of the community. Their “home” language may end up being less used compared to the other language. (Scontras et al., 2015). The study on heritage languages is fairly limited, still nowadays not having an exclusive field for this subject and normally being associated with the field of bilingualism. In this project, all the subjects who participated to translate sentences have acquired Romanian as a heritage language. This is crucial to our study, since the idea is to contrast the potential crosslinguistic influence in speakers who are bilingual and know English. That is, the contrast between a heritage L1 language that has mixed properties with respect to resultatives like Romanian, verb-framed languages like Spanish/Catalan as second L1,

which cannot form resultatives of the type found in English, and English as a foreign language, which has been classified as a satellite-framed language. The resultative construction is a complex construction that is difficult to learn and use for native speakers of Spanish and Catalan. The experiment conducted with heritage speakers of Romanian, where the structure is available to some extent, seeks to see potential interactions among the three languages.

4. Resultatives across Romance and English: Talmy & Slobin

4.1 Talmy's (1985) *Lexicalization Patterns*

Talmy (1985) is the first paper to be presented. According to Talmy "...we treat a situation containing movement or the maintenance of a stationary location alike as a 'motion event'" (Talmy, 1985, p. 60). In other words, a motion event is a situation in which a certain object moves or keeps its movement fixed in one spot. The essential elements of any motion event are the following two: **Figure** and **Ground**. Figure is the first object inside the motion event that moves with respect to the second object called Ground. Besides these, there are also two additional elements called **Path** and **Motion**. Path is described as "... the course [sic] followed or site occupied by the Figure object with respect to the Ground object" (Talmy, 1985, p. 61) while Motion "... refers to the presence per se in the event of motion or location" (Talmy, 1985, p. 61). On the one hand, Path is the direction the Figure follows or occupies with respect to the Ground, while on the other hand Motion has a much more complex definition. Motion specifically refers to the verb root. The verb root can either express the movement of the Figure (Motion) or the location of the Figure (Location). Furthermore, a motion event can either express **Manner** or **Cause**. Talmy shows the distinction between Motion, Location, Manner, and Cause with the following examples:

| (4)T ¹ | Manner | Cause |
|-------------------|---------------------------------|--|
| Motion | The pencil rolled of the table. | The pencil blew off the table. |
| Location | The pencil lay on the table. | The pencil stuck on (to) the table (after I glued it). |

In each of the above sentences the “pencil” works as the Figure. The “table” works as the Ground. “off” and “on” work as the Path. The verb root can either express Motion or Location, in addition, the same verb root shows either Manner or Cause. A completed motion event sentence is defined as being conceived of 4 elements: Figure, Ground, Path, and Motion. As we mentioned in the description of Motion, the verb root plays an important part in Talmy’s theory. According to Talmy, the verb root differentiates any language into three different types of lexicalization patterns, from which only two are relevant to our study. The first one is the verb root which encodes **Motion + Manner / Cause**. In this typological pattern the action performed by the verb expresses Motion and it can either describe manner or cause. Some very well-known languages of this kind are Chinese and English. The second one is the verb root which encodes **Motion + Path**. In this typological pattern, the action performed by the verb expresses both Motion and Path. Manner or Cause can either be expressed or omitted. If manner or cause appear in the sentence it is located in a different particle. An example of a language of this kind is Spanish.

Satellite.

Satellites play an important role in Talmy’s theory. A satellite is a particle that has a certain immediacy with the verb root (other examples of these immediacies are auxiliaries

¹ These sentences are from Talmy (1985).

or inflections). A satellite together with the verb root form a termed “verb complex”, which is a constituent similar to a direct object NP or an auxiliary. The concept of satellite is generally not recognized in linguistics, even though it is present in many languages. It is important to take into account that even though a satellite can sometimes act as a known grammatical category, it should not be considered as one. In fact, it is better for a satellite to be considered as a grammatical relation. The term that was traditionally used to describe a satellite, in English, was “verb particle” (Fraser, 1976). Talmy describes that “the term ‘satellite’ has been introduced in order to capture the commonality between such particles and comparable forms in other languages.” (Talmy, 1985, p.102). Satellites can be easily spotted in languages such as English, in which we see that it can act as a free word or an affix. Examples: “The record started **over**.” / “The engine **mis**fired.” (Talmy, 1985, p. 102). In these sentences “over” and “mis-” function as satellites. Since satellites are very closely related to the verb, they can also work in similar ways to the motion event verbs. Satellites can express already seen concepts such as Path, Ground, Manner, or new concepts such as Valence or Aspect. The most common category that a satellite can express is **Path**, and it is commonly seen in the English language. A **Path** is fully expressed by a combination of a satellite and a preposition. In some instances, the satellite can also appear by itself.

Examples: “I ran **out** of the house.” / “(After rifling through the house) I ran **out**.”

(Talmy, 1985, p. 103).

As a conclusion on Talmy’s theory, there is a certain contrast between how languages manage to express the concept of Path. As Talmy explains: “Path is the main category expressed by satellites of most Indo-European languages outside of Romance, as in English with forms like in, out, up, past, through”. (Talmy, 1985, p. 129). In other words, this is the main difference between the so-called Verb-framed and Satellite-framed

languages, the way in which they express **Path**. If a language expresses Path by using the satellite, it is defined as a **Satellite-framed language**, whereas if Path is expressed by the main verb, it is a **Verb-framed language**. This is relevant to resultatives because in Satellite-framed languages the path is expressed by the satellite while in Verb-framed languages the path is encoded in the verb root.

4.2 Slobin's (2004) *The many ways to search for a frog*

The paper will now focus on Slobin's (2004) to revise on Talmy's theory. Slobin proceeds to properly explain the main difference between S-framed and V-framed languages.

According to Berman and Slobin:

Satellite-framed languages allow for detailed description of paths within a clause, because the syntax makes it possible to accumulate path satellites to a single verb...

In verb-framed languages, such elaboration is more of a "luxury", since path and manner are elaborated in separate expressions, which are generally optional, and which are less compact in form. (Berman & Slobin, 1994, pp. 118-119)

In other words, V-languages conflate path in motion verbs while in S-languages path is conflated in a satellite alongside the motion verb. Examples can illustrate this better:

(14) *the frog escaped*

(15) *the frog exited the jar, passed through the window, and entered the woods*

(16) *the frog crawled out of the jar and through the window into the woods.*²

A summary of the main event is seen in (14), sentence (15) is a more elaborated path of the same event, and (16) is the same event but expressed differently. There are 3 separated path verbs (verbs which encode both Motion + Path) in (15): "exit", "pass" and "enter". On the one hand this is the required pattern in V-framed languages. On the other hand, in

² All three examples: (14), (15), and (16) are from Slobin (2004).

(16) the verb “crawl” expresses manner and has three path satellites: “out”, “through” and “in”. This pattern is typical of S-framed languages. Slobin agrees that Talmy’s binary classification of languages helped a lot in discovering how languages work. Slobin explains that a problem with Talmy’s typology is that it is only designed around lexicalization patterns, and languages are more than just lexicalization patterns (lexicalization patterns being the patterns in which a language encodes words or morphemes and distributes them in a clause). In his paper, Slobin examines the “three major components of motion events: manner of motion, path of motion and ground elements” (Slobin, 2004, p.5). According to Slobin “Talmy’s typology can be approached from two angles, focusing on the means of expressing manner or path (Slobin, 2004, p.17). Therefore, the important distinction between languages is how the language presents the relation of motion-path. In S-framed languages the verb root express manner of motion while the satellite express path of motion. In verb framed languages, the verb expresses at the same time motion-path and manner may be omitted. If we focus on the concept of manner of motion, V-framed languages pay less attention to manner if we compare them to S-framed languages. However, if we focus on the concept of path of motion, V-framed languages conflate both path and motion in the same verb while S-framed languages conflate path in the satellite.

As a conclusion to his paper, Slobin proposes two ideas: a revision of Talmy’s binary distinction (S-framed and V-framed), alongside a ranking system of languages established on their capacity to express manner (specifically manner of motion). For the first idea Slobin proposes to keep Talmy’s binary distinction and add a new class called “Equipollently-framed language” in which “Path and manner are expressed by equivalent grammatical forms” (Slobin, 2004, p.25). Construction types depend a lot on language,

some combinations are the following: “MANNER VERB + PATH VERB”, MANNER PREVERB + PATH PREVERB + VERB. For the second idea, Slobin proposes the “High-manner-salient languages” (languages have a special spot for manner) and “low-manner-salient languages” (manner is subordinated to Path).

4.3 Talmy’s and Slobin’s extension to resultatives.

Farkas (2011) concludes that Romanian does have what is considered as “weak resultatives” and that languages should not be classified only on the binary distinction of Romance or Germanic, as Verb-framed versus Satellite-framed. In this situation, specific language studies shall be considered.

The second paper we briefly mention is Farkas³ (2011). In her paper she mentions that resultative sentences can be found in metaphorical Romanian expressions but concludes that the list of Romanian verbs which can form resultative sentences is very limited.

The third and last paper to be briefly mentioned is Mateu (2000). The first aspect that Mateu mentions is that some languages lack “true resultative constructions”. Mateu analyses both Motion Events and Resultatives sentences. What Mateu describes is that Catalan verbs encode both direction and Path; verbs in Catalan have “fossilized” these processes in the verb (*entrar* = to go into). However, this is not the case in English. When it comes to resultative sentences, the Verb-framed nature forces the directional relation into the verbs, while the Satellite-framed nature imposes the Path to be left out, meaning that the Path is expressed in another particle outside of the verb root.

³ Farkas, I. (2011). PREDICATIVE BARE NOUNS IN ROMANIAN RESULTATIVES

5. Resultatives across Romance and English: An experiment

5.1 Methodology of the experiment

As we mentioned in the introduction, the experiment seeks to evaluate the potential crosslinguistic influence of the native languages on English as a foreign language, in the domain of resultative constructions. All the data for the experiment of this paper was collected from two different questionnaires. It is important to take into account that in order for the whole activity to properly work, we specifically looked for subjects which have acquired Romanian as a heritage language, have Spanish or Catalan as a second L1, and have learnt English as a foreign language. The total number of participants was 5.

The first questionnaire (appendix A) is designed to learn more about the subjects' personal background, age of language acquisition, language use, and their general English level. Information about personal background is acquired by asking questions such as: **“Where were you born?” “Where did you grow up?”** and **“What is your current level of education?”** Questions about language acquisition are important since it provides us with information on how and when the subjects started acquiring or learning Romanian, English, and Spanish or Catalan. Questions are like the following: **“At what age did you start learning Romanian?”** and **“How did you start learning Romanian?”**.

The questions about language use are crucial for our experiment, since they provide us with information on how subjects use the languages they speak in everyday situations. There are questions like: **“What languages do you speak with your family?” “What languages do you speak with your friends?”** and **“What languages do you normally use for social media?”**. With these questions we acquire crucial information and observe whether the subject mixes languages or chooses a specific language in a specific situation. At the end of the first questionnaire there is a link that takes the subject to a webpage where they have to complete an English test. The main reason behind this test is to have

an idea of the level of English the subject has; this gives us a hint on how well they will manage to complete the second questionnaire. This is crucial since the resultative construction belongs to advance or proficiency levels (C1 – C2 of the Common European Framework of Reference for Languages (CEFR)). The second questionnaire (Appendix B) is the translation activity. The activity is separated into three different tables (table Aa, Bb, and Cc). Each table has three resultative sentences and a filler sentence. These filler sentences have a structure very similar to resultative sentences and are mainly used to distract subjects. Each table has three columns, the first one is always the column in which we present the resultative sentences in a given language (Spanish or Catalan in table Aa, Romanian in table Bb and English in table Cc), while the other two columns are empty, i.e., this is where the subjects write their translations. In table one, we provide sentences in Spanish or Catalan that would correspond to resultative sentences in English, and we analyse the translations made by the subject in English and Romanian. In table two, we provide resultative sentences in Romanian, and we analyse the translations made by the subject in English and Spanish or Catalan. In table three, we provide resultative sentences in English, and we analyse the translations made by the subject in Romanian and Spanish or Catalan. As we mentioned in the introduction, our expectations are that, since resultatives are possible in both Romanian and English, at least one of the subjects could probably give a resultative sentence in either of the tables presented, that is: In table Aa they could give a resultative sentence in either English or Romanian, in table Bb they could give a resultative sentence in English, and in table Cc they could give a resultative in Romanian.

5.2 Results

We will now show the results obtained from the first questionnaire. The age of subjects ranges between 17 – 23 years old, and their general level of education spans between FP and high school, with only 1 subject at university. All subjects consider Romanian as their native language, but there are also 2 subjects which consider Catalan and Spanish as their native language besides Romanian. All of the subjects started learning Romanian in a family setting since they were born. Generally, they all started learning Spanish, Catalan, and English at the age in which these languages are provided by the school and in school contexts, around 3 – 4 years old. Regarding the extra scholar activities 2 subjects had little contact with English and only 1 of them has an English certificate. Generally, all of the subjects use Spanish, Catalan, and Romanian in their daily life, with only 1 subject who also uses English besides the other three languages. When subjects speak with their families, they all use Romanian. In this context, 2 subjects also incorporate Spanish. When subjects speak with their friends, they generally use Catalan. In this context, only 1 subject incorporates English, 1 subject Romanian, and 2 other subjects Spanish. When subjects use social media, they all use it in Spanish, with only 1 subject also using it in English and Catalan. When subjects watch series, movies, or videos, they normally watch it in Spanish. In this context, other 3 subjects incorporate English. When it comes to reading, subjects normally read in Spanish. In this context only 2 other subjects incorporate English. Subjects mainly agree that they tend to mix languages when they speak with people. Finally, in the English Cambridge Test, the subjects gave results between 11 – 25. According to the English Cambridge Test the level of English of the subjects vary between A2 and C2 (the latter with only 1 subject).

We will now show the results obtained from the second questionnaire. The results we are mainly studying now are from subject #1, because they got the best result in the English test, and they correspond to the person who has the most contact with the English language. Other sentences from other subjects will also be analysed if there are any interesting findings.

S#1 table 1.

| Frase en español o catalán | Al inglés | Al rumano |
|---|--|-------------------------------------|
| 1. La botella entró a la cueva flotando.⁴ | The bottle got in the cave levitating. | Sticla a intrat în peșteră plutind. |
| 2. Cerró la puerta empujándola.⁵ | S/He closed the door pushing it. | A închis ușa împingând-o. |
| 3. Sally lo despertó de un grito.⁶ | Sally woke him up shouting. | Sally l-a trezit de un strigăt. |
| 4. Juan lo mató disparándole. | Juan shot him and got him killed. | Juan l-a omorât împușcându-l. |

Glosses for S#1 table 1:

1 S#1. Sticla a intrat în peșteră plutind.

| | | | | | |
|------------|-----|---------|----|----------|-----------|
| Sticla | a | intrat | în | peșteră | plutind. |
| Bottle-the | has | entered | in | cave-the | floating. |

“The bottle has entered in the cave floating”.

⁴ Example from Talmy (1985, p.69).

⁵ Example from Tarragó (2015, p.7).

⁶ Example from Tarragó (2015, p.7).

2 S#1. A închis ușa împingând-o.

A închis ușa împingând -o.
Has closed door-the by pushing it.

“He / She has closed the door by pushing it”.

3 S#1. Sally l-a trezit de un strigăt.

Sally l -a trezit de un strigăt.
Sally him has wake up by a shout.

“Sally has woke him up by a shout”.

4 S#1. Juan l-a omorât împușcându-l.

Juan l -a omorât împușcându -l
John him has killed by shooting him.

“John has killed him by shooting him”.

S#1 table 2.

| Frase en rumano | Al inglés | Al español o catalán |
|--|------------------------------------|-----------------------------------|
| 1. L-au bătut măr.⁷ | They beat him up. | Lo han golpeado bien golpeado. |
| 2. Fata s-a îndrăgostit imediat. | The girl fell in love immediately. | La xica no va tardar enamorar-se. |
| 3. Studentul s-a supărat foc.⁸ | The student got really angry. | L'alumne es va enfadar molt. |

⁷ Example from Farkas (2011, p.68).

⁸ Example from Farkas (2011, p.1).

| | | |
|---|------------------|------------------------|
| 4. Lacul a înghețat bocnă.⁹ | The lake frozed. | El llac s'ha congelat. |
|---|------------------|------------------------|

Glosses for S#1 table 2:

1 S#1. L-au bătut măr.

| | | | |
|------|------|-------|--------|
| L | -au | bătut | măr. |
| They | have | beat | apple. |

“They have beaten him as red/soft as an apple”.

2 S#1. Fata s-a îndrăgostit imediat.

| | | | | |
|----------|---------|-----|--------------|--------------|
| Fata | s | -a | îndrăgostit | imediat. |
| Girl-the | herself | has | fell in love | immediately. |

“The girl has fell in love immediately”.

3 S#1. Studentul s-a supărat foc.

| | | | | |
|-------------|---------|-----|-----------|-------|
| Studentul | s | -a | supărat | foc. |
| Student-the | himself | has | get angry | fire. |

“The student has got so angry that he became as red as fire”.

4 S#1. Lacul a înghețat bocnă.

| | | | |
|----------|-----|----------|--------|
| Lacul | a | înghețat | bocnă. |
| Lake-the | has | freeze | bone. |

“The lake has frozen as solid/hard as the bone”.

⁹ Example from Farkas (2011, p.69).

S#1 table 3.

| Frase en inglés | Al rumano | Al español o catalán |
|---|--------------------------------------|--|
| 1. Kevin hammered the metal flat.¹⁰ | Kevin a nivelat metalul cu ciocanul. | Kevin aplanó el metal con el martillo. |
| 2. Kathy wiped the table clean.¹¹ | Kathy a șters masa. | Kathy limpió la mesa. |
| 3. They drank the teapot dry. | Ei au băut ceainicul uscat. | Ellos bebieron la tetera seca. |
| 4. Kevin served the soup cold.¹² | Kevin a servit supa rece. | Kevin a servido la sopa enfriada. |

Glosses for S#1 table 3.

1 S#1. Kevin a nivelat metalul cu ciocanul.

Kevin a nivelat metalul cu ciocanul.

Kevin has levelled metal-the with hammer-the.

“Kevin has levelled the metal with the hammer”.

2 S#1. Kathy a șters masa.

Kathy a șters masa.

Kathy has wiped table-the.

“Kathy has wiped the table”.

3 S#1. Ei au băut ceainicul uscat.

Ungrammatical.

¹⁰ Example from Christie (2015, p.3).

¹¹ Example from Christie (2015, p.24).

¹² Example from Christie (2015, p.3).

4 S#1. Kevin a servit supa rece.

Kevin a servit supa rece.

Kevin has served soup-the cold.

“Kevin has served the soup cold”.

5.3 Discussion

Now, we will discuss the results gathered from the first and second questionnaire. From the results of the first questionnaire, the first element we have to take into account is that all subjects acquired Romanian as a heritage language, while generally living in a community surrounded by Spanish and Catalan speakers. Most of the subjects moved to Spain at a relatively young age, 1 – 3 years old, with one subject moving to Spain at the age of 6 and another subject actually being born in Spain. This could have influenced the input on both Romanian and Spanish / Catalan languages. Hence, depending on the time they spent in the Spanish / Catalan community or Romanian community, they received more or less input from one language or the other. When it comes to the English language, since all subjects finished school up to the point of ESO, we can generalize that the subjects received approximately the same English input according to the level of education (without taking into account many other factors such as, teachers, grades, motivation, and the school itself). The same previous factors that were applied for English can be applied for both Catalan and Spanish languages. We also have to take into consideration the extra scholar activities, in which 3 of the 5 subjects received extra input of English, with only 1 of the 3 subjects having an English certificate. The second element we have to take into account is how subjects mix languages in day-to-day situations. Generally, all subjects speak Romanian with their families and Catalan with their friends. Generally, all subjects use Spanish when it comes to their social media feed. However,

when it comes to watching media, 3 out of 5 subjects incorporate English besides Spanish. Subjects generally agree that they tend to mix languages when they speak with people, which in our view was quite expected, since if they miss a word in a language, they simply can take another word from another language that means the same. The last element we have to take into account is the result of the English Cambridge Test. We must take into account that this test only gives a general answer to the English level of the subject. The results varied between 11 – 25. According to the English Cambridge Test the level of English of the subjects vary between A2 and C2. A2 being the general level of subjects and only 1 subject having a C2 level.

Now, taking a look at the second questionnaire, we must briefly mention the filler sentences before the analysis of the resultative ones. The first filler sentence is number **(1) from table Aa**. Almost every subject (4 out of 5) had the same answer for the Romanian translation. However, the English translation is different in each subject, with some sentences being even ungrammatical. The second filler sentence is number **(2) from table Bb**. Most of the subjects (3 out of 5) had the same answer for the English translation. However, only 1 subject managed to get the proper translation for the Spanish translation. The third and last filler is number **(4) from table Cc**. In the Romanian translation, each subject managed to get the same answer. For the Spanish translation, the majority of Subjects (4 out of 5) had the same answer. As a conclusion to the filler sentences, the majority of subjects managed to properly translate them in Romanian and Spanish. This could be due to the fact that since they are not resultative sentences their comprehension is much easier compared to the resultative ones, and their translations (except in English since it depends on the level of the subject) into Romanian or Spanish are generally correct.

Now we will specifically analyse the sentences of subject #1 (all of the tables for this subject are in section 5.2). **Table Aa** presents sentences in Spanish and Catalan, and the subject has to translate into English and Romanian. Sentences (2Aa), (3Aa) and (4Aa) have a resultative translation in English. However, there is no possible resultative in Romanian with any of these sentences. Subject #1 did not manage to make any resultative sentence in English, but they made proper translations in Romanian.

S#1 table 1:

(2 S#1) “S/He closed the door pushing it”.

(3 S#1) “Sally woke him up shouting”.

(4 S#1) “Juan shot him and got him killed”.

What was expected for the English sentences was the following:

“He pushed the door shut”.

“Sally shouted him awake”.

“John shot him dead”.

Table **Bb** presents sentences in Romanian, and the subject has to translate into English and Spanish or Catalan. Sentences (1Bb) and (4Bb) have a possible resultative translation into English. Subject #1 did not manage to make any resultative sentence in English, but they made proper translations in Spanish / Catalan.

S#1 table 2.

(1 S#1) “They beat him up”.

(4 S#1) “The lake frozed”.

What was expected for the English sentences was the following:

“They have beaten / beat him senseless / flat / to a pulp”.

“The lake froze solid”.

Table Cc presents sentences in English, and the subject has to translate into Romanian and Spanish / Catalan. Only sentence (2Cc) has a possible resultative translation into Romanian: (2) “**Kathy a frecat masa lună / oglindă**”.

| | | | | |
|-------|-----|----------|-----------|-----------------|
| Kathy | a | frecat | masa | lună / oglindă. |
| Kathy | has | scrubbed | table-the | clean / shiny. |

“Kathy has scrubbed the table clean”.

Subject #1 did not manage to make the resultative sentence in Romanian, but they generally have proper translations in Spanish / Catalan.

S#1 table 3.

(2 S#1) Kathy a șters masa.

Kathy a șters masa.

Kathy a șters masa.

Kathy has wiped table-the.

“Kathy has wiped the table”.

What was expected for the Romanian resultative:

Kathy a frecat masa lună / oglindă.

| | | | | |
|-------|-----|----------|-----------|-----------------|
| Kathy | a | frecat | masa | lună / oglindă. |
| Kathy | has | scrubbed | table-the | clean / shiny. |

“Kathy has scrubbed the table clean”.

After analysing the resultative sentences provided by subject #1, we confirm that even though the subject has a very good level of English, they were not able to make proper resultative sentences. We believe this may be due to various factors, which we describe in section 6. As an overall answer we believe that the Spanish / Catalan input could have affected the answers.

6. Conclusions

The first question we asked ourselves is whether if most resultatives in English have a proper translation and interpretation in Romanian. To which we can confirm that Romanian is very limited to resultatives compared to English, even though this affirmation, Romanian resultatives are possible but limited to specific verbs and metaphors. However, we definitely agree with Slobin and Farkas in that specific language analysis are required instead of only separating languages based on Talmy's typology.

The second question we asked ourselves is whether heritage speakers of Romanian, that have Spanish and Catalan as a second L1 with English as a foreign language, know about resultatives and if they are able to properly use it in their translations. To which we confirm that no subject has been able to do this. Some elements that influenced our results could be the following: It is possible that the subjects did not have enough exposure to the Romanian language to know about this structure and, the same theory can be applied to the English language. However, if we take into account subject #1, this theory does not seem to stand since subject #1 had a lot of contact with the English language. More subjects similar to subject #1 are needed to give a proper explanation of the previous phenomenon. Another possible element that influenced our results is that we trust that the subjects did not use any kind of machine translation for this experiment. It is possible that a translation device could have helped subjects in performing better in resultative sentences. The last possible element has to do with the design of the experiment. Further research on this topic would require the following: more subjects with a good level of English (preferably between C1 – C2), and subjects with no prior influence of Spanish / Catalan languages. Alongside the previous statement, a different kind of experiment, with sentences which are resultative in both Romanian and English could vary the results a lot.

7. Limitations of the study

For this paper, a number of potential limitations need to be considered.

The first has to do with the many hypotheses regarding the topic of resultatives. There has been non-existent knowledge of resultative constructions prior to this paper. Resultative sentences had to be studied from the beginning. Nowadays there is still much controversy surrounding the topic of resultatives, this only complicated the collection of data for the paper.

The second is the restricted number of subjects. With the number of participants being very limited, not much data could have possibly been extracted. Many more subjects are required for a study like ours.

The third has to do with the approach we chose for the experiment, that approach being the translation exercise. A more practical approach could have been to present two tables with resultatives in two different languages and only asking subjects to translate into the third presented (by the table) language. Sentences which are resultative in both Romanian and English could have also been used, but further data collection is needed to determine exactly how Romanian and English resultative sentences are connected.

The fourth and last one has to do with personal limitations. As the writer of this paper, I am also a heritage speaker of Romanian, with scarce knowledge of the Romanian grammar, only limited to know how to properly speak.

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Appendices

Appendix A

Cuestionario número 1

Hola, me llamo Andrei David Jude y estoy haciendo mi trabajo de fin de grado sobre lenguas heredadas y la influencia interlingüística entre el inglés y las lenguas románicas. La lengua es una herramienta que usamos continuamente en nuestro día a día, y normalmente no prestamos mucha atención a la forma en como la usamos, por eso este cuestionario podría ayudarle a despertar su curiosidad sobre la forma en como usa las lenguas que habla. Para poder llevar a cabo mi estudio necesito que cumplimente dos cuestionarios. Este primer cuestionario consta de 4 breves secciones. Cada sección aborda un aspecto diferente que puede haber influenciado la manera en la que utiliza los idiomas que habla. La primera sección se centra en sus antecedentes personales. La segunda se centra en la manera en la cual aprendió los idiomas que habla. La tercera se centra en el uso de esos idiomas en su vida cotidiana. Por último, la cuarta sección contiene un examen que pondrá a prueba su nivel de inglés.

Toda la información que proporcione será completamente anónima y solo la verán las dos personas que trabajan en este proyecto, mi supervisora, la Dra. Isabel Oltra Massuet, y yo mismo. Tiene la opción de omitir cualquier pregunta que no quiera responder. Las respuestas también pueden ser más largas que el espacio proporcionado entre las líneas. Si tiene alguna pregunta, no dude en ponerse en contacto conmigo por correo and Reidavid.jude@estudiants.urv.cat o por teléfono 643100537.

Table A. Antecedentes personales.

| <u>Pregunta</u> | <u>Respuesta</u> |
|---|-------------------------|
| ¿Alias? | Invitado X |
| ¿Edad? | |
| ¿Dónde nació? | |
| ¿Dónde se ha criado? | |
| ¿A qué edad llegó a España? | |
| Mientras crecía, ¿con quién vivía? | |
| ¿Cuál es su nivel de estudios actual? | |
| ¿Qué idioma o idiomas considera usted como sus nativos? | |

Table B. Adquisición de lenguas.

| <u>Pregunta</u> | <u>Respuesta</u> |
|--|-------------------------|
| ¿A qué edad empezó a aprender rumano? | |
| ¿Cómo empezó a aprender rumano? | |
| ¿A qué edad empezó a aprender español o catalán? | |
| ¿Cómo empezó a aprender español o catalán? | |
| ¿A qué edad empezó a aprender inglés? | |
| ¿Cómo empezó a aprender inglés? | |
| | |

| | |
|--|--|
| <p>¿Ha utilizado otros medios, además de la escuela y la familia, para aprender idiomas? (Ejemplo: actividades extraescolares.) Explique brevemente cuáles.</p> | |
|--|--|

Table C. Uso de lenguas.

| <u>Pregunta</u> | <u>Respuesta</u> |
|--|-------------------------|
| <p>En su vida cotidiana, ¿qué idiomas utiliza?</p> | |
| <p>¿Qué idioma o idiomas usa con su familia?</p> | |
| <p>¿Qué idioma o idiomas usa con sus amigos?</p> | |
| <p>¿Qué idioma o idiomas utiliza normalmente en las redes sociales (Instagram, Twitter...)?</p> | |
| <p>¿En qué idioma o idiomas suele ver series, películas o vídeos?</p> | |
| <p>¿En qué idioma o idiomas suele leer?</p> | |
| <p>¿Suele mezclar idiomas cuando habla con la gente?</p> | |

4. Prueba de su nivel de inglés.

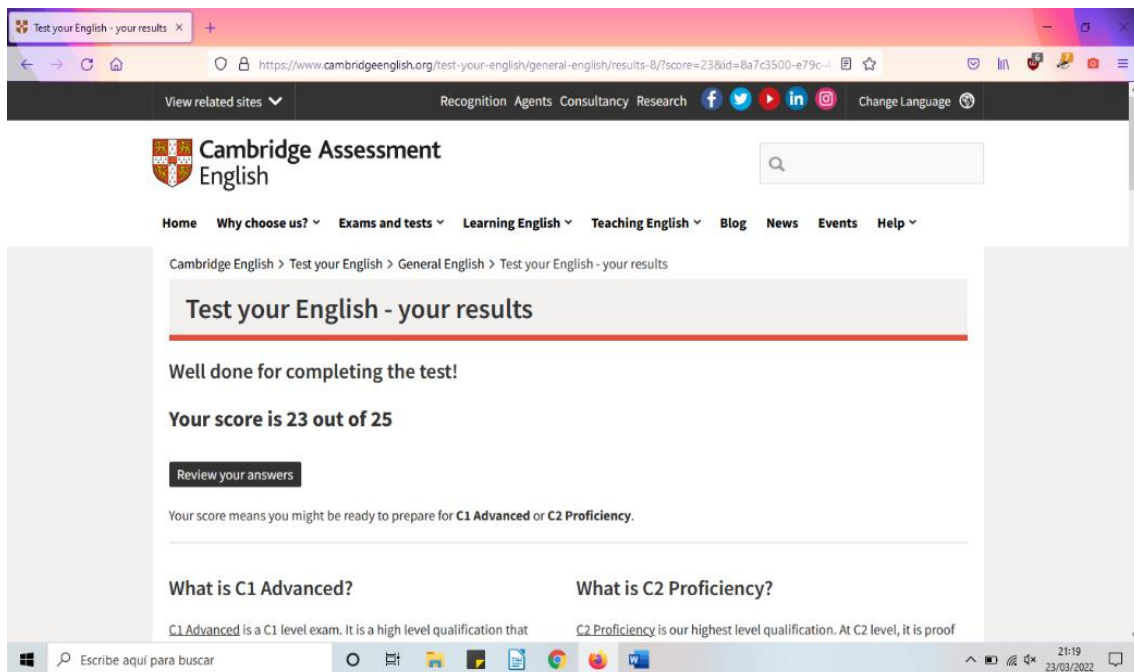
En esta sección del cuestionario, deberá responder la prueba de la siguiente página Web. Al terminar la prueba, haga una captura de pantalla del resultado y adjunte la imagen a este archivo de Word.

<https://www.cambridgeenglish.org/test-your-english/>

Utilice la prueba de “General English”.

Para hacer una captura de pantalla debería seguir estas breves instrucciones:

Utilice la tecla “Impr pant” o “ImpPnt” que se encuentra en su ordenador y después utilice “ctrl” + “v” para pegar la imagen a este Word. El resultado debería ser parecido a esto:



Appendix B

Cuestionario número 2.

Este es el segundo cuestionario que le pedimos que responda para llevar a cabo el estudio. Lo único que tiene que hacer es traducir las distintas oraciones al idioma indicado. Por favor, ¡evite usar cualquier tipo de traductor! Si le falta una palabra de una frase, puede utilizar el diccionario para buscarla, pero nada más. Es absolutamente imprescindible que responda por sí mismo, sin ayuda de nadie. Escriba la traducción que crea que se ajusta mejor y no se preocupe por la gramática ni por ningún otro aspecto. Las respuestas pueden ser más largas que el espacio proporcionado entre las líneas. También es libre de omitir cualquier frase. Si tiene alguna pregunta, no dude en ponerse en contacto conmigo por correo andreidavid.jude@estudiants.urv.cat o por teléfono 643100537.

Las frases que tendrá que traducir en este caso son de:

Español o catalán a inglés.

Español o catalán a rumano.

Rumano a inglés.

Rumano a español o catalán.

Inglés a rumano.

Inglés a español o catalán.

Las frases son las siguientes:

Table Aa.

| Frase en español o catalán | Al inglés | Al rumano |
|---|------------------|------------------|
| 1. La botella entró a la cueva flotando. / L'ampolla va entrar a la cova surant. | | |
| 2. Cerró la puerta empujándola. / Va tancar la porta empenyent-la. | | |
| 3. Sally lo despertó de un grito. / Sally el va despertar d'un crit. | | |
| 4. Juan lo mató disparándole. / Joan el va matar disparant-lo. | | |

Table Bb.

| Frase en rumano | Al inglés | Al español o catalán |
|---|------------------|-----------------------------|
| 1. L-au bătut măr. | | |
| 2. Fata s-a îndrăgostit imediat. | | |
| 3. Studentul s-a supărat foc. | | |
| 4. Lacul a înghețat bocnă. | | |

Table Cc.

| Frase en inglés | Al rumano | Al español o catalán |
|--|------------------|-----------------------------|
| 1. Kevin hammered the metal flat. | | |
| 2. Kathy wiped the table clean. | | |
| 3. They drank the teapot dry. | | |
| 4. Kevin served the soup cold. | | |