

**LA EXPRESIÓN DE LA MODALIDAD EN INGLÉS
Y EN ESPAÑOL CONTEMPORÁNEOS.
SEMEJANZAS, DIFERENCIAS Y ESTRATEGIAS
DE TRADUCCIÓN**

**THE EXPRESSION OF MODALITY IN
CONTEMPORARY ENGLISH AND SPANISH.
SIMILARITIES, DIFFERENCES, AND TRANSLATION
STRATEGIES**



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ABSTRACT

Modality, understood as the concept that expresses the speaker's viewpoint about the proposition described in the clause, is related to the notions of possibility, certainty, obligation, prohibition and ability, among others. On the basis of its meaning, three different modality categories —epistemic, deontic and dynamic— are distinguished. They all are encoded in languages through a wide array of resources: modal verbs, the subjunctive mood, possibility adverbs, lexical verbs like *think* or *order* and *creer* or *ordenar*, and some specific constructions in each language. In this work we develop an English-Spanish contrastive analysis of modal verbs and the subjunctive mood due, on the one hand, to the complexity that English modals entail for Spanish students of English and, on the other, to the problems that the Spanish subjunctive mood presents for English learners of Spanish. Our specific aim is to research the different translation strategies available in both languages to encode the modality values conveyed, respectively, by English modal verbs and the Spanish subjunctive. For that purpose, we have analysed a corpus of 200 sentences—100 in each language— and their translations, personally extracted from two contemporary novels: *The Summer Without Men* (2011) by Siri Hustvedt and *La Casa de los Espíritus* (1982) by Isabel Allende.

Key terms: modality; epistemic; deontic; dynamic; mood; subjunctive

RESUMEN

La modalidad, concepto que expresa la perspectiva del hablante sobre la proposición descrita en la cláusula, se asocia con nociones de posibilidad, certeza, obligación, prohibición y habilidad, entre otras. Según su significado, se distinguen tres categorías diferentes de modalidad —epistémica, deóntica y dinámica— que pueden codificarse en la lengua mediante múltiples recursos: verbos modales, modo subjuntivo, adverbios de posibilidad, verbos léxicos como *think* o *order* y *creer* u *ordenar*, y algunas construcciones concretas de cada lengua. En este trabajo llevamos a cabo un análisis contrastivo inglés-español de los verbos modales y el modo subjuntivo, debido, por una parte, a la complejidad que los verbos modales ingleses entrañan para los estudiantes españoles de inglés y, por otra, a los problemas que el subjuntivo español presenta para los aprendices ingleses de español. Nuestro objetivo concreto es investigar las diferentes estrategias de traducción que se emplean tanto en una como en otra lengua

para codificar la modalidad que denotan, respectivamente, los verbos modales ingleses y el modo subjuntivo español. Para ello, hemos analizado un corpus de 200 oraciones —100 en cada lengua— y sus respectivas traducciones compiladas personalmente de dos novelas contemporáneas: *The Summer Without Men* (2011) de Siri Hustvedt y *La Casa de los Espíritus* (1982) de Isabel Allende.

Palabras clave: modalidad; epistémica; deóntica; dinámica; modo; subjuntivo

TABLE OF CONTENTS

I. INTRODUCTION	1
II. ON MODALITY	4
1. Definition and types. A general overview	4
2. The expression of modality in English and Spanish	6
2.1 Verbal classes	6
2.2 Mood	10
2.3 Adverbs	12
III. CORPUS ANALYSIS AND DESCRIPTION OF RESULTS	13
1. English modal verbs and their Spanish equivalence	14
1.1. Could	14
1.2. Must	15
1.3. May	17
1.4. Might	19
1.5. Can	20
1.6. Should	20
1.7. Shall	21
1.8. Would	22
2. The Spanish subjunctive mood and its English equivalence	22
2.1. English modal verbs	22
2.2. English infinitive constructions	24
2.3. The English subjunctive mood	25
2.4. The English indicative mood	26
2.5. English gerund constructions	27
IV. CONCLUSIONS	28
V. REFERENCES	30

I. INTRODUCTION

Still nowadays, modality is considered a controversial aspect in Linguistics due mainly, as Khomutova (2014) remarks, to the confusion that exists around the concepts of mood and modality which, though closely related, are not the same. In her own words, in fact, the grammatical category known as modality “seems vague” because it “opens a number of possible definitions” (Khomutova, 2014: 2). Despite this fact, however, there is general agreement in the literature with the following definition proposed by Downing and Locke (2006: 380) in which a clear relationship is established between the notion of modality and the semantic concepts of believability, reality, obligatoriness and desirability: “Modality is to be understood as a semantic category which covers such notions as possibility, probability, necessity, volition, obligation and permission”. Modality can, thus, be considered, in general terms, a subjective process by means of which the speakers of a particular language judge, on the basis of several parameters, the truth of the proposition encoded in a clause. In Quirk *et al.*'s (1985: 219) words, in fact, modality is defined as “the manner in which the meaning of a clause is qualified so as to reflect the speaker's judgement of the likelihood of the proposition it expresses being true”.

As stated in Otaola Olano (1988), as well as in Hoye (1997), among others, both English and Spanish resort to different linguistic devices to encode modality and, as a consequence, to express the speakers' attitudes and perspectives towards the events and situations described in the clause. Among the most common linguistic mechanisms associated with the expression of modality in both languages, the following ones are usually included:

(i) modal verbs:

(1) There's just a chance that he **may** win.

(2) Pedro **debe** venir.

(ii) the subjunctive mood:

(3) I insist that he **learn**.

(4) Está feliz de que Pablo **haya venido**.

(iii) the so-called possibility adverbs, like *probably* and *perhaps*, for example, in English and *posiblemente* and *quizás* in Spanish:

(5) **Perhaps** she's there.

(6) **Probablemente** salgamos esta tarde.

(iv) mental activity verbs, like *think*, *believe* and *hope*, among others, in English and *creer*, *suponer* and *pensar* in Spanish:

(7) I **think** that it will rain tomorrow.

(8) **Creo** que llegaré pronto.

(v) and finally, certain types of constructions like, for instance, the impersonal construction *puede (ser) que* in Spanish and *it is possible that* in English:

(9) **It is possible that** they are real pearls.

(10) **Puede que** llueva.

According to authors like Palmer (2001) and Hoye (1997), however, the most usual process to encode modality in English is through modal verbs, which are undoubtedly one of the main problems for Spanish learners of English as a second language due to the following two reasons: first, to the different grammatical behaviour they exhibit in comparison with the rest of English verbs; and second, to the wide variety of components they include, if compared with the limited number of modal verbs available in Spanish. In Spanish, on the other hand, the subjunctive mood, not frequently used in English, as stated in Kerl (1861) and Quirk *et al.* (1985), among others, and a complex grammatical area, as a consequence, for the English learners of Spanish, is said to be the most common and simple way to express modality.

For these two reasons, and with the intention to help Spanish and English students of English and Spanish as a foreign language with the learning of these two particular problematic aspects of the grammar of English and Spanish, in the present work we are going to focus just on English modal verbs and on the Spanish subjunctive mood as two different ways to express sentential modality. Since the hypothesis which

constitutes our starting point in this work is that English modal verbs are not going to have in all the cases in Spanish an equivalent modal verb and that the Spanish subjunctive mood is not going to be always encoded into English via this verbal mood, we are particularly interested in analysing the different translation strategies that can be used in the other language to express the modality conveyed through English modal verbs and the Spanish subjunctive mood.

To reach our aim, and due to the lack, as far as we know, of English-Spanish parallel corpus freely available online, we have personally compiled a corpus of 200 sentences —100 English examples containing modal verbs and 100 Spanish examples with their verb in the subjunctive mood—, extracted at random from two literary works —*The Summer Without Men* (2011) by Siri Hustvedt and *La Casa de los Espíritus* (1982) by Isabel Allende— and their respective translations into Spanish and English —*El Verano sin Hombres* (2011) by Cecilia Ceriani and *The House of Spirits* (1996) by Magda Bogin—.

The structure of this project is as follows. It starts with an introductory section, where we present the object of our study, the reasons why we have chosen it, instead of another one, the hypothesis that constitutes the starting point of our analysis, the main objective which we want to reach and the methodology which we are going to use to get it. A second section of theoretical nature follows, in which the complex notion of modality is brought to light. It starts with a general review of the literature on this topic to continue, later on, with the description of the main linguistic resources used in English and Spanish to convey it. In the third section we describe, first of all, the methodology which we have used in the development of our work, as well as the corpus which is the basis for our analysis, to expose at the end of the section the results of our corpus-based study, highlighting the most significant contrasts observed in the expression of modality in the two languages analysed. Section four is devoted to state the conclusions and the major findings derived from our corpus-based analysis. Finally, our work closes with a section in which the bibliographical references which have been read throughout our research are listed.

II. ON MODALITY

1. Definition and types. A general overview:

As stated in the introduction to this work, modality is a problematic linguistic concept, usually confused with that of mood (cf. Khomutova, 2014). In Cano Aguilar's (1990: 340) words, for instance, "el Subjuntivo, [...] parece estar ligado a la 'modalidad' en todas las ocasiones en que trata de definirse este concepto en Lingüística". Furthermore, it presents serious difficulties and problems for language learners because the different linguistic mechanisms and strategies available in the different languages of the world to express the notion of modality, their mother tongues included, do not usually have a complete match and equivalence in the other languages.

Notwithstanding, there is no doubt that modality is closely related to the subjective way in which the speakers of a language interpret the events and situations described in a clause. Notice in this regard, for instance, Hoyer's (1997: 40) definition, which, in a similar vein to the previously detailed definition by Quirk *et al.* (1985: 219), describes modality as the manner in which "human beings often categorise their attitude and experience in terms of the way things might or must be, or might have been or must have been other than they actually are or were".

On the contrary, however, there is no consensus at all in the literature about the different kinds of modality that exist. Hoyer (1997: 41), for instance, argues that there are different proposals concerning the number of modality types available in a language. Jespersen's (1924: 319) study, where modality is referred to as "notional moods", is a case in point here since in it twenty subcategories of modality are distinguished. Of them all, the traditional dichotomy that differentiates between the so-called epistemic and deontic modalities seems to be fundamental for the study of this linguistic phenomenon since it is the most recurrent one in the literature, if sometimes referred to with different names. Notice in this regard, for instance, that Quirk *et al.* (1985: 219) calls the former kind "extrinsic modality" and the latter, in turn, "intrinsic modality".

According to Hoyo (1997: 42), the kind of modality labelled epistemic, illustrated in (11-12) by means of the modal verbs *may* and *poder*, expresses “the speaker’s beliefs and different degrees of conviction concerning the state of affairs” described in the clause. Therefore, it can be said to be concerned with the speakers’ subjective previous knowledge and beliefs about what they consider to be (un)certain, (im)possible and (im)probable. The subjectivity nuances that underlie this kind of modality bring to light the notion of non-factuality which, by alluding to the speakers’ doubts about the factual or real happening of the events described in the clause, is another crucial concept to understand it:

(11) You **may** not enter that room unaccompanied.

(12) **Puede** llegar a tiempo.

On the other hand, Hoyo’s (1997:43) defines deontic modality as the one “concerned with the possibility or necessity of facts in terms in which the speaker gives permission or lays an obligation for the performance of actions at some point in the future”. Some examples of clauses denoting deontic modality are given in (13-14); in (13) the speaker is expressing some kind of obligation through the use of the English modal verb *must* and in (14) the speaker is giving permission to the grammatical subject of the clause through the use of the Spanish modal verb *poder*:

(13) John **must** come in now.

(14) **Puedes** marcharte.

Together with these two kinds of modality, Hoyo (1997:44) identifies a third type, which he calls dynamic, and which, in opposition to those known as epistemic and deontic, are not subjective in nature. It focuses, in turn, on the real ability or willingness of the grammatical subject of the clause to perform the event or to take place in the situation in it described. Hence, it is not associated with the speaker’s opinions, but with some real human potential to develop an activity; as seen in (15-16), the modal verb *can* and the lexical verb *saber* are used to indicate that the grammatical subjects of the clauses where they appear are able to perform the activities of running and driving, respectively:

(15) He **can** run a mile in five minutes.

(16) Juan **sabe** conducir.

2. The expression of modality in English and Spanish:

As stated in Carretero (1991/92), Collerson (1994), Palmer (2001), Downing and Locke (2006), Miller (2008), and Halliday (2013), among others, the three main modality types previously referred to —epistemic, deontic and dynamic— can be encoded in English and Spanish by several linguistic resources, among which the following are usually mentioned in the literature as the most common ones:

(i) Verbal classes:

In the two languages that are the focus of this study there are two different verbal classes used to convey the grammatical category known as modality. The first one comprises lexical verbs of the type of *think* and *believe* in English and their Spanish equivalents *pensar* and *creer*, illustrated in (17-18), which, semantically classified as mental verbs (cf. Levin, 1993; Papafragou, 2006; Mărăscu, 2016), constitute a common linguistic resource to express epistemic modality:

(17) **Creo** que llegaremos mañana.

(18) I **infer** that Clark Kent is Superman.

The kinds of modality known as deontic and dynamic can also be expressed by some kinds of lexical verbs. As stated by Lee (1975: 106), some of the verbs that express deontic modality in English by giving commands, denoting obligation or conveying permission are *command*, *forbid*, *order*, *request* and *let*. As regards Spanish, Laslop (1999) mentions *prohibir*, *ordenar*, or *permitir*, as well as the periphrasis *tener que*, as lexical verbal units with a clear deontic meaning:

(19) I **order** you to stay.

(20) Le **prohíbo** que venga.

The second verbal class commonly used in English and Spanish to encode modality include, in turn, the so-called modal verbs. In opposition to the previous verbal group, modal verbs exhibit a very different syntactico-semantic behaviour in both languages, as will be immediately explained. The first contrast that can be observed between them concerns the number of components this particular verbal class consists of in each of these two languages: whereas in English it includes the closed class of “authentic modal verbs”, made up of *can*, *could*, *may*, *might*, *must*, *shall*, *will*, *would*, *should* and *ought to*, and some other verbs like, for example, *be to*, *be able* and *have to*,

that are referred to in the literature as “marginal modal auxiliaries” due their syntactic behaviour (cf. Palmer, 2001; Mackenzie and Martínez Caro, 2012), in Spanish the number of modal verbs is much more limited and not so clear. For Alcina and Blecua (1983), for example, only *poder* and *deber* can be considered central modal verbs in Spanish. To these two verbs, Narbona (1981) adds *osar* and *acostumbrar*, though this last one only in some of its uses, and Gili Gaya (1980), among others, also adds the verbs *saber*, *querer* and *soler*. The class of Spanish modal verbs is widened in Bolinger (1970), where the complex verbs ‘haber de’ and ‘tener que’, as well as different verbal periphrases, are also included.

The second difference between English and Spanish modal verbs concerns their syntactic behaviour. Whereas in Spanish they are fully inflected, thus behaving like any other Spanish verb, as can be seen in examples (21-22), in English they exhibit some syntactic features of their own, thus constituting a very particular verbal class completely different from the remaining verbal classes in English. Notice in this regard, on the one hand, that English modal verbs are not inflected in the third person singular in the simple present tense and are followed by a bare infinitive, (23); and on the other, that in negative structures, all kinds of interrogative patterns —open and closed content questions, yes/no questions and question tags— and short answers, they function as auxiliary verbs which, as such, do not require any kind of *do* support: in negative patterns they are the support for the negative adverb *not*, (24); in the different kinds of English interrogative structures they trigger subject inversion, (25); and in short answers they function as verbal proforms, thus surfacing as the only predicate trace in the sentence, (26):

(21) Ha pasado tanto tiempo que **puede** haberla olvidado.

(22) **Debo** haber malinterpretado su mensaje.

(23) She **must know** the truth.

(24) She **may not** believe it.

(25) I should tell her the truth, **shouldn't I**?

(26) **Should I** tell her the truth? Yes, **you should**.

In our view, these two differences explain why, as Silva-Corvalán (1995: 68), remarks, “[i]n contrast to modal verbs in English, whose syntactic and semantic

characteristics have been studied in depth, Spanish modals have received little attention”.

Finally, it has to be pointed out, moreover, that the real or authentic modal verbs in English are semantically quite complex because they can entail the three different kinds of modality previously stated. When they express some kind of epistemic modality, as indicated in Papafragou (2006), they “[...] lack syntactically parenthetical uses; more importantly, they do not involve a verbal act but rather a mental act of evaluation of a state of affairs”, which allows the speaker to locate the state of affairs described in the clause at some point in the scale of certainty. Therefore, a gradience is found among those English modal verbs, like *may* and *might*, which denote possibility, (27); those, like *should* and *ought to*, that express, in turn, some kind of tentative inference which makes the speaker be doubtful about the truth of situation described in the proposition, (28); those, like *will*, *shall* and *would*, that convey some kind of prediction, (29-30), and finally, those, like *must* and *have to*, that, on the contrary, show complete certainty on the part of the speaker that the event or situation described in the clause is or is not true, (31):

(27) They **may/might** be baking the cake right now.

(28) They **should/ought to** be at home tomorrow.

(29) The meeting **will** probably be cancelled.

(30) I **shall** be gone by the time she arrives.

(31) It **must** have been an error.

It should be noticed at this point, however, that the same modal verbs can also be used in English with different deontic meanings. According to Quirk *et al.* (1985: 276), for instance, *must* has two different deontic meanings: illustrated in (32), the first one, signifying “it is essential/necessary for”, is that of root necessity; and the second one, shown, in turn, in (33), implies some kind of obligation. *Should* and *ought to* are quite similar to *must* in the sense that they also denote an obligation. However, since this time it is much softer than the one entailed by *must*, as seen in (34), it is usually considered as a piece of advice which the grammatical subject of the clause can follow or not. Another English modal verb associated with the deontic value of obligation is *shall*, whose use, nevertheless, is somehow restricted, (35):

(32) To be healthy, a plant **must** receive a good supply of both sunshine and moisture.

(33) You **must** copy this out again.

(34) You **should/ought** to do as he says.

(35) You **shall** do exactly as I say.

As verbs denoting deontic modality, the modals *can* and *could*, as well as *may* and *might*, are used to give permission to the subject of the clause to perform a particular activity, thus having *be allowed to* as an appropriate paraphrase, (36-37). The main difference among them concerns the degree of politeness and formality they entail—*may* being more polite than *can* and *might* even more polite than *may*—:

(36) **Can** we borrow these books from the library?

(37) **May/might** I come in?

And finally, *will*, *would* and *shall* also have a deontic modality use, when expressing the speaker's volition or willingness to perform the action described in the clause, (38):

(38) **Will/would** you help me to address these letters?

As regards dynamic modality, Downing and Locke (2006: 390) remark that it “is expressed by *can* and is paraphrased by ‘It is possible to ...’ or ‘It is possible for ... to ...’”. The expression of dynamic modality through English modal verbs is, thus, restricted to *can* and its past form *could*, (39-40):

(39) **Can** you reach the top shelf?

(40) Magda **could** speak three languages by the age of six.

As has been previously stated, however, in Spanish only two verbs, *poder* and *deber*, are unanimously classified in the literature as authentic modal verbs. In their epistemic use, they both can be said to express possibility. For Silva-Corvalán (1995), nevertheless, there is an essential difference between them: whereas the use of *poder* implies that the speaker does not have a strong belief in the proposition described in the clause, *deber* denotes strong confidence in it, (41-42):

(41) Con este frío **puedo** coger un resfriado.

(42) **Debí** llegar tarde porque ya había salido el tren.

Moreover, both verbs also have deontic modality values associated to them: *deber*, those of obligation and necessity, as seen in (43); and *poder*, that one related to permission, (44):

(43) **Debes** estudiar para aprobar el examen. (Silva-Corvalán, 1995: 86)

(44) Tú no **puedes** entrar aquí.

As well as in English, dynamic modality in Spanish is restricted to *poder*, when it expresses the subject's ability to perform the action denoted in the clause, (45):

(45) Juan **puede** abrir la puerta.

(ii) Mood:

The verbal category of mood is traditionally defined as that one that has to do with the mental attitude of the speaker, being, thus, either subjective or objective (cf. Hernández Alonso, 1973; Marcos Marín 1980; Jiménez Juliá, 1989; González Calvo, 1995). As a consequence, its relationship and confusion with the grammatical category of modality, which mood frequently conveys, is not surprising (cf. Otaola Olano, 1988: 113).

Three different mood categories are traditionally identified in the literature: the indicative, the subjunctive and the imperative moods (cf. Gili Gaya, 1980). According to Otaola Olano (1988), the indicative mood, illustrated in (46-47), is the mood of objectivity and factuality since the speaker uses it to denote real states of affairs; on the contrary, as she continues explaining, the subjunctive mood, often associated with high probability and possibility values, expresses the subjective point of view of the speaker towards the proposition described in the clause, (48-49). In Kerl's (1861:169) words, in fact, "the subjunctive mood affirms something as a future contingency or as a mere supposition, wish or conclusion". Though Otaola Olano (1988) points out in this regard that the values of probability and possibility can also be conveyed through the indicative mood, if not so commonly as through the subjunctive, she affirms that the notion of absolute doubt can only be encoded by means of the latter. In sum, as Escandell Vidal and Leonetti (2000:374) defend, the feature that differentiates the Spanish subjunctive mood from the indicative is the lack of assertion on the part of the speaker. Finally, the imperative mood, shown in (50-51), is the mood chosen to express orders and commands:

- (46) Cuando **era** pequeña, me **encantaba** bailar.
- (47) When I **was** young, I **loved** to dance.
- (48) No creo que Juan **cante** en su cuarto.
- (49) I insist that the Council **reconsider** its decisions.
- (50) ¡**Siéntate!**
- (51) **Sit down!**

Though this three-fold mood difference can be observed in the two languages at issue, as illustrated in the previous examples, numerous contrasts arise between them when the expression of modality is conveyed through the subjunctive mood. This is mainly so because, as stated in Kerl (1861) and Quirk *et al.* (1985), this particular mood category has a very limited use in English. According to Kerl (1861: 169), its limited use in this language is due to the fact that it “has been well-nigh absorbed by conjunctions, adverbs and auxiliaries”. Maybe for that reason, some time later, Quirk *et al.* (1985:155) remark that “the subjunctive in modern English is generally an optional and stylistically somewhat marked variant of other constructions, but it is not so unimportant as is sometimes suggested”. Notice, furthermore, in this regard, Kerl’s (1861: 169) observation, put forward in the nineteenth century, that stated that, though the common thing was to differentiate between the indicative and subjunctive moods in English, some grammarians had ruled the subjunctive mood out from the English verbal system, merging it into the indicative.

In Spanish, on the contrary, the subjunctive mood has a very extended and common use, being associated with a long list of different uses. It can be employed, for example, to express wishes, doubts, petitions, advices, probability and hypothetical situations (cf. Otaola Olano, 1988; Cano Aguilar, 1990). Moreover, it can be fully conjugated, as the indicative, thus having a wide array of past, present and future forms. It should be noticed, however, that some of its future inflections have been lost with the passing of time due, as Marcos Marín (1980: 263) states, to the increasingly frequent use of its present forms to denote future situations and events. For this reason, Hernández Alonso (1973: 175) only identifies two Spanish subjunctive tenses: the present, (52), and the past, (53):

- (52) No creo que **logremos** convencerlo.
- (53) Si **lográramos** convencerlo, ella también lo haría.

(iii) Adverbs:

English adverbs of possibility of the type of *maybe*, *perhaps*, *likely* and *probably*, as well as their Spanish equivalents *quizás*, *tal vez*, *posiblemente* and *probablemente*, constitute another resource to express epistemic modality since, as stated in Ernst (2009), they “represent a speaker’s subjective commitment to the truth of the proposition”. Their epistemic connotations can be clearly appreciated in the following series of examples, in which they, (54-55), can be paraphrased both in English and Spanish by a modal verb, (56-57), and a verb of intellectual activity, (58-59):

(54) It will **probably** rain tomorrow.

(55) **Probablemente** llueva mañana.

(56) It **may** rain tomorrow.

(57) **Puede** que llueva mañana.

(58) I **think** that it will rain tomorrow.

(59) **Creo** que lloverá mañana.

Adverbs can also be used in both languages with a deontic meaning. In Spanish, Otaola Olano (1988: 108) assigns this propriety to adverbs of the type of *necesariamente*, *obligatoriamente* and *forzosamente* while in English the use of *mandatorily* and *obligatorily* is highlighted by Zeijlstra (2008: 321):

(60) Aunque no quieras, tendrás que venir conmigo **obligatoriamente**.

(61) The students must **obligatorily** register.

III. CORPUS ANALYSIS AND DESCRIPTION OF RESULTS

In order to study how modality is encoded in English and Spanish, we are going to focus, for reasons of time and space, just on English modal verbs and the Spanish subjunctive mood as two of the different linguistic resources available in the two languages at issue to express the aforementioned grammatical category. The reasons why we have chosen these two particular syntactico-semantic grammatical mechanisms, instead of others, is no other than the difficulties and problems they entail for both the Spanish student of English as a second language and the English learner of Spanish as a foreign language due to the different behaviour they exhibit in relation to their counterparts in the other language (cf. Cano Aguilar, 1990; Silva-Corvalán, 1995). As Cano Aguilar (1990: 341), for instance, states:

[...] la delimitación de los contextos de empleo, o distribución, del Subjuntivo ha dado lugar a una considerable casuística gramatical, en especial en aquellos estudios que tratan de explicar este modo del español a hablantes de otras lenguas (anglosajones, sobre todo).

With the intention to analyse which are the equivalent resources that English modal verbs and the Spanish subjunctive mood have in the other language, we are going to focus specifically on the translation strategies that are frequently used in their encoding into the other language. To reach our aim, and due to the lack, as far as we know, of English-Spanish parallel corpus freely available online, we have personally compiled a corpus which consists of 200 sentences —100 English examples containing modal verbs and 100 Spanish examples with their verb in the subjunctive mood— and their respective translations, which have been extracted at random from two literary

works: *The Summer Without Men* (2011) by Siri Hustvedt/ *El Verano sin Hombres* (2011) by Cecilia Ceriani, and *La Casa de los Espíritus* (1982) by Isabel Allende/ *The House of Spirits* (1996) by Magda Bogin.

1. English modal verbs and their Spanish equivalence:

My corpus of English modal verbs consists of 100 examples with the verbs listed in the chart below, where the number of attestations found with each of them is also indicated:

Modals	<i>Could</i>	<i>Must</i>	<i>May</i>	<i>Might</i>	<i>Can</i>	<i>Should</i>	<i>Shall</i>	<i>Would</i>
Instances	20	20	20	17	11	9	2	1

1.1. *Could*:

In the twenty attestations analysed with this English modal verb, *could* expresses the kind of modality labelled as dynamic in seventeen instances and what is known as epistemic modality in two examples. Only in one single example *could* denotes deontic modality.

As a modal verb conveying dynamic modality, *could* has been translated into Spanish by means of different strategies: in nine examples, in particular, it is transferred through its Spanish equivalent modal verb *poder*, (62b); in four cases its translation makes use of a possibility adjective as complement of *ser*, (63b); and in only one single example, (64b), it has been transferred to Spanish by means of the lexical verb *saber*.

(62a) Jessie's pale blue eyes were heavy with significance, and once she mouthed a word to Emma, but I **couldn't** read her lips.

(62b) Los ojos azul pálido de Jessie rebosaban complicidad y, en un momento determinado, le dijo algo a Emma en voz baja, pero no **pude** leer sus labios.

(63a) His posture changed; he folded inward; and he found he **couldn't** eat.

(63b) Su actitud cambió. Se encerró en sí mismo y le era **imposible** comer.

(64a) Indifference was the cure, but I **couldn't** find it in myself.

(64b) La indiferencia era el remedio, pero no **sabía** encontrarla en mí.

It is worth mentioning here that in the three remaining cases, as illustrated in (65b), the English modal verb *could* is not translated at all in the Spanish sentence:

(65a) I **could** see, only yards away, at the end of the short block, a group of five boys ...

(65b) A pocos metros de ellas, en la esquina, vi un grupo de cinco chicos...

On the other hand, as an epistemic modal verb, *could* has been transferred to Spanish in the 2 instances attested by means of the modal verb *poder*, usually in the conditional tense, reinforcing this way its epistemic modality value:

(66a) As I examined the row of voluptuaries, I wondered if the term **could** apply to those of us who are seedless but egg-full.

(66b) Mientras examinaba la fila de voluptuosas mujeres, pensaba si aquel término **podría** aplicarse a las que, como yo, carecemos de semilla pero estamos rebosantes de óvulos.

Finally, the only example found where *could* conveys deontic modality has been translated into Spanish making use again of the modal verb *poder*, this time with a clear deontic value of prohibition:

(67a) Before Boris walked through the door I had told Stefan that we **couldn't** and it had been stupid...

(67b) Antes de que Boris entrara por la puerta de casa yo ya le había dicho a Stefan que eso **no podía** volver a suceder, que lo que habíamos hecho era una estupidez...

1.2. Must:

The English modal verb *must* has been found in my corpus of examples with the same number of attestations as *could*. However, its more common use points out to the kind of modality previously referred to as deontic, being found in fourteen out of the twenty examples analysed with it. As a deontic modal verb that denotes obligation on the part of the grammatical subject of the clause, *must* has been translated into Spanish on three occasions by means of the modal verb *deber*, (68b), and in eight instances through the verbal periphrasis *tener que*, (69b). As can be seen in (70b), sometimes this verbal periphrasis appears in the conditional tense, thus softening the obligation it denotes:

(68a) (it is no longer possible to demonize or idealize the wigwam; we **must** retreat to peoples who can no longer be insulted)...

(68b) (ahora es incorrecto demonizar o idealizar el tipi; **debemos** retroceder hasta pueblos que ya no pueden sentirse insultados)...

(69a) You **must** call the police and go to him now.

(69b) **Tienes que** llamar a la policía e ir con él de inmediato.

(70a) And you **must** have known he would call me and that I would go to him.

(70b) Y **tendrías que** haber pensado que me iba a llamar y que yo acudiría a su llamada.

With the same deontic meaning of obligation, *must* has been transferred to Spanish in one example by means of the lexical verb *obligar*, (71b), and in another one it has not been translated at all, (72b):

(71a) ... if she does want to talk to you, **must** nevertheless be coddled and coaxed and wheedled for the new precious utterances that will resolve the mystery of the crime.

(71b) ...si lo desea, te **obliga** a animarla, sonsacarla y convencerla para obtener esas escasas y breves palabras que te conducirán a la resolución del misterioso crimen.

(72a) This drive-by groping **must** count as my first sexual experience.

(72b) Considero aquel tocamiento fugaz como mi primera experiencia sexual.

In the single instance in which *must* conveys the deontic value of advice, (73a), its Spanish equivalent, (73b), makes use of the subjunctive mood:

(73a) ...she spoke urgently to him, telling him it was okay, that he **mustn't** worry...

(73b) ...le hablaba a Moki a toda prisa, diciéndole que todo iba bien, que **no se preocupara**...

Apart from its deontic value, *must* has also been found in my corpus as a verb that expresses epistemic modality. In five out of the six examples where this is so, *must* has been transferred to Spanish with its equivalent modal verb *deber*, denoting this time the epistemic value of certainty on the part of the speaker, (74b). In the remaining attestation, as seen in (75b), it has not been translated either:

(74a) That **must** have been where Alice was off to when I saw her bouncing down the sidewalk after she left class at two forty-five.

(74b) Alice **debía** de dirigirse hacia allí el día que la vi alejarse dando saltos al salir de clase a las tres menos cuarto.

(75a) The mature body **must** have come fast.

(75b) La madurez física le había llegado de golpe...

1.3. *May*:

Also twenty examples with the modal verb *may* have been analysed: in eighteen instances it presents a clear epistemic modality value, and in the two remaining cases, on the contrary, it functions as a dynamic modal verb. In its epistemic dimension, it has been commonly translated into Spanish —eleven instances— by means of the impersonal construction introduced by *puede que*, which, as seen in (76b-77b), makes the verb in the subordinate clause be conjugated in the subjunctive mood:

(76a) Leonard **may** have been mad, but his thoughts were not nearly as addled as the powers that be in the hospital assumed.

(76b) **Puede que** Leonard **estuviera** loco, pero sus ideas no eran tan demenciales como suponían los mandamases del hospital.

(77a) The girls and their blooming bodies **may** have been an indirect catalyst for the project I launched that same evening.

(77b) **Puede que** las niñas y sus cuerpos en flor **actuaran** como un catalizador indirecto del proyecto que emprendí aquella misma tarde.

In the seven remaining examples, several linguistic devices have been used in the Spanish translation to cover the epistemic meaning of possibility conveyed by *may*. In particular, in two examples it has been translated as its Spanish modal equivalent *poder* in the conditional tense, which, as illustrated in (78b), clearly highlights its modality value of doubt and uncertainty; in other two examples it has been encoded into Spanish with the modal verb *deber*, whose epistemic value is, however, closer to the values of certainty and conviction, (79b):

(78a) I am not a liar. It **may** have been his name that started the whole enterprise.

(78b) No miento. Por eso pienso que **podría** haber sido su nombre el que desencadenara todo el proceso.

(79a) It **may** have been the first time I had heard her laugh.

(79b) **Debió** de ser la primera vez que la oí reír.

As the following series of examples shows, in other two attestations the encoding of *may* into Spanish has been achieved through the use of the subjunctive mood, (80b); in one single instance its epistemic modality connotations are covered by means of the possibility adverb *quizás* in combination with the subjunctive mood, (81b); and in the final instance the future tense, a clear marker of uncertainty and irreality, has been the alternative chosen, (82b):

(80a) ... and, however jumbled that past **may** be in our heads, we are always moving inexorably toward an end.

(80b) ... y, por más embrollado que ese pasado **resida** en nuestra memoria, siempre avanzamos inexorablemente hacia nuestro final.

(81a) Heart dented by rejection à la française, unhappy and surprisingly helpless alone, Husband decides it **may** be better to begin reconciliation proceedings with Old Faithful...

(81b) Con el corazón herido por el rechazo à la française, infeliz y sorprendentemente desvalido en su soledad, el Marido decide que **quizá sea** mejor iniciar la reconciliación con la Siempre Fiel...

(82a) You **may** well wonder why I wanted Boris at all...

(82b) Ustedes **se preguntarán** por qué me hacía tanta mala sangre por un tipo como Boris...

As a modal verb denoting deontic or dynamic modality, the use of *may* seems to be more restricted in my corpus of examples since no attestations with it as a deontic modal verb have been found; and as a modal verb denoting dynamic modality, only two examples have been attested; in both of them, as seen in (83b-84b), *may* has been translated into Spanish with its equivalent modal verb *poder*:

(83a)... we **may** leap from childhood to middle age and back again and loot from any time we choose...

(83b) ... **podemos** saltar en nuestra mente de la infancia a la edad adulta y volver atrás...

(84a) This gives some polish to our tarnished lives, and sometimes we **may** choose one dream over another...

(84b) Sirve para dar cierto lustre a nuestras deslucidas vidas y a veces, incluso, para **poder** elegir un sueño u otro...

1.4. *Might*:

As the simple past of *may*, the results obtained for *might* are not very different from the ones obtained for its present form. Therefore, it is not surprising that in the seventeen instances with *might* analysed, it functions as an epistemic modal verb associated with possibility and probability values which, as expected, has been translated into Spanish using the same resources as the ones previously described for *may*. The most common one, attested in eight examples, seems to be the use of its equivalent modal verb in Spanish, *poder*, (85b). Quite often, as illustrated in (86b), it appears conjugated in the conditional tense to emphasize its hypothetical modality values:

(85a) Tomorrow she **might** fall or be stricken suddenly. Tomorrow she **might** be dead.

(85b) Mañana **podía** caerse o sufrir cualquier ataque repentino. Mañana **podía** estar muerta.

(86a) For all you know, I **might** be a MAN in disguise.

(86b) Después de todo, yo **podría** ser un HOMBRE que se hace pasar por una mujer.

Some other resources used to encode the epistemic modal values of *might* into Spanish are: the subjunctive mood, (87b), attested in four examples; the impersonal construction *puede que*, found in two cases, which also requires the verb of its subordinate clause in the subjunctive mood, (88b); the combination of the possibility adverb *quizá* and the subjunctive mood, (89b), found just in one single case; and finally, the future tense, (90b), also attested in only one example:

(87a) He **might**, of course, have run off with her, and then again, he **might** have tired of it...

(87b) Se **hubiese** ido con ella, por supuesto, y después se **hubiera** cansado de ella...

(88a) “You **might** be right”

(88b) - **Puede que tenga** razón.—dije.

(89a) I had lost that brisk of confidence in the wheels of my own mind, the realization that had come to me sometime in my late forties that I **might** be ignored...

(89b) Tras mi desmoronamiento había perdido la confianza en el funcionamiento del mecanismo de mi mente; casi a punto de cumplir los cincuenta empecé a pensar que **quizá** mi nombre **cayera** en el olvido...

(90a) “You **might** find it silly,” she said. “But I’ve had a message, a nice message, from a boy I like.”

(90b) - A usted le **parecerá** una tontería –dijo-, pero he recibido un mensaje, un mensaje bonito, de un chico que me gusta.

It is worth pointing out here that in the remaining attestation found with *might*, the English modal verb has not been translated into Spanish, (91b):

(91a) ... I thought he **might** have been crying before he saw me.

(91b) ... me dio la impresión de que había estado llorando antes de encontrarse conmigo.

1.5. *Can*:

With the English modal verb *can* eleven attestations have been found. In four instances it is used as a modal verb denoting epistemic modality and in the seven remaining examples it encodes, in turn, dynamic modality. With the exception of one single attestation of its dynamic value, (92a), in which it is not translated at all into Spanish, (92b), in the remaining ten examples, no matter if it expresses a dynamic, (93a), or epistemic, (94a), modality value, it has been always encoded into Spanish by means of its equivalent modal verb *poder*, (93b-94b):

(92a) From what I **can** tell, your will to live is bursting out all over.

(92b) Por lo que veo, usted rebosa ganas de vivir.

(93a) I **can’t** talk about it.

(93b) No **puedo** hablar de ello.

(94a) Then I said that sometimes a small thing, even a bit of debris, **can** come to signify a whole world of feeling.

(94b) A continuación le dije que a veces un objeto pequeño, incluso un pedazo de algo roto, **puede** llegar a significar un mundo de sensaciones.

1.6. *Should*:

With the modal verb *should* nine examples have been analysed. In six out of the seven cases in which *should* indicates the deontic modality value of advice, it has been

transferred to Spanish by means of its Spanish equivalent, the modal verb *deber*, (95b), which with some frequency appears, as in (96b), in the conditional tense; and in the remaining instance, *should* has been encoded into Spanish by means of the verbal periphrasis *tener que*, which, presented in the conditional tense, implies a piece of advice and does not impose any obligation on the clausal subject, (97b):

(95a) In 1873, Dr. Edward Clarke [...] published a book with a friendly title: Sex in Education: a Fair Chance for Girls, in which he argued that menstruating girls **should** be banned from the classroom...

(95b) En 1873, el doctor Edward Clarke [...] publicó un libro con el amable título de Los distintos sexos en la educación: Una oportunidad para los jóvenes, en el que sostenía que **debía** prohibirse la entrada al aula a las chicas que estuvieran menstruando...

(96a) I **should** have studied harder.

(96b) **Debería** haber estudiado más.

(97a) Jessie said in her high small voice that I **should** know by now that Alice “is kinda different”.

(97b) Jessie dijo con su voz de pito que, a esas alturas, yo ya **tendría que** haber notado que Alice era “un poco diferente”.

On the other hand, in the two single examples in which *should* expresses an epistemic modality value, its transference to Spanish has made use of just the conditional tense (98b), or the modal verb *poder* also in the aforementioned verbal tense, (99b):

(98a) “It **should** not be amiss,” he said, waving his index finger...

(98b) No **sería** descabellado -decía alzando su dedo índice- ...

(99a) Any idiot **should** be able to divine this truth.

(99b) Cualquier tonto **podría** adivinar esta verdad.

1.7. *Shall*:

As regards the modal verb *shall*, only two instances have been analysed. The clear deontic modality value of necessity it presents in one of them has been translated into Spanish with the modal verb *deber*, (100b); in the other example, however, it shows an epistemic modality value closely related to those of certainty and factuality which has been transferred to Spanish by means of the future tense, (101b):

(100a) **Shall** we explain it through the very special, although dubious otherness of the female brain...?

(100b) ¿**Debemos** explicarlos a partir de la otredad, tan especial como dudosa, del cerebro femenino...?

(101a) To be frank, it is a bit boring, so we **shall** dispense with the long and tortured job of getting the words out of the child ...

(101b) Para ser franca, resulta un poco aburrido, por lo que **omitiré** el largo y tortuoso camino que recorrí para sonsacar a la niña aquellas palabras...

1.8. *Would*:

In the single attestation with *would* analysed, it clearly behaves as an epistemic modal auxiliary verb that points out to a hypothetical state, thus denoting probability, which once again has made use of the subjunctive mood in its Spanish translation, (102b):

(102a) What mattered was that an alliance had been established between us, a felt camaraderie that we both hoped **would** continue.

(102b) Lo importante era que se había establecido una alianza entre nosotras, sentí una camaradería que ambas esperábamos que **continuara**.

2. The Spanish subjunctive mood and its English equivalence:

The 100 Spanish examples in my corpus which have their verb in any form of the subjunctive mood to express either epistemic or deontic modality have been transferred to English by means of a wide variety of syntactico-semantic strategies and resources, whose productivity and context of use will be explained below.

2.1. *English modal verbs*:

As expected from the results described in the section devoted to account for the Spanish equivalence of English modal verbs, it does not surprise that this English verbal class constitutes a very appropriate resource to convey in English the epistemic and deontic modality values associated with the Spanish subjunctive mood. It has, in fact, been attested in twenty-six examples, becoming the most productive of the five translation strategies analysed.

Of them all, the modal *would* seems to stand out over the rest, having been found in fourteen examples framed in different contexts in which it shows clearly the

possibility and probability values associated with epistemic modality, (103b-104b). In our view its high frequency of occurrence here is to be related with its use as the auxiliary verb of the conditional tense, which clearly has connotations of irreality and non-factuality:

(103a) Se lo dijo a Jaime y agregó que la consigna era no divulgarlo, para que la derecha **se presentara** a las elecciones segura del triunfo...

(103b) He told Jaime this, cautioning him not to let anybody know, so that the right **would** go into the elections sure of victory...

(104a) Empezó a chillar y no paró hasta que Jaime examinó a Alba y le aseguró que no estaba herida y que no tenía nada que no se **pudiera** curar con un par de inyecciones y reposo.

(104b) She began to scream and did not stop until Jaime had examined Alba and assured her that she had not been injured and there was nothing wrong with her that a couple of injections and some rest **would** not cure.

Apart from *would*, some other English modal verbs have been attested in my corpus as possible translations of the Spanish subjunctive mood; in particular, *should*, *might*, *could* and *must*. The first one has been found in six examples: in three of them it expresses the aforementioned epistemic modality values, (105b), and in the other three it is used to encode a piece of advice, thus denoting deontic modality, (106b):

(105a) ... porque en el fondo no quería aceptar que **necesitara** a otro hombre...

(105b) ... because deep down he could not accept that she **should** need another man more than she needed him.

(106a) También la prevenía contra el amor y el matrimonio, con la misma majadería con que insistía para que Jaime se **buscara** una novia decente y se **casara**...

(106b) He also warned her against love and marriage, with the same insolence with which he insisted that Jaime **should find** a decent girl and **settle** down...

Might and *could*, in turn, have only been attested in two and three instances, respectively, as markers of epistemic modality, (107b-108b); and finally, in the single case where it has been found, *must* has been used as a suitable translation of the deontic modality connotation of obligation entailed implied by the Spanish subjunctive mood, (109b):

(107a) Durante esos días el temor de que eso **ocurriera** la atormentó casi tanto como el hambre.

(107b) For the past few days the fear that this **might** happen had tormented her almost as much as hunger.

(108a) En ese momento oyó los pasos del Senador Trueba en el pasillo y un instante después, antes que **alcanzara** a recuperar la respiración, el viejo entró en la biblioteca.

(108b) Just then he heard Senator Trueba's footsteps in the hallway and seconds later, before he **could** catch his breath, the old man walked into the library.

(109a) ...le decía que **aprendiera** a amar la tierra, porque algún día sería suya.

(109b) Old Trueba liked to [...] tell her that she **must** learn to love this land because one day it would be hers.

2.2. *English infinitive constructions:*

English *to* or bare infinitive constructions, whose choice is determined by the clausal main verb, also stand out in my corpus of examples as an appropriate and common translation of the Spanish subjunctive mood, having been attested in twenty-four examples out of the 100 attestations analysed. As the following examples illustrate, this kind of construction can encode both modality values: in (110b), in fact, it is used to express the deontic meaning of obligation, since an indirect command is conveyed, and in (111b-112b), in turn, the epistemic value of possibility since a desire and a potential and non-factual event is, respectively, entailed each of these last two examples:

(110a) Su padre tranquilizó a los carabineros y ordenó a Nicolás que se **diera** un baño y se **pusiera** ropa de cristiano.

(110b) His father reassured the policemen and ordered Nicolás **to take** a bath and **put** on some normal clothes.

(111a) A Alba le habría gustado que su tío Jaime **se casara** con su mamá...

(111b) Alba would have liked her uncle Jaime **to marry** her mother...

(112a) ¡Jamás dejarán que **ganen** tus socialistas!

(112b) They'll never let your Socialists **win**!

2.3. *The English subjunctive mood:*

As explained in the theoretical part of this study, the subjunctive mood is not used in English with as much frequency as in Spanish. However, the results derived from analysis show that, contrary to expectation, its use to encode the modality values denoted by the Spanish subjunctive, attested in twenty-two examples, is not at a great distance from the two translation strategies previously described. Despite this fact, it should be noticed that there exist several constraints that determine its use, which is practically restricted to the realm of conditional sentences, where it has been found thirteen times, (113b-114b):

(113a) Si tu madre **estuviera** viva, diría que van a ganar los de siempre.

(113b) If your mother **were** alive, she'd say that those who always win are going to win again.

(114a) Llegó acompañado por un par de carabineros incrédulos, que estaban dispuestos a llevarlo preso a menos que **pudiera** demostrar que era en verdad el hijo del senador Trueba.

(114b) He was escorted by two incredulous policemen who were ready to arrest him unless he **could prove** that he really was the son of the Senator Trueba.

Apart from the conditional sentences in which the English subjunctive expresses the epistemic modality value of its Spanish equivalent, another common syntactico-semantic context in which the English subjunctive mood has been attested is in temporal subordinate clauses. Here it has been found in four examples of which (115b-116b) are two cases in point:

(115a) ...y tuvo la tentación de llevarla al retén y dejarla pudriéndose en una celda, bañada en su propia sangre, hasta que le **rogara** de rodillas...

(115b) ... he was tempted to take her to the stockade and leave her there to rot in a cell, bathed in her own blood, until she **got down** on her knees and **begged** him...

(116a) ... y su intuición le advirtió que mientras ese hombre **existiera** no habría nadie capaz de ocupar el amor de Blanca.

(116b) Her intuition told her that **as long as** that man **existed** no one could win Blanca's love.

As can be deduced from the previous series of examples, the most common tense of the subjunctive mood in English is the past, also used in some other kind of constructions, such as, for instance, the one illustrated in (117b), which cannot be semantically classified due to their heterogeneity:

(117a) A Blanca también le preocupaba que su hija no jugara con muñecas...

(117b) It also worried Blanca that her daughter did not play with dolls.

This fact explains, not surprisingly, why we have only found one single attestation of the English present subjunctive tense, which, as seen in (118b), makes use of the base form of the verb. Present in the subordinate clause that follows a verb denoting an order, it illustrates, in particular, a case of the so-called English mandative subjunctive:

(118a) Al día siguiente, el hedor de los baños sin agua era terrible, pero Miguel organizó la limpieza y ordenó que no se **ocuparan**.

(118b) The next day, the stench of the waterless toilets was overpowering, but Miguel organized a cleanup and ordered that the toilets **not be used**.

2.4. The English indicative mood:

Though the indicative mood is traditionally described in the literature as the mood of objectivity and factuality (cf. Gili Gaya, 1980; Otaola Olano, 1988), it has been attested in my corpus of examples with a relatively high frequency of occurrence—in twenty-one instances, specifically—as another translation strategy to encode into English the epistemic modality nuances entailed by the Spanish subjunctive, (119b-120b):

(119a) Jaime no tuvo dificultad en reconocerlo, porque había visto su imagen muchas veces y porque no había cambiado desde que lo **viera** pasar en su tren.

(119b) Jaime had no trouble recognizing him, because he had seen his picture many times and he had not changed much since the time he **had seen** him on the train.

(120a) ... como decía Clara en sus cartas a los embajadores de las potencias angloparlantes, sin que ellos le **contestaran** jamás...

(120b) ... as Clara wrote in letters to the ambassadors of the English-speaking powers. They never **answered** her...

This is not to be considered, however, a surprising fact since, according to Kerl (1861: 169), the subjunctive mood could be excluded from the English verbal system to be merged into the indicative. Something similar is defended by Otaola Olano (1988), who, despite connecting the values of probability and possibility with the subjunctive mood, considers that both epistemic meanings can also be conveyed through the indicative mood.

2.5. English gerund constructions:

In the seven remaining examples of the total corpus, the Spanish subjunctive mood has been translated into English by means of a gerund verbal form, whose choice is the only possible alternative to be used due to the syntactico-semantic contexts in which it is located. Notice, in this regard, that in four examples it is the verbal form that, not having any explicit subject, follows a conjunction, (121b); in two instances it appears as the head of a possessive noun phrase, (122b); and in the remaining example it function as the head of a manner subordinate clause which is not introduced by any explicit conjunction, (123b):

(121a) Estaba demasiado asustada y esa era una honrosa salida que le permitiría volver a su casa **sin que pareciera** cobardía.

(121b) She was too frightened and this was an honorable way to leave that would allow her to return home **without seeming** like a coward.

(122a) A Miguel se le esfumó la decepción y la rabia de que **Alba fuera** la nieta del Senador Trueba...

(122b) Miguel's disappointment and rage at **Alba's being** the granddaughter of Senator Trueba vanished...

(123a) ... Alba tragaba las golosinas que su tío le regalaba y se bañaba en la manguera cada vez que tenía calor, **sin que ninguna de estas cosas alterara** su saludable naturaleza.

(123b) Alba sucked the candies her uncle brought her and hosed herself down whenever she was hot, **neither of these two activities having** the slightest effect on her healthy constitution.

IV. CONCLUSIONS

This work has focused on the grammatical concept of modality, whose three main categories —the so-called, epistemic, deontic and dynamic modalities— can be expressed in English and Spanish, as already explained, by means of multiple syntactico-semantic resources. For reasons of time and space, in this work we have just analysed its encoding through English modal verbs and the Spanish subjunctive mood. The main reason why we have chosen these two particular linguistic mechanisms, instead of others, is no other than the difficulties and problems they both entail for learners of second languages; in particular, English modal verbs for Spanish students of English as a foreign language and the Spanish subjunctive mood for English students of Spanish. Since our main objective in this work has been to research how these two modality verbal devices are encoded in the other language, we have carried out a corpus analysis of 200 sentences —100 English examples containing modal verbs and 100 Spanish examples with their verb in the subjunctive mood—and their respective translations, which have been personal and manually extracted at random from two literary works: *The Summer Without Men* (2011) by Siri Hustvedt/*El Verano sin Hombres* (2011) by Cecilia Ceriani and *La Casa de los Espíritus* (1982) by Isabel Allende/*The House of Spirits* (1996) by Magda Bogin.

After a theoretical section (section II), in which the basic grammatical notions and concepts on which our study is based are described and exemplified in the two languages at issues, we have included a third section in which the most important and significant findings of our contrastive corpus-based analysis, summarised below, are set forth.

The first thing to notice concerning English modal verbs is that they present epistemic modality values more frequently than deontic or dynamic ones; in fact, the first ones have been attested in forty-nine instances, the second ones in twenty-five cases, and finally, the last ones in twenty-six examples. In any case, the translations strategies found in the Spanish versions of the original English examples have made

use, though with different levels of frequency, of the same syntactico-semantic mechanism: namely, the Spanish modal verbs *poder* and *deber* and the verbal periphrasis *tener que*; the Spanish subjunctive mood either on its own or in combination with possibility adverbs and adjectives and the impersonal construction *puede que*; the Spanish conditional tense either of a lexical verb or of a modal verb; the future simple tense; and finally, lexical verbs such as *saber* (epistemic modality) and *obligar* (deontic modality). Sometimes, however, the English modal verbs in my corpus do not seem to have any equivalence at all in Spanish since they do not appear translated in the Spanish versions of the English examples analysed.

As regards the encoding of the epistemic and deontic modality values of the Spanish subjunctive mood into English, the following results have been derived from my contrastive corpus-based analysis: on twenty-six occasions it has been transferred to English by means of different modal verbs, being *would* the most common one (fourteen attestations); in twenty-four instances the Spanish subjunctive has an infinitive construction, with or without *to*, as its equivalent in English; in twenty-two examples its modality values, no matter that they are epistemic or deontic, are conveyed in English by means of the subjunctive mood, usually in the past tense; twenty-one attestations have made use of the indicative mood in English to express the modality nuances of the Spanish subjunctive; and finally, only in seven cases, a gerund construction has been the alternative chosen in English to translate this particular Spanish verbal mood.

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