

This project will examine how native English speakers describe motion events and the way these predicates are rendered in a typologically different language, Spanish, through translation. To discern how native Spanish speakers encode motion events from English into Spanish, Spanish translations of specific motion events in the *Harry Potter* (Rowling, 1999-2009) books will be compared to their English counterparts. The translator represents a highly fluent bilingual user of these two languages, but the average native English speaker who is a second language (L2) Spanish learner generally does not learn how to treat these structures in the target language, except through immersion. To fill this gap in L2 Spanish education, a sample unit that uses common grammatical patterns to teach students how motion events are rendered differently in English and in Spanish is proposed. Although there is a fairly significant body of work investigating these typological differences between how native speakers describe motion events in different languages, there is a paucity of studies comparing L2 learners to native speakers and there have been no proposed changes to curriculum that would teach the distinction in a classroom setting.