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THE "FAKE" PAST TENSE IN COUNTERFACTUALS ACROSS LANGUAGES. A COGNITIVE APPROACH TO TRANSLODIDACTICS[*]

ABSTRACT

The "fake" past tense is a linguistic phenomenon that occurs when the past tense morpheme does not refer to the past time. The paper aims to show the application of mental models in translation and translation teaching in the example of counterfactual constructions that include the past tense without temporal meaning, e.g., "If Sam *knew* the answer, James would know the answer". The author illustrates fake past tense cues in different languages and applies concepts from cognitive theories.

KEYWORDS: "fake" past tense, contrastive analysis, counterfactuals, mental models, translodidactics

STRESZCZENIE

"Fałszywy" czas przeszły to zjawisko językowe występujące w trybach warunkowych, gdy morfem czasu przeszłego nie odnosi się do niego. Celem artykułu jest pokazanie zastosowania podejścia kognitywnego w tłumaczeniu i w translodydaktyce na przykładzie konstrukcji kontrfaktycznych zawierających czas przeszły bez interpretacji czasowej, np. "If Sam knew the answer, James would know the answer". Autorka przedstawia cechy lingwistyczne typowe dla "fałszywego" czasu przeszłego w pięciu językach: angielskim, niemieckim, polskim, rosyjskim i kazachskim.

SŁOWA KLUCZOWE: "fałszywy" czas przeszły, analiza kontrastowa, tryb warunkowy kontrafaktyczny, modele mentalne, translodydaktyka

INTRODUCTION

The term *"fake" past tense* first coined by Iatridou in 2000 and can be defined as the linguistic phenomenon where the past tense is interpreted differently than its usual temporal past interpretation (Iatridou 2000). To compare the difference between fake and real past tense, the following examples are given:

(1) a. If Sam *knew* the answer, James knew the answer.

 b. If Sam *knew* the answer, James would know the answer.

In these examples, *knew* in past indicative conditional (1a) refers to the past time but *knew* in present counterfactual conditional (1b) refers to the present time. The past tense used in (1a) has actual temporal reference as the action is situated in the

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past. However, the past tense morphology used in (1b) has non-actual temporal reference and used to express counterfactuality that "Sam does not know the answer and therefore James does not know the answer". The term "fake" past is interchangeably named as "additional layer of past" and "extra layer of past tense morpheme" among linguists. Von Fintel and Iatridou (2020) proposed to use the notion of X-marking, where X means eXtra layer of past tense. These all terms will be interchangeably used throughout the paper.

CROSS-LINGUISTIC ANALYSIS OF THE EXTRA LAYER OF PAST TENSE MORPHOLOGY

To understand the linguistic phenomenon of fake past tense, it is important to compare morphosyntactic properties of counterfactual constructions across languages. This phenomenon occurs in different languages and therefore accepted as universal linguistic phenomenon (Bjorkman 2017). In the given paper I will make an attempt to interpret the use of extra layer of past using graphical presentations and illustrate its occurrence not only in English but also in Russian, German, Polish and Kazakh languages.

Table 1. Examples of the "fake" past tense in counterfactual constructions across languages

№	English	Polish	Russian	German	Kazakh
1	If Sam *knew* the answer, James would know the answer.	Gdyby Sam *znał* odpowiedź, toby James znał odpowiedź.	Если бы Сэм *знал* ответ, Джеймс знал бы ответ.	Wenn Sam die Antwort *wüsste*, würde James die Antwort wissen.	Егер Сэм жауапты *біл-генде*, Джеймс жауапты білер еді.
2	I wish I *knew* the answer.	*Chciałbym* znać odpowiedź.	Я *хотел* бы знать ответ.	Ich wünschte, ich *wüsste* die Antwort.	Мен жауапты *білсем* деп едім.
3	If Sam *had studied* hard, he would have passed.	Gdyby Sam starannie się *uczył*, zdałby egzamin.	Если бы Сэм усердно *учился*, он сдал бы экзамен.	Wenn Sam fleißig *gelernt hätte*, hätte er die Prüfung bestanden.	Егер Сэм жақсы *дайын-далған болса*, ол емтиханды тапсырар еді.
4	If Sam *had been* there, he would have seen her.	Gdyby Sam *był* tam, zobaczyłby ją.	Если бы Сэм *был* здесь, он увидел бы ее.	Wenn Sam dort *gewesen wäre*, hätte er sie gesehen.	Егер Сэм осында болса, оны көрер *еді*.
5	If only Sam *had been* there.	Gdyby tylko Sam tam *był*.	Если бы только Сэм *был* там.	*Wäre* bloß Sam dort *gewesen*!	Егер Сэм сонда *болғанда* ғой.

THE INTERPRETATION OF THE FAKE PAST TENSE IN ENGLISH COUNTERFACTUAL CONSTRUCTIONS

The usage of past tense in counterfactual constructions has been interpreted differently by linguists. On the one hand, some linguists interpret this phenomenon as past tense used to indicate the point in the past upon which we ponder at the present time using so-called "branching time". This approach is known as *Past as Past* (PaP).The proponents of PaP (or also known as backshifting approach) (Ippolito 2004; Arregui 2009; Ferreira 2011 and others) assume that the past takes us back to a time where the (non-past) conditional could still have been true using branching time, thus giving a temporal interpretation. Based on this approach, past tense marking on the auxiliary verb *would*, which can be considered as the past tense of *will,* is necessary to convey a counterfactual meaning, because additional past in if-clause may be regarded as an agreement with then-clause (von Fintel 2014). This approach casts doubt because it is not clear how past morpheme is able to contribute past time evaluation point that outside conditionals contributes past time reference (Karawani 2014). This view casts doubt because there are future counterfactuals such as "If John had given flowers to Mary tomorrow, she would have been pleased" (Arregui 2005: 3).

On the other hand, some other linguists treat the use of past tense being different from its temporal use but rather seen from modality perspective, where past tense refers to the unreality. This approach is called as *Past as Modal* (PaM). PaM (Iatridou 2000; Schulz 2017; Mackay 2019 and others) propose that the past morpheme acts differently in different environments: it yields the meaning of temporal past if we put it in a certain environment to play with times, it yields the meaning of counterfactual inference if we put it in some other environments (von Fintel and Iatridou 2020). But we cannot predict from the antecedent alone whether the past tense ranges over times yielding past time reference (2a) or ranges over worlds yielding a counterfactual meaning (2b) (Karawani 2014).

(2) a. If Sam knew the answer, James knew the answer. (past indicative conditional)

b. If Sam knew the answer, James would know the answer. (present counterfactual conditional)

Hence, auxiliary verb *would* in the consequent is important to give rise to the counterfactual interpretation as shown in the following figure:

The model is based on the assumption that the inference of falsity of counterfactuals' antecedent and consequent is a "local" sub-sentential inference accessed as soon as some trigger or cue is encountered (Levinson 2000; Reboul 2004). The emergence of the auxiliary verb *would* cancels the past factual interpretation and therefore there is a present counterfactual interpretation of the past tense. The auxiliary verb *would* can be identified as *will* in the past. This layer of past in *will* signals unreality of the event.
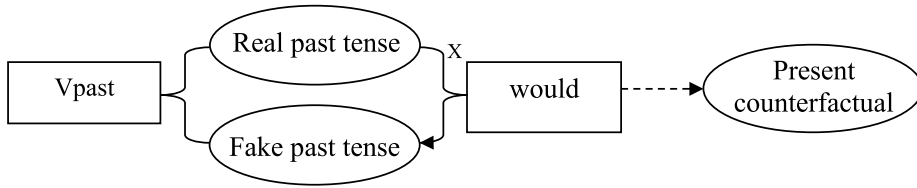
Figure 1. The cues for "fake" past tense interpretation in present counterfactuals
(proposed by the author)

The "fake" past tense can be also observed in the *wish* constructions:
(3) a. I wish I *knew* the answer.
    b. *I wish I *know* the answer. (grammatically incorrect)
    In *wish* constructions the use of past tense is expected and we cannot use the present tense unlike conditional constructions such as "If Sam knows the answer, James knows the answer", and therefore (3b) is grammatically incorrect. *Wish* automatically activates counterfactual interpretation of the past tense because *wish* can be defined as *would want* (von Fintel, Iatridou 2020) where there is also a layer of past tense. The model of the fake past tense identification for *wish* constructions can be illustrated as in Figure 2.
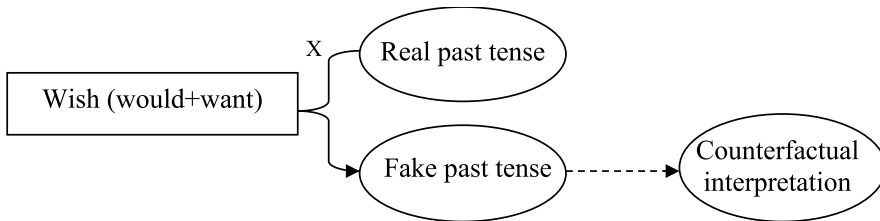
Figure 2. The cues for "fake" past tense interpretation in X-marked desires (proposed by the author)

    The interpretation of the past tense in counterfactual constructions gets complex when they refer to the past because they have extra layer of past tense morpheme in addition to their actual past tense:
(4) a. If Sam *had studied* hard, he would have passed.
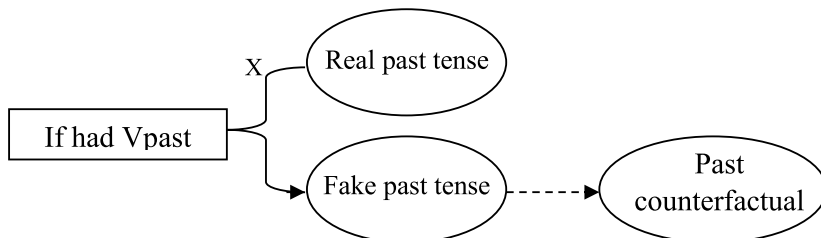   b. If Sam *had been* there, he would have seen her.

Figure 3. The cues for "fake" past tense interpretation in past counterfactuals (proposed by the author)

The build-up of the counterfactual interpretation from the past tense occurs as soon as the past perfect emerges (Orenes *et al.* 2019). There is no need to have *would* here to detect counterfactuality. For example, we can use different construction to express the same past regret using *if only* without *would* "If only Sam had been there". The necessity of the *would* for counterfactual interpretation in (1b) is connected with the availability of two options past indicative and present counterfactual, whereas in (4a,b) there is no option of the past indicative interpretation. For instance, we cannot say "If Sam had studied hard, he had passed" because there is no need for an additional past tense in affirmative sentence "If Sam studied hard, he passed". An additional layer of past tense in *had studied* gives rise to its counterfactual interpretation. It is assumed that there is no need to study the contribution of the "conditional mood" because it does not contribute to the meaning of counterfactuality (Iatridou 2000). If is believed to be semantically vacuous (Kratzer 1991 and others) only contributing to the specific relation between two clauses (von Prince 2019). But we acknowledge its contribution to the grammaticality of the counterfactual utterance. Without conditionality marker *if* the antecedent "Sam had studied hard" sounds grammatically incorrect because we do not use past perfect in indicative sentences when there is no following action with past temporal reference.

THE USE OF ADDITIONAL PAST TENSE MORPHOLOGY IN POLISH

The "fake" past tense phenomenon occurs in Polish language and contributes to the counterfactual inference. However, the past tense itself is not enough and we need grammatical marker *by* to express counterfactuality as in the following example (5b):

    (5) a. Jeśli Sam *znał* odpowiedź, to James znał odpowiedź.
          (If Sam knew the answer, then James knew the answer.)
       b. Gdyby Sam *znał* odpowiedź, toby James znał odpowiedź.
          (If Sam knew the answer, then James would know the answer.)

The difference between past indicative (5a) and present counterfactual (5b) is the use of *by* in addition to the past tense morphology. Interestingly, *by* which is similar to *would* is used in both antecedent and consequent of the counterfactuals, whereas in English it is only used in consequent. In Polish *gdyby* is reserved for counterfactual conditionals and can be literally translated as *if would* because for indicative conditionals *jeśli* is used which is translated as *if*. An alternative for *gdyby* is *jeśliby*. The onset of the word *gdyby* and *jeśliby* might be preparation for the creation of the mental model where an imaginary situation will take place. Hence, the past tense following *gdyby* might be perceived as the reference for unreal imaginary action.
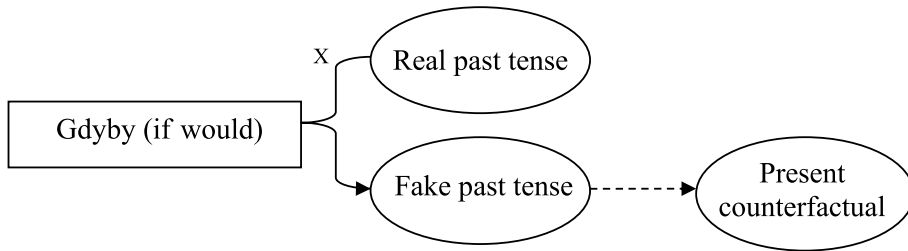
Figure 4. The cues for "fake" past tense interpretation in Polish present counterfactuals
(proposed by the author)

In Polish the use of counterfactuality marker also occurs in *wish*-sentences (6a):
(6) a. I *Chciałbym* znać odpowiedź.
    (I wish I know the answer.)
  b. *Chciałbym znał odpowiedź. (grammatically incorrect)
    (I wish I knew the answer.)
Unlike *wish*-sentences in English, in Polish the past tense is not used in the verb *know*. However, the past tense is applied for *wish* verb *chciałbym* as an equivalent of *would want*.
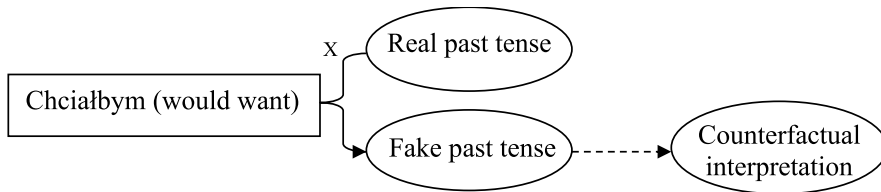

Figure 5. The cues for "fake" past tense interpretation in Polish X-marked desires
(proposed by the author)

Past perfect tense is peculiar to English grammar and does not occur in other languages including Polish. Hence, past counterfactuals are structured with the use of simple past tense and real aspect as illustrated in the following example:
(7) a. Gdyby Sam starannie się *uczył*, zdałby egzamin.
    (If Sam had studied hard, he would have passed the exam.)
  b. Gdyby Sam *był* tam, zobaczyłby ją.
    (If Sam had been there, he would have seen her.)
From the examples we can see that there is no difference between present and past counterfactuals because in both cases we use simple past tense and counterfactual marker *by*. However, in Polish as well as in Russian we have perfective and imperfective aspects and mostly imperfective aspect is used in counterfactuals.

EXTRA LAYER OF PAST TENSE IN RUSSIAN

From morphosyntactic perspective, the expression of counterfactuality in Russian is somewhat similar to Polish because both languages are members of a Slavic group. In Russian language to convey a counterfactual meaning we need to use both the past tense morpheme and counterfactual marker *by* which is translated as *would*.

(8) a. Если Сэм *знал* ответ, то Джеймс знал ответ.
       Translitaration (Tr): Esli Sèm znal otvet, to Džejms znal otvet.
       (If Sam knew the answer, then James knew the answer.)

   b. Если бы Сэм *знал* ответ, Джеймс знал *бы* ответ.
       Tr.: Esli by Sèm znal otvet, Džejms znal by otvet.
       (If Sam knew the answer, James would know the answer.)

The word *esli* (if) in Russian is equivalent of *jeśli* (if) in Polish and the word *esly by* (if would) is equivalent of *gdyby* in Polish. Another similarity between these two languages is that the word order in the sentence is not fixed unlike English. For example, instead of (8b) we could also say "Если Сэм знал бы ответ, Джеймс знал бы ответ" (Esli Sam znal by otvet, James znal by otvet). However, in Polish we cannot split apart the morpheme *by* from *gdyby* and *jeśliby*. The delayed onset of the *by* in Russian can hold the creation of the mental model for counterfactual event. Thus, the main difference between past indicative and present counterfactual is the use of *by*. In the following model the cues for the interpretation of the fake past tense for "Если Сэм знал бы ответ, Джеймс знал бы ответ" (Esli Sam znal by otvet, James znal by otvet) is illustrated:
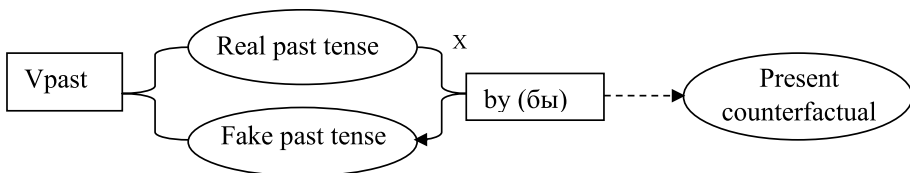

Figure 6. The cues for "fake" past tense interpretation in Russian present counterfactuals

As we see, the model is quite similar to English counterfactuals comprehension. However, if we take another possible structure (8b), then we receive the model similar to the one in Polish. The flexibility of the Russian language helps us to suspend a counterfactual meaning.

(9) a. Я *хотел* бы знать ответ.
       Tr.: Ja hotel by znat′ otvet.
       (I wish I know the answer.)

   b. *Я хотел бы знал ответ. (grammatically incorrect)
       Tr.: Ja hotel by znal otvet.
       (I wish I knew the answer.)

In regard to *wish* constructions in Russian, we can say that it is similar to the Polish language because the infinitive form is used after wish-verb and past cannot be layered unlike in English.

The translation of the past counterfactuals in Russian is carried out using simple past tense as there is no perfect tense in Russian. The model for its comprehension would be the same as for the present counterfactuals.

FAKE PAST TENSE IN GERMAN COUNTERFACTUALS

From morphosyntactic perspective, German counterfactuals are quite similar to English counterfactuals. For present counterfactuals we use Konjunktiv Präteritum. However, if in English counterfactuals the antecedent might not directly imply the counterfactuality, in German we can deduce it from the onset of the verb in Konjunktiv II *wüsste* (10b).

(10) a. Wenn Sam die Antwort wusste, wusste James die Antwort.
    (If Sam knew the answer, James knew the answer.)
    b. Wenn Sam die Antwort *wüsste*, würde James die Antwort wissen.
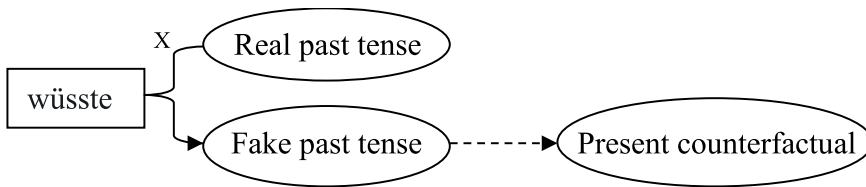   (If Sam knew the answer, James would know the answer.)

Figure 7. The cues for "fake" past tense interpretation in German present counterfactual (proposed by the author)

In *wish-sentences* in German we use the past tense morpheme both in the wish-verb and the following verb (11a).

(11) a. Ich wünschte, ich *wüsste* die Antwort.
    (I wish I knew the answer.)
    b. *Ich wünschte, ich weiß die Antwort. (grammatically incorrect)
    (I wish I know the answer.)

From the example above we see that the grammatical structure is similar to English where *wish (would want)* might be considered as an equivalent of *wünschte.* A model of counterfactual inference from the sentence would look like the same as in English.

(12) a. Wenn Sam fleißig *gelernt hätte*, hätte er die Prüfung bestanden.
    (If Sam had studied hard, he would have passed the exam.)

b. Wenn Sam dort *gewesen wäre*, hätte er sie gesehen.
(If Sam had been there, he would have seen her.)

In past counterfactuals Konjunktiv Plusquamperfekt is used to convey a counterfactual meaning. One layer of past is used for locating the situation in the past and the other layer of past is fake. The inverse location of the main and auxiliary verb contributes to the suspension of the counterfactual inference. A perception model of counterfactuality for (12a) would look like as the following:
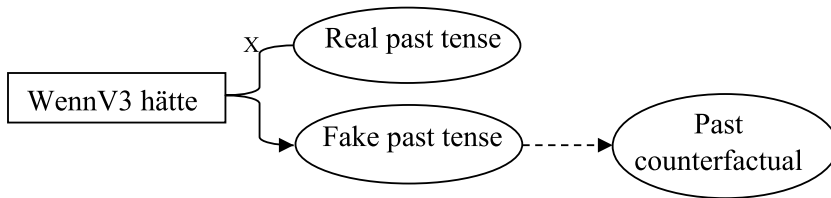

Figure 8. The cues for "fake" past tense interpretation in German past counterfactual (proposed by the author)

EXTRA LAYER OF PAST TENSE IN KAZAKH

A fake past tense phenomenon can be also observed in Kazakh language. However, the main indicator of counterfactuality is the combination of suffix -er to the main verb and edi (would) in the consequent. The suffix -er does not refer to the past tense but to the conditionality that this action will happen provided the one in the antecedent will happen. Hence, the contribution to a counterfactual meaning is heavily on the word *еді* (would). The grammatical structure of the consequent is constant but in the antecedent we can use fake past tense or verb in the conditional aspect with the suffix -se.

(13) a. Егер Сэм жауапты білсе, Джеймс жауапты біледі.
Tr.: Eger Sèm žauapty bilse, Džejms žauapty biledi.
(If Sam knew the answer, James knew the answer.)
b. Егер Сэм жауапты *білгенде*, Джеймс жауапты білер еді.
Tr.: Eger Sèm žauapty bilgende, Džejms žauapty biler edi.
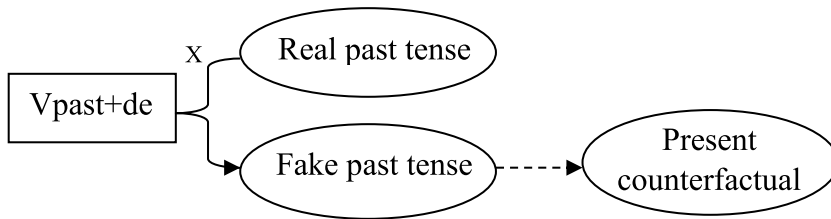(If Sam knew the answer, James would know the answer.)

Figure 9. The cues for "fake" past tense interpretation in Kazakh present counterfactuals
(proposed by the author)

In wish-sentences in Kazakh there is no fake past tense but the verb is uttered in conditional mood using the suffix -ce. A counterfactual inference is only deduced by the word *еді* (would). According to the etymology of the word *edi*, it is made up from the word *eken + di* (past tense suffix). Hence, past tense is still used.

(14) a. Мен жауапты білсем деп *едім*.
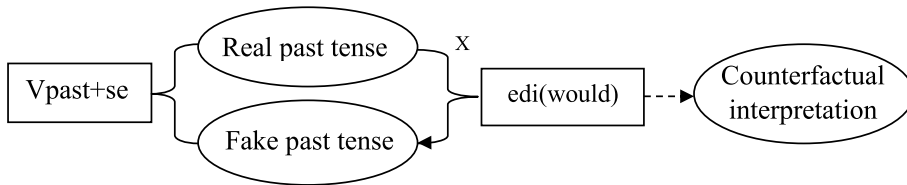   Tr.: Men žauapty bilsem dep edim.
    (I wish I knew the answer.)

Figure 10. The cues for "fake" past tense interpretation in Kazakh X-marked desires
(proposed by the author)

Past perfect tense is translated in Kazakh language with the help of simple past tense because there is no perfect tense. In the antecedent we use not only fake past tense but also conditional mood markers as -sa and -da, conditionality marker also traced in the consequent -er. In non-counterfactual conditionals in Kazakh we use a conditionality marker only in the antecedent.

(15) a. Егер Сэм жақсы *дайындалған* болса, ол емтиханды тапсырар еді.
    Tr.: Eger Sèm žaқsy dajyndalғan bolsa, ol emtihandy tapsyrar edi.
    (If Sam had studied hard, he would have passed the exam.)
   b. Егер Сэм сонда *болғанда*, оны көрер еді.
    Tr.: Eger Sèm sonda bolғanda, ony kөrer edi.
    (If Sam had been there, he would have seen her.)

APPLICATION OF MENTAL MODELS TO TRANSLODIDACTICS[*1]

The use of the fake past tense contributes to the dual meaning of counterfactuals, namely imaginary (16a) and factual meanings. For example, "If I had had time, I would have taken a break":

(16) a. I had time and I took a break.
       b. I didn't have time and I didn't take a break.

People need to think of imaginary meaning and resume the factual information from counterfactuals that aligns with the Mental Model Theory (Orenes *et al.* 2019).

In English as a second language classroom counterfactual constructions pose some difficulties for learners (Alberding 2004). Counterfactual conditionals are usually taught as the third conditional that are also called as unreal or hypothetical past conditionals.

Those who wanted to apply cognitive linguistics into didactics tried to explain counterfactuals using mental spaces (e.g., see Alberding 2004). In a simplified version of this model, there are two spaces: reality and hypothetical. In a complex version of this model, there is also present situation space in addition to other spaces. This present situation space illustrates the importance of the context and background knowledge. The use of mental spaces framework first introduced by Fauconnier in 1994 is one possibility of mental representation of a dual meaning of counterfactuals and logical formulation of counterfactuality. However, they do not formulate clear and testable predictions: no specification of whether and when building of a new space requires a processing cost, or for how long such spaces are kept (Kulakova 2016).

As an alternative way, we can apply mental models to explain counterfactual construction. Mental model theory (MMT) is a theory of human reasoning put forward by Johnson-Laird and Byrne (2002) that offers some explicit processing predictions of counterfactual dual meaning. "MMT represents the content of reasoning and inference processes as iconic mental representations (so-called 'mental models')" (Kulakova 2016: 52).

The following proposed model is based on Byrne's Mental Model Theory, according to which, imaginary meaning (A &C) is compared with the presumed fact (non-A & non-C). I will use the letters A and C in the graphical presentations because they align with the first letters of antecedent and consequent. According to the previous research, people tend to misremember counterfactuals and believe they were only told the factual information (Fillenbaum 1974) e.g., "I woke up late and missed the train" instead of "If I had woken up early, I would have caught the train". A model of counterfactuals comprehension might also include emotional response. According to Mandel (2010), upward counterfactual thinking is connected with such emotions as guilt, shame, regret, disappointment, and sadness.

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[1] The term "translodidactics" was introduced by M. Płużyczka in 2009 (Płużyczka 2009, 2011) to describe the discipline dealing with translation didactics.
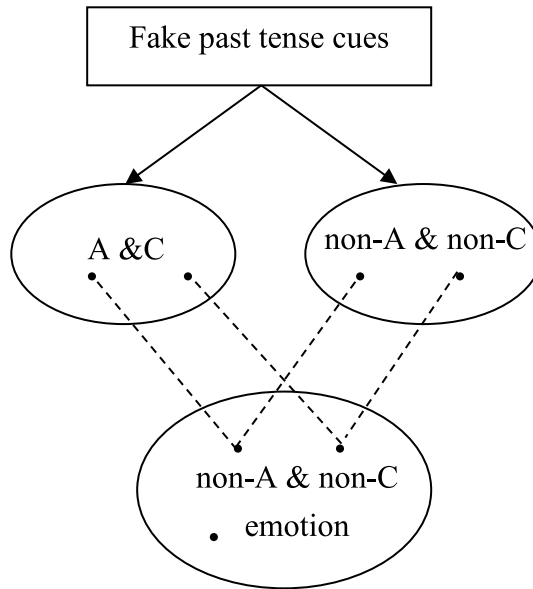
Figure 11. The model of counterfactuals comprehension based on the concepts from cognitive theories (proposed by the author)

We can apply this model of counterfactuals comprehension to better explain the essence of counterfactuality and its linguistic markers. In the following example (17) A (antecedent) is "I woke up early" and C (consequent) is "I caught the train"; these two suppositions are situated in the imaginary world/space. Non-A is "I woke up late" and non-C is "I missed the train"; these two presuppositions make up a factual world/space. The third mental space is created as the result of the full comprehension when people deduce actual information and have some emotional response.

(17) If I had woken up early, I would have caught the train.

To make the application of such comprehension model to counterfactuals more explicit, there is another example to consider. In the case of future counterfactual (18), A – John will give flowers to Mary and C – she will be pleased. Non-A – John won't give flowers to Mary and non-C – she won't be pleased. Emotional response is most probably disappointment.

(18) If John had given flowers to Mary tomorrow, she would have been pleased.

Furthermore, we can apply this model for comprehension of X-marked desires. However, in this example (19), we have only one supposition and presupposition, namely, A – I have a car and non-A – I don't have a car. If we consider X-marked desire (19) through conditionals, we could say that it can be interpreted as "I would be happy if I had a car". Hence, "I had a car" is antecedent of the sentence. Emotion associated with this utterance would be sadness.

(19) I wish I had a car.

This model of counterfactual comprehension can be used for translodidactic purposes. This can be best illustrated in translating source text (ST) into target text (TT). For example, to translate the counterfactual conditional "If Sam had studied, he would have passed" we need first detect fake past tense cues which are *had studied* and *would Ved*. During the initial step of processing we activate source language (SL) mental lexicon and ST form. Then, we construct the mental models (also known as situational models) for imaginary and factual meanings based on the content.ST comprehension successfully occurs when we infer the factual information and have some emotional response. Meanwhile, while deducing ST fake past tense cues we search for the same cues in the TT form. During mentalizing process we activate TL mental lexicon. As the result of the full comprehension of the text in the source language and activation of target language form and mental lexicon, the TT is produced.

It is important to maintain "a similar cognitive effect on the addressee of the original and addressee of the translation" (Lewandowska-Tomaszczyk 2015: 23). The application of mental models can help for mental simulation of the source text which leads to the comprehension. In this case, translation might be treated as the "window into the mind" (Fausonnier 2000: 96). According to Feldman (2006), language primarily operates at the level of frame parameters and understanding involves imaginative simulation invoked by these frames.

Applying concepts from cognitive theories of comprehension in translation we can get closer to cognitive equivalence which is "the (temporary) result of a comparative cognitive process involving two texts and their respective reception, simulated in the minds of translators during translation activity" (Sickinger 2017: 226).
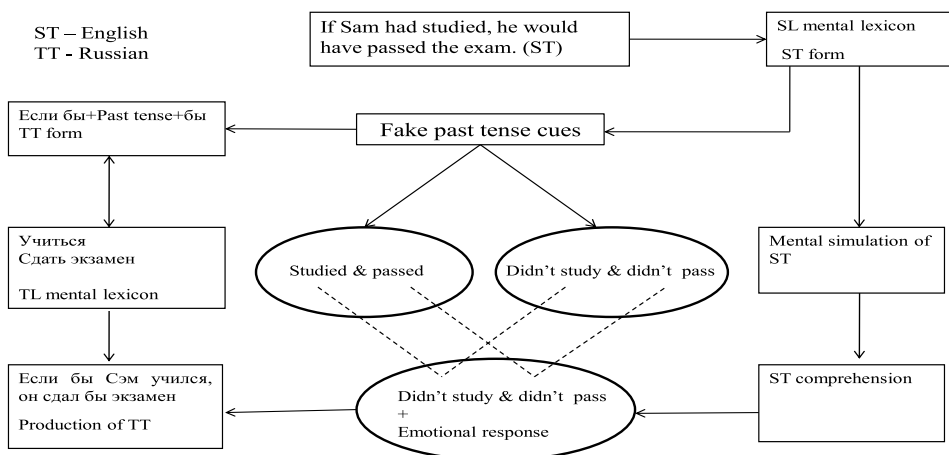

Figure 12. A possible application of the counterfactuals comprehension model to translation studies (proposed by the author)

The given model of counterfactual construction's translation fits in the Gile's (2009) mental model of sight translation. According to it, people have four types of cognitive effort while translating, in particular, reading effort, memory effort, speech production effort and coordination effort. During reading process, we identify the fake past tense cues. Memory effort is needed for memorizing the words form the source sentence for translation thus activating the short-term memory. The research has also proven the association of sight translation with the long-term memory because we retrieve the words from the long-term memory (see Płużyczka 2020). In addition, mental simulation of the source text is necessary in the case of counterfactuals to fully comprehend the dual meaning. Hence, mental simulation effort can be actualized before speech production effort that occurs when we produce the counterfactual conditional in the target language. These all requires coordination effort because such processes happen simultaneously and as both languages are active in mind we also need to suppress the source language.

CONCLUSION

On the basis of contrastive analysis, it is clear now that fake past tense phenomenon occurs across languages. The contribution of the fake past tense is important to receive counterfactual interpretation. But counterfactual inference is not solely connected with the past tense because auxiliary verb *would* also plays a crucial role in detecting counterfactuality. Both in counterfactual conditionals where there is no subjunctive mood and wish-sentences in subjunctive mood we use fake past tense. Interestingly, in Kazakh it is necessary to mark a conditional mood in both in the antecedent and the consequent in addition to the fake past tense. The use of *edi* which can be treated as equivalent of auxiliary verb *would* is of paramount importance in counterfactual constructions in Kazakh. There are similarities between Polish and Russian as well as English and German languages in the counterfactuals syntactic structure as defined in previous sections. Overall, based on the contrastive analysis of counterfactual constructions in five languages we can deduce that fake past tense morpheme in the main verb is universal across languages. It is also important to note that not only past tense morpheme in the main verb but also the use of auxiliary verb *would,* and conditionality mood marker in the case of Kazakh language, are crucial for counterfactual inference.

The cues for counterfactual interpretation of the past tense in all five languages were illustrated using graphical presentations. This laid basis for further elaboration on the meaning of counterfactuals applying mental models. The role of emotional response was highlighted in a full comprehension of counterfactual constructions. The generated model of counterfactuals comprehension was afterwards applied totranslodidactics. According to it, the production of the target text is based on the comprehension of the source text with mental models and the same mental models

need to be activated in the addressee of the target text. The result of the translation should lead to such cognitive state when both ST and TT activate the same mental models and the same emotional response.

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