

**T.C.
ISTANBUL AYDIN UNIVERSITY
INSTITUTE OF GRADUATE STUDIES**



L2 ACQUISITION OF RUSSIAN ASPECT BY L1 TURKISH SPEAKERS

MASTER'S THESIS

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**Department of English Language and Literature
English Language and Literature Program**

FEBRUARY 2021

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FEBRUARY 2021

ONAY FORMU



DEDICATION

I hereby declare with respect that the study “L2 acquisition of Russian aspect by L1

Turkish/L2 Russian speakers”, which I submitted as a Master / PhD thesis, is written without any assistance in violation of scientific ethics and traditions in all the processes from the Project phase to the conclusion of the thesis and that the works I have benefited are from those shown in the Bibliography. (.../.../2021)

Anastasiia SHKURENKO



FOREWORD

First, I would like to thank my family not only for encouraging me to go abroad for a master's degree but also for teaching me never give up.

I feel very fortunate to have Dr. FILIZ ÇELE as my supervisor and want to express my appreciation for guiding me within the whole research process in a patient and effective manner.

I would like to thank Prof. Dr. MIKHAYLOVA ANNA for sharing with me her items and motivating me during the research process.

Finally, I would like to acknowledge the important contribution of Istanbul Aydin University to my life, not only from an academic perspective but helping to meet great people that inspire, challenge, support and motivate me.

March 2021

Anastasiia Shkurenko



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ABSTRACT

This study looks at second language (L2) acquisition of aspect in Russian by adult first language (L1) speakers to examine whether L1Turkish/L2 Russian speakers are as sensitive as native Russian speakers to the morphosyntax of Russian aspect involving perfective and imperfective form with its telicity-assigning mechanisms in Russian. We tested 16 L1Turkish/L2 Russian speakers and 16 L1 Russian native speakers on an online Semantic Entailment (SE) task with telicity and boundedness semantic features and a Truth-Value Judgment (TVJ) task involving sentences with perfective and imperfective forms including quantity and non-quantity internal argument themes. The results of independent samples t-test conducted with the data from the SET indicated significant differences between two groups. L2 speakers are less successful than L1 Russian, in particular in the comprehension of sentences with perfective aspect. The results of the Truth Value Judgment (TVJ) test also confirmed these results.

Keywords: Aspect, telicity, boundedness, L1 Russian, L2 Turkish



BİRİNCİ DİL OLARAK TÜRKÇE KONUŞANLARIN İKİNCİ DİL RUSÇA'DA GÖRÜNÜŞÜ EDİNİMİ

ÖZET

Bu çalışmada, Rusçayı ileri yaşıta ikinci dil (D2) olarak öğrenenler ile anadil (D1) olarak konuşanların görünüş edinimi ele alınmış ve D1 Türkçe/D2 Rusça konuşanlarının, ereklilik atama mekanizmalarıyla birlikte tamamlanmış ve tamamlanmamış formdaki Rusça görünüş morfosentaksına karşı D1 Rusça konuşanları kadar duyarlı olup olmadıkları incelenmiştir. Ereklilik ve bağımlılık anlam özelliklerine sahip bir Çevrimiçi Anlamsal Gerektirim görevi (SET) ve miktara bağlı olan ve olmayan dahili argüman temaları içeren tamamlanmış ve tamamlanmamış formlu cümleleri kapsayan bir Doğruluk Değeri Yargısı (TVJ) görevinden oluşan bu çalışma, 16 D1 Türkçe/D2 Rusça konuşanı ile 16 D1 Rusça konuşanına uygulanmıştır. SET verilerine uygulanan bağımsız grup t-testi sonuçları, iki grup arasında anlamlı bir fark ortaya koymuştur. D2 konuşanları, özellikle tamamlanmış görünüşe sahip cümleleri anlamakta D1 konuşanlarından daha az başarılı olmuştur. TVJ sonuçları da bu bulguyu doğrulamıştır.

Anahtar Kelimeler: görünüş, ereklilik, bağımlılık, D1 Rusça, D2 Türkçe

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I. INTRODUCTION

Aspect has been defined as the zone/scope that is the most problematic to L2 Russian learners. The next quotation can broadly identify this notion: “The aspect is the internal temporal structure of events as described by verbs, verbal phrases (VP) and sentences (Comrie, 1976; Smith, 1991:3).”

In the last decades, numerous different studies on L2 (Lardiere, 2005; Mikhaylova, 2018; Nossalik, 2009; Slabakova, 2005; Laleko, 2008) have presented that functional morphology is a distinguished problem for production language in L2 learners. L2 Russian speakers do not present target-like abstract representation or functional morphology. However, this idea has been challenged by the claim that it is a problem of accessing the grammatical representations under the pressure due to a mapping problem of L2 speakers rather than the deficit of functional morphology.

In the context of the minimalist program, a lot of researchers agreed that potential failure in L2 acquisition involves impairment of interlanguage grammar, that is directly connected with functional categories and its characteristics. In the present study, through the Truth Value Judgement task, we compared the aspectual systems of Russian and Turkish languages for finding out new evidence for Schwartz and Sprouse's (1994, 1996) Full Transfer/Full Access (FTFA) that presupposes that second language adult learners have full access to Universal Grammar (UG), and, hence, can acquire native-like competence in the L2's grammatical properties. Additionally, we test the Bottleneck Hypothesis (Slabakova, 2008) and in, which argues that the functional morphology is more challenging than syntax and semantics. Also, we examine in the respect to the Interface Hypothesis (Sorace & Filiaci, 2006), which assumes that aspectual morphosyntactic structure should be successfully attained by L2 Russian learners.

Aspect category in Russian language is the way of describing the witnessed events by the speaker. In Russian the imperfective and perfective verbs are distinguished in different grammar peculiarities and corresponding grammatical categories (Stoll, 2005). However, in Turkish language, unlike Russian aspect, is not

presented separately as a grammar category (Yavas, 1980). Just in a few past decades, Turkish grammarians solved this problem, and appeared in the category of Tense/Aspect/Modality (TAM) markers (Göksel & Kerslake, 2005; Ketrez, 2012; Kornfilt, 1997), that are devoted to the verbs. Most of the suffixes have double or triple functions in Turkish (Ketrez, 2012). A tense marker has at the same time function as an aspect or a modality marker (Göksel & Kerslake, 2005; Kornfilt, 1997). However, it is possible to rank them according to their own functions under the categories of aspect category, tense and mood.

Aspectual information in different languages is lexicalized (endowed in word structure) or presented by functors or discourse, and it helps to understand if the action is finished (terminated) or unfinished (ongoing) event. In Russian, the majority of Russian predicates are divided and emerge in two aspectual forms: imperfective (IMP) or perfective (PERF) (grammatical aspect). For example, the perfective aspect is overtly marked with a prefixed verb, such as *do-pisat* (finished writing) whereas the imperfective aspect uses the same root without a prefix like *pisat* (was writing, write). In Russian, verbs involving activities and accomplishment get their telicity value compositionally (a combination of denotation of the root and the morphological structure of the whole predicate). In Russian, lexical aspect, telicity is overtly marked on the verb by prefixes, and grammatical aspect, boundedness is overtly marked by suffixes. In Turkish, however, outer aspect (grammatical) is demonstrated by the verbal suffixes-DI and mİş, as in (*iki saat çalış-tı-m*) and imperfective aspect is emerged by the verbal suffixes -(I)yor, -mAktA as in (*çalış-ı-yor-du*) and -(A/İr)and by the past copular marker -(y)DI as in as in (*iki saat çalış-dı-m*) (Göksel & amp, Kerslake, 2005). Unlike Russian, in Turkish, telicity (lexical aspect) is computed in internal theme arguments: the quantity and non-quantity object.

Recently, it has been found that aspectual properties are revealed in syntax in natural languages. There are two aspectual projections: a vP-external/*outer* aspect projection (AspP) with the telic/atelic distinction and a vP-internal/*inner* aspect projection the bounded/unbounded distinction (Verkuyl, 1993; Travis, 1994; Slabakova, 2001; Borer, 2005).

Following Slabakova (2009), generalization that seems to be universal, a verbal predicate is able to attain a telicity value when the two universal syntactic

conditions are corresponded. Firstly, the vP-internal *Quantity phrase* (AspQP) must be integrated into the verbal structure. Secondly, as Slabakova claims, *Asp Quantity phrase's* open value should be given range or [quantity] (i.e., telic) feature can be attained through verbs in AspQ must attain the [quantity] (i.e., telic) value (2009).

In Russian, the telicity status of verbal predicates employs the direct mode. In short, telicity property can acquire the verbs with aspectual morphemes that can appropriately be merged merged in AspQP. In other verbs, the Russian verbs in (1) are [+telic], because they involve the prefixed part (and lack -va) (Slabakova, 2009). On the contrary, verbs that do not have a preverb, for instance the primary imperfectives (PIs), (2) are [-telic]:

(1) Nastya na-pisala pis'mo za ½ časa. [+Telic] Nastya write-PERF letter in ½ hour.

‘Nastya wrote the letter in ½ hour.’

(2) Nastya pisala eti pis'ma za ½ časa. [-Telic] Nastya write-PI these letters in ½ hour.

‘Nastya was writing these letters in ½ hour.’

In comparison with Turkish language the telicity is presented in accusative marked object nouns (in contrast to bare object nouns) that are assumed by aspectual composition theories. Generally, in Turkish, the telicity status of verbal predicates employs the indirect mode in contrast to Russian (acquire telicity directly). Well, as researcher Aksan (2004) argues the AspQP of countable object noun phrases can give the rise to aspectual variability. In particular, the telicity is context dependent in L1 Turkish learners and depends on the verb's internal argument that involves aspectual value (Aksan, 2004).

(3) Deniz 10 dakikada arkadaş-ın-a mektup yazdı. [Telic] ‘Deniz wrote a letter to her friend in ten minutes.

(4) Deniz 10 dakika boyunca mektup yaz-dı. [Atelic]

‘She was involved in the activity of letter-writing for ten minutes.’

(Aksan, 2007: 38)

For this reason, contextual cues can cause challenges for L1 Turkish speakers

in acquiring the lexical aspect of Russian language. In order to attain Russian aspectual morphology system, Turkish speakers should be able to recompose the telicity parameter from indirect to direct mode in order to acquire the telicity-assigning mechanisms of L1 Russians speakers (Nossalik, 2008).

This dissertation is structured in the following way: Chapter I is an introduction section to the present study, where in short, we can understand the main goal and objectives of the study. Chapter II outlines the background for the proposed study. Specifically, it discusses how generative SLA research accounts for the process of L2 acquisition. We outlined the main overview of examine hypothesis i.e., Full Transfer/Full Access (FTFA) (Schwartz & Sprouse's, 1994, 1996), Bottleneck Hypothesis (Slabakova, 2008), and Interface Hypothesis (Sorace & Filiaci, 2006). Chapter III provides an overview of the linguistic background that is relevant to the proposed empirical study. Section 3.1 focuses on describing the notion of grammatical and lexical aspect in Russian and Turkish languages. Section 3.2 provides a review of two semantic features of telicity and boundedness value in both languages. Chapter IV introduces the theoretical analysis of aspect in L2 acquisition. Specifically, section A outlines the previous results on the aspect in L2 acquisition, where we discuss in detail the Slabakova's study (2005), Nossalik's paper (2009) and Aksan's article (2007). Chapter V presents the results of the two experimental tasks used in the study presented in this dissertation. Specifically, section suggests the description of the Semantic Entailment (SE), task section demonstrates the methodology of the Truth Value Judgment (TVJ) task. Chapter VI discusses the performance of the participants on the two empirical tasks used in the study to test the research hypotheses. Section A discusses the results of the SE task; section B discusses the results of the TVJ task. Chapter VII presents the concluding remarks and the implications of the study. It also outlines areas for future research.

II. THEORETICAL BACKGROUND

This chapter provides the theoretical background to the dissertation. It starts with the section A, that gives the general description of the field of second language acquisition (also referred to as SLA or L2 acquisition), with focus on the generative linguistic tradition. In section B, we discuss within the framework of the Minimalist Program (Chomsky, 1995) Schwartz and Sprouse's (1994, 1996) Full Transfer/Full Access (FTFA) Hypothesis with possible linguistic transfer outcomes, and secondly, the notion of access to Universal Grammar (UG) in L2 acquisition. Section C describes the main concept of Roumyana Slabakova's (2006, 2008, 2013) Bottleneck Hypothesis that argues the possible reasons for the common breakdown/falling in SLA. Special attention is given in section D of this chapter to contrastive Interface Hypothesis (Sorace & Filiaci, 2006; Sorace, 2011), which are interested in the final stage of L2 acquisition. Section D concludes the chapter.

A. Theories of L2 Acquisition on Aspect

The process of first language acquisition (called L1 acquisition) has been studied extensively, and the process is important for the theories of second language acquisition (called L2 acquisition). Researchers are interested in finding evidence for language development and those mechanisms that enable children to acquire grammar to understand and produce language. As second-language acquisition began as an interdisciplinary field, it is hard to fix a precise starting date. However, there are two publications: Corder's essay (1967) *The Significance of Learners' Errors* rejected a behaviorist account of SLA and suggested that learners made use of intrinsic internal linguistic processes; Selinker's article (1972) *Interlanguage* argued that second-language learners possess their own individual linguistic systems that are independent from both the first and second languages.

The 1990s saw a host of new theories introduced to the field, such as Michael Long's interaction hypothesis, Merrill Swain's output hypothesis, and Richard Schmidt's noticing hypothesis. However, the two main areas of research interest were

linguistic theories of SLA based upon Noam Chomsky's universal grammar, and psychological approaches such as skill acquisition theory and connectionism.

Current approaches to the study can be classified into two types: Formal and Functional (see e.g. Newmeyer, 1998). The main feature of the formal approach as Chomsky (1981a:7) himself states is “not communication, language, but a core syntax”. For Chomsky and his followers, the main goal is to clarify the work of language acquisition and to find out the logical explanation for it. Chomsky assumes that there is an innate language acquisition device (LAD), and the main goal of all linguistic researchers due to this assumption, is to describe and characterize this device, which consists solely of syntax, that is autonomous of other cognitive abilities. A linguistic analysis can elaborate the explanation of how language works only if it helps to find the solution of this problem. Such kind of analysis can present only one of two proposed forms: “(1) it shows that a given phenomenon can be subsumed under or derived from a principle or rule which has already been hypothesized to be part of the innate mental organ of language, or (2) it demonstrates that a particular rule, constraint, etc. must be part of the innate mental structures” (Foley & Van Valin, 1984: 6). The human brain comes equipped with the essential properties of grammar, known as Universal Grammar (Cook, 2007). The formalist approach goal is to explore the speaker-hearer’s intuition guiding his linguistic knowledge.

In result, an aspect category is supposed to be an inherent category in our brains, or it is merged from a principle of grammar. Generally, there has been no attempt to retrieve the aspect from the formal principles of the LAD; and currently aspect category is one of the “functional categories.”

Overall, functional theories include plenty of factors except the grammar, but also their belief that “language must be studied in relation to its role in human communication” (Foley & Van Valin, 1984: 7). In comparison to the formalist theories, for which communication is not under the investigation, the functional theories take the social factor as the main element for further investigation. Sentence structures were studied from the perspective of functions they performed.

Additionally, the main difference between those theories is their actual nature and predispositions to language. Formalists’ followers claim that grammatical

structures are innate , while functionalists argue about more general inherent cognitive abilities. Learning a language is supposed to be one of those general cognitive skills.

All the above mentioned presents us two controversial views that lead to a shift in UG about interactions and integrations. There was an underline on the integration of internal and external components of grammar, that infers new view at those interfaces as domain-specific areas are not so significant (e.g., syntax and phonology) in comparison to the internal/external linguistic properties (e.g., syntax/semantic and syntax/discourse interfaces). This points out the merge of varied levels of language capacities in the development of L2. As a result, it caused the failure of L2 learners to attain native-like capability in certain linguistic properties of L2 grammar (White, 2011a; Slabakova, 2008; Montrul, 2011). L2 inability to reach native-like proficiency L2 grammar can refer to obstacles of integrating at the interfaces; and here influence of the cross-linguistic might be constant (White, 2009a: 50).

Therefore, L2 learners who need to acquire or learn a certain functional category should present the knowledge of the semantic reflexes connected with that category. As Slabakova (2010: 235) argues L2 learners face different mappings between meaning and morphosyntactic structure. The main task for L2 speakers while learning the language is to present understanding of semantic knowledge along with morphosyntactic knowledge. To put it differently, the learning goal for L2 speakers is to solve in what way the mapping between form and meaning is encoded.

There are different variations on the presentation of functional meaning due to cross-linguistic research. Lardiere (2000, 2006, 2008) says that functional meaning introduced by the morphology unit in L1 could be introduced in coded form in another unit of morphology in L2 or in another lexical category in L2. Respectively, if there is a failure to correspond the match between L1 learners and L2 learners concerning form meaning mappings, functional morphology and its mappings in L2 acquisition might present a difficulty for L2 learners at different levels of acquisition (not just at earlier stages, but late ones as well). In addition, the task of the L2 learners is to attain the semantic properties that are not represented in L1 and connect these properties with its related units of morphology.

Subsequently, the attainment of meaning is the most complicated and significant task for L2 learners (Coppieters, 1987; Bardovi-Harlig, 2000; Montrul & Slabakova, 2002). In acquiring meaning, L2 speakers are faced with the task to acquire first a discrepancy at the L1-L2 syntax-semantics internal interface and find contradictions in meanings (Slabakova, 2010). Additionally, L2 learners who have acquired final-state grammar could probably have L1 influence while using some properties of L2 (see Sorace, 2003).

Eventually, there have been cross-linguistically found a plenty of different variants in meanings at the lexicon-syntax and syntax-semantics interfaces, that is appealing ground for researchers' investigation, in particular which part of the meaning is settled, and which comes unconsciously (UG) (Slabakova, 2011). In other words, L2 researchers are deeply concerned with L2 learner's ability to understand and transfer meaning in L2, and what items or means are accessible to them on the way to meaning.

In the last few decades, aspectual system has been a very popular topic of many theoretical studies (cf. Bloom, 1980; Harner, 1981; Clark, 1996, on English; Antinucci & Miller, 1976, on Italian; Li, 1989; Li, & Shirai, 2000, on English and

Mandarin; Aksu-Koç, 1988, on Turkish; Weist & colleagues, 1983, 1984, 1985, on Polish; Shirai, 1995, 1998, on Japanese). The research was focused on the relation between aspect, tense and Aktionsart. The main findings were presented in the usage of such grammar parts as perfective aspect (in the past tense), the durative Aktionsart (states and activities), imperfective aspect (in the present tense) etc. These findings were very significant, because the aspectual categories in the languages stated above differentiate in their semantics and morphological markers'. As a result, it means that the strategy learners request to learn the categories is the same cross-linguistically despite the task's diversity.

Unfortunately, L2 studies on aspect have predominantly focused on the appearance and development of aspect/tense morphology at primary stages of L2 acquisition rather than on its ultimate attainment. Research of the past thirty years has resulted in the Aspect (First) Hypothesis, which maintains that verb inflections in early interlanguage systems operate initially as markers of lexical aspect (Andersen, 1991).

While the Aspect (First) Hypothesis produced many fruitful results as far as the developmental sequence of tense/aspect morphology is concerned, very little is known about whether aspect can be successfully acquired in L2 acquisition. Only recently, researchers began examining aspect from the perspective of ultimate attainment (Slabakova, 2001, 2005; Kozłowska-Macgregor, 2002; Montrul & Slabakova, 2002). Two of these studies examine acquisition of Slavic aspect by English learners. In particular, Kozłowska-Macgregor (2002, 2005) investigates L2 acquisition of Polish aspect and Slabakova (2005) looks at L2 acquisition of Russian aspect.

Let us explore in more detail the second study, Slabakova (2005) conducted a study on L2 acquisition of the Russian telicity-assigning mechanism by English learners. She claims that English and Russian have various settings of the Telicity parameter following (De Swart & Verkuyl, 1999). While in English telicity value is concentrated within a VP-internal AspP (aspectual projection), in Russian it is computed within a PerfP (perspective projection) (Slabakova, 2005). There was an assumption by Altman (1992), that acquisition of aspect is considered extremely difficult for L2 learners of Russian. However, she assumes that this hypothesis could be revised from the different learning perspectives as grammatical and lexical learning. More specifically, grammar learning is related to the (im)possibility of accessing the aspect as the functional category and its feature mechanisms that are connected to the functional category by adult L2 learners of Russian. Lexical learning concerns with attaining the particular morphemes (in that study, telicized prefix) that mark telicity value in Russian. In other words, L2 adult speakers of Russian are expected to face no difficulties in the acquisition of the syntactic mechanism of marking telicity in Russian (i.e., grammatical learning); however, they confront difficulties with the lexical learning.

Slabakova develops her study under the Full Transfer/Full Access hypothesis suggested by Schwartz and Sprouse (1996). Full Access/Full Transfer (FTFA) Hypothesis states that L2 adult learners obtain full access to Universal Grammar (UG) and can achieve native-like competence in the L2's grammatical properties. This hypothesis states that at the beginning of L2 learning, L2 learners take over the L1 value of parameters, yet if L2 learners get more input to L2, they can rearrange parameters from their L1 value to their L2 value. The implications of Slabakova's

study provides empirical evidence that supports the Full Transfer/Full Access hypothesis, which claims that “access to functional categories in adult non-native acquisition is not impaired but is in fact fully operational” (Schwartz & Sprouse, 1996: 75). We adopt Schwartz and Sprouse’s (1994, 1996) Full Transfer Full/Access (FTFA) hypothesis as our additional hypothesis for finding out new evidence and we discuss it below in detail.

Additionally, we can find few studies on aspect in Turkish (Yavaş, 1980; Aksu-Koç, 1988; Uzun, 1998a; Jendraschek, 2011). Uzun (1998b), criticized the view about morphemes in Turkish that refer to tense markers found in the grammatical categories of verb paradigms and that they relate not only to tense but also mood and aspect. Linguists present some arguments in reference to Turkish conjugational morphemes showing aspect, tense and mood categories at the same time with one marker. Due to their approach, a sole morpheme stands for the three categories of tense, aspect and modality in Turkish. In other words, this approach focused on categories and its representational morpheme i.e., an approach named as single morpheme – multiple function. Uzun (1998b), objected to this approach and proposed ‘zero morpheme’ – single function.

It is apparent, that few hypotheses about the initial state and stages argue for access to UG, as the Minimal Tree Hypothesis (Vainikka & Young-Scholten, 1994, 1996) and the Full Transfer/Full Access Hypothesis (Schwartz & Sprouse, 1994, 1996). As we can observe, the Bottleneck Hypothesis assumes the Full Transfer/Full Access (FTFA) Hypothesis, we focus on this view in the next sections. Shortly, the Full Transfer/Full Access (FTFA) Hypothesis presupposes L2 learners initial-state grammar is identical to their L1, in particular, the target grammar is comparable as their inherent grammar; L2 adult learners have full/dire access to Universal Grammar and can attain native speakers’ competence in the L2’s grammatical properties. In order to particularize this, we first consider the notion of transfer, and secondly, the notion of access to UG in L2 acquisition. And as a continuation part, in the next sections we discuss the Bottleneck Hypothesis with its well-known counter hypothesis the Interface Hypothesis.

B. Full Transfer/Full Access (FTFA) Hypothesis.

As was already mentioned, this thesis is the set within the generative

linguistic framework (see Chomsky, 1957, 1965). Nativist approach is a base for the generative linguistic, more particularly called special nativism, which means that we are born with an innate language faculty (Gass, 2013: 160; Rothman et al., 2013: 373). Grammar is observed as mental representations, constrained or other words are ruled by universal principles (White, 2003b: 19). Those universal principles are called Universal Grammar, or shortened form UG, and supposed to be the part of language faculty (White, 2003b: 20). Specifically, it means that a person is already born with that language faculty or simply to say with grammar, which indicates that a human being is able to know something about grammar. These arguments are developed under cognitive psychology, in contrast to the behaviorist that state the brain is originally an empty box, and that learning language is initiated from formation of habits acquired by trying to mimic others (Gass, 2013: 81).

The claim about UG came from *the logical problem of language acquisition* and is connected to the *problem of the poverty of the stimulus* (see e.g. Crain & Nakayama, 1987). This problem refers to L1 learners, who already present their linguistic knowledge without linguistic input's influence to which they are exposed. Based on this idea, it is arisen to be a core for Chomsky's generative linguistics and is based on the known as Plato's Problem: "[h]ow do we come to have such rich and specific knowledge, or such intricate systems of belief and understanding, when the evidence available to us is so meagre?" (Cook & Newson, 2007: 55). More specifically, language properties refer to UG and consequently they do not need to be learned, because they are already in learner's knowledge (White, 2003b: 20-22).

The Universal Grammar (UG) has raised different controversial views in second language acquisition (SLA). One side of researchers claim that interlanguages are defective due to local and global impairment while receiving the input (e.g., Clahsen & Hong, 1995; Beck, 1998). Another group of researchers states that L2 learners obtain full access to UG (e.g., Flynn & Martohardjono, 1994). Due to mentioned approaches, there are a lot of different hypotheses with reference to the part they take in the first language (L1). One hypothesis, Full Transfer/Full Access Hypothesis (Schwartz & Sprouse, 1994, 1996; White, 1989, 1990, 1991), we adopt as our additional working hypothesis in the present study.

Full Transfer/Full Access Hypothesis (Schwartz & Sprouse, 1994, 1996; White, 1989, 1990, 1991) states that L1 grammatical properties together with

parameter setting consist of primary state of L2 acquisition (full transfer), however during the acquisition process (full access) L2 learners have full access and even they have an opportunity to reset the parameter.

Full Transfer presupposes that L2ers initial-state grammar is identical to their L1. The Full Access part of FTFA presupposes that L2 adult learners have full access to UG, and, hence, can attain native-like competence in the L2's grammatical properties. FTFA stands in opposition to Bley-Vroman's (1989, 1990), Clahsen and Muysken's (1986) and Schachter's (1990,1996) belief that adult learners have no access to UG. These researchers hypothesise that L2ers learn, rather than acquire, the target grammar. In particular, instead of acquiring implicit rules of L2, they learn metalinguistic rules in a classroom setting or induce these rules directly from the input using non-linguistic problem-solving cognitive mechanisms. The 'grammar' they construct is, thus, "fundamentally different" from L1 grammar. A No Access Theory predicts that L2ers' should be unable to attain native-like knowledge of properties that are not explicitly taught in class or that are not easily extractable from the input. It also predicts the possibility of constructing an interlanguage that is not UG-constrained, i.e., a grammar that, while being logically plausible, is nonetheless not a possible human grammar.

In contrast, FTFA predicts that an interlanguage, even when it diverges from both L1 and L2, should fall within a range of grammars sanctioned by UG. Not only does FTFA differ from theories that deny access to UG, it also differs from theories that postulate only indirect access to UG, i.e., through L1 alone (Clahsen and Hong 1995). Note that these theories predict that L2ers can only acquire properties of L2 that are similar to L1, never attaining native-like competence in L2.

FTFA also differs from theories that postulate direct access to UG, but no transfer from L1 (Flynn 1987, Flynn and Martohardjono 1994, 1995, Martohardjono 1993, Epstein et al 1996), since these theories deny any effects of the L1 grammar on the interlanguage.

While outlining the framework in which L2 acquisition of Russian aspect will be analysed, we should mention that in this thesis, we will not take any stand on two controversial issues in L2: (1) the role of formal instruction; (2) the role of negative evidence. The question that we will address is whether successful resetting of the

Telicity parameter from indirect to direct argues in favour of the Full Access part of the FTFA hypothesis. Slabakova (2005) argues that the ability of English learners to acquire Russian inner aspect supports FTFA.

While outlining the framework in which L2 acquisition of Russian aspect will be analysed, I should mention that in this thesis, I will not take any stand on two controversial issues in L2: (1) the role of formal instruction; (2) the role of negative evidence. Following Schwartz and Gubala-Ryzak (1992), I will simply assume that neither of these plays an important role in L2 acquisition.

C. The Bottleneck Hypothesis

The Bottleneck Hypothesis is suggested by Roumyana Slabakova (2006, 2008,

2013), and takes a glance into the developmental and final stages of L2 acquisition (Slabakova, 2008). The hypothesis supposed that attaining functors is the most problematic task in L2 acquisition and that attaining of syntax and semantics occur without problems.

Slabakova (2013) claims that knowledge about narrow syntax, in other words the linguistic properties associated with word order and phrase interaction comes before knowledge of functional morphology i.e., operation functions that captures common phenomena in word inflections. Numerous studies on child L2 and adult acquisition can present this. These studies can be illustrated in Table 1 (Slabakova, 2008), which measured accuracy of the functional category/inflectional phase. In particular, the accuracy of the production by speakers with different native languages were measured in compulsory contexts in English L2. For example, we can name such studies as Haznedar (2001) examined children with Turkish as their native language (L1), Lardiere (1998) looked at English second language (L2) grammar of L1 of Chinese, Ionin and Wexler (2002) investigated children with Russian as their native language (L1). The table presents two vivid divisions: morpho-syntactic phenomena i.e., 3sg agreement on lexical verbs, past tense, suppletive forms: *be* (aux/copula), and syntactic phenomena i.e., overt subjects, nominative case, verb staying in verbal phrase (VP). Due to results, we can see that investigated properties of morpho-syntactic phenomena vary from 4.5% to 90%, whereas syntactic

phenomena have higher results and have accuracy rates between 98% and 100%. These investigations bring Slabakova (2013) to conclusion that the accuracy rates in syntax gives more consistent and higher results than morpho-syntactic phenomena.

The discussed issue is supported already with the *syntax-before-morphology* view, however later on appeared to contrast the *morphology-before-syntax* view. More specifically, the second view assumes that attaining of functors promotes acquisition of functional categories (Clahsen, Penke, & Perodi, 1993/1994). However, Slabakova (2013) claims that this view is wrong, and supports it with results from Table 1, where speakers use their knowledge of syntactic phenomena related to the functional category IP, in opposition to the functional morphological phenomena related to the same category with a low accuracy rate. For instance, Lardiere (1998) states that L2 speakers find it convenient to define the feature strength, in contrast to verbal morphology, which seems to be not acquired. To simplify, the knowledge of syntax requires the first place before accurate knowledge of functional morphology. As a result, Slabakova (2013) put forward one of her main predictions about the first position of syntax phenomena before knowledge of functional morphology.

Table 1. Accuracy rate of phenomena related to the functional category IP in obligatory contexts.

	3sg agreement on lexical verbs	Past tense	Suppletive forms: Be (aux/copula)	Overt subjects	Nom. case	V in VP (no raising)
Haznedar (2001)	46.5 %	25.5 %	89 %	99 %	99.9 %	–
Ionin and Wexler (2002)	22 %	42 %	80.5 %	98 %	–	100 %
Lardiere (1998)	4.5 %	34.5 %	90 %	98 %	100 %	100 %

Note: This data was collected on December 10, 2008. Retrieved from: https://www.degruyter.com/view/title/32356?tab_body=overview

Moreover, there is a reason why the discussed issue above argues that in the challenging process of functional morphology acquisition in contrast to narrow

syntax (transferable) refers to the learning tasks involved. According to Full Transfer/Full Access Hypothesis (FTFA), it means that narrow syntax has access to UG or can be acquired by positive transfer, but functional morphology must be lexically learned (Slabakova, 2013). It is widely known that lexical learning is the most challenging learning task, and because of that the functional morphology causes more issues in L2 acquisition than narrow syntax. This view is supported by declarative/procedural models and Ullmann (2001), who argues that the Functional Lexicon i.e. functional morphology can be acquired with the help of explicit memory (or declarative memory), and knowledge of syntax involves the procedural (implicit) memory. Both types of memory comprise the lasting memory/long-term memory, where declarative memory is the conscious, and lasting memory is acquired and used unconsciously (Ullmann, 2001).

In our present paper, we predict that attaining functional morphology can involve an acquisitional bottleneck for L1 Turkish/L2 Russian speakers. In respect to our study, the hypothesis predicts that L1 Russians/L2 Turkish speakers should firstly go through the inflectional morphology that presents semantic and syntactic dissimilarities in Russian and Turkish languages, and the learners' goal is to learn this semantic and syntactic (meaning/form) mappings.

1. Acquisition of the Narrow Syntax and Functional Lexicon

Functional lexicon, as a part of the language faculty, encodes the most language variation due to Minimalist assumption (Chomsky, 2001, 2004, 2005). It is illustrated in Figure 1, and most importantly this type of lexicon is expressed through functional morphology, consequently the most language variations.

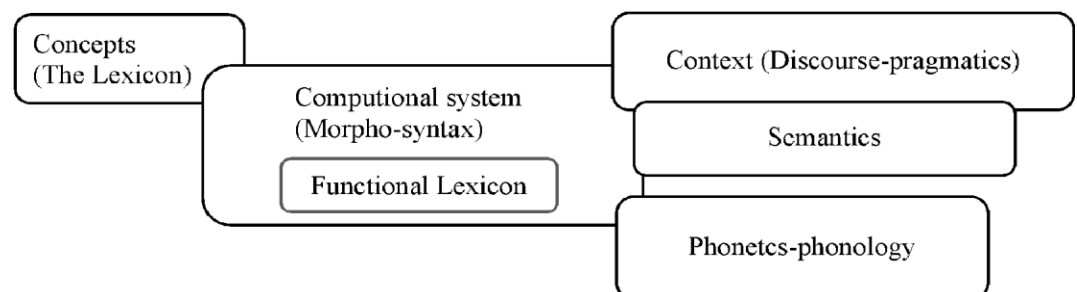


Figure 1. The language faculty

Note: The Functional Lexicon is a sub-module of the computational system, which is where syntactic operations take place (Slabakova, 2013). This figure was

adopted from Jensen's study (2016).

Functional categories are the main constituent part of the Functional Lexicon. Each functional category is bounded with lexical items that are classified in their turn for formal features (Slabakova, 2013). There are two types of features: uninterpretable features and interpretable features (semantic). The second is connected with grammatical meaning, i.e., tense, aspect, gender and they cannot be excluded before the stage in producing an utterance (Spell-Out). In other words, they are between the semantic system and the stage of Spell-Out and after it can be followed with the phonological form (Slabakova, 2006, 2008, 2013). In contrast, uninterpretable features are connected to the morpho-syntax of a sentence i.e., case or agreement excluded before Spell-Out stage, and connected just formally in nature and additionally, carry out about syntactic dependencies rather than contributing to meaning (Slabakova, 2006, 2008, 2009, 2013). For instance, the morphology in (7) carries information about the interpretable feature, which is [singular] and about the uninterpretable features, which are subject-verb agreement (Slabakova, 2013).

(7) The girl walks to school

Interpretable feature: [singular]

Uninterpretable feature: subject-verb agreement

As a result, the L2 learners are supposed to attain the formal features of a pack of lexical entries in the Functional Lexicon. In particular, when acquiring the L2 learners trying to find out the particular formal features encoded in target functional morphology. Slabakova (2013), predicts it to be challenging for L2 learners, because of different variations from language to language, and lack of transfer from the L1 to the L2.

The discussed issue also claims the fact that there are differences between languages, in particular the formal features at the functional morphology level, as well as functional morphology includes a high level of syntactic information (Slabakova, 2013). It means while L2 learners acquire the target morphology, the complex L2 syntax is not challenging (Slabakova, 2013). In other words, the functional morphology is the acquisitional bottleneck for L2 learners whereas attaining syntax and semantics are unproblematic. For instance, *wh*-movement (8) is an example of complex syntax, where *wh*-phrase moves up to the second CP which is

where it is born (Santorini & Kroch, 2007).

(8) [CP Whati did she say [CP that she was doing ti]]?

To sum up, functional morphology is challenging, because of encoding grammar's non-transferable formal features. In order to acquire these formal features through UG or positive transfer, the formal features must be lexically learned

(Slabakova, 2013). In contrast, narrow syntax can be acquired and transferred in an easy way, because it goes under universal operations. If it is problematic to acquire and negative transfer occurs, the learners appeal to UG to restructure their interlanguage grammar (Slabakova, 2013).

D. The Interface Hypothesis

In this section, we discuss the Interface Hypothesis (Sorace & Filiaci, 2006; Sorace, 2011), which is interested in the final stage of L2 acquisition (Sorace, 2011: 9). The Interface Hypothesis has different predictions about acquisition of difficult parts of language. In particular, the Interface Hypothesis claims syntax-pragmatics interface (the syntax-discourse interface) is the most challenging part of L2 acquisition, and even unattainable for L2 learners. For instance, we can observe both syntactic and pragmatic constraints in the Italian sentences in (9), in which the discourse defines whether or not the subject can be discarded (Sorace, 2011: 2).

(9) a. Perchè Giovanna non è venuta?

“Why didn't Giovanni come?”

b. Perchè _____ non ha trovato un taxi

“Because she couldn't find a taxi”

c. Perchè lei non ha trovato un taxi

“Because she couldn't find a taxi”

(Sorace, 2011: 3).

Concretely, Italian is a Null Subject (NS) language, it means that the subject can be dropped or overtly expressed in the sentence due to pragmatic constraints. We can see in (9a) that the subject is overtly expressed, because it is mentioned first time. When the subject is mentioned, thus the subject pronoun is dropped (9b),

because it is connected with one topic and there is no topic shift here (Sorace, 2011:2).

The findings of this study present an interesting relation between Italian monolinguals and their interpretation of these pronominal subjects. Sorace and Filiaci's (2006) found that native speakers accept sentences like (9b), where the subject is dropped, and near-native speakers of Italian L2 accept both sentences like (9b) and (9c). Thus, near-native speakers of Italian L2 express the overt anaphora in the Italian L2 grammar (Sorace & Filiaci, 2006: 340; Sorace, 2011: 2).

Nevertheless, the interpretation of overt subject pronouns was found as the only difference for L1 and L2 speakers, and the interpretation of the sentences with null subjects did not differ significantly between near-native and native speakers. For instance (10), the subject of the higher clause ('the old woman') is an antecedent for the null subject (Sorace, 2011: 2). Sorace and Filiaci's (2006) claims that for the interpretation of these structures comprise purely syntactic properties, and because of this occurrence, that syntactic operations are acquirable.

(10) La vecchiettai saluta la ragazzaj quando PRO attraversa la strada

"The old woman greets the girl when Ø crosses the road"

(Sorace, 2011: 2)

Two suggestions were proposed in order to identify the sources of optional variants in the structures that consist of the syntax-pragmatics interface i.e., the representational account and the processing resources account. The representational account claims that near-natives and monolinguals speakers differ from each other at the level of knowledge representations. The cause is cross-linguistic influence from one grammar to the other (Sorace & Filiaci, 2006: 340; Sorace, 2011: 12). The explanation for this is the underestimation of the constraints that define whether a structure should have an overt subject pronoun, or a null subject (Sorace & Filiaci, 2006: 340; Sorace, 2011: 12). The second account has a contrary view and argues that near-native L2 speakers and native speakers differ at the level of processing. Because of different information involved in external interfaces (non-linguistic and linguistic) that set a barrier in processing these types of sentences, which gives the optionality in the L2 grammar (Sorace & Filiaci, 2006: 340; Sorace, 2011: 12). In the following text, we present that the processing resources account most efficiently for

the patterns of optionality.

Sorace (2011: 13) claims that language with the most economical syntax-pragmatic system affects the language with the more complex system. It can be explained in an easier way, where English grammar of L2 learners of Italian influence on Italian native speakers' grammar, and as consequence we can observe an over-extension of overt subject anaphora in Italian L2 (Sorace, 2011: 13). Technically, the example (11) illustrates that overt anaphora receives the [+Topic Shift] feature in grammar of the native monolingual Italian speakers. However, in example (12) near-native L2 speakers of Italian receive both the negative and the positive value (Sorace, 2011: 13).

(11) Native monolingual grammar:

NULL → [-Topic Shift] OVERT → [+Topic Shift]

(12) Near-native L2 grammar:

NULL → [-Topic Shift] OVERT → [+Topic Shift] OVERT → [-Topic Shift]

However, the over-extension of overt subjects is found in grammar of L2 speakers of two NS languages i.e., Spanish-Brazilian Portuguese (Guido & Iribarren, 2007), Greek-Spanish (see Margaza & Bel, 2006; Lozano, 2006). As a result, the representational view is not related to or optionality in L2 grammar (Sorace, 2011: 14).

The processing resources claims that insufficient processing resources are considered to be the key to the optionality (Sorace & Filiaci, 2006: 341). In particular, there is the claim that the native speakers show the best interaction than near-native speakers in integrating the information that comes from different language domains (Sorace, 2011: 14-20). Accordingly, Sorace (2011) argues that L2 speakers are able to acquire target-like structures that engage exclusively syntactic operations, because it is easier and consider lack of interfaces. Relatively, Sorace (2011: 20), argues, though significant L2 evidence supports the view of compensating by near-native speakers "...occasional failure to compute the correct syntax-pragmatics mappings in real time".

To sum up, according to the Interface Hypothesis, proposed by Storage (2000) claims that even on high levels /near-native speakers are expected to have some optionality in production/or uncertainty of choices in comprehension L2 properties of syntactic knowledge with pragmatics and semantic. Later, hypothesis clarifies new evidence from few studies (Sorace, 2011; Sorace and Serratrice, 2009; Tsimpli and Dimitrakopoulou, 2006) and assumes that external interface involving syntax and discourse present a particular challenge for L2 attaining, rather than the internal interfaces with syntax and linguistics modules of grammar i.e., semantics, lexicon, phonetics, morphology).

According to the IH, the difficulty with Russian aspect lies outside the domain of ‘narrow’ syntax. We predict that high-level speakers L1Turkish/L2Russian may exhibit some problems with grammatical aspect which includes a syntax-discourse interface, rather than lexical aspect, which includes the internal interfaces (syntax-morphology, syntax-semantics and morphology-semantics).

III. LINGUISTIC BACKGROUND

In this chapter, we discuss the grammatical and lexical aspect in both languages and point out the main differences and peculiarities of each aspect type. Sections 1 and 2 outline the general overview of inner and outer aspect in Russian and Turkish languages. In section B, we define the differences and main features of the telicity (lexical aspect) and boundedness (grammatical aspect) with focus on Vendler's classification (1967) and situational types (ST) in Russian and Turkish languages.

A. Aspect

Aspect is a grammatical category that describes the temporal properties of the situation. For the past 50 years, there has been a lot of research on aspect category that presents us with a large scope of literature (Vendler, 1967; Comrie, 1976; Dowty, 1979; Verkuyl, 1972, 1993; Smith, 1997; Krifka, 1989, 1998; Filip, 1999, 2000, 2005; Slabakova, 2001, 2005, 2013; Borer, 2005; Ramchand, 2008 etc.). For the purpose of this dissertation, we assume that there are at least two kinds of aspect: lexical and grammatical. Specifically, due to syntax, an inner/situation aspect is found within the little vP and outer/ viewpoint aspect or is found outside/above the little vP. Due to semantic, inner aspect relates to the [+telic] or

[-telic] distinction and outer aspect with the [+bounded] or [-unbounded] distinction (Depraetere, 1995). From that point of view, we provide an overview of lexical and grammatical aspect in Russian and Turkish languages below.

1. Lexical and Grammatical Aspect: An overview with a Focus on Russian

There are a number analyses of aspect in Slavic aspect, and in literature aspect is determined as “the internal temporal structure of events”, that is expressed by verbs, verbal phrases (VP), sentences (Comrie, 1976; Smith, 1991). The information that is encoded in aspect, can be lexicalized or be presented with functional morphology/discourse and importantly, it illustrates whether a

sentence/phrase/utterance is finished/terminated or an uncompleted (ongoing or repeating/habitual) event. As we discussed above, there are two types of aspect, let us have a closer look at each of these types of aspect, starting with inner aspect.

Lexical aspect is presented in literature as so-called “situation” aspect (Smith, 1991) or “inner” aspect (Travis, 1991/ 2000/2010), shows how a predicate (verb phrase (VP)) describes a situation. Following the classification proposed by Vendler (1957), Smith (1991) divides the types of situations into states, activities, accomplishments, achievements and semelfactives the last type will be not under our focus). This classification is based on binary (two-sided) values of specific time signs, such as stability, telicity and longevity. For example, in Smith’s classification, all situation types are divided into states and events depending on the value of the feature $[\pm\text{static}]$, where states are static and events (i.e., activities, accomplishments, achievements and semelfactives) are dynamic. The feature $[\pm\text{telic}]$, signaling the presence or absence of a natural or the estimated endpoint of the event and a change of state, marks states, activities and semi-active as atelic and accomplishments and achievements as telic. By the value of the sign $[\pm\text{durative}]$, states, activities and accomplishments are characterized as durative, while semi-active and achievements are instantaneous.

Table 2. Classification of the five situation types based on their specific properties

Situation Types	Examples	Temporal Properties		
		Static	Durative	Telic
States	(3) John lives in Canada.	[+]	[+]	[-]
Activities	(4) John was reading.	[-]	[+]	[-]
Accomplishments	(5) John ate an apple.	[-]	[+]	[+]
Achievements	(6) John got fired.	[-]	[-]	[+]
Semelfactives	(7) John coughed.	[-]	[-]	[-]

Note: The table is adapted from Smith (1991), shows the five types of situation with their various temporal properties represented as binary values.

Grammatical aspect, which is also known as “outer” (Travis, 2000, 2010) or

“viewpoint:” aspect (Comrie, 1976; Smith, 1991), refers to “the internal temporal constituency of a situation” (Comrie, 1976). The main difference is between imperfective and perfective aspect. According to Comrie (1976), imperfective aspect relates to the internal temporal structure of a situation, where the situation is considered from the inside, the action is in process. Perfective aspect shows a completed action, where all parts of a situation are presented as a single immutable whole. It is possible for perfective forms which are used for internally difficult situations, which perform some period of time or involve a number of separate internal phases, to provide that the situation expressed by a perfect verb is considered as a single complete whole. Richardson (2007: 15) claims that the grammatical aspect focuses on the time perspective of the event independently of whether its natural or predicted endpoint has been reached. The examples in (13) are both telic. In (13a), the focus is on completion (i.e., perfective aspect), while in (13b), the focus is on on-going, progressive action (i.e., imperfective aspect).

- (13) a. Masha read an article.
b. John was reading an article.

In Russian, grammatical aspect often follows the aspectual variations between perfective and imperfective types of aspect category, as presented in (14a).

- (14) a. Ivan čital knig-u. Ivan read-IMPF book-ACC

“Ivan was reading a book.”

- b. Ivan pro-čital knig-u.

Ivan PF-read book-ACC

“Ivan read the book.”

In (14b), the perfective form *pro-čital* ‘PF-read’ is a derivative when the perfective prefix *pro* is added to the imperfective form *čital* ‘read-IMPF’ in (14a). As we can see in (14a), imperfective forms are usually simple and not derived, while perfective forms are derived from imperfectives via prefixation, as in (14b). In Russian, each imperfective verb can have its aspectual perfective analogue. Borik (2006) proves that because perfect prefixes are used as morphological markers of perfectivity in Russian, grammatical aspect in Russian is morphological and is encoded in the verb morphology. It should be mentioned that not all perfective verbs

are morphologically complex and not all imperfective verbs are morphologically simple. For example, Forsyth (1970) and Borik (2006) made a list of a number of perfective verbs that are simple and not derived, such as *kupit'* “buy.PF”. Moreover, there is the phenomenon of secondary imperfectives (SI) (see Table 3), which are widely discussed in the literature on aspect in Russian (see e.g., Ramchand, 2004; Borik, 2006; Richardson, 2007). SI forms are morphologically complex forms derived from perfective prefixed verbs, to which imperfective morphology is affixed; see example (15) below.

(15) a. *pro-čita-t'*

PF-read-INF “to have read”

b. *pro-čit-yva-t'*

PF-read-SI-INF “to have been reading”

Table 3. Morphological types of Russian verbs

Verbal form	Imperfective (IMP)	Perfective (PERF)	Secondary imperfectives (SI)
Order of affixes	Root-AGR	preverb-root-AGR	preverb-root- <i>va</i> -AGR
Example	<i>ital-l</i> “read-IMP”	<i>pere- ita-l</i> “reread-PERF”	<i>pere- it -va-l</i> “reread- SI”

Note: The table is adopted from Nossalik’s study (2008:č 95).č č *i*

To make things even more difficult, Russian has a very diverse system of prefixes, that except for marking perfectivity can also mark telicity (i.e., the natural or intended endpoint of an event). The 28 prefixes introduced into the grammar of the Russian Academy (Borik, 2006) function as morphological markers of one of the following: (i) perfectivity and telicity without any changes to the lexical meaning of a prefixed verb, (ii) perfectivity and telicity with changes to the lexical meaning of a prefixed verb; (iii) perfectivity but not telicity. For example, the imperfective stem *pisat'* “write.IMP” merges with the following prefixes: *na-*, *pod-*, *po-* yielding perfective forms, such as *na-pisat'* “PF-write”, *pod-pisat'* “PF-write” “sign” and *po-*

pisat' “PF-write” (for a while). The prefix *na-* is the marker of telicity and perfectivity, the prefix *pod-* changes the lexical meaning of the verb from “write” to “sign” in addition to denoting perfectivity and telicity, and the prefix *po-*¹ marks perfectivity but not telicity. The classification of Russian prefixes with the corresponding illustration is presented in Table 4 below:

Table 4. Classification of Russian Prefixes

Prefix	Example
Telic prefix: [+perfective, +telic], e.g., the prefix <i>na-</i> marks telicity and perfectivity.	(16) a. <i>na-pisat'</i> PF-write b. Ivan <i>na-pisal pis'mo za čas</i> Ivan PF-wrote letter in hour “Ivan wrote the letter in an hour.”
Lexical prefix: [+perfective, +telic, +new lexical meaning], e.g. the prefix <i>pod-</i> , marks telicity and perfectivity in addition to changing the meaning of the verb.	(17) a. <i>pod-pisat'</i> PF-write “sign” b. Ivan <i>pod-pisal dokument za minute</i> Ivan PF-wrote document in minute “Ivan signed the document in a minute.”
Super lexical prefix: [+perfective, -telic], e.g., the prefix <i>po-</i> , which marks perfectivity but not telicity.	(18) a. <i>po-pisat'</i> PF-write b. Ivan <i>po-pisal pis'mo polčasa</i> Ivan PF-wrote letter half an hour “Ivan was engaged in letter writing activity for half an hour (and the letter was not finished).”

¹ 1 In general, there are no distinguishing imperfective verbs from secondary (SI) imperfective verbs. Grammarians refer to them as imperfectives. These two verbal forms behave in the same way, however they are structurally different. In our study, in the SE test, we test this type of verbs as well.

Note: The table is adopted from Lenchuk’s study (2016: 20)

The example in (16) presents referring to perfectivity, the prefix *na-* marks the predicate as perfective. In terms of telicity, the prefix *na-* applies to an endpoint and a change of state. The event of writing the letter has reached its endpoint after which it cannot continue. In (17) the prefix *pod-* marks the predicate as perfective. In terms of telicity, this prefix shows an endpoint and a change of state. The event of

signing the document has reached its endpoint after which it cannot continue. When *pod-* is prefixed to the verb *pisat'* “write”, its meaning is changed to “sign”. In (18), the prefix *po-* denotes the predicate as perfective. In terms of telicity, the prefix *po-* does not impose an endpoint and a change of state because the predicate is [-telic]. *Posignifies* that execution of the action, such as writing, for a while does not reach its endpoint and may continue for some time in the future. What matters for telicity is the presence of a perfective prefix that functions as a telicity marker. We can observe it in example (19):

(19) a. Kolya jel pirog-Ø [+telic] Kolya ate.IMPF pie-ACC

“Kolya was eating pie.”

b. Kolya s-jel pirog-Ø [+telic]

Kolya PF-ate pie-ACC

“Kolya ate the pie.”

c. Kolya jel kusoček-Ø pirog-a. [-telic]

Kolya ate.IMPF piece-ACC pie-GEN

“Kolya was eating a piece of pie/Kolya used to eat a piece of pirog.”

In (19a), the unprefixed imperfective verb *jest'* “eat.IMPF” is set with the non-quantized determiner phrase (DP) object *tort* “cake”, and in (19c), it is combined with the quantized DP object *kusoček torta* “piece of cake”. Both predicates in (19a) and (19c) are interpreted as [-telic]. The prefixed perfective verb *s-jela'* “PF-ate” is set with the non-quantized object *tort* “cake” in (19b), and in (19d), it is combined with the quantized DP object *kusoček torta* “piece of cake”. Both predicates are interpreted as [telic]. This example shows that, what changes the status of the event from [-telic] in (19a, c) to [telic] (19b, d) in Russian is not the status of the DP object as quantized or non-quantized but rather the addition of the perfective prefix *s-* to the imperfective stem of the verb *jest'* “eat.IMPF”. According to Richardson (2007: 96), the most perfective prefixes in Russian (e.g., the prefix *s-* in the example (19b, d) function as telicity markers and change the lexical aspect of the predicate from [-telic], as in (19a, c) to [telic], as in (19b, d). In Russian, telicity is compositional since the telicity of a predicate depends on the temporal properties of a verb (i.e., stative vs. dynamic) and the presence/absence of a perfective prefix that frequently

functions as a telicity marker.

In this section, we have established the following. At first, we discuss lexical and grammatical aspect (two different categories which describe the temporal properties of events) overview with a focus on Russian. Moreover, lexical/inner aspect shows a predicate as [telic] or [- telic], while the grammatical aspect denotes a predicate as imperfective or perfective as [bounded] or [- bounded]. Quoting Borik (2006), “(a)telicity and (im)perfectivity are independent aspectual phenomena of different levels and should be used independently”. Secondly, in Russian, the grammatical aspect is morphologically realized by affixation to the verb. Thirdly, after Borik (2006) and Slabakova (2005), a verbal prefix in Russian usually function as a perfectivity and telicity marker; by the way, there are some prefixes (e.g., the prefix *po-* in examples (18a, b) of Table 4) that function as perfectivity but not telicity markers. We further discuss the relationship between perfectivity and telicity, which is important for the study of the dissertation.

2. Lexical and Grammatical Aspect: An Overview with a Focus on Turkish

In the last 50 years, traditional grammar books agreed with the absence of sections dealing with the aspect and modality systems of the Turkish language. A lot of Turkish grammarians did not touch on these subjects and with a rise of problems in the confusing grammar system, Dilaçar (1974: 165) invited grammarians to include this subject not only in grammar books but in course books as well. Finally, Dilaçar’s call was answered in 2005. This issue was solved with the publication of Göksel and Kerslake (2005).

Turkish is rich in inflectional morphology and its main role is to show the relations between parts in a sentence. Turkish marks case, number and possession while person suffixes as well as Tense-Aspect-Modality (TAM) markers are devoted the verbs (Göksel & Kerslake, 2005; Ketrez, 2012; Kornfilt, 1997).

Under the category of Tense/Aspect/Modality (TAM) markers, most of the suffixes have double or triple functions in Turkish (Ketrez, 2012). A tense marker has at the same time function as an aspect or a modality marker (Göksel & Kerslake, 2005; Kornfilt, 1997). However, it is possible to rank them according to their own functions under the tense, aspect and mood categories.

The category of ‘tense’ in Turkish has two basic tenses: past tense assigned

with the suffixes, *-(y)DI* and *-MIŞ*, and non-past tense marked with the so-called Present Tense marker *-(I)yor* and the Future Tense marker *-(y)AcAK* (Göksel & Kerslake, 2005). In addition, defined as "... various ways of reviewing the internal temporary constituency of a situation" (Comrie, 1978). "Aspects" in Turkish are divided into three categories that include "perfect" which presents a past situation/completed event, "perfective" that refers to the events seen from the outside and "imperfective" which expresses continuous event aspects (Comrie, 1978; Kornfilt, 1997). "Sense modality" is expressed as the status of the transferred knowledge (e.g., whether it is known, heard, deduced etc.) bearing in mind a time reference (Göksel & Kerslake, 2005).

The TAM markers namely *-A/ır* (Imperfective/Habitual Aspect and Generic Meaning marker or also called Aorist), *-mİs* (Past Tense and Perfective Aspect marker), *-DI* (Past tense and Perfective Aspect marker), *-(I)yor* (Imperfective Aspect and Present Tense marker) and *-(y)AcAK* (Future marker) are considered with reference to all of their functions.

The Turkish language is one of the best described languages of the world. Incidentally, there are different grammatical analyses' variations of Turkish. Thus, the Turkish language does not indicate aspectuality in all morphological contexts with particular suffixes in all morphological contexts (Kornfilt, 1997; Göksel & Kerslake, 2005). It doesn't mean that the Turkish language does not have an aspectual system. For example, Perfective form (PERF) which indicates the framing of the event as completed or in past situation (Comrie, 1976: 52), and it is marked by a morpheme *-DI* (2a) and *-MIŞ* (Göksel & Kerslake,

2005).

(20) Hasan balığ-ı ye-di.

Hasan fish-ACC eat-PAST

"Hasan ate the fish." Past tense interpretation

"Hasan has eaten the fish." Perfect aspect interpretation

(Kornfilt 1997: 349)

Turkish has a leading marker *-(I)yor*, which stands for Imperfective aspect in the Turkish language. We should mention that the verbal suffix *-(I)yor* is

categorized as progressive marker (Lewis, 1967). Besides, some scientists as for example Erguvanli-Taylan (2002) suggested that this suffix is supposed to be classified as an imperfective marker. In addition, the *-(I)yor* attached to the stative verbs, gives ideally meaning (21a); but with a dynamic verb it gives a progressive meaning (21b) (Özbek, 2011: 7). Moreover, the suffix *-(I)yor*, Imperfective aspect in Turkish can be presented with such suffixes as *-mAktA* as in “*çalış-ı-yor-du*” and *-(A/I)r* and by the past copular marker *-(y)DI* as in “*iki saat çalış-dı-m*” (Göksel & Kerslake, 2005).

(21) a. Continuous aspect of a stative verb:

Ali Ayşe-yi tan-ıyor.

Ali Ayşe-ACC know-PROG ‘Ali knows Ayşe.

b. Continuous aspect of a non-stative verb:

Ali televizyon izli-yor. Ali television watch-PROG Ali is watching television.

c. Ingressive aspect Ali yat-ıyor.

Ali lie down-PROG

Ali is going to bed (now).

(Özbek, 2011: 7)

The Vendler categories (1967) are very recognized and the best known in tense-aspect studies (see Table 5). These categories are undoubtedly universal and have been applied to describe Indo-European languages such as Russian and non-Indo-European languages such as Turkish (Depci, 2013: 162). However, this typology can be adopted to Turkish language, yet it may have some language-specific variations in the attaining of temporal/aspectual (T/A) features and situational types (ST).

Table 5. Vendler-categories (quadripartite)

[± Definite] / [±Process]	[- Process]	[+ Process]
[- Definite]	State	Activity
[+ Definite]	Achievement	Accomplishment

Note: We use Vendler's four-typed typology of verbs in present paper (Depci, 2013: 162).

Until [+processes] are happening in a period of time [- processes] are situations in which one deals with moments of time. Vendler pointed out that the distinction between [- Definite] and [+ Definite] as, [+ Definite] is the value of sentences that consist of unique different units which are vital in changing sentences. [Definite] is used for sentences in which these unique temporal units are not meaningful, by any means (Vendler, 1967).

We can observe three semantic features in Table 6 below such as: dynamicity, telicity, and punctuality using Vendler's four categories semi-active (Vendler, 1967).

Table 6. Semantic features of inherent aspect

Feature	State	Activity	Accomplishment	Semelfactive	Achievement
Dynamic	-	+	+	+	+
Punctual	-	-	-	+	+
Telic	-	-	+	-	+

Note: The table is adopted from Smith's article (1991). (Smith, 1991: 30). Additional category was added by Smith after general Vendler's typology of verbs (1967).

As you can see in Table 6, states are non-dynamic while activities, achievements and semi-actives are dynamic. Achievements and semi-actives are punctual, but all other categories are continued. Achievements are telic while activities, states and semi-actives are atelic (non-telic)/ [- telic]. It deserves our attention that a [telic] predicate has a proper or natural endpoint. That's why, *write a book*, *walk to the store*, *win a race*, are [telic] while activity verbs such as *lough*,

swim and work are [telic]. Such verbs have no proper endpoint.

Telicity can be influenced by additional argument with its semantic nature. Telic interpretation starts when this argument is quantized as in (22a). As we can see “a burger” is a singular countable noun which shows that the object is a quantized amount of substance, a stopping point for the event in sentence (22a) that means all the contacts in question are used. On the contrary, incremental theme predicates with mass or plural nouns have [-telic] interpretation (22b).

(22) a. Olya ate a burger in an hour.

b. Olya ate burgers for half an hour.

Incidentally it has been proved (for Slavic languages, Filip, 1999; Tatevosov, 2002; for Greek, Sioupi, 2002) that aspect does not always correspond to proposed Krifka's generalization. Turkish refers to these languages. For example, in the Turkish language, indefinite count singular incremental theme arguments might be treated as trans numeral or incorporated noun phrases (NPs). So, everything depends on the context in which they take place. Aksan (2004) states that in Turkish bare and quantized uses, in particular the countable object noun phrases in Turkish can influence on different interpretations of incremental theme arguments. In other words, this study supports the claim about context-dependent telicity.

Vendler's verb classification (1967) has been generally recognized and used in various languages. Although his classification of verbs is frequently used, it has been an object of investigation in the term of aspect and reviewed by linguists for decades. Based on his classification, for example, Kenny (1963) makes a separation between verbs that have no continuous tense (“States”) and verbs' that have (“Activities” and “Performances”). While Vendler uses a four-section division, Kenny (1963) offers three-section division and an individual class that combines all other classes than States and Activities: Events.

Analyzing the categories of inherent aspect of for a better understanding the meanings of the the studied markers what is being studied is crucial. When adapting in Turkish, inherent aspect and verb morphology according to Mourelatos' proposal in Vendler's terms is given in Table 7.

Table 7. Inherent aspect and verb morphology in Turkish

Situation			
Inherent aspect	State	Process	Event
	State	activity	Achievement / Accomplishment
Morphology	- (I)yor	-(I)yor	- dI, -mIş (situations that have resulted)
		(I)yor (process on the point of resulting)	

Note: The table was adopted from Depci's article (2013: 160)

In this table, the “situation” means the situation in the real world is outlined by linguistic expressions (i.e., inherent aspect and the morphology). Although static situations that do not involve change are called “state”, situations involving changes marked “Process” and “State”. Attracting change, while the event refers to situations that have already led to another state at the control time, Process refers to situations that actually occur during the control time and not including the culmination of change.

In Turkish, both in the cases of State and Process, state and activity verbs with - (I)yor can be used, and in the case of Event, either past morphology or -(I)yor can be used with achievement verbs. This may vary depending on what it means. In the case of effective value, past morphemes should be used to explain resultant state. If you see an ongoing action and a process that leads to punctuality of Achievement is focused, -(I)yor needs to be used.

Russian and Turkish languages have distinctions in the grammar system, because belonging to different language families, these differences arise most firmly in aspect and tense categories of both languages. In the Russian language the aspect category can be explained as a way of witnessing the event by the speaker. To express this differently, aspect category is used to show whether the action was successful or continues. In this regard, although verbs-infinitives refer to two various types in Russian (imperfective and perfective verbs), this is a feature that becomes more apparent in the conjugation.

If we look at the list of conjugated verbs below, we can observe the instances

of how verbs are conjugated in both aspects' categories.

Table 8. Different types in Russian (imperfective and perfective verbs)

Imperfective verb	Perfective verb	In English
Читать	Прочитать	Read
Писать	Дописать	Write
Варить	Доварить	Boil
Мыть	Помыть	Wash
Везти	Привезти	Bring

In this sense, an aspect that has the same meaning “vid” (вид) in Russian shows an inner meaning, which is more often seen in suffixes, and not in the form of an infinitive.

In general, the verbal aspects represent whether the action performed is simple or complicated involving several divided acts, its effectiveness is distributed in time and space. Lets us demonstrate the difference between the parties in the Table 9 below (Gvozdev, 1973).

Table 9. The aspect differences

1. The verbal forms indicate the completion of the action or its continuation without completion	E.g., сеять-посеять – to sow; выполнять-выполнить – to fulfil
2. That the action starts with one act and includes several types of such acts	E.g., стучать-стукнуть-постукивать – to knock “from time to time”; колоть, кольнуть, покалывать – to sting
3. The shortness or duration of the action in time	E.g., стоял-постоял-постояивал – to stand
- the restriction of the duration or its absence	E.g., ходить-походить – to go, walk
- the movement in one or different directions or without indication of direction	E.g., лететь-летать – to fly

Note: The table is created due to the Gvozdevs' explanation on aspect differences (1973: 306)

In Russian, the imperfective and perfective verbs are characterized by

pronounced grammatical distinctions and have corresponding grammatical categories.

Peshkovski (1956) proves that aspect category illustrates how an “action”, “situation” or “incident”, etc. shown by the verb appeared over a period of time or as it is divided into periods of time (Peshkovskiy, 1956: 105). Briefly speaking, the category of aspect and the category of time are closely interrelated.

As already mentioned, the main features of verbs in their non-finite forms change when they are conjugated. Dilacar (1974) presents these differences in his study “Manner of Action and Aspect in Turkish Verbs and Our Grammar Books” as part of the solution of these peculiarities, in particular in Turkish language and other world languages. Dilaçar (1974) has separated the forms of verbs (infinitive and conjugated) into groups: manner of action and aspect. He states that verbs in infinitive forms are objective and conjugated are subjective. In accordance, the verb meaning (a manner of action) in the infinitive form relates to natural points and because of it is objective. Aspect, on the contrary, it is a transfiguration in the process and the meaning of the verb conjugation by the speaker (Dilaçar, 1974: 161). Aspect can be defined as the speaker’s attempt to describe the events that he or she witnessed subjectively. In that case, infinitive verbs fall into two distinct categories (perfective and imperfective) in the Russian language, this is a feature that can be most clearly seen in the conjugation.

In addition, the infinitive form is associated with “action methods of verbs” in Russian. At this point, Dilacar (1974: 161) shows the following examples: *başlıyorum* (I am starting - начинаю) and *yürüyorum* (I am walking - иду). “(...) suffix –yor in Turkish marks continuation, the continuity in these verbs is not the same, the verb “to start” cannot be constant, while the verb “to walk” is every time in progress/ongoing” (Dilaçar, 1974: 163). We can point to the similar observations for Russian verbs “начинаю” and “иду.” Both verbs relate to imperfective type of verb and indicate the present continuous tense, which mean the persistency, the verb “начинаю” does not involve persistency in its internal meaning, when “иду” includes the value of continuity.

The Russian language’ action methods indicate different temporal, procedural and effective distinctions of action, which use overt morphology as prefixes and suffixes. These categorizing is absent in the Turkish language and is presented by

Klein (1994) as a separate category. He defines the predicates according to the action category, in other terms the infinitive verbs, as “aktionsart of a verb,” which state for the verb’s lexical meanings.

Namely, predicates consisting of the identical lexical meanings are not declared by various grammatical means in perfective and imperfective types of aspects. In Turkish, the infinitive verbs can introduce both types of grammatical aspect i.e., PERF and IMPF meanings (gelmek/to come, bitirmek/to finish, başlamak/to start, and so on). Aspect characteristics/meanings/connotations of verbs in the Russian language presented in the tenses, which denotes how and when the action takes place in the Turkish language.

B. Telicity Versus Boundedness. The compositionality of Telicity and Boundedness: An Example from Russian and Turkish

As we discussed above, *telicity* as the semantic feature appears in the inner/lexical aspect. Grammatical aspect involves two types of aspect i.e., Perfective and Imperfective with its event boundaries that are related to the semantic feature *boundedness*. Due to Vendler’s classification of verbs’ types, there are: states and activity verbs with [-telic] value and achievements and accomplishments with

[+telic] value.

Let us quickly examine) at a verbs’ typology in the Russian and Turkish languages.

1. States

Stative verbs or describe changeless situations involving absence of internal structure, e.g., know, love, be happy (Dowty’s, 1979). They are called states, because of lack of dynamicity nature they describe instants (Rothstein, 2004). Additionally, they lack a causative vP projection. Moreover, states are [-telic] (23), lack an AspQP:

23) STATES: *like, love, know, live*

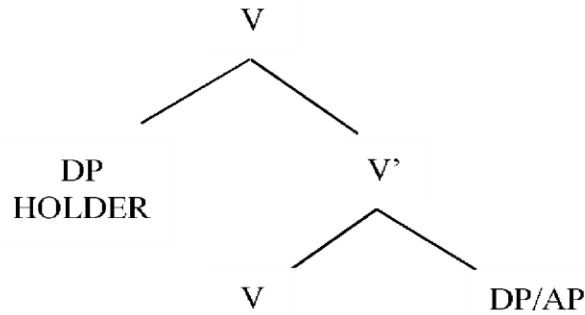


Figure 2. Vp projection of States: like, love, know, like

VP projection encodes a state, in other words subject in its specifier position is as the HOLDER of the state, while the internal argument as its complement position (Ramchand, 2008).

In Russian, states verbs specify their telicity in lexicon (lexicalized) and they are marked as [- telic], because of lack of inherent limits.

In the Turkish language, there is a difference between states, i.e., lexical verbs and non-verbal states which can appear with the time marker-*Dir* and need the auxiliary verb *ol-* to show an initial reading, i.e., a change into a new state (24).

24) a. Solomon Israil'de-dir.

Solomon-NOM Isarel-LOC-COP-3sg

“Solomon is in Israel.”

b. Ferat bugün ev-de.

Ferat-NOM today home-LOC-3sg

“Ferat is in the home today.”

2. Achievements

Achievements are non-action events that present as a change of state/instant (Rothstein, 2004) and they do not have the process' extent, e.g., kick, find, win, reach (Vendler, 1967; Comrie, 1976; Smith, 1997; Rothstein, 2004). Achievements have inherent limits, so they are [+telic] (25), thus telicity is specified in the lexicon (lexicalized) in Russian.

25) a. Peter is finding the keys.

b. John is recognizing Kelly.

The non-dynamic achievements show that they are like states, lacking a causative sub-event. In other words, the little vP projection, in their structure.

26) ACHIEVEMENTS: *find, recognize, die, forget*

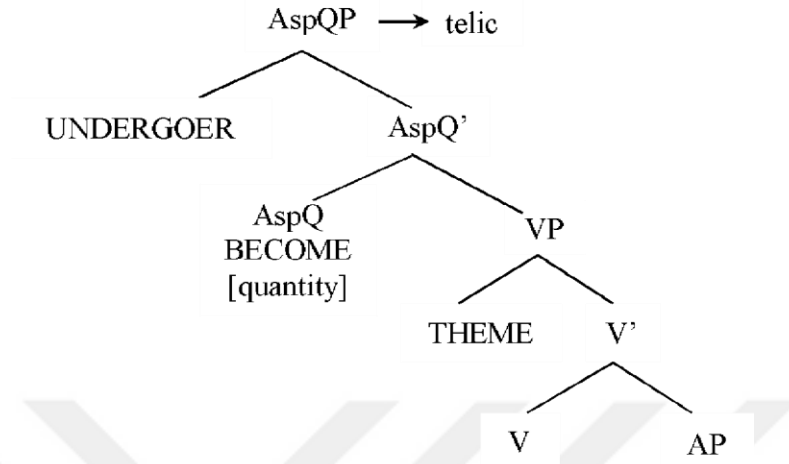


Figure 3. Vp projection of Achievements: find, recognize, die, forget

In Turkish, achievements are presented through the inceptive, terminative or completive super-lexical morphemes as in (27-28). because achievement verbs are lacking in an internal stage as presented by those morphemes.

27) Ali tepe-ye ulaş-ma-ya *başla-dı.

“Ali *began reaching the top.”

28) Ali tepe-ye ulaş-ma-yı *bırak-tı./*bitir-di.

“Ali *stopped/*finished reaching the top.”

(Guven, 2012: 188)

3. Activities

Activities, unlike states and achievements, are dynamic predicates. Activities process to intervals rather than instants and are dynamic. They can appear in progressive state:

(29) a. Bill is running.

b. Peter is reading books.

Moreover, activities, like states, can present the behavior of atelic verbs. They do not have inherent limits [−telic]:

- (30) a. Bill ran for 2 hours.
b. Peter read books for 1/2 an hour.

However, dynamic activities and accomplishments predicated together with incremental themes are estimated in the lexicon as [$\pm$ telic]. For instance, in Russian the predicate takes its telicity value by composition (prefix) as a set of the meaning of the root word and the internal structure of the whole predicate. In Turkish, we rely on the direct object that works together with the verb and defines telicity: with a mass or bare plural noun the predicate is [$-$ telic], if it is an object overtly modified by quantifier receives a [$+$ telic] value.

4. Accomplishments

Accomplishments are dynamic processes that influence a change of state/intervals, e.g., walk to school, knit a sweater (Vendler, 1967; Comrie, 1976; Smith, 1997; Rothstein, 2004). Accomplishments have inherent limits, are [$+$ telic].

In Turkish, accomplishments may emerge in imperative and control structures as in (31) and (32). Accomplishments are successful with the in an hour adverb (33).

With the for an hour adverb as in (33) [$+$ telic] accomplishments are changing into

[$-$ telic] activities.

(31) Ali park-a yürü/duvar-ı boya!

Ali-NOM park-DAT walk-IMP-2sg/wall-ACC paint-IMP-2sg

“Ali, walk to the park/paint the wall!”

(32) Ali park-a hızla/yavaş yavaş/bile bile yürü-dü.

“Ali walked to the park quickly/slowly/intentionally.”

(33) Ali park-a *bir saat boyunca/bir saatte/*saat onda yürü-dü.

“Ali walked to the park *for an hour/in an hour/*at ten.”

(Güven, 2012: 189) Recent investigation declares that natural languages conceal aspectual information syntactically. There are two not comparable projections according to the syntactic approach to aspect: a vP-internal or inner aspect projection and a vP-external or outer aspect projection (AspP) (Verkuyl, 1993;

Travis, 1994; Borer, 2005; Ramchand, 2008).

The lexical aspect shows the [$\pm$ telic] difference, the grammatical aspect converts the [+bounded] and [-unbounded] characteristics (Depraetere, 1995; Slabakova, 2001).

Following Nossalik (2009), a verbal predicate can achieve a telic sense by installation the two universal syntactical conditions: “(1) the vP-internal Quantity phrase (AspQP) should be consumed into the verbal structure and (2) the open appraise of the AspQo should be attributed range or, otherwise, the verbal predicate in AspQo should get the [quantity] (i.e., telic) value.”

Correspondingly, Nossalik (2009) provides the group of elements that can allow the consolidation of an AspQP is universal. Owing to this exact, the languages define their telicity within an AspQP cross-linguistically. There are two telicity-attribution mechanisms among languages: direct and indirect (Borer, 2005).

In Russian, a finite verb obtains the telicity value forwardly, from an aspectual morpheme (preverb) that goes onto the AspQp. Accordingly, this indication is sent to the DP in [Spec, AspQP], because of spec-head arrangement. For Turkish the mechanism is indirect, and the finite verb reaches the [quantity] through spec-head agreement, from a quantity DP in [Spec, AspQP].

There is the main tool for indicating telicity and this is a specific prefix on the verbal form. It is a kind of marking for Slavic languages (e.g., Ukrainian, Russian, Polish). Notable, that the object's quantization is not a focus for compositional telicity for activities and achievements with Incremental Theme objects in Slavic languages (Slabakova, 2005). This is the direction, where we will focus on Russian, the language whose acquisition of aspect is studied.

In Russian, the main part of Russian dynamic verbs can arise in two aspectual kinds: imperfective (IMP) or perfective (PERF). For example, the perfective aspect is assigned with a prefixed verb, such as “do-pisat” (finished writing) while the imperfective aspect uses the same root without a prefix like “pisat” (was writing, write). Where simple form of verbs (Imperfective verbs) are atelic (e.g., činit’ stul “fix the chair”) and at the same time the perfective form is telic (e.g., po-činit’ stul “fix the chair”) (Brecht, 1984; Paducheva, 1990, among others).

As we mentioned, the preverbs can modify the basic meaning of the root they

committed to *pisat'* “write-PI” vs. *dopisat'* “write-PERF” and the root with a extra significance or shades of meaning, e.g., *pisat'* “write-PI” vs. *perepisat'* “rewrite-PERF”. In addition, we set aside the prefixes that are changing the meaning of the verbs as well as the secondary incomplete morpheme *-yva-*, that are also given in Russian for additional research (Slabakova, 2005).

As a conclusion, it should be mentioned that telicity value in Russian verbs is demonstrated in perfective prefix and does require object quantization (34a).

Russian, dynamic verbs get their telicity value compositionally (a complex of marks of the root and the morphological organization of the whole predicate).

(34) a. *Kolya jel pirog-Ø [-telic]* *Kolya ate.PAST pie-*

ACC “Kolya was eating pie.”

b. *Kolya s-jel pirog-Ø [+telic]*

Kolya PF-ate pie-ACC

“Kolya ate the pie.”

c. *Kolya jel kusoček-Ø pirog-a. [-telic]*

Kolya ate.IMPF piece-ACC pie-GEN

“Kolya was eating a piece of pie/Kolya used to eat a piece of pirog.”

d. *Kolya s-jel kusoček-Ø pirog-a. [-telic]*

Kolya PF-ate. piece-ACC pie-GEN

“Kolya was eating a piece of pie/Kolya used to eat a piece of pirog.”

We should acknowledge that the verbs in (34c) are [+telic] regardless of the fact that they emerge with non-quantity internal reasons. In Russian, a quantity DP cannot appropriately license and AspQP saying that Russian disadvantages indirect telicity assignment (Nossalik, 2009).

There are two ways of “formation” telicity that have been determined in the literature (Krifka, 1992; 1998; Verkuyl, 1972, 1993, 1999). As sustained by Krifka (1989), telicity feature shows a planning between the structure of an internal argument of a verb and the structure of the occasion indicated by the verb. The semantic basic of the object argument has a straight resulting telicity. Telic

explanation begins when the object or unit argument is defined (as a singular count, a definite plural or quantitative noun) as in (35a). Since ‘the apple’ indicates a definite amount of concrete apple, an endpoint with “in x time” adjustment for the depicted event in (35a) can be described as the sign at which all the content in question is using. In other cases, uncountable objects (35b) do not consider a telic definition and show an [-telic] element with “for x time” modification, which have no end point.

(35) a. Elif armu-ru yermi dakika boyunca yedi [-Telic]

Elif pear-acc 20 minute long eat-past-3sg

‘Elif ate the pear for twenty minutes.’

b. Elif armu-tu yirmi dakika-da ye-di [+Telic]

Elif pear-acc 20 minute long eat-past-3sg.

‘Elif ate the pear for twenty minutes.’

A telic rendering in Turkish starts when amounts as a singular count, a definite plural or quantificational noun activate quantity peculiarity to the verbal predicate that actions into the AspQ.

To summarise, Russian verbal system, Turkish speakers have to readjust the telicity argument from indirect to direct.



IV. PREVIOUS RESULTS ON THE ASPECT IN L2 ACQUISITION

The chapter is structured in the following way. Section A provides a description of the general research agenda of generative SLA and the major previous results that are proposed on the aspect in L2 acquisition. Section B presents a review of the two studies conducted within the generative framework by Slabakova (2005) and Nossalik (2009) that investigate the acquisition of aspect by adult English speakers who are learners of L2 Russian. To the best of our knowledge, there are no studies on the acquisition of aspect by L1 Turkish/L2 Russians developed within the generative framework.

A. Previous Results on the Aspect in L2 Acquisition

Over the last decade, the syntactic representation was the focus in generative second language acquisition (SLA), exploring to what measure the principles and parameters that are the main elements of Universal Grammar constraints second language attaining. This side of research has studied the attaining of the words' forming and their relations and syntaxis of L2 functional categories. In particular, the scientists have investigated understanding and consumption of L2 inflectional morphology that changes the forms of the forms (inflectional) in line with L2 learners' knowledge of characteristics, which refers to restrictions on syntax motion (Flynn, & Martohardjono, 1996; Haznedar & Schwartz, 1997; Lardiere, 1998, 2000; Prevost & White, 2000; Vainikka & Young-Scholten, 1996).

Recently, this focus has expanded to the questions about interface's levels, how it is acquired, and which mechanisms are working (Juffs & Harrington, 1995). Recent analysis focuses on the semantic aspect category of L2 acquisition aiming to investigate the learners' judgments on choice appointment to the arrangement of words, phrases, and clauses in a sentence in SLA (Dekydtspotter, Sprouse, & Anderson, 1997). After these investigations, second language researchers started to learn the attaining of lexical semantics and its cooperation with argument

organization and grammatical morphology (Juffs, 1996; Hirakawa, 1999; Montrul, 1997, 1999; Sorace, 1995, 2000).

Investigation on the L2 acquisition of aspect comes into limits in this field. Aspect category is directly connected with event' internal temporal features and can be identified through the aspect qualities i.e., the event is ongoing or completed (Chung & Timberlake, 1985). Aspect can be codified in VP (verb phrase) as lexical aspect or as the grammatical aspect, that appears in such forms as the progressive or simple past morphemes.

Inner aspect is a brainchild of Vendler's (1967) acknowledged four-classes typology of verb phrases. This typology presents stative verbs (which are in process however inconsistent with the progressive), activities (which are continuous and have no pointed end), accomplishments (which lack an exact end point), and achievements (which happen instantly, with short or no duration).

It is commonly known that there is a connection between two forms of aspect (lexical aspect and grammatical aspect). This resulted in different explanations due to the lexical class of the verb.

Extensive investigations have showed that the L2 acquisition of aspect markers from a functional point of view, taking into consideration the observation evidence of the Primacy of Aspect Hypothesis (Antinucci & Miller, 1976; Bloom, Liftner, & Hafitz, 1980; Bronckart & Sinclair, 1973; Andersen, 1991; Shirai, 1991; Salaberry, 1997; Li & Shirai, 2000). Followers of the Primacy of Aspect (henceforward POA) model debate that lexical semantic classes lead learners on early stages to produce the morphology of inflection. In particular, the POA model suggested the four unions taking into consideration the verb' lexical class and grammatical marking i.e., that progressive morphology in progress-oriented languages forms must be used with activity verbs and just only after that accomplishment and achievement verbs can be used.

Those unions and suggestions mentioned above are tracing in a prototype theory (Rosch, 1973). In accordance with that theory, each linguistic category has its own best example of prototypes, which have common features with others categories. Every category consists of members, which have some common characteristics with others. Due to L2 acquisition, the theory proposes that the

children and second language learners start to attain a category with the prototype and just after that they acquire peripheral members. Li and Shirai (2000) state that the prototype for the category “progressive” is as “ongoing action,” which applies for the semantic properties as [+dynamic] and [-telic]. If children and second language learners limit the semantic figuring of the progressive to these characteristics, after that verbs which do not face this reference will not be labeled with the progressive marker. This will state why learners at the early stages might limit their use of labeling progressive markers to the class of activity verbs.

The POA variant offers that the explanations mentioned above be universal. Investigators have examined these unions in languages that differ in their typology and have debated that their conclusions support the requirements presented above (Li & Shirai, 2000).

One of the significant moments in SLA is that suppositions based on the POA theory do not usually accept the mother tongue of L2 learners into account (Slabakova, 2002). As the POA does not provide that L1 transmission will play a role, contrasts in types between languages and specifically L1 and L2 differences in the creation of study questions and prognosis.

Investigators working in generative L2 acquisition have paid much attention to attaining linguistic grammatical and lexical zones of second language properties. Slabakova and Montrul (2002) explored the achievements of the Spanish imperfective opposition by English native speakers. Spanish presents the grammatical aspect morphologically: the preterits anterior (or simply past tense in Spanish) (36a) perfective aspect is presented and denotes completed or limited events. Besides the imperfect as in (36b) shows ongoing process and denotes unlimited or uncompleted events. English does not coincide with the past form to the Spanish imperfectives. Also, with the verbal predicates such as (activities, accomplishments, achievements), the *pretérito anterior de Indicativo* (old past tense in Spanish, used in literature) in Spanish corresponds to the English simple past tense, where the *el pretérito imperfecto* (imperfective) can be integrated into English with the past progressive tense. (The interpretation strongly depends on the context.)

(36) a. Julieta practicó tenis.

Juliette practice-PRET tennis.

Juliette practiced tennis

b. Julieta practicaba tenis.

Juliette practice-IMP tennis.

Juliette was practicing tennis.

(Salaberry & Shirai, 2002: 366)

Positive verbs are usually opposite in the progressive tense in Spanish and English languages. Additionally, Spanish morphologically makes out the perfective-imperfective comparison with stative verbs in at the same time English does not. The same form is used in two languages.

Slabakova and Montrul (2002) predicted that this difference in the morphology would make difficulties for Spanish learners. L2 learners would have to understand that while English counteracts the bounded-unbounded appreciation with stative verbs, Spanish is not following this way.

Students were given a Sentence Conjunction (SC) task in which they were questioned to think whether two combined clauses were possible together as in (37):

(37) La clase era a las 10 pero empezó a las 10:30.

The class was-IMP at 10 but started at 10:30.

(Slabakova & Montrul, 2002: 13) In (37) the verb predicate is in the IMPERF and consequently the two combined sentences are possible.

In accordance with the academic study of Giorgi and Pianesi (1997), Montrul and Slabakova (2002) predict a parametric otherness in English and Spanish in their structure of features of the functional category AspP. So, in English all dynamic predicates are used with the characteristic [+perfective], which shows limitation. It means that those predicates must be attentive to this property in AspP. In Spanish, by the way, verbs are not essentially related to semantic peculiarities. In return the peculiarities [+/- perfective] are examined with obvious tense markers and supposed to be examined in AspP. Montrul and Slabakova (2002) believe that in Spanish, the characteristics (+) and (–) perfective are checked frankly in AspP through imperfective and perfective tense morphology. Due to this suggestion the effective attaining of aspectual differences, for example the perfective-imperfective contrasts

is proof of semantic assignment of functions under the functional category, AspP.

Moreover, Slabakova and Montrul (2002) also studied the findings were agreeable with the Primacy of Aspect Hypothesis. Because the POA variant is usually estimated with production of learner's knowledge. The authors recognize that their learners may have a high level of proficiency to legally check the claims of POA.

Slabakova and Montrul (2002) established that learners were so perceptive to the perfective-imperfect contrast in every type of verbs, involving state verbs. Furthermore, they did not establish that their results were consistent with the POA predictions. Learners did not acquire the interpretation of achievement and accomplishment verbs in the perfective tense in exact way, neither they were more accurate on judgments of the interpreting of stative verbs in the imperfect.

As a result, they make a conclusion that the L2 learners' skill of discrimination the semantic peculiarities of the aspectual signs in the L2 shows evidence that L2 acquisition is limited by Universal Grammar and that L2 learners can take characteristics of functional classes that are not instances in their L1.

B. An overview on acquisition of aspect in L2 Russian

Russian aspect has been a topic of much theoretical research of late (Klein, 1994; Schoorlemmer, 1995; Filip, 2000; Paslawska & von Stechow, 2003; Borik, 2002). It is strange that a small number of studies have been investigated on the acquisition of Russian aspect. At the same time, we can find some studies on L1 acquisition of Russian aspect (Gagarina, 2000; Vinnitskaya & Wexler, 2001; Stoll, 2003; Bar-Shalom, 2003; Brun & Babyonyshev, 2003; Kazanina & Phillips, 2003; Stephany & Voeikova, 2003). However, only Slabakova (2005) discusses L2 acquisition of Russian aspect. This lack of studies is not only surprising if we take into consideration the complex characteristic of the Russian aspectual systems as well as the general 'struggle' to work with the linguistic data, whether theoretical or acquisitional.

This is not to say that L2 research is not abundant with studies on aspect. Unfortunately, L2 investigations on aspect have concentrated on the emergence and development of aspect/tense morphology at important stages of L2 acquisition rather

than on its ultimate attainment. Research of over the past thirty years has resulted in the *Aspect (First) Hypothesis*, which proves that verb affixes endings in early interlanguage systems were used as markers of inner aspectual category (Andersen, 1991; Bardovi-Harlig, 2000; Li & Shirai, 2000; Salaberry, 2000). This hypothesis was first discussed in the perspective of first language (L1) acquiring and is based on well documented acquisition aspect/tense categories. So at the original stages of acquisition, L1 and L2 learners usually restrict perfective/past verbal forms to predicates with telic value (i.e., achievements and accomplishments), imperfective/present verbal forms to atelic predicates (i.e., states and activities) and progressive verbal forms to dynamic atelic predicates (i.e., activities). While the Aspect (First) Hypothesis produced many fruitful results as far as the developmental sequence of tense/aspect morphology is concerned, very little is known about whether aspect can be successfully acquired in L2 acquisition. Recently, researchers began studying aspect from the perspective of ultimate attainment (Slabakova, 2001,

2005; Kozłowska-Macgregor, 2002; Montrul & Slabakova, 2002, 2003; Gabriele, 2005, 2008). Two of these studies show acquisition of Slavic aspect by English learners. In particular, Kozłowska-Macgregor (2002) investigates L2 acquisition of Polish aspect and Slabakova (2005) looks at L2 attaining of Russian aspect.

In the theoretical part of her thesis, Kozłowska-Macgregor (2002) divides Polish perfective verbs into three classes, i.e., *perfective*, *perfective* and *completive*, paying attention to their morpho-syntactic structure. Then she examines whether adult English learners of Polish can successfully acquire these three classes, as opposed to Polish imperfective verbs. Also she looks through the productivity of L1 Polish speakers (n=27), advanced L1 English/L2 Polish participants (n=15) and L1 English/L2 Polish adult near-native speakers (n=14) with English as a native language using a Semantic Compatibility (SC) task, an End-state Compatibility (ESC) task and a Grammaticality Judgment (GJ) task. Based on her results, she supposes that the near-native speakers of Polish can acquire an aspectual system which is in many ways similar to the target system. Their system, besides, is *incomplete*, given that near-native speakers show some difficulties in mapping the multifunctional prefix *po-* to its appropriate interpretation. Kozłowska-Macgregor (2002) makes a conclusion that the obscure behavior of near-native speakers shows findings neither

for nor against the existence of basic knowledge, opposite Sorace's (1993) claim who knows that optionality provides lack of relevant linguistic competence.

Slabakova (2005) looks at L2 attaining of the Russian telicity-assigning mechanism by English learners. According to De Swart and Verkuyl (1999), she says that English and Russian have different settings of the *Telicity* character – a parameter responsible for the telic/atelic distinction of verbal predicates. While in English telicity is calculated within a vP-internal AspP (aspectual projection), in Russian it is computed within a PerfP (perfective projection) – a projection that merges above AspP and entertains a perfective prefix. Slabakova (2005) states that in order to gain native-like competence in the aspectual domain, L2ers must learn two things: (1) the Russian process of telicity and (2) lexical knowledge of perfective prefixes. To find if English speakers could acquire the Russian telicity-assigning mechanism, Slabakova (2005) tested 66 English learners and 45 Russian paid attention to an on-line interpretation task. To show the task, participants had to compute the telicity value of tested verbs, using either the Russian or English telicity-assigning mechanism. The findings of group and individual participants show that, separately from L2 low intermediate subjects (whose performance is presented by residual transfer), all L2 learners performed similarly to native controls, suggesting that English speakers can succeed in attaining syntactic characteristics related to the aspect of Russian as their second language. Based on these conclusions, Slabakova (2005) proves that “it must be the case that the perceived difficulty in acquiring Russian aspect consist in learning the lexical objects signaling telicity, but the most important is not in learning the grammatical arrangement for telicity marking” (p. 74).

The purpose of this section is to present an overview of the studies that target the attaining of aspect by L2 Russian learners. Since the empirical study presented in this dissertation investigates how Turkish speaking L2 learners of Russian acquire aspect, we only review the studies on the attaining of aspect by English speaking learners of L2 Russian. The reason is quite simple, in the literature on the acquisition of aspect developed within the generative framework, we have identified only two studies on L2 acquisition of Russian aspect – Slabakova (2005) and Nossalik (2009).

The two summaries presented below consider the role of L1 transfer in the acquisition of L2 aspect by adult English-speaking learners of Russian; the

hypotheses formulated in the studies are theory-driven, in that both studies investigate the Full Transfer/ Full Access Hypothesis formulated within the principles and parameters framework (Schwartz and Sprouse 1996).

1. Slabakova (2005). Acquisition of telicity by English speaking L2 learners

Slabakova (2005) examines the acquisition of telicity by English L2 Russian language learners. Mastering the aspect is considered extremely difficult for L2 Russian language learners, and this difficulty has been recognized in the pedagogical literature (Altman, 1992, as cited in Slabakova, 2005: 63). However, Slabakova casts doubt on this assumption, stating that by mastering telicity in the Russian language, a distinction should be made between grammatical and lexical learning. Grammatical learning associated with the (im)possibility of accessing the functional category of aspect, and the mechanisms for checking the signs that are associated with this functional category by L2 students of the Russian language. Lexical learning is connected to the acquisition of specific morphemes (in this case, telic prefixes) that mark telicity in the Russian language. More specifically, a L2 learner needs to know what prefixes can be added to which imperfective verb bases. In her study, Slabakova argues that Russian L2 students have no problems with mastering the syntactic mechanism of telicity marking in Russian (i.e., grammatical learning); rather, they have difficulties with the second (i.e., lexical) type of learning.

Slabakova develops her research in line with the framework of principles and parameters of generative grammar; in particular, she refers to the Full Transfer/ Full Access hypothesis proposed by Schwartz and Sprouse (1996). This hypothesis states that the first state of L2 grammar is L1; in other words, at the beginning of L2 learning, L2 students take the features of L1 parameters but once L2 learners get more exposure to L2, they can reset parameters from their L1 value to their L2 value. This hypothesis also assumes entry to Universal Grammar (UG) of adult L2 learners.

Applying this hypothesis to the study, Slabakova predicts that when attaining the Russian lexical aspect, English learners initially pay attention to the status of the direct object. Note that in English, an occurrence is [telic] if a dynamic verb is combined with a singular countable object or an object modified by an indicative pronoun or a quantifier (e.g., eat an apple/ this apple/ two apples). In contrast, the event is [- telic] if a dynamic verb is combined with a mass noun or a bare plural

noun (e.g., drink water, eat apples).

In Russian language, telicity is indicated by a prefixed perfective verb. Slabakova admits that in Russian, perfectivity should not be identified with telicity and that not all prefixed verbs are [telic]. However, in her study, she decides to focus on the unambiguously perfective and telic verbs, and perfectivizing telic prefixes (e.g., *myt'* "wash.IMPF" vs. *vy-mytye* "PF-wash.up"). Slabakova also excludes verbs with lexical and superlexical prefixes from her research.

Following the Full Transfer/ Full Access hypothesis (Schwartz & Sprouse, 1996), Slabakova makes the following two predictions: 1) at the beginning of attaining the Russian lexical aspect, English L2 students will consider the status of the direct object (in other words, these students transfer the parameter value from their English L1); 2) assuming the availability of UG, L2 students will be able to reset the parameter value since telicity is a universal semantic feature provided by UG.

The participants in her study were an experimental group of 66 English speaking L2 students studying Russian and a control group of 45 native speakers of Russian. As reported by the cloze test, the 66 participants of the experimental group were separated into three groups: Advanced, High-Intermediate and

Low-Intermediate.

To test the two predictions mentioned above, Slabakova develops an interpretation test. In this test, participants are asked to read a sentence and suggest its possible continuation from three possible options (A, B, and C). To choose the correct continuation of the event expressed in the first sentence, the L2 student must interpret the sentence as [telic] or [-telic]. In the test interpretation, there are three conditions. Condition A includes sentences with mass and bare plural nouns as objects. Condition B includes sentences with countable and singular objects. Condition C includes objects that are changed by explicit demonstrative pronouns or quantifiers. (Slabakova, 2005). There are 10 experimental sentences for each condition (i.e., 5 sentences include imperfective verbs, and 5 sentences include prefixed perfective telic verbs).

The findings of the test for the interpretation of imperfective and perfective sentences indicate that there are no statistically significant distinctions between the

test results of the Control, Advanced and High-Intermediate groups. Only the Low-Intermediate group varies significantly from the other groups. However, despite the difference, the participants of the Low-Intermediate group demonstrate an emerging knowledge of the Russian lexical aspect. When comparing the individual results of the group participants, 55% of the L2 students of the Low-Intermediate group correctly interpret the imperfective sentences with a count object as atelic, whereas 60% of the L2 learners correctly interpret the imperfective sentences with demonstrative objects as atelic.

In addition, 40% of the Low-Intermediate group participants correctly rate the perfective sentences with mass/bare multiple objects as [telic]. Based on the test results, Slabakova concludes that most of the participants in her study either fully understood the grammatical mechanism of marking telicity in the Russian language or demonstrated the emerging knowledge of this mechanism.

The conclusions of Slabakova's research are the following. First, the study provides empirical evidence supporting the Full Transfer/ Full Access hypothesis, which states that "access to functional categories in adult non-native acquisition is not impaired but is in fact fully operational" (Schwartz & Sprouse, 1996: 75). In addition, the study casts doubt on the well-established fact about the difficulty of learning to manipulate telicity in Russian.

Slabakova's research shows that adult L2 learners of Russian are able to master the grammatical mechanism responsible for marking telicity. However, they have problems with the lexical study of telic prefixes and the way they cluster with the imperfective verbal stems.

2. Nossalik (2009): Acquisition of Lexical and Grammatical Aspect by L2 Learners of Russian

Nossalik (2009) investigates the acquisition of inner and outer aspect by English learners of L2 Russian. She conducts two experiments. The first experiment is a replication of Slabakova (2005) discussed above. In other words, she investigates how L2 learners of Russian acquire lexical aspect. The second experiment investigates the attaining of grammatical aspect by L2 learners of

Russian. This section provides a description of experiment 1 and experiment 2 of

Nossalik's (2009) study.¹

For experiment 1, Nossalik uses 41 participants which she divides into Advanced, High-Intermediate and Low-Intermediate groups based on the results of a cloze test. The control group consists of 10 native speakers of Russian. For experiment 1, Nossalik uses 40 test sentences, of which 20 sentences contain unprefixated imperfective verbs and 20 sentences contain prefixated perfective verbs. For each set of imperfective and perfective verbs, 10 of the verbs are used with non-quantized DPs (e.g., mass nouns, bare plurals) and 10 are used with quantized DPs (e.g., count nouns, nouns of specified quantity). An example of how verbs are used with their DP arguments in a truth estimation problem task is given in (38):

(38) a. Petja gladil rubašk-i Petja ironed.IMPF shirt-PL

“Petja was ironing shirts.”

b. Petja po-gladil rubašk-i

Petja PF-ironed shirt-PL

“Petja ironed shirts.”

Each sentence is presented to the participants twice and is amid an image. For example, the sentence in (2b) is shown twice with two pictures: once with a picture depicting a completed event, and a second time with a picture depicting an incomplete event. Each time participants are shown a picture, they are asked to make a judgement about whether the accompanying sentence matches the event presented in the picture. To do this, they must answer “Yes,” “No”, “I don’t know”. In the case of (2b), the correct choice would be to match the sentence with a picture showing the completed event despite the presence of a non-quantized DP argument (i.e., rubašk-i “shirt-PL”) since the event is both perfective and telic.

The results of Nossalik's 1 experiment are similar to the results of Slabakova's (2005) study. Participants in the Advanced and High-Intermediate groups act like native speakers when interpreting sentences with the prefixated perfective sentences as telic and sentences with unprefixated imperfective verbs as atelic despite the status of DP arguments (quantized vs. non-quantized). The only

¹ This section provides a description of experiment 1 of Nossalik's (2009) study. Because in our study, we are concerned with the lexical aspect, that is close to the 1st experiment.

significant distinctions were found in the indicators of the Low-Intermediate group; however, even for the Low-Intermediate group, the average value of correct interpretations of sentences with the prefixed perfective verbs as telic is higher than the average value of incorrect interpretations of sentences with the perfective prefixed verbs as atelic (Nossalik, 2009: 239). When interpreting sentences with imperfective verbs, the participants in the Low-Intermediate group again differ significantly from the other groups. However, their performance does not differ significantly from the performance of other participants in one of the conditions of the study; in particular, when sentences with imperfective verbs are incorrectly interpreted as completed events. An important comment here, however, is that all the participants (i.e., including the Low-Intermediate group) correctly evaluate sentences that have prefixed perfective verbs as completed events more often than they incorrectly evaluate sentences containing imperfective verbs as completed events.

To summarize, we can say that the first part of the experimental study of Nossalik (2009) repeats the results of the study of Slabakova (2005). Both studies show that Advanced and High-Intermediate English learners of L2 Russian are able to reset the telicity parameter from the English to the Russian setting. Low-Intermediate learners of L2 Russian demonstrate a negative transfer from L1 and emerging knowledge of the Russian lexical aspect.

V. THE STUDY

The proposed study's purpose is to contribute to the discussion on L2 morphosyntactic feature acquisition by focusing on the acquiring of inner and outer aspect by L1 Turkish/L2 Russian speakers L2 on the acquisition of the features [telic] and telicity-assigning mechanisms. This chapter provides a description of the study designed to test the acquisition of these features, and it is structured as follows. The chapter starts with Section A where we highlight the research questions of the present study.

A. Methodology

Section A provides the methodology of the present paper. In section 1 presented the background information about the participants in the control and experimental groups and described a questionnaire that was filled in by the participants for the aim of collecting relevant background information. Section 2 describes the materials of the study. Section a presents the cloze test that was used as a tool to measure overall language proficiency of the participants. Sections b and c describe the Semantic Entailment (SE) task and the Truth Value Judgment (TVJ) task.

1. Research questions

The goal of this research study is to look at L2 acquisition of Russian aspect in order to examine if L2 speakers process Russian aspects in the same way as L1 Russian speakers do. In particular, we concerned are concerned with testing the assumptions of the Interface Hypothesis (Sorace & Filiaci, 2006; Sorace, 2011), the Bottleneck Hypothesis (Slabakova, 2006, 2008, 2013) and the Full Transfer/Full Access Hypothesis (FTFA) (Schwartz & Sprouse, 1994, 1996; White, 1989, 1990/1991) as our working hypothesis. FTFA claims that L1 speakers have full access to UG and are able to rearrange their grammar parameters from L1 value to L2 value. In addition, we discuss the predictions of the Bottleneck Hypothesis

(Slabakova, 2006, 2008, 2013) that concentrates on the developmental and final stages of L2 acquisition. This hypothesis argues that acquiring functional morphology is predicted to be problematic, in contrast to syntax and semantics. Moreover, we take a glance at a constant view as the Interface Hypothesis (Sorace & Filiaci, 2006; Sorace, 2011) that claims syntax-pragmatics interface is the most challenging part of L2 acquisition, and even unattainable for L2 learners.

In other words, we are concerned with the questions:

RQ1: Are L1Turkish/L2 Russian speakers as successful as L1 Russian speakers in mastering lexical (telicity) and grammatical aspect (boundedness) overtly marked on the verb in Russian?

RQ2: Do L2 Turkish speakers acquire the same telicity-assigning mechanisms as Russian native speakers?

Research question 1 is raised in order to test the Slabakova's Bottleneck Hypothesis' predictions (2006) about functional morphology and telicity mechanism in turn and find out new proofs for Full Transfer/Full Access Hypothesis (Schwartz & Sprouse, 1994). Question 1 is addressed by comparing the participants' acceptability to interpret the aspectual information.

The reason why research question 2 is raised is that different sentence structures which telicity-assigning mechanism the participant use, direct or indirect. The way in which this research question approached is by comparing the participants' judgements of the different morphological constructions and syntactic constructions in turn.

Paying attention to which direct or indirect telicity-assigning mechanism the experimenters used, they are supposed to act in two opposites' ways. The L2 members who have successfully readjusted the Telicity characteristic from Turkish to Russian are expected to explain prefixed PERF verbs as finished completion, as shown in (46):

(46) Perfective verbs:

a. Anna pro-lila borscht. → finished "Anna spilled-PERF borscht-MASS." b. Maša pro-citala pis'ma. → finished

"Masha read-PERF letters-PL."

(Michaylova, 2018)

This mentions that L2 learners who still use the Russian telicity-assigning action are supposed to interpret the sentences including perfective verbs as corresponding finished but not finished ones. Also, their capacity is supposed to be free of the aspectual sign of the internal argument.

As for without prefixes IMP verbs, the L2 students who apply the Russian manner telicity use are supposed to interpret such verbs as not finished events, as represented in (47): (47) IMPERF verbs:

a. Petja pek pirog. → finished “Petja baked-IMP a/the pie. -SN”

d. Maša stírala svoi jubki. /→ finished

“Masha washed-IMP her skirts- PL.”

(Michaylova, 2018)

It was mentioned in the theoretical part of this investigation that, although IMP verbs do not cause finishing state, nevertheless, they are connected with finished events. Especially, they can be used to depict the internal stages of completed events. Sentences containing an IMP verb should be supposed as adopting both ongoing and finished events. L2 members who have attained the Russian telicity-mode technique are intended to demonstrate this close to native behavior, recognizing IMP sentences in both finished and ongoing conditions. The same with the PERF sentences, their judging on the IMP sentences is intended to be free of the aspectual value of the verb's internal argument.

Besides, L2 members who still use the Turkish telicity-mode process are awaited to consider the aspectual status of the verb's internal argument, bearing in mind only the verbs that arise with a quantity internal argument, i.e., a singular count or overtly quantified noun, to be [telic], or, to put it other way, entailing completion. Their performance is anticipated not to depend on the morphological makeup of the verb.

Participants of the experiment who use the Turkish telicity-assigning mechanism are supposed to make few kinds of mistakes in Russian. First, they are supposed to inexactly consider that sentences with a perfective verbal predicates and a non-quantity DP, such as a mass or plural noun, are [-telic] and so that mix both

finished and ongoing events, when they only correspond to finished events. Secondly, they are expected to miscalculate the telicity value of the IMP verbs that emerge with a quantity DP as being [+telic]. This would make them to improperly interpret these predicates as coinciding finished but not on-going events, while they fit both.

2. Participants

The participants were selected through convenience sampling and divided into two groups (L2 Turkish/target group and L1 Russian/control group). 16 L1 Turkish/L2 Russian speakers (target group) and 16 L1 Russian speakers (control group) were chosen for the further research by means of Cloze Test by Marininna (2009) and Background Questionnaire. All participants were informed about the structure of the study and their participation was voluntary (Appendix A, B).

The groups consist of both male and female university students of Istanbul Aydin University, and employees of the Skyeng Russian Company of English. Only members of the test who considered their level of Russian proficiency to be intermediate, high-intermediate, or advanced were included for the present study.

All the L2 participants were native Turkish speakers, ranging in age from 18-35. As for the native Russian subjects the age was the same. Participants in the control group finished the cloze test with the same items used in the target group.

Table 10. Background information of the participants at the time of study

Group	N	Mean (range)
L1	16	24 (18-35)
L2	16	24 (18-32)

3. Materials

The study completed in the Applied Linguistic field and more specifically focusing on Second Language Acquisition (SLA) that is related to psychology research. Broadly speaking, there are a numerous sampling strategies used in that field, however, we used the “non-probability sampling,” that consists of more reasonable samples using resources for the ordinary researcher. To clarify, the most

popular sample type in L2 research is “opportunity sample”, where a significant criterion of sample selection is the convenience of the researcher. It was the reason for my choice to use that sort of sampling.

In order to choose the L2 and L1 subjects, we classified them into groups, based on their performance on Cloze Test by Marininna (2009) and Background Questionnaire. For the purpose of answering the main questions, we conducted two experiments, the Semantic Entailment (SE) task (Mikhaylova, 2018) and The Truth Value Judgment (TVJ) task (Nossalik, 2009).

a. Background questionnaire

The Background Questionnaire was organized in an ordinary manner based on the general principles of creating the background information about the participant. The purpose of the questionnaire was to collect background information about the participants’ age, any languages they speak, age of their first exposure to Russian, and time spent in a Russian-speaking country. A copy of the questionnaire is presented in Appendix A.

For the purity of the experiment, participants will be if:

1. Participants will be native speakers (L1 Russian/L2 Turkish and Russian native speakers);
2. Participants who have reached adulthood (over 18 years);
3. Participants who use the native language on a regular basis;
4. Participants who have completed secondary education;
5. Participants with no hearing and vision impairment and mental capacity.

In order to choose the L2 and L1 subjects, we classified them into groups, based on their performance. Results of participants of the completed questionnaire which did not match the conditions indicated above were excluded from the experiment.

b. The cloze test

After filling out the questionnaire, the participants were asked to do a cloze test for identification purposes of their level of language proficiency in Russian.

According to Oller (1979), McNamara (2000) and Brown (2004) determine a cloze test as an integrative test claiming moderate common language proficiency of L2 learners. A cloze test is always an excerpt for reading that consists of 150 to 300 words in which every sixth or seventh word has been deleted and the test-taker is asked to supply the corresponding words. It is claimed that if L2 learners are able to supply the words, this can be used as proof of their knowledge of vocabulary, grammar, discourse, reading skills, and learning strategies. To say another word, the score of the cloze test is a reflection of the test-taker's general language proficiency.

For the purpose of this study, the members were instructed to read a passage in Russian consisting of 240 words. The text is titled "Conversation with Mom," it was taken and adapted for the purpose of the cloze test from a modern Russian novel written by Marinina (2009). The cloze test was adopted from the dissertation research of Lenchuk (2016) so as to lighten the measuring of participants' language proficiency and follow the similar operation of separating the subjects into proficiency groups. A copy of the Cloze Test which is used in the investigation is presented in Appendix B.

The first paragraph of the cloze test was presented to the members without any defects for the purpose of bringing them to the story. Starting with the second paragraph, every seventh word in the sentence was absent. On the whole, there were 40 omissions. The members were asked to fill in the gaps by delivering grammatically appropriate words and word combinations that relevantly fit into the context of the reading passage.

(39) "Мам, а пахнет-то как (1)_____! – заявил он, появляясь в (2) _____кухне-столовой. - Чего сегодня дают?"

"Mam, a pakhnet-to kak (1)_____! – zayavil on, poyavlyayas' v (2) _____kukhnestolovoy. - Chego segodnya dayut?"

"Mom, it smells like (1)_____! - he declared, appearing in (2) _____kitchen table. - What have you cooked today?"

For each correct answer the participants were given one point and the final result was out of 40. Refusal to supply the suitable word or its correct grammatical form meant that no point was marked. The performance of the members in the control group on the cloze test was used as a cut-off point, according to which the

participants were placed into the three groups (i.e., Intermediate, High-Intermediate and Advanced).

In order to split the participants 0 and exclude the participants with low scores, we used the conception of normal division with its two main characteristics (i.e., central tendency and dispersion). Central trend notes the typical behavior of a group and is estimated on the average. Dispersion shows how the scores are diffused or divided around the central tendency and is estimated through the standard deviation (SD) and score range (Brown, 1988).

We came to the conclusion that the mean of the members in the probing group on the cloze test is 26.4, SD is 2.1 and the range is 40, where 0 is the lowest score and 40 is the highest score. So as to calculate the cut-off point for the advanced group, we added the SD to the mean and received the score of 28.5. As follows, any participant who scored above 28.5 was included into the Advanced group, and any participant who scored below 28.5 but above the mean score of 26.4 was included into the High-Intermediate group. So to determine the cut-off point for the Intermediate group, we deprived the SD from the mean and received the score of 24.3. But any participant who scored above 24.3 and below 26.4 was included into the Intermediate group, and any participant who scored below 24.3 was excluded from the study. Table 11 illustrates the scores of the cloze test according to which the members in the group were divided into the four proficiency groups.

Table 11. The distribution of the scores of the cloze test

	Beginners	Low Intermediate	High Intermediate	Advanced	NSs (controls)
Cuff-off Point	0→	24.3 →	26.4 →	28.5→	35-40
Range	0	9	3	4	35-40

c. The semantic entailment (SE) task

In our investigation, the Semantic Entailment (SE) task was managed aiming in approbation of Slabakova's Bottleneck Hypothesis (2008) that considers acquisition of functional morphology is the most problematic task in L2 attaining and

that acquiring of semantic, and syntax is not challenging.

By the way, L2 learners should firstly undergo the endings of the affixes as a bottleneck of attaining this linguistic property, because inflectional morphology represents syntax and semantic variations and learners of second language are supposed to learn these meaning-form mappings between languages. Slabakova (2008) suggests that learning true mapping of functional morphology seems to be problematic, if L2 learners already acquired syntax and semantics, because functional meanings are presented in different ways in the mother tongue and learning language. In reference to this model, syntactic and semantic qualities codified morphologically in both languages can be easier learned in comparison to characteristics presented by the discourse or various meanings of the verb in one language and morphologically in another

(Slabakova, 2008).

The task was taken from Mikhaylova's article (2018) "Morphological Bottleneck: The Case of Russian Heritage Speakers". The main goal of choosing this task was the use of the same methodology to contrast the member admissibility to explain the aspectual information. In particular, the SE task accesses into semantic knowledge and tests the capability of L2 learners to appoint the most silent entailing to sentence diverse in one aspectual morpheme.

In the semantic involvement tasks the members suggested to select the most logical ending of a statement, the formation and relation complexity of primary imperfections coupled with their word meaning complexity. The task is related to 30 target items (for each condition 10 items, 5 items for imperfective predicate and 5 items for perfective) and 30 fillers. The SE task was shared with the participants by link electronically via Google form viewing platform in one try, without tracking. The participants received the sentences, each consisting a Subject, Verb, and a Direct Object (lack of unambiguous context) and followed by two continuations/entailments in Appendix C. Their capability to interpret the aspectual information was a main force to make a choice in the sentence.

(40) a. Andrey po-stroil etot dom...

Andrey PF-build this house...

Andrey built this house ...

a) ... but he lacked a brick.

no yemu ne khvatilo kirpicha

b) ... and his family already lives in it. ← correct option

... i v nem uzhe zhivet yego sem'ya

c) Oba variant vozmožny

‘Both variants are possible.’

(41) b. Andrey stroil etot dom...

Andrey build-IMP this house...

Andrey built this house ...

a) ... but he lacked a brick. ← correct option

...no yemu ne khvatilo kirpicha

b) ... and his family already lives in it. ← incorrect choice

... i v nem uzhe zhivet yego sem'ya

c) Oba variant vozmožny ← also possible option

‘Both variants are possible.’

The participants were not limited in time to finish the task and subjects saw all sentences at the same time. This task is difficult from the perspective of semantics. Besides without contextual prompts, the members of the test are pushed to build only on verbal morphology for their judgments of the predicate and draw from the existent options of judgments for that form.

In addition, (40a) has an unambiguously correct choice (b), in (41b) there is one unambiguously incorrect choice and both (a) and (c) are possible, (a) is a more salient interpretation. As we discussed above, morphologically imperfective predicates due to contexts can have a finished event to the more salient incomplete habitual or continuing interpretations. We can observe that sentences (41b) tested the salience of interpretations but not accuracy/correctness.

As a result, some phonological and morphological surroundings can emerge a functional form with a constant sense to have a variety term. Obviously, the telicity feature in Russian can be presented by a various prefix, some of which can provide

additional lexical sense to the derived verb. Bearing in mind all the above, aspectual morphology, separately, perfective aspect which means telicity in Russian can present a bottleneck in the attaining of Russian by Turkish L2 learners. The experiment assisted us to answer for the first question of the research.

i. Tested conditions

Table 12 illustrates the tested conditions, where there are half of the sentences in perfective form and half imperfective form, differing only in one aspectual morpheme.

Table 12. Morphological contrast in the conditions

Condition/ Contrast		<i>Imperfective</i>	<i>Perfective</i>
1	TELICITY* morpheme (dynamic predicates)	1 A/ Ø+ Ø** [-telic; -bounded] <i>pisal</i> ‘was writing’/ ‘would write’/‘wrote’	1 B. PREFIX+V+Ø [+telic; +bounded] <i>DOpisal</i> ‘wrote’/‘finished writing’
2	BOUNDEDNESS morpheme (dynamic predicates)	2D. PREFIX+V+si [+telic; -unbounded] <i>DO itYVAI</i> ‘was finishingč reading’/‘would finish reading’/‘finished reading’	***2C=1B. PREFIX+V+Ø [+telic; +bounded] <i>DO ital</i> ‘finished reading’č
3	BOUNDEDNESS morpheme (non-dynamic predicates)	3F. V+si [+telic; -bounded] <i>zakazYVAI</i> ‘was ordening’/‘would order’/‘ordered’	3E. V+Ø [+telic; +bounded] <i>zakazal</i> ‘ordered’

Note: The table was adapted from Mikhaylova’s article (2018: 285).

First condition (1) presents telicity value variations in dynamic predicates, which are lexically expressed as a [±telic] and which sign for telicity and boundedness feature through aspectual morphological markers. The condition

comprises sentences with negative features [-telic; -bounded] activities (1A), which present no obvious aspectual signs, and [+telic; +bounded] are for accomplishment verbs (1B), which emerge the prefix-telicity (used in a clean telicizing meaning or also add lexical meaning to the verb), but without *SI* suffix.

Conditions (2) and (3) show boundedness opposes in action predicates through lexically uncertain roots and a telicity prefix (Condition 2) and in non-action lexically telic predicates (Condition 3). Conditions 2 and 3 examined sensibility to the semantic property itself, but in opposed types of predicates.

Types (2C) and (2D) are compositionally identical in their structures, but predicates in (2D) bring more apparent morphology. Substantially, (2C) is the similar kind of predicate as (1B) from the mentioned condition, since dynamic verbs are able to form aspectual triplets differing in both telicity and boundedness. Thus, 1B and 2C included the similar verbal roots, but these roots were challenged in various predicates and sentences.

Finally, Condition 3 presents boundedness feature in lexically telic non-action achievements, which presents this semantic feature with/without a *SI* suffix in the predicate's boundedness. Condition 3 was added for the reason of challenging those triplets that are formed by means of *SI* suffixation, as in Condition 2, however which are lexicalized as [+telic] and, undoubtedly, are both morphologically easier than prefixed-suffixed accomplishment predicates.

To sum up, Conditions 1 and 2 involve morphologically complicated predicates with lexical dynamic verbs, i.e., in these predicates both telicity and boundedness should be considered as successful interpretations of the sentence. Condition 3, on the other hand, consists of predicates with non-action verbs lexically determined as telic that's why, the formation of such a predicate only claims calculation of the value of limitation of the predicate. Condition 2, consequently, should be the most challenging for attaining.

d. The truth value judgment task

The Truth Value Judgment (TVJ) task was established in the article on "L2 Acquisition of the Russian Telicity Parameter" by Nossalik (2009). The objects for the experiment were taken and adapted to this research paper. In order to answer the second question, if L2 learners used the same telicity-assigning mechanisms, the

Truth Value Judgment (TVJ) task was chosen.

24 Russian sentences in the past tense consisting of dynamic verbs were examined. Half of the sentences involved bare IMP forms and the prefixed PERF forms of the verbal predicates. Each sentence involved: the subject, the verb and the direct object. As for PERF verbs, only accomplishments were used.

The part of the list of verbs is below.

- (42) *pit’/vypit’* “to drink IMP/PERF”,
citat’/procita’ “to read IMP/PERF”,

Moreover, the variance in meaning within the bare IMP form and their appropriate prefixed PERF verbs is only expressed in aspectual category. So, the verbs used in this test only include final limits to the cases codified by the roots, without changing basic meaning. Subsequently, the only contrast between the PERF and IMP mentioned is the aspectual prefix added to the stem of the verb.

To check if the L2 members still used the Turkish telicity-assigning arrangement, including stimuli four various options for internal arguments:

- 1) The stimuli with IMP verbs;
- 2) The stimuli with PERF verbs contained non-quantity DPs;
- 3) The stimuli with mass nouns;
- 4) The stimuli with bare plurals (Nossalik, 2009).

6 of the stimuli with IMP verbs’ predicates and 6 with PERF verbs involving non-quantity DPs, 3 of which were mass nouns and 3 bare plurals, as in (43):

(43) Non-quality stimuli Ns

Mass nouns	Bare plural nouns
domasnee zadanie “homework”	Rubaški “shirts”
m’aso “meat”	“steny “walls”
bors’ “borscht”	kartiny “paintings”

Another 12 sentences, 6 IMP and 6 PERF, contained the number of DPs, 3 of which were singular count nouns and 3 marked quantity nouns, as in (44):

(44) Quantity stimuli Ns

Singular count nouns	Overtly marked quantity nouns
Stul “chair”	svoi zimnie sapogi “self-winter shoes”
pirog “pie”	svoi jubki “self skirts”
Buterbrod “sandwich”	dva platja “two dresses”

The participants were questioned to see if the stimulus sentence corresponded to the event represented by three pictures or not. Sentences (24) were presented twice during the experiment, one time with pictures showing an incomplete case and another time with pictures displaying a finished event. An on-going event was illustrated by an order that shows the event uncompleted. A finished event was illustrated by the first two pictures showing the on-going event and the last picture depicted only the final point of the event.

Let us present the example, there is the sentence *Petja počinil stul* “Peter fixed the chair”, involving the PERF option of the verb “to fix”. The unfinished *fixing* event was shown by the sequence in (45-a), which showed Petja fixing a chair.

The finished *fixing* event was illustrated by the sequence in (45-b), in which the first two pictures illustrated the event in progress and the last image

Petja pointing to a fixed chair.

The members had a possibility to choose answers: *Yes, No, Don’t know*. The participants were trained to use *Don’t know* only if they deal with some unknown vocabulary.

(45) Task. Try to choose an answer if a picture matches an event. Use “*Don’t know*” if you find some new vocabulary (Nossalik, 2009).

a) *Petja počinil stul* “Peter fixed the chair”



Figure 4. Sequence of pictures with the uncompleted event.

1) Да/Yes 2) Нет/No 3) Я не знаю/I don't know

b) Petja **počinil** stul “Peter fixed the chair”



Figure 5. The sequence of pictures with completed event.

1) Да/Yes 2) Нет/No 3) Я не знаю/I don't know

In consequence of different mechanisms of assigning telicity, the members were expected to act not in the same ways. The members of the test, who have still used Turkish telicity-assigning mechanism, were intended to consider that sentences with a PERF verb and non-quantity DPs, are [-telic]. Furthermore, subjects were provided to miscalculate the telicity value of the IMP verbs that arise with a quantity DP as being [telic].

4. Instruments

In this research, many study instruments were used. At the beginning of the study, the participants of the experiments were asked to fill in the short questionnaire with the multiple-choice questions. The purpose of the questionnaire was to gather background information about the members' age, any languages they speak, age of their first contact to Russian, and time spent in a Russian-speaking country. A copy of the questionnaire is presented in Appendix A.

Afterwards, the cloze test was made in order to classify subjects into the target and the control groups, based on their performance. The first paragraph of the cloze test presented to the participants without any omissions for the purpose of leading them to the story. Starting with the second paragraph, every seventh word in the sentence was omitted. This is the production task with free-answers style, in which the members were asked to fill in the gaps by choosing grammatically suitable words that meaningfully fit into the context of the reading extract. The full version of the cloze test you can see in Appendix B. The cloze test was distributed online on Google Form platform with no backtracking assumed. The composed data was automatically downloaded to the table in the proper way.

The SE task was made, where participants have chosen the most logical continuation of an sentences, the morphological complexity of primary imperfectives in pairs with their semantic complex structures. The task contained 30 target items and 30 fillers with multiple choice questions. The task was distributed and appointed electronically via Google Form viewing platform in one attempt to the subjects' emails. The collected information was automatically downloaded to the table and analyzed.

Subsequently, the TVJ task was produced, where the members were asked with multiple choice questions to notice whether a stimulus sentence fit an event presented by three pictures. Each of 24 sentences were presented to the participants twice during the experiment, one time with images illustrating a finished event and one time with images presenting an unfinished event. The task was shared by link electronically through Google Form survey platform in one attempt at the subjects' emails.

5. Procedures

The participants were chosen through convenience sampling and divided into the control L1 Russian learners and the target L2 Turkish learners' groups. As it was mentioned before, 16 L2 Turkish learners and 16 L1 Russian learners were selected for the further research by means of the cloze test by Marinina (2009) and the Background questionnaire.

At the beginning of the study, the participants were asked to fill in the short background questionnaire. The aim of the questionnaire was to collect the

background information about the participants' age, the place of birth, the education background and the second languages they speak. A copy of the background questionnaire is presented in Appendix A. All members were informed about the structure of the study and their participation was voluntary. The background questionnaire was sent to the participants via their email addresses of the subjects. The test was constructed with help of the Google form platform.

Further, the cloze test helped to choose the subjects and classify them into the target L2 Turkish learners and the control L1 Russian learners' groups, based on their performance. The subjects were instructed to fill in the gaps by supplying grammatically appropriate words that meaningfully fit into the context of the reading passage. For each correct answer the participants will be given one point and the final score will be out of 40. Failure to supply the correct word or its correct grammatical form means that no point will be marked. The performance of the participants in the control group on the cloze test will be used as a cut-off point, according to which the participants in the experimental group will be placed into the proficiency groups (i.e., Intermediate, High-Intermediate and Advanced). The full version of the Cloze test you can find in Appendix B.

In order to divide the members of the experimental group into proficiency groups, the concept of normal distribution was used with its two important characteristics (i.e., central tendency and dispersion). The cloze test was created on the Google form platform which allows to collect the answers from subjects automatically in an Excel table. All results were analyzed individually and presented through the table in a proper way. The candidates who did not justify the stated level will be excluded from the experiment.

In present investigation, the SE task and TVJ Task targeting were conducted in approbation of Slabakova's Bottleneck Hypothesis (2008) that assumes attaining functional morphology is the most problematic task in L2 acquisition and that acquisition of semantic and syntax is not challenging.

Later, the SE task was shared by link electronically through Google Form survey platform in one attempt, with no backtracking allowed. The members were asked to choose correct continuations/entailments with multiple choice answers. The sentences contained: a Subject, Verb, and a Direct Object (no disambiguating context). The full version of the test is presented in Appendix C. The test was sent to

the participants via their emails. The participants were not limited in time to complete the task and subjects saw all sentences at the same time. The answers were automatically downloaded to the Excel table and analyzed.

The last conducted test was TVJ, where the members of the experiment were questioned to choose if a stimulus sentence corresponds to an event illustrated by three pictures or not. Each of 24 sentences were presented two times during the experiment, one time with images showing a finished event and one time with images showing an ongoing event. The participants had an opportunity to choose answers: *Yes, No, Don't know*. The members of the experiments were not limited in time to complete the task and subjects saw all sentences at the same time. The answers were automatically downloaded to the Excel table and analyzed.

To complete the tests participants spent approximately 40 minutes for all presented tests on Google form platform. After completing the forms, results were analyzed individually and presented through SPSS statistics to the population.



VI. RESULTS

In this study we examine whether L2 Turkish speakers have difficulties in acquiring the functional morphology of Russian aspect category using the Truth Value Judging (TVJ) task and the Semantic Entailment (SE) task. The result of two tests will be given below.

A. Results from the Semantic Entailment Task

In the semantic entailment (SE) task, three main conditions in which half of the sentences are PERF and other half IMPERF, opposes only in one aspectual morpheme (Table 12 above in Section i. Tested conditions give a summary of each condition).

Condition 1 has telicity marked as [α telic] in dynamic predicates which means that verbs are lexically underspecified and might include both semantical values (telicity and boundedness) due to aspectual morphology. Condition contains sentences with [-telic; -bounded] activities (1A), which are imperfective verbs that carry no overt aspectual morphology, and [+telic; +bounded] are accomplishments that have a telicizing prefix (which is used in completely sense of telicity value or can add some lexical meaning to the verb).

Condition 2 and 3 include semantic feature boundedness which differ in dynamic predicates that have lexically underspecified root and additionally, a telicizing prefix (Condition 2) and in non- dynamic verbs with lexicalized telicity value (Condition 3). Both conditions test the same semantic feature boundedness, however in different types of verbs. For instance, Condition 1 and 2 consist of underspecified telicity value as [α telic], whereas aspectual properties are converted with or without the aspectual morphology i.e., accomplishments (2C) with prefix [+telic; +bounded] and accomplishments (2D) with prefix [+telic; -bounded] and marked by SI suffix.

Table 13. The proficiency between control and target group

		Proficiency		
		M	SD	Range
L1	Russian speakers	3.50	1.41	35-40
L2	Russian speakers	3.13	.806	23-30

Generally, the structures of predicates in Conditions 2C and 2D are the same, but as was mentioned the predicates in Condition 2D carry more over morphology. Additionally, Conditions 2C and 1B are also structurally the same, because of the capability of dynamic verbs to create triplets with different telicity or boundedness semantic features. Mikhaylova (2018) designed the task in a way where Conditions 1B and 2C were used with the same verbal roots, yet they were challenged in different sentences and predicates.

Lastly, Condition 3 includes the boundedness semantic value that contrasts in lexicalized telic non-dynamic achievements. This type of non-dynamic verbs has predicates' boundedness included in presence or absence of SI suffix. They were added because of the possibility to have a set of aspectual verb pairs with lexicalized telic feature [+telic], and they do not carry overt morphology markers in accomplishment predicates.

Table 14. Descriptive statistics from the semantic entailment task for Condition 1, 2, 3

Conditions	Telicity (dynamic predicates)				Boundedness (dynamic verbs)				Boundedness (non-dynamic verbs)			
	Imperfective		Perfective		Imperfective		Perfective		Imperfective		Perfective	
	[−telic; −bounded]		[+telic; +bounded]		[+telic; −unbounded]		[+telic; +bounded]		[+telic; −bounded]		[+telic; +bounded]	
	M	SD	M	SD	M	SD	M	SD	M	SD	M	SD
L1 Russian speakers	3.91	.967	4.56	.512	4.56	.512	5.00	.000	4.44	.727	4.31	.947
L2 Russian speakers	3.68	.512	3.44	.964	4.16	.811	4.19	.750	3.91	.861	4.25	.775

The results of the analyses in Table 14 suggests that L1 Russian speakers are more successful than L2 speakers in judging sentences in all presented Conditions 1, 2 and 3 in the Semantic Entailment Task (SE) task. However, in some conditions there are roughly close results on the interpretation of sentences, which we discuss below.

1. Independent-Samples T Test on Conditions 1,2 and 3

To understand whether the difference between L1 and L2 speakers in three conditions are statistically significant, we conducted an Independent-Samples T test analysis (Figure 2). The results showed that the difference between controls and L1 Turkish/L2 Russian in judgment of sentences with perfective aspect [+telic; +bounded] is statistically significant in Condition 1 ($t(30) = 4.122$; $p = .001$). Additionally, there is the marginally significant difference on imperfectives

Condition 2 ($t(30) = 1.886$; $p = .069$).

In Condition 1, the difference between L1 and L2 Russian speakers in the judgment of sentences with imperfective aspect [-telic; -bounded] is not statistically significant ($t(30) = .798$; $p = .431$), but the difference between the two groups in the judgement of sentences with perfective aspect [+telic; +bounded] is statistically significant ($t(30) = 4.122$; $p = .001$).

In Condition 2, the difference between L1 and L2 Russian speakers in the judgment of sentences with imperfective aspect [+telic; -bounded] is not statistically significant ($t(30) = 1.694$; $p = .101$), whereas it is statistically significant in the judgment of sentences with perfective aspect [+telic; + bounded].

In Condition 3, the difference between L1 and L2 speakers of Russian in the judgement of sentences with imperfective aspect [+telic; -bounded], is marginally significant ($t(30) = 1.886$; $p = .069$), whereas it is not significant in the judgement of sentences with perfective aspect [+telic; + bounded].

We also conducted a Paired Samples T test for each group to understand whether there is a significant difference between imperfective and perfective aspect in three conditions. In the L1 group, the difference between imperceptive and perfective aspect in Condition 1 is statistically significant ($t(15) = -3.159$; $p = .006$), in favor of perfective aspect, and in Condition 2, it is also statistically significant (t

(15) = -3.416; $p = .004$), in favor of perfective aspect but it is not statistically significant in Condition 3 ($t(15) = .425$; $p = .004$).

In the L2 group, the difference between imperfective and perfective aspect either in Condition 1 or Condition 2 and 3 is not statistically significant:

Condition 1 ($t(15) = -3.159$; $p = .006$, Condition 2: ($t(15) = -3.416$; $p = .004$) and

Condition 3 ($t(15) = .425$; $p = .004$).

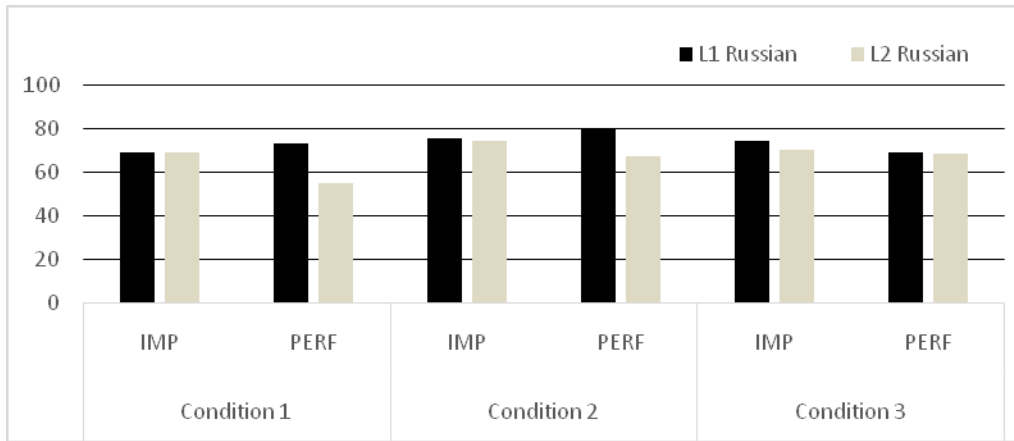


Figure 6. Dispersion of correct judgments by condition in the Semantic Entailment Task

B. Results from the Truth Value Judgment (TVJ) Task

In the Truth Value Judgment (TVJ) task, we examine whether L2 Russian speakers of Turkish attaining Russian as a second language can succeed in switching the telicity parameter from their L1 language to the Russian setting. 24 Russian sentences involving dynamic verbs in the past tense form were examined. Half of the sentences included bare IMP verbs and the other half had prefixed PERF verbal predicates. Every sentence involved only 3 elements: the subject, the verb and the direct object, as illustrated in (49).

In Turkish, undetermined incremental theme arguments can be interpreted either as trans numeral or incorporated noun phrases (NPs) depending on the context in which they occur (Aksan, 2019). It is the reason for excluding the disambiguating context and giving pure incremental theme arguments in the present experiment. Krifka (1989) claims that the semantic nature of the object argument has a direct effect on telicity. This was the main idea for implying two groups of internal

arguments: the quantity and non-quantity internal arguments.

In particular, the non-quantitative stimuli (49a) and quantity stimuli (49b):

(49) a. Non-quantity stimuli Ns

Mass Ns	Bare plural Ns
<i>domanee zadanie</i> “homework”	<i>rubā ki</i>

<i>m’aso</i>	“meat”	<i>stenys’</i>	“shirts”
<i>bors’</i>	“borscht”	<i>kartiny</i>	“walls”
			“paintings”

(50)

b. Quantity stimuli Ns

Singular count Ns	Overtly marked quantity Ns
<i>stul</i> “chair”	<i>svoi zimnie sapogi</i> “self-winter shoes”
<i>pirog</i> “pie”	<i>svoi jubki</i> “self-skirts”
<i>buterbrod</i>	<i>dva platja</i> “two dresses”
“sandwich”	

These stimuli helped to track if L2 Turkish speakers of Russian still employ their native telicity-assigning mechanism, because of the aspectual status of the verb’s internal argument or not.

Table 15 and 16 below presents the rate of chosen ‘true’ responses of sentences involving IMP and PERF verbs’ predicates in finished as well as unfinished contexts:

Table 15. Descriptive statistics from the TVJT for the perfective sentences

Perfective aspect								
Conditions	With bare		With mass plural		With quantity		With singular	
noun					plural		noun	
M	SD		M	SD	M	SD	M	SD
L1 Russian	5.63	.500	5.94	.250	5.38	.885	5.38	.957
L2 Russian	2.81	1.27	2.75	1.12	3.06	1.23	2.81	.750
		6				7		
Table 16 Descriptive statistic		s from the TVJT for th	e	ive	es			
			imperfect	sentenc				
Imperfective aspect								
Conditions	With bare		With mass plural		With quantity		With singular	
noun					plural		noun	
M	SD	M	SD	M	SD	M	SD	
L1 Russian	5.69	.602	5.81	.403	4.88	.885	5.63	.500
L2 Russian	4.69	.602	4.19	.834	4.13	.619	4.00	.894

As can be seen from these tables, the behavior of the control group of native Russian participants on the PERF and IMPF sentences with two groups of internal arguments stimulus presented better performing in comparison with L1 Turkish/L2 Russian group. The important thing to note in respect to the IMPF sentences L1 Turkish/L2 Russian group interpreted them more successfully rather than the sentences with PERF verbs.

1. Independent T Test Results for Perfective

To understand whether the difference between L1 and L2 speakers in PERF and IMPF sentences on internal arguments stimulus i.e., non-quantity and quantity are statistically significant, we conducted an Independent-Samples T test analysis (Figure 3-6).

According to the results of the Independent-Samples T test analysis on data from the TVJ test, the difference shows that Russian native speakers are more successful ($p = <.001$) rather than L1 Turkish/L2 Russian in judgment PERF sentences. According to the results on judgment IMPF sentences L1 participants were significantly more successful than L2 Turkish speakers of Russian on all

internal arguments' stimulus ($p = <.001$), except quantity plural stimuli, whereas the difference is not so significant ($t(30) = 2.78$; $p = .009$).

To understand whether the difference between IMPF and PERF sentences with its internal arguments stimulus in each group is statistically significant, we conducted a Paired Sample test. The results indicated that L1 Russian speakers were significantly more accurate on conditions with perfect and imperfect aspect can be seen in Figure 3 and 4.

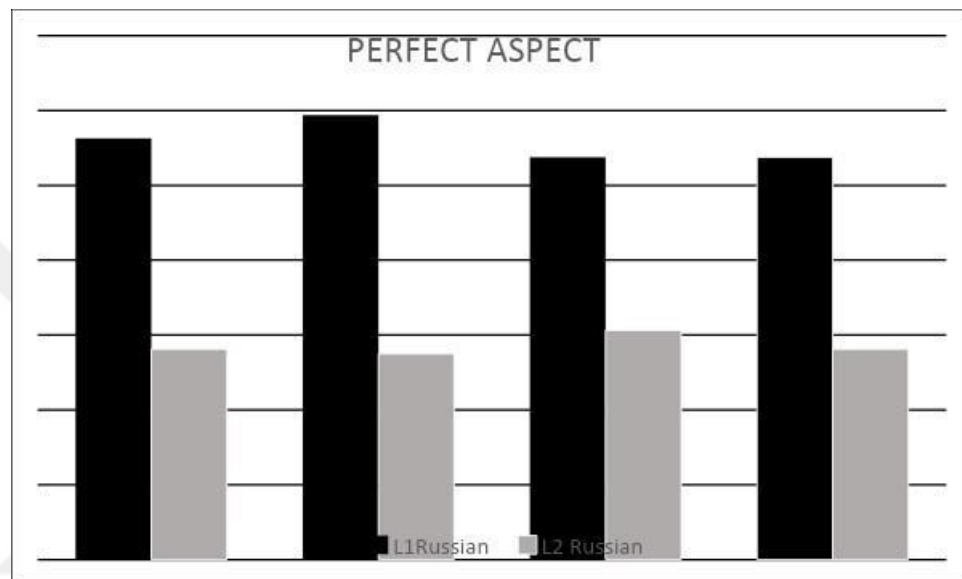


Figure 7. Dispersion of accuracy on four conditions with perfect aspect in Russian

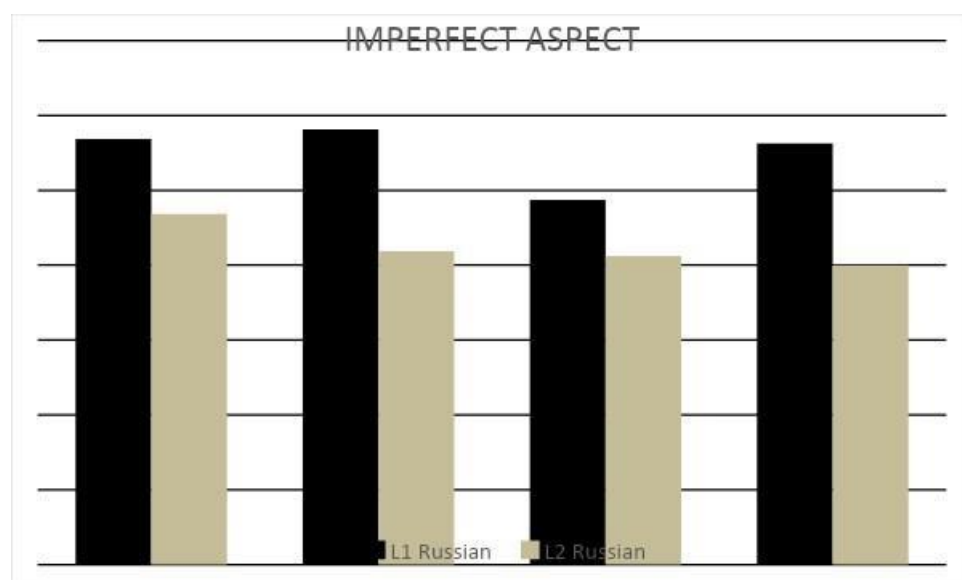


Figure 8. Dispersion of accuracy on four conditions with imperfect aspect in Russian

To understand whether the difference between internal arguments stimulus

presented in PERF and IMP L1 Russian and L1Russian/L2 Turkish in each group is significant we created Figures 5 and 6. As we can see, L1 participant's performance on stimulus is different. The performance on quantity plurals in PERF sentences was even less than that of Perfective sentences. The rest of the judgments approximate the same results on both types of sentences.

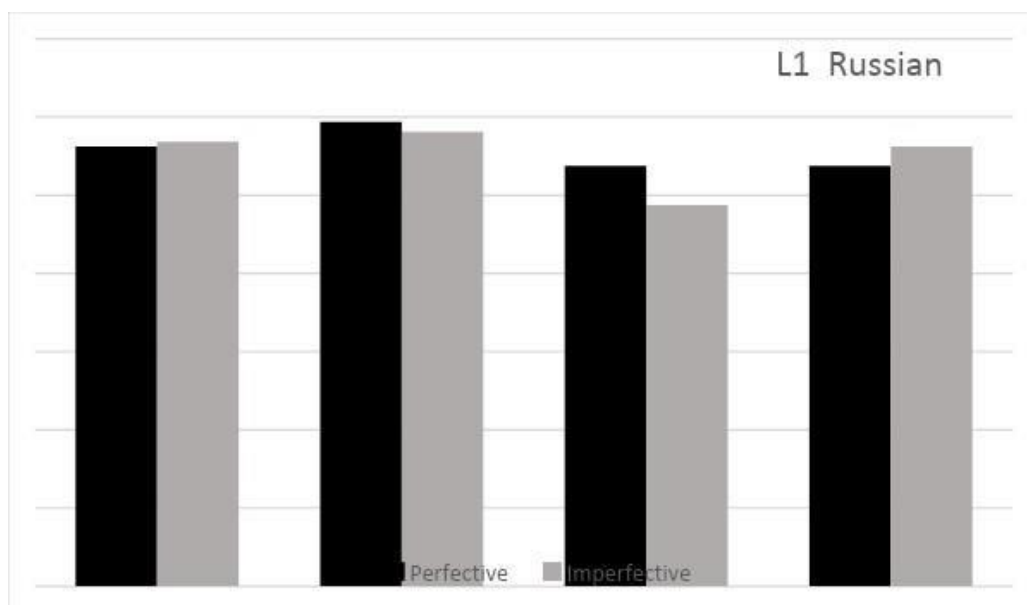


Figure 9. Dispersion of accuracy on four conditions in L1 Russian

From Figure 6, we can observe that L1 Russian/L2 Turkish speakers are more successful in interpreting IMF sentences rather than on PERF sentences. The scores on judging PERF sentences approximated over all stimuli the same and resulted worse than L1 speakers' judgments. The interpretations on IMPF sentences overall are the same over the stimuli, except the verb's internal argument with bare plural on IMP interpretation.

If we compare Figure 5 and 6, we can notice that L1 participants performed better on Perfective sentences in comparison with L1 Russian/L2 Turkish participants. However, L1 Russian/L2 Turkish group surprisingly judged the IMPF sentences on a high level almost approximating with L1 Russians.

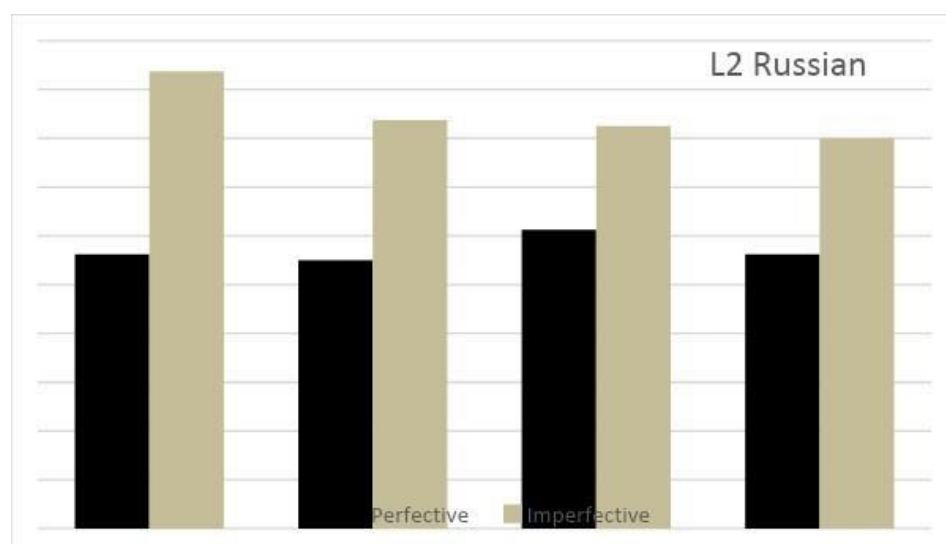


Figure 10. Dispersion of accuracy on four conditions in L2 Russian



VII. DISCUSSION

In this study, we examined the following questions using two tests: Semantic Entailment (SE) task and Truth Value Judgment (TVJ) task.

Through the Semantic Entailment Task, we examined whether L1Turkish/L2 Russian speakers are as successful as L1 Russian speakers in mastering lexical (telicity) and grammatical aspect (boundedness) overtly marked on the verb in Russian.

In Russian, lexical aspect, telicity is overtly marked on the verb by prefixes, and grammatical aspect, boundedness is overtly marked by suffixes. In contrast, in Turkish, telicity (lexical aspect) is computed in internal theme arguments: the quantity and non-quantity object. Boundedness (grammatical aspect) in Turkish is presented in times and marked for Perfective aspect [+boundedness] by a morpheme *-DI* and *-MIŞ* and for [-boundedness] marked by a leading marker *—(I)yor*, which stands for Imperfective aspect in Turkish language.

In this study, we examined the following questions using two tests:

Semantic Entailment (SE) task and Truth Value Judgment (TVJ) task.

RQ1: Are L1Turkish/L2 Russian speakers as successful as L1 Russian speakers in mastering lexical (telicity) and grammatical aspect (boundedness) overtly marked on the verb in Russian?

RQ2: Do L2 Turkish speakers acquire the same telicity-assigning mechanisms as Russian native speakers?

Through the Semantic Entailment (SE) task, we examined whether L1Turkish/L2 Russian speakers are as successful as L1 Russian speakers in mastering lexical (telicity) and grammatical aspect (boundedness) overtly marked on the verb in Russian.

TVJ task helps to investigate if in Russian, lexical aspect, telicity is overtly marked on the verb by prefixes, and grammatical aspect, boundedness is overtly

marked by suffixes. In contrast, in Turkish, telicity (lexical aspect) is computed in internal theme arguments: the quantity and non-quantity object. Boundedness (grammatical aspect) in Turkish is presented in times and marked for Perfective aspect [+boundedness] by a morpheme *-DI* and *-MIŞ* and for [-boundedness] marked by a leading marker *—(I)yor*, which stands for Imperfective aspect in Turkish language.

In literature, there is no example of potentially incomplete acquisition in Russian and Turkish languages that make a good testing ground for both the Interface Hypothesis (Sorace, 2011) and the Bottleneck Hypothesis (Slabakova, 2008) and Full Transfer/Full Access (FTFA) (Schwartz & Sprouse, 1994, 1996).

According to the Interface Hypothesis, proposed by Storage (2000) claims that even on high levels /near-native speakers are expected to have some optionality in production/or uncertainty of choices in comprehension L2 properties of syntactic knowledge with pragmatics and semantic. Later, hypothesis clarifies new evidence from few studies (Sorace, 2011; Sorace and Serratrice, 2009; Tsimpli and Dimitrakopoulou, 2006) and assumes that external interface involving syntax and discourse present a particular challenge for L2 attaining, rather than the internal interfaces with syntax and linguistics modules of grammar i.e., semantics, lexicon, phonetics, morphology).

One more account was presented to the differences in morphology, which are considering the performance and understanding together with discussed above the mapping challenge suggestion is Bottleneck Hypothesis (Slabakova, 2006, 2008, 2013). Slabakova's hypothesis claims that L2 acquisition of functional morphology can be problematic/challenging, where syntax and semantics (narrow syntax) are unproblematic. It means that knowledge of grammar modules i.e., syntax and semantics goes first and after it attains by L2 acquisition of morphology. With reference to the Bottleneck hypothesis if narrow syntax is attained by L2 learners before the functional morphology, it is possible to say that L2 learners can use functional morphology semantic properties by learning or receiving this knowledge from exposure.

Subsequently, it means that L2 learners can allow L1 transfer at the early stages to reorganize the settings to the target language in line with Full Transfer/Full Access (FTFA) (Schwartz & Sprouse, 1994, 1996) and those suggestions about

narrow syntax and meaning are universal. However, the Bottleneck hypothesis claims that inflectional functors are quite difficult to attain through the languages because it causes meaning-form mapping.

In our present paper, we predict that attaining functional morphology can involve an acquisitional bottleneck for L1 Turkish/L2 Russian speakers. In respect to our study, the hypothesis predicts that L1 Russians/L2 Turkish speakers should firstly go through the inflectional morphology that presents semantic and syntactic dissimilarities in Russian and Turkish languages, and the learners' goal is to learn this semantic and syntactic (meaning/form) mappings.

Slabakova (2005) states that when L2 learners already attained the rules of language and meanings of the words they are facing with the problem to acquire the correct functors, and specifically it causes challenges when those functional morphological forms are presented in language differently. Due to this model, the syntax and meanings of the words will be easier to learn if these properties are presented by discourse or different lexical means in one language and by morphology in another.

According to the IH, the difficulty with Russian aspect lies outside the domain of 'narrow' syntax. We predict that high-level speakers L1Turkish/L2Russian may exhibit some problems with grammatical aspect which includes a syntax-discourse interface, rather than lexical aspect, which includes the internal interfaces (syntax-morphology, syntax-semantics and morphology-semantics).

In the SE task all Conditions with IMPF verbs would be predicted to show more indeterminate judgments than the PERF because it includes the knowledge of discourse conditions under which the imperfective form is displayed to an ongoing or habitual interpretation and especially to a completed event interpretation.

The results from SE task shows that the L1Turkish/L2Russian group performed equally on PERF and IMPF predicates within the telicity condition (they were even little bit more accurate on the morphologically unmarked imperfective activities). In contrast, like the

L1 Russian speakers, the target group scored higher on PERF predicates of the two boundedness conditions [+telic; +boundedness] than on the SI members of

the same conditions (but the difference was not so significant).

The L1Turkish/L2Russian showed highest results [+telic; +boundedness] non-dynamic PERF verbs; and the lowest on the IMP [-telic; -boundedness] dynamic predicates. This suggests that outer/grammatical aspect, that refers to boundedness feature and in particular the IMP demonstrates a greater challenge for interpretation without disambiguating contextual clues. Take into consideration that L1Turkish/L2Russian were highly likely to choose the uncertain “both possible” judgment than the L1 Russian participants.

Remarkably, in Slabakova’s (2005b) and Mikhaylova’s (2016) studies, Russian native speakers also performed approximately 85% accuracy in aspectual entailments, especially of the imperfective.

Our findings above and specifically vagueness of judgments in high levels support both the Interface Hypothesis and the Bottleneck Hypothesis.

Through the second task, the Truth Value Judgment (TVJ) task, we examined whether L1 Turkish/L2 Russian speakers of this experiment was to determine whether Turkish speakers attain Russian as a second language can succeed in switching the Telicity Parameter from their L1 mode to the Russian setting. The results suggest that L2ers have challenges in switching the Telicity parameter.

According to the IH in TVJ task, as far as the participants had a deal with visual judgment task, they were supposed to interpret PERF verbs as a finished event. Where meaning in IMP and related PERF verbs is purely aspectual. Due to the Interface Hypothesis, L1Turkish/L2Russian speakers should experience no problems in acquiring the purely morpho-syntactic properties of the target language, while facing the challenge with linguistic properties computed at interfaces with other cognitive modules.

Our findings from the TVJ disconfirm the IH, because from our results we can see that L1 Turkish/ L2Russian group performed worse on sentences with PERF predicates. It means that participants on high levels cannot acquire in proper way the morpho-syntactic properties of the target language, and internal arguments may be distractions on the way to proper interpretation.

VIII. CONCLUSION

In this thesis, the Interface Hypothesis (Sorace, 2011) and the Bottleneck Hypothesis (Slabakova, 2008) and Full Transfer/Full Access (FTFA) (Schwartz & Sprouse,

1994, 1996) have been tested in L2 acquisition of L1Turkish/L2 Russian speakers.

According to the IH that external interface involving syntax and discourse present a particular challenge for L2 attaining, rather than the internal interfaces with syntax and linguistics modules of grammar i.e., semantics, lexicon, phonetics, morphology). We predict that high-level speakers L1Turkish/L2Russian may exhibit some problems with grammatical aspect which includes a syntax-discourse interface, rather than lexical aspect, which includes the internal interfaces (syntax-morphology, syntax-semantics and morphology-semantics).

However, according to the BH, functional morphology is the bottleneck of L2 acquisition. Consequently, the prediction is that functional morphology is more difficult for the L1Turkish/L2 Russian speakers to acquire in comparison to syntactic operations. As the previous chapters have shown, the experiment presented in this thesis supports the Bottleneck Hypothesis. More specifically, the results show that the speakers' performance on functional morphology in L2 Russians seems to be problematic to acquire in a proper way, although the speakers' proficiency in Russian increases and accuracy as well.

In summary, although there are remaining questions, the experiment presented in this thesis supports the Bottleneck Hypothesis, which may contribute to current knowledge about the cognitive process of L2 acquisition. In order to further investigate the Bottleneck Hypothesis, it is necessary to also look at functional morphology in comparison to other domains than narrow syntax, such as semantics and the interfaces, as well as different language combinations. It would also be interesting to test the Bottleneck Hypothesis in an on-line experiment, such as eye-

tracking or a speeded acceptability judgement test, in order to investigate the L2 learners' automatic and implicit knowledge.



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APPENDIX

APPENDIX A: BACKGROUND QUESTIONNAIRE

APPENDIX B: CLOZE TEST

APPENDIX C: CLOZE TEST

APPENDIX D: THE TRUTH VALUE JUDGMENT TASK



APPENDIX A: BACKGROUND QUESTIONNAIRE

The Background questionnaire will be conducted in Russian. Below, the test will be provided in original (Russian language) and English language.

Russian version

Уважаемые друзья, это исследование проводится в рамках дипломной магистерской работы по общей теме «Овладение русским аспектом как категорией носителем турецкого языка». Полученные в результате данные помогут студентам, которые с трудом осваивают русскую грамматику.

Выражаю Вам признательность за согласие помочь.

Любые вопросы по содержанию анкеты и тестов Вы можете получить по телефону:

или по электронной почте: Анастасия.

Я согласен/согласна принять участие в научном исследовании.

Дата:

I. Личная информация (полученная информация останется конфиденциальной)

ФИО:

Номер телефона:____**Адрес электронной почты:**____**Пол:** Женщина
Мужчина :

Дата рождения:__**Место рождения:** Город: __Страна:

Род деятельности:

Самый высший уровень образования: Среднее образование __Старшие классы средней школы __Университет

II. Лингвистическая информация (полученная информация останется конфиденциальной)

Родной Язык:

Язык обучения:

Начальная школа: _Средние классы:

Старшие классы средней школы: _Университет:

III. Второй язык(и) (полученная информация останется конфиденциальной)

	Начальный уровень	Средний уровень	Высокий уровень	Уровень носителя языка
Чтение				
Письмо				
Говорение				
Аудирование				
Общая компетентность				

Большое спасибо за ваш вклад!

English version

I agree to participate in this study:

Date:

I. PERSONAL INFORMATION (Will Remain Confidential)

Last Name, First Name:

Telephone Number: _E-mail address:

Sex: Female Male:

Date of Birth: _Place of Birth: City: _Country:

Occupation:

Highest Level of Schooling: Secondary _High school _University

II. LINGUISTIC INFORMATION

Mother Tongue:

Language of Education:

Primary School: _Secondary School:

High School: _University:

III. SECOND LANGUAGE(S):

	Beginner	Intermediate	Advanced	Near-Native
Reading				
Writing				
Speaking				
Listening				
Overall Competence				

Thank you very much for your contribution!



APPENDIX B: CLOZE TEST

Инструкция:

Ниже представлен отрывок детективного романа Александры Марининой

“Незапертая дверь” на русском языке с удаленными элементами языка в тексте. Предлагаем прочитать начало истории ниже и заполнить пропуски с недостающими элементами, словами или знаками.

Instructions:

Below, there is an excerpt from the detective novel by Alexandra Marinina “Unlocked door” in Russian with deleted language elements in the text. We suggest reading the beginning of the story below and filling in the blanks with the missing elements, words or signs.

‘Разговор с мамой’

Дома Наталья занялась ужином для мужа и сына, которые должны были появиться около девяти. Вчера только Наталья пропылесосила всю огромную пятикомнатную квартиру, а сегодня жилье выглядит так, словно в нем год не убирались. Первым явился сын Алеша. Вот и хорошо, подумала Наталья, Алешка не испытывает тяги к компании, не станет ждать Андрея, быстренько поест и ему можно будет сунуть в руки пылесос. Пусть ужин отрабатывает.

Мам, а пахнет-то как (1)_____! – заявил он, появляясь в (2)

_____кухне столовой. - Чего сегодня дают?

- (3)_____с гречкой и салат, (4)_____Наталья с улыбкой, целуя (5)_____.

- А картошечки жареной? – жалобно (6)_____Алеша.

- Сегодня обойдешься. Картошка (7) _____ два дня назад, и, (8)

_____ты ее не принесешь (9)_____магазина, она в доме (10)_____появится. Кроме того, тебе (11)_____с мясом есть нельзя, (12)_____то скоро в дверь (13) _____ пройдешь.

- Понял, не дурак, - (14)_____ кивнул юноша. – Завтра куплю. (15) _____ в считанные минуты справился (16) _____ обильным ужином, закончив его (17)_____ чашкой чаю с куском (18)_____ торта.

- Алешка, ну как (19)_____ тебя столько влезает? – засмеялась (20)_____, не переставая удивляться способности (21) _____ поглощать пищу в немыслимых (22)_____.

- Я много лет тренировался. – (23) _____ тот. Дождавшись, когда сын (24)_____ из-за стола, Наталья собрала (25)

_____ посуду, поставила ее в (26)_____.

- Сынок, я думаю, будет (27)_____, если ты включишь пылесос, (28)_____ она, принимаясь за мытье (29) _____.

- Ну мам, у меня (30)_____ экзамен, - занял Алеша.

– Мне (31)_____ поучить надо.

- Поучишь, - спокойно (32)_____ она. До утра времени (33) _____. Полчаса ничего не решают.

- (34)_____ зловредина, - пробурчал сын, понимая, (35) _____ от пылесоса ему не (36)_____.

- Возможно, - произнесла Наталья, не (37)_____.

– Но пылесосить все-таки придется. - (38)_____ мам!

- Не нравится – переезжай (39)_____ собственную квартиру, она сто́ит (40)_____, тебя ждет.

(Marinina, 2006)

Ответы (the answers):

- | | |
|----------------|-------------------|
| 1. Вкусно; | 33. много; |
| 2. просторной; | 34. ты; |
| 3. отбивные; | 35. что; |
| 4. ответила; | 36. отвертеться; |
| 5. сына; | 37. оборачиваясь; |
| 6. протянул; | 38. ну; |
| 7. кончилась; | 39. в; |
| 8. пока; | 40. пустая. |
-
- | | |
|------------------|--|
| 9. из; | |
| 10. не; | |
| 11. картошку; | |
| 12. а; | |
| 13. не; | |
| 14. покладисто; | |
| 15. он; | |
| 16. с; | |
| 17. огромной; | |
| 18. вафельного; | |
| 19. в; | |
| 20. Наталья; | |
| 21. сына; | |
| 22. количествах; | |
| 23. отшутился; | |
| 24. встанет; | |
| 25. грязную; | |

- 26. мойку;
- 27. правильно;
- 28. сказала;
- 29. посуды;
- 30. завтра;
- 31. ещё;
- 32. ответила;



APPENDIX C: CLOZE TEST

Anna Mikhaylova (2018)

RUSSIAN ASPECTUAL CONTRASTS (TELICITY AND BOUNDEDNESS)

THE SEMANTIC ENTAILMENTS TASK

=====

The participants received a link to the survey and were able to complete it at their own convenience. The sentences in the Semantic Entailments task were randomized for every participant and each sentence disappeared once a choice was made, so there was no opportunity to backtrack. I was interested to see how L2 and heritage learners would interpret sentences containing clues to the aspectual interpretation of the clause only instantiated by verbal morphology.

=====

INSTRUCTIONS:

In this task, you will see a sentence in Russian and two possible continuations below it. Although each part is fine on its own, you need to decide if the continuation can logically follow from the initial sentence – that is, you need to decide if they work together as a whole sentence. Please read your options attentively.

There is no time limit in this task, but it is important that you answer as quickly and as accurately as possible. Once you make a decision, the sentence will disappear and you will not be able to go back and make changes.

Here is an example:

1. Вера окончила школу с золотой медалью . . .

()... потому что она плохо училась.

()... потому что она хорошо училась.

() оба варианта возможны

You should have chosen "потому что она хорошо училась" because it would be illogical for a badly performing student to graduate with honors.

=====

Condition 1 (TELICITY) – activity-accomplishment verbs

=====

2. Валя читала детектив...

() ... и ей не понравился конец.

() ... и она хотела узнать кто убийца. +

() оба варианта возможны

3. Иван приготовил суп...

() ... и его ещё нужно доварить

() ... и его уже можно есть + () оба варианта возможны

4. Яна писала письмо папе...

() ... но так его и не закончила. + () ... и отправила его по почте.

() оба варианта возможны

5. Андрей построил этот дом...

() ... но ему не хватило кирпича.

() ... и в нем уже живет его семья. +

() оба варианта возможны

6. Катя пила этот вкусный сок...

() ... и решила оставить немного для Веры. + () ... и Вере ничего не досталось.

() оба варианта возможны

7. Семён посмотрел музыкальный фильм про любовь... () ... и ему нравились все песни и танцы.

() ... и он купил себе диск с песнями из этого фильма. _ +

() оба варианта возможны

8. Петя мыл свою машину ...

() ... и она теперь чистая и красивая.

() ... и он хотел побыстрее закончить это дело. +

☐ оба варианта возможны

9. Лариса напечатала свою работу...

☐ ... и увидела, что ей не хватит времени.

☐ ... и была рада, что ей хватило времени. +

☐ оба варианта возможны

10. Леша играл эту партию в шахматы ...

☐ ... и надеялся на победу. +

☐ ... и был очень рад своей победе.

☐ оба варианта возможны

11. Ирина привезла букет ромашек родителям...

☐ ... и они поставили их в красивую вазу. +

☐ ... но цветы завяли в дороге, и она их выбросила

☐ оба варианта возможны

=====
Condition 3 (BOUNDEDNESS) – achievement verbs

=====
12. Вера закрыла окно...

☐ ... и в комнату влетела птица.

☐ ... и в комнате стало тихо. +

☐ оба варианта возможны

13. Света заканчивала университет...

☐ ... и поэтому она готовилась к экзаменам. +

☐ ... и поэтому ей больше не нужно было готовиться к экзаменам.

☐ оба варианта возможны

14. Олег заказал обед...

☐ ... и официант отвечал на его вопросы.

☐ ... и официант забрал у него меню.+

☐ оба варианта возможны

15. Нина продавала свою Хонду...

☐ ... но никто не хотел покупать такую старую машину.+ ☐ ... но она получила всего \$1000. ☐ оба варианта возможны

16. Алекс рассказывал сказки детям...

☐ ... и каждый раз они просили ещё.

☐ ... и они все им очень понравились.+

☐ оба варианта возможны

17. Ксения забыла ключи дома...

☐ ... и Слава всегда привозил их ей на работу.

☐ ... и Слава должен был привезти их ей на работу.+

☐ оба варианта возможны

18. Алла устраивала вечеринку в своей новой квартире...

☐ ... и надеялась, что у неё будет много гостей.+ ☐ ... и к ней пришли друзья и коллеги.

☐ оба варианта возможны

19. Тимур надевал куртку и шапку...

☐ ... и шёл играть в хоккей с друзьями.+ ☐ ... и поехал с родителями в город.

☐ оба варианта возможны

20. Мы открыли большое окно в комнате...

☐ ... и сразу становилось светло и прохладно.

☐ ... и в окно залетела серая птица.+

☐ оба варианта возможны

21. Рита узнавала эту старую мелодию...

☐ ... и она сразу вспомнила, что её раньше пел её папа.

☐ ... но она каждый раз забывала, кто её раньше пел.+

☐ оба варианта возможны

=====

Condition 2 (BOUNDEDNESS) – accomplishment verbs

=====

22. Настя перечитывала статью

☐ и отдала журнал со статьей Даше.

☐ и надеялась, что закончит её до урока.+

☐ оба варианта возможны

23. Семен просмотрел сообщения

☐ и отвечал на каждое из них сразу.

☐ и ответил на все сразу.+ ☐ оба варианта возможны

24. Карина подготавливала документы() и начальник всё сразу подписал.

☐ и начальник попросил её закончить все до обеда.+

☐ оба варианта возможны

25. Павел домывал тарелку() и поставил её на полку.

☐ но каша плохо отмывалась.+

☐ оба варианта возможны

26. Вероника распечатала эту фотографию

☐ и подарила её своему другу.+

☐ но в принтере кончилась бумага.

☐ оба варианта возможны

27. Леонид допил свою кружку пива

☐ и Марина попросила попробовать глоточек.

☐ и не оставил Марине попробовать и глоточка.+

☐ оба варианта возможны

28. Гриша дописывал стихотворение() и не мог придумать последнюю строчку.+ ☐ и мне оно очень понравилось.

☐ оба варианта возможны

29. Марина достроила домик из Лего() и Лена хотела помочь ей.

☐ и он получился высоким.+

☐ оба варианта возможны

30. Сергей проигрывал тот теннисный матч

☐ уже не надеялся на победу.+

☐ и поздравил соперника с победой.

☐ оба варианта возможны

31. Родители привозили детей в школу на машине ...

☐ ... а домой дети ездили на автобусе.+ ☐ ... и дети сразу пошли на занятия.

☐ оба варианта возможны

=====

FILLERS - both variants possible

=====

32. Марина жила в Ярославской области() и работала учителем математики.

☐ а ее сын жил со своей семьей в Ярославле.+

☐ оба варианта возможны

33. Василий студент Саратовского университета() и его сестра тоже там раньше училась.

☐ и он живет в большом новом общежитии.+

☐ оба варианта возможны

34. Сейчас уже девять часов утра

☐ а ты еще не принял душ и не позавтракал.

☐ и ты опять опаздываешь на работу.+

☐ оба варианта возможны

35. Родители Аллы живут в хорошей квартире() и у них есть большая дача в деревне.

☐ и Алла часто приезжает к ним в гости.+

☐ оба варианта возможны

36. Коля опаздывает на работу...

☐ ... и поэтому он должен взять такси.+

☐ ... потому что он не хотел вставать в семь утра.

☐ оба варианта возможны

37. Борис позвонил своему другу ... () ... но его не было дома.

☐ ... и они договорились о встрече.+

☐ оба варианта возможны

38. Учитель вызвал Ольгу к доске

☐ ... и Ольга должна ответить на его вопросы.

☐ ... но сегодня Ольга опять не готова.+

☐ оба варианта возможны

39. Она читает интересный новый журнал

☐ ей нравится статья о российской экономике.

☐ но в этом журнале много рекламы.+

☐ оба варианта возможны

40. Фёдор должен купить новый компьютер

☐ потому что его старый компьютер не работает.+ ☐ но у него мало денег, а компьютер дорогой.

☐ оба варианта возможны 41. Егор изучает французскую литературу () но он плохо говорит по-французски.

☐ и он свободно говорит по-французски.+

☐ оба варианта возможны

41. Даша и Сергей живут на одной улице

☐ но она ничего не знает о его семье.+

☐ и их родители учились в одной школе.

☐ оба варианта возможны

42. Миша встаёт в семь утра каждый день ...☐ ... и он ложится спать в десять вечера.

☐ ... потому что он должен быть на работе в восемь.+

☐ оба варианта возможны

43. Лилия подарила маме красивое платье...

☐ ... и маме оно очень нравится.+

☐ ... и мама надела его на праздник.

☐ оба варианта возможны

44. Они часто слушают хорошую музыку

☐ и иногда ходят в театр и кино.+ ☐ и они оба играют на пианино.

☐ оба варианта возможны

45. Женя уехал в Европу на каникулы ☐ ... и он будет там отдыхать две недели.+

☐ ... и он вернётся в Москву через две недели.

☐ оба варианта возможны

46. Я учусь в университете на втором курсе

☐ ...а в прошлом году я учился на первом курсе.

☐ и поэтому я хожу в университет каждый день.+

☐ оба варианта возможны

47. Он встаёт в восемь часов и принимает душ

☐ а в восемь тридцать он завтракает и читает газету.+ ☐ а потом он

одевается и завтракает в девять.

☐ оба варианта возможны

48. Сегодня мы должны заниматься в библиотеке

☐ и нам нужны кроссовки и спортивные костюмы.

☐ потому что там хороший читальный зал.+

☐ оба варианта возможны

49. Сейчас Карина смотрит телевизор дома

☐ потому, что сегодня показывают концерт популярной музыки.+ ☐ и через пять минут она собирается его выключить.

☐ оба варианта возможны

50. Ульяна связала теплый свитер для брата ☐ но этот свитер ему совсем не идёт.

☐ но свитер слишком маленький.+

☐ оба варианта возможны

=====

FILLERS - one variant is possible

=====

51. Моя специальность История Европы ☐ и я знаю историю многих европейских стран.+ ☐ и поэтому я играю на гитаре каждый вечер.

☐ оба варианта возможны

52. Катя поговорила с мамой по телефону... ☐ ... но мама не взяла трубку.

☐ ... и позвонила своей сестре.+

☐ оба варианта возможны

53. В пятницу мы с родителями ходили в кино ☐ но урок был не интересным.

☐ и фильм был очень интересный.+

☐ оба варианта возможны

54. Валера никогда не ест завтрак

☐ потому что он не любит завтракать.+

☐ и всегда завтракает в ресторане.

☐ оба варианта возможны

55. Наши родители родились и выросли в России

☐ но они совсем не говорят по-немецки.+ ☐ но они никогда не были в России.

☐ оба варианта возможны

56. У Наташи и Олега никогда не было детей

☐ но они всегда хотели иметь детей.+

☐ и их дети уже учатся в университете.

☐ оба варианта возможны

57. В Европе Света жила в Риме и Париже

☐ и она часто ходила в музеи и галереи.+ ☐ но она никогда не была в Италии.

☐ оба варианта возможны

58. В моем чемодане есть много сувениров ☐ но мой чемодан совсем пустой.

☐ и я привез их для своих друзей.+

☐ оба варианта возможны

59. Вчера Алик купил эту книгу в магазине

☐ и он должен прочитать её за неделю.+ ☐ но в магазине её не было.

☐ оба варианта возможны

60. Мы съели все шоколадные конфеты ☐ но в коробке осталось еще немного печенья.+ ☐ и принесли их родителям.

☐ оба варианта возможны

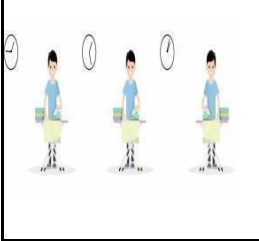
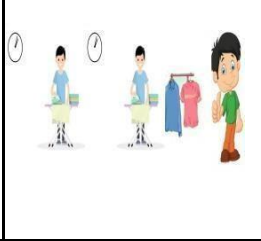
APPENDIX D: THE TRUTH VALUE JUDGMENT TASK

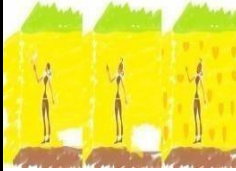
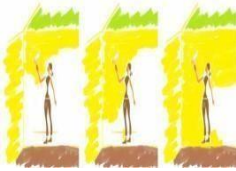
Note: Each of 24 sentences appeared twice during the test, once with pictures showing an uncompleted event and once with pictures showing a completed event. An uncompleted event was represented by a sequence that depicted the event in progress. A completed event was represented by a sequence where the first two pictures depicted the event in progress and the third picture showed only the end-state of the event.

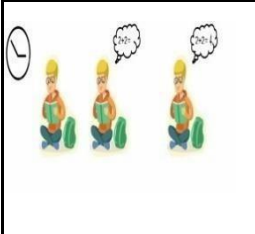
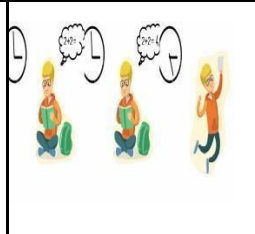
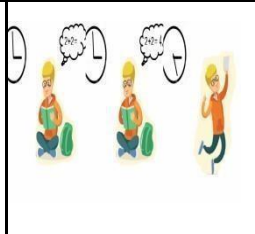
Инструкция: Попробуйте выбрать правильный ответ, если картинка совпадает с событием. Используйте "Я не знаю" если вы столкнетесь с незнакомым для вас словом.

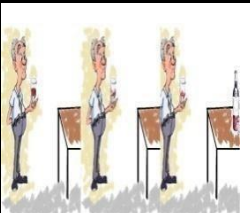
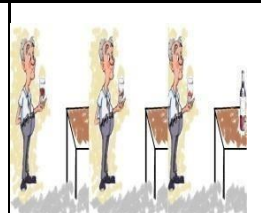
Instruction: Try to choose the correct answer if the picture matches the event.

Use "I don't know" if you come across a word unfamiliar to you.

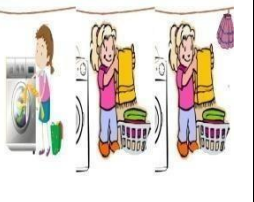
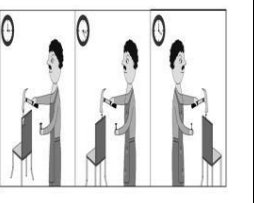
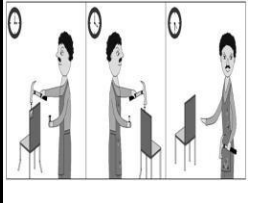
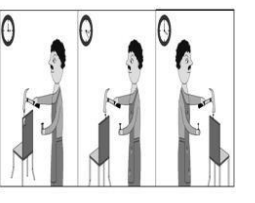
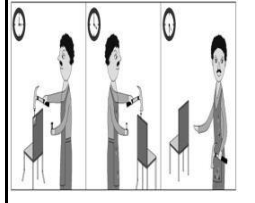
Imperfective (uncompleted)	Imperfective (completed)	Perfective (uncompleted)	Perfective (completed)
The stimuli sentences with s: imperfective verb		The stimuli sentences with perfective verbs:	
(i) With b		are plurals	
(1) Петя глади́л рубашки. Petja gladil rubaški. Petja ironed-IMP shirts-PL		(1) Петя поглади́л рубашки. ški. Petja pogladil ruba shirts-PL. Petja ironed-PERF	
			
1) Да/Yes 2) Нет/No 3) Я не знаю/I don't know		1) Да/Yes 2) Нет/No 3) Я не знаю/I don't know	

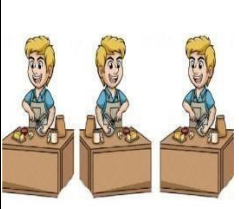
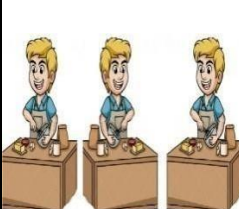
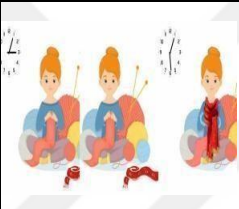
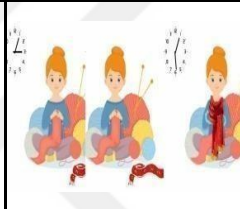
(2) Оля красила стены желтой краской. Olja krasila steny žoltoj kraskoj. Olja paint-IMP walls-PL with yellow paint.	(2) Оля покрасила стены желтой краской. Olja pokrasila steny žoltoj kraskoj. Olja paint-PERF walls-PL with yellow paint.
 	 
1) Да/Yes 2) Нет/ No 3) Я не знаю/I don't know	1) Да/Yes 2) Нет/ No 3) Я не знаю/I don't know
(3) Маша писала письма. letters-PL Masha wrote-IMP	(3) Маша написала письма. Mašanapisalapis' ma. ma. Masha wrote-PER F letters-PL.
 	 
1) Да/Yes 2) Нет/ No 3) Я не знаю/I don't know	1) Да/Yes 2) Нет/ No 3) Я не знаю/I don't know
(ii) With mass nouns	
1) Петя делал домашнее задание. ее Petja delal domašn zadanije. ework. Petja did-IMP hom	(1) Петя сделал домашнее задание. Petja sdelal domaš nee zadanie. Petja did-PERF ho mework.

			
1) Да/Yes 2) Нет/No 3) Я не знаю/I don't know		1) Да/Yes 2) Нет/No 3) Я не знаю/I don't know	
(2) Маша готовила борщ. Mašagotovilaborč'. Masha prepared-IMP borscht.		(2) Маша приготовила борщ. Maša prigotovila boršč'. Masha prepared-PERF borscht.	

			
1) Да/Yes 2) Нет/ No 3) Я не знаю/I don't know		1) Да/Yes 2) Нет/ No 3) Я не знаю/I don't know	
(3) Петя пил вино . Petja pil vino. ine. Petja drank-IMP w		(3) Петя выпил в ино. wine. Petja vypil vino. Petja drank- PERF	
			
1) Да/Yes 2) Нет/ No 3) Я не знаю/I don't know		1) Да/Yes 2) Нет/ No 3) Я не знаю/I don't know	
(iii) With quantity plurals			

(1) Маша чистила свои зимние сапоги. Maša čistila svoi zimnie sapogi. Masha cleaned-IMP her winter boots.	(1) Маша почист ила свои зимние сапоги. Maša počistila svoi zimnie sapogi. Masha cleaned-PERF her winter boots.
	
1) Да/Yes 2) Нет/ No 3) Я не знаю/I don't know	1) Да/Yes 2) Нет/ No 3) Я не знаю/I don't know
(2) Маша шила два платья. Maša šiladvaplatja. two dresses-PL. Masha saw-IMP t	(2) Маша сшила два платья. Maša sšiladvaplatja . two dresses-PL. Masha saw-PERF
	
1) Да/Yes 2) Нет/No 3) Я не знаю/I don't know	1) Да/Yes 2) Нет/No 3) Я не знаю/I don't know
(3) Маша стирала свои юбки.	(3) Маша постирала свои юбки.

Maša stírala svoi jubki. ‘Masha washed-IMP her skirts-PL.’	Maša postírala svoi jubki. ‘Masha washed-PERF her skirts-PL.’
 	 
1) Да/Yes 2) Нем/ No 3) Я не знаю/I don't know	1) Да/Yes 2) Нем/ No 3) Я не знаю/I don't know
(iv) With singular nouns	
(1) Петя чинил ст ул. Petja činil stul. Petja fixed-IMP a/t he chair.	(1) Петя починил стул. Petja počinil stul. Petja fixed-PERF a/the chair.
 	 
1) Да/Yes 2) Нем/ No 3) Я не знаю/I don't know	1) Да/Yes 2) Нем/ No 3) Я не знаю/I don't know
(2) Петя пек пиро г. Petja pek pirog. Petja baked-IMP a /the pie.	(2) Петя испек пи рог. Petja ispek pirog. Petja baked-PERF a/the pie.’

			
1) Да/Yes 2) знаю/I Нет/No 3) Я не don't know		1) Да/Yes 2) знаю/I Нет/No 3) Я не don't know	
(3) Маша вязала шарф. Maša vjazala šarf. P a/the scarf.' 'Masha knitted-IM		(3) Маша связала шарф. Maša svjazala šarf. RF a/the scarf. Masha knitted-PE	
			
1) Да/Yes 2) Нет/No 3) Я не знаю/I don't know		1) Да/Yes 2) Нет/No 3) Я не знаю/I don't know	

Distractors

(1) Петя гладил брюки.

Petja gladil brjuki.

'Petja ironed-IMP pants-PL.'

(2) Оля красила стены синей краской.

Olja krasila steny sinej kraskoj. 'Olja paint-IMP walls-PL with blue paint.'

(3) Маша прочитала письма.

Mašapročitalapis'ma 'Masha read-PERF letters-PL.'

(4) Петя продал картины.

Petjaprodalkartiny.

'Petja sold-PERF picture-PL.'

(5) Нина жарила куриные крылышки.

Nina žarila kurinye krylyški.

Nina fry-IMP chicken wings-PL.

(6) Петя делал зарядку.

Petja delal zarjadku. 'Petja did-IMP physical exercises.'269

(7) Маша пролила борщ.

Maša prolila boršč. 'Masha spilled-PERF borscht.'

(8) Петя выпил чай.

Petja vypil čaj. 'Petja drank-PERF tea.'

(9) Петя нарезал хлеб.

Petja narezal xleb. 'Petja cut-PERF bread.'

(10) Петя помыл рис.

Petja pomyl ris. 'Petja washed-PERF rice.'



APPENDIX D: ETHICAL APPROVAL FORM

Evrak Tarih ve Sayısı: 23.11.2020-3849



T.C.
İSTANBUL AYDIN ÜNİVERSİTESİ REKTÖRLÜĞÜ
Lisansüstü Eğitim Enstitüsü Müdürlüğü

Sayı : 88083623-020
Konu : Etik Onayı Hk.

Sayın Anastasiya SHKURENKO

Tez çalışmanızda kullanmak üzere yapmayı talep ettiğiniz anketiniz İstanbul Aydın Üniversitesi Etik Komisyonu'nun 30.10.2020 tarihli ve 2020/09 sayılı kararıyla uygun bulunmuştur.

Bilgilerinize rica ederim.

e-imzalıdır
Dr.Öğr.Üyesi Alper FİDAN
Müdür Yardımcısı

Evrakı Doğrulamak İçin : <https://evrakdogrula.aydin.edu.tr/enVision.Dogrula/BelgeDogrulama.aspx?V=BELM3FCD6>



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-Poland: Intermediate

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- Basic knowledge of graphic design applications (Adobe Illustrator);
- Basic knowledge of video making program (Movie Maker);

