

98. L2 acquisition of Russian aspect by L1 Turkish speakers

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APA: Shkurenko, A. & Cele, F. (2022). L2 acquisition of Russian aspect by L1 Turkish speakers. *RumeliDE Dil ve Edebiyat Arařtırmaları Dergisi*, (31), 1561-1604. DOI: 10.29000/rumelide.1222381.

Abstract

This study examines the acquisition of functional morphology which overtly marks lexical aspect in Russian by adult second language (L2) learners of Turkish. Russian and Turkish are different in the ways they mark both grammatical and lexical aspects. In Russian, both grammatical and lexical (telic) aspects are marked by overt verbal morphology. In Turkish, however, while the grammatical aspect of verbs is marked by inflectional morphemes, which also express tense and/or mood (Kornfilt, 1997), lexical aspect (telicity) is marked by quantized nominal arguments combined with dynamic verbs. We tested 16 L1 Turkish/L2 Russian learners and 16 L1 Russian speakers on a 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 the SE task indicated that L2 Russian speakers were not as successful as L1 Russian speakers in choosing the most logical entailment to perfective sentences rather than imperceptive sentences. The differences between the two groups were statistically significant. The results of the TVJ task also indicated that L2 Russian speakers were less successful than L1 Russian speakers in matching perfective and imperfective sentences with correct pictures. These findings support the claim that adult L2 speakers have difficulty with the acquisition of functional morphology, in particular aspectual morphology and its telicity feature.

Keywords: Grammatical aspect, lexical aspect telicity, L1 Turkish, L2 Russian

Ana dil Türkçe konuşanların ikinci dil Rusçada görünüş bilgisini edinimi

Öz

Bu çalışma, Türkçeyi ileri yaşıta ikinci dil (D2) olarak öğrenenler tarafından Rusçada sözcüksel görünüşü açıkça belirten işlevsel morfolojinin edinimini incelemektedir. Rusça ve Türkçe, hem dilbilgisel hem de sözcüksel görünüşü belirtme biçimleri açısından farklıdır. Rusçada hem dilbilgisel hem de sözcüksel (ereкли) görünüşler, açık fiil morfolojisi ile belirtilir. Öte yandan Türkçede fiillerin dilbilgisel görünüşü, zaman ve/veya kipi de ifade eden çekim biçimbirimleriyle (Kornfilt, 1997); sözcüksel görünüş (ereklilik) ise dinamik fiillerle birlikte kullanılan nicelendirilmiş ad argümanları ile belirtilir. Ereklilik ve bağımlılık anlam özelliklerine sahip bir 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 görevinin sonuçları, D2

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Rusça konuşanlarının tamamlanmamış cümlelerden ziyade, tamamlanmış cümlelere en mantıksal gerektirmeyi seçmekte D1 Rusça konuşanları kadar başarılı olmadıklarını göstermiştir. İki grup arasındaki farklılıklar istatistiksel olarak anlamlı bulunmuştur. TVJ görevinin sonuçları da D2 Rusça konuşanlarının tamamlanmış ve tamamlanmamış cümleleri doğru resimlerle eşleştirmede D1 Rusça konuşanlarından daha az başarılı olduğunu ortaya koymuştur. Bu bulgular, ileri yaşta D2 konuşanlarının işlevsel morfolojinin, özellikle de görünüş morfolojisi ve onun ereklilik özelliğinin ediniminde zorlandığı iddiasını desteklemektedir.

Anahtar kelimeler: Dilbilgisel görünüş; sözcüksel görünüş; ereklilik; D1 Türkçe; D2 Rusça

1. Introduction

Cross-linguistic variations in the formation of aspectual information has provided a challenging testing ground for second language (L2) researchers who have been interested in morphosyntactic variation in adult L2 acquisition. The studies which examined the acquisition of functional morphology which mark grammatical and lexical aspects by L2 learners whose first language (L1) lacks overt functional morphology to mark grammatical and lexical aspects have shown inconclusive results. Some studies show that advanced L2 learners are successful in the acquisition of aspectual morphology (e.g., Slabakova, 2005; Gabriele, 2008; Al-Thubaiti, 2015). Other studies, however, suggest that functional morphemes with uninterpretable features in the L2 are not accessible if they are not represented in the L1 (Hawkins et al 2008; Liszka, 2015).

This study aims to examine the acquisition of functional morphology which overtly marks grammatical and lexical aspects in Russian by L2 learners of Turkish. Russian and Turkish are different in the ways they mark grammatical and lexical aspects (telicity). Russian uses verbal morphology (i.e., a specific prefix on the verbal form) to mark both grammatical and lexical aspects of activity and accomplishment verbs with incremental theme objects. In Turkish, grammatical aspect is marked by suffixes which also express tense and / or mood, while lexical (telic) aspect is marked through the quantized objects (e.g., objects changed by a determiner, possessive, or quantifier) of accomplishment and activity verbs (Aksu, Kornfilt, 1997). In other words, unlike Russian, Turkish does not have a distinct functional morpheme that uniquely expresses either grammatical or lexical aspect telicity

We tested a group of adult L1 Turkish learners of L2 Russian and a group of L1 Russian controls on two tasks: a Semantic Entailment (SE) task and a Truth Value Judgement (TVJ) task involving sentences with both grammatical and lexical aspects in Russian. We examined whether adult L2 learners whose L1 lacks overt functional morphology to mark aspect can acquire overt aspectual morphology in L2 Russian. We hope that this study will provide new insights into the longstanding question of whether adult L2 learners can acquire full linguistic competence in an L2. In particular, the results of the current study will contribute to better understand the predictions of the following L2 theories: The Full Transfer Full Access Hypothesis (FTFA, Schwartz and Sprouse, 1994, 1996; Flynn, 1996) proposes that the acquisition of full linguistic competence is still possible in adult L2 acquisition. The Representational Deficit Hypothesis (RDH, Hawkins & Chan, 1997; Hawkins, 1997; 2008), on the other hand, states that we (un)interpretable features of functional categories are not accessible in adult L2 acquisition. According to the Bottleneck Hypothesis (BH, Slabakova, 2006, 2008, 2013), the acquisition of functional morphology is difficult for adult L2 learners since they show crosslinguistic variation in syntactic and semantic representations. In the same vein, the Feature Reassembly Hypothesis (FRH,

Lardiere, 2005) assumes that adult L2 learners have a problem of remapping and/or reassembling formal features of functional categories.

This paper is organised as follows. Section 2 provides an overview on aspect and how it is represented in Russian and Turkish. Section 3 presents L2 acquisition of aspect, followed by Section 4, which introduces the research questions and predictions of the study. Section 5 presents the results of the SE task and TVJ task. Section 6 discusses the findings of the study within the current findings of the previous research in the L2.

2. Aspect in Russian and Turkish

Aspect has been defined as “different ways of viewing the internal temporal constituency of a situation” (Comrie, 1976, p.3). There are two types of aspect: grammatical aspect and lexical aspect. Grammatical aspect (or sentence (IP) aspect/ outer aspect) is indicated in two forms: perfective and imperfective. Perfective form indicates the completion and/or termination of a situation which has an end (1), whereas imperfective form indicates a situation in progress (2). Perfective form indicates “the view of a situation as a whole, without distinction of the various separate phrases that make up that situation, whereas the imperfective (progressive-habitual) pays essential attention to the internal structure of the situation” (Comrie, 1976, p.16). The following sentences illustrate the perfective and imperfective aspects.

- (1) “Nick read the/three/those letters. ← Perfective aspect (completed situation)
- (2) Nick was reading the/three/those letters. ← Imperfective aspect (ongoing situation)”
(Mikhaylova, 2018, p.274)

Lexical aspect (or lexical class/ Aktionsart/ situation aspect/ the “inner” aspect) refers to the type of event the verb expresses. All verbal predicates are encoded with the semantic feature [+/-telic]. Telicity is a universal semantic feature which refers to events which (do not) have inherent endpoints, or culminations, after which they cannot continue, e.g., eat an apple, read a book, write three letters, and find a wallet. Atelic events, however, do not have inherent endpoints or culminations, e.g., read books, eat apples.

Verbs were divided into 4 lexical classes based on semantic features [+/-telic] they share. Vendler’s 4 lexical classes of predicates: the states, activities, accomplishments, achievements were given in Table 1.

	non-dynamic	dynamic
[- telic]	STATE know, be happy, want	ACTIVITY read (letters), laugh, swim
[+telic]	ACHIEVEMENT recognize, die, find	ACCOMPLISHMENT read those letters, walk to school, bake a loaf

Table 1. Vendler’s (1957) verb classes (Mikhaylova, 2018, p.274)

States and achievements are non-dynamic because they describe instances rather than processes. Activities and accomplishments are processes which can have intervals and therefore they are dynamic predicates. According to this classification, achievement and accomplishment verbal predicates, which

have inherent endpoints are [+telic], whereas state and activity verbal predicates, which do not have inherent endpoints are [-telic]. The following sentences illustrate [+/-telic] events in (3a-b).

(3) “a. Nick read the/three/those letters ← [+telic]

b. Nick read letters ← [-telic]” (Mikhaylova, 2018. p.276)

In (3a), [+telic] value depends on an object overtly modified by a determiner, possessive or quantifier, but [-telic] value in (3b) relies on a dynamic incremental theme verb that followed by a mass or bare plural noun. Grammatical aspect denotes the semantic feature [+/- bounded], which unlike telicity, refers to whether, at the reference time, the event has reached its actual endpoint, whereas lexical aspect involves the semantic feature [+/-telic]. Both telicity and boundedness together provide the full interpretation of aspectual interpretation of sentences as in (4a, b, c).

(4) “a. Nick read the/three/those letters. ← [+telic; +bounded], Perfective

b. Nick was reading the/three/those letters. ← [+telic; -bounded], Imperfective

c. Nick read letters. ← [-telic; +bounded], Perfective”

(Mikhaylova, 2018, p. 276)

Sentences in (4a) and (4b) indicate [+telic] events, (expressed by the verbal predicates with inherent endpoints) but differ in their boundedness (perfective-imperfective aspect) (whether the event is viewed completed or ongoing). However, (4a) and (4c) are [+ bounded] but differ in telicity. Languages differ in the ways they express grammatical [+/-bounded] aspect and, in particular lexical [+/-telic] aspect. Russian and Turkish are among the languages, which encodes aspectual information in different ways.

2.1 Aspect in Russian

Grammatical aspect [+/- bounded]: in Russian, grammatical (perfective-imperfective) aspect is encoded in the verb morphology. Perfective aspect is denoted by a specific prefix encoded into verbs as in (5a), which shows a completed or terminated situation/event, whereas imperfective aspect is marked with bare form of verbs as in (5b).

(5) a. Ivan pro-čital knig-u. Ivan PF-read book-ACC

‘Ivan read the book.’

b. Ivan čital knig-u. Ivan read. IMPF book-AC

‘Ivan was reading a book.’

In (5a), the perfective form pro-čitat’ ‘PF-read’ is a derivative when the perfective prefix pro is added to the imperfective form čitat’ ‘read-IMPF’ in (5b). As we can see in (5b), imperfective forms are usually simple and not derived, while perfective forms are derived from imperfective form via prefixation, as in (5a). In Russian, each imperfective verb can have its aspectual perfective prefix. Borik (2006) proves that because perfect prefixes are used as morphological markers of perfectivity in Russian, and a verbal prefix in Russian usually functions as a perfectivity and telicity marker.

Boundedness: as a grammatical aspect is presented in Imperfective and Perfective forms, which in turn stand for ongoing and completed events. In Russian, ongoing events [-bounded] (6b) are expressed by imperfective inflections $-(y)va-$, while completed [+bounded] (outer aspect) (6a) events usually remain unmarked by overt aspectual morphology.

(6) “a. Kolja pere-čita-l (eti) pis'ma. ← [+telic; +bounded], Perfective

Kolja pf-read-past (these) letters.

‘Kolja reread these letters.’

b. Kolja Pere-čit-yva-l (eti) pis'ma. ← [+telic: -bounded], Imperfective

Kolja pf-read-impf-past (these) letters.

‘Kolja was rereading these letters.’ (Mikhaylova, 2018, p. 276)

Lexical aspect: in Russian, lexical aspect (telicity) is also overtly marked on the verb by prefixes. The semantic feature [+/-telic-] of dynamic verbs in Russian is marked by verbal morphology. Non-dynamic predicates (states and achievements) contain telicity features in the lexicon, i.e., states are marked [-telic] and achievements as [+telic]. The [+telic] dynamic verbs with incremental theme marked with a specific prefix (7a), whereas the [-telic] dynamic verbs are the bare form of the same verb (7b).

(7) “ a. Kolja pro-čita-l (eti) pis'ma. ← [+telic]

Kolja pf-read-past (these) letters.

‘Kolja read (these) letters.’

b. Kolja čita-l (eti) pis'ma. ← [-telic]

Kolja read-past (these) letters.

‘Kolja read (these) letters.’ (Slabakova, 2018, p. 276)

In (7a), a [+telic] value 7a) is marked by a prefixed verb (pro- čita-l), and a [-telic] value appears when the same verb stem (čita-l) is used without the prefix (pro) as in (7b). Russian has nineteen perfective prefixes which can be used to add telic meaning to the verbs (Slabakova, 2005).

2.2 Aspect in Turkish

Grammatical aspect [+/-bounded]: unlike Russian, Turkish does not have specific functional morphemes that exclusively mark grammatical aspect or lexical aspect. Grammatical aspect in Turkish is marked with suffixes which also express tense and/or mood (Aksu Koç, 1988; Kornfilt, 1997). In Turkish, “the perfective aspect is expressed for the present, past and future tense by inflectional suffixes -DI and -MIŞ” in (8a-c) (Kornfilt, 1997, p. 349).

(8) “ a. Present/Past and Future

Hasan balıĝ-1 ye-di.

Hasan fish-ACC eat-PAST

‘Hasan ate the fish.’ ← Past tense interpretation

‘Hasan has eaten the fish.’ ← Perfect aspect interpretation

b. Past Perfect:

Ben lokanta-ya var-dıĝ-ım-da Hasan yemeĝ-in bitir-miř-ti.

I restaurant-DAT. arrive-NOM.-1SP-LOC Hasan meal-3PS.-ACC finish-PPART-PAST

‘When I arrived at the restaurant, Hasan had finished his meal.’

c. Future perfect:

Ben lokanta-ya var-dıĝ-ım-da Hasan yemeĝ-in-I bitir-miř.

I restaurant-DAT. arrive-NOM.-1SP-LOC Hasan meal-3PS.-ACC finish-PPART-PAST ol-acak. be-FUT.

‘When I arrive at the restaurant, Hasan will have finished his meal.’ (Kornfilt, 1997, p. 349-350).

Imperfective aspect in Turkish is marked by various kinds of inflection morphemes such as *-(I)yor*, *-mAktA* (progressive or habitual in formal contexts) *-(A/I) r* (habitual), and the past copular marker *-(y)DI* as illustrated in (9a-c) (Kornfilt, 1997; Goksel & Kerlaske, 2005).

(9) “a. Habitual imperfective aspect:

Hasan piyano çal-ar

Hasan piano play-Aor.

‘Hasan plays the piano’ (Kornfilt, 1997, 349-350)

b. Progressive (event):

“a. řu an-da ne yap-ıyor-sunuz?

this moment-LOC what do-IMPF-2PL

‘What are you doing at the moment?’

b. Yemek yi-yor-uz.

Meal eat-IMPF-1PL

‘We’re having dinner.’

c. Bugün aile yapı-sı hız-la deęiş-mekte-dir.

Today family structure-NC speed-INS change-IMPF-GM

‘Today the structure of the family is changing rapidly.’ ” (Goksel & Kerlaske, 2005, p. 289)

c. Progressive (state):

‘Sen Ömer-i ben-den daha iyi tanı-yor-sun

You Ömer-ACC I-ABL more well know-IMPF-2SG

‘You know Ömer better than me.’ ” (Goksel & Kerlvaske, 2005, p. 290)

In contrast to Russian, *the lexical aspect* in Turkish is not marked with verbal morphology, but by both lexical semantics of achievement and accomplishment verbs and their arguments (a quantized or cumulative object) and adverbs in the verb phrase. (Aksan, 2004; Güven, 2012). For example, Aksan (2004) who examined the lexical aspectual properties of accomplishment verbs in Turkish, showed that ‘the degree of change, the scalar property of the verb meaning (p.1) and their incremental theme or quantized objects together determine telicity of these verbs in (11-12) rather than the simple past suffix, -DI.

(10) ‘Deniz bir saat boyunca pilav ye-di. (Atelic)

Deniz-NOM one-hour long rice eat-past-dec

‘Deniz ate rice for an hour.’

(11) Deniz bir tabak pilav-ı bir saat-te ye-di. (Telic)

Deniz-NOM rice one plate-ACC one hour-LOC eat-past-dec

‘Deniz ate a plate of rice in an hour.’ ” (Aksan, 2004, p. 264)

Aksan (2004) argues that telicity (lexical aspect) of achievement and accomplishment verbs is expressed by internal theme arguments: the quantity and non-quantity objects. Güven (2012), on the other hand, suggests that ‘non-definite, non-referential bare nouns trigger an atelic reading (13), whereas an accusative-case marked internal argument would result in a telic reading (14) (p. 192).

(12) ‘Nil kitap oku-du. (Activity)

Nil-NOM book-NOM read-PST-3sg

‘Nil did book-reading.’ (Atelic)

(13) Nil kitab-ı oku-du. (accomplishment)

Nil-NOM book-ACC read-PST-3sg

‘Nil read the book.’ (Telic)” (Güven, 2012, p. 192)

To sum up, in Turkish, the grammatical aspect is not expressed by a specific inflectional morpheme exclusively, but the inflectional morphemes that express tense and modality also express grammatical (perfective and imperfective) aspects. Lexical aspect (telicity) is expressed with both accomplishment and achievement verbs and their incremental themes (quantified objects). In contrast, in Russian, both grammatical (perfective) aspect and lexical (telic) aspect are marked with overt prefixes without taking verbs’ internal arguments. The difference between Russian and Turkish in the ways they express grammatical aspect, in particular perfective aspect, and lexical aspect (telicity) provides a good testing ground for examining whether L1 Turkish/L2 Russian learners can acquire verbal morphology that marks grammatical, and lexical aspect in L2 Russian.

3. L2 acquisition of aspect

The acquisition of aspectual morphology has been examined by a considerable number of L2 researchers who have been interested in variation in adult L2 acquisition of functional morphology. The results are not conclusive yet. Some of them claim that the acquisition of functional morphology, in particular, their (un)interpretable features, is difficult to acquire after a certain period if they are not represented in the L1 (e.g., Smith & Tsimpli, 1995; Tsimpli 2003; Hawkins et al., 2008; Liszka, 2015). Whereas others suggest that the full acquisition of functional morphology, in particular aspectual morphology by L2 adult learners is possible regardless of L1 background (e.g., Montrul & Slabakova, 2003; Slabakova, 2005; Nossalik, 2009; Gabriele, 2008; Al-Thubaiti, 2015; Dominguez, Arche, & Myles, 2017),

For example, a study by Hawkins et al., (2008) suggested that uninterpretable features (e.g., tense, and aspect) which are not found in the L1 may be available in adult L2 acquisition after a critical period. The study examined the acquisition of uninterpretable features on Progressive that forces the event-in-progress interpretation for the use of raised *be+ing*, whatever the predicate as in (15b) and uninterpretable features *-s/ed* on non raised thematic verbs that establish agreement between T and v, which forces habitual/generic interpretation as in (14a).

(14) “Whenever Mary and Alan meet...

- a. They talk about Linguistics until late. ← (Habitual/generic interpretation)
- b. They are talking about Linguistics until late. ← (Event-in-progress/existential interpretation)

(15) Bob can’t contact Julie at the moment.

- a. Apparently, she runs on the beach. ← (Habitual/generic interpretation)
- b. Apparently, she is running on the beach. ← (Event-in-progress/existential interpretation)”

(Hawkins et al., 2008, p. 344)

They tested a group of L2 English learners with a verb-raising L1 (e.g., Arabic, German, French, and Spanish) and another group whose L1 lacks verb raising (e.g., Chinese and Japanese) on an

acceptability judgement test involving meaning contrasts between habitual/generic interpretation and event-in-progress/existential interpretation in L2 English (14 a-b and 15 a-b) above. Each experimental item started with a context which either favours one of the two continuations: (1) a finite thematic verb with a habitual/generic interpretation (14 a) or be+ing with progressive interpretation (15b). Also, they used three types of predicates, namely achievements, achievements, and statives in the continuations of each item. The results indicated that all groups were successful in correct interpretation of finite non raised thematic verbs in the present and past with the habitual/generic interpretation. However, L1 Chinese and Japanese learners whose L1 lacks uninterpretable features on Progressive (a raising be) and T-v agreement were not as successful as the native speakers or the other verb-raising L2 group in accepting be+ing with an event-in-progress/existential readings with achievement predicates. They cannot distinguish a contrast between the use of the Progressive and the use of the simple present /past tense when the predicate is achievement, and the intended interpretation is event-in-progress. The authors assumed that L2 learners perceived be+ing as a predicate modifier that only occurs with activity predicates, or they allowed thematic verbs to have event-in-progress interpretations. In other words, Chinese and Japanese learners of English were not able to acquire uninterpretable features on Progressive and on v, which are not present in their L1.

In contrast, Slabakova (2005), suggested that the acquisition of uninterpretable features in adult L2 is possible, providing evidence from a study on the acquisition of functional morphology marking lexical (telic) aspect in Russian by L1 English learners whose L1 lacks these features. She found that both low intermediate L2 English learners and the majority of advanced and high intermediate learners were successful in judging sentences with perfective (telic) aspect in Russian, which indicated that L2 learners acquired verbal morphology expressing lexical aspect in Russian. She argued that the difficulty in learning aspectual morphology in L2 Russian lies in learning the lexical items indicating telicity. 'Russian has nineteen perfective prefixes combined with verbs and each verb selects for a number of prefixes with subsequent changes in lexical meaning' (Slabakova, 2005, p. 65).

Related results were obtained in a study by Nossalik (2009), which showed that L1 English/L2 Russian learners with near-native proficiency were as successful as native English speakers in the interpretation of sentences involving perfective/imperfective contrast. Using a truth value judgement (TVJ) task in which subjects were asked to match perfective/imperfective sentences with completed or uncompleted events depicted, she examined the acquisition of overt aspectual morphology in L2 Russian by L1 English speakers. In the TVJ task, the perfective (accomplishment) verbs and imperfective (bare) verbs contained non-quantity DPs (i.e., mass nouns or bare plurals), quantity DPs (i.e., singular count nouns) and quantity nouns (i.e., referential nouns or modified by cardinals). She found that all L2 participants were better in judging perfective verbs as matching completed events than uncompleted events, which indicates that they acquired overt verbal morphology of telicity in L2 Russian. Among the proficiency groups, only the low-intermediate group experienced difficulty in matching imperfective sentences with uncompleted events regardless of their quantized or non-quantized internal arguments. They incorrectly judged the sentences with a non-quantity noun as matching uncompleted events, without paying attention to the morphosyntactic structure (perfective/imperfective) of the verbs. The author has concluded that adult L2 learners at low intermediate level do not have difficulty in the acquisition of verbal morphology that mark aspectual information in Russian, but they have difficulty with aspectual properties involving the lexicon-syntax and syntax-pragmatic interfaces.

To sum up, the findings of the studies reviewed above are consistent on the assumption that adult L2 learners with high proficiency level performed better than those with low proficiency level. However,

they have different explanations for the failure of low-proficiency groups in the acquisition of aspectual morphology. More research is required to better understand variation in adult L2 acquisition of functional morphology, particularly aspectual morphology by L2 learners whose L1 lacks them. With this background, in this study, we examine whether L1 Turkish learners of L2 Russian are as good as native Russian speakers in the judgement of sentences with grammatical and lexical aspectual morphology which are not present in their L1.

4. Research question and predictions

This study examines the following research question:

Are L1 Turkish learners of L2 Russian as successful as L1 Russian speakers in comprehending sentences with aspectual information, in particular lexical (telic) aspect which was overtly marked with verbal morphology in Russian?

According to the FAFT hypothesis, regardless of the L1 background, L1 Turkish learners of L2 Russian will be as successful as L1 Russian speakers in comprehending sentences with functional verbal morphology and their features that express both lexical and grammatical aspect in Russian, because they have access to all functional categories and their features.

As for the RDH, which assumes that adult L2 learners do not have access to (un)interpretable features in the L2, because they do not exist in their L1. L1 Turkish learners of L2 Russian will not be as successful as L1 Russian speakers in comprehending sentences with overt aspectual morphology since they are not present in their L1 Turkish.

According to the BH, acquiring functional morphology is predicted to be problematic, in contrast to syntax and semantics. We expect that polysemantic prefixes that express telicity in Russian in certain phonological and morphological environments may present a bottleneck in the acquisition of Russian by Turkish learners.

5. Methodology

5.1 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 Marinina (2009) and Background Questionnaire. Participation was voluntary. The L2 group involved both male and female students from Istanbul Aydin University and the L1 group consisted of employees of the Agaton LTD. Russian Company of English. 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.

Group	N	Mean (range)	Proficiency
L1	16	24 (18-35)	Native learners 16

L2	16	24 (18-32)	Intermediate - 9 High-intermediate - 3 Advanced - 4
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Table 2. Background information of the participants at the time of study

5.2 Materials

In this study, we used a cloze test for the proficiency of the participants, two experimental tasks: the Semantic Entailment (SE) task (Mikhaylova, 2018) and the Truth Value Judgment (TVJ) task (Nossalik, 2009).

5.2.1 The Cloze Test

For the purpose of this article, 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) 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.

Only members who had passed the Cloze test were included and divided into Low-intermediate, High-Intermediate and Advanced for the present study. Participants in the control group finished the Cloze test with the same items used in the target group. Table 3 below presents how the cloze test is analysed.

	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

Table 3. The distribution of the scores of the cloze test

5.2.2 The Semantic Entailment (SE) Task

The sentence entailment (SE) task was taken from the study by Mikhaylova (2018). The main goal of this task is to examine whether all participants are successful in selecting the most logical entailment of the sentences with the aspectual morphology in Russian. In other words, in the SE tasks, the participants are asked to select the most logical ending of a statement. The task involved 30 target items in three conditions (for each condition 10 items, 5 items for imperfective predicate and 5 items for perfective) and 30 fillers. The participants received the sentences, each consisting of a Subject, Verb, and a Direct Object (lack of unambiguous context) and followed by two continuations/entailments in (16-17).

(16) “Vasya pro-čital detektiv...”

Vasya pf-read detective story

‘Vasya read the detective story...’

a) ... i emu ne ponravilsja konec. ← correct choice

‘... and he did not like the ending’

b) ... i on hotel uznat’ konec.

‘... and he wanted to find out the ending’

c) Oba varianta vozmožny

‘Both variants are possible’ (Mikhaylova, 2018, p. 287)

(17) ‘Vasya čital detektiv...’

Vasya read detective story

‘Vasya read/was reading the detective story...’

a) ... i emu ne ponravilsja konec. ← incorrect choice

‘... and he did not like the ending’

b) ... i on hotel uznat’ konec. ← more salient choice

‘... and he wanted to find out the ending’

c) Oba varianta vozmožny ← also correct choice

‘Both variants are possible’ (Mikhaylova, 2018, p. 287)

First condition (1) presents telicity contrasts in dynamic predicates, which are lexically expressed as a [\pm telic] and which express telicity and boundedness through overt aspectual morphological markers. The condition comprises sentences with [-telic; -bounded] activity verbs such as *pisal* ‘was writing’/ ‘would write’/ ‘wrote, which have no overt aspectual functional morphemes. It also has sentences with [+telic; +bounded] accomplishment verbs such as *DOpisal* ‘wrote’/ ‘finished writing’ [+telic; +bounded].), which are overtly marked for telicity (used in a clean italicising meaning or also add lexical meaning to the verb), but without SI suffix. In addition, the form of the predicate was manipulated to see the effect of morphological marking on the object in L1. For example, a telic prefixed verb was followed by either a mass and bare plural noun and bare verb was followed by an overtly modified/ quantized object.

Condition 2 involved boundedness contrast in dynamic predicates with (lexically underspecified roots and a telicity prefix (Condition 2). It examined whether L2 speakers were sensitive to the telicity feature in dynamic predicates. Condition 2 involved verbs marked with overt aspectual morphology: either prefixed [+telic; +bounded] accomplishments such as *DOčital* ‘finish reading’ or prefixed [+telic; -bounded] accomplishments marked by an SI suffix such as *DOčitYVAL* ‘was finishing reading’/ ‘would finish reading’/ ‘finished reading’.

Finally, Condition 3 presents boundedness contrasts in lexically telic non-action achievements, which mark boundedness feature of verbs through the presence or absence of a SI suffix, 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. Non-dynamic predicates which do not carry overt aspectual morphology are [+telic; +bounded] predicates such as *zakazal* 'ordered' and predicates having an SI suffix are [+telic; -bounded] predicates such as *zakazyVAL* 'was ordering' / 'would order' / 'ordered.'

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 is 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.

5.2.3 The Truth Value Judgment Task (TVJ)

The TVJ task was adopted by Nossalik's (2009) study to examine whether L2 learners of Russian can use PERF and IMP morphology and the same telicity-assigning mechanisms as those of the L1 Russian speakers. The TVJ task was a multiple-choice task with pictures: a stimulus sentence fit an event presented by three pictures. It had 24 sentences, each of which was presented to the participants twice during the experiment: once with images illustrating a finished event (PERF form) as in (18) and once with images presenting an unfinished event (IMP form) as in (17). Half of the sentences involved bare IMP forms (17) and the prefixed PERF forms (18) of the verbal predicates. An on-going event was illustrated by an order that shows the event incomplete. The finished event was illustrated by the first two pictures showing the on-going event and the last picture depicted only the last point of the event. The participants were asked to show whether the sentence like *Petja počinil stul* "Peter fixed the chair" matches the depicted event by a sequence of three pictures (17) and choose one of the three options: Yes, No, Don't know. "Don't know" is used in cases where they meet unknown vocabulary (Nossalik, 2009).

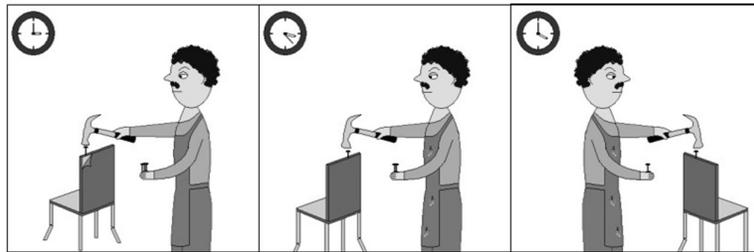


Figure 1. Sequence of pictures with the uncompleted event.

(17) *Petja počinil stul* "Peter fixed the chair"

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



Figure 2. The sequence of pictures with the completed event.

(18) Petja počinił stul “Peter fixed the chair”

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

Each sentence involved: the subject, the verb, and the direct object. As for PERF verbs, only accomplishments were used. 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. The participants were questioned to see if the stimulus sentence corresponded to the event represented by three pictures or not.

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

1. Quantity stimuli Ns with singular count nouns e. x., “pirog “pie”;
2. Quantity stimuli with overtly marked quantity nouns “svoi zimnie sapogi “self-winter shoes”;
3. Non-quality stimuli with mass nouns, e. x., “domasnee zadanie “homework”;
4. Non-quality stimuli with bare plurals, e. x., “rubaški “shirts”” (Nossalik, 2009).

24 Russian sentences in past tense consisting of dynamic verbs were examined. Half of the sentences involved bare IMP verbs and the other half consisted of the prefixed PERF verbs: 6 sentences of the stimuli with IMP verbs and 6 with PERF verbs contained non-quantity DPs (3 of which were mass nouns and 3 bare plural), 6 IMP and 6 PERF, contained the number of DPs (3 of which were singular count nouns and 3 overtly marked quantity nouns).

We assume that if L1 Turkish participants use Turkish telicity-assigning mechanism and consider that sentences with a PERF verb and non-quantity DPs, are [-telic], they were miscalculating the telicity value of the IMP verbs that arise with a quantity DP as being [telic].

5.3 Instruments and procedure

After filling out the questionnaire, the participants were asked to do a cloze test for identifying their level of language proficiency in Russian. The cloze test was distributed online on Google Form platform with no backtracking assumed. The composed data was automatically collected.

The SE task was distributed electronically via Google Form viewing platform in one attempt to the subjects' emails. The collected information was automatically collected and analysed. Subsequently, the TVJ task was shared by link electronically through Google Form survey platform in one attempt at the subjects' emails.

6. Results

In this part, we will first present the results of the SE task and TVJ task in L1 and L2 Russian groups, respectively.

6.1 The results of the SE task

In Condition 1, dynamic predicates are overtly marked with prefix (DO-) to denote PERF aspect with [+telic; +bounded] semantic features, and [-telic; -bounded] semantic features for the IMP aspect. The result of the SE task for Condition 1 is given in Table 4 below:

Condition 1	Telicity contrast in dynamic verbs			
	Imperfective		Perfective	
	[-telic; -bounded] (N=5)		[+telic; +bounded] (N=5)	
	M	SD	M	SD
L1 Russian speakers (N=16)	4.00	.894	4.56	.512
L2 Russian speakers (N=16)	4.00	.516	3.44	.964

Table 4. Descriptive statistics from the semantic entailment task for Condition 1

Table 4 shows that L2 Russian learners are less successful than the native speakers in interpreting sentences with perfect aspect. To understand whether the difference between L1 and L2 speakers in Condition 1 was statistically significant, we conducted an Independent-Samples T test analysis. The results showed that the difference between controls and L1 Turkish/L2 Russian in the judgement of sentences with perfective aspect [+telic; + bounded] is statistically significant ($t(30) = 4.122$; $p = .000$). These findings show that L2 learners have difficulty in comprehending sentences with PERF telic aspect, in particular accomplishment verbs which overtly marked with a prefix which expresses telic feature such as DO_{past} 'wrote' / 'finished writing' [+telic; +bounded]. Figure 3 below indicates the distribution of the responses in Condition 1.

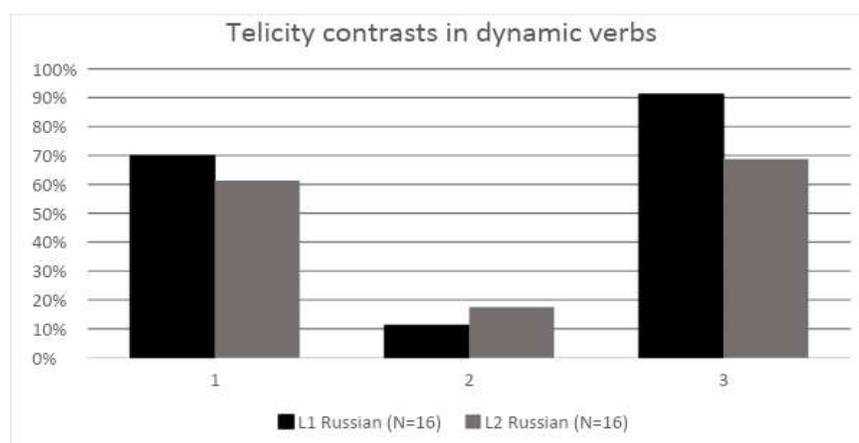


Figure 3. Telicity contrast in dynamic verbs by L1 and L2 Russian speakers

Condition 2 included boundedness contrast in dynamic predicates in which dynamic verbs are marked with overt prefix (DO-) and suffix (-YVAL) to denote IMP aspect with [+telic; -bounded] semantic features, and an overt prefix (DO-) to denote PERF aspect with [+telic; +bounded] semantic features. In Condition 2, the difference between L1 and L2 Russian speakers in the judgement of sentences with perfective aspect [+telic; +bounded] is statistically significant ($t(30) = 4.33$; $p = .001$). However, there is no significant effect between the two groups in IMPF aspect [+telic; -bounded] ($t(30) = 1.762$; $p = .090$).

Condition 2	Boundedness contrast in dynamic verbs			
	Imperfective		Perfective	
	[+telic; -bounded]		[+telic; +bounded]	
	M	SD	M	SD
L1 Russian speakers	4.69	.479	5.00	.000
L2 Russian speakers	4.31	.704	4.19	.750

Table 5. Descriptive statistics from the semantic entailment task for Condition 2

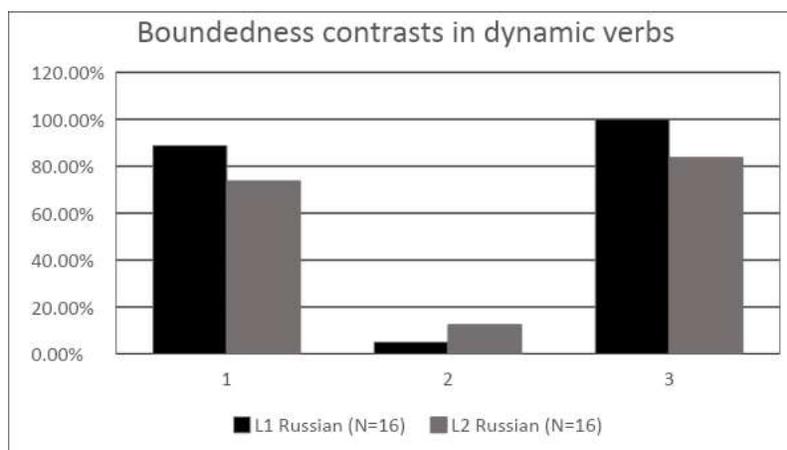


Figure 4. Responses to the sentences in Condition 2 by L1 and L2 Russian speakers

In Condition 3, PERF aspect is denoted without an overt morphological marker [+telic; +bounded] semantic feature with suffix (-YVAL) and [+telic; -bounded] semantic feature for IMPF aspect. The results of the responses to Condition 3 are presented in Table 6. In Condition 3, unlike the other two conditions, the difference between L1 and L2 speakers of Russian in the judgement of sentences with IMPF aspect [+telic; -bounded], and perfective aspect [+telic; +bounded] is not significant: ($t(30) = 1.532$; $p = .136$), and ($t(30) = .204$; $p = .839$) respectively.

Condition 3	Boundedness contrast in non-dynamic verbs			
	Imperfective		Perfective	
	[+telic; -bounded]		[+telic; +bounded]	
	M	SD	M	SD
L1 Russian speakers	4.56	.629	4.31	.946
L2 Russian speakers	4.19	.775	4.25	.775

Table 6. Descriptive statistics from the semantic entailment task for Condition 3

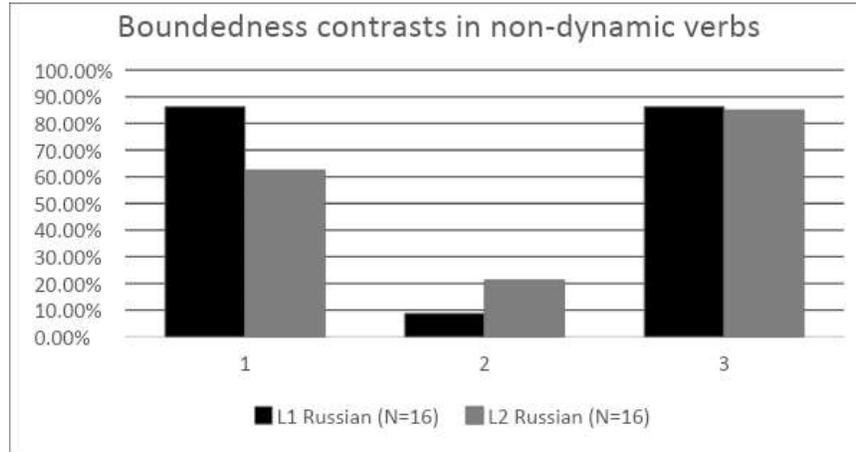


Figure 5. Responses to the sentences in Condition 3 by L1 and L2 Russian speakers

We also conducted a Paired Samples T test individually for each group to understand whether there is a significant difference in the interpretation of the IMPF and PERF aspect in three conditions in each language group. In the L1 group, the difference between IMPF and PERF aspect in Condition 1 is statistically significant ($t(15) = -2.764$; $p = .014$), in favour of PERF aspect, and in Condition 2, it is also statistically significant ($t(15) = -2.611$; $p = .020$), in favour of PERF aspect but it is not statistically significant in Condition 3 ($t(15) = .939$; $p = .362$). In the L2 group, however, the difference between IMPF and PERF aspect in Condition 1 and Condition 2 and 3 is not statistically significant: Condition 1 ($t(15) = -1.177$; $p = .070$), Condition 2: ($t(15) = .460$; $p = .652$) and Condition 3 ($t(15) = -.324$; $p = .751$).

To sum up, in Condition 1, we found a significant difference between L1 and L2 groups in their accuracy on sentences, where dynamic (accomplishment and activity) verbs were encoded with telicity feature through overt prefixes in Russian. In Condition 2, L2 Russian learners were significantly different from L1 Russian speakers in their judgement of sentences with a perfective aspect. In condition 3, however, there was no significant difference between L1 and L2 Russian speakers in the interpretation of

perfective and imperfective aspects encoded in non-dynamic verbs. As for the IMP aspect, L2 Russian learners were as successful as native Russian speakers.

4.2 Results from the TVJ Task

In the TVJ task, we examine whether morphological difference in the formation of perfective (telic) aspect in L1 Turkish and L2 Russian affects L2 comprehension of sentences in which verbs are marked with overt aspectual morphology (i.e., overt prefixed verbs) in Russian. In the TVJ task, the participants were questioned to see if the stimulus sentence corresponded to the event represented by three pictures or not. Accuracy percentages of the L1 and L2 Russian groups on imperfective and perfective aspect are given on Figure 5 below.

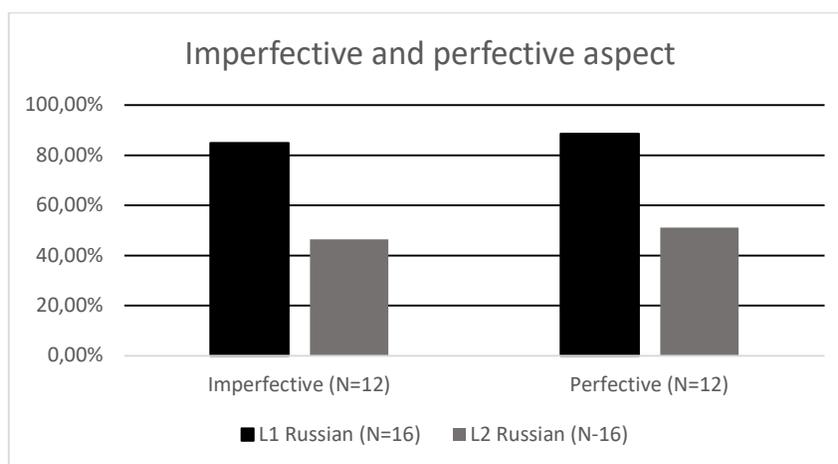


Figure 6. Accuracy percentages of L1 and L2 Russian speakers on TVJ task

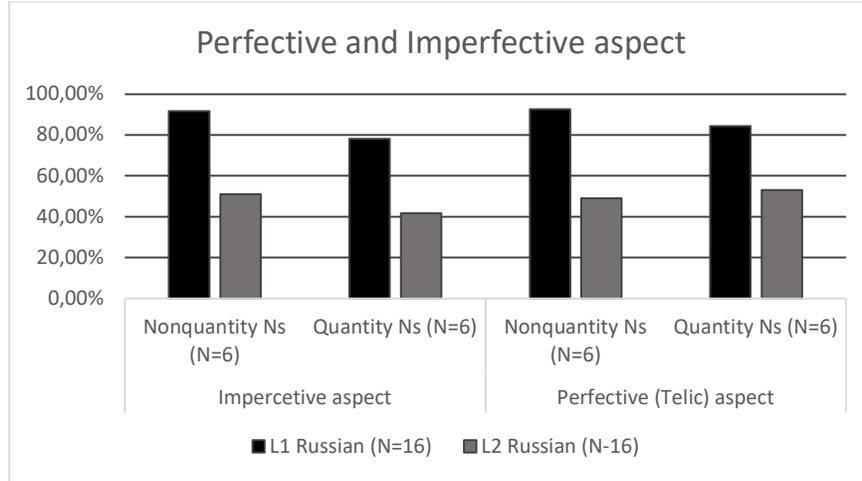
The results on Figure 1 indicate that the L2 group is less accurate (51.04% and 46.35%) than the L1 Russian group (88.54% and 84.90%) in judging sentences with perfective and imperfective aspectual information. The result of the independent samples T-test confirmed that the difference between the two groups in interpreting imperfective and perfective sentences is statistically significant ($t(30) = 4.625, p < .001$) and ($t(30) = 4.500, p < .001$) respectively. Both groups, also seem less accurate on the comprehension of imperfective aspectual information, the difference in the judgements on imperfective and perfective aspect in each group is not statistically different (L1 group: $p = .403$ and L2 group: $p = .382$)

Further analysis of data from the TVJ task with a focus on non-quantity and quantity objects (NPs) is given in Table 7 below. In other words, Table 7 below presents the rate of chosen 'true' responses of sentences involving IMP and PERF verbs' predicates in finished as well as unfinished contexts:

Groups	Imperfective				Perfective			
	Non-quantity NPs (N=6)		Quantity NPs (N=6)		Non-quantity NPs (N=6)		Quantity NPs (N=6)	
	M	SD	M	SD	M	SD	M	SD
L1 Russian (N=16)	5.50	.73	4.69	1.08	5.56	.63	5.06	.85
L2 Russian (N=16)	3.06	.97	2.50	.97	2.94	.85	3.19	.98

Table 7. Accuracy means on imperfective and perfective sentences with non-quantity and quantity Ns

Table 7 indicates L1 speakers are more accurate than L2 speakers in both perfective and imperfective condition. Also, unlike L1 Russian speakers, L2 learners are less accurate in judging non-quantity NPs in perfective condition and quantity NPs in imperfective condition. Figure 7 indicates accuracy percentages on non-quantity and quantity NPs.

**Figure 7.** Accuracy percentages of non-quantity and quantity NPs

To better understand the difference in quantity and non-quantity NPs in both conditions, we examined the accuracy of four types of NPs in two conditions. Table 8 presents accuracy of L1 and L2 Russian speakers on four types of NPs in perfective condition.

Table 8. Accuracy of NP types in perfective condition

Conditions	Perfective aspect							
	With bare (N=3)		With mass plural noun (N=3)		With quantity plural (N=3)		With singular noun (N=3)	
	M	SD	M	SD	M	SD	M	SD
L1 Russian (N=16)	2.63	.500	2.94	.250	2.44	.885	2.63	.619
L2 Russian (N=16)	1.44	.629	1.53	0.516	1.73	.458	1.56	.512

The paired samples T-test results on accuracy means on four NP types in perfective condition in L2 group showed that the difference is not statistically significant ($p=.750$, $p=.104$, $p=.432$, $p=.189$, $p=.670$ and $p=.334$ respectively). Similarly, the difference in accuracy on 4 types of NPs in the L1 group was not statistically significant except the difference in accuracy on bare plural NPs and Mass NPs ($p=.020$). Figure 8 shows accuracy percentages of four NP types in perfective condition.

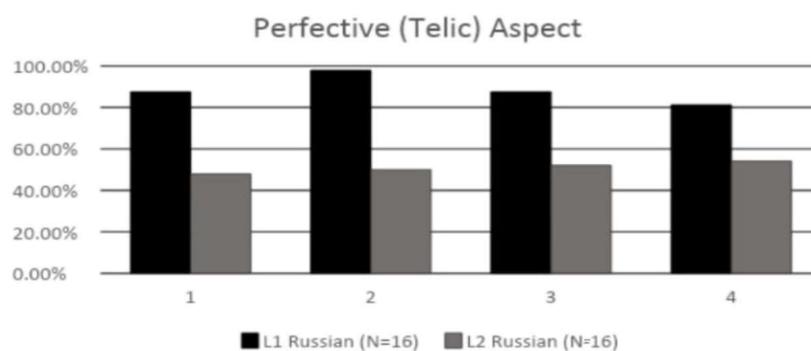


Figure 8. Dispersion of accuracy on four conditions with perfect aspect in Russian

Though the difference in accuracy on 4 NP types is not significant, L2 learners are better in matching perfective sentences with singular count NPs and overtly marked quantity NPs with pictures in which the event is completed, compared to the non-quantity.

Table 9. Descriptive statistics from the TVJT for the imperfective sentences

Conditions	Imperfective aspect							
	With bare (N=3)		With mass plural noun (N=3)		With quantity plural (N=3)		With singular noun (N=3)	
	M	SD	M	SD	M	SD	M	SD
L1 Russian (N=16)	2.67	.617	2.81	.403	2.06	.772	2.63	.500
L2 Russian (N=16)	1.69	.602	1.38	.500	1.29	.469	1.38	.619

The Table 9 for IMP aspect indicates that L2 group is not as successful as L1 group in judging IMP aspect in four conditions: with bare, with mass plural, with quantity plural, with singular noun, but L2 group seems to be better in the judging IMP aspect than PERF aspect. According to the results on the Independent-Samples T test, L1 Russian speakers were significantly more successful than L2 Russian group in 4 conditions in imperfective aspect.

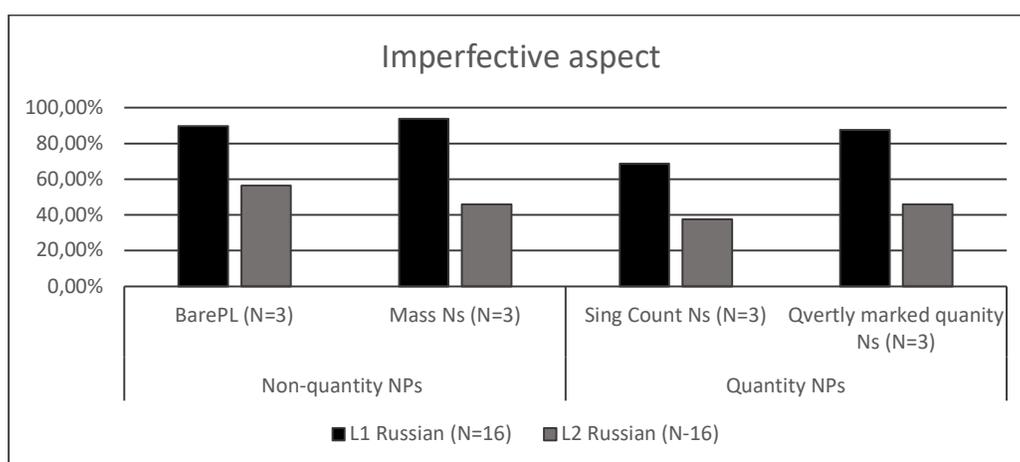


Figure 9. Dispersion of accuracy on four conditions with imperfect aspect in Russian

However, paired samples T-test results showed that the difference in accuracy among 4 NP types in each group is not statistically significant.

To sum up, the results of the TVJ task indicated that the L2 Russian group is not as good as L1 Russian speakers in matching perfective and imperfective sentences with correct pictures in Russian. The difference in accuracy on 4 NP types in the L2 group is not significant. In other words, unlike the findings of the SE task, there is no difference in the performance of L2 Russian speakers in the interpretation of perfective and imperfective aspects.

7. Discussion

In this study, we examined whether L1 Turkish learners of L2 Russian were 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 the SE task, we measured whether L2 Russian learners were as good as L1 Russian speakers in interpreting aspectual information in the main clause which was followed by two continuations/entailments and deciding which of the two entailments was most logical. The first condition of the SE task involved [-telic; -bounded] activity verbs having no overt aspectual morphology and [+telic; +bounded] accomplishment verbs encoded overt with a telicity prefix, but no SI suffix. The results of the responses to Condition 1 indicated that L2 Russian learners were significantly less accurate than L1 Russian speakers in providing the most logical entailment to the sentences with [+telic; +bounded] accomplishment verbs. However, they were as accurate as L1 Russian speakers on sentences with [-telic; -bounded] activity verbs. These findings show that L2 speakers have difficulty in the interpretation of accomplishment with verbs that are overtly marked telicity with prefixes. More precisely, in Condition 2, which has boundedness contrasts in dynamic verbs, L1 and L2 Russian speakers selected the most logical entailments to the imperfective sentences with [+telic; -bounded] accomplishments vs. the perfective [+telic; +bounded] accomplishments. The results indicated that L2 Russian group was again significantly less successful than L1 Russian group in choosing the most logical entailments to the perfective sentences with [+telic; +bounded] dynamic verbs. There was no significant difference between L1 and L2 groups in providing the most logical entailments to the imperfective sentences with [+telic; -bounded] dynamic verbs. In the 3rd condition, which included [+telic; -bounded] vs. [+telic; +bounded] non-dynamic verbs, we found no significant difference between L1 and L2 groups. These findings indicate that L1 Turkish learners of L2 Russian do not have difficulty in interpreting imperfective aspectual information in L2 Russian but have problems with perfective (telic) information overtly marked into dynamic (accomplishment) verbs in Russian. They do not have problems with perfective non-dynamic accomplishment verbs such as *zakal* 'ordered'. These findings indicate that L2 speakers have more problems with mastering lexical (telicity) and grammatical aspect (boundedness) overtly marked on dynamic verbs (accomplishments) in Russian. In other words, interpretation of imperfective aspect seems easier than perfective aspect marked in dynamic verbs (accomplishments).

In the TVJ task, we found that L1 Russian speakers were significantly more successful than L2 Russian speakers in judging both perfective and imperfective sentences. This finding is in line with the findings of the SE task. However, unlike the findings of the SE task, L2 speakers were unsuccessful in matching both perfective and imperfective sentences with correct pictures. This indicates that interpretation of pictures and matching them with completed (perfective) and uncompleted (imperfective) sentences in the TVJ task may be more difficult for L2 speakers than the SE task which requires sentence entailments. Also, the results of TVJ task indicated that type of NPs as object of accomplishment verbs does not affect L1 Turkish/L2 Russian speakers' performance on matching perfective sentences with pictures involving completed events.

The results of the two tasks, namely the SE task and TVJ task indicate that L2 speakers do not have the knowledge of aspectual morphology, in particular the perfective (telic) aspect used with dynamic verbs. These findings are in line with the predictions of the Representational Deficit Hypothesis (RDH, Hawkins & Chan, 1997; Hawkins, 2000; 2005), which states that (un) interpretable features of functional categories are not accessible in adult L2 acquisition. That means adult L1 Turkish/L2 Russian learners whose L1 does not overly mark telic aspect have problems with acquiring telic aspect features marked into dynamic accomplishment verbs in L2 Russian. These findings are also in line with the Feature Reassembly Hypothesis (FRH, Lardiere, 2009) which predicts that adult L2 learners have a problem of remapping and/or reassembling formal features of functional categories. In other words, failure in the perfective aspect in L2 Russian may be due to failure in remapping/reassembling functional features rather than having no access to these features.

However, there are some studies which showed that near native adult L2 speakers can acquire overt aspectual morphology regardless of their L1 background (e.g., Slabakova, 2005; Nossalik, 2009). The L2 group in this study were not native-like proficient in L2 Russian. Further research is required to understand to what extent L2 Russian proficiency affects their performance on the interpretation of the perfective aspect.

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Appendix A. 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 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:

(+90)553 7313 897 или по электронной почте: 1kolushka1@gmail.com Шкуренко Анастасия .

Я согласен/согласна принять участие в научном исследовании.

Дата:

ЛИЧНАЯ ИНФОРМАЦИЯ (полученная информация останется конфиденциальной)

ФИО:

Номер телефона:

Адрес электронной почты:

Пол: Женщина Мужчине :

Дата рождения:

Место рождения:

Город:

Страна:

Род деятельности:

Самый высший уровень образования:

Среднее образование:

Старшие классы средней школы:

Университет

ЛИНГВИСТИЧЕСКАЯ ИНФОРМАЦИЯ (полученная информация останется конфиденциальной):

Родной Язык:

Язык обучения:

Начальная школа:

Средние классы:

Старшие классы средней школы:

Университет:

I. 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:

PERSONAL INFORMATION (Will Remain Confidential)

Last Name, First Name:

Telephone Number:

E-mail address:

Sex:

Date of Birth:

Place of Birth: City:

Country:

Occupation:

Highest Level of Schooling:

Secondary High school:

University:

LINGUISTIC INFORMATION

Mother Tongue:

Language of Education:

Primary School:

Secondary School:

High School:

University:

II. SECOND LANGUAGE(S):

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

Thank you very much for your contribution!

Appendix B. A 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 отработывает.

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, - заныл Алеша.

- Мне (31) _____ поучить надо.

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

- (34) _____ злоредина, - 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;
2. Просторной;
3. Отбивные;
4. Ответила;
5. Сына;
- 6.Протянул;
7. Кончилась;
8. Пока;
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;
33. Много;
34. Ты;
35. Что;
36. Отвертеться;
37. Оборачиваясь;
38. Ну;
39. В;
40. Пустая.

Appendix C. The Semantic Entailment Task

Инструкция:

Выберете с предложенных вариантов ответов одно логичное окончание предложения.

Instruction:

Choose one logical end of the sentence from the proposed options.

1. Vladimir pro- čital detective...

Vladimir pf-read detective story

'Vladimir read the detective story...'

Владимир прочитал детектив...

a. ... i emu ne ponravitsya konec.

'... and he didn't like the ending'

'...и ему не понравился конец'

b. ... i on hotel uznat' konec.

'... and he wanted to find out the ending'

'...и он хотел узнать конец'

c. Oba varianta možny

'Both variants are possible'

'Оба варианты возможны'

2. Petja po- činil stul...

Petja pf-repair a chair

'Petj repaired a chair...'

'Петя починил стул...'

a. ... i on otdal ego nazad babushke.

'... and he gave it back to grandmother'

'...и он отдал его назад бабушке'

b. ...i on reshil uznat' pričinu polomki

'... and he decided to find out the reason of the breakage'

'...и он решил узнать причину поломки'

c. Oba varianta možny

'Both variants are possible'

'Оба варианты возможны'

3. Marina na-pisala pis'mo drugu...

Marina pf-write a letter to a friend...

'Marina wrote a letter to a friend'

'Марина написала письмо другу...'

a. ... i ona v skorom vremeni polučila otvet.

'... and she soon received an answer'

'...и она в скором времени получила ответ'

b. ... i ona khotela podumat' o teme pis'ma.

'... and she wanted to think about a topic if the letter'

'...и она хотела подумать о теме письма'

c. Oba varianta možny

'Both variants are possible'

'Оба варианты возможны'

4. Mama s-varila ris...

- Mother pf-cook rice
'Mother cooked ric...'
'Мама сварила рис...'
- a. ... i sdelala salat na uzin.
'... and made a salad for dinner'
'...и сделала салат на ужин'
- b. ... i ona khotela dobavit' nemnogo spetsij.
'... and she wanted to add some spices'
'...и она хотела добавить немного специй'
- c. Oba varianta vozmozny
'Both variants are possible'
'Оба варианты возможны'
5. Anton na-risoval kartinu...
Anton pf-paint a picture
'Anton painted a picture...'
'Антон нарисовал картину...'
- a. ... i on hotel uvidet' resul'tat svojej raboty.
'... and he wanted to see the result of his job'
'... и он хотел увидеть результат своей работы'
- b. ...i podaril jejo sestre.
'... and presented it to his sister'
'... и подарил ее сестре'
- c. Oba varianta vozmozny
'Both variants are possible'
'Оба варианты возможны'
6. Papa vi-pil pivo...
Father pf-drink beer
'Father drunk beer'
'Папа выпил пиво...'
- a. i proiznes tost.
'... and he uttered a tost'
'... и произнес тост'
- b. ...i zakazal yeshcho odno.
'...and ordered another one'
'... и заказал еще одно'
- c. Oba varianta vozmozny
'Both variants are possible'
'Оба варианты возможны'
7. Anna s-delala makijaz...
Anna pf-do the makeup...
'Anna did the makeup...'
'Анна сделала макияж...'
- a. ... i jej ne ponravilsja resultat.
'... and she didn't like the result'
'... и ей не понравился результат'
- b. ... i ucitel' hotel pomoc' jej s protsesom.
'... and teacher wanted to help her with the processes'
'... и учитель хотел помочь ей с процессом'
- c. Oba varianta vozmozny

- ‘Both variants are possible’
 ‘Оба варианты возможны’
8. Student na-pečatal statju...
 Student pf-print an article...
 ‘Student printed an article...’
 Студент напечатал статью...’
- a. ...i on ushel domoj bystreje.
 ‘... and he went home faster’
 ‘...и он ушел быстрее’
- b. ...i on hotel zakončit’ bystreje.
 ‘...and he wanted to finish faster’
 ‘... и он хотел закончить быстрее’
- c. Oba varianta vozmožny
 ‘Both variants are possible’
 ‘Оба варианты возможны’
9. Olga sjela pitstsy...
 Olga s-eat pizza...
 ‘Olga ate pizza...’
 ‘Ольга съела пиццу...’
- a. ... i zakazala jesčo odny.
 ‘...and ordered another one’
 ‘... и заказала еще одну’
- b. ... i ona zokhotela vzat’ jesčo kusok.
 ‘... she wanted to take another piece’
 ‘... и она захотела взять еще кусок’
- c. Oba varianta vozmožny
 ‘Both variants are possible’
 ‘Оба варианты возможны’
10. Petr postroil dom...
 Petr pf-built a house...
 ‘Petr built a house...’
 ‘Пётр построил дом...’
- a. ...i on zaxotel uvidet’ strojenije.
 ‘...he wanted to speed up the building’
 ‘... и он захотел ускорить строительство’
- b. ...i kupil mebel’
 ‘...and bought the furniture’
 ‘... и купил мебель’
- c. Oba varianta vozmožny
 ‘Both variants are possible’
 ‘Оба варианты возможны’

Ответы (the answers):

1. A
2. A
3. A
4. A
5. B

- 6. B
- 7. A
- 8. A
- 9. A
- 10. B

Appendix D. The Truth Value Judgment Task

Инструкция:

Попытайтесь 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.

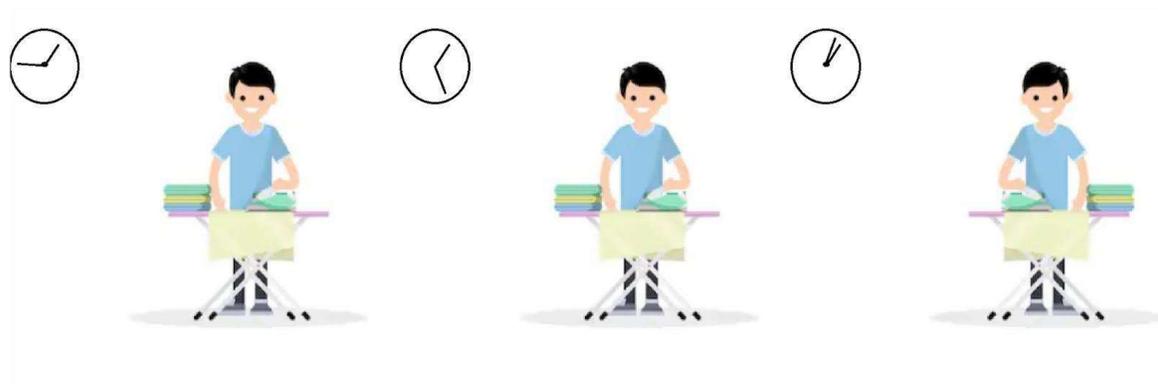
1. The stimuli sentences with imperfective verbs:

(i) With bare plurals

(1) Петя гладил рубашки.

Petja gladil rubaŭki.

Petja ironed-IMP shirts-PL.



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

(2) Оля красила стены желтой краской.

Olja krasila steny zjoltoj kraskoj.

Olja paint-IMP walls-PL with yellow paint.



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

(3) Маша писала письма.

Mařa pisala pi's'ma.

Masha wrote-IMP letters-PL.



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

(ii) With mass nouns

(1) Петя делал домашнее задание.

Peťja delal domařnee zadani'e.

Peťja did-IMP homework.



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

(2) Маша готовила борщ.

Mařa gotovila borř'.

Masha prepared-IMP borscht.



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

(3) Петя пил вино.

Petja pil vino.

Petja drank-IMP wine.



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

(2) Маша шила два платья.

Mařa řıla dva platja.

'Masha sew-IMP two dresses-PL.'

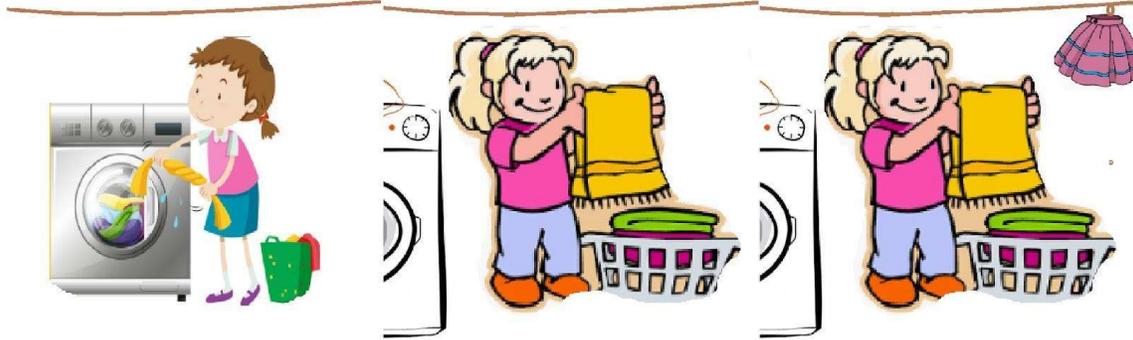


1) Да/Yes 2) Нет/No 3) Я не знаю/I don't know

(3) Маша стирала свои юбки.

Mařa stırala svoi jubki.

'Masha washed-IMP her skirts-PL.'



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

(iv) With singular nouns

(1) Петя чинил стул.

Petja řinil stul.

Petja fixed-IMP a/the chair.



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

(2) Петя пек пирог.

Petja pek pirog.

Petja baked-IMP a/the pie.



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

(3) Маша вязала шарф.

Maša vjazala ŧarf.

'Masha knitted-IMP a/the scarf.'



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

2. The stimuli sentences with perfective verbs:

(i) With bare plurals

(1) Петя погладил рубашки.

Petja poġladil rubařki.

Petja ironed-PERF shirts-PL.



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

(2) Оля покрасила стены желтой краской.

Olja pokrasila steny zjoltoj kraskoj.

Olja paint-PERF walls-PL with yellow paint.



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

(3) Маша написала письма.

Mařa napisala piř'ma.

Masha wrote-PERF letters-PL.



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

(ii) With mass nouns

(1) Петя сделал домашнее задание.

Petja sdelal domaŋnee zadanie.

Petja did-PERF homework.



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

(2) Маша приготовила борщ.

Maŋa prigotovila borŋ'.

Masha prepared-PERF borscht.



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

(3) Петя выпил вино.

Petja vypil vino.

Petja drank- PERF wine.



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

(iii) With quantity plurals

(1) Маша почистила свои зимние сапоги.

Mařa poistila svoi zimnie sapogi.

Masha cleaned-PERF her winter boots.



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

(2) Маша сшила два платья.

Mařa řila dva platja.

Masha saw-PERF two dresses-PL.



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

(3) Маша постирала свои юбки.
Maşa postirala svoi jubki.
'Masha washed-PERF her skirts-PL.'



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

(iv) With singular nouns
(1) Петя починил стул.
Petja počinil stul.
Petja fixed-PERF a/the chair.



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

(2) Петя испек пирог.

Petja ispek pirog.

Petja baked-PERF a/the pie.'



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

(3) Маша связала шарф.

Maşa svjazala şarf.

Masha knitted-PERF a/the scarf.



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

Ответы (the answers):

1. The stimuli sentences with imperfective verbs:

(i) With bare plurals

Нет/No

Нет/No

Нет/No

ii) With mass nouns

Нет/No

Нет/No

Нет/No

iii) With quantity plurals

Нет/No

Her/No

Her/No

(iv) With singular nouns

Her/No

Her/No

Her/No

2. The stimuli sentences with imperfective verbs:

(i) With bare plurals

Да/Yes

Да/Yes

Да/Yes

ii) With mass nouns

Да/Yes

Да/Yes

Да/Yesa

iii) With quantity plurals

Да/Yes

Да/Yes

Да/Yes

(iv) With singular nouns

Да/Yes

Да/Yes

Да/Yes