ASPECT, TENSE AND DISCOURSE RELATIONS IN THE INTERLANGUAGE GRAMMARS OF INSTRUCTED L2 LEARNERS: AN ANALYTICAL STUDY IN THE TURKISH EFL CONTEXT

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ÖZET

DİL EĞİTİMİ ALAN ÖĞRENCİLERİN ARADİL GRAMERLERİNDEKİ GÖRÜNÜŞ, ZAMAN VE SÖYLEM İLİŞKİLERİ: TÜRKİYE'DE YABANCI DİL BAĞLAMINDA ANALİTİK BİR ÇALIŞMA

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Zamansal anlambilim 1970'lerden ve 1980'lerden beri dil ediniminde ilgi çeken bir araştırma alanı olmuştur. Bu çalışmada dilde zaman edinimi Görünüş Önsavı ve Söylem Önsavı olmak üzere iki önsav açısından incelenmiştir. Çalışma, bu önsavların İngilizce öğrenenlerin zaman dilbilgisinin gelişiminde nasıl bir rol oynadığıyla ilgilidir ve hangi önsavın bu gelişimde etkili olduğunu dili hem anlama hem de üretme açısından araştırmayı amaçlamıştır. Bu amaçla araştırmacı tarafından iki adet anlama odaklı bir adet de dil üretmeye yönelik veri toplama araçları geliştirilmiş olup farklı dil seviyelerindeki öğrencilere uygulanmıştır. Çalışmaya toplamda 108 katılımcı katılmıştır. Bunlardan 90 tanesi yabancı dil öğrencisi olup, kalan 18 tanesi anadili İngilizce olan bireylerden oluşmaktadır. 90 adet öğrenci katılımcı İngilizcede Pre-intermediate, Intermediate, ve Advanced seviyelerindeki eşit sayıdaki öğrencilerden oluşmuştur. Sonuçlar hem öğrencilerin hem de hem de İngilizce'yi anadili olarak konuşanların İngilizce'de zaman dilbilgisini kullanmalarında her iki önsavın da etkili olduğunu göstermiştir.

Anahtar Sözcükler: Sözcüksel görünüş, Dilbilgisel görünüş, Anlatı yapısı, Görünüş önsavı, Söylem önsavı

ABSTRACT

ASPECT, TENSE AND DISCOURSE RELATIONS IN THE INTERLANGUAGE GRAMMARS OF INSTRUCTED L2 LEARNERS: AN ANALYTICAL STUDY IN THE TURKISH EFL CONTEXT

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Temporal semantics has been an intriguing research area in language acquisition since the 1970s and the 1980s. In this study, acquisition of temporality has been investigated in terms of two hypotheses: the Aspect Hypothesis and the Discourse Hypothesis. This study is concerned with how those hypotheses play a role in the developing temporal morphology of learners of English and aims to investigate which hypothesis has an impact on language development in terms of both comprehension and production. For this purpose, data collection tools consisting of two comprehension tasks and one production task were developed by the researcher and administered to students at different language levels. A total of 108 participants participated in the study. 90 of them were English as a foreign language (EFL) learners, and the remaining 18 were native speakers of English. The 90 learner participants consisted of equal numbers of students at Pre-intermediate, Intermediate, and Advanced levels in English (30 belonging to each level). The results showed that both the Aspect Hypothesis and the Discourse hypotheses had an impact on both students' and native speakers' temporal morphology in English.

Keywords: Lexical aspect, Grammatical aspect, Narrative grounding, The aspect hypothesis, The discourse hypothesis

But they plan and Allah plans.
And Allah is the best of planners.

Quran 8:30

29/06/2022

ETİK İLKE VE KURALLARA UYGUNLUK BEYANNAMESİ

Bu tezin bana ait, özgün bir çalışma olduğunu; çalışmamın hazırlık, veri toplama, analiz ve bilgilerin sunumu olmak üzere tüm aşamalarında bilimsel etik ilke ve kurallara uygun davrandığımı; bu çalışma kapsamında elde edilen tüm veri ve bilgiler için kaynak gösterdiğimi ve bu kaynaklara kaynakçada yer verdiğimi; bu çalışmanın Anadolu Üniversitesi tarafından kullanılan "bilimsel intihal tespit programı"yla tarandığını ve hiçbir şekilde "intihal içermediğini" beyan ederim. Herhangi bir zamanda, çalışmamla ilgili yaptığım bu beyana aykırı bir durumun saptanması durumunda, ortaya çıkacak tüm ahlaki ve hukuki sonuçlara razı olduğumu bildiririm.

Seda Ateş

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LIST OF ABBREVIATIONS

AH /POA   : The Aspect Hypothesis / The Primacy of Aspect Hypothesis

DBH   : The Distributional Bias Hypothesis

DH   : The Discourse Hypothesis

DPTH   : The Default Past Tense Hypothesis

EFL   : English as a Foreign Language

L1   : First Language

L2   : Second Language

PR-1   : Program-1 Instruction Level of English at Başkent University School of Foreign Languages

PR-2   : Program-2 Instruction Level of English at Başkent University School of Foreign Languages

Prep-Class   : Preparatory Class of English Instruction

1. INTRODUCTION

The aim of this chapter is to provide introductory information on the current study. First, brief academic information is provided as to the subject of the study. Next, the scope of the study along with the research problem is discussed. Lastly, the research questions are presented after an explanation of the significance and purpose of the study.

1.1. Background to the Study

1.1.1. Expressing time in language

Humans use language to talk about situations by placing them in the present, past and future and describe events as ongoing/continuing or completed. However, although all people express these fundamental concepts about time they use different resources for expressing them due to the specific temporal features of the language that they speak (Li & Shirai, 2000, p.1). Thus, all human languages provide their speakers with various linguistic devices to refer to time in speech such as the grammatical categories of tense and aspect, semantic properties of predicates, adverbial expressions of time, temporal particles and discourse relations (Klein & Li, 2009, p.1).

Tense is a grammatical category encoding the deictic relationship between the event time and the speech time, for example when using the simple past tense in English the speaker relates the time of an event prior to the time of speaking. On the other hand, aspect as a grammatical category is concerned with the manners in which actions take place as being complete or ongoing, for example the aspect of ongoingness/continuity is encoded with the progressive periphrasis "to be +Ving" in English (Weist, 1989,p.65).

Apart from being a grammatical category, aspect also has a semantic dimension, which shows up in the inherent meanings of verbs and predicates, thus is referred to as "lexical aspect" (Comrie,1976; Moens&Steedman,1988; Smith,1983; Vendler,1957; Vendler,1967). The study of lexical aspect usually consists of a four-way classification system which differentiates the Vendler (1957,1967) categories of states, activities, accomplishments and achievement verb/predicates on the basis of the three semantic binary features of punctuality, telicity and dynamicity.

On the grammatical-functional level even though tense and aspect refer to different linguistic categories, they are closely interrelated and it is nearly impossible to study or discuss one concept in isolation from the other for two reasons (Li &

Shirai,2000, p.3): First, the acquisition of tense occurs in relation to the acquisiton of aspect. For example, in first language acquisition children are observed to use past tense markers to encode the aspectual notions of perfectivity and imperfectivity. Second, tense and aspect are both linguistic temporal concepts and in some languages the categorical boundary between them are so indiscrete that one and the same linguistic device can fulfil the functions of both tense and aspect such as the English Simple Past Tense, which denotes the time of the action in the past and its being finished/completed at the same time (the past tense-the perfective aspect, respectively).

1.1.2. The Study of temporality in language acquisition

The subject of temporality has been a rich and fruitful area of research in language acquisiton studies for a long time, because after children are born and start to interact with their environments they deal with the concept of time and language is one of the primary means by which they develop their conceptual framework of temporal systems. From very early on children go through successive temporal systems and between the ages of 1,5 and 2 years they establish deictic relationships between the speech time and the event time (Weist,1989). Also, it is during this stage of development that they start to make evaluations of situations from an internal and an external perspective, therefore they express the aspectual contrasts of ongoingness and being completed by using morphological markers (Weist,1989). Hence, it is evident that children have to deal with the time-related verbal morphology of tense and aspect from the very early stages of their conceptual and linguistic development.

During this early stage of temporal-linguistic development children have been observed to show similar morphological patterns in the production of their native languages irrespective of the type of language itself. To be specific, beginning from the 1970s to the early 1980s, several studies conducted in different first language (L1) contexts showed that children used past tense morphology to mark the inherent semantic aspects of verbs at the expense of tense (Andersen, 1989; Antinucci & Miller, 1976; Bickerton, 1981; Bloom, Lifter & Hafitz, 1980; Bronckart & Sinclair, 1973; Weist, Wysocka, Witkowska-Stadnik, Buczowska & Konieczna, 1984). After several attempts by different researchers to explain this acquisitional phenomenon across native languages from the perspectives of cognition, aspectual perception, innatism, and tense-aspect coexistence, Andersen & Shirai (1996) named it as the "Primacy of Aspect

Hypothesis" or the "Aspect Hypothesis" and specified that it not only holds for first language acquisiton but applies to second language learning as well.

The Aspect Hypothesis (AH) claims that both first and second language learners are impacted by the inherent semantic aspects of verbs or predicates in the acquisition of temporal morphology during the initial stages of their language learning. As they progress in their language development they begin to acquire the standard norms of linguistic patterns and use temporal morphology to mark tense by freeing themselves from the lexical semantic effect. The association of verbal telicity with past/perfective forms and the relation of verbal atelicity with nonpast/imperfective forms, as the AH predicts, have been supported and evidenced by a large of body of second language learning investigations involving a variety of native and target languages, contibuting to the validity of the AH on the universal level (Andersen,1986; Andersen,1991; Bardovi-Harlig, 1992a; Bardovi-Harlig, 1998; Bardovi-Harlig & Bergström, 1996; Bardovi-Harlig & Reybolds, 1995; Bayley, 1991 & 1994; Blaszczyk-Szabat, 2005; Cadierno, 2000; Collins, 1997 & 1999; Collins, 2004; Comajoan, 2001; Giacalone-Ramat, 1995; Farag, 2015; Flashner, 1989; Kaplan, 1987; Kumpf, 1984; Lafford, 1996; Leary, 1999; Lee, 1997; Liskin-Gasparro, 1997; Martelle, 2011; Martinez-Baztan, 1994; Mazyad, 1999; Munoz & Gilabert, 2011; Ramsay, 1990; Robison, 1990; Robison; 1995; Rohde, 1997; Salaberry, 1998; Shibata, 2000; Shirai, 1995; Shirai & Kuruno, 1998; Whatley, 2013).

Since learners' development of temporal morphology does not remain at the lexical and syntactic level but is impacted upon by contextual factors as well, another dimension has been brought to the study of tense-aspect by re-examining it within the higher-level hierachical organization of discourse, thus the Discourse Hypothesis has been introduced (Andersen& Shirari, 1994; Bardrovi-Harlig, 1994; Bardovi-Harlig, 2000). The Discourse Hypothesis (DH) claims that learners use their developing temporal morphology to differentiate between foreground and background parts of their narratives, namely that the foreground (the main line of the story) is characterized by past/perfective forms while the background (supporting information) is mostly defined by nonpast/imperfective forms as this part offers elaborations or evalutaions of foreground events. The Discourse Hypothesis has been researched and confirmed by numerous investigations in different second language (L2) contexts (Bardovi-Harlig, 1992b; Bardovi-Harlig, 1995a; Bardovi-Harlig, 1998; Comajoan, 1998; Flashner, 1989;

Giacalone-Ramat, 2002; Housen, 1984; Housen, 1998; Kumpf, 1984b; Lafford, 1996; Rothstein, 1995; Salaberry, 2011; Tajika, 1999; Veronique, 1987).

All in all, not only inherent semantic aspects of verbs and predicates but also discourse structures play a role in learners' uses of tense and aspect markers during their initial phases of temporal-linguistic development. The Aspect Hypothesis and the Discourse Hypothesis can be competing as well as complementary depending on occasions when morphological markings predicted by each hypothesis match or mismatch.

1.2. The Scope of the Study

The present study aims at investigating the developing tense-aspect morphology of English as a Foreign Language (EFL) learners studying at tertiary level. Considering the large body of tense-aspect research conducted in light of the Aspect Hypothesis and the relatively less amount of enquiry in relation to the Discourse Hypothesis, this study aims to give a complete picture of the learners' uses of tense-aspect morphology by examining their data based on the tenets of both the AH and the DH.

Moreover, the two hypotheses have been mostly investigated through production studies, however there can be certain paradoxes where learners can produce language in congruence with their principles but may in fact be insensitive to either lexical aspect or grounding in comprehension. Thus, one of the main targets of the current investigation is to find out which of these two hypotheses holds true on comprehension and production levels.

Taking into account that the AH and the DH hold for the early linguistic development and predict flexibility as learners advance to higher language levels, and also taking notice of the paucity of research concerning tense-aspect morphology in the Turkish EFL context, the current study adopts a "form-oriented approach" (Bardovi-Harlig, 2000) by taking inflectional morphology as its dependent variable to trace the theoretical sustainability of both hypotheses.

1.3. Research Problem

The literature of tense-aspect morphology mainly consists of production studies which mostly support the claims of the Aspect Hypothesis. However, as Huang (2008) points out, there can exist a serious paradox where learners produce language in

accordance with the principles of the Aspect Hypothesis while actually being insensitive to the lexical semantic aspect. As the first study to indicate this paradox in the tense-aspect literature, Huang's (2008) study showed that students used verbal morphology in their L2 writings being impacted upon by the semantic aspects of predicates whereas they displayed insensitivity to lexical aspectual classes on the two awareness eliciatation tests. Following Huang's (2008) call for a further investigation of the sensitivity to lexical issue, Klagmann (2018) examined the salience implied in the Aspect Hypothesis, namely that telic predicates are easier to acquire and produce in a perfective context while atelics are easier to acquire and inflect in an imperfective context. Klagmann (2018) investigated this salience on the comprehension level by using a sentence completion task given in a scenario and an aspectual awareness task embedded within the sentence completion task itself. First, by comparing and combining the results of the two tasks Klagmann arrived at the conclusion that telic-perfective combinations are more salient to learners than atelic-imperfective combinations which agrees with the predictions of the Aspect Hypothesis as regards the progression of acquisition from perfective to imperfective. However, the comparison between the sentence completion task and the aspectual awareness task led Klagmann (2018) to conclude that learners' competence to comprehend telic-perfective and atelic-imperfective pairings may actually occur long after they start to use those combinations, which suggests that as in the case of Huang's (2008) learners, the impact of lexical aspect shows itself on production before affecting comprehension. Hence, as those two studies demonstrate, there might be a conflict between production and comprehension of learners with regard to the impact of lexical aspect. This draws attention to the need for conducting more comprehension studies, because those studies "may have an advantage in assessing learners' semantic representations more directly than the production tasks and offline written tests that are typically used in L2 research"(Shirai, 2004, p.108).

To the researcher's best knowledge, apart from Huang (2008) and Klagmann (2018), two more studies examined the issue of tense-aspect morphology on comprehension level in the context of L2 English so far: Mazyad (1999) and Aburiyah (2011). The limited number of studies on the level of comprehension presents a consireable gap in the literature posing inconsistencies about the Aspect Hypothesis.

Alongside that, both Huang (2008) and Klagmann (2018) investigated comprehension by utilizing elicitation tasks that did not allow the subjects to see the

predicates in a discourse context. As mentioned earlier, L2 learners can be under the impact of the structure of discourse contexts as well as the semantic aspects of predicates. In addition to the sentence completion task in Klagmann's (2018) study, where the sentences were not properly contextualized, there was no mention of the topic or the type of the student writings examined in Huang's (2008) corpus-based section, which found a strong correlation with lexical aspect and grammatical aspectual marking as predicted by the Aspect Hypothesis. The learners may have been influenced by the text type and responded to its topic and structure by utilizing certain predicates intensively with the semantically congruent morphology. Therefore, a more comprehensive study that investigates the understanding and the production of lexical aspect contextualized within discourse is needed.

Last but not least, Mazyad (1999) investigated L2 English tense-aspect morphology on comprehension level, however, the grammaticality judgement task used in the study focused on learners' ability to make correct tense distinctions with a variety of predicates rather than tapping their competence of lexical semantics. In other words, in that judgement task the learners were expected to judge the correct tense usages of the statements according to the contexts given. Although the test was construed by including Vendler's (1957,1967) four categories of lexical aspect, it did not measure the lexical aspect comprehension of the learners because the contexts of the statements where the related predicates were provided were based on the deictic time relations of events instead of lexical semantics. Moreover, Aburiyah (2011) investigated tense-aspect comprehension of learners of English by the use of two acceptability interpretation tasks, however his comprehension-based tasks were restricted to acccomplishment, achievement, and stative predicates. In addition, as in the case of Mazyad (1999), in the interpretation tasks the section for telic predicates were construed in such a way that it measured learners' perception of the completeness and ongoingness of events in a time-related manner rather than based on lexical semantics, also the section for state verbs were prepared particularly to see the possible L1 effect. Hence, an extensive comprehension-based investigation dealing with the semantic constructs of the four classes of lexical aspect is necessary.

In alignment with all this, the current study investigates the acquisition of tense-aspect morphology not only on the level of production but on the level of comprehension as well. It enquires into the comprehension of Vendler's (1957,1967)

four classes of lexical aspect based on their semantic constructs rather than on deictic relationships in sentences. Also, on the comprehension level, it measures the relationship betwen lexical aspect and grammatical aspect in light of discoursal context.

1.4. Significance and Purpose of the Study

The Aspect Hypothesis has been confirmed by a considerable body of research but it has also been challenged by several studies showing that the tenets of this hypotheses may not be universal but other factors may be at play such as L1 influence (Aburiyah, 2011; Ayoun & Collins,2002; Dominquez;Tracy-Ventura; Arche; Mitchell, & Myles, 2013; Giacalone-Ramat & Banfi ,1990; Henderson, 2013; Izquierdo & Collins, 2008; Rocca, 2007; Salaberry, 2000; Salaberry, 2002 & 2003; Salaberry, 2008; Xiao-zhao & Juan, 2011), context of learning (Comajoan, 2005 & 2006; Dietrich, Klein, and Noyau, 1995), high levels of language proficiency (Bergström,1995; Hasbun, 1995; Liskin-Gasparro, 2000; Lopez-Ortega, 2000; McManus, 2013; Salaberry, 1999; Salaberry, 2002; Salaberry, 2011; Whatley, 2013) and so on. Thus, one of the aims of the current study is to contribute to the literature on the Aspect Hypothesis by measuring to what degree learners' linguistic behaviour agree with its principles within the limits of the current research data. Accordingly, it is also aimed to see whether the study will subscribe to this universal model or pose another challenge. Secondly, although this hypothesis has been tested by a large number of L2 studies, it has been investigated relatively less along with the Discourse Hypothesis. In L2 tense-aspect studies, narrative context has been ignored as an area of investigation despite the fact that "…narratives are used as a carrier or a context for tense-aspect morphology in many types of studies. However…....the narrative has been more of a backdrop than a focus of study in its own right" (Bardovi-Harlig, 2000, p.277). As explained before, the Aspect Hypothesis and the Discourse Hypothesis are in fact in close interaction since learners develop and use their emerging verbal morphology in discouse context. That is why this study aims at giving a full clearer picture of how learners' developing verbal moprhology unfolds in discursive context.

Finally, there is little research conducted on the tense-aspect morphology in the Turkish EFL context. One study is that of Zıngır (1999), which investigated the relationship between lexical aspectual classes of predicates and tense errors and found that while the past tense was used correctly with no effect of lexical aspect by the

intermediate learners, the past progressive and the present tense caused problems for them. The past progressive errors were the result of L1 interference and state verbs were the problematic aspectual class especially with their inappropriate usage with the present tense in past tense contexts. Another study carried out in the Turkish EFL context was Boran (2006), which enquired into the applications of both the Aspect Hypothesis and the Discourse Hypothesis in the written narratives of intermediate learners and concluded that both lexical aspect and narrative structure played a role in the learners' selections of tense-aspect forms. Lastly, Bada and Genç (2007) conducted a comparative study of the tense-aspect morphology between advanced speakers of English who were prospective teachers of English and native speakers of English in their oral narrations. Their results showed that nonnative speakers showed similar qualities in their speech to their native counterparts in terms of both the impact of lexical aspect and the discourse structure. That is to say, both groups of participants were not significantly affected by the inherent semantic aspects of predicates whereas their language production was strongly impacted by the narrative structure lending support for the Discourse Hypothesis.

Overall, considering the scarcity of research in the Turkish EFL context, the present study aims to contribute to this emerging body of investigation offering a comprehensive examination of the tense-aspect morphology by examining not only production but comprehension as well. Besides, the "paradox" between aspectual comprehension and production, as highlighhed by Huang (2008) and Klagmann (2018), will be further illuminated in relation with the Discourse Hypothesis.

1.5. Research Questions

In alignment with the literature, the research problems, the significance and the purpose of the study, the current investigation addresses the following research questions:

1) Does lexical aspect have an impact on EFL learners' comprehension and production of verbal morphology?

a) Do EFL learners show sensitivity to lexical aspect in comprehension without discourse context?

b) Do they produce verbal morphology as predicted by the Aspect Hypothesis?

2) Does narrative grounding have an impact on EFL learners' comprehension and production of verbal morphology?

a) Do they show sensitivity to narrative grounding in comprehending the aspectual classes of predicates in discourse context?

b) Do they produce verbal morphology to distinguish narrative parts as predicted by the Discourse Hypothesis?

3) Are there any differences in production and comprehension of verbal morphology in terms of proficiency levels?

2. LITERATURE REVIEW

The aim of this chapter is to present the literature and elaborate on the body of research in relation to the subject matter of the current study. First, fundamental concepts about temporal morphology and temporal sementics are explained. Then first language studies conducted on children's developing temporal systems of grammar and the related hypotheses put forward by them are expounded. Next, the Aspect Hypothesis is addressed at length by covering scientific enquiries supporting it as well as those which pose challenges against it. In addition, alternative theoretical explanations put forward for the claims of the Aspect hypothesis are included. Lastly, the Discourse Hypothesis is introduced alongside the second language studies conducted to test its validity.

2.1. Introduction

It has long been established that grammatical morphemes are problematic for both first and second language learners since learners show variability in their acquisition of syntactical constituents such as tense, subject-verb agreement, auxiliaries, complementizers and in their learning of nominal inflections such as case and gender marking and determiners. (Haznedar, 2007, p.1). Since they cause acquisitional difficulties for learners, verbal and nominal inflections have been the focus of many L1 and and L2 studies since the 1970s. With regard to verbal morphology, the primary focus has been on the acquisition of temporality, which is encoded by the elements of tense and aspect in languages. As noted by Slabakova (2002), the study of temporality has likely been the largest area of investigation in the literature of both first language acquisition and second language acquisition, "the body of literature on, say, acquisition of questions, negation, null subjects, etc., even of inflectional morphology pales in comparison" (p.173).

The issue of temporality has attracted particular attention in language research because language has the fundamental function of talking about time, referring to present, future and past and mentioning events as continuing or finished (Xuehua & Xiaowei, 2012, p.108). Temporal development unfolds in three areas, which are pragmatic means, lexical means and grammatical means (Shirai, 2009). For the pragmatic means, learners utilize implicit information to convey temporal reference, for example both children learning L1 and adult L2 learners in the early stages of their

language development rely on chronological order of events to express the precedence and recency of actions (Shirai, 2009). Likewise, having a different conceptual development from children thanks to their fully-fledged system of native languages, adult L2 learners also make use of other pragmatic information such as interlocutor scaffolding and contextual (both linguistic and situational) clues to establish temporal reference. On lexical level, learners go beyond the chronological order of events and make use of more explicit tools to make temporal reference (Shirai, 2009). To denote the temporal location of events learners use the lexical means of time adverbials (*today, yesterday, etc.*) and time conjunctions (*after, while, when, etc.*). Whereas children have been observed to develop grammatical means earlier than lexical means to express temporal relations (Huang, 2003; Pawlak, Oehlrich and Weist, 2006; Weist, 1986) adult L2 learners have been found to show a linear development of temporal reference, namely, they simply go through the three successive stages of pragmatic, lexical and grammatical means (Bardovi-Harlig, 2000). This distinction between child first language acquisition and adult second language acquisition has been attributed to differences relating to conceptual maturity and processing ability between adults and children (Shirai, 2009). Hence, being an early means for children and the ultimate end for adults, grammar constitutes a significant stage of temporal development and has attracted the attention of linguists to a great extent.

Acquisition of grammar is investigated in terms of both form and meaning, in other words, linguistic temporality is a comprehensive phenomenon comprising not only morphological but also semantic dimensions, which makes the study of temporal coding of tense-aspect markers along with verbal semantics necessary to provide a deep understanding on a larger frame. At the intersection between temporal morphology and temporal semantics, concepts of tense, grammatical aspect and lexical aspect all interact in terms of ongoing processes of learners' interlanguage grammars.

2.2. Tense and Aspect

The expression of time has three basic elements: situation, tense and aspect. While situation is a real-world fact independent of linguistic constraints, tense and aspect are linguistic properties by which the speaker depicts the situation. Situations are actual events occuring in the real world or in the conceptual imaginative world of the speaker having no linguistic bearings. However, even though situations are distinct from

language, they act as foundations on which linguistic choices are made (Smith, 1983; Andersen & Shirai, 1996). Thus, speakers use tense and aspect to describe actual real world situations.

From the linguistic perspective, the expression of time has the categories of tense and aspect. Tense is a deictic category defining the time of a situation in relation to some other time, which is the speech time (Comrie, 1976, pp.1-2). Aspect, on the other hand, refers to different ways of viewing internal temporal structures of situations (Comrie, 1976, p.3). Tense is concerned with placing situations on a timeline in relation to other events wheras the purpose of aspect is to allow the speaker to look at situations from different angles without intervening in their time of occurrences. Therefore, while tense conveys the time of events, aspect gives information about their manner of occurrence. The examples below show the difference between tense and aspect:

Tense	Tense
(1) John sings.	(5) he is eating
(2) John sang.	(6) he was eating
Aspect	Aspect
(3) John sang.	(7) he ate bread
(4) John was singing.	(8) he was eating bread
(Data from	(Data from
Bardovi-Harlig & Reynolds, 1995, p.108)	Shirai & Andersen, 1995, p.743)

In the sentences above, the contrast between (1)"John sings" and (2)"John sang" is of tense since the former locates the event in the present while the latter situates the event in the past. However, from the same data source the sentences (3)"John sang" and (4)"John was singing" show an aspectual difference although both are referred to in the past. The first one views the situation as completed/finished while the other expresses it as an ongoing process. By the same token, from the second data source, the sentences (5)"he is eating" and (6)"he was eating" reveal a tense contrast since they are located in the present and in the past, respectively, but disregarding the tense difference they convey the act of eating in the same manner, that is, as continuing action-in-progress. Hence, even though they are referred to at different points of time these sentences have the same aspectual interpretation. On the other hand, the sentences (7)"he ate bread" and (8)"he was eating bread" possess the same temporal placement-the past, but they

differ in their ways of realization - while one is a completed action in the past, the other is a continuing process in the past.

2.2.1. Types of aspect

2.2.1.1. *Grammatical aspect*

There are two types of aspect to describe external situations: grammatical aspect and lexical aspect. Grammatical aspect, which is also called "viewpoint aspect" by Smith (1983), refers to the manner of action represented linguistically by the use of auxiliaries and inflections, as exemplified above with the sentences (3), (4), (7), and (8). In Romance languages, grammatical aspect is mapped onto tense and there are two explicitly marked past tense forms, which are the perfective and the imperfective (McManus, 2013 & Bardovi-Harlig, 2000). While the perfective aspect views situations as whole and completed, the imperfective aspect relays events as unbounded, continuing, habitual and with no endpoints. The most striking holders of this aspectual contrast in second language acquisition studies are Spanish, French, and Italian.

In Spanish, past tense morphology encodes both tense and aspect. Spanish provides the perfectivity-imperfectivity distinction in the past tense through the structures of the preterite and the imperfect respectively. While the preterit marks completion of an action in the past or the occurrence of an event once at a definite time in the past, the imperfect, depending on the context, imparts past habituality or past progressive action for an undefined period of time.

(9)   a) Vi a Pedro ayer por la tarde (I saw - Perfective Past - Pedro yesterday evening)

       b) Veia a Pedro todas las mananas al ir al trabajo (I saw /used to see –
       Imperfective Past-

                                        Pedro every morning on the way to work)

                                        (Data from Lopez-Ortega, 2000, p.492)

(10) a) El hombre fue a un restaurante (The man went-PRET to a restaurant)

       b)   El hombre iba a un restaurante (The man went-IMP (was going) to a
       restaurant)

                                        (Data from Salaberry,2003, p.559)

As in Spanish, French also encodes past time with tense and aspect markers. French realizes the perfective-imperfective contrast with the passe compose and the imparfait. Thus, the structures of the passe compose and the imparfait each carry the

meaning of past along with the aspectual senses of completion/finished state and incompletion/durativity /habituality, respectively.

(11) a) Jean a joue dans le parc. (Jean played in the park - Perfective)

   b) Jean jouait dans le parc. (Jean was playing/ used to play in the park – Imperfective)

(Data from McManus,2013,p.301)

As in the case of Spanish and French, in Italian the perfective and the imperfective past forms are encoded by the passato prossimo and the imperfetto.

(12) a) Mio fratello ha giocato a scacchi tuttla la sera. (My brother played/has played chess

all evening-Perfective)

   b) Mentre mio fratello giocava a scacchi, ho finito i compiti. (While my brother was playing chess- Imperfective-, I finished my homework)

(Data from Giacalone-Ramat, 1997, in Bardovi-Harlig, 2000, p.102)

As an agglutinative language belonging to the Turkic language family, Turkish also marks perfective and imperfective grammatical aspects in its past tenses. The past tense and the perfective aspect are mapped onto each each other with the suffixes "–DI" and "-mIş" while the imperfective aspect is expressed with the additional verbal suffixes of -(I)yor, -mAktA and -(A/I)r, and by the past copular marker -(y)DI.

(13) a) Ev-i sat-tı-nız mı?

   (Did/Have you sold the house? - Perfective)

   b) Kerem'in babası ona biraz para ver-miş.

   (Apparently Kerem's father gave/has given him some money. - Perfective)

   c) Geçen hafta her gün iki saat çalış-tı-m.

   (Last week I worked for two hours every day – Perfective)

   d) İki saat çalış-mış-ım (I seem to have worked for two hours - Perfective)

   e) Saat ikide çalış-ıyor-du-m. (At two o'clock I was working -Imperfective)

   f) Saat ikide ofis-te-ydi-m. (At two o'clock I was at the office -Imperfective)

   g) Genellikle iki saat çalış-ır-dı-m.

   (I would usually work for two hours –Imperfective)

   h) Bugün aile yapısı hızla değiş-mekte-dir. (Today the structure of the family is changing rapidly - Imperfective)

(Data from Göksel & Kerslake, 2005, pp. 285- 289)

The morphological distinction of perfective and imperfective past tense, which is a striking feature of the Romance languages, is absent in the Germanic languages, and despite not precisely corresponding to this morphological contrast in the past tense, English is the only one among the Germanic languages that marks the perfective and the imperfective aspect morphosyntactically (Bardovi-Harlig, 2000). English encodes the aspectual distictions in terms of progressivity, as represented through the simple past (nonprogressive) and the periphrastic structure "to be +ing" (progressive) (Ayoun & Salaberry, 2008). Thus, whereas the prime aspectual difference in the Romance languages is between the perfective and the imperfective past morphology, it is between the perfective (the simple past) and progressive (-ing) in English (Ayoun & Salaberry, 2008). Studies on L2 English acquisition broadly use the terms "perfective" and "imperfective" to refer to the simple past inflection and the progressive inflection of "-ing" on verbs, respectively since progressivity is also a part of imperfectivity (Andersen&Shirai, 1996).

Imperfectivity is a general term encompassing both continuity and habituality. Although English marks grammatical aspect, it does not have a general imperfective form which addresses both progressivity and habituality as the Romance languages do. Instead, the meaning of habituality is expressed through the modal verb "would", the periphrasis "used to" and the simple past (McManus, 2013,p.303). The sentences below illustrate the alternating forms of habituality in English.

(14) a) {For years/in her youth}, Sue {used to eat/would eat/ate} bananas for lunch.

b) For years, Sue was quite content to let things slide. (She used to be quite content…)

c) For years she used to get up early in the morning and drive him to tournament sites all around the state of California.

d) For years she would wake up at 2 or 3 am with all kinds of brilliant ideas that she would promptly forget by morning.

e) All his relatives and family who thought high of him when he was wealthy, now looked down upon him . (…family who used to think of him…)

f) There were times when he would get on my nerves, and I'm sure there were times when I ticked him off too.

(Data from Binnick, 2005,pp.343-344)

As seen in the example sentences in (13), repeated actions (a), (c), (d), (f) and habitual states in the past (b),(e) are expressed through the forms of "used to", "would" and the "simple past". While all of the three forms are acceptable to use for the expression of repeated past actions as illustrated in (a), for past habitual states as in (b) and (e), "used to" and "the simple past" are the only preferred forms in English. Therefore, unlike Romance languages such as Spanish, French and Italian, English has a different more complex system of imperfectivity which separates progressivity from habituality in structural terms while differentiating between habitual states and habitual actions at the same time.

The distinctions between the aspect systems of English and the Romance languages are provided below in Table 2.1 with a comparison between French and English:

Table 2.1. *Form-meaning pairings for perfective and imperfective aspect in English and French (McManus, 2013, p.304)*

	Form	Viewpoint		
		Perfective	Imperfective	
			Progressive	Habitual
English	Progressive	×	√	×
	Simple Past	√	×	√
	Used to	×	×	√
	Would	×	×	√
French	Passe Compose	√	×	×
	Imparfait	×	√	√

In English, while the main imperfective aspect is the progressive defined by continuousness occurring with all types of verbs except for statives (Bardovi-Harlig, 2000, p.211), the simple past inflection carries both perfective and imperfective aspect of habituality (Ayoun & Salaberry, 2008; Binnick, 2005; McManus, 2005). Whereas the progressive can be found in all tenses in English (e.g.walks – is walking/ walked-was walking/ has walked-has been walking/ had walked-had been walking) (Bardovi-Harlig-2000, p.211), the simple past is originally a tense marker carrying the meaning of completion/ending in the past, thus gaining a perfective aspect function besides being a tense carrier (Andersen & Shirai, 1994, p.145). The perfective-imperfective contrast in

the past tense systems of the Romance languages such as Spanish and French can correspond to the Simple Past and the Past Progressive reading in English when habituality as a member of imperfectivity is excluded (Salaberry, 2011 & Ayoun & Salaberry, 2008). As Comrie (1976,p.7) also suggests, the nonprogressive-progressive contrast in English can be compared to the perfective-imperfective contrast with the exclusion of stative verbs and the meaning of habituality. Overall, the tense-aspect system of English can be summarized as in Figure 2.1 below:

English

Simple Past   Past Progressive

Perfective   Imperfective/Habitual   Progressive
Ex: *She read*   *She read/She used to read*   Ex: *She was reading*
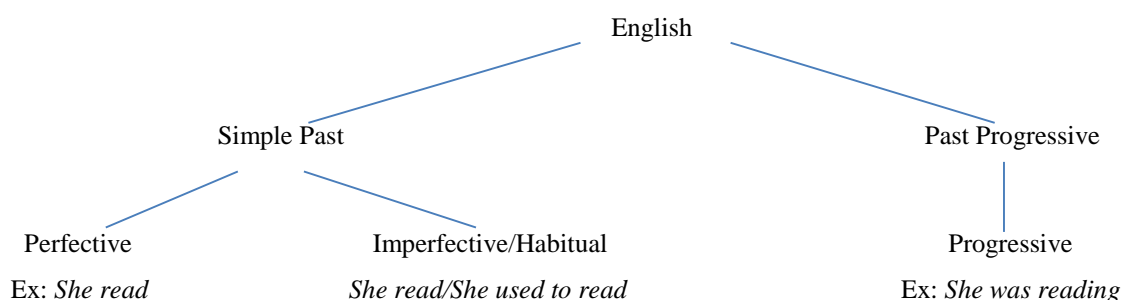
Figure 2.1. *Tense-aspect system in English (Ayoun & Salaberry,2008,p.561)*

Similarly, Andrews (1992) provides the aspect system of English in the past tense but he gives a larger picture of the imperfective having the interpretation of habituality and continuity which is in turn divided into progressivity and non-progressivity. Look at the schematic representation in Figure 2.2 below:

Aspect

Perfective (he ate)   Imperfective

Habitual (he ate/he used to eat)   Continuous

Non-Progressive (he ate) (he knew)   Progressive (he was eating)
(Data from Labeau,2005, p.79)
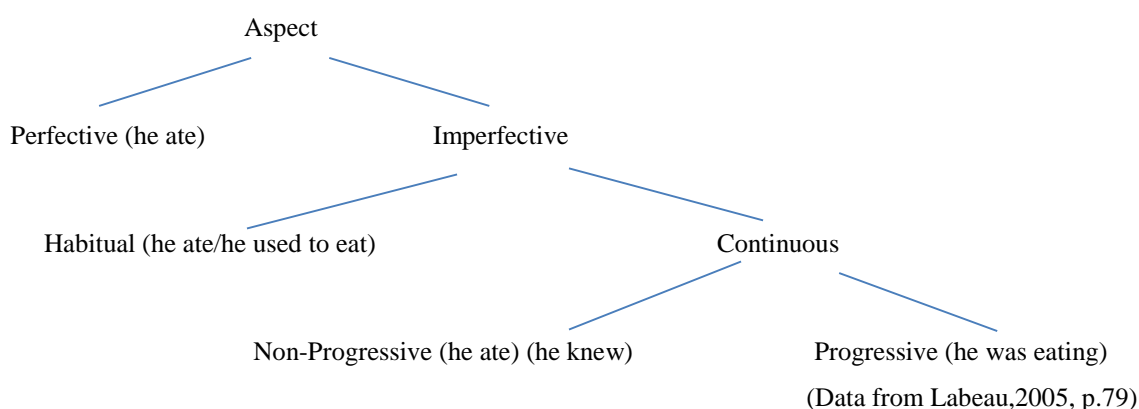
Figure 2.2. *The aspect system of English in past tense (Andrews, 1992)*

2.2.1.2. *Lexical aspect*

Lexical aspect, also called situation aspect (Smith,1983) pertains to the inherent semantic characteristics of verbs which describe a situation. For example, the verb "know" expresses a state as it evokes a sense of continuity and homogeneity, and the verb "jump" is associated with punctuality since the act of jumping occurs within a moment (Li & Shirai, 2000). What distinguishes lexical aspect from grammatical aspect is that verbal semantic properties are not connected with the real world events. Although an event like John's running could be expressed from different viewpoints, more specifically, whether with the perfective sense "John ran" or the imperfective "John was running", what remains unchanged is the act of running, which takes time, hence in semantic considerations it has duration (Bardovi-Harlig, 2000, p.213). Furthermore, from a structural viewpoint, while grammatical aspect is usually represented through inflectional morphology, verbs themselves along with their associated arguments and adjuncts are the key contributors determining the scope of lexical aspects (Salaberry,1999,p.152).

e.g. Sing _____   (15) She sang.

(16) She was singing.

For example, the verb "sing" can be used in different grammatical aspects by taking different inflectional morphemes as in (15)"*sang*" and (16) "*was singing*", however, whichever way it is used, what does not change is its inherent meaning: the action of singing. The action of singing requires some kind of physical activity and an unspecified period of time to occur, but if it takes an object as in "sing a song" it represents a distinct situation thus becomes a different predicate which expresses a certain time period of ocurrence and a specific endpoint where the action of singing comes to an end when the song is finished (Bardovi-Harlig&Reynolds,1995,p.108).

e.g. (17) run vs. run a mile

(18) walk vs. walk to the shore

The significance of verb arguments and adjuncts in identifiying verb classification is also underlined by Shirai&Andersen (1995), "the classification cannot be done just by focusing on the verb alone; its arguments and/or adjuncts also are an important part of the classification" (p.751). As shown in the in the examples (16) and (17) above, "run" and "walk" are simple verbs by themselves expressing activity with no end. However, when they combine with other such complements as "*a mile*" and "*to the shore*", they

express a limitation to the ongoingness and the action comes to a stop at some point, thus they turn into accomplishment predicates.

The literature on tense-aspect relations generally adopts a four-way classification of lexical aspect proposed by Vendler (1957,1967) drrawing upon the logical philosophy of Aristotle. This classification distinguishes the aspectual verb classes of states, activities, accomplishments, and achievements, which are called the Vendler categories all together, named after theorist himself. As exemplified and elaborated in the works of various scholars such as Ayoun (2013), Bach (1986), and Bardovi-Harlig (2000), Dowty (1979), Kenny (1963), Taylor (1977), and Vendler (1957 & 1967), state verbs do not express change over time or require any energy to occur, they are spontaneous and non-interruptible, and have no inherent endpoint, such as "needing something". Activities are characterized with durativity, dynamicity and having no specific endpoint as in the case of the verb "studying", which indicates a period of time for the event to happen but with no particular ending, and requires an input of effort to be realized. Accomplishments are also dynamic events which have duration but they have an end result, for example, the situation of "painting a house" is dynamic because it requires energy to carry out the act of painting, it is durative in that it takes a span of time to paint a house, and it has an end result because there will be a painted house when the action of painting is completed. Finally, achievements are the verbal categories that include dynamicity and sudden change by reducing the beginning and the end of an action to a single point in time, such as "arriving" and "recognizing".

Table 2.2. *Examples for the Vendler (1957,1967) categories (Blaszczyk-Szabat, 2005, p. 93 & McManus, 2013, p.301)*

	States	Activities	Accomplishments	Achievements
Examples	be famous	walk	walk to school	notice
	be small	ride a bike	ride a bike to London	fall asleep
	understand	swim in the lake	drink three cups of tea	win the race
	live	drink	build a house	find
	be green	push a cart	read a chapter	die
	be sick	write novels	walk to the beach	be born
	belong	walk around the park		awaken
	hate	swim		collapse
	love			explode
	know			

The Vendler (1957,1967) categories are distinguished in terms of three binary semantic features: telicity, dynamicity and punctuality. The feature of telicity distinguishes predicates which have an inherent endpoint from those which denote no such specific endstate. Dynamicity separates predicates which require an input of energy to take place from the ones which require no such effort to occur. Lastly, punctuality differentiates verbs and verb phrases which involve instantaneous change from predicates that have duration. The relationship between these semantic features and the lexical aspectual categories is shown in Table 2.3 below:

Table 2.3. *Semantic features of the lexical aspectual categories (Vendler,1957&1967)*

	States (1) know, love, contain	Activities (2) run, walk, swim	Accomplishments (3) paint a picture, build a house, cross the border	Achievements (4) fall drop win the race
Punctual	-	-	-	+
Telic	-	-	+	+
Dynamic	-	+	+	+

Both accomplishments and achievements are telic predicates since they denote an inherent endpoint as (3) and (4) demonstrate in Table 2.3 above. By contrast, states and activities are atelic predicates because their semantic contours do not express an end-result, for example "love" in (1) and "walk" in (2) both express ongoingness in state and action, respectively . Achievements are distinguished from accomplishments as well as from states and activities in that they describe instantaneous occurrences, that is, they are punctual, for example the actions of "falling", "dropping" and "winning the race" in (4) do not require an amount of time and happen all of a sudden. Also, there is a dynamic − nondynamic contrast between states and the other three categories in that states happen without any amount of effort while activities, accomplishments and achievements require certain degrees of physical strength or motion to take place.

Drawing upon the the work of Vendler (1957,1967), Mourelatos (1978) presents a hierarchical organization which distinguishes between states and dynamic actions, which are also divided into the two categories of activities and events based on the criterion of having an endpoint. Events are further categorized into accomplishments

and achievements with regard to punctuality. As mentioned in Salaberry (2011,p. 187), while Vendler's four-way classification is usually adopted in SLA studies, some researchers advocate a three-way categorization of predicates by treating accomplishments and achievements as a single group of telic events on the grounds that the distinctive feature of durativity between the two eventive verbs is not as such a significant factor as telicity.
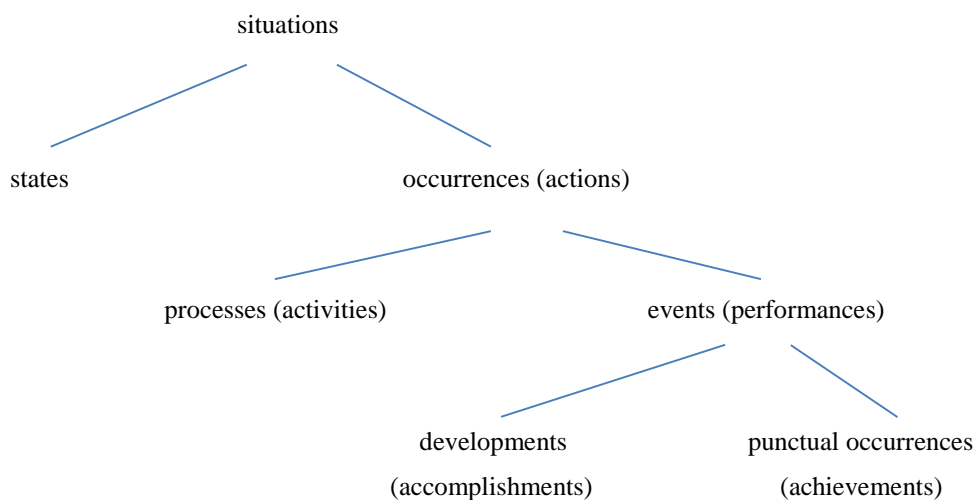
Figure 2.3. *The Vendler-Mourelatos hierarchy (Mourelatos, 1978, p.423)*

2.3. Tense-Aspect in First Language Acquisition Studies

From the 1970s to the early 1980s, several studies were conducted showing that children were under the impact of the inherent aspects of verbs rather than tense in their acquisition of past morphology. One of those initial studies belonged to Bronckart & Sinclair (1973), who inquired into the acquisition of inflectional past morphology of L1-French speakers by exprerimental elicitation data from 74 French children aged between 2;11 and 8;7. Their study revealed that the imperfective past was rarely used by the children and the perfective past was the predominant past tense form. The children showed tendency to use past forms with events of short duration and clear end-results, namely accomplishments and achievements. By contrast, they tended to use present forms for the longer durative verbs of states and activities. This tendency registered a diminishing effect as the children grew older hence getting closer to the adult norm.

Another study examining tense-aspect relations in early language development came from Antinucci and Miller (1976), whose longitutinal study investigated the conversational data of one L1-English child and seven Italian-speaking children. Adopting a cognitive-developmental perspective, they found results similar to those of

Bronckart & Sinclair (1973): The children used past tense forms to refer to events that involved a change of state and they used present forms to mark those events not involving a change of state. Following the Piagetian framework, both Bronckart & Sinclair (1973) and Antinucci and Miller (1976) suggested that this deviant development was mainly related to the child's limited conception of time. It was claimed that children had restricted cognitive capacity of temporality thus they used past morphology to refer to change of states rather than to encode pastness. In other words, past construction was a linguistic mediator for children to denote the effects of actions on here and now instead of relating events on a timeline in the past. That is why children could not encode remote past and they were selective in using past morphology with events involving clear observable end-results, which were cognitively more obvious to them.

Bloom, Lifter and Hafitz (1980) also investigated the verbal inflection development of four L1-English children longitudinally and came up with results similar to the previous studies. More specifically, in their natural production the children used past morphology mostly with accomplishment and achievement verbs and they used the progressive construction chiefly with activity verbs. Even though their findings were very similar to those of the previous research, Bloom et al (1980) rejected the idea of children's cognitive deficiency of temporal deixis criticizing that the earlier studies did not report any inflections other than past tense. They put forward that aspectual contours of verbs played the key role in children's usage of past inflection rather than the end-result of actions which showed a change of state. For example, according to the cognitive limitation explanation, children were inclined to put past marking on verbs such as "*drop, finish bump, eat, draw*" because their past forms referred to situations which had cognitively salient outcomes for them to perceive. However, for Bloom et al (1980) the semantic properties of verbs (telicity, completion) rather than the end-states of actions are the prime determinants of children's usage of past inflections, because, as their study showed, the participants referred to end-states not only with the suffix "-ed" but also with other inflections such as "-ing" and "-s". Hence, children were more impacted upon by the aspectual dimensions of actions than their mere resultant states.

> The most frequent verbs that occurred predominantly (and often exclusively) with one or
> another inflection shared certain aspectual values. The Action verbs that occurred with -ing

named durative events, extending over time-and tending to be non-completive, in that there was no immediate and clear result. Thus *play, hold, ride,* and *write* were among the clearest instances of verbs that named durative, non-completive events; and such verbs occurred almost exclusively with -ing. The verbs that occurred with -ed/IRREG named non-durative, momentary events that tended to be completive, with a relatively clear result. Thus *find, fall,* and *break* were among the clearest instances of such verbs, and these occurred exclusively with -ed/IRREG. The most frequent verbs that occurred with -s (primarily go, in the sense of *This goes here*) named events that were both completive with an end result (as in the events *go, fit, open, sit, stop*) and durative (in the sense of continuing after completion) (pp.397-398).

In addition to cognitive deficiency and the influence of aspectual countour discussion, Bickerton (1981) reinterpreted the findings of Bronkart & Sinclair (1973) and Antunicci & Miller (1976) then came up with the results as evidence for his Language Biopragram Hypothesis. Bickerton (1981) had originally put forward the Language Bioprogram Hypothesis to explain the common features observed in genetically different creole languages such as causative construction, nominal specificity and tense-aspect morphology. As in the case of creole languages, Bickerton (1981) hypothesized that the common trends in tense-aspect morphology in the acquisition of different first languages could not be accounted for without an innate mechanism. More precisely, children are biologically wired to know the distinction between punctual and nonpunctual events and between states and processes. Re-examining the data from the French children and the Italian children in the studies of Bronkart & Sinclair (1973) and Antunicci & Miller (1976), respectively, where the subjects were found to attach past marking to telic-punctual verbs while not marking atelic-nonpunctual verbs with past tense, Bickerton (1981) argued that children used past morphology to bring to the fore punctuality not temporal pastness. According to Bickerton (1981), these two studies constituted support for his punctual-nonpunctual distinction in his Language Bioprogram Hypothesis, which claimed that even if the distinction was absent in the input children marked the punctual-nonpunctual distinction which the bioprogram made them mark. As for the state-process distinction, since children rarely overextended progressive marking to state verbs, Bickerton (1981) propounded that children already instinctively knew the state-process distinction lending support to the other main claim of his hypothesis that children did not experience much difficulty in acquiring the distinction which was part of the bioprogram. Bickerton's (1981) innateness account was challenged by Shirai (1997),

who suggested that the observed pattern of past morphology and progressive marking could alternatively be attributed to the language input that children were exposed to, in other words, the related aspectual and grammatical pairings found in children's language were driven by distributional bias in the input of their caretakers, who made the same tense-aspect associations often in their speech (see 2.5.1. Distributional Bias Hypothesis).

Weist,Wysocka,Witkowska-Stadnik, Buczowska & Konieczna (1984), on the other hand, took the issue of "aspect before tense" in the opposite direction by presenting in the spoken Polish data that children marked both tense and aspect at the same time even at early stages of first language acquisition. Thus, they called the "aspect before tense" proposition made in the studies of Bronkart & Sinclair (1973), Antinucci & Miller (1976) and Bloom et al (1980) as the "Defective Tense Hypothesis". Weist et al. (1984) defined the Defective Tense Hypothesis in terms of three tenets, namely that only telic verbs would receive past tense inflections, tense distinctions would not be made and tense would only go along with aspectual distinctions, and only immediate past situations would be referred to. By showing that in first language acquisition children marked tense as well as aspect, Weist et al. (1984) also counterclaimed the idea that the defective use of past morphology by Italian, English and French children was due to their cognitive restrictions at early stages of development.

As Andersen (1989) indicated in his article titled "The Acquisition of Verb Morphology", what Wiest et al. (1984) had criticized was actually the "Absolute Defective Tense Hypothesis", which was very stringent with regard to the principles of "aspect before tense" and allowed no room for flexibilty or exceptions. Andersen (1989) proposed a less strict version of the Defective Tense Hypothesis and named it the "Relative Defective Tense Hypothesis" which claimed tendencies or inclinations rather than absolute rules in the acquisition of verbal morphology. The relative version of the hypothesis held that perfective past marking emerged earlier than imperfective past marking in the early acquisition process and perfective morphology was used predominantly with telic verbs while imperfective morphology was used mainly with activity and state verbs. By claiming that this aspectual pattern was an acquisitional tendency rather than an absolute route that children followed, the Relative Defective Tense Hypothesis went against the cognitive deficiency explanation posed by Bronkart

& Sinclair (1973) and Antinucci & Miller (1976), lending support to the contention of Weist et al. (1984). Hence, as specified by Andersen & Shirai (1996), the current understanding of the Primacy of Aspect Hypothesis, or the Aspect Hypothesis in short, is that it is not a an absolute rule but a relative phenomenon which "makes an observational descriptive claim about inherent lexical aspect and grammatical tense-aspect marking pairings" (p.536). Futhermore, as it was seen that the Aspect Hypothesis held true not only for first language acquisition but for second language acquisition as well, Andersen & Shirai (1996) took the discrebility of cognitive deficiency explanation one step ahead by asserting that the AH was not merely a nonstandard child language production but it also applied to second language learning of adults who displayed relatively higher cognitive knowledge and skills:

> ….because the Absolute Defective Tense Hypothesis attributes the POA distribution to a cognitive inability of a young child to concieve of a notion of "past event or situation", the finding that the POA holds also for L2 acquisition clearly shows that the POA phenomenon could not be due to any such cognitive limitation, because adult L2 learners cannot be assumed to be subject to such a limitation (p.560).

All in all, the so-called deviant usage of verbal morphology observed in first language acquisition was given different names with different interpretations including children being cognitively-restricted, their early uses of tenses being defective, or that this linguistic trend being innate. However, it has been evidenced that verbal morphology use informed by lexical aspect is not limited to child language acquisition but it applies to adult second language learning as well. Accordingly, the Primacy of Aspect Hypothesis offers a more comprehensive postulation of this linguistic phenomenon relating it to a wider scope of learning contexts and explaining it as a tendency of observed behaviour rather than an absolute route for individuals to follow. Thus, it is worth being tested in different language acquisition or language learning contexts.

2.4. The Primacy of Aspect Hypothesis (POA)

The Primacy of Aspect Hypothesis (POA) or the Aspect Hypothesis (AH) was originally developed with respect to first language acquisition studies, then it was reformulated with a specific focus on SLA (Gass & Selinker, 2008). In both native language acquisition and second language acquisition, it has been observed that verbal morphology appears in non-targetlike ways in the initial stages of language development. To account for the peculiar distribution of verbal inflections, the Aspect Hypothesis has been proposed, which claims that emergent verbal inflections do not

spread evenly across all verbs but their usage is restricted to certain verbs or predicates on the basis of the inherent temporal meaning contained within those verb phrases. For example, learners of English use the simple past morphology with punctual verbs like "buy" more often than verbs of other semantic features (Robison, 1995).

As indicated by Ayoun & Salaberry (2008, p.556) the Aspect Hypothesis is a thoroughly investigated claim in the milieu of SLA research because the acquisition of tense and aspect through morphological markers represents both the syntactic and the semantic development of learners. This hypothesis suggests that the development of early verbal morphology is controlled by the inherent semantic aspects of verbs, in other words, during their initial interlanguage development learners use verbal inflections to encode lexical aspect at the expense of grammatical aspect or tense. Because the hypothesis holds for early linguistic development, as language learners progress towards more advanced levels, they are expected to move away from the impact of the inherent semantic aspects of predicates in their selections of verbal inflections and use verbal morphology in a more target-like way like using past tense marking with all classes of verbs. In line with this elaboration, below are the four primary tenets of the Aspect Hypothesis based on the association between lexical and grammatical aspect through the use of the Vendler (1957,1967) categories:

1. Learners first use past marking (e.g. English) or perfective marking (Chinese, Spanish, etc.) on achievement and accomplishment verbs, eventually extending its use to activities and stative verbs.
2. In languages that encode the perfective-imperfective distinction, imperfective past appears later than perfective past, and imperfective past marking begins with stative verbs and activity verbs, then extending to accomplishment and achievement verbs.
3. In languages that have progressive aspect, progressive marking begins with activity verbs, then extends to accomplishment or achievement verbs.
4. Progressive markings are not incorrectly overextended to stative verbs.

(Andersen & Shirari, 1996, p.553; Shirari, 2009, p.173)

The first and the third principle of the Aspect Hypothesis are the ones that relate to the acquisition of English the most. According to the hypothesis, the ideal sequence of tense-aspect development in both first and second language acquisition is as follows:

	State	Activity	Accomplishment	Achievement
(Perfective) Past	4 ⟵	3 ⟵	2 ⟵	1
Progressive	? ⟵	1 ⟶	2 ⟶	3
Imperfective Past	1 ⟶	2 ⟶	3 ⟶	4
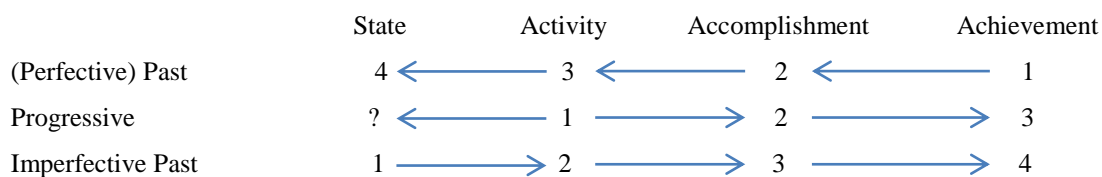
Figure 2.4. *Predicted pattern of development of verbal morphology (Shirai, 2004,p.93)*

2.5. Alternative Explanations to the Aspect Hypothesis

The validity of the Aspect hypothesis across different target languages suggest the presence of a linguistic universal as regards the acquisition of tense-aspect morphology (Andersen & Shirai, 1996). However, two alternative explanations have been proposed to illuminate this observed cross-linguistic phenomenon: The Distributional Bias Hypothesis and The Prototype Theory.

2.5.1. The distributional bias hypothesis

The Distributional Bias Hypothesis (DBH) argues that language acquirers' tendency to use morphological markings in accordance with the lexical aspects of verbs stems from the fact that the linguistic input provided to them is already shaped by those form-function associations (Andersen & Shirai, 1996). More specifically, the point of the DBH is that if there is a distributional bias in the native speech with respect to the occurrence of verbal inflections as predicted by the Aspect Hypothesis, such as the use of the progressive structure with activity verbs and the simple past inflection with telic verbs in English, then children and L2 learners exposed to the native input will most probably use tense-aspect morphology in line with the Aspect Hypothesis. The existence of the significant associations of telic verbs with the past tense and the progressive form with activities in the native speech might cause the learner to perceive these associations as absolute features of the target language and lead them to shape their interlanguage morphology accordingly, that is, using perfective or past forms mainly on achievements and accomplishments, and progressive forms mainly with activity verbs, as claimed by the Aspect Hypothesis.

A number of studies have been conducted to investigate the relationship between the linguistic input and the development of verbal morphology. For example, Huang (2008) explored into the validity of the Aspect Hypothesis among Taiwanese learners of English through a combination of a corpus-based examination of student writings and a

comprehension study among 34 high school EFL students. His study revealed that learners utilized verbal morphology in accordance with the principles of the Aspect Hypothesis even though they were found to be insensitive to the lexical aspects of verbs as a result of the two types of elicitation tests which examined learners' awareness of stativity, punctuality and telicity. An analysis of the linguistic input provided by the English textbooks used by the students showed that the input contained similar patterns of tense-aspect markings across verb classes. This indicated that in their selections of verbal inflections, L2 learners were impacted by the input rather than the inherent semantic properties of predicates.

Another study that enquired into the distributionally biased tendencies of learners in the context of EFL was conducted by Vraciu (2012) by comparing the oral interlanguage productions of French and Catalan learners of advanced English with those of native English speakers. The data elicited through a picture story-telling task showed that both the native and the learner groups exhibited the same patterns of inflectional distributions with the verb forms of the simple present (PRES), the present progressive (PROG), the past simpe (PAST), and the past progressive (PPROG) that emerged from the data. Specifically, it was found that the present form tended to be used with statives and telic predicates in both L1 and L2 data, and that the present progressive was strongly associated with activities and accomplishments by both groups. Moreover, the simple past form was found to pair with achievements and accomplishments more frequently than with activities in both L1 English and L2 English narratives. Also, the past progressive form was associated with activities and accomplishments in the oral productions of both groups of subjects. The associated use of the progressive and the simple past forms with durative and telic predicates, respectively, suggested a trend predicted by the Aspect Hypothesis in the case of advanced learners. However, the existence of the same patterns of morphological distributions even along with the uses of the simple present found in L1 English supported the Distributional Bias Hypothesis by indicating that learners' skewed uses of temporal morphology with certain predicates were derived from the native input that they were exposed to which exhibited the same or similar tense-aspect inclinations.

In the context of child language acquisition, Li, Maher, Newmark and Hurley (2001) conducted a corpus-based investigation into the impact of parental input on children's acquisition of tense-aspect morphology. The data from six corpora in the

CHILDES database which formed the parental input corpus manifested that there was a significant relationship between the lexical aspects of verbs and the use of the grammatical morphemes "-ing, -ed, and –s". That is to say, activity verbs were found to occur more with the "–ing" construction, the past tense marker "-ed" correlated more with achievements and accomplishments than with the other verb types, and "-s" marker was more associated with activities than with states and telic predicates. The predominant co-occurrence of activities with the progressive "-ing" and the frequent use of telic verbs with the simple past "-ed" found in the parental speech indicated the telic - perfective/past and the atelic – imperfective associations predicted by the Aspect Hypothesis for child language acquisition.

Futhermore, this study revealed a change in the characteristics of parental input over time. A percentage analysis of tense-aspect morphology with aspectual classes was carried out according to three input age groups, namely before age 2;0, between 2;1 and 3;0, and between 3;1 and 4;0. The general trend in the three age groups was that the progressive was more strongly attached to activities while achievements and accomplishments received the simple past ending more than the other types of verbs did. However, this analysis unearthed a significant finding that there was a developmental pattern across input ages which demonstrated that the strong associations between aspectual classes of verbs and grammatical morphology became looser as the input age increased. For example, at the input age 3;1-4;0, it was seen that the simple past marking occurred more with activities than telic verbs in the parental speech. The correlation between certain verb types and certain grammatical morphology in the parental input reflected the distributional patterns of the verbal inflections across lexical aspects in child language acquisition, which evinced that children's selections of morphological markers in accordance with the inherent semantics of predicates resulted from the patterns of usage in the linguistic input provided to them by their parents and caregivers.

Another important study in relation to the Distributional Bias Hypothesis was carried out by Aksu-Koç (1998) on the tense-aspect acquisition of Turkish. Aksu-Koç investigated the relationship between a mother and her child's uses of morphological markers across lexical types. The study manifested that while the mother used the direct past form (-dI) and the infrerential/perfect form (-mIş) most frequently with achievements, she used the present/imperfective form (-Iyor) most often with activity

verbs. This distributional trend was also discovered in the child's speech though it was somewhat stronger than in the mother's.

2.5.1.1. *Cognitive operation principles (Andersen, 1993)*

As evident in the first and second language studies cited above, adult native speech can be a strong source of L1 and L2 learners' acquisitional tendency to associate grammatical morphomes with specific types of predicates based on their inherent semantic properties since the language input that learners receive also includes those associations at varying levels. This observed tendency existent in both learner and native speech to link past/perfective forms with telic verbs and progressive forms with activity verbs is explained by Andersen (1993) with some cognitive operation principles. According to Andersen (1993), both adult native speakers and language learners follow the two general cognitive mechanisms, which are the Relevance Principle and the Congruence Principle.

The Relevance Principle posits that in the early stages of temporal morphology, first and second language learners search for inflectional morphemes that are most relevant to the meaning of the verb, and the Congruence Principle, which is a derivative of the Relevance Principle, holds that among those inflectional morphemes that the learner has searched for in terms of relevance to the verb's semantics, they will choose and use the morpheme whose meaning is the most compatible with the meaning of the verb stem to inflect the verb.

According to Andersen's (1993) Congruence Principle, the progressive inflection, which is a grammatical marker of duration and continuity, is most congruent with activity verbs since they inherently convey duration in their semantic construct. Likewise, past/perfective inflection conveys the sense of finish/completion and is best matched with the telic verbs of achievements and accomplishments, which express the meanings of boundedness, completion or a finished act since they have inherent endpoints within their semantic aspect. Moreover, the Simple Present morphology is more congruent with states than with achievements and activities because state verbs are unbounded and not restricted to an endpoint like the function of the present marker which refers to stable constant situations.

> According to the Relevance Principle a grammatical morpheme, such as a verb inflection, will be placed closeer to the verb stem the more relevant the meaning of the morpheme is to

the meaning of the verb. Because aspectual meanings are more relevant to the meaning of a verb than tense or agreement inflections, learners and fluent NSs alike will choose inflections in terms of their relevance to the inherent aspect of the verb.

(Andersen &Shirai,1996, p.554)

Thus, the first inflections that children use are those that are most relevant to the meaning of the verb (the Relevance Principle) and of these inflections, it is the inflection whose meaning is most congruent with the meaning of the verb stem that will attached to a particular verb (the Congruence Principle).

(Andersen, 1993, p.329)

In addition to the Relevance Principle and the Congruence Principle, both of which affect both adult native speakers and L2 learners, there is also one more cognitive process that does not apply to adult native speakers but only language learners go through: The One to One Principle (Andersen, 1984). The One to One Principle explains that during the early stages of their language development, learners assume that every grammatical structure they discover and learn has only one function and only one meaning, which causes them to combine those newly learnt structures with verb types that are semantically most similar to their function. Thus, while the associations of certain aspectual morphemes with certain verb types is only a tendency on the part of adult native speakers, this can constitute an absolute definite rule for first and second language learners since they perceive that an inflectional marker is used only with a certain class of verbs to the exclusion of others which are not semantically congruent with the function of the inflection. As Andersen & Shirai (1996) elaborate, learners' perceptions of these aspectual combinations as absolute definite rule derives from the native input that they are exposed to where such combinations are merely a tendency because "they apparently disregard or do not even notice the counterexamples present in the NS speech. A high-frequency preference is interpreted as an absolute one-to-one form-meaning correspondence" (p.555).

The Relevance Principle and the Congruence Principle, which are in operation for both adult native speakers and language learners and the One to One Principle applying only to learners all underline cognition-related form-meaning associations in the use of temporal morphology. In order for these three principles to work and thus for learners to make congruent pairings of form-meaning relations, a possible account is provided arguing that learners rely on the mental categorization of prototypicality, which is explained under the notion of the "Prototype Theory".

2.5.2. The prototype theory

Another alternative account for the Aspect Hypothesis, The Prototype Theory, holds that linguistic categories are prototype categories the learning of which requires the order in which the acquisition begins with the central members, then gradually extends to less central members (Andersen & Shirai, 1996). According to the prototypical categorization, there exist good members and marginal members in a category. The quality of goodness is determined by frequency and the possession of the most fundamental features of that category whereas marginality is defined by rarity and having the least salient characteristics, therefore, the good members represent the prototypes of a category (Andersen & Shirai, 1996).

> Rather than all instances of a category being equal, certain istances are better examplers than others. Exemplar theories of categorization hold that the prototype is the best example among the members of a category and serves as the benchmark against which the surrounding poorer, more borderline instances are categorized; it combines the most representative attributes of that category in the conspiracy of memorized exemplars of the class.

(Wulff et al., 2009, p.355)

As described by Wulff, Ellis, Römer, Bardovi-Harlig & Leblanc (2009), similarity and token frequency are crucial elements in identifying members as prototypes of a category. To be specific, in order for a member to be counted as a prototype it should be more similar to the other members of the category and less similar to the members of other categories while being commonly experienced at the same time. For example, having features like average size, average colour, and average beak, etc., sparrows are easier to be classified as birds than geese and albatrosses, which have less common features of birds. Also, sparrows are labelled as typical birds since they are frequently encountered members of the family of birds. Hence, they represent a prototype of the bird category.

e.g. (19) She finished the task.

(20) She wore colorful dresses when she was young.

(21) If I had more money, I would buy a new house.

(22) Could I ask you to open the door?

Taking the issue of prototypicality from Wulff et al.'s (2009) sparrow example to the domain of language acquisition, a prototype account of tense-aspect morphology

can be formulated with respect to the past tense and the progressive aspect (Andersen & Shirai, 1996). There are a number of meanings associated the past tense. The prototypical meaning of the past reference is considered to be the deictic past which denotes a sense of event completion the results of which can be noticed during the time of speaking. Hence, the immediate past is accepted as the prototype of the past tense as in (19) above whereas the less prototypical members are habitual or iterative meaning"(20), the functions of "unreality and counterfactuality" such as the imaginary situations used with second conditional clauses as shown in the example (21), and "pragmatic softerner", which refers to the use of past forms in expressions for the sake of courteousy (22). As the immediate past and completion represent the prototypical senses of the past reference, it is no wonder that in the early phases of their linguistic development children use the past morphology with mainly achievement and accomplishment verbs, which also contain those meanings within their semantic construction. Therefore, it can be said that children first recognize the prototype member of the past tense category in the beginning stages of their language acquisition. Accordingly, the internal structure of the past tense category from prototypical to marginal members can be illustrated as below:

Deictic past (achievement, accomplishment, activity, state, habitual or iterative past), counterfactual or pragmatic softener

(Andersen & Shirai, 1996, p.557)

e.g. (23) She is washing the dishes.

(24) He is jumping.

(25) Nowadays we are singing the song everyday.

(26) We are leaving tomorrow.

As is the case for the past tense, there are different meanings associated with the progressive aspect as well. Amongst them, the meaning of "action in process (23) "*She is washing the dishes*" is accepted as the prototype of the progressive while iterative (24) "*He is jumping*", habitual (25) "*Nowadays we are singing the song everyday*" and futurate (26) "*We are leaving tomorrow*" senses are regarded as the less prototypical members of the progressive category (Andersen & Shirai, 1996). This prototypical meaning of "action in process" clearly sheds light on the initial association of the progressive structure first with activity verbs and then with accomplishments, both of which have the semantic properties of dynamicity and duration (Xuehua & Xiaowei,

2012). Based on these considerations, the internal semantic structure of the progressive aspect category from the prototype to marginal members can be displayed as below:

Process-progressive (activity, accomplishment), iterative, habitual or futurate, stative (Andersen & Shirai, 1996, p.558)

Overall, the prototype theory in language acquisition posits that prototypical members of linguistic categories are acquired earlier and easier than less prototypical members (Andersen and Shirai, 1996; Xuehua & Xiaowei, 2012; & McManus, 2013). This phonemenon is observed in both first and second language acquisition (Andersen and Shirai, 1996; Wagner, 2009, & Xuehua and Xiaowei, 2012). The acquisition of aspect is characterized by the combination of prototypes of grammatical aspects with lexical aspects of predicates, for example, the perfective aspect, whose prototypical function is to convey a meaning of completion, goes with telic verbs, which bear the same completeness effect in their semantic structure (McManus, 2013). In the same fashion, the imperfective aspect has the prototypical meanings of incompleteness or continuity, thus it is paired with lexical aspects of the same meaning, namely atelic verbs (McManus, 2013). The prototypical groupings in terms of three dimensions of grammar, that is, lexical aspect, grammatical aspect, and tense, are summarized in Table 2.4 below:

Table 2.4. *Prototypical temporal/aspectual groupings (Wagner, 2009, p. 1052)*

	Group-1 (e.g., broke)	Group-2(e.g.,riding)
Lexical aspect	Telic	Atelic
	(Punctual)	(Durative)
Grammatical aspect	Perfective	Imperfective
Tense	Past	Present

A new dimension has been introduced to prototypicality in language acquisition by Wagner (2009). Wagner (2009) presents a cognitive- based interpretation of the prototypical grouping which holds that prototypes do not represent the internal structure of the linguistic categories, but rather, they are the reflections of the cognitive constraints which play a role in the selection and the use of those categories. Thus, prototypes are not elements peculiar to the process of language acquisition, but that these phenomena can be found in other situations as well. In order to prove this claim,

Wagner conducted a study in a non-acquisiton context. She carried out two experiments with both adults and children. The first experiment was a comprehension study with children and adults, namely sentence-to-scene matching, which aimed to test the subjects' ability to understand perfective and imperfective aspects in connection with telicity. The subjects were shown pairs of pictures which displayed two versions of the same events, one in process and the other as finished/completed, then they were asked to match the pictures with the appropriate sentences provided which contained a variety of telic and atelic predicates in both perfective and imperfective aspects. In the second experiment, a sentence judgement task was conducted only with adults. The purpose of this experiment was to further assess adults' sensitivity to prototypical groupings in a different context, that is, their reactions to prototypical versus non-prototypical pairings in their own language was aimed to be tested. The subjects were presented two grammatically correct acceptable English sentences at a time and asked to evaluate which sentence sounded better to them. Although all of the sentences reflected both grammatical and acceptable usages, they differed in their correspondence to prototypical groupings. More specifically, the participants were required to choose between perfective and imperfective aspects across the lexical semantics of durativity and telicity, for example in one trial the participants were asked to judge between telic-perfective (The man has built the house) and telic– imperfective (the woman is winning the race), and in another trial they were asked to choose between atelic-perfective (The teacher carried the box) and telic-imperfective (The child was tapping the table). The results of the two experiments showed that like children, adults found prototypical pairings easier to understand although children tended to show this behavior more extremely, and they judged sentences with prototypical groupings as better sentences than those with non-protoypical combinations. This indicated that the notion of prototypicality was persistent in adulthood as well as in child language.

Based on the results of that study, Wagner (2009) argues that there is a continuity of prototypicality from childhood into adulthood. This being the case, the claim that children have a different grammar due to the relatively fewer non-prototypical associations in their linguistic system is not well accounted for. According to Wagner, the difference between the child and the adult grammar is not of qualitative kind, that adults know something different from children, but is related to quantitative issues. In other words, both adults and children in fact possess the same grammatical knowledge,

but adults are better than children at utilizing their knowledge. That is to say, adults and children agree on certain linguistic domains that are difficult to process such as non-prototypical combinations, however, they differ in how well they cope with these difficult domains. While adults are more or less able to handle these difficult cases, in other words, they are slightly incompetent in comprehending non-prototypical combinations, children are unsuccessful at this to a great degree. All these are associated with the processing demands that non-prototypical groupings impose on the human cognitive capacity. That is to say, the fact that adults as well as children find prototypical pairings easier to understand draws attention to the role of the processing issues that make sentences with non-prototypical combinations difficult to understand in the constraints arising when accessing adult grammar.

Wagner (2009) explains the continuity of the prototype phonemenon from an information-theoretic perspective. According to this approach, prototypical combinations facilitates the computation of tense-aspect information. For example, the perfective aspect, which conveys the meaning of termination in its construct, matches well with telic predicates, which signify an end-result in their semantic structure. In this way, with their semantic dimension of finality, telic predicates make it relatively easy to determine the termination point of the event in question and thereby guarantee the perfective aspect. Conversely, assigning an imperfective aspect to a telic predicate requires much greater cognitive and processing effort than is required for the perfective–telic combination, because the semantic functions of the two linguistic elements clash since the imperfective conveys incompletion or an ongoing activity while the telic is associated with completion or endpoint. That is why, from the information-theoretic viewpoint, prototypical combinations are the associated linguistic elements whose semantic constructs help one another in their interpretation as a whole. For this reason, prototypical pairings are much easier to compute than their non-prototypical counterparts.

The Distributional Bias Hypothesis and the Prototype Theory are presented as possible alternative explanations for the conception of the Primacy of Aspect Hypothesis as a universal acquisitional phenomenon. However, Wagner's (2009) approach towards prototypicality actually points to the Aspect Hypothesis as a cognitive universal which shows itself not only in child language but also in adult grammar along with first and second language acquisition contexts. In fact, the Distributional Bias

Hypothesis can be regarded as evidence for the Prototype Theory in information-theoretic terms since it claims that the prototypical associations found in children's speech are the results of the influence of the linguistic input provided to them by their environment which show the same patterns of associations. This suggests that certain temporal-aspectual relations are not the products of language acquisition but that they are the consequences of the general cognitive capability of humans to compute combinations of similar and dissimilar types of information which is evident even in fully developed language systems like adult grammar. In short, under Wagner's (2009) information-theoretic approach, the Distributional Bias Hypothesis and the Prototype Theory both work to assign a universal cognitive characteristic to the Aspect Hypothesis.

2.6. The Aspect Hypothesis in Second Language Acquisition

Besides the line of research in child first language as expounded in the previous section, the existence of the AH phenomenon was evidenced in second language acquisition as well. In order to determine its universality in second language acquisition, a large number investigations have been carried out in diverse language learning contexts from diverse native language backgrounds.

2.6.1. The aspect hypothesis in the acquisition of L2 English

For the contexts of second language acquisition of English, Kumpf (1984) carried out the earliest study with one uninstructed Japanese user of English who had a fossilized interlanguage system. By using conversational interview, she found that completed actions in the subject's language system were marked by the base form of the verbs whereas non-completed actions especially the stative verbs tended to be inflected with tense markers. Thus, with this study, Kumpf (1984) brought out the influence of stative-active verb aspect distinction over tense by concluding that stativity increased the probability of a verb's being marked for tense.

Another study in the English L2 acquisition context came from Flashner (1989) with his three Russian participants who had been exposed to limited English instruction. By eliciting personal narratives from spontaneous speech, Flashner (1989) found that the learners distinguished perfectivity from imperfectivity by marking perfective forms

with simple past while indicating the imperfective aspect with base forms of verbs. Also, none of the three Russian participants used the progressive "-ing" with states.

Moreover, Robison (1990) conducted a study on the interlanguage system of a native speaker of Spanish learning English, who was a contact learner and had received instruction to some extent. The data elicitation method of conversational interview revealed that past marking was associated with punctual verbs in the language system of the learner whereas the progressive construction went with verbs which had duration. Another study was carried out by Bayley (1991, 1994) with 20 instructed Chinese learners of English showing different proficiency levels. Using a cross-sectional study design and eliciting personal narratives through oral interviews with each subject across varying proficiency levels, Bayley (1991,1994) found that the perfective-imperfective opposition played an essential role in the marking of all verbs irrespective of their morphological characters, i.e. regularity-irregularity, phonetic structure, etc, that is to say, aspectual perfective contexts (the unity of telic verbs and perfective grammatical aspect) which viewed actions as a single bounded whole attracted past simple marking whereas aspectual imperfective situations (the use of atelic verbs in continuousness or durativity) which were concerned with the ongoing nature of actions repelled simple past tense. Surprisingly, Bayley's (1991,1994) study also revealed that the influence of this binary opposition of perfective-imperfective remained the same regardless of proficiency levels.

Bardovi-Harlig (1992a) did another enquiry into the verbal morphology of learners in L2 English context in terms of accuracy and appropriate use. Working with 135 intensive ESL learners from varying native language backgrounds with varying proficiency levels by the use of a cloze passage and a composition as the data collection tools, Bardovi-Harlig (1992a) found high formal accuracy in the tense-aspect systems of the learners' interlanguage but relatively lower rate of appropriate use across all proficiency levels. This pointed to the development of form prior to meaning, namely that grammatically correct constructions were used in semantically inappropriate contexts. In sentences where accurate constructions were used in a semantically non-appropriate way, learners relied on lexical semantic properties of verbs, that is to say, they used the past simple marking to distinguish punctual verbs from durative verbs and used the progressive marking to sensically separate durative verbs from punctual predicates.

Another study which confirmed the primacy of semantic aspect over grammatical form was initiated by Bardovi-Harlig & Reynolds (1995). Having 182 intensive ESL students at six levels of proficiency from beginning to advanced who were from mixed L1 backgrounds and using short cloze passages as the data collection tool, their study showed that learners across all levels of proficiency generally associated simple past with achievement and accomplishment verbs but they showed a relatively lower rate of the use of simple past with activity and state verbs. However, this association was stronger among the students of lower proficiency levels than it was among the students of higher proficiency. In the early stages of language learning, while there was this strong association of simple past with telic verbs, state verbs showed the highest rate of the use of nonpast and activity verbs had the highest usage of progressive.

Robison's (1995) cross-sectional study with EFL students from Spanish language background constituted another piece of research on the tense-aspect morphology of learners of L2 English. He conducted interviews in English with 26 Puerto Rican students grouped into four proficiency levels. The results indicated a significant relationship between morphology and aspect at each level, namely that learners preferred to use past morphology with punctual predicates and the progressive " –ing" with activities. Moreover, it was found that the relation of morphology with tense increased with proficiency level, in other words, while lower level students used past marking mostly to encode lexical aspect, higher level students associated past morphology mainly with tense, using it with all telic predicates.

In addition to Robison (1995), Rohde (1996) conducted a study with two elementary school German children learning English without formal instruction. Adopting a naturalistic longitudinal study design and recording spontaneous speech from the children on a day-to-day basis, Rohde (1996) found a strong connection between achievements and the simple past in the subjects' interlanguage system. However, the strong association of lexical aspect with verbal inflections was not so evident in the case of activity verbs and progressive "-ing" as a relatively high number of achievement verbs were marked by the progressive as well. Achievements, the seemingly main competitor to activity verbs, were inflected with the progressive form by the children to encode future reference rather than the meaning of continuousness or ongoing action. As put by Rohde (1996), this result highlighted the relatively flexible nature of the Aspect hypothesis as oppposed to its absolute all- or –none version called

the Defective Tense Hypothesis. That is to say, children were under the impact of the lexical semantic meanings of verbs in the selection and attachment of verbal morphology but this was not the absolute case, they made nonpredicted associations between verb classes and inflections to express other temporal references. Hence, this study showed that as claimed by the DTH, tense was not defective, but it was in operation along with other acquisitional processes as implied in the current relative sense of the Aspect Hypothesis.

In other studies, Collins (1997, 1999) worked with 70 and 91 instucted ESL learners whose native language was French and who had different proficiency levels. Employing a cross-sectional study design and using short cloze passages and a film retell task to collect data, Collins (1997, 1999) obtained results in support of the Aspect Hypothesis, namely that French speaking lerarners of English were significantly more successful in using the simple past with achievements and accomplishments (telic verbs) than they were in other verb categories while experiencing the most trouble with statives. Besides, activities were the category of the highest use of the progressive and stative predicates were marked with the simple present the most. In a later study, Collins (2004) carried out a comparative investigation into the L2 English tense-aspect morphology of French-speaking and Japanese-speaking learners by the use of a cloze passage. The data from the learners of both L1 backgrounds were compatible with the predictions of the Aspect Hypothesis concerning the direction of the spread of past morphology across lexical aspect categories and the preferential inflections of states and activities with the simple present and the progressive, respectively. The L1 effect found with the less successful use of the simple past with achievements by the L1 French group, which stemmed from the inappropriate use of the present perfect due to the structural similarity between Passe Compose in French and the Present Perfect in English, was so limited as not to disrupt the direction of the spread of the past from telic to atelic predicates. This restricted L1 influence indicated patterns of acquisition shared by two learner groups from unrelated first language backgrounds, which in turn upheld the view that "the influence of semantic categories on grammatical morphology in emergent grammars may constitute a universal language acquisition" (p.252).

Moreover, Lee (1997) examined the language production of two Korean children who were living and attending elementary school in the USA in his longitudinal study. Recording spontaneous conversation and eliciting story narration and picture

description, Lee's (1997) study corroborated the claims of the Aspect Hypothesis in that learners first began past tense marking on telic verbs (achievements and accomplishments) and over time past spread from telic verbs to activity and states verbs. Also, the progressive aspect was first used with activity verbs, but there was an overgeneralization of the progressive marker to state verbs, which was in conflict with the principles of the AH.

In another study, Bardovi-Harlig (1998) tested the three claims of the Aspect Hypothesis in relation to English: the spread of the simple past morphology, the distribution of the progressive structure, and the lack of overextension of the progressive to states. Cross-sectional oral and written narrative data were obtained though a film-retell task from fifty-one learners of English as a second language who were studying at the Center for English Language Training at Indiana University. The analyses of the data revealed support for the three predictions of the Aspect Hypothesis. Although the rates of use was higher in the written narratives than in the oral narratives, the general pattern was not disrupted by different data elicitation tools. Overall, learners exhibited strong initial association of past tense morphology with achievements and accomplishments, and the progressive construction with activities without overextending it to state verbs. The two modes of data collection techniques indicated the same pattern of language development. The same trend of development was also observed in a more recent longitudinal study by Chan, Finberg, Costello and Shirai (2012) on the interlanguage data of four adult learners of English from Italian and Punjabi L1 backgrounds elicited through conversational interviews and film narratives. In a similar fashion, the results showed consistency with the main predictions of the AH, namely that the past simple was predominantly used with telic predicates and the progressive structure predominantly inflected activity predicates.

Another study which indicated support for the Aspect Hypothesis came from an L1 Arabic EFL context. Mazyad (1999) conducted an investigation into the verbal morphology of 90 adult classroom Arabic-speaking learners of English enrolled in an intensive English programme in Saudi Arabia. The learners belonged to three different proficiency groups of elementary, intermediate and lower-advanced levels. The data from a grammaticality judgement task, a written gap-filling task and an oral story retelling task exhibited that lexical aspect played a key role in shaping the tense-aspect development at lower levels of language proficiency. More precisely, it was found that

among elementary and intermediate level students there was a strong correlation between the present marking"-s" and stative verbs, between progressive marking and activity verbs, and between past marking and telic verbs. However, the lower-advanced group showed a weak prototypical connection between lexical aspect and verb morphology. Instead, they were under the impact of tense in their markings of verb inflections which they used uniformly across all verbal categories as apparent in their relatively stronger assoication of "-s" with the present tense rather than with only stativity and past marking with anterior time reference instead of aspectual telicity. In another study with Arabic-speaking learners of English, Farag's (2015) longitudinal investigation into the written production of 6 ESL students attending an Intensive English Program at an American university also presented support for the AH as regards the use of the progressive structure. The Aspect Hypothesis was corroborated on the basis of the correct formations and the appropriate uses of the progressive, more precisely, the students were found to make a strong association between the progressive aspect and the activity verbs regardless of correct usage. In other words, they formed the progressive correctly with activity verbs most of the time but they frequently used it inappropriately in contexts where other tense forms should have been used. This offered evidence for students' being under the impact of lexical aspect with regard to the use of the progressive structure since they used "the morphological inflections of the progressive with verbs not according to the semantic usages of the progressive but according to the inherent lexical aspect of the verb involved" (p.121).

More evidence was yielded by Munoz & Gilabert's (2011) study regarding the use of the English progressive by bilingual Catalan-Spanish speakers. Munoz & Gilabert (2011) examined the acquisition of the progressive aspect by 147 instructed learners of English grouped into elementary, low-intermediate, intermediate and high-intermediate levels. The analyses of the data elicited through an interview and a picture-elicited oral narrative demonstrated partial support for the Aspect Hypothesis in that the progressive was associated with durative verbs at the elementary level but this association was stronger with accomplishments than with activities. This finding could be considered as somewhat deviant from the rigid developmental route of the AH with respect to progressive aspect according to which activities played the central role of durativity and gained priority in being inflected for the progressive in the early stages of language acquisition, which then extented to accomplishments and later to achievements.

2.6.2. The aspect hypothesis in the acquisition of L2 French

Apart from L2 English, the validity of the Aspect Hypothesis have been tested in other contexts of second language acquisition and L2 French has been one of the primary second language domains where this hypothesis has been confirmed. For example, Kaplan (1987) lent support to the impact of lexical aspect on the verbal morpholoy by conducting a cross-sectional study with 16 English-speaking learners of French as a foreign language through semi-structured 10-minute interviews. His results showed that learners associated passe-compose (the perfective past tense aspect in French) with telic verbs but they used the present tense with atelic verbs to mark them as imperfective.

Another enquiry came from Salaberry (1998) who studied the interlanguage systems of 39 English-speaking learners of French as a foreign language by eliciting written narratives from a film retell task and administering a cloze passage. His findings from the written narratives were in alignment with the Aspect Hypothesis in that learners utilized perfective past morphology (passe compose) much more than imperfective past structure (imparfait) to fullfil their written task, and telic verbs, achievements in particular, tended to be heavily inflected with perfective past marking while imperfective past marking tended to go with the atelic verbs of states and activities. The cloze test results also revealed that learners showed native-like performance in the association of the prototypical pairings of lexical aspect and grammatical aspect while they were not so successful as their native counterparts in associating the non-prototypical pairings, namely the state verbs and the perfective past.

Finally, Bardovi-Harlig & Bergström (1996) conducted a comparative study on the interlanguage grammars of two groups of learners. The first group consisted of 20 instructed ESL learners from mixed L1 backgrounds enrolled in the first five levels of an intensive language program while the second group included 20 instructed learners of French as a foreign language registered in different college classes with English being their first language. Both groups of learners were asked to provide written narratives after watching a film segment, and the analyses of their data revealed that both L2 English and L2 French groups showed the effects of lexical aspect on the distribution of morphology. The two groups of learners showed an early association of

progressive with activities, and also for both groups the use of the past was observed to progress from achievements and accomplishments to activities.

2.6.3. The aspect hypothesis in the acquisition of L2 Spanish

In order to test the validity and the universality of the AH, a high number of studies have been conducted in the second language acquisition of Spanish as well. In this learning context, Andersen (1986) carried out the earliest study with an English speaking 12- year -old child learning Spanish without formal instruction. Designing a two-year longitudinal study and eliciting two conversational samples, Andersen (1986) showed that irrespective of the contexts being perfective or imperfective, the child used perfective past morphology (preterite) only with punctual predicates whereas he used imperfective past morphology with states and other verbs of duration. Andersen (1991) carried out another naturalistic two-year-longitudinal study with two English speaking children learning L2 Spanish without formal education. The analyses of the two conversational samples elicited from the children led Andersen to formulate a developmetal sequence hypothesis regarding the emergence of past tense inflections in L2 Spanish in eight stages. At the first stage, learners used present tense instead of past tense to express events in the past. At the second stage, perfective past apperared with achievements and at the third stage imperfective past first appeared with stative predicates. At the fourth stage, perfective past spread to accomplishments and imperfective past spread to activities. Lastly, in the next four stages, past morphology continued to spread across all types of lexical aspects until each lexical category was inflected with both forms of past tense structure, pointing to a near-native competence.

In another study of L2 Spanish acquisition, Ramsay (1990) examined the tense-aspect systems of 30 learners whose first language was English. The participants were learning Spanish as a foreign language and some of them were contact learners. Utilizing a cross-sectional study design and oral retelling of a picture book, Ramsay (1990) found that classroom learners of Spanish followed a similar pattern of developmental sequence to the naturalistic learners in Andersen's (1991) study. More precisely, learners of low proficiency level used perfective morphology with telic verbs and almost never used imperfective structure while higher proficiency learners were more comfortable with both the use of imperfective past and associating nonprototypical elements of lexical aspect and grammatical aspect. In a similar vein, in

another study on classroom learners of Spanish, Martinez-Baztan (1994) worked on the language systems of 15 advanced students of Spanish who were of Dutch origin. Eliciting two compositions from each learner, he also found support for the developmental sequence presented by Andersen (1991) in respect of perfective-imperfective oppposition across verb types.

Lafford (1996) conducted a cross-sectional investigation into the tense-aspect systems of 13 learners of L2 Spanish whose native language was English. Eliciting oral narratives via a film retell task from the subjects of three proficiency levels, i.e. low-intermediate, mid-intermediate and high-intermediate, he analyzed the data in terms of telicity in association with grammatical aspect as one of the aims of the study. The analyses of the data showed that the learners used atelic verbs predominantly in all levels of language level. For the students of low-intermediate and mid-intermediate levels, the perfective past was the only past tense form associated with both telic and atelic verbs, however, the high-intermediate level students utilized both perfective and imperfective to express pastness, imperfective being spared for atelic verbs only. Despite the low number of verb tokens in categories, Lafford's results were indicative of the Aspect Hypothesis in that among the students of lower levels of proficiency perfective past was the only past tense morphology with imperfective past being out of the picture to emerge in the later stage.

Concerning oral film retell narrative tasks, Liskin-Gasparro (1997) carried out another study with 8 advanced learners of Spanish as a foreign language whose native language was English. Liskin-Gasparro (1997) found results in line with the Aspect Hypothesis in that perfective past morphology was the default tense marker used with telic verbs regardless of contexts being perfective or imperfective while imperfective past was the default categorical past form for state verbs. Therefore, although Liskin-Gasparro presented no evidence concerning the spread of the past morphology types across lexical aspectual categories, her study stuck up for the AH in terms of the categorical impact of predicates over the choices of past grammatical forms. Additionally, Cadierno (2000) conducted an enquiry on 10 advanced level L2 Spanish learners of Danish origin at tertiary level. 8 of the 10 participants were learning Spanish as a foreign language with residence experience in Spanish speaking countries while 2 of them were learning Spanish as a second language in the host country. The results from the administration of oral semi-structured interviews and written narratives bore

out the Aspect Hypothesis in terms of the spread of the past verbal morphology across lexical aspects, which was the spread of perfective to activities and states and the spread of imperfective to accomplishments and achievements. Along with the spread of past tense morphology, it was found that learners were more successful in approriate uses of prototypical pairings (telics with perfective - atelic with imperfective) than in appropriate uses of nonprototypical parings (atelics with perfective – telics with imperfective).

In a more recent study of L2 Spanish acquisition, Whatley (2013) examined the interlanguage tense-aspect systems of 30 English-speaking high school students studying in an intensive 7- week long language education program in Valencia, Spain. The students belonged to three language levels including high-proficiency, mid-proficiency and low-proficiency. Instead of using oral production tools like the studies cited earlier, Whatley (2013) utilized a 24-item cloze paragraph requiring students to choose preterite, imperfect and present perfect verb forms. However, this different tool generally yielded the same results as the aforementioned oral production studies did in that it lent support to the Aspect Hypothesis. For the students of all proficiency levels, lexical aspect was found to be the prime determinant in shaping the past tense morphology in their aspectual systems while the native speaker group, who hosted the students and interacted with them during their stay in Spain thus constituted part of the input the students were exposed to, relied more on "time of action" than lexical aspect in producing verbal past tense inflections.

2.6.4. The aspect hypothesis in the acquisition of other second languages

In addition to English, French and Spanish L2 settings where the Aspect Hypothesis has been predominantly tested, studies has been carried out in other L2 contexts as well to further illuminate the universality of this acquisitional tendency. In one longitudinal study, Comajoan (2001) looked into the interlanguage tense-aspect systems of 6 learners of Catalan from English, Spanish and Japanese native language backgrounds by administering story retell and film retell tasks. His results constituted evidence for the acquisitional pattern postulated by the AH with respect to the order of the emergence of perfective past and imperfective past and the dominant categorical distribution of these verbal morphologies across lexical aspects, namely the prototypical

uses of perfective morphology with telic predicates and imperfective morphology with atelic predicates.

In another longitudinal study, Giacalone-Ramat (1995) examined the acquisition of the morphological progressive aspect in L2 Italian (verbal periphrasis "stare + gerund") with 16 uninstructed learners coming from mixed native language backgrounds by using oral narratives of film retelling and picture story descriptions. The analysis of her data indicated that the learners showed a sensitive connection between semantic properties of verbs and the use of the progressive periphrasis. That is to say, it was found that after the acquisition of a basic tense system in Italian, learners began to use the Italian progressive with durative verbs of activities and accomplishments and further relating it to state verbs with which the progressive aspect was acceptable to use in Italian.

In another L2 setting, Shirai (1995) conducted a study on the L2 Japanese tense-aspect systems of 3 learners of Chinese origin who were receiving intensive Japanese as a second language instruction. The oral production data from the study revealed that the participants manifested a stronger association of achievement verbs with Japanese past marker than their native counterparts, also their language systems showed a stonger relationship between activity verbs and progressive/durative marking than those of native speakers of Japanese. In another L2 Japanese learning context, Shirai & Kurono (1998) studied the interlanguage of 17 learners of Japanese as a second language from mixed language backgrounds. Applying acceptablility judgement tests of tense-aspect forms at three-month intervals, they found that learners had relatively more difficulty in judging the correctness of the use of the progressive/durative marker with achievement verbs than with activity verbs. In another study of Japanese as a second language context, Shibata (2000) held a scientific inquiry into the use of Japanese tense-aspect morphology by 59 English-speaking participants learning Japanese as an L2 either formally or informally in Japan. The learners were divided into the groups of novice, intermediate and advanced proficiency levels, and they were administered a multiple-choice task and an oral story-telling task as data collection tools . The results indicated that learners at beginning stages took lexical aspect as the pivotal point in assigning their verbal inflections, which was evident in their association of past inflection with achievement verbs and their marking of the present durative aspect on activity and accomplishment verbs to bring out the sense of process semantically encoded in them.

In another L2 learning domain, Leary (2000) looked into the interlanguage features of 40 English speaking learners of Russian as a foreign language at tertiary level. Written narratives from a film retell task were collected from the participants who were at different levels of proficiency. The findings produced support for the Aspect Hypothesis in terms of the impact of lexical aspect on the participants' choices of grammatical aspect. That is to say, the learners generally preferred to use the perfective morphology with achievements and accomplishments while they tended to use the imperfective with states. Another study into the tense-aspect acquisition of L2 Russian was carried out by Martelle (2011) with 42 L1-English learners of Russian as a foreign language who were studying at an American University. The learners were divided into the three proficiency groups of beginning, intermediate, and advanced levels, and they were asked to produce both a written and an oral narrative of a short film and participate in oral conversational interviews. The data elicited from the narratives and the conversational interviews were generally in alignment of the tenets of the Aspect Hypothesis in that learners at all levels of proficiency were sensisitve to lexical aspect in their production of Russian verbal morphology. To be specific, learners strongly associated perfective aspect with telic verbs and imperfective aspect with atelic verbs. In addition, the analyses of the oral production data (oral film narratives and conversational interviews) revealed that the beginning and the intermediate groups showed a stronger prototypical association of lexical aspect and grammatical aspect than their advanced counterparts did, which confirmed one of the developmental patterns of the AH that learners start to use language with more prototypical distributions of tense-aspect elements then extend their use to less prototypical associations as they progress in their language development.

Another piece of evidence for the Aspect Hypothesis was provided by a study in an L2 Polish learning context. Blaszczyk-Szabat (2005) cross-sectionally examined the verbal production of 53 learners of Polish from mixed first language backgrounds. The learners were divided into beginner and upper-intermediate proficieny levels and were studying at two universities in Poland. The participants were in constant interaction with native speakers of Polish on a daily basis since they were also members of student communities of their universities. The administration of a cloze-type test which consisted of contextualized items in which learners were required to inflect the verb infinitives either for the past tense or for the present tense depending on the context

demonstrated that the participants showed a tendency to be under the impact of lexical aspect in their decisions to mark verb phrases for the present tense and the past tense. This tendency was much more common among the learners at the beginning level than those at the upper-intermediate level. Low-proficieny learners were found to be more successful in inflecting accomplishments and achievements for the past tense while they achieved relatively lower accuracy for inflecting atelic predicates for the past. Conversely, high-proficiency learners showed almost equal success in accurately inflecting predicates of all types for the past tense. However, they were not completely out of the impact of semantic properties of verbs as evident in their very small amount of erroneous past tense infections of states and activity verbs whereas they made no past inflectional mistakes with telic verbs. This constituted support for the main notion of the AH that lexical aspect is the determining factor in the initial acquisition of the past tense morphology of a language, which then loosens up in effect with the progress of language acquisition guiding learners to behave in a more native-like manner by successfully using the past tense with all lexical aspect categories.

2.7. Challenges to the Aspect Hypothesis

2.7.1. First language (L1) influence

Despite the large body of research that confirms the validity and the principles of the Aspect Hypothesis, there are also a number of studies whose findings can act as counter-evidence to the universality and the generalizability of this hypothesis. The first issue to consider is the L1 influence. It has been observed that learners whose L1 tense-aspect system is similar to the target language have relatively less difficulty in acquiring the tense-aspect system of the second language than those whose native tense and aspect system is different from the target language. For example, in one comparative study on the acquisition of L2 French, Izquierdo & Collins (2008) found that Spanish-speaking learners achieved greater success in the accurate use of perfective and imperfective past structures in French on a cloze test than their English-speaking counterparts did. Their study suggested that imperfective past existing in both French and Spanish led Spanish-speaking students to distinguish and acquire French aspectual systems more easily than English-speaking students, and that English-speaking students had relatively more difficulty due to the absence of such past form in their mother tongue.

In another study with 50 Arabic-speaking learners of English at intermediate level, Aburiyah (2011) found that learners had no difficulty in combining accomplishment and achievements verbs with the simple past and the progressive since the same semantic interpretations arise when these two verb types are used with perfective and imperfective aspects in Arabic. However, learners incorrectly overgeneralized the use of progressive with stative verbs due to aspectual transfer from their first language since unlike English, which does not allow the use of progressive with state verbs, Arabic allows the use of imperfective grammatical aspect with statives to encode the meaning of a state continuing over a period of time, which is expressed by the simple past form with statives in English ("He knew about the news" p.21).

Languages that have different grammatical aspectual systems can lead to overgeneralizations as in the case of the overriding use of the preterite as "the default past tense form" in the acquisition of L2 Spanish. For example, in one study, Salaberry (2000) looked into the acquisition of L2 Spanish verbal morphology of 16 college-level students who were native speakers of English. The participants were evenly distributed across four levels of Spanish proficiency with 4 students belonging to each proficiency group of beginner, intermediate, high-intermediate and advanced level. By using an oral narrative film retell task and triangulating it with a grammar test, a cloze test and an editing task, in his two-month longitudinal study, Salaberry (2000) found that beginner-level learners used perfective morphology not only with telic verbs as posited by the Aspect Hypothesis but across all aspectual categories as a default past tense form. This meant that English learners of Spanish overgeneralized the use of the Preterit as a result of equating it with the Simple Past Tense since English does not have such equivalent overt aspectual distinctions of perfective-imperfective morphology in expressing past tense, rather it uses other means to convey the contours of situations, which are aspectual particles that change the aspectual feature of certain predicates from atelic to telic (e.g. eat-eat up) and the Progressive structure. This overgeneralization in the initial stages of language learning, which is also called the "Default Past Tense Hypothesis" for second language learners of Spanish whose native language is English, was also confirmed in the cross-sectional studies of Salaberry (2002, 2003) and Dominquez; Tracy-Ventura; Arche; Mitchell, & Myles (2013). The treatment of the Preterit as a default past tense form was also validated by Henderson's (2013) research into the

interlanguage tense-aspect systems of intermediate and advanced level L2 Spanish learners from native English background by the use of oral production narratives.

Typological-functional similarities of structures between languages can be another source of language transfer causing both overgeneralizations and undergeneralizations as illustrated by Rocca's (2007) longitudinal bi-directional study on child second language acquisition. Rocca (2007) investigated the acquisition of L2 English tense-aspect morphology by three L1 Italian children and L2 Italian morphology by three L1 English children. Both groups of children were attending school and residing in the target country, namely that the English-speaking children were living in Italy and the children whose mother tongue was Italian were living in England. The children were between the age range of 7 and 8 years old and they were receiving the related language instruction at school so they were exposed to the target language both formally and naturally. Data collected in 15 sessions over a period of 6 months through personal narratives, film-retell narratives and a cloze task revealed the impact of lexical aspect in the production of both groups of children, however, it also indicated an effect of language transfer resulting from the functional similarities of aspectual morphologies. Specifically, the typological similarity between the English progressive and the Italian imperfective structure "Imperfetto" resulted in a bi-directional negative transfer since both structures belonged to the Imperfective aspect in broad linguistic terms. This caused L1 Italian learners of English to overgeneralize progressive to states because of the prototypical connection between Imperfetto and state verbs in Italian, on the contrary, this made L1 English learners of Italian underextend the use of Imperfetto to states as they transferred the unacceptability of progressive inflection on state verbs in their mother tongue to the use of Imperfetto in Italian. Moreover, the overuse of Imperfetto with activities in Italian by L1 English children was also a consequence of the aspectual transfer of the prototypical connection between the progressive and activities in English.

In a similar way, another case of overgeneralization originating from structures similar in function but differing in scope between L1 and L2 was demonstrated by Xiao-zhao & Juan's (2011) comparative study on the interlanguage aspectual morphology of Japanese and Chinese EFL learners which utilized an error correction task as the data collection tool. Their study showed a strong first language influence on the L2 tense-aspect systems of Japanese learners of English because the learners

showed tolerance for unacceptable progressive inflections on achievements and state verbs in simple past contexts. As the researchers noted, Japanese learners' failure to recognize incorrect progressive markings on states and achievements as erroneous had its source in the "partial overlap" between Japanese and English with respect to the extent of imperfective grammatical aspect. In other words, while the Japanese aspectual system of imperfectivity allows for a more flexible combination with states and achievements, the English imperfective marker of the progressive permits a relatively restricted usage. Therefore, when resorting to the concept of imperfectivity in their linguistic repertoire, "more efforts would be required for the learners to restrict the L1 to the L2 because the L1 permits properties not allowed in the L2" (p.246).

Structures that are similar in appearance but with different functions can also cause negative transfer from the first language in the application of the grammatical aspect system of the second language. For example, in another investigation of interlanguage development, Collins (2002) looked into the uses of tense-aspect markers of Francophone learners of English in past contexts and found that while learners showed consistency with the tenets of the AH in that they successfully used simple past with telic verbs and preferred progressive for activities and present for statives, they were also under the influence of their first language, which was French, at their attempts to provide present perfect forms as a second option with telic verbs in contexts where simple past was required. This tendency to utilize present perfect forms with telic predicates as an alternative to simple past stemmed from the structural similarity between the present perfect in English and the perfective past (Passe Compose) in French although they referred to different functions. Thus, it was observed that the prototypoical context which facilitated the telic-simple past pairing was also the place where language transfer occurred, making learners perceive the present perfect as the equivalent of the perfective past form in French and using it with telic verbs just as they made the prototypical combination of the passe composse and telic verbs in their native language. Conducting a similar study to Collins's (2002) but this time with French-speaking learners living in France who thus had relatively less exposure to English than their Francophone counterparts in Canada, Ayoun & Salaberry (2008) arrived at similar results in terms of the successful association of telic verbs with the simple past and, although restricted in use, the systematic placement of the present perfect in simple past

contexts due to the transfer effect of the periphrastic perfective French structure of Passe Compose.

Languages that are completely dissimilar on a typological basis can also be problematic for second language learners such as Chinese and Italian, which are marked by no verbal inflections and rich in inflectional verbal morphology, respectively. For example, in a longitudinal case study carried out by Giacalone-Ramat & Banfi (1990), the interlanguage past tense-aspect relations of 4 Chinese adults learning Italian with little or no formal instruction in a natural context were investigated. Personal and impersonal narratives elicited from the participants orally through conversational interviews on a regular basis yielded the general conclusion that the learners' L2 speech data manifested bipolarity concerning the past tense development. In other words, while the learners properly used the past perfective both formally and semantically, they used the "Present" to express the past imperfective events. Taking the learners' first language into account, this was not a surprising result for Giacalone-Ramat & Banfi (1990) since being native speakers of Chinese, which is an aspect-prominent language and lacks tense where speakers rely on discourse principles, temporal adverbials and sequentiality of information to express temporal relations, these learners transferred their habits from their mother tongue into Italian, a tense-dominated language marking aspect only partially. Thus, the learners gave priority to aspect over tense as evidenced by their replacement of the Imperfective Past by the Present, which, at its core function, represents another form of imperfectivity. Being influenced by the source language system, the learners also used the Present along with time expressions of past to refer to events in past-imperfective contexts, as Giacalone-Ramat & Banfi put it, "tense can also be expressed by lexical means, so the morphological marking of tense may be felt as a less urgent need in the development of interlanguages" (p.421).

Although limited in number, the above-cited studies pose a challenge for the validity of the Aspect Hypothesis as a universal phonemenon across languages by bringing forth the L1 influence as one of the factors at play in the acquisition of tense-aspect systems of languages.

2.7.2. High proficiency levels

One claim of the Aspect Hypothesis is that learners' inclanation towards protptypical pairings of lexical-grammatical aspect decreases as learners gain more

proficiency in the target language. However, certain studies have produced results counter to this claim, namely that as learners progress through language, their tendency to use prototypical groupings increases. One such study was conducted by Liskin-Gasparro (2000) on the oral production of verbal morphology of eight advanced learners of Spanish from L1 English background. Recounting two narratives, a silent film segment and a personal exprerience were the adopted tools along with retrospective analyses with learners. The impact of lexical aspect was found to be among the decisive factors playing a role in the learners' selections of aspectual morphology although they exhibited high proficiency language level. Besides the oral production study of Liskin-Gasparro, Hasbun (1995) examined the written production of verb inflections among 80 English-speaking college learners of Spanish as a foreign language from 4 different levels of language proficiency. The analyses of the learner data obtained from a written film-retell task demonstrated an inclination congruent with the Aspect Hypothesis, namely that there was a significant relationship between the perfective aspect of past tense and verb telicity, between imperfective past tense and state verbs, and between progressive morphology and activity verbs. However, contrary to the developmental prediction of the Aspect Hypothesis, this relationship between verb morphology and lexical aspect became stronger in direct proportion to increased proficiency.

In another study on the learners of Spanish whose first language was English, Salaberry (1999) investigated the development of past tense verbal morphology of 20 college-level students from four different levels of academic instruction who were learning Spanish as a foreign language. Oral movie narratives collected from the participants at two different times two months apart demonstrated that the impact of lexical aspect on past grammatical inflections increased as the learners progressed through language. The lowest-level learners did not show preterite-imperfect distinction in the past tense morphology but they dealt with tense contrasts, namely present-past (they used mostly past preterite forms and showed almost no use of imperfect forms), rather than grammatical aspect.

This reverse effect of protypicality associated with high proficiency was also confirmed by Salaberry (2002), who investigated the L2 Spanish acquisition of intermediate and advanced level English-speaking learners by the use of a cloze-test. His results indicated that the intermediate students were not categorically influenced by lexical aspect in inflecting verbs with tense, in other words, they used the Preterite (the

perfective grammatical aspect) as the default past tense from across all aspectual verbal categories. However, the advanced group showed a strong correlation between lexical aspects and past tense grammatical aspects, namely that imperfect marking was mostly restricted to atelic verbs while preterite was only used with nonstative verbs and restricted mostly to telic verbs. The increasing association of prototypicality with increasing proficiency was also reiterated in another study of Salaberry's (2011) with 286 English-speaking learners of Spanish through a written discourse-based forced-choice task. Futhermore, in Whatley's (2013) study on the verbal morphology of English-speaking learners of Spanish in a study abroad context (see 2.6.3. The Aspect Hypothesis in the Acquisition of L2 Spanish), although the students' general performance on the cloze test activity was primarily impacted by lexical aspect, high-proficency students were found to be under the impact of lexical aspect more than the low and the mid-proficiency groups were. Relying on inherent verbal aspect as the sole predictor of past morphology instead of utilizing tense, the high-proficiency group was observed to move away from the native speaker norms at the end of the study abroad program.

Aside from the investigation into the L2 Spanish of English-speaking learners, in another study, Lopez-Ortega (2000) examined the tense-aspect development of four immersed Spanish speakers who were of Moroccan origin and had been living in Spain for between two and six years. The participants were French/Morroccan Arabic bilinguals with Moroccan Arabic being their dominant language. All of them were contact learners but while two of them had received formal Spanish education to some extent, the other two had never been schooled in the target language. With the use of oral interviews, Lopez-Ortega's (2000) finding was the same as that of the other aforementioned researchers, which was of particular importance because it meant that even being in contact with native speakers in the home country for a long time did not decrease the learners' dependence on lexical aspect in their production of L2 verbal morphology. Moreover, both instructed and non-instructed learners were under the impact of lexical aspect and made prototypical connections of aspectual categories and grammatical inflections.

In another study in a different language context, McManus (2013) studied the acquisition of French by two groups of learners, namely the English-speaking and the German-speaking participants. The learners were studying French as part of their

bachelor study and sampling for both groups was done from the first and the fourth year of instruction in order to further divide them into low and advanced proficiency subgroups. A picture-based spoken narrative and a sentence interpretation task were utilized as data collection tools. The striking finding that the study yielded was that advanced learners were significantly more impacted upon by the lexical aspects of predicates when assigning grammatical aspect of past tense than their low-level counterparts. In other words, irrespective of their first language, advanced learners brought together the prototypical pairings of passe-composse-telic verbs and imparfait-atelic verbs at significantly higher rates than the low proficiency groups did. In another study of L2 French context, Bergström (1995) carried out a cross-sectional analysis of the interlanguage morphology of 117 English-speaking learners of French as a foreign language based on the data from written film-retell narratives and a cloze passage. Similarly, Bergström (1995) found that the learners with the highest level of proficiency exhibited the highest rate of impact of verbal semantics upon verbal morphology.

The studies cited above from L2 Spanish and L2 French learning environments pose a considerable counter-evidence to the universality and the predictiveness of the Aspect Hypothesis in terms of the developmental route it claims for the progression in language. Another challenge that goes against the principles of the AH is the factor of learning context.

2.7.3. Context of learning

Context of learning is another intervening factor challenging the Aspect Hypothesis in its claim that the route of language development it proposes is merely acquisitional and universal. However, the amount and the quality of instruction can play a key role in determining the path of learners' L2 verbal morphology. This issue was especially brought to attention by Comajoan (2005, 2006) by reviewing and critizing the conclusion arrived by Salaberry (2000), who claimed that his beginning learners were using the Preterite (perfective past) as the default past tense form across all aspectual categories. Comajoan (2005, 2006) indicated that although learners did not use any imperfect past marking and used the preterite across all verb types, they did not use it evenly across all verb types but they predominantly used it with telic verbs and relatively less frequently with atelic verbs, thus in terms of Comajoan's interprertaion, this makes the preterite as the dominant grammatical aspect rather than the default past

tense form as Salaberry (2000) claimed. According to Comajoan (2005, 2006), the main reason for this overriding effect of the Preterite to the exclusion of the Imperfect even though the learners had received instruction on both structures before the study was that despite being regarded as sufficient by the researcher, the time period of two weeks before the study was not enough for the learners to learn, practice and internalize the newly taught "Imperfect".

Besides, Comajoan (2005, 2006) criticized the content gradation of Spanish coursebooks used in colleges and universities in the United States and pointed to it as the possible reason why Salaberry's learners did not use the imperfect morphology with atelic verbs, which was because the Preterite is taught in isolation before the Imperfect, and the imperfect is first introduced as a separate form in habitual and progressive contexts then it is presented together with the preterite in narrative contexts. Considering this, Comajoan (2005, 2006) asserted that a period of two weeks was not a long enough time for the learners to learn and practice the new structure "Imperfect", because after the first week of its separate introduction, they were left with only one week before the study to practice it in narrative contexts along with the Preterite, which had been taught in isolation before. Comajoan's (2005, 2006) argument brings to the fore the importance of instruction and instructional materials used in language teaching that can be a potential influence over the linguistic tendencies of learners during the course of their development since " if preterite morphology is taught separately from imperfect morphology, findings regarding the use of preterite across lexical categories might be a result of instruction rather than of an acquisitional stage" (2006, p.251). As put forward by the input processing theory (VanPatten, 1996) as well, learners tend to overuse formerly learnt structures until they have had enough comprehensible exposure to alternative structures.

In addition to the deviant patterns of the instructed learners as indicated by Comajoan (2005, 2006), there is the issue of naturalistic L2 learners who do not follow the predicted progression of the Aspect Hypothesis in their development of verbal morphology. This has been evidenced by a longitudinal six-year study conducted by Dietrich, Klein, and Noyau (1995) on the acquisition of temporality in the five target languages of English, German, Dutch, French, and Swedish by 21 contact learners who came from six different first languages and who received no formal language instruction. A qualitative longitudinal analysis of the data revealed that during the six-

years' period these contact learners rarely utilized aspect to express temporality, however, they utilized other linguistic devices such as lexical and pragmatic means to denote the concept of time in their production. This common finding from diverse L1 backgrounds points to the strong possibility that naturalistic learners without formal instruction may not achieve a well-developed system of tense-aspect morphology to encode temporality.

2.7.4. Primacy of tense over aspect

Although the Aspect Hypothesis holds that learners in the initial stages of acquisition produce their grammatical morphology in line with the semantic properties of predicates at the expense of tense and take a normal route as they progress in language by marking tense rather than aspect, research has presented findings that are in contrast with this proposed developmental pattern, in more exact terms, throughout their development learners can adhere to tense instead of aspect. For example, Housen (1993,1994) conducted an analysis of the interlanguage verbal morphology of 1 English-speaking learner of Dutch as a foreign language on the basis of temporal reference, grammatical aspect and lexical aspect. The study was longitudinal, which required two samples of data collection through guided conversations one year apart. The analyses of the speech data indicated that the learner predominantly marked tense since past forms of verbs were associated deictically with past time reference rather than with boundedness and perfectivity. Furthermore, the predicted relationship between past tense forms and lexical aspect was not found to be very strong, and the learner actually made tense distinctions instead of aspectual contrasts. More specifically, in the first data collection period the learner used past tense forms mostly in past contexts and present verb forms almost evenly in both present and past contexts. One year later in the second data collection period, the present verb forms were predominantly restricted to present contexts. Thus, during her development within the scope of the study, the learner dealt with the two competing tense forms of past and present and worked her way through proper uses of these forms in proper contexts.

The utilization of developing temporal morphology for the sake of tense rather than aspect was also observed in a later longitudinal study of Housen (1997) with three Ducth-speaking and three French-speaking primary school pupils learning English as a second language in Belgium. The data collected through conversational interviews

demonstrated no impact of inherent semantic aspects of verbs upon the use of the simple past or the present perfect. By contrast, it was found that the structures of both the simple past and the present perfect gave priority to their own semantic scope of temporal anteriority by inflecting all lexical categories in appropriate past and perfect tense contexts instead of reduntantly marking telic predicates.

2.7.5. Dynamicity versus telicity

The first and the most primary predictions of the Aspect Hypothesis concerns the semantic dimension of verb telicity, namely that learners in the initial stages of language acquisition are expected to use the past tense or the perfective past aspect on telic verbs while atelic verbs remain to be in nonpast forms or are inflected with imperfective aspect. In the case of L2 Spanish acquisition, Dominquez, Tracy-Ventura, Arche, Mitchell and Myles (2013) question this principle of the hypothesis by arguing that the inherent semantic aspect of dynamicity, not telicity, is the decisive factor in learners' use of past morphology during the early phases of language acquisition.

Dominquez et al. (2013) pose their argument based on the results of their study on the interlanguage verbal morphology of instructed English-speaking learners of Spanish from beginner, intermediate and advanced proficiency levels. Data collected through one comprehension task and three oral tasks with different levels of control revealed that dynamic/non-dynamic semantic feature of predicates played the key role in shaping the learners' past temporal morphology. In other words, it was found that the learners at beginner and intermediate levels used the perfective past mainly with achievements, accomplishments and activities as a single class of dynamic event predicates and they used the imperfective past predominantly with stative (non-dynamic) predicates. The results also showed that, especially on the comprehension level, the advanced group learners were under the impact of the dynamic/non-dynamic contrast in their judgements and selections of past inflections on predicates. Thus, this indicated that "dynamicity (and not telicity) determines the emergence of the two available past tense forms in non-native Spanish and that the use of Imperfect and Preterit does not spread across lexical classes as predicted by the AH" (p.574).

2.7.6. Target language specifics and the call for an expanded version of the AH

As previously expounded, the Aspect Hypothesis has been developed and confirmed by diverse first and second language studies in diverse learning contexts although some studies have evidenced its lack of strength in explaining the acquisition of verbal morphology by presenting such factors as the influence of mother tongue, increased use of prototypical combinations with increased level of language, language learning context, the acquisition of tense before aspect and the impact of semantic dynamicity of verbs. In addition to these factors, the AH has also been challenged by specific features of target languages which the four tenets of the hypothesis falls inadequate to account for. A study conducted by Labeau (2005) draws attention to this shortcoming of the hypothesis in the acquisition of L2 French by advanced English-speaking university students majoring in French. By utilizing a range of both written and oral data collection tasks and administering them to the first, second and fourth-year students, Labeau (2005) tested the four predictions of the AH which were not verified by the data in question. Specificially, it was found that the prototypical combination of Passe Compose with telic verbs increased with increasing language level, which went against the first principle of the hypothesis that proposes a linear progression of flexibility as the language development progresses. Also, contrary to the second prediction of the hypothesis which suggests a linear developmental route of perfective to imperfective morphology with telic to atelic and atelic to telic spreads, respectively, the combination of the imperfective marker "Imparfait" with telic verbs were found to be significantly more intense at lowest level group than at the highest level group.

Labeau (2005) attributes the deviant pattern regarding the use of the imperfective in his data to the language-specific fact that telic verb phrases containing "avoir (have)" and "etre (be)" as main verbs (e.g. *avoir un accident/have an accident*) show tendency to be marked with the imperfective by learners as a formulaic usage, and this is because of the seldom inflection of those two verbs with the perfective in native French, which gives learners limited exposure to the use of those verbs with the perfective. Moreover, as emphasized by Labeau (2005) drawing upon his complicated and insufficient findings, another language-specific area inappropriate for the AH to explain in the case of French as a target language is the development and the spread of the progressive since French does not have a separate progressive aspect marked by morphological means, rather, progressivity is only a part of the imperfective aspect, which also fulfils

the functions of habituality and non-progressive continuity. Thus, not having a separate morphological marker of progressive aspect French speakers and learners rely on semantic distinctions to differentiate progressivity from other functions embedded in the imperfective aspect. This is especially where the AH falls inadequate for explaining the acquisition processes fully as it "works at the lexeme level and therefore fails to account for phenomena at a wider co-texual and discourse level (such as for example the introduction of an object or of a temporal complement), so it needs to be revised to fit the more complex features of advanced interlanguage"(p.85).

The influence of target language specifics against the AH is also emphasized by Fan (2005) with her comparative study on the tense-aspect acquisition of French and Chinese by L1 English learners. It was found that although both the distribution and the accuracy of tense-aspect morphology in both languages were compatible with the claims of the AH, the impact was stronger in French than in Chinese due to the differences in the tense-aspect systems of the two languages. To be specific, the AH was less observable in Chinese because Chinese mainly relies on discourse functions such as peak marking and anteriority marking to relay tense-aspect relations while in French lexical aspect and grounding shape the marking of temporality and aspect. Like Labeau (2005), Fan's study also pointed to the fact that it was not explanatory enough to examine verbal morphology only in relation to lexical aspect since other metalinguistic and metacognitive mechanisms commanded by both linguistic and situational contexts were at play in shaping it as well, thus this indicated the need for tense-aspect morphology to be studied in the larger frame of discourse.

To sum up, pacing of classroom learning and the sequencing of language materials can offer an alternative explanation as to why learners' language development is not only a linguistic process but also a contextual one. Furthermore, the situation of naturalistic learners without formal instruction is another facet that the AH fails to explain alongside L1 influence and high proficiency levels. There is also the case in which interlanguage grammar is initially not affected by aspectual classes of verbs but shows constant adherence to temporal relations all throughout language development as well as the dynamic/non-dynamic semantic contrast standing competitive to telic/atelic distinction that the hypothesis predicts to impact early past morphology. Finally, specific features of target languages may render the AH insufficient to give a complete description of the acquisition of verbal morphology, which calls for a wider

reformulation of the hypothesis itself. Despite being scant in number compared to the large body of research supporting it, these challenges remain to question the validity and the generalizability of the AH as a universal linguistic phenomenon.

2.8. The Discourse Hypothesis (DH)

As the literature presented so far has shown, language learners are affected by inherent semantic aspects of predicates in their markings of temporality, but research has also shown that lexical aspect is not the sole determinant of temporal morphology. Hence, to arrive at a better understanding of L2 temporality there is a need for studying it within the larger picture of "context" since learners' tense-aspect morphology do not develop in isolation but in context. As mentioned earlier, both adult native speakers and L1 and L2 learners produce distributionally biased verb morphology impacted by inherent semantic properties of predicates, which leads to prototypical combinations of grammar inflections and verb types. The presence of this biased tendency in both native speakers and language learners led Andersen (1984, 1993) to explain it in terms of the three cognitive operation principles of the Relevance Principle, the Congruence Principle and the One to One Principle in light of the notion of prototypicality. Following from the fact that the same linguistic behaviour occurs in both native and learner language, which are subject to the same cognitive operations of the Relevance Principle and the Congruence Principle, Andersen&Shirai (1994) offers a comprehensive reinterpretation of the Aspect Hypothesis by examining it from a discourse-pragmatic perspective. They argue that the common observed tendency as regards tense-aspect morphology explained by the cognitive operation principles are a direct consequence of discourse function: "…all of these principles follow naturally from the speakers' (both learners and nonlearners) communicative need to distinguish reference to the main point/goal of talk from supporting information, within the tradition of research on grounding and the functions of tense-aspect marking in narratives." (p.152). Based on this argument, Andersen &Shirai (1994) further elaborate that both native speakers and learners start out with certain goals in building their discourse and in order to achieve these goals they weave a hierarchical organization on the information that they are trying to transmit. Some of the information in their discourse are directly related to their goal while other pieces of information are indirectly related and of a more supportive kind. This is the reason of the observed

tendency to link past perfective morphology with telic verbs, progressive with activities, and past imperfective with states and activities. Telic verbs by their nature fulfil the central role of relaying events in their order of occurrence thus create the main line of the story when combined with past perfective markings, and atelic verbs due to their inherent meaning of incompletion realize the supporting purpose of addition, elaboration, evaluation and simultaneity so when inflected with progressive or past imperfective markings they constitute the background part of narratives.

Narratives are default discourse contexts for learners to progress through L2 tense-aspect system, in fact as Bardovi-Harlig (2000) points out, they have the status "as a privileged environment for the study of the distribution of tense-aspect morphology"(p.277). A universal feature of the narrative discourse lies in its internal structure, namely the distinction between the foreground and the background. The foreground is characterized by the main route of events in the sense of narrative order, punctuality and completenes as described by Reinhart (1984, p.801). The background, on the other hand, has the purpose of supporting the information in the foreground through elaboration or evaluation (Hopper, 1979). As Bardovi-Harlig (2000) mentions, a background sentence or clause can provide texual unity by bringing about an event prior to the one in the foreground, making predictions about the results of an event, talking about an action happenning at the same time as the main event, or presenting an evaluation of the foreground action (p. 282-283). Thus, in alignment with this, the Discourse Hypothesis posits that language learners distinguish between foreground and background in narratives by utilizing their developing/emerging verbal morphology (Bardovi-Harlig, 1994).

Research has shown that while foreground clauses are marked by perfective forms background is characterized by imperfective forms, thus in the case of L2 English, foreground is dominated by the simple past marking whereas background is commonly indicated by progressive and other non-past forms (Bardovi-Harlig,1998; Flashner, 1989; Bardovi-Harlig, 1992; Bardovi-Harlig, 1995; Housen,1998; Tajika,1999). Hence, during their development of tense-aspect morphology learners can be under the impact of not only the inherent semantic aspects of predicates but also the structures of discursive contexts. In fact, both the Aspect Hypothesis and the Discourse Hypothesis assert that "learners START OUT marking past tense with the inflectional endings that are semantically associated with lexical aspect or grounding (i.e., prototypical choices)

and that they gradually incorporate non-prototypical choices as their experience with the L2 increases" (Salaberry, 2011, p.184). It is at this point that the Aspect Hypothesis and the Discourse Hypothesis come in close interplay as explained by Bardovi-Harlig (2000):

> ….How can appearantly competing hypotheses be supported? The answer lies in the fact that although the hypotheses appear to be distinct (one dealing with lexical aspect, the other with narrative structure), both rest on shared features of temporal semantics. This becomes clearer when we consider the temporal criteria for foregrounding which were identified by Reinhart (1984): sequentiality, punctuality and completeness. Two of the criteria can be related to characteristics of lexical aspectual classes. The criterion of punctuality is the defining feature of achievements, and completeness relates to both achievements and accomplishments (as goal-oriented, telic verbs). Sequentiality or "narrativity" in Reinhart's terms is not related to aspectual class directly, but only events which are reported as completed can be sequenced and what can be sequenced can be foregrounded (p.300).

As indicated by Bardovi-Harlig (2000), the same data can be supported with both the Aspect Hypothesis and the Discourse Hypothesis due to the ovearlap of lexical and discursive features. To put it more clearly, the Aspect Hypothesis claims that telics verbs attract simple past morphology because of their inherent endpoints and the Discourse Hypothesis asserts that foreground events are inflected with simple past morphology since they move the story forward. Accordingly, when telic verbs occur in the foreground and inflected with simple past morphology and atelic verbs are placed in the background in the absence of simple past morphology, the two hypotheses merge and cannot be distinguished. However, occasions can arise when the hypotheses may not always converge. The Aspect Hypothesis predicts intensive use of simple past with telic verbs and low use of simple past with atelic verbs irrespective of grounding whereas the Discourse Hypothesis predicts the high use of simple past in the foregound and low use of simple past in the background regardless of aspectual class. For example, if atelic verbs occur in the foreground with simple past this will be a confirmation for the Discourse Hypothesis but not for the Aspect Hypothesis, likewise, if telic verbs occur in the background with intensive use of simple past this will constitute evidence for the Aspect Hypothesis but not for the Discourse Hypothesis.

2.8.1. The discourse hypothesis in the acquisition of L2 English

Research has proven that grounding as well as lexical aspect is a key determinant of learners' choice and use of verbal morphology. As stated earlier, learners utilize their emerging tense-aspect morphology to distinguish between foreground and background events in the narrative structure. Hence, as in the case of the Aspect Hypothesis, a considerable body of investigations have been conducted to explore the existence of the Discourse Hypothesis in learner production. These investigations began with small-scale case studies and then grew to include larger samples of learners. In the acquisition of L2 English, one early case study, although partially confirming the Discourse Hypothesis with some conflicting results, was conducted by Kumpf (1984) with one untutored Japanese learner of low-level English through a conversational interview and a personal narrative. In the learner's data, in the backgound clauses stative verbs were marked for tense and dynamic verbs were marked for habitual and continuous aspect, which lent support to the Discourse Hypothesis, but in the foreground base forms of verbs were used instead of simple past as opposed to the prediction of the Discourse Hypothesis. Another case study came from Flashner (1989) with three Russian learners of English who had received limited language instruction. Personal narratives of spontaneous speech from the learners yielded findings in agreement with the Discourse Hypothesis, namely that the verbs in foreground clauses were mostly marked by the simple past while the background was dominated by base verb forms. Another earliest small-scale study which investigated the impact of discourse on the development of verbal morphology was done by Rothstein (1985) on the temporal system of a learner of English from L1 Hebrew background by eliciting oral narratives. Rothstein (1985) found that in the learner's narratives the background showed more diverse verb forms whereas the foreground was shaped by irregular verbs inflected with the simple past. The relatively less amount of irregular verbs occuring in the background were usually used in the base form. As Rothstein (1985) indicated based on the results of her study, discourse was an important element in the selection and use of a learner's L2 verbal inflections.

Apart from the case studies, a somewhat larger-scale investigation was carried out by Bardovi-Harlig (1992b) with 16 intermediate learners of English from mixed L1 backgrounds. Written and oral narratives elicited from the participants showed that nine learners used the simple past to a greater degree in the foregound than in the

background and, as in the case of Flashner's (1989) study, they also used a greater amount of base verb forms in the background than they did in the foreground. Additionally, while more than half of the particiapants showed discourse-sensitivity to both foregrounding and backgrounding, three learners showed sensitivity to foregound in their production of the simple past while showing no sensitiviy to grounding in their production of nonpast. The remaing four learners produced verbal morphology irrespective of discourse function. Hence, the results in general tended to favour the predictions of the Discourse Hypothesis.

Bearing significance in putting the earlier findings of those previous small-scale studies into a developmental pattern of acquisition regarding narrative structure, a cross-sectional study of Bardovi-Harlig's (1995) was conducted with a larger sample of 37 learners from mixed L1 backgrounds with six different proficiency levels - from beginner to advanced- based on their Intensive English Program that they were enrolled in at Indiana University. Written and oral film-retelling data elicited from the participants demonstrated that narrative structure developmentally impacted upon tense use in L2 English. To be specific, after an early stage where the nonpast was the preferred form in both foregrorund and background, with increasing proficiency, the simple past was observed to emerge with lexical verbs in the foreground earlier than in the background. Moreover, although the simple past was not the dominant form in the foreground when it first emerged in the early stages, it came to dominate the foreground as the language levels of the learners increased. In a similar fashion, it took a longer time for the simple past to override the nonpast in the background. All in all, in both written and oral tasks and across all levels of proficiency, the foreground was found to be dominated by greater uses of the simple past than the background. As the learners progressed in their acquisition of L2 English, they tended towards displaying more native-like distribution of verbal morphology in both grounding structures, which meant that for the learners of high proficiency, both the foreground and the background clauses were marked, to a high extent, with the simple past as the pervasive inflection form, which was also the case for the native speakers within the scope of the study. Based on these results Bardovi-Harlig (1995) proposed a developmental pattern for L2 learners' verbal morphology in respect of narrative structure, which described the use of nonpast in both foreground and background at the beginning stages of langıage acquisition, which in turn, with further development, left its place to the use of past in

the foreground and various verb forms in the background, then at more advanced levels showing a native-like distribution of high rates of simple past morphology in both foreground and background parts of narratives.

Expanding the scope of the study (Bardovi-Harlig, 1995) in terms of its analytical approach, Bardovi-Harlig (1998) analyzed the same corpus data of oral and written narratives of 37 learners on the basis of both lexical aspect and narrative structure. The analysis of the data showed that both the Aspect Hypothesis and the Discourse Hypothesis play a key role together in shaping the production of the verbal morphology of learners. Based on her findings, Bradovi-Harlig (1998) suggested a framework of hierarchy of developing tense-aspect morphology showing sensitivity to both lexical aspect and grounding. More precisely, that achievements are the most likely verb types to be inflected with the simple past irrespective of narrative grounding followed by accomplishments which carry higher uses of the simple past in the foreground compared to the background, and finally activities are the least likely member of the dynamic predicates to carry simple past, with foregound activities showing more uses of the simple past than the background ones. Activities display uses of the progressive as well, but this is restricted to the background.

In addition to the Bardovi-Harlig's (1992, 1995, 1998) successive investigations of learners from diverse language backgrounds, Housen (1998) studied the interlanguage of 11 low and high intermediate learners of English from French and Dutch L1 backgrounds. The learners were primary school students receiving English as the medium of instruction in an EFL context. Employing a mixture of data collection tools including conversational interviews, personal narratives, film and plan retellings and elicited picture narratives, the study revealed that, as in the study of Bardovi-Harlig (1998), the learners produced language under the overlapped impacts of lexical aspect and narrrative structure in that telic clauses mostly appeared in the foreground while atelic clauses dominated the background, and the simple past was the more common structure of inflection in the foreground. In another study, Tajika (1999) examined the L2 tense-aspect systems of 32 instructed TOEFL upper-intermediate level learners of English from L1 Japanese background by the use of oral and written personal narratives, oral and written film-retelling narratives and written passage retelling narratives. Contrary to the results of Bardovi-Harlig (1998), Tajika (1999) found no significant impact of lexical aspect in the past tense marking rate of the learners along

with narrative structure, rather their past tense morphology was mainly affected by narrative grounding together with discourse type and sentence structure.

2.8.2. The discourse hypothesis in the acquisition of L2 French

Being a Romance language with its perfective-imperfective distinction in past tense, the French language is another L2 domain where the impact of narrative structure over the past tense production has been considerably researched.

One early study came from Trevise (1987) with two uninstructed low-level French learning students of L1 Spanish origin. The use of conversational interviews and personal narratives administered to the participants indicated no systematic use of past tense in relation to grounding. More specifically, those low-level uninstructed learners did not utilize overt grammatical past-tense forms but they relied on other devices such as periphrastic structures, adverbials, sequentiality and interviewer scaffolding to convey tense and aspectual information in their narratives. Other case-studies in naturalistic learning context were carried out by Noyau (1984, 1990) on 2 and 3 low-level learners, respectively, from Spanish background who had been residing in France for between 12 and 18 months. Adopting a longitudinal study design and obtaining personal and film retell narratives via conversational interviews, Noyau (1984, 1990) arrived at the same results as those of Trevise (1987), namely that learners tended to depend on non-morphological lexical devices such as temporal adverbs and adverbials to express time and aspectual networks in the building of their narrative structures.

By employing the same data collection method of personal narratives elicited through conversational interviews as Trevise (1987) and Noyau (1984, 1990) did, Veronique (1987) also studied the grounding-based tense-aspect distribution of untutored learners of French. However, this time learners of different proficiency levels were recruited to understand the effect of language level on the use of verbal morphology in accordance with narrative structure. The data elicited from 7 learners of Arabic and Berber origin who showed low (2), intermediate (3), and advanced (2) levels of language proficiency yielded the findings that the participants were consistent in their verbal production which contrasted base forms with perfective forms although this compatibility between the learners of different language levels did not show up when the narrative grounding was concerned. In other words, the learners up until the advanced proficiency level did not show systematic uses of tense-aspect distribution in

relation to narrative grounding whereas the advanced level learners showed systematic grounding-based verbal production whereby they marked the foreground predominantly with perfective forms.

These small-scale L2 French studies by Trevise (1987), Noyau (1984, 1990), and Veronique (1987) pointed to the proficiency level as "a likely factor in determining the distribution of verbal morphology relative to grounding, especially when one takes into account in fact that very low-level learners show no systematic use of tense and that advanced learners must eventually use past in the foreground and background to reach a targetlike use of tense in narratives" (Bardovi-Harlig, 2000, p.291).

2.8.3. The discourse hypothesis in the acquisition of L2 Spanish

The Discourse Hypothesis has also been investigated in the domain of L2 Spanish, which, like French, contrasts perfective and imperfective morpholology in its formation of past tense. An important early cross-sectional study came from Lafford (1996), who enquired into the narrative-based interlanguage verbal morphology of 13 instructed English-speaking learners of Spanish as a foreign language. The administration of oral film retell narratives to the learners of low-intermediate, middle-intermediate and high-intermediate proficiency levels revealed differential uses of morphology based on grounding, more specifically, the perfective morphology "Preterite" was generally found to be more common in the foreground. To elaborate further, low-intermediate learners did not use any imperfect forms while they only produced preterite forms, which were restricted to the foreground. The middle-intermediate learners did not produce any imperfect forms either but their production of preterite inflections was almost equally distributed in the foreground and the background. As for the high-intermediate learners, they produced both preterite and imperfect verb forms and while preterite inflections were predominantly used in the foregound, the imperfect morphology was used only in the backgound. Lafford's (1996) study was strikingly important in that, being an early study in the domain of L2 Spanish, it showed how learners' past tense morphologly was shaped in accordance with the narrative structure, and in terms of language progression it also lent support to the Aspect Hypothesis evincing that imperfective morphology appeared later in acquisition at higher language levels. Conducted in the L2 Spanish context, this study also corraborated the findings of the L2 French studies cited earlier (Trevise 1987; Noyau

1984 & 1990; Veronique, 1987) with regard to the role that increased language proficiency played in learners' systematic uses of the past tense in foreground and background parts of narratives, which was in opposition to the Discourse Hypothesis which presupposes the impact of grounding in the early stages of language acquisition.

This contradictory finding regarding verbal morphology at discourse level in relation to proficiency was reiterated in the study of Salaberry (2011) on the acquisition of L2 Spanish past tense morphology of L1 English learners. More precisely, the use of Preterit in relation with the foregound and the use of Imperfect in connection with the background of the narrative increased along with the progression of language proficiency. The fact that higher proficiency learners show more systematic uses of verbal morphology in accordance with grounding than less proficient learners is because "narrative grounding represents, by definition, a factor that includes a rather broader level of contextualization than lexical aspect. In principle, the more expansive horizon of contexual elements that needs to be considered to make selections of Preterit-Imperfect according to grounding brings about, a more challenging task for L2 learners" (p.198).

2.8.4. The discourse hypothesis in the acquisition of other second languages

Aside from English, French and Spanish, The Discourse Hypothesis has been tested in other second language contexts as well to understand its validity as a universal acquisitional process. An early study was conducted by Housen (1994) in the context of Ducth as a foreign language. Adopting a longitudinal study design and examining the data produced by one instructed English-speaking learner of Dutch through free conversation, Housen (1994) found that the learner showed sensitivity to narrative grouding in her production of tense-aspect morphology. To be specific, the present perfect and some forms of preterite were used in the foreground while simple present and nonfinite verb forms appeared in the background, and the learner was found to show almost the same distribution of narrative-based verbal morphology a year later. Another longitudinal case study with one learner of L1 English origin was carried out by Comajoan (1998) in Catalan as a foreign language context. The participant was an instructed beginner-level learner of Catalan who produced oral stories, film retell narratives and personal narratives throrugh conversational interviews. As in the case of Housen (1994), Comajoan's (1998) results also indicated grounding-sensitive verbal

production. That is to say, regarding both personal and impersonal narratives the learner used a larger amount of preterite morphology in the foreground than in the background and he also showed a greater use of imperfect verb forms in the background as compared to the foreground. In another small-scale study in Italian as a foreign language context with 4 instructed learners from L1 English background who produced oral film narratives, Giacalone-Ramat (2002) reported similar results of narrative-bound verbal production, where learners used the past perfective structure of Passato Prossimo in higher percentages in the foreground than in the background whereas they used the imperfect in a larger proportion in the background than in the foreground.

In addition to the small-scale studies cited above, von Stutterheim (1986) conducted a grounding-based interlanguage study in a naturalistic L2 German context with a larger sample of participants, where 10 untutored adult learners from L1 Turkish origin produced personal narratives through guided conversations and L2 retellings of L1 narratives. The results indicated that tense was used by the learners to express aspectual distinctions rather than pointing to deictic-temporal relations, which was in agreement with the Aspect Hypothesis's claim of "Aspect before Tense". However, temporal properties of utterences were found to be shaped not only by morphological marking but also, to a larger extent, by discourse organizational principles, periphrastic structures and adverbials thus no systematic distribution of verbal morphology was determined on account of narrative structure. Compared to the results of the aforementioned studies on instructed learners, this finding of von Stutterheim's (1986) directed attention to the apparent inadequacy of the Discourse Hypothesis to explain the discourse competence development of individuals who learned other languages in their natural environments without formal instruction.

Table 2.5 presents a summary of the studies of L2 temporal morphology discussed so far in this chapter (see Appendix-6).

3. METHODOLOGY

This chapter introduces the context and the participants of the current study. Detailed information as to the data collection tools is provided and data collection procedure along with the methods of data analysis is also explained.

3.1. Context and Participants

The present study was carried out at Başkent University and Anadolu University in Turkey with the aim of investigating learners' development of tense-aspect morphology in accordance with the Aspect Hypothesis (AH) and the Discourse Hypothesis (DH). Considering the relatively less amount of research into aspectual morphology within the framework of discourse and the relatively less linguistic and pedagogical enquiry into this field in the Turkish EFL context, this study aims to contribute a further description to the existent body of research into tense-aspect morphological development. The study attempts to examine temporal morphology not only on the basis of production but also on the level of comprehension because learners may manifest inconsistencies in that they produce inflections based on lexical semantic aspect of verbs but they can actually lack comprehension of semantic properties of those verbs. In alignment with all these, the present study attempts to answer the following research questions:

1) Does lexical aspect have an impact on EFL learners' comprehension and production of verbal morphology?
   a) Do EFL learners show sensitivity to lexical aspect in comprehension without discourse context?
   b) Do they produce verbal morphology as predicted by the Aspect Hypothesis?
2) Does narrative grounding have an impact on EFL learners' comprehension and production of verbal morphology?
   a) Do they show sensitivity to narrative grounding in comprehending the aspectual classes of predicates in discourse context?
   b) Do they produce verbal morphology to distinguish narrative parts as predicted by the Discourse Hypothesis?
3) Do the production and comprehension of verbal morphology show differences with regard to proficiency levels?

One of the main aims of the present study is to investigate the validity of the AH versus the DH. Both hypotheses pose assumptions of restricted usages regarding the early development of tense-aspect morphology and predict more standard and targetlike forms along with the advancement in language. Hence, this study takes the proficiency level as the central point of investigation to test the two hypotheses in order to see which one has an impact on the progress of temporal morphology from low-level to advanced stages of language learning.

There are three groups of learner participants in the present study along with a control group of native speakers of English. The learner groups come from the tertiary level of education from two universities in Turkey and belong to three language proficiency levels. The first two groups (Pre-intermediate and Intermediate levels) study at the preparatory English class at Başkent University and they receive 24 hours of English per week through communicative language teaching and four skills integrated approach. The other learner group (the advanced group) study at the English Language Teaching (ELT) department of Anadolu University. They are prospective teachers of English in their senior year. The participant distribution is illustrated in Table 3.1 below:

Table 3.1. *The participants*

Institution	*Başkent University*		*Anadolu University*	-	Total Number
Language Level	Pre-Intermediate	Intermediate	Advanced	Native speakers	
Number	30	30	30	18	108

Table 3.1 shows that a total of 108 participants took part in the study. The pre-intermediate and intermediate groups are preparatory class students at Başkent University receiving 24 hours of language instruction per week. Their main course material is the textbook "SPEAKOUT-PRE-INTERMEDIATE / INTERMEDIATE", which adopts a holistic approach to language and covers all the components and skills of language including grammar, reading writing, listening and speaking. Apart from "Speakout", students also study a book titled "NORTHSTAR", which claims to promote reading and writing skills and strategies, and expands vocabulary knowledge.

Students are divided into two main program levels at the preparatory school of English at Başkent University: Program-1 and Program-2. At the start of the academic year, students take a proficiency test prepared by Başkent University and according their scroes on this test they are placed either in Program-1 or Program-2 (PR-1 & PR-2). Students of Program-1 start from the beginning level and continue until nearly half of the pre-intermediate level. If they pass the required passing score at the end of the semester, they move on to Program-2 level during the other semester. In the Program-2 level, students receive pre-intermediate and intermediate level language education.

The present study was conducted with the Program-2 level students. In the Program-2 level, students begin with pre-intermediate education and continue till the end of intermediate level of language instruction. Data from the prep-class students were collected first from one group of PR-2 students in the fall semester of 2020-2021 academic year when they were at the end of the intermediate level of instruction. The other part of the prep-class data were collected from another group of PR-2 students in the spring semester of the same academic year when they were about to finish the pre-intermediate level of instruction. As prep-class instruction, only PR-2 students were selected as the participants of the study and PR-1 students were excluded since the students were introduced to the past progressive (was/were + Ving) structure in English at the pre-intermediate level. As the present study investigated learners' tense-aspect uses in the past context, PR-1 students, who were not taught the structure of past progessive, were not included. The instruments were administred to the students during their online class hours as comprehension and production language activities and feedback was provided (they were receiving compulsory distance education because of the Corona Pandemic).

The other group of learner participants were prospective teachers in their senior year studying at the English Language Teaching Department of Anadolu University. They constituted the advanced language level group of the study. Unlike the pre-intermediate and the intermediate groups who completed the language tasks during their online classes, the advanced-level group did the tasks outside their classes. The three language tasks were uploaded on a link on the Internet by the researcher and the particiapnts were contacted via their own instructors at the ELT department. Those instructors shared the online link to the instrument tasks with the advanced participants.

Finally, a total of 18 native speakers of English participated as the control group of the study but they only completed the production part of the study. They did not take part in the comprehension part of the study because as adult native speakers of English they already had the competence of recognizing and understanding lexical semantic aspects of predicates in English in their mental grammar. The native speakers were contacted through announcements on different international social media websites that the researcher was a member of, including facebook groups of paleontology, archeology, mysticism, geology, gemstones, second language research, language teaching, cinema, audiobooks and so on. Their participation was on a voluntary basis. Out of the 18 participants, 15 were from the United States, 2 were from the United Kingdom and 1 was from Canada. Their age range was between 24 and 63 years and they were all college graduates in varying fields. Below is the descriptive information of the native speaker participants:
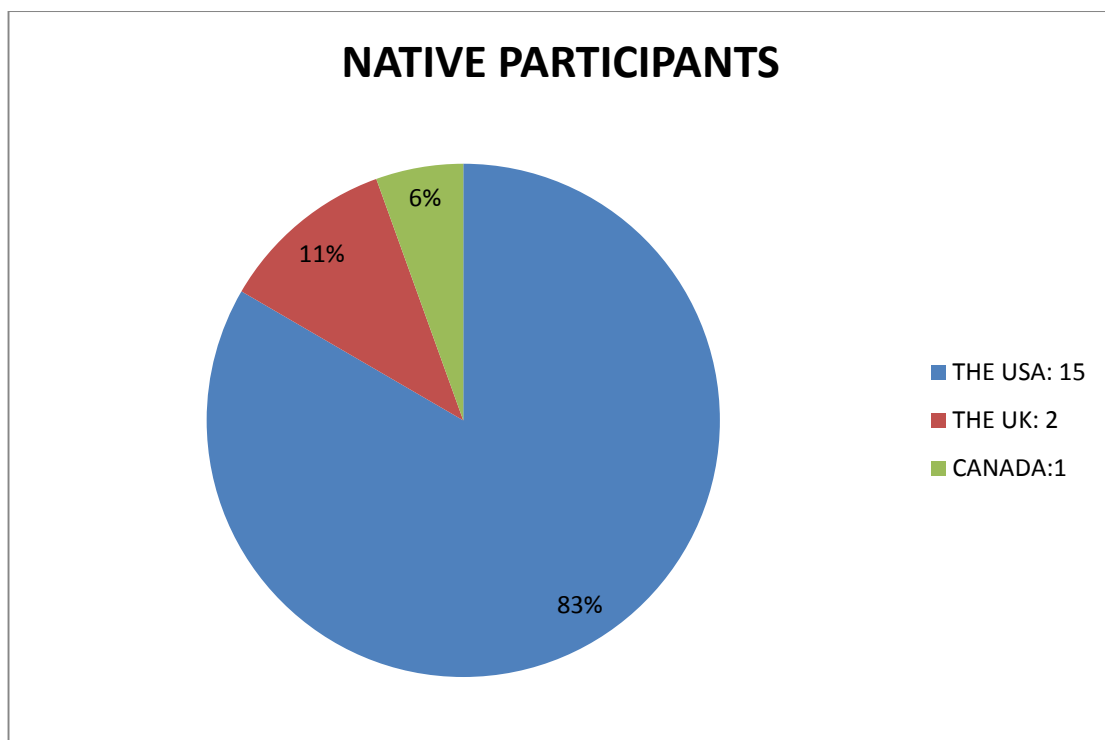
Graph 3.1. *The numbers of the native English-speaking participants according to countries*

Age distribution of Native Participants

	AGE													
THE USA	24	44	40	29	58	65	47	63	32	44	47	36	54	56	33
CANADA	60													
THE UK	52	43												
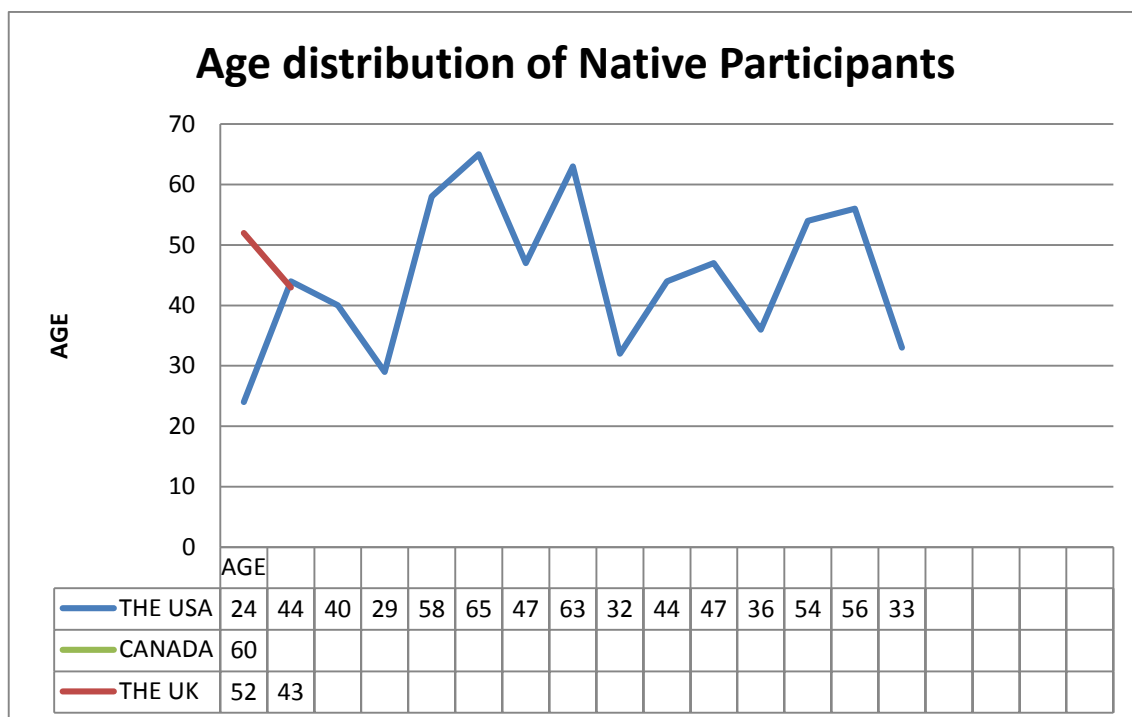
Graph 3.2. *The age distribution of the native English-speaking participants*

3.2. Data Collection Tools

Data for the present study were collected using three instruments: two comprehension tasks and a production task. These tasks were administered to the prep class students successively during their online classes. First, they were asked to complete the comprehension tasks then they were asked to engage in the production task. The completion of all these tasks took their 2 lesson hours in one day. For the advanced level group, the online links of the tasks were shared with the students through their professors and the learners completed the tasks and sent them back in a week. The native speaker participants were also provided with the online link of the production activity via email.

3.2.1. Comprehension task-1 (lexical aspect judgement task without discourse content)

This instrument was prepared by the researcher based on the operational tests used to differentiate between lexical classes (Shirai & Andersen, 1995, see Appendix-4). This task is a multiple-choice test consisting of 20 questions each of which has four options. The test has four groups of 5 questions measuring learners' sensitivity to

stativity, durativity and punctuality of predicates alongside the semantic features of telicity versus atelicity. Each group is related to one class of lexical aspect, namely that the first five questions in the test deal with state predicates, the next five is about activities, the ones from 11 to 15 measure the understanding of accomplishments and lastly the question items between 16 and 20 test the learners' understanding of achievements. Instructions for the test items were provided in Turkish to ensure students' understanding (see Appendix-1-A and Appendix-1-B). Key adverbial time expressions and sample test items from each group in the test are provided and explained below:

3.2.1.1. *Time adverbials used in comprehension task-1*

1) Adverbs of frequency "always, usually, sometimes…": Adverbs of frequency can be used with all types of verbs with past, present or future references. However, when they are used with state verbs they express habitual situations and when used with other types of verbs they express habitual actions. Consider the following sample question from the test:

1) Which sentence expresses a habitual action? (stativity)

a)   She usually likes coffee.

b)   She usually buys coffee from starbucks.

c)   She is drinking coffee at the moment.

d)   She enjoyed her coffee last night.

(Correct answer: b)

Explanation: In the question above, learners are expected to choose the option "b" because it expresses the action of "buying coffee" in a repeated sense with an adverb of frequency used in the simple present tense. Options "c" and "d" are eliminated since they express a single action at a single point of time in the present continuous tense and in the simple past tense, respectively. Learners can be indecisive between the options "a" and "b" since both express habituality with the frequency adverb " usually" in the simple present tense. However, learners are expected to eliminate option "a" because it refers to a habitual state not an action. Thus, the correct answer is "b" because "buying" is a dynamic verb which points to a habitual action used in the simple present with a frequency adverb.

2) "For a year/ two hours/ three days…": This prepositional time phrase expresses the continuity of actions, thus it is appropriate to be used with activities such as "run for two hours" or "argue on the phone for 20 minutes". Consider the following sample item from the test:

6) In which of the following sentences is "for" used appropriately? (activity)

a)   He ran five kilometers for two hours.

b)   He ran for two hours.

c)   He ran out of the car for two hours.

d)   He ran upstairs to his room for two hours.

(Correct answer: b)

Explanation: In the sample question item above, learners are expected to choose option "b" because the time expression "for two hours" expresses duration and it should be used with an activity predicate to indicate for how long the action continues. The other predicates in the remaining options all indicate comletion/finished action in their semantic constructs, thus they cannot semantically combine with the prepositional time phrase. For example, "running out of the car" in option "c" is a punctual predicate which expresses the instantaneous happening of the action, therefore it would be inappropriate to use it with a time expression of duration. Likewise, "running five kilometers" in option "a" and "running upstairs to his room" in option "d" are accomplishment predicates that express actions continuing and coming to a stop after a period of time. Since those predicates have the meaning of an endpoint in their semantic scope, they are not meaningfully compatible with a time adverbial of duration.

3) "At 9.00/12 o'clock…": This prepositional time phrase denotes a single point of time so it is appropariate to use it with punctual predicates since they also denote instantaneous events happening at a single point of time as in "She woke up at 10.00". The prepositional phrase is also appropriate to use with activity verbs in the past continuous tense to express action in progress at single point of time, for example the sentence " I was watching TV with friends at 8.00 o'clock yesterday" expresses being in the middle of watching TV at 8.00, so at that time the activity of watching is still continuing. Consider the following question from the test:

10) Which sentence is semantically inappropriate/unacceptable? (activity)

a)   They were watching TV at 11 p.m. yesterday.

b)   The baby woke up at midnight.

c) She studied maths at 9.00 in the evening.

d) He was walking to the park at 7.00 in the morning.

(Correct answer:c)

Explanation: Learners are expected to choose option "c" because "studying maths" is an activity predicate and it becomes semantically incompatible with a single point of time when used in the simple past. "At 9.00" requires a punctual predicate when it is used with the simple past reference to denote the end of an action. The meaning of action realization and completion cannot be achieved with an activity used together with this prepositional time adverbial in the simple past.

4) "In two days/ a month/three minutes…": This time adverbial can be used in both past and future references with different meanings. When it is used in past context, it refers to the completion or fulfilment of an action within the given time frame, especially when used with an accomplishment predicate such as "Sarah read a book in 4 days". It has the same semantic denotation in future context when used with an accomplishment verb as in "Sarah will/ is going to read that book in 4 days" meaning that Sarah will/isgoing to spend 4 days reading and finish that book during the period of 4 days. However, when this prepositional phrase is used with a future reference with a punctual verb, it means "after that period of time" as in "I will call you in two hours." or " He will start the engine in two minutes.". Consider the following question from the test:

13) "Jane wrote a novel in a year" Which statement below is true
according to that sentence? (accomplishment)

a) Jane was writing a novel during a year's period.

b) Jane wrote for a year but her novel might be incomplete.

c) Jane's writing lasted more than a year.

d) Jane finished her novel a year ago.

(Correct answer: a)

Explanation: In the sample question item above, the correct answer is "a" because the prepositional time expression "in a year/month/three days" refers to an action being completed within a given time frame when it is used with an accomplishment predicate. Thus, the sentence "Jane wrote a novel in a year" means that Jane spent a time period of a year writing a novel and completed it within the boundaries of a year. Accordingly, it

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can also be said that Jane was engaged in the activity of witing a novel during a year's period, which is expressed by option "a".

4) "Almost died/ entered/ passes/ falls…": Almost is an adverbial which expresses approximation and it expresses near-occurrences of actions when it comes right before punctual verbs. Consider the sample question from the test:

16) In which sentence is "almost" NOT used appropriately?

a)   Mary almost played in the garden.

b)   Mary almost entered the garden.

c)   Mary almost started to run.

d)   Mary almost hit her head on the wall.

(Correct answer: a)

Explanation: In the question above, students are expected to choose option "a" because "almost" is an adverbial expression denoting near-occurrences of sudden actions, thus it is acceptable to use "almost" with punctual verbs. Option "a" expresses an activity requiring a duration of time, so it is inappropriate to use it with "almost".

3.2.2. Comprehension task-2 (lexical aspect judgement task in narrative context)

This data collection tool was an original activity that was prepared by the researcher. One of the primary aims of the present study was to bridge the gap between comprehension and production of lexial aspect in understanding and interpreting the existing paradox between them as highlighted by other studies (Huang, 2008 & Klagmann, 2018). In order to investigate the issue of comprehension more thoroughly, it was decided that a judgement task measuring the learner's sensitivity to lexical aspect in a discourse context was needed along with a multiple-choice judgement task since comprehension of lexical aspect depends on contextual factors as well as developing conceptually by itself. Thus, a second lexical aspect judgement task was developed by the researcher to measure the students' lexical aspect comprehension in narrative context (see Appendix-2).

This language task was a strictly controlled forced-choice elicitation task presenting the learners with two options to decide on the correct answer. Unlike a cloze-type task which requires learners to produce correct answers by filling in the blanks in a text by freely accessing their knowledge of language, this task restricted the learners to two inflectional forms of predicates to judge their acceptability according to the

discoursal context of the text. This language task was comprehension-based since it did not require the learners to come up with and produce the appropriate forms of the verbs but simply required them to make the right selections between the two inflection types based on the context of the text thus enabling them to focus more on the structure and meaning of the narrative. As was the case for comprehension task-1, comprehension task-2 was not administered to the native English speaking participants because, as previously mentioned, speking English as their mother tongue they were assumed to have intuitive lexical and discoursal competence and also because the immediate purpose of study was to investigate the potential discrepancies between the comprehension and the production of lexical aspect of language learners as posed by Huang (2008) and Klagmann (2018) as a critical gap in the aspect literature for which they called for further investigation.

The task was construed in a manner that measured learners' susceptibility to lexical aspect and narrative grounding. A total of 40 verbs were provided in the story which required the learners to choose between their past simple and past progressive forms. Punctual verbs were placed in the background part of the story gaining the meanings of iterativeness or extending the punctual action while verbs of duration, namely activities and accomplishments, were given in the foreground part. The purpose of this language task was to see the impact of lexical aspect versus that of narrative grounding. That is to say, if learners chose the form prototypically appropriate with the semantic aspect of the verb regardless of grounding, their comprehension would be under the impact of lexical aspect, however, if they chose the form not congruent with the semantic property of the verb but in agreement with the grounding, then the narrative grounding would be showing its effect regardless of lexical aspect. The whole text with the foregound and background predicates are displayed below. The foreground predicates are underlined while the background predicates are given in italics:

> (1)"One day when it was a holiday, Emily woke up very early and <u>went /was going</u> to the bay. It was a beautiful morning. (2)The sun *rose/ was rising* in the sky and the waves *broke/ were breaking* on the shore. (3) A few joggers *stepped /were stepping* up the waterside and some fishermen just *came /were just coming* back from a night's fishing. (4)The lights from their boats *flashed/were flashing* on and off in the distance. (5)Some old men *caught/were catching* fish with their fishing rods on the dock. (6) Couples *hugged/were hugging* each other and *threw/were throwing* stones into the water. (7)It *looked*/ was looking absolutely beautiful.

(8)On that beautiful day, first, Emily <u>waited /was waiting</u> for her best friend, Jane. (9) After Jane's arrival, they <u>drove/were driving</u> to a cafe and <u>ate/ were eating</u> together. (10)Then, at Jane's suggestion, they <u>travelled/were travelling</u> to the east town forest. (11)They left their car on the road and <u>walked/were walking</u> through the forest for a while. (12)Right at that time they <u>saw/were seeing</u> a little girl who *jumped/ was jumping* up and down with three rabbits. (13)The rabbits were quite big in size and they *had/were having* very long ears but the little girl *grabbed/was grabbing* them easily one by one and *hopped/was hopping* them nicely on the grass. (14) After she <u>played/was playing</u> with the rabbits for two more minutes, she <u>understood/ was understanding</u> there were other people around and <u>ran/was running</u>. (15) Emily and Jane also began to run and <u>chased/ were chasing</u> the girl down to the stream where she was mysteriously out of sight. (16) Then they <u>crossed/ were crossing</u> the stream and, tired but determined, <u>followed/were following</u> the girl's footsteps.

(17)They <u>progressed/were progressing</u> for a while until they were out of the forest. (18) However, they <u>continued/were continuing</u> to walk. (19) It *got/was getting* dark, dogs *barked/were barking* and the callings of the owls *echoed/were echoing* in the sky.(20) (21) The weather was cool and a light wind from the trees *hit/was hitting* on their faces with the sound of the leaves which *moved/were moving* back and forth gently. (22) Suddenly, out of nowhere came a farmer who *appeared/was appearing* to be in his late sixties. (23) When he <u>approached/ was approaching</u> closer, he <u>asked/was asking</u> them questions about who they were and why they were there. (24)They <u>told/were telling</u> him their story about the mysterious little girl. (25)He <u>listened/ was listening</u> to the whole story and <u>seemed/ was seeming</u> shocked. (26)By their description, that mysterious little girl was the same girl who was killed in a car accident ten years ago when she *played/was playing* with rabbits on that very same road!"

In the sentences (1) and (2) above for example, the learners were required to distinguish between the past simple and the past progressive forms of the predicates "going to the bay", "rising" and "breaking". While "going to the bay" is a predicate of duration, namely an accomplishment, "rising" and "breaking" are achievement predicates expressing punctuality. Hence, although the semantic scope of "going to the bay" is compatible with the past progressive structure, the correct answer is the simple past form since it is the main event happenning in the foreground of the story and being realized in an order, after the action of waking up. Hence, if students chose the simple past form this would mean they were responsive to the narrative grounding, but if they chose the past progressive form, that would mean that they were making a prototypical pairing of lexical aspect with the congruent form. Likewise, although the punctual predicates of "rising" and "breaking" are incongruent with the past progressive in regard of their semantic content, their past progressive forms are the correct answers as

the actions they describe happen in the background of the story with the meaning of extending the punctual action and iteration, respectively. Thus, if students chose the simple past forms of these predicates, their comprehension would be under the impact of lexical aspect of punctuality, however, if they chose the progressive forms with the senses of iteration and action extended, it would display their discernment of narrative grounding.

In this comprehension task, the students were asked to choose the appropriate inflections of a total of 40 predicates. Half of the predicates were placed in the foreground and the other half were in the background. The background of the narrative consisted of telic achievement predicates which take a very short time to happen while the foreground part included activity predicates which have no inherent endpoint and accomplishment predicates that take a certain amount of time to be realized. In other words, short action predicates were placed in the background whereas long action predicates were put in the main line of the story in order to see whether learners were really affected by the aspect of the predicate or whether the context was a significant determinant in their selections. In addition, state verbs were put in both lines of the narrative to measure if students' perception of stativity is dependent on grounding, so they were were placed in sentences (7), (12), (13), (14), (22), (25). Thus, out of the 40 predicates, 6 were stative verbs distributed evenly between the backround and the foreground with 3 of them occurring in the foreground sentences (12), (14) and (25), and the other 3 in the background clauses (7), (13), (22). Therefore, the foregound consisted of predicates of duration (activities and accomplishments, N=17) and statives (N=3) while the background predicates were punctual predicates (N=16) and statives (N=3) and an activity verb (N=1). Below is the list of predicates used in the comprehension task:

Table 3.2. *Predicates used in Comprehension task-2*

Background predicates	Foreground predicates
rise	go to the bay
break	wait
step	drive to a cafe
come back	eat
flash	travel to the east town forest
catch	walk
hug	see
throw	play***
look	understand
jump	run
have	chase
grab	cross the stream
hop	follow
get dark	progress
bark	continue
echo	approach
hit	ask questions
move	tell a story
appear	listen to the whole story
play***	seem

As seen in Table 3.2 above, there are three state verbs in both background (*look, have, appear*) and foreground (*see, understand, seem*). "play", which is an activity verb" was put in both lines of the narrative to see learners' treatment of the same verb in different groundings, in sentences (14) and (26). In the construction of this task, conjunctions "while" and "as" were deliberately avoided in the sentences since they give too much clue about the use of the continuous aspect. Generally, all learners immediately mark the past continuous tense when they see these conjunctions without reading the rest of the sentence.

3.2.3. The validity of the comprehension tasks and the pilot study

Both comprehension tasks were originally developed by the researcher herself and checked by a second rater who as a PhD candiate in ELT. After the development of the tasks and checking with a second rater, they were administered to 19 students who had

sucessfully passed the intermediate level proficiency exam. The items and the sentences in the instruments were checked and adjusted again based on the students' feedbacks and negotiations were carried out with some students as to the clarity and understandability of the questions. After the negotiations with the students, three more experts were asked to check the items again independently. Among these raters two of them had PhD degrees in ELT and one was an English teacher and an expert in translation. The ratios of agreement between the researcher and the experts are as follows:

Table 3.3. *Content validity of the comprehenson tasks*

	Comprehension Task-1	Comprehension Task-2
	Researcher –Expert Agreement	Researcher-Expert Agreement
Expert-1	100 %	100 %
Expert-2	100 %	95 %
Expert-3	95 %	97 %

The items that caused disagreement between the researcher and the raters were discussed and negotiated again separately with rater-2 and rater-3 and a mutual understanding and agreement was achieved with each of them. Finally, after the raters' evaluations and the following discussions with them, the last versions of both tasks were checked again and approved by an expert in linguistics with a 100 % certainty of agreement.

Moreover, a preliminary statistical mesaurement was carried out with the numerical results of the 19 students to have an inital idea if lexical aspect or narrative context played a role in the students' comprehension of temporal semantics. Thus, a paired samples t-test was conducted between the students' scores of comprehension task-1 and comprehension task-2 (see Appendix-5: Table 3.4). The result obtained from the paired samples t-test indicated a significant difference $(t(18) = -2,405; p<.05)$ between the scores of the Lexical Aspect Judgment Task without Discourse Content and those of the Lexical Aspect Judgment Task in Narrative Context. Hence, it literally meant that the students tended to get significantly higher scores on the discouse task than on the discourse-free lexical aspect task, which further suggested that narrative

context seemed to affect the students' comprehension of verb usages more than the lexical aspect itself.

3.2.4. The production (film-retelling) task

For the production of verbal morphology, a film retelling task was utilized where the students were asked to watch a silent film and produce a written narrative of the events in the film after watching it. For this production task, an 8-minute segment of the pantomime movie called "Modern Times" starring Charlie Chaplin was used. This 8-minute film episode was called "Alone and Hungry". This film episode has been used by various researchers to elicit productive data of aspect and the effect of discourse on the use of tense-aspect (Bardovi-Harlig, 1995, 1998; Bardovi-Harlig&Bergström, 1996; Bergström,1995; Collins,1999; Hasbun, 1995; Liskin-Gasparro,1997; Salaberry, 1999). Choosing this film as a tool would be helpful in comparing the results of the present study with those of others that also used it and in making more robust generalizations.

The movie episode "Alone and Hungry" was chosen as the tool for eliciting production data in the context of the present study because "there were a series of discrete, easily identifiable action sequences as well as some simultaneous action (ideal for examining the encoding of tense/aspect morphology) and changes of scene (ideal for examining backgrounding)" (Bardovi-Harlig, 1995, p.268). Although some researchers utilized the five-minute version of the episode removing the last 3 minutes for practical reasons (e.g., Salaberry, 1999), Bardovi-Harlig (1995, 1998) particularly used the long and unedited version of the film including the 3-minute imagination/dream part thus making it richer in background events because "….if a narrative has a portion expressed in irrealis, it would most likely occur in the background....This dream sequence provides an excellent opportunity to investigate how learners mark irrealis in narrative compared to their marking of the realis foreground material" (Bardovi-Harlig, 2000, pp. 321-322).

In "Alone and Hungry", the main character Charlie Chaplin meets a poor young woman called Gamin, who has stolen a bread and is escaping from the police. The events unfold as Charlie Chaplin tries to help her and the two flee together until they find a spot to rest and daydream about their fulture life together as a marired couple. The film episode ends when their dream is interrupted by a police officer and they resume their escape in hopes of realizing their dream of having a blissful home. This film episode has four main foreground events: Gamin's stealing a loaf of bread and her

subsequent arrest, Charlie Chaplin's eating of two trays of food in a cafeteria and his resultant arrest, the meeting of Charlie Chaplin and Gamin as arrested criminals in the police wagon, and their following escape from the police on the street. As a silent film episode "Alone and Hungry" has 10 titles starting from the first one "Alone and Hungry" setting the scene and continuing with the other 9 which report the characters' speech.

Unlike the comprehension tasks, which were administered only to the students, the film-retelling task was delivered to both the students and the control group of native English speakers. For practical reasons, in order to have the participants produce a reasonable amount of writing and to prevent them from writing too short, a word count limit was given in the instruction but they were also reminded that they could write more if they preferred to. Furthermore, to facilitate their process, an introductory storyline was provided for them, which they were supposed to continue it in the past context (see Appendix-3-A and Appendix-3-B).

3.3. Data Collection Procedure

The present study was carried out cross-sectionally in the academic year of 2020-2021 when schools and universities turned to online education because of the Coronavirus pandemic. The language tasks were administered to the groups of participants at a single time. The English preparatory classs students did the tasks as part of their lesson and completed the tasks successively during their online classes in a day. First, they were given the comprehension tasks then they were asked to engage in the film retelling task. They were asked to concentrate and complete the tasks individually as if they were in an examination. The students received feedback as to their performance on the tasks afterwards as well. For this, during the fall semester of 2020-2021 three instructors of English at Başkent University were asked for help to deliver the language tasks to their intermediate level classes. They allocated their 3 lesson hours for this implementation but the students finished all the tasks in 2 lesson hours. For the pre-intermediate group, in the spring semester of 2020-2021 the researcher administered the tasks to her own classes at a single time during their online regular lesson hours. Like the intermediate level students, the pre-intermediate level students was also allocated 3 lesson hours for the completion of the tasks but they finished all of them in two lesson hours as well.

For the other groups of participants the tasks were uploaded on online links. The advanced level group of participants were contacted through their own lecturers, who shared the online links of the tasks with them. For technical, practical and schedule-related reasons, it was difficult for the lecturers to administer the tasks to their students during their online classes so they only provided the links of the tasks for their students to complete. The students completed the tasks and sent them back to the researcher in a week. The control group of native English speakers were contacted by the researcher on social networking sites by announcing the purpose of the study and the need for native English-speaking participants as the control subject group. The online link where the silent film along with the production task was uploaded was given to them and they wrote their recounts of the film on a voluntary basis and sent them back to the researcher in about a week.

3.4. Data Analysis

For the analysis of the data, both qualitative and quantitative measures were adopted. The comprehension tasks were analyzed by utilizing statistical measures and comparing the findings across proficiency levels. For the first comprehension task (Lexical Aspect Judgement Task without Discourse Context), an item-based analysis were conducted as well as a task score-based one. Regarding the second comprehension task (Lexical Aspect Judgement Task in Narrative Context), statistical measures were employed to analyze and compare students' choices of lexical aspect types in alignment with narrative grounding.

The production data were first analyzed qualitatively by examining the finite clauses of the learners and putting the predicates into the four lexical aspect categories of states, activities, accomplishments and achievements. The verbal morphology used with the predicates were analyzed and grouped based on a categorical system of tense-aspect forms borrowed from Bardovi-Harlig (1995) along with the extraction of novel categories from the data. The second phase of the production data analyis consisted of statistical calculations. As noted by Bardovi-Harlig (2000, 2002), there are two main analyses used in aspect studies, which are within-category analysis and across-category analysis. While within-category analysis examines how many tokens of which aspectual category receive perfective/imperfective marking, across-category analysis enquires how much of which morphological marking occurs in which aspectual category.

According to Bardovi-Harlig (2000, 2002) and Shirai (2004), within-category analysis is a more robust way of analyzing learner data of verbal morphology because it includes base forms as well as inflected forms so it shows developmental change more strikingly and clearly than across-category analysis. "It appears that the inclusion of base forms in the equation in the within-category analysis is a key factor, because the rate of base forms is something that drastically changes across proficiency levels, which makes the within-category analysis much more sensitive to developmental change" (Shirai, 2004, p.108). For all these reasons, regarding the fact that the current study traces developmental pattens/changes across three different groups of proficiency levels, within-category analysis was employed in the statistical/numerical interpretations of the production data.

4. RESULTS

The present study aimed to test the validity of the Primacy of Aspect Hypothesis versus the Discourse Hypothesis in the Turkish EFL context. In order to ensure the validity of these hypotheses, the study was conducted on the basis of production and comprehension. For this, two comprehension tasks and one production task was administered to the students of pre-intermediate, intermediate, and advanced levels. This section presents the results of the study which sought to answer the following research questions:

1) Does lexical aspect have an impact on EFL learners' comprehension and production of verbal morphology?

a) Do EFL learners show sensitivity to lexical aspect in comprehension without discourse context?

b) Do they produce verbal morphology as predicted by the Aspect Hypothesis?

2) Does narrative grounding have an impact on EFL learners' comprehension and production of verbal morphology?

a) Do they show sensitivity to narrative grounding in comprehending the aspectual classes of predicates in discourse context?

b) Do they produce verbal morphology to distinguish narrative parts as predicted by the Discourse Hypothesis?

3) Are there any differences in production and comprehension of verbal morphology in terms of proficiency levels?

4.1. Results of the Impact of Lexical Aspect versus Narrative Discourse in Comprehension

4.1.1. Research question: "Do EFL learners show sensitivity to lexical aspect in comprehension without discourse context?"

In order to answer the first research question related to comprehension, the participants' answers to the first comprehension task called "The Lexical Aspect Judgement Task without Discourse Content" were analyzed. As previously mentioned, this tool was a 20-item multiple choice test which required the students to choose answers that were grammatically correct and semantically acceptable. The test had 4 evenly distributed aspectual groups, more precisely, the first five questions measured

the learners' comprehension of stativity, the next five tested their sensitivity to the semantic properties of activity predicates, questions from 11 to 15 were about the comprehension of accomplishments, and lastly, questions between 15-20 measured the students' understanding of achievement predicates. The items in the questions were isolated from discourse context, in other words, students were only supposed to choose the options (sentences) which sounded grammatical and acceptable to them.

This tool was a judgement task since it tested the learners' sensitivity and reactions to the inherent semantic properties of predicates. Besides, it was also an achievement test measuring comprehension because it was designed in such a way that each question had only one correct answer and the students were expected to find those correct answers based on the grammatical and semantic appropriateness of the options. As there were 20 questions in the test, each question was assigned 5 points to attain the total score of 100 as a whole. Thus, the highest point that could be scored in this test was 100 while the lowest one was 0, which indicated no sensitivity to lexical aspect within the scope of the test. If the students answered half of the questions or below (10 or fewer) correctly, which indicated the total score of 50 and below, it was considered as low comprehension. If the students gave correct answers to more than half of the questions (11 and more), it meant comprehension above the low level. Based on the decision arrived with a testing expert, the possible scores above 50 were categorized into medium level comprehension and high level comprehension. Hence, if the students correctly answered between 11 and 15 questions, which pointed to the scores between 55-75, they were considered to show medium level comprehension, and if they correctly answered 16 questions and more indicating the score of 80 and above they were identified as displaying high comprehension of lexical aspect.

Table 4.1. *Scoring criteria of lexical aspect comprehension levels in comprehension task-1*

Comprehension/ Sensitivity Level	Scores
High level of comprehension/sensitivity	80-100
Medium level of comprehension/sensitivity	55-75
Low level of comprehension /sensitivity	5-50
No comprehension/sensitivity	0

4.1.1.1. *Results of the pre-intermediate level students*

According to the scoring level criteria, the pre-intermediate level students showed a medium level of sensitivity to lexical aspect on the whole (Mean=70). Their scores ranged from 40 to 100. Out of a total of 30 students, 12 (40%) were found to have a high level of sensitivity/comprehension in lexical aspect, another 12 (40%) exhibited medium level of lexical aspect sensitivity/comprehension and lastly 6 (20%) of them scored low comprehension/sensitivity.

Total Number =30   Mean=70   Minimum=40   Maximum=100
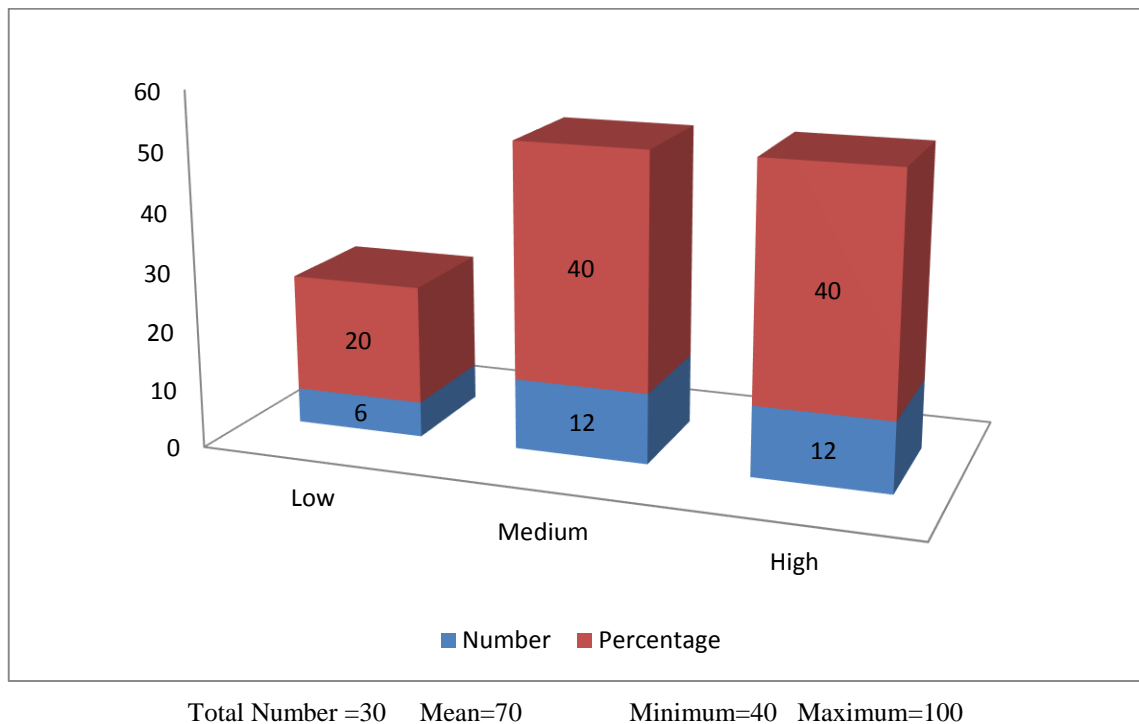
Graph 4.1. *Descriptive statistics of the comprension task-1 among the pre-intermediate students*

4.1.1.2. *Results of the intermediate level students*

The intermediate level students generally showed a high level of lexical aspect comprehension (Mean=81,83). The lowest score was 55 and the highest score was 100. Out of a total of 30 students, 20 (67%) showed a high level of comprehension and 10 (33%) were found to score a medium of level of lexical aspect sensitivity/comprehension. None were found to exhibit a low level of sensitivity/comprehension.
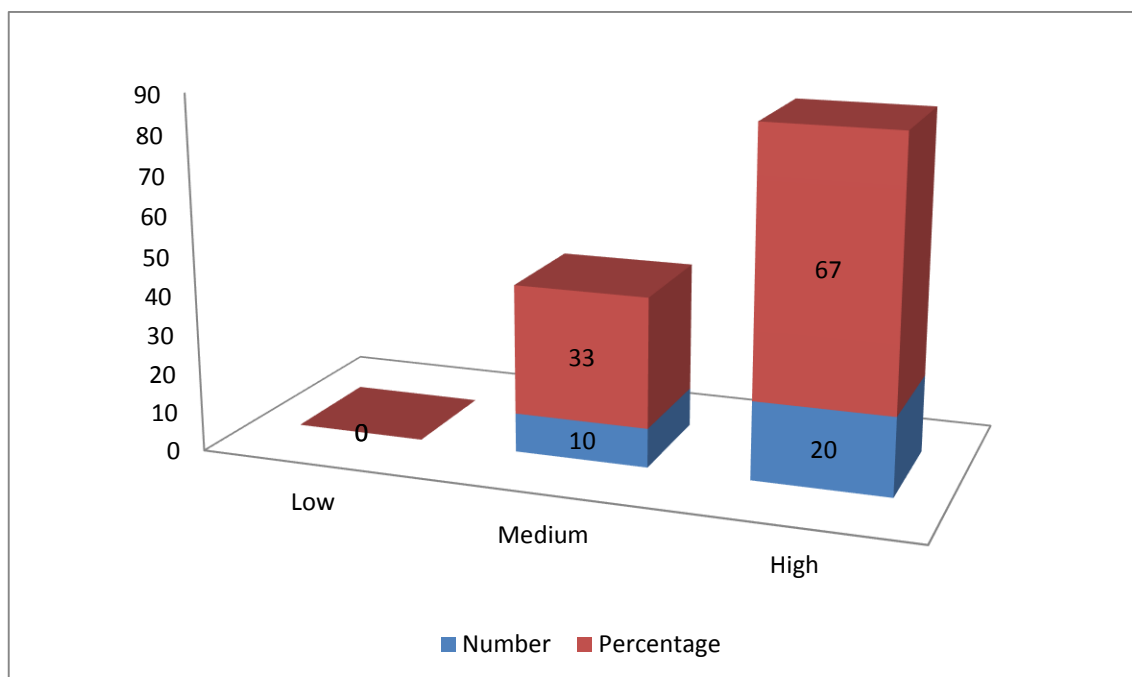
Total Number =30   Mean=81,83   *Percentages are rounded off to the nearest numbers
Minimum=55   Maximum=100

Graph 4.2. *Descriptive statistics of the comprension task-1 among the intermediate students*

4.1.1.3. *Results of the advanced level students*

The advanced leved students also showed a high level of lexical aspect comprehension in general (Mean=89,50). Their scores ranged from 65 points to 100 points. Out of a total 30 students, 26 (87%) showed a high level of comprehension while 4 (13%) students showed a medium level of lexical aspect sensitivity/comprehension. None were found to exhibit a low level of comprehension.

Graph 4.3. for the x-axis labels: Low, Medium, High with values: Low: 0, Medium: 13 / 4, High: 87 / 26. Y-axis from 0 to 120. Legend: Number, percentage.
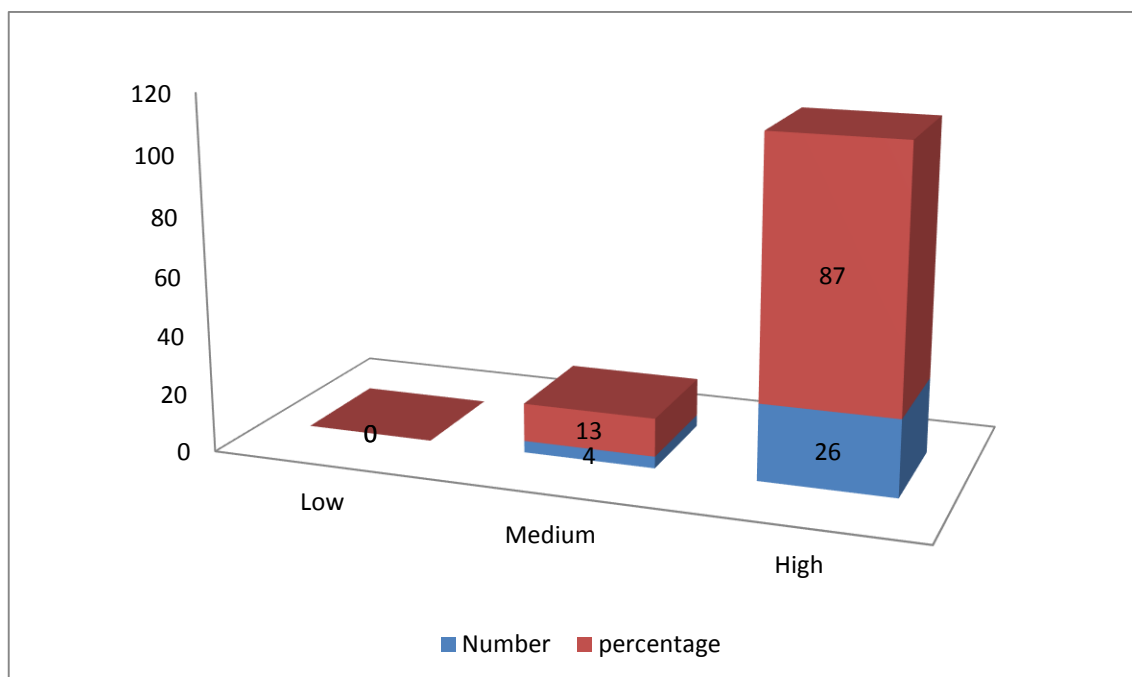
Total Number =30   Mean=89,50   *Percentages are rounded off to the nearest numbers
Minimum:65   Maximum=100

Graph 4.3. *Descriptive statistics of the comprension task-1 among the advanced students*

4.1.1.4. *Comparison among the proficiency groups*

Below is a full display of the mean scores across the three proficiency groups. In terms of mean scores, the pre-intermediate level group shows the lowest level of comprehension followed by the intermediate-level group of students while the advanced level students manifested the highest comprehension of lexical aspect.
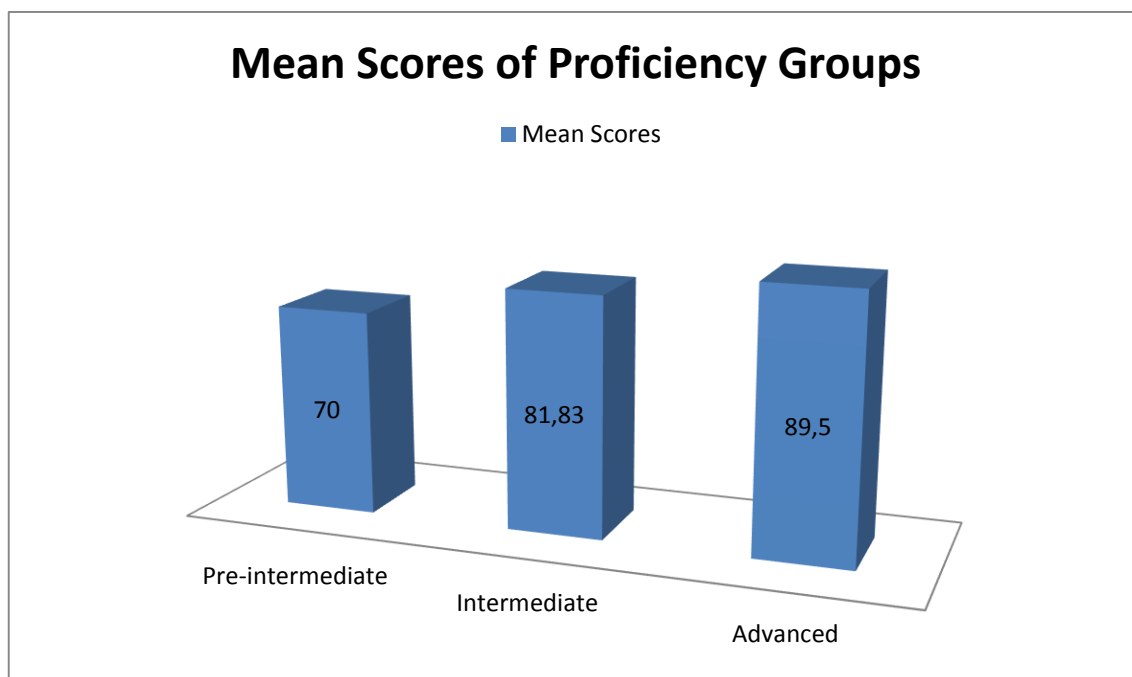
Graph 4.4. *Comparison of mean scores among the groups in comprehension task-1*

Based on the defined scoring level criteria, the advanced level and the intermediate level students generally showed high levels of sensitivity to lexical aspect (Mean Advanced= 89,50, 80 <89,50<100; Mean Intermediate = 81,83, 80<81,83<100) while the pre-intermediate level students showed a medium level of lexical aspect sensitivity on average (Mean Pre-int =70, 55 <70<75). The statistical information in Graph 4.4 above shows that the advanced level students showed the highest lexical aspect sensitivity with the mean group score of 89.50 followed by the intermediate level students (Mean=81,83) while the pre-intermediate students manifested the lowest level of sensitivity to lexical aspect (Mean=70).

A one-way ANOVA statistical calculation was conducted in order to see whether the task scores of the three learning groups differed significantly. According to the one-way ANOVA results, there are significant differences between the task scoress of learnes across the three proficiency groups (F (2,87) =[17,687], p=,000<.05) (see Appendix-5: Table 4.2).

A following post-hoc test revealed precisely that the pre-intermediate level students got significantly lower comprehension task scores than the intermediate and the advanced groups (p<.05). Furthermore, it indicated that there was a significant difference between the task scores of the intermediate and those of the advanced group

students, meaning that the advanced level students achieved significantly higher lexical aspect comprehension scores than the intermediate level students did (p<.05) (see Appendix-5:Table 4.3).

Overall, according to the pre-defined scoring level categorization the pre-intermediate students showed a medium level of lexical aspect comprehension achievement whereas the intermediate and the advanced groups manisfested high levels of lexical aspect comprehension. This was further validated by the statistical one-way ANOVA test which revealed that the pre-intermediate students scored significantly lower points in the lexical aspect comprehension task than their intermediate and advanced counterparts. Although the intermediate and the advanced groups both showed high lexical aspect sensitivity based on the scoring level criteria, the one-way ANOVA test further revealed that the comprehension achievement scores of the advanced group was significantly higher than the intermediate group. In other words, it was seen that the advanced-level students also showed a significantly higher sensitivity to lexical aspect than the intermediate-level students did. Hence, the mean score results from comprehension task-1 suggested a linear development of lexical aspect sensitivity/comprehension along with language progression.

4.1.1.5. *Item-based analysis*

4.1.1.5.1. *The item-based analysis of the pre-ıntermediate level group*
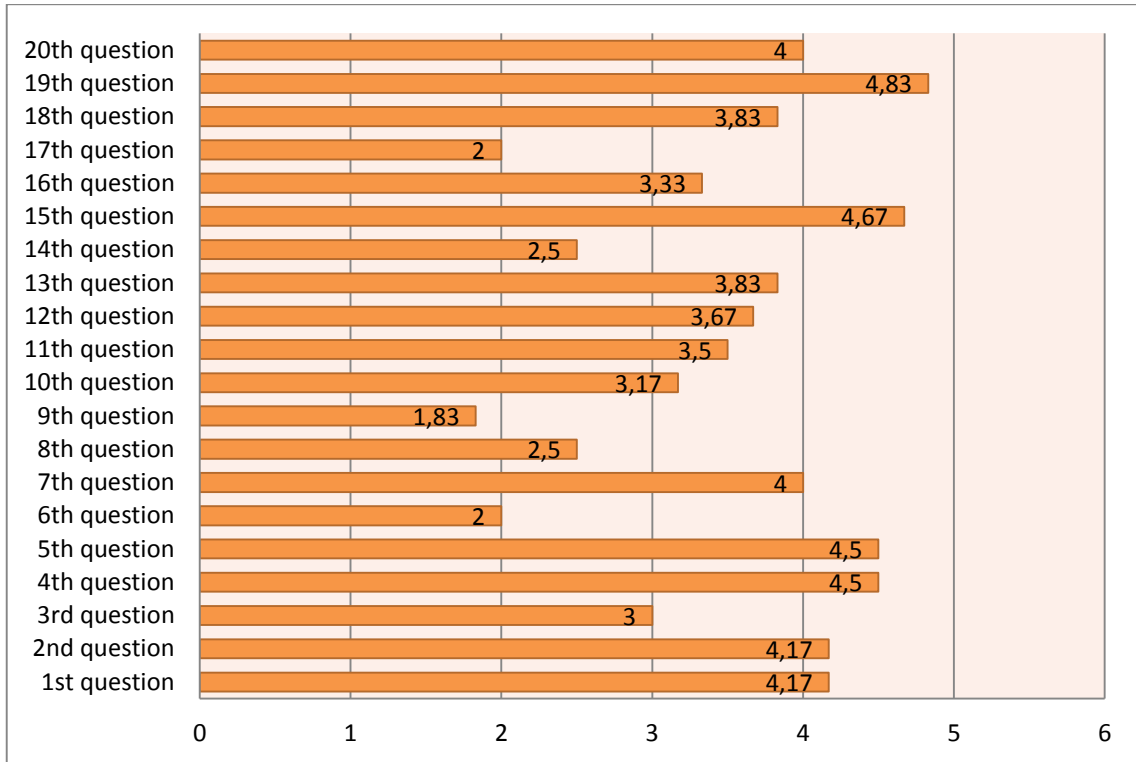
Graph 4.5. *Item mean scores of the pre-intermediate group in comprehension task-1*

As seen in Graph 4.5 above, the mean scores of the comprehension task items ranged from 1,83 to 4,83. The 9th question in the task received the lowest mean score meaning that the students generally gave incorrect answers to it. This question tested the students' comprehension of activity predicates with the verb of "arguing". The correct answer to the question was the option "a" because if you argued with someone for a duration of time this means that you were still arguing with them at any point during that time period, which is a striking semantic feature of activity verbs/predicates:

9) "The customer called the shop and argued with the shop assistant on the phone for 20 minutes then hung up all of a sudden." Which statement can be inferred from that sentence?

a) They started arguing on the phone and were still arguing 10 minutes later.

b) They stopped arguing before the phone call.

c) They did not argue before the end of the phone call.

d) They started arguing on the phone after 20 minutes.

The lowest mean score obtained from the 9th question from the task by the pre-intermediate level group may stem from the students' inability to associate activities with a time adverbial. Since activities have no inherent endpoint in their semantic construct, using them with a time expression such as "for 20 minutes" and "10 minutes later" may have created confusion in their minds especially considering their low language level. Moreover, even though the students may have easily associated the activity verb of "arguing" with "for 20 minutes" since that time expression expresses duration, which is semantically compatible with the verb itself, the use of "10 minutes later" in the correct inference statement in option "a might have prevented them from choosing it as the correct answer. This might be due to the fact that they were first introduced to the time adverbial "…minutes/hours/days/ later" with the completion of events in the simple past, thus seeing the use of an activity verb in the past progressive with the adverbial "10 minutes later" might have caused them to deviate from the correct option.

The 19th question in the comprehension task received the highest mean score of 4,83. This question measured the students' understanding of achievement predicates. The correct answer to this question is the option "d" because spending a good time refers to an activity realized within a duration of time so it cannot be used with the adverb "suddenly":

19) In which of the sentences below is "suddenly" NOT appropriate in meaning?

a) Suddenly, the bomb exploded.

b) Suddenly, the children began screaming.

c) Suddenly, the car crashed into a tree.

d) Suddenly, they spent a good time at the party.

The highest mean score obtained from the 19th question is an indicator of the pre-intermediate level students' competence over achievement predicates especially when they are used and reinforced with an adverbial conveying immediateness/instantaneity.

4.1.1.5.2. *The item-based analysis of the ıntermediate level group*
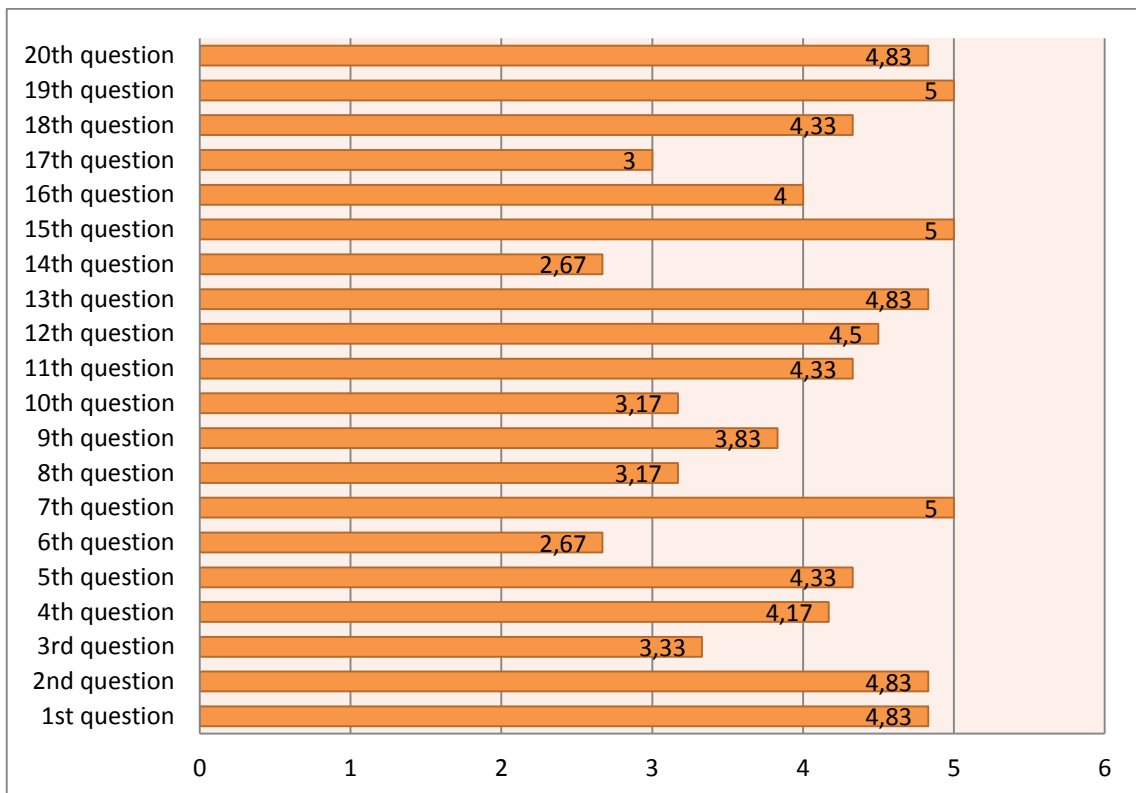
Graph 4.6. *Item mean scores of the intermediate group in comprehension task-1*

The mean scores of the comprehension task items among the intermediate group ranged from 2.67 to 5 points. The lowest mean score belonged to the 6th and the 14th questions. The 6th question measured the students' comprehension of activity predicates with the verb "running". The correct answer to this question was the option "b" since the preposition of time duration "for" can only be acceptably used with an endless activity predicate. The other options in the question are incorrect since the predicate constituents used with "run" refer to an endpoint/completion:

6) In which of the following sentences is "for" used appropriately?

a) He ran five kilometers for two hours.

b) He ran for two hours.

c) He ran out of the car for two hours.

d) He ran upstairs to his room for two hours.

As is the case for the 9th question in the pre-intermediate level group, the 6th question also showed a difficulty in the area of activities for the intermediate level

group. Like their pre-intermediate counterparts, intermediate level students seemed to have a problem in associating activitiy verbs with time adverbials probably because of their inherent endlessness in their semantic structure.

The 14th question, which received the same lowest mean score of 2.67 points as the 6th question, tested the students' understanding of accomplishment predicates. The correct answer to this question is the option "b" because "eating five hamburgers" is an accomplishment containing quantity, so using it in a continuous aspect is both grammatically and semantically inappropriate. Futhermore, the time preposition "until" refers to the completion of an action up to a certain period of time, thus as an accomplishment predicate "eating five hamburgers" requires the simple past inflection to point to a completed activity in the past in order to be compatible with the use of "until". That is why the option b is the unacceptable usage:

14) In which of the following is there an incongruence between the tense used and the meaning of the sentence?

a) He ate five hamburgers until bedtime.

b) He was eating five hamburgers until bedtime.

c) He was eating a hamburger just before bedtime.

d) He ate five hamburgers in an hour.

The reason that the intermediate level students generally found the option "b" acceptable may have resulted from their overgeneralization of the progressive aspect to the durativity of any type of action or event. Since "eating five hamburgers" is a durative event, especially with the amount "five hamburgers" emphasizing the duration of eating more, the students might have associated it with the progressive aspect ignoring its completed sense coming with quantity paricularly along with the use of "until". Thus, this might have led them to conclude that the option "b" was an acceptable sentence.

The 7th, 15th and the 19th questions received the highest mean score of 5.00 among the intermediate-level students, which was also the highest possible point that could be attained meaning that all of the 30 students gave correct answers to these questions. The 7th question was activity predicate-based and was constructed according to the formula proposed by Andersen and Shirai (1995) "Does 'X is Ving' entail 'X has Ved' without an iterative/habitual meaning? In other words, if you stop in the middle of Ving, have you done the act of V? If yes __ Activity)" (p.749). The correct answer to

this question was the opiton "d" because "driving" is an activity verb and the fact that someone stopped during the act of driving does not nullify the occurrence of driving, rather it implies that the act of driving happened even though the driver did not reach their destination:

7) "John was on a journey. He was driving at top speed then a deer appeared in front of him and he stopped." Which statement can be inferred from that sentence?

a) The journey did not happen at all.

b) John finished the journey smoothly.

c) The journey was interrupted so the act of driving never happened.

d) John drove a car but his journey was interrupted at some point.

The 15th question aimed to measure the students' understanding of accomplishment predicates. It was constructed based on the operational test proposed by Andersen & Shirai (1995, p.749):

'X will VP in Y time (e.g. 10 minutes)' = 'X will VP after Y time.'

If no __ Accomplishment (e.g. He will paint a picture in an hour is different from He will paint a picture after an hour, because the former can mean that he will spend an hour painting a picture, but the latter does not.)

Hence, the right answer to this question is the option "d". The completion of a picture-drawing is an accomplishment predicate so drawing the picture of the view in an hour means spending an hour drawing that picture:

15) She will spend an hour drawing the picture of the view" Which of the following statements means the same as that sentence?

a) She will draw the picture of the view after an hour.

b) She will draw the picture of the view earlier than an hour.

c) She will need more than an hour to draw the picture of the view.

d) She will draw the picture of the view in an hour.

The students all gave correct answer to the 19th question as well, which is an achivement predicate-based test item and had already been explained above in the case of pre-intermediate group (see 4.1.1.5.1.The Item-based analsysis of the Pre-Intermediate Level Group).

4.1.1.5.3. *The item-based analysis of the advanced level group*
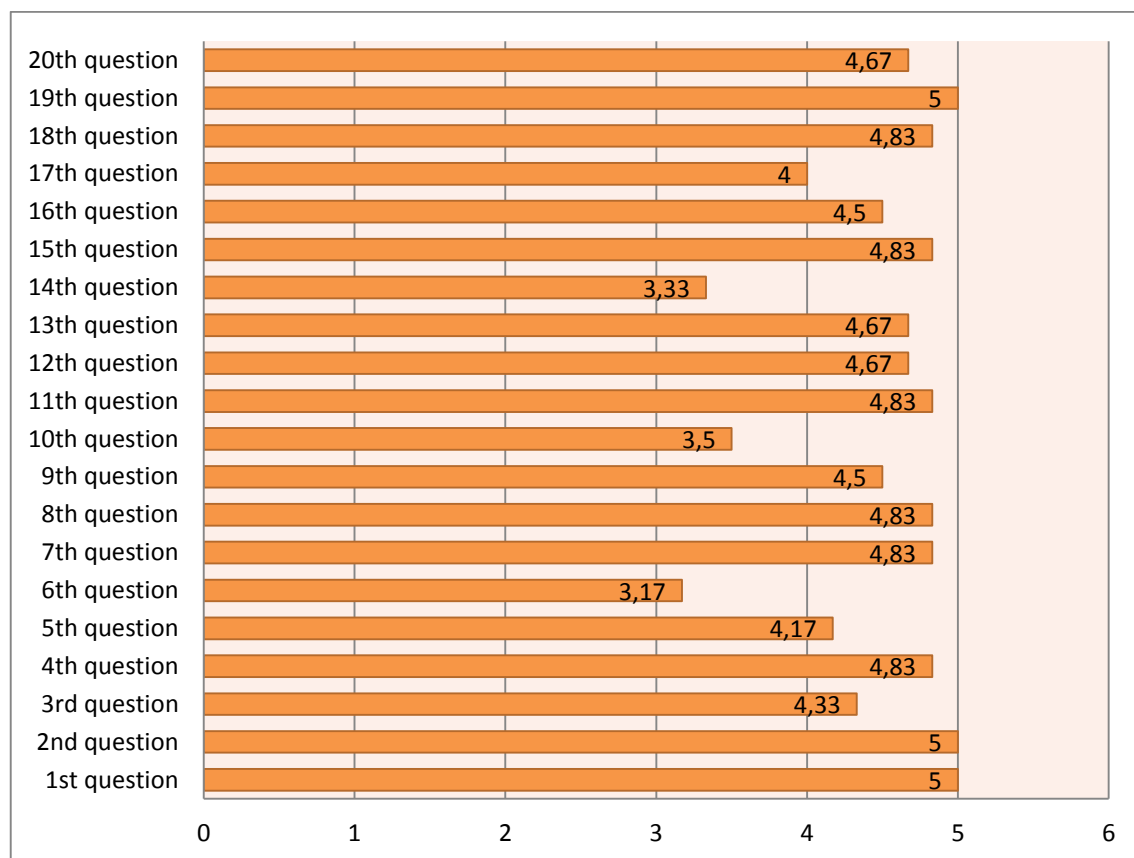
Graph 4.7. *Item mean scores of the advanced group in comprehension task-1*

The mean scores of the lexical aspect comprehension task items ranged from 3,17 points to 5,00 points among the advanced level students. The lowest mean score belonged to the 6th question (which has been explained above in the case of the intermediate group, see 4.1.1.5.2. The Item-based Analysis of the Intermediate Level Group) while the 1st, 2nd and 19th questions received the highest mean score of 5,00 points, which meant that the students all gave correct answers to them. Both the 1st and the 2nd questions were construed to test the comprehension of stativity. The first one required the students to distinguish dynamicity from stativity in the simple present tense, and the second question aimed for the students to find out the feature related with personal perception and sense. The correct answers to the questions are the options "b" and "a" respectively:

1) Which sentence expresses a habitual action?
a) She usually likes coffee.

b) She usually buys coffee from starbucks.

c) She is drinking coffee at the moment.

d) She enjoyed her coffee last night.

2) Which sentence expresses a feature based on individual perception?

a) The flowers look wonderful.

b) She smells the flowers every morning.

c) The flowers die without water.

d) She is looking at the flowers.

The highest attainable mean score (5,00) that was received by the two questions above indicated the advanced level students' command over stativity arising from the emphasis on the uses and functions of state verbs in their long years of English learning and possibly thanks to their careful attention to state verbs in their teaching practices as prospective teachers. The advanced level group also obtained the mean score of 5,00 in the 19th question, which measured the use of achievements with the time adverbial "suddenly" as explained previously in the pre-intermediate level group section (see 4.1.1.5.1.The Item-based analsysis of the Pre-Intermediate Level Group).

4.1.1.6. *Item-based comprarison between the proficiency groups*
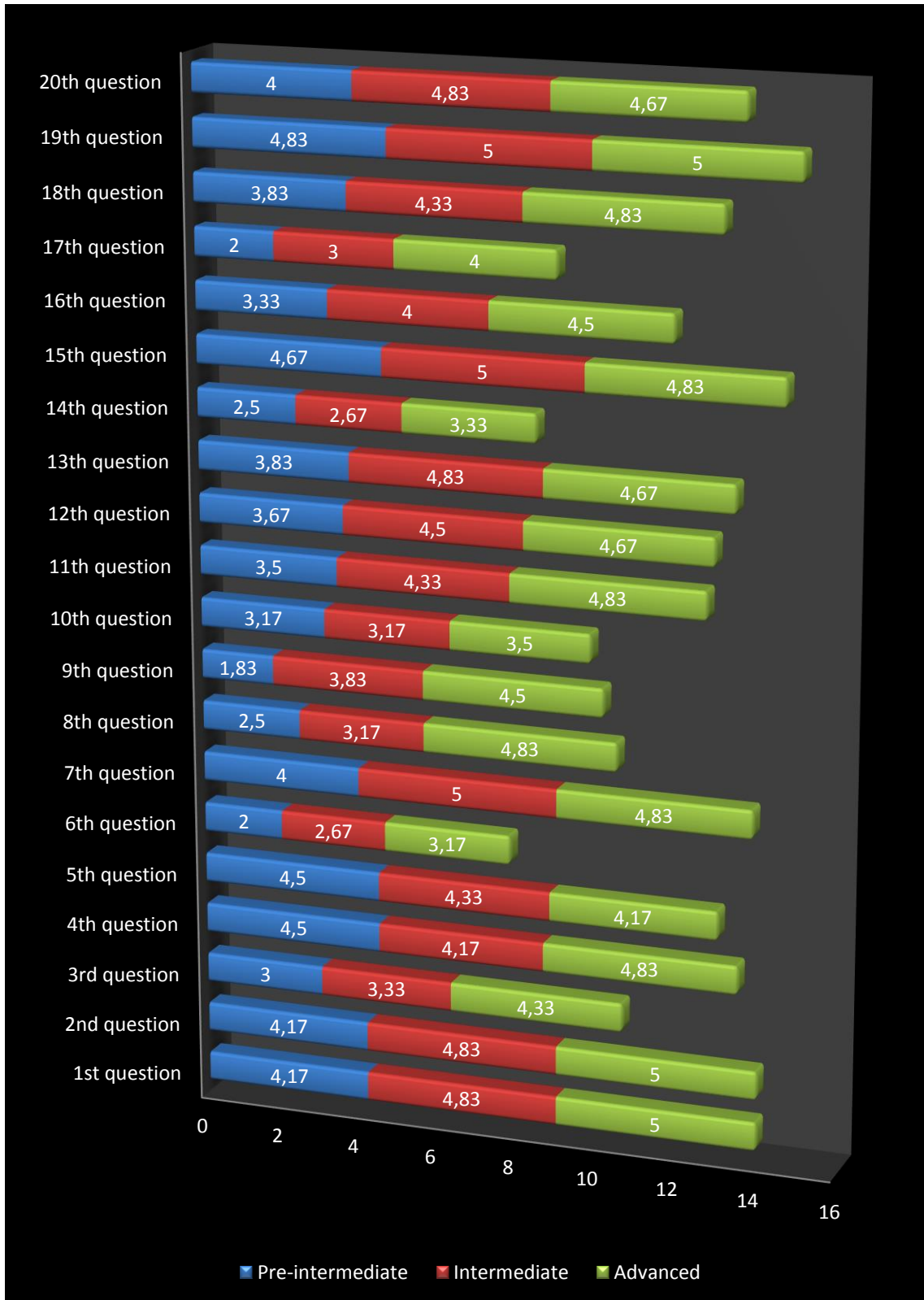
Graph 4.8. *Item mean scores of the comprehension task-1 across the proficiency groups*

As seen in Graph 4.8 above, the test items generally received the lowest mean scores in the pre-intermediate group while the advanced group generally had higher test item mean scores than the intermediate group. The 19th question of achievement predicate was the common point where all the three proficiency groups had the most success. The 6th question of activity predicate is the mutual item where both the intermediate and the advanced groups had the least success. While the pre-intermediate and the intermediate students had the least success at the 9th and the 14th questions respectively as well, the 7th question of activity and the 15th question of accomplishment were where the intermediate students were most successful and the first two questions of stativity in the task were answered correctly by all of the advanced group students (see 4.1.1.5. Item-based Analysis across groups for the explanations and interpretations of the questions).

4.1.1.7. *Analysis based on lexical aspect groups*

As previously mentioned, the first lexical aspect comprehension task aimed to test the students' judgement of lexical aspect without discourse context. It consisted of 20 questions and 4 aspectual groups. Each group measured one type of lexical aspect and included 5 questions. The first 5 questions in the comprehension task constituted the group of states, questions between 6-10 comprised the group of activities, 11-15 were about accomplishments, and finally the last five questions (16-20) formed the group of achievements. Since each group had 5 questions and the questions in the whole task each received 5 points to attain the highest point of 100, the maximum point that could be received from each group when answered all correctly was 25 and the minimum point that could be received when only one question was correctly answered was 5. In order to understand which proficiency group showed the highest comprehension of which lexical aspect, an aspectual group analysis across the proficiency groups was carried out by calculating the mean scores of each proficiency group related to each lexical aspect group.
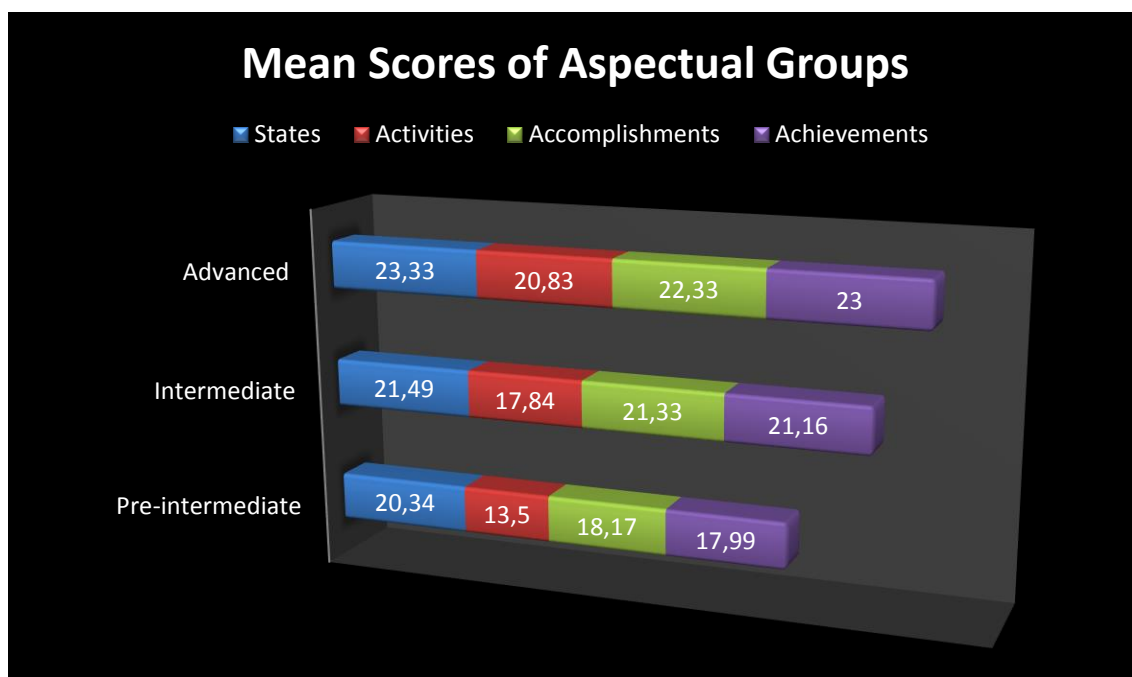
Graph 4.9. *Aspectual group mean scores of comprehension task-1 across the proficiency groups*

As seen in Graph 4.9 above, the advanced level students showed all but the same highest level of comprehension in the group of states and achievements (Means=23,33; 23,00) meaning that they generally correctly answered 4 or 5 of the questions in these lexical aspect groups. For the intermediate group, the aspectual groups which received the highest comprehension mean scores were states, accomplishments and achievements with slight decimal differences (Means= 21,49 ; 21,33 ; 21,16). This indicated that the intermediate students generally gave correct answers to at least 4 of the questions in these groups. The pre-intermediate level students showed the most comprehension success in the group of states (Mean=20,34) by usually answering 4 of the group questions correctly. All through the proficiency groups, the category of states received the highest comprehension mean scores (Preint=20,34, Intermediate=21,49, Advanced=23,33) whereas the activities were the category where all the proficiency groups had the least comprehension success (Preint=13,50; Intermediate=17,84; Advanced=20,83), and especially for the pre-intermediate group this meant that the students predominantly gave two correct answers in this aspectual group. As mentioned earlier, the fact that all the three proficiency groups got the highest mean scores in the category of states may be due to their awareness of stativity arising from the particular emphasis on state verbs in instructional materials and coursebooks and in classrooms

where teachers usually make constrative analysis between the usages of state verbs in English and Turkish in order to prevent the habit of using states with the progressive aspect in English tenses. The lowest mean scores obtained from the category of activities in all the proficiency groups may indicate the students' lack of sufficient competence in associating activity prediates, which have semantically endless duration, with the use of time expressions. As seen in the item-based comparison in Graph 4.8 above, the questions that created particular difficulty for all the proficiency groups based on their mean scores were the 6th question (see 4.1.1.5.2. The Item-based Analysis of the Intermediate Level Group), 9th question (see 4.1.1.5.1.The Item-based Analysis of the Pre-Intermediate Level Group) and 10th question (see Appendix-1-A), all of which tested the students' judgements of the appropriate uses of activities with time expressions. For all the lexical aspect categories, the pre-intermediate group had the lowest mean scores, followed by intermediate group and the advanced group in order, which suggested a linear development of lexical aspect comprehension with increased language level.

The analyses discussed so far dealt with the learners' understanding of lexical aspect in the absence of discourse context. However, it is also important to see how learners' comprehension is shaped in a discourse context since discourse is an indispensable part of language and communication. Hence, the following analyses discusses the students' comprehension of lexical aspect in relation to narrative context.

4.1.2. Research question: Do EFL learners show sensitivity to narrative grounding in comprehending the aspectual classes of predicates in discourse context?

In order to answer the second research question of the study, which was concerned to find the impact of narrative context on learners'comprehension of lexical aspects, the answers to the second comprehension task titled "The Lexical Aspect Judgement Task in Narrative Context" were analyzed. This comprehension task was construed within the framework of a story in the past with a total of 40 predicates carefully and deliberately arranged in both grounding structures, where the students were required to choose the right grammatical inflecions. Half of the predicates were placed in the foreground and the other half belonged to the background part. The foreground mostly consisted of dynamic durative predicates while the background mostly included predicates of punctuality to give the meanings of iteration and

extending the punctual action. State verbs were placed in both lines of the story. Consider the example sentences from the story below:

(1) The sun *was rising* in the sky…… (background clause)

(2) The lights from their boats *were flashing* on and off in the distance (background)

(3) After Jane's arrival, they *drove* to a cafe and ate together (foreground)

(4) It *looked* absolutely beautiful. (background)

(5) He *listened* to the whole story and seemed shocked. (background)

In example sentence (1) above, "rise" is a punctual verb but since it is used in a background clause it goes with the past progressive inflection to engage the reader in the environmental detail. Here, the action of " rising" realized by a single subject (the sun) is extended with the progressive inflection and the reader is focused on the scene.

In sentence (2), the punctual verb "flash" is used in a background clause as well and is combined with the prepositions " on" and "off" to reinforce the meaning of repetition. Since it is a background predicate and aims to give a detail apart from the main line of the story, it requires the past progressive inflection gaining the meaning of iteration.

In sentence (3) above, "driving to a cafe" and "eating" are durative predicates. Since they are placed in the main part of the story and must convey the finished events in order, they require the simple past inflection rather than the past progressive, which is prototypically more congruent with their semantic construct.

In sentences (4) and (5), state verbs occur in background and foreground clauses and they must be inflected with the simple past regardless of narrative grounding since English does not allow the use of the progressive with states.

Below is the list of all the predicates occurring in both lines of the narrative:

Table 4.2. *The list and the distribution of predicates used in the lines of the story*

Background, N=20	Foreground, N=20
rise	go to the bay
break	wait
step	drive to a cafe
come back	eat
flash	travel to the east town forest
catch	walk
hug	see
throw	play***
look	understand
jump	run
have	chase
grab	cross the stream
hop	follow
get dark	progress
bark	continue
echo	approach
hit	ask questions
move	tell a story
appear	listen to the whole story
play***	seem

The background part included 16 achievement verbs, 3 stative verbs (look, have, appear) and 1 activity verb (play) whereas the foregound part comprised 17 dynamic predicates of duration, and 3 state verbs (see, understand, seem) . The verb "play" was placed and contextualized in both lines of the story in order to see how learners reacted to the same verb in different groundings. The 17 dynamic predicates of duration in the foreground were distributed alongside accomplishments and activities.

Table 4.3. *Types and tokens of predicates used in the lines of the story*

Background, N=20	Foreground, N=20	
Achievements, N=16	Dynamic Prediactes of Duration, N=17	
rise, break, step, come back, flash, catch, hug, throw, jump, grab, hop, get dark, bark, echo, hit, move	Activities, N=11 wait, eat, walk, play, run, chase, follow, progress, continue, approach, ask questions	Accomplishments, N=6 go to the bay, drive to a cafe, travel to the east town forest, cross the stream, tell a story, listen to the whole story
States, N=3 look, have, appear	States, N=3 see, understand, seem	
Activity, N=1 play		

In the task, the students were presented with two options of inflections, which were the simple past and the past continuous forms of the verbs. Since the purpose of this comprehension task was to measure the effect of grounding on the learners' comprehension of lexical aspect, predicates of punctuality and dynamic duration were situated in the story lines whose required inflections were incompatible with the semantic contents of those predicates. In other words, although the predicates of punctuality were semantically congruent with the simple past inflections because of their inherent endpoints, they required the past continuous inflections due to the narrative grounding in which they were used and whose function was to convey additional background information. By the same token, while the dynamic predicates of duration were more semantically harmonious with the past continuous inflections, they necessiated the simple past inflections when used in the foreground part, which transmitted the main line of the story in the order of completed actions/events.

In the background of the story, all of the achievements and the 1 activity verb required the past continuous inflections while in the foregound part the activities and the accomplishments all required the simple past inflections as correct answers. The state verbs in both foreground and background required the simple past inflections since they were neutral to grounding due to their internal homogeneity. Overall, 33 predicates in the task required inflections that were contrary to their semantic contents, 6 verbs of

stativity received the simple past inflection, and only 1 predicate, an activity verb in the background, received the inflection which was relevant to its inherent meaning, namely the past continuous form.

4.1.2.1. *General comprehension achievement in narrative context*

In the second comprehension task, each item had the numerical value of 2,5 points to reach 100 points as a whole. Since this comprehension tool had 40 items, the students who only gave correct answers to half of the items or below (20 or fewer) were considered as having low comprehension of predicates in narrative context, thus the points between 2,5 and 50 were accepted as low comprehension level within the scope of the task. If the students answered more than half of the questions (more than 20), it indicated level above low comprehension. Hence, possible scores that could be achieved between more than 50 points and 100 points were categorized into moderate and high comprehension levels. The students who correctly answered between 20 and 30 items were considered as showing moderate comprehension of predicates in narrative context by achieving the score range from 52,5 points to 75 points. Finally, the number of correct answers above 30 was determined as high level comprehension of predicates in narrative context within the score range from 77,5 points to 100 points.

Table 4.4. *Comprehension level of predicates in narrative context*

Comprehension Achievement Level	Scores
High comprehension	77,5 - 100
Moderate comprehension	52,5 - 75
Low comprehension	2,5 - 50
No comprehension	0

4.1.2.1.1. *Results of the pre-intermediate level students*

The pre-intermediate students generally showed a moderate level of comprehension of predicates in narrative context (Mean=68). Their task scores ranged from 42,5 points to 90 points. 11 (37%) students showed a high level of comprehension, 13 (43%) students achieved a moderate level of comprehension, and 6 (20%) students scored low comprehension in narrative context.
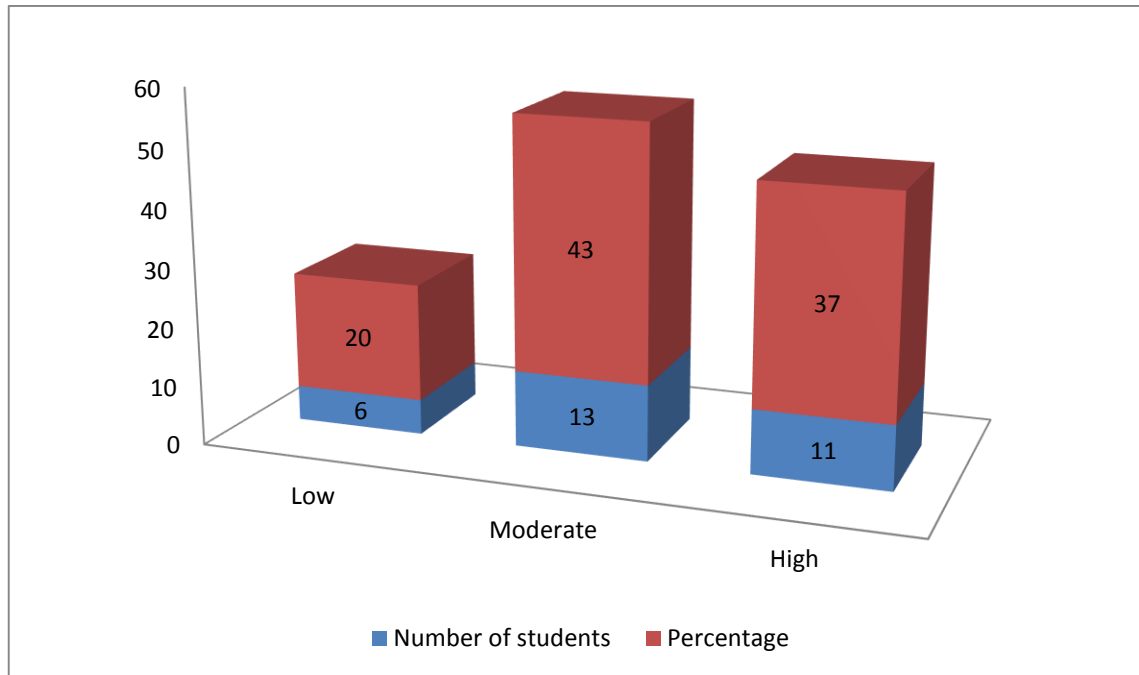
Total Number =30   Mean=68   *Percentages are rounded off to the nearest numbers

Minimum:42,5   Maximum=90

Graph 4.10. *Descriptive statistics of comprension task-2 among the pre-intermediate-level students*

4.1.2.1.2. *Results of the ıntermediate level students*

The intermediate students generally showed a high level of comprehension of predicates in narrative context (Mean=78,91). The highest score among them was 95 points and the lowest was 40 points. Out of 30 students, 7 (23%) students showed a high level of comprehension, 21 (70%) students achieved a moderate level of comprehension, and lastly 2 (7%) students displayed a low level of comprehension of predicates in narrative context.
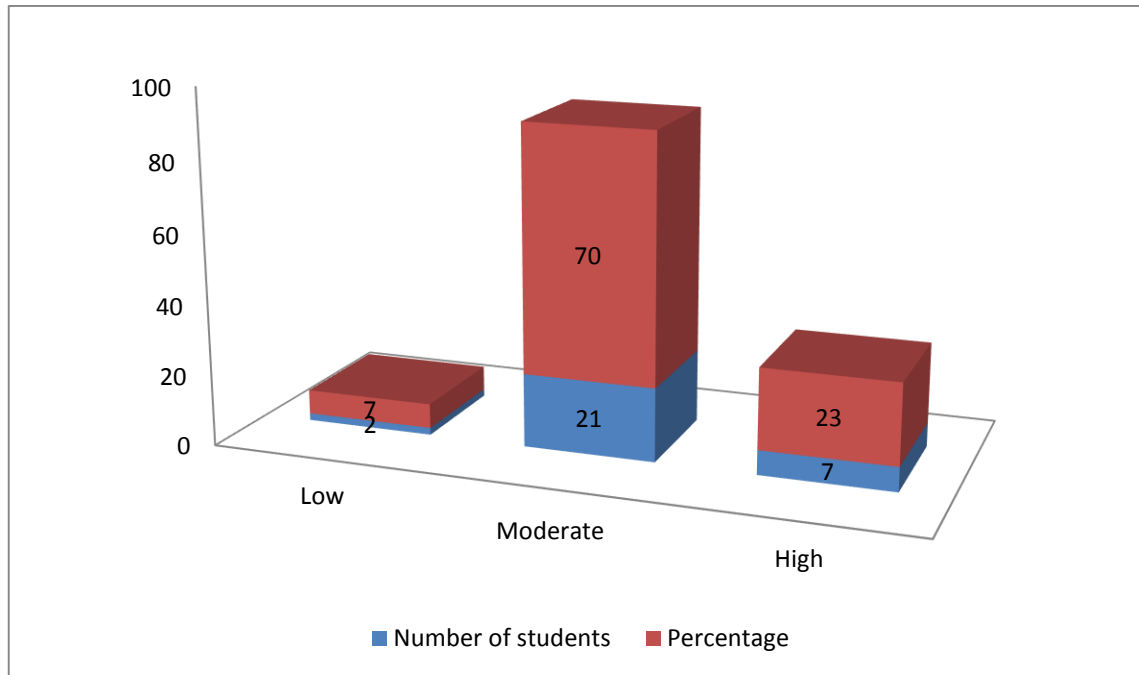
Total Number =30   Mean=78,91   *Percentages are rounded off to the nearest numbers

Minimum:40   Maximum=95

Graph 4.11. *Descriptive statistics of comprension task-2 among the intermediate-level students*

4.1.2.1.3. *Results of the advanced level students*

The advanced level students generally showed a high level of comprehension of predicates in narrative context (Mean=87,41). Their scores ranged from 60 points to 100 points. Out of a total of 30 students, 26 (87%) showed a high level of comprehension, and 4 (13%) students showed a moderate level of comprehension of predicates. None were found to score a low comprehension of predicates in narrative context.

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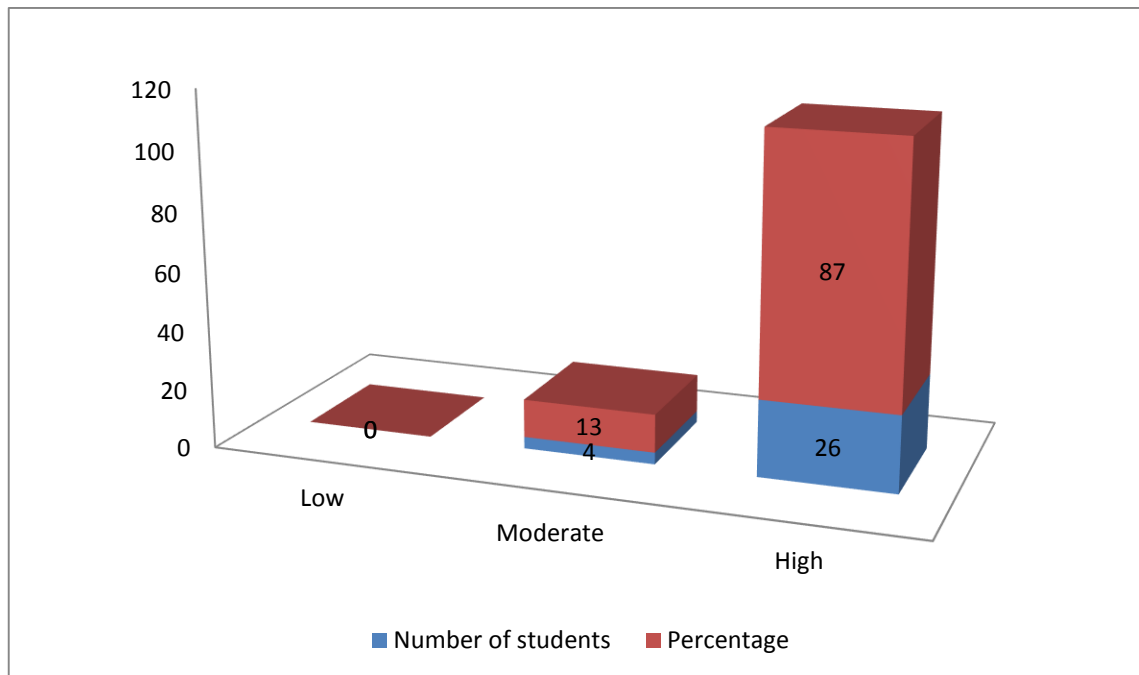
Total Number =30   Mean=87,41   *Percentages are rounded off to the nearest numbers

Minimum:60   Maximum=100

Graph 4.12. *Descriptive statistics of comprension task-2 among the advanced level students*

4.1.2.1.4. *Comparison between the proficiency groups in comprehension task-2*

Below is a full display of the mean scores across the three proficiency groups in the second comprehension task. In terms of mean scores, the pre-intermediate level group showed the lowest level of comprehension in narrative context, followed by the intermediate level group of students while the advanced level students manifested the highest comprehension of predicates in narrative context.
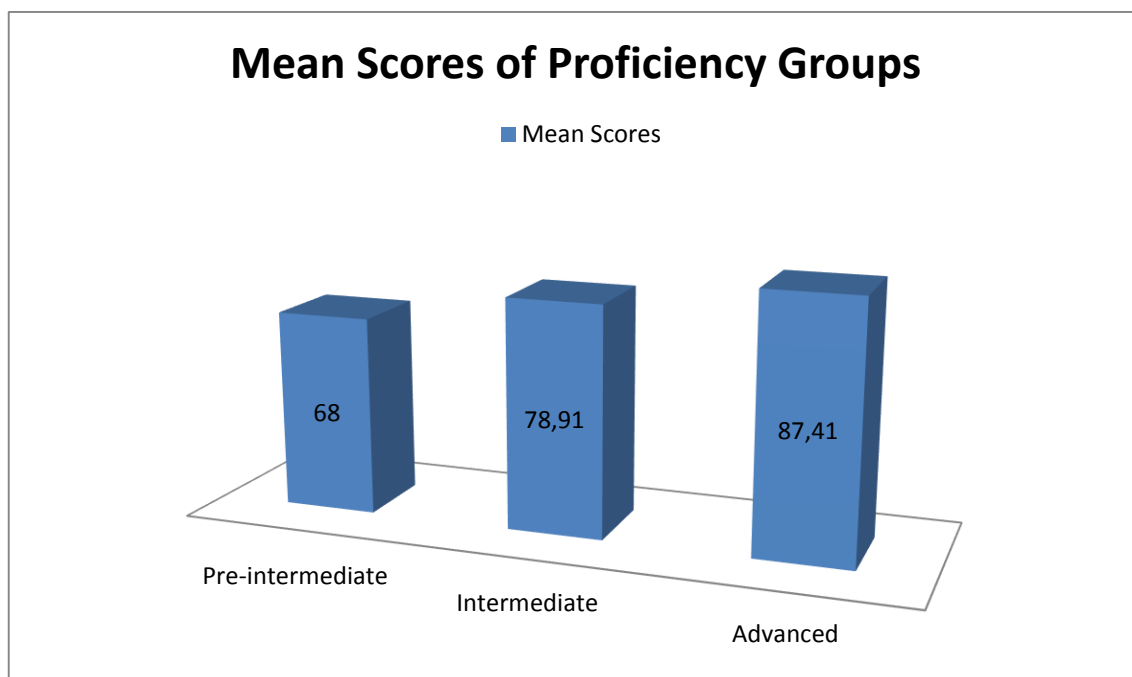
Graph 4.13. *Comparison of the mean scores in comprehension task-2 between the proficiency groups*

Based on the scoring level criteria defined for the second comprehension task, the advanced level and the intermediate level students generally showed high levels of comprehension of predicates in narrative context (Mean Advanced= 87,41,   77,50 <87,41 <100; Mean Intermediate = 78,91,   77,50<78,91<100) while the pre-intermediate level students generally show a moderate level of predicate comprehension in narrative context (Mean Pre-int =68, 52,50 <68<75). The statistical information in Graph 4.13 above shows that the advanced level students had the highest level of predicate comprehension in narrative context with the mean group score of 87,41 followed by the intermediate level students (Mean=78,91) while the pre-intermediate students manifested the lowest comprehension (Mean=68).

A one-way ANOVA statistical calculation was conducted in order to see whether the task scores of the three learning groups differed from each other significantly. According to the one-way ANOVA results, there were significant differences between the task scores of the learnes across the three proficiency groups (F (2,87) = [17,206], p=,000 <.05) (see Appendix-5: Table 4.7).

A following post-hoc test revealed precisely that the pre-intermediate level students got significantly lower scores in the second comprehension task than the intermediate and the advanced groups did (p <.05). Furthermore, it indicated that there

was a significant difference between the task scores of the intermediate and those of the advanced group students meaning that the advanced level students achieved significantly higher comprehension of predicates in narrative context than the intermediate level students did (p<.05) (see Appendix-5: Table 4.8).

To sum up, according to the scoring level categorization defined for the second comprehension task the pre-intermediate students showed a moderate level of predicate comprehension achievement in narrative context whereas the intermediate and the advanced groups manisfested high levels of comprehension. This was further verified by the statistical one-way ANOVA test which revealed that the pre-intermediate students scored significantly lower points in the second comprehension task than their intermediate and advanced counterparts did. Although the intermediate and the advanced groups both showed high comprehension in narrative context based on the scoring level criteria, the one-way ANOVA test further demonstrated that the comprehension scores of the advanced group was significantly higher than the intermediate group. In other words, it was seen that the advanced-level students also showed significantly higher predicate comprehension in narrative context than the intermediate-level students did. This all suggested that comprehension of predicates in narrative context increased in direct proportion to the progression of language proficiency.

4.1.2.2. *Comparison between the comprehension task-1 and the comprehension task-2*
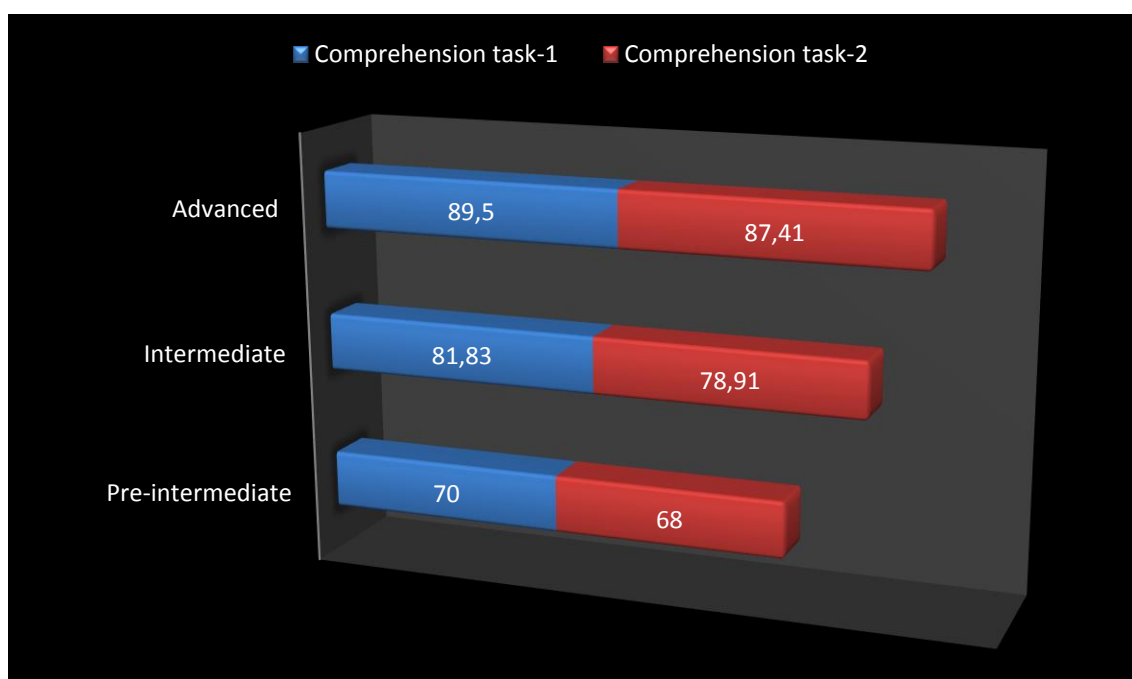
Graph 4.14. *Group mean scores of the paired samples of the comprehension tasks*

Graph 4.14 above gives a whole display of the mean scores of the proficiency groups obtained from both tasks. Each proficiency group evinces the same patten of comprehension of predicates by obtaining slightly higher mean scores in the first task than they did in the second task. This points to the fact that students across all proficiency groups tended to have more achievement in comprehending predicates in a discourse-free isolated judgment task than they did in their comprehension of predicates in a narrative context. This was further verified by the statistical paired-samples correlation tests conducted between the first comprehension task scores and the second comprehension task scores of the proficiency groups (see Appendix-5: Table 4.9).

According to the paired samples correlation test, there were positive linear relationships between the scores of both tasks across all the three groups. To be more specific, for the pre-intermediate group there was a significant moderate positive relationship between the scores of the comprehension task-1 and the comprehension task-2 (r=,480, p<.05), which meant that as the pre-intermediate students got high scores in the first comprehension task they tended to get high scores in the second comprehension task as well or vice versa to a significantly moderate degree. As for the

intermediate level group, there was a non-significant weak positive correlation between the scores of both tasks (r=,258, p>.05), meaning that the intermediate level students tended to obtain high scores in the second comprehension task as they obtained high scores in the first comprehension task or that they tended to obtain low scores in the comprehension task-2 as they obtained low scores in the comprehension task-1, but they showed this tendency on an insignificantly weak statistical basis. Finally, regarding the advanced level group, there was a significant moderate positive relationship between the two task scores (r=,588, p<.05), which indicated that the advanced level students showed tendency to get high or low scores in the second comprehension task as they got high or low scores in the first comprehension task to a statistically moderate significant extent.

The paired samples t-tests between the scores of both tasks among each proficiency group (see Appendix-5: Table 4.10) revealed statistically insignificant differences between the two comprehension tasks across all the groups (p>.05). This indicated that the pre-intermediate, the intermediate, and the advanced group students achieved scores in the first comprehension task that were not significantly different than the scores that they obtained in the second comprehension task, which further implied that the students at all levels showed all but the same success in the comprehension of predicates without and within discourse context.

4.1.2.3. *The impact of grounding*

The second comprehension task consisted of different types of predicates arranged in the foreground and the background lines of the story. These types of predicates included all classes of lexical aspect with achievements being distributed in the background and activities and accomplishments being placed in the foreground. A total of 6 statives were equally distributed in both structures of the narrative. Finally, the verb "play" was put in both grounding parts. Generally, the pre-intermediate students achieved a moderate level of comprehension of predicates in a narrative context whereas the intermediate and the advanced level students showed high comprehension of predicates on the whole story task (see 4.1.2.1.4. Comparison between the Proficiency Groups in Comprehension Task-2). However, apart from measuring the students' general comprehension of predicates in a narrative context, this second comprehension task aimed to measure the impact of grounding on the students' choices

of grammatical inflections. Hence, in order to investigate the grounding impact in a robust way, total scores that the students obtained from 33 items in the task were calculated. These 33 items comprised predicates that required inflections in reverse direction to their inherent semantic meanings. In other words, achievements (N=16) and predicates of duration (N=17) were to be inflected with the past continuous forms and the simple past forms, respectively, which were incongruent with their semantic meanings of punctuality and durativity. Thus, the semantically reverse inflections of those 33 predicates were closely related to the question of grounding. Because the expected grammatical inflections of those predicates in the task indicated an inharmonious combination with their semantic content, the students' correct answers would mean that grounding had an impact on their comprehension and their wrong answers would imply that lexical aspect rather than narrative grounding played a role in their comprehension. The 6 statives and 1 activity verb were deliberately eliminated from the grounding effect analysis as state verbs required the past simple inflections regardless of grounding and the background activity verb " play" necessiated the past continuous form, which was already relevant to its inherent meaning of duration.

Table 4.5. *Predicates analyzed to measure the effect of grounding*

Background	Foreground	
Achievements (N=16)	Activities (N=11)	Accomplishments (N=6)
rise, break, step, come back, flash, catch, hug, throw, jump, grab, hop, get dark, bark, echo, hit, move	wait, eat, walk, play, run, chase, follow, progress, continue, approach, ask questions	go to the bay, drive to a cafe, travel to the east town forest, cross the stream, tell a story, listen to the whole story

Since each item originally had the value of 2,5 points in the task, the same scoring system was applied in this analysis as well. Hence, considering the total number of 33 items in measuring the impact of grounding in the task the highest score that coud be obtained was 82,5 points and lowest one was 0. More than 16 correct answers indicated the impact of grounding on the students' choices of inflections and the number of wrong answers above 16 pointed to the influence of lexical aspect as displayed in Diagram 4.1 below:

Wrong answers >16= The Effect of   Correct answers >16 = The Effect

             Lexical Aspect   of Grounding

1_____17_____33

      Total number of items: 33

      Highest possible score:82,5   Lowest possible score: 0

      $40 < x$ = The effect of grounding

      $40 \geq x$ = The effect of lexical aspect
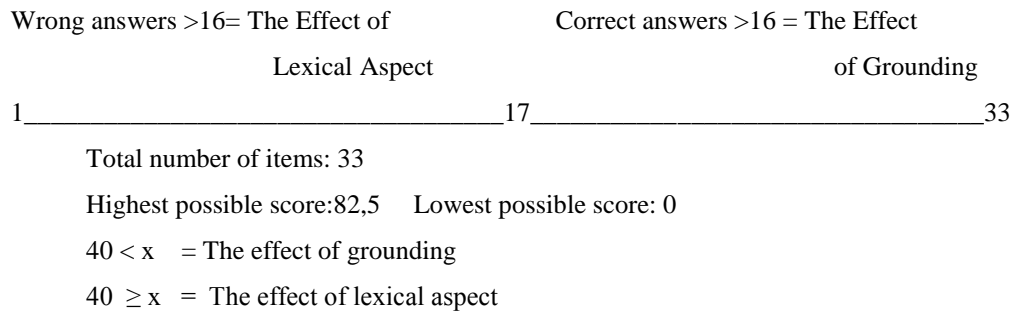
Diagram 4.1. *The scoring system for measuring grounding impact*

4.1.2.3.1. *The impact of grounding across the proficiency groups*

Graph 4.15 below shows that the pre-intermediate level students were mostly affected by narrative grounding in their decisions of the grammatical inflections on predicates (Mean =56,58). Their scores ranged from 30 points to 75 points. Out of a total of 30 students, 8 (27 %) scored 40 points and below, which indicated that their comprehension was most probably under the impact of lexical aspect rather than grounding. 22 (73 %) students scored above 40 points, which implied the predominant impact of grounding over the students' judgements.
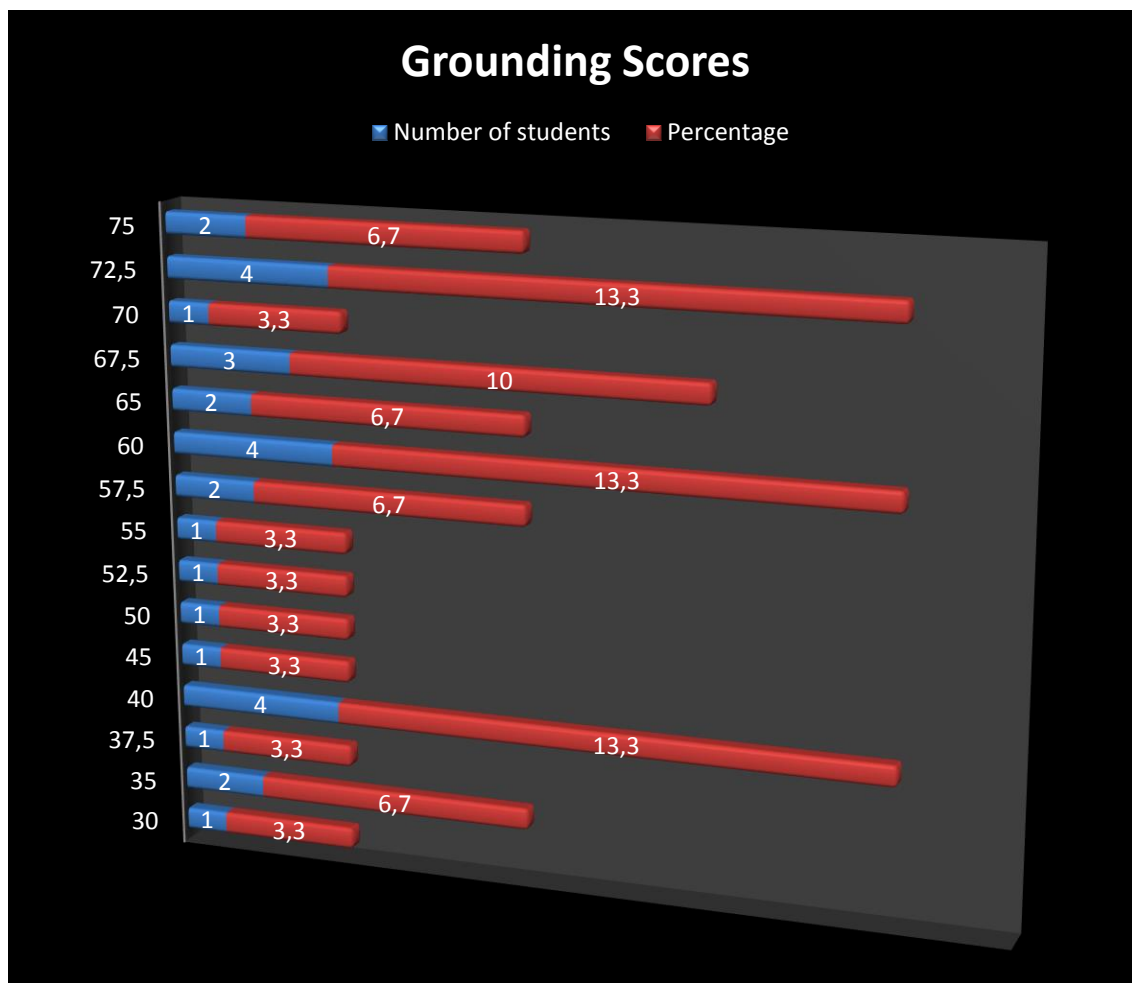
Graph 4.15. *The grounding scores among the pre-intermediate level group*

Graph 4.16 below displays that the intermediate level students's comprehension was predominantly impacted by narrative grounding with only 2 (7%) out of 30 students scoring below 40 points showing the main effect of lexical aspect. The rest of the students (93 %) scored above 40 points ranging from 45 to 77,50, pointing to the inflectional choices under the impact of grounding.
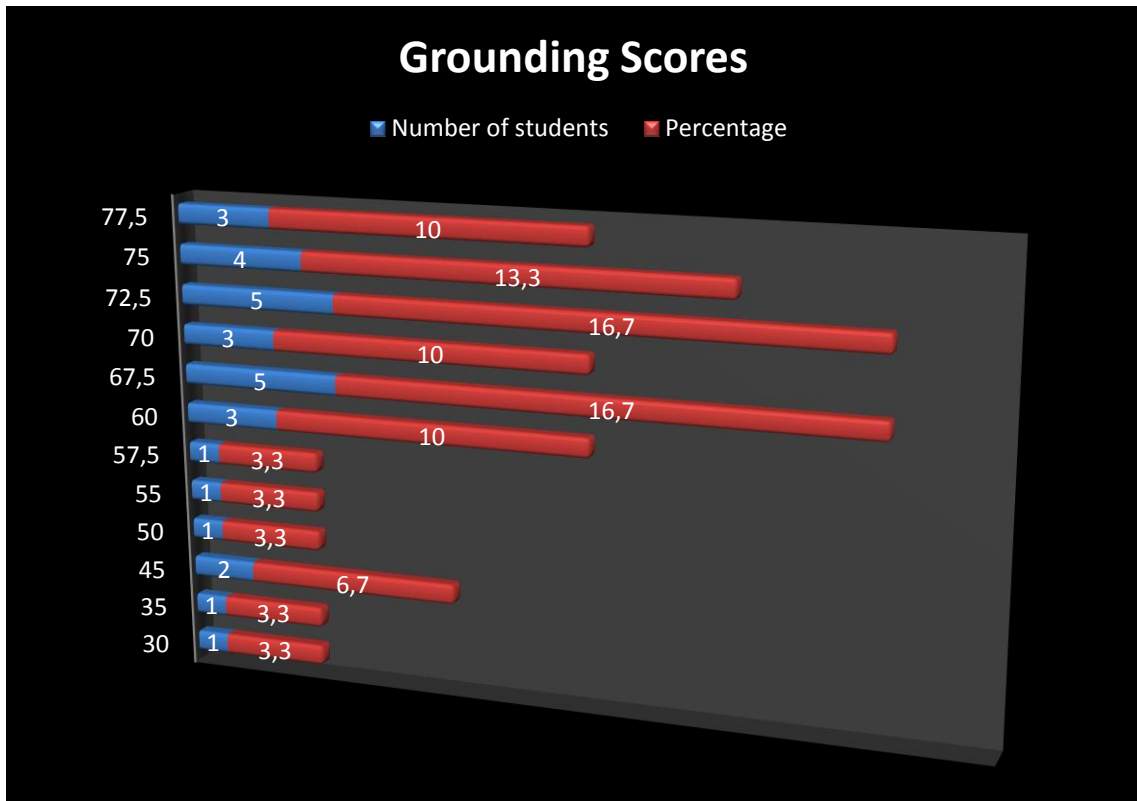
Graph 4.16. *The grounding scores among the intermediate level group*

Graph 4.17 below demonstrates that the advanced level students all achieved total scores above 40 points indicating the primary impact of narrative grounding on their acceptability judgments of inflections. Their scores ranged from 50 points to 82,50 points. The effect of grounding was especially evident within this proficiency group with 14 students (47 %) giving correct answers to 30 items and above (Score range= 75,00 - 82,50).
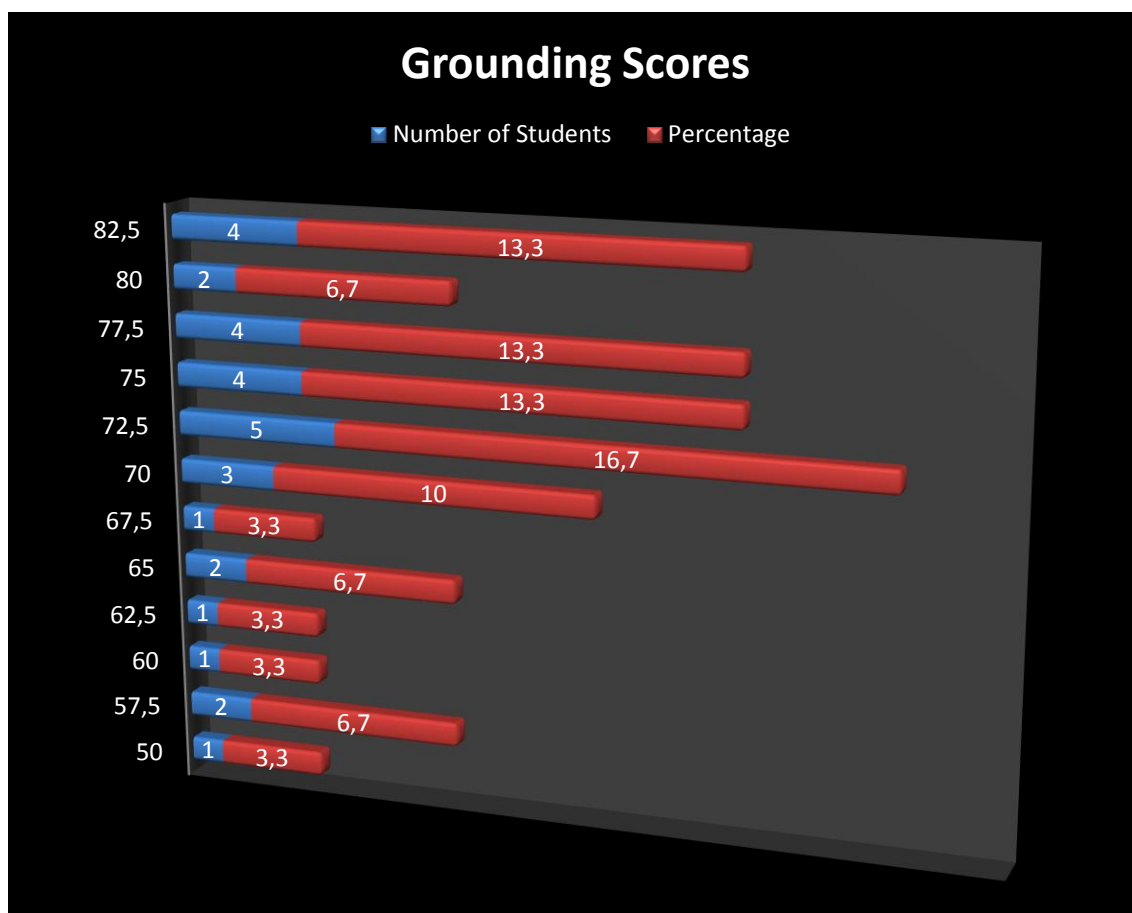
Graph 4.17. *The grounding scores among the advanced level group*

4.1.2.3.2. *Comparison across the proficiency groups in terms of the impact of grounding*

Graph 4.18 below gives an overall comparison across the proficiency groups in terms of the group mean scores of grounding. All the proficiency groups generally showed the grounding effect since their group mean scores all exceeded 40 points. Among them, the advanced level group showed the highest impact of grounding in their selections of grammatical inflections on predicates (Mean=71,91) followed by the intermediate group (Mean=64,66) and then the pre-intermediate group (Mean=56,58). The strong grounding effect on the advanced group was strikingly apparent on the group's minimum and maximum scores (Minimum=50, Maximum=82,50) in comparison to the intermediate and the pre-intermediate groups who had maximum and minimum scores that were very close (Minimum=30; 30 ; Maximum=77,50 for the intermediate ; 75 for the pre-intermediate).
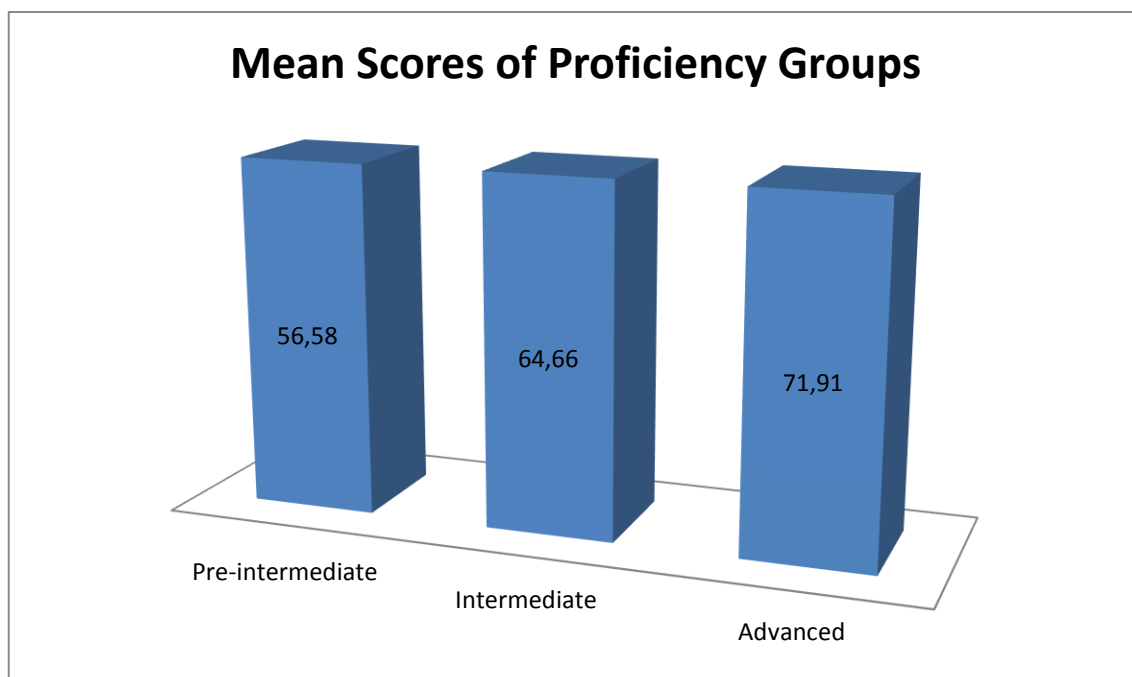
Graph 4.18. *Comparison between the proficiency groups in terms of grounding scores*

The mean differences between the groups were further confirmed by the statistical one-way ANOVA test, which signalled significant differences between the scores of the three proficiency groups $(F_{(2,87)} = [12,435], p=,000 <.05)$ (see Appendix-5: Table 4.12).

A further post-hoc test between the proficiency groups (see Appendix-5: Table 4.13) indicated a non-significant difference between the pre-intermediate and the intermediate grounding effect scores $(p>.05)$ but a significant difference between the pre-intermediate and the advanced group scores $(p<.05)$. This meant that the intermediate level students' comprehension was not significantly more impacted by narrative grounding in their grammatical inflections of lexical aspects than were the pre-intermediate students, however, the advanced level students were significantly more affected by narrative grounding than were the pre-intermediate students. Furthermore, as the group mean comparisons showed, the advanced group mean score (Mean=71,91) was higher than that of the intermediate group (Mean=64,66), and a significant statistical difference was also observed between the scores of these two proficiency groups as well $(p<.05)$. All in all, while there was no significant difference of grounding effect between the pre-intermediate and the intermediate groups, the advanced group scores showed significantly higher grounding impact than those of the intermediate and

the pre-intermediate students did. This pointed to advanced language proficiency as a factor in increased sensitivity to grounding.

4.1.2.4. *The analyses of predicate types in comprehension task-2*

4.1.2.4.1. *Achievements*

In the second comprehension task, all the achievements were placed in the background of the narrative to give the meaning of iteration or extending of action. There were 16 achievement predicates for the past continuous inflection, thus the highest possible score to be obtained from this subcategory was 40 and the lowest possible score 0.
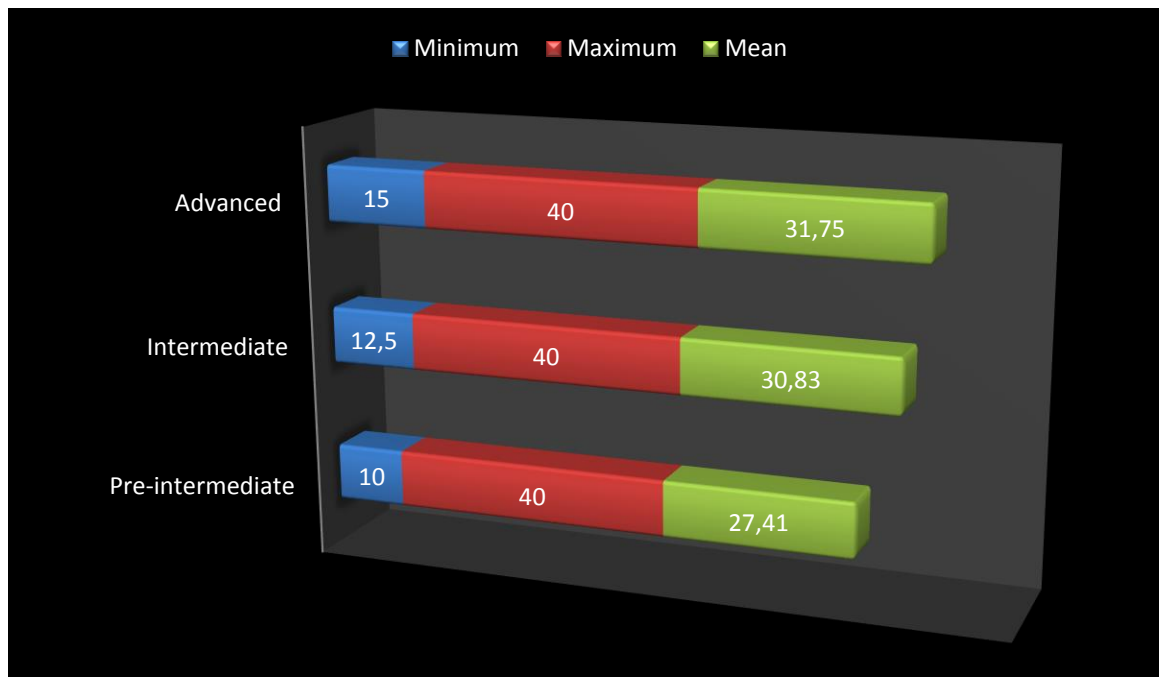
Graph 4.19. *Descriptive statistics of achievements across the proficiency groups*

As seen in Graph 4.19 above, all the three proficiency groups had the highest subcategory score of 40 points. The advanced group showed the highest minimum score (Minimum= 15) followed by the intermediate group (Minimum=12,50) and the pre-intermediate group (Minimum=10). There were slight numerical differences between the group mean scores with the advanced level group having the highest mean score (Mean=31,75) followed by the intermediate (Mean=30,83) and the pre-intermediate level group (Mean=27,41). Thus, learner group mean scores indicated that the students

correctly answered between 10 and 13 questions on average in this aspectual group, which further implied that grounding played a role in their grammatical selections of achievements.

The approximate numbers and the slight numerical differences across the groups were further validated by a one-way ANOVA test conducted, which indicated no statistical differences between the scores of the proficiency groups ($F_{(2,87)}$ =[2,729], p =,071 >.05) (see Appendix-5: Table 14). This statistical finding suggested that language proficiency was not influential in the students' responsiveness to the senses of iterativity and extending of action created by the use of achievements in the background part of the story.

4.1.2.4.2. *Foreground activities*

A total of 11 activity predicates occurred requiring the simple past inflection in the foreground of the narrative. The highest possible score that coould be attained in this subcategory was 27,5 points and the lowest was 0.
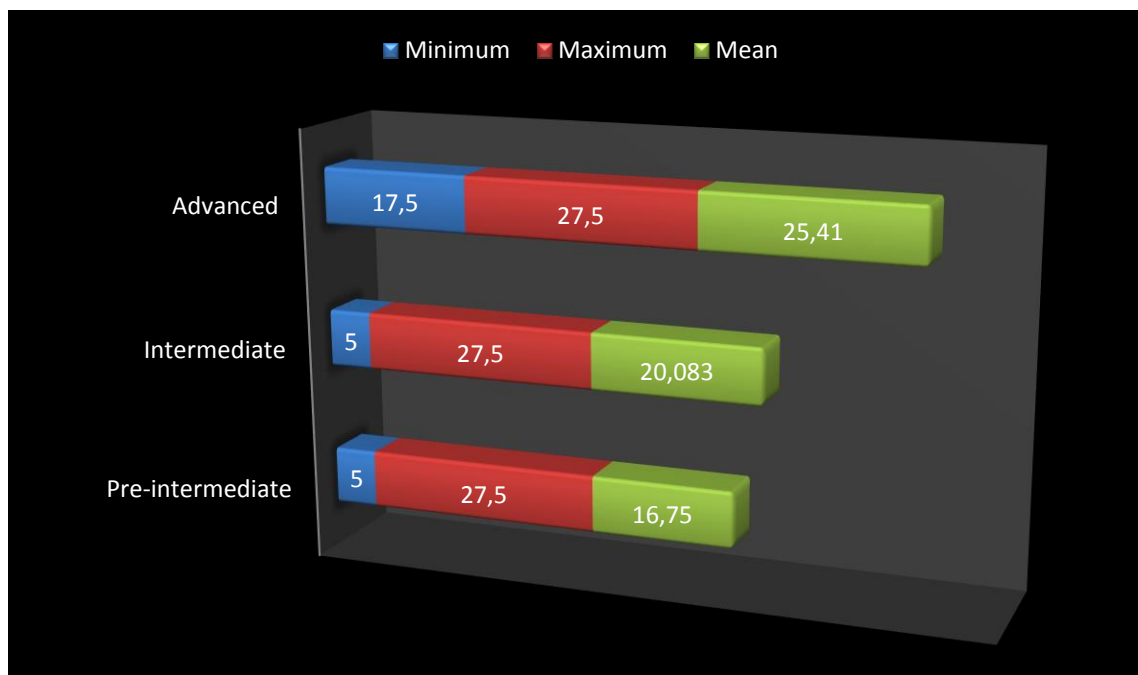
Graph 4.20. *Descriptive statistics of foreground activities across the proficiency groups*

As displayed in Graph 4.20 above, all the proficiency groups had the same maximum score of 27,5 points, which was also the highest possible score that could be

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obtained from this subcategory. However, while the intermediate and the pre-intermediate level groups had a very low score of 5 points as their minimum score, for the advanced level group there were not any scores below 17.50 points. As regards the group means, the advanced group had the highest group mean score (Mean=25,41) followed first by the intermediate group (Mean=20,08) then by the pre-intermediate group (Mean=16,75). Considering the group mean scores, it could be intrepreted that the students generally gave correct answers to the range of 6 to 11 questions, which showed that narrative grounding had an impact on their choices of grammatical inflections of foreground activities, which were to be inflected with the simple past.

The differences between the group mean scores were furher verified by the statistical one-way ANOVA test, which pointed to significant differences between the scores of the proficiency groups (F (2,87) = [20,493], p=,000<.05) (see Appendix-5: Table 15).

A post-hoc test between the proficiency groups indicated significant differences between the scores of the pre-intermediate and the advanced groups and between the scores of the intermediate and the advanced level students (p<.05) showing that the advanced level students had significantly higher scores in the subcategory of foreground activities than the pre-intermediate and the intermediate students did. On the other hand, the post-hoc test did not reveal a statistically significant difference between the scores of the pre-intermediate and those of the intermediate group with regard to the foreground activities (p>.05) (see Appendix-5: Table 16). The result from the post-hoc test suggested advanced language proficiency as an important contributor to the students' competence to associate activities, which have no inherent endpoint in their lexical aspect construct, with the grounding part characterized by bounded and completed actions.

4.1.2.4.3. *Accomplishments*

All of the accomplishments occurred in the foreground of the story to receive the simple past inflection. There were a total of 6 accomplishment predicates in the story. Thus, the highest possible point to be obtained from this subcategory was 15 points and the lowest was 0.
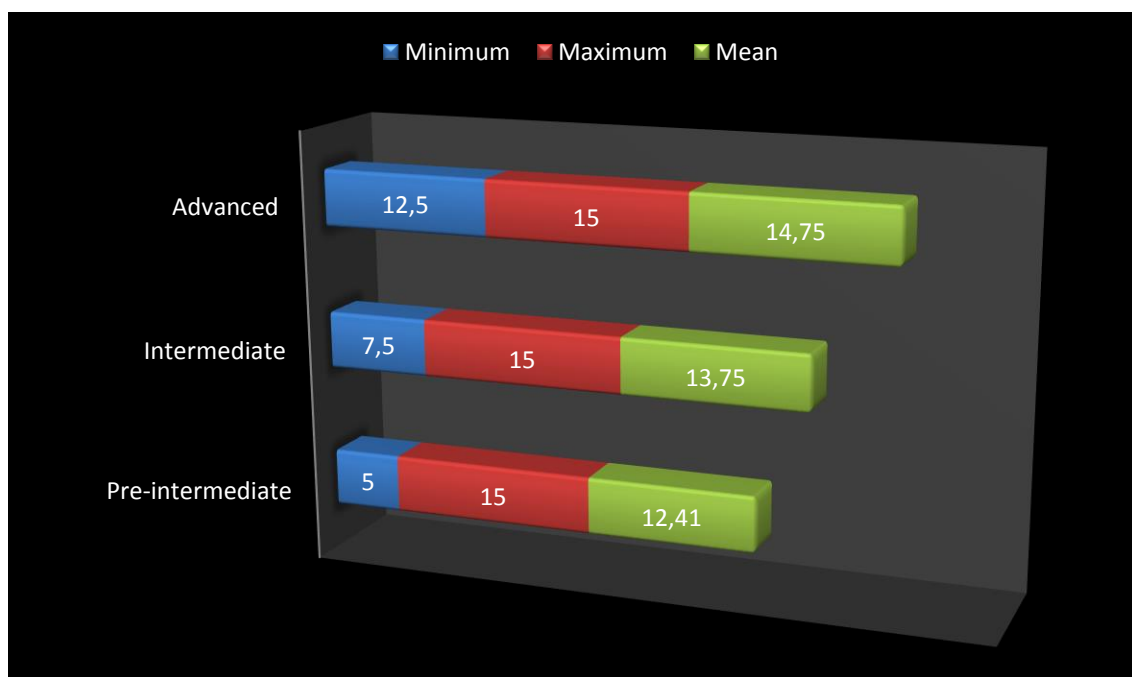
Graph 4.21. *Descriptive statistics of the accomplishments across the proficiency groups*

As displayed in Graph 4.21 above, all the proficiency groups had the same maximum score of 15 points, which was also the highest possible score that could be obtained from this subcategory. However, while the pre-intermediate and the intermediate groups had low scores of 5 points and 7,5 points respectively as their minimum scores, for the advanced group there were not any scores below 12,5 points, that is to say, the students inflected at least 5 out of the 6 predicates correctly in the subcategory. In respect of the group means, the advanced group had the highest group mean score (Mean=14,75) followed first by the intermediate group (Mean=13,75) then by the pre-intermediate group (Mean=12,41). The learner group mean scores showed that the students generally gave correct answers to 4 questions and more in this aspectual group, suggesting the strong impact of grounding over their grammatical selections. On the other hand, the students' high success could also have been the result of the two- dimensional semantic construct of the predicates. In other words, accomplishments are the lexical aspect category defined by telicity as well as durativity. Hence, their semantic feature of telicity might have been another contributing factor in their successful inflections by the students leading them to choose the simple past, which was compatible with their lexical aspect of telicity. All in all, in the successful

inflections of accomplishments with the simple past in the foreground might have resulted from the combined impact of grounding and lexical aspect.

The mean differences were statistically verified by a one-way ANOVA test conducted between the proficiency groups, which revealed significant differences between them (F (2,87) = [7,613], p=,001 <.05) (see Appendix-5: Table 17).

A post-hoc analysis between the proficiency groups (see Appendix-5: Table 18) revealed a significant statistical difference between the scores of the advanced group and those of the pre-intermediate students (p<.05) while no significant differences were found between the pre-intermediate and the intermediate groups or between the intermediate group and the advanced group (p>.05). Thus, the advanced level students obtained significantly higher scores than the pre-intermediate students, however, the group mean scores of the advanced and the intermediate students and those of the intermediate and the pre-intermediate students could be regarded the same in statistical terms. The statistical difference between the pre-intermediate and the advanced level groups indicated the role of higher proficiency in increased competence of semantic features of accomplishments and increased sensitivity to grounding.

4.1.2.4.4. *States*

There were a total of 6 state verbs in the narrative. 3 of them were placed in the foreground while the other 3 were put in the background of the story. All of them required the simple past inflection. Hence, the highest possible score that could be obtained from this subcategory was 15 points while the lowest possible one was 0.
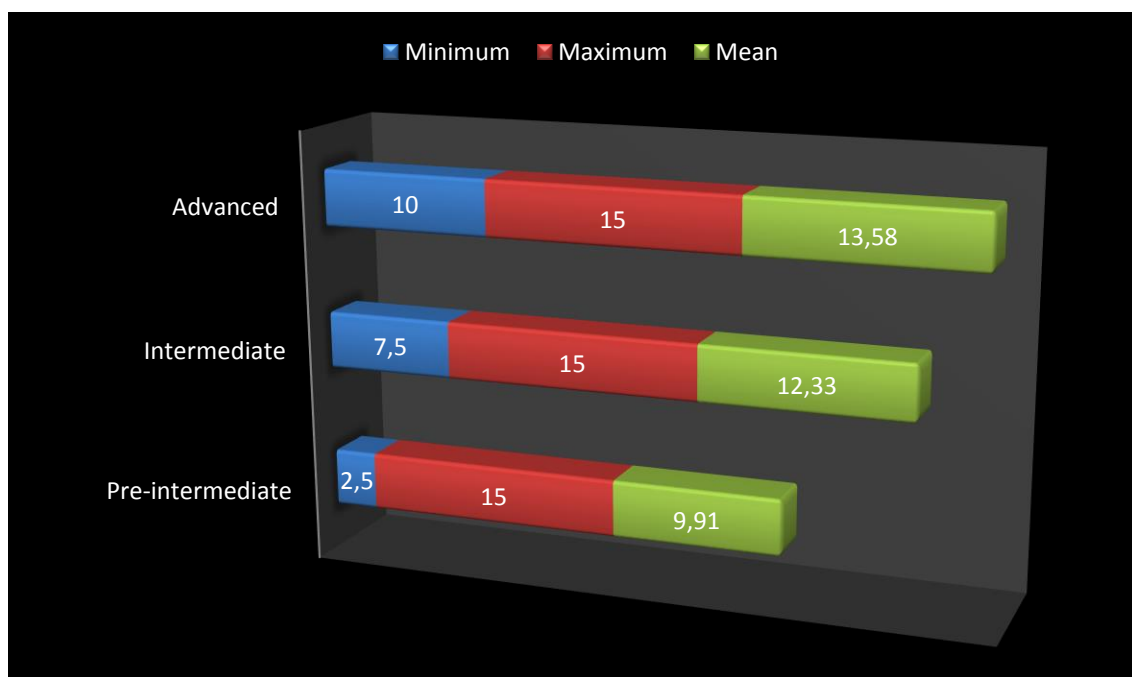
Graph 4.22. *Descriptive statistics of the state verbs across the proficiency groups*

As shown in the Graph 4.22 above, all the proficiency groups had the same maximum score of 15 points, which was also the highest possible score that could be obtained from this subcategory. However, while the pre-intermediate group had a very low score of 2,5 points as its minimum score, the intermediate group and the advanced group had the minimum scores of 7,5 points and 10 points, respectively. In respect of the group means, the advanced group had the highest group mean score (Mean=13,58) followed first by the intermediate group (Mean=12,33) then by the pre-intermediate group (Mean=9,91). The learner group mean scores showed that the students correctly answered 4 items and more in this aspectual group. The students were generally successful in their inflections of state verbs.

The differences between the learner group means were further validated by a statistical one-way ANOVA test carried out between the proficiency groups, which revealed significant differences between their scores (F(2,87) = [18,555], p=,000 <.05) (see Appendix-5: Table 4.19).

A post-hoc test between the proficiency groups (see Appendix-5: Table 4.20) demonstrated that the advanced level students had significantly higher scores in the state subcategory than both the pre-intermediate and the intermediate level students did (p<.05). Moreover, the intermediate students achieved significantly higher scores in the

correct inflections of state verbs than the pre-intermediate students did (p<.05). Hence, in the inflections of state verbs the advanced students were found to be the more successful than the intermediate students, who in turn were more successful than their pre-intermediate counterparts. This finding indicated the influence of linear progression of proficiency over the increasing competence of stativity.

Foreground States and Background States

As previously mentioned, the category of state verbs in the second comprehension task were divided into further subcategories since half of them occured in the foreground and the other half occured in the background of the story. Therefore, the category of states in the story consisted of foreground states and background states. The highest possible point to be obtained from each state subcategory was 7,5 points and the lowest was 0. Graph 4.23 below displays the mean scores of each state subcategory within each proficiency group:
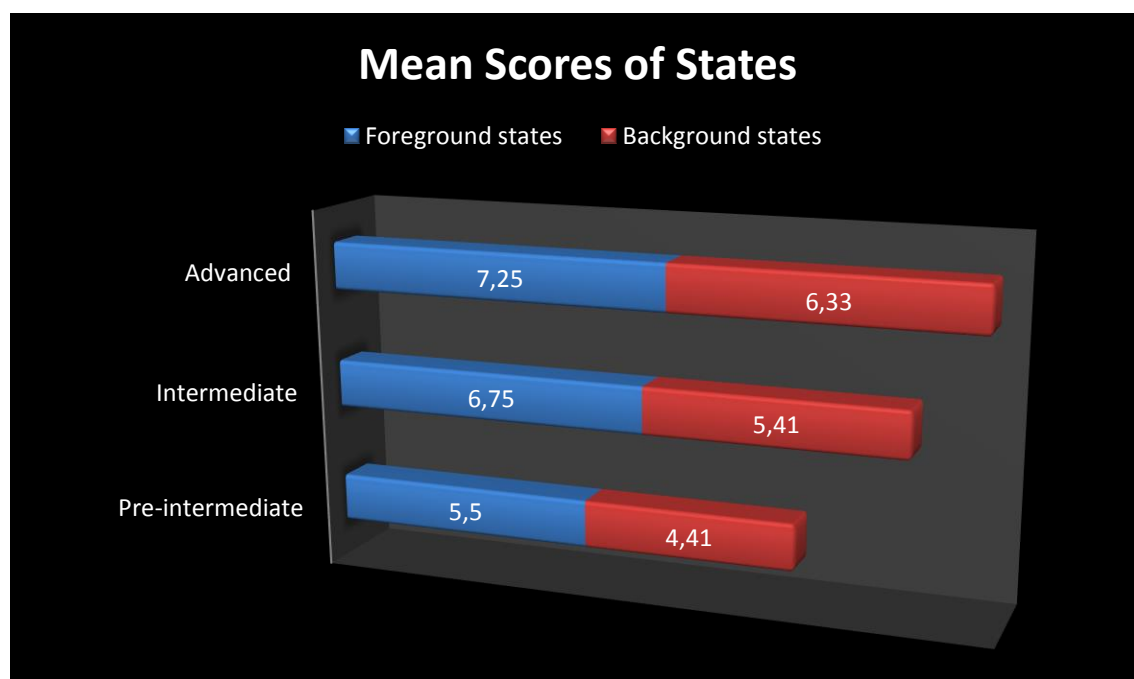
Graph 4.23. *The mean scores of foreground and background states across the proficiency groups*

As seen in Graph 4.23 above, all the proficiency groups got higher group mean scores from the foreground states than they did from the background states, which indicated that the students from all proficiency groups generally had more success in the

correct inflections of foreground statives than they were with background statives. While the students tended to have no difficulty in choosing the right grammatical inflections for the foreground statives, which were the simple past forms, their decisions were more inclined to the past continuous forms when it came to the background statives. The differences of subcategory mean scores within groups were also statistically corroborated by paired samples t-tests conducted in each proficiency group (see Appendix-5: Table 4.21).

The paired t-tests conducted within groups in view of the inflections of the state verbs in the foreground and the background parts of the narrative showed that in all the proficiency groups the students obtained significantly higher scores in their inflections of foreground states than in their inflections of background states (pre-intermediate: t(29)=2,213; p<.05), (intermediate: t(29) =3,565; p<.05), (advanced: t(29)=3,266; p<.05). The reason why they were less successful in their inflections of the background states with the simple past might have been the grounding impact. Maybe, the background part of the story had a strong impact on the students' perceptions and choices, making them ignore the semantic content of the verbs and inflect them with the past continuous. Alternatively, it might have been the first language interference because Turkish, their native language, allowed the inflection of state verbs with progressive structures. As a result, the students might have tended to transfer this feature into their foreign language. Regarding all this, the reason for their relatively less success in the background states might be the combination of these two possibilities, meaning that the fact that these verbs occurred in the background in addition to the students' intuitive knowledge of first language usage on state verbs might have triggered a progressive inflection on state verbs in English as well.

4.1.2.4.5. *The verb "play" in the foreground and the background of the narrative*

In the second comprehension task, the activity verb "play" was placed both in the background and the foreground parts of the narrative to understand how learners treated the same verb in different lines of the story. The foreground "play" required the simple past inflection whereas the background "play" required the past continuous inflection.
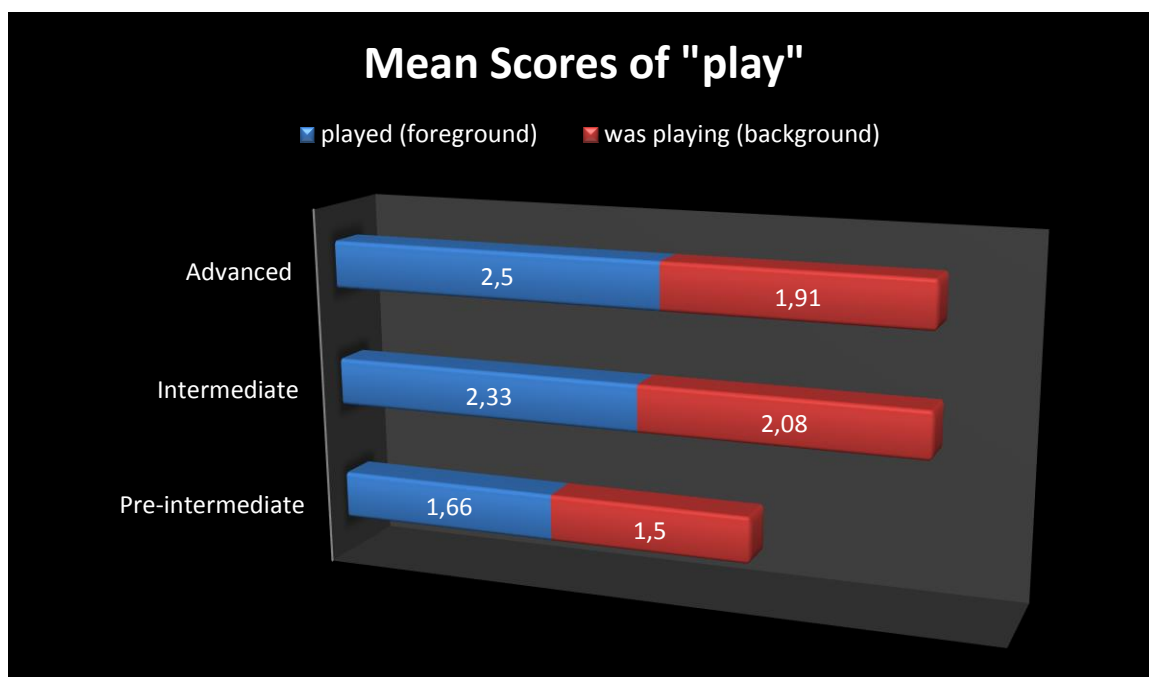
Graph 4.24. Paired samples statistics of the proficiency groups in terms of the verb "play"

As seen in Graph 4.24 above, in all the proficiency groups, the group mean scores of the foreground "play" were higher than those of the background "play". The general superior success in the inflection of the foreground play was especially evident in the advanced group where the students all correctly inflected the verb with the simple past. The fact that it was an activity verb did not seem to have much impact on the students' selection of inflection, rather their selection was impacted by the narrative grounding. In the inflections of both the foreground "play" and the background "play", the pre-intermediate students had less success than the intermediate and the advanced groups, suggesting the interfering impact of lexical aspect alongside narrative grounding in lower proficiency levels.

A paired samples t-tests conducted within proficiency groups (see Appendix-5: Table 4.22) showed that there was not a significant difference between the scores of the foreground "play" and those of the background "play" in either the pre-intermediate group or the intermediate group (p>.05). However, there was a significant difference between the scores of the foreground "play" and those of the background "play" within the advanced group, which meant that the advanced level students obtained significantly higher scores in the inflection of the foreground "play" than they did in the inflection of background "play" (t(29)=2,971; p<.05).

Considering the group mean scores and the statistical test findings, it is surprising that the students generally had less success in the inflection of background "play" although its required inflection overlapped with its lexical semantic content. One reason might be the use of the conjunction "when" with the verb itself instead of "while" as shown in the excerpt (6) below. As mentioned earlier, in the comprehension task-2 in order to prevent easy selections of the grammatical inflections conjunctions such as "as" and "while" were avoided since they were directly connected with the use of the past continuous tense. Hence, in the sentence where the background "play" was used, the conjunction of "when" was preferred to provide objectivity within the linguistic context since in grammar it can be used both with short duration verbs in the simple past to express interruption or the order of events, and also with long duration verbs in the past continuous tense in the meaning of "while". The fact that "when" has multiple functions in narrative tenses compared to "while" or "as" might have led learners to take the clause beginning with it as another foreground event for a second and mark it with the simple past even though the context made it clear which action was interrupted by another:

(6) "….the same girl who was killed in a car accident ten years ago when she played/was playing with rabbits on that very same road!"

4.2. Results of the Impact of Lexical Aspect versus Narrative Discourse in Production

4.2.1. Research question: Do learners produce verbal morphology as predicted by the aspect hypothesis?

In order to answer this research question, the participants' film narratives were analyzed in terms of the lexical aspect types along with the grammatical inflections used on them. Unlike the comprehension part of the study, the production part of the study included 18 native spakers of English as the control group. Hence, the native participants as well as the students themselves were asked to produce film narratives.

With a view to determining the lexical aspect types, all the film narratives were first read by the researcher and the predicates were colour-highlighted. Then largely depending on the contexts of the narratives and referring to the literature on the lexical aspect studies and to dictionary meanings as well, the predicates were identified and categorized according to which lexical aspect groups that they belonged to. While

identifying the lexical aspects of the predicates, the grammatical inflections that they were used with were also noted down. All this qualitative analyses were conducted on the Excel programme. After that, a second rater, who is a PhD candidate in ELT and who is also knowledgeable about the tense-aspect topic was asked to reanalyze the 30 % of the data to ensure the reliability of the analysis. The data analyzed yielded a strong interrater reliability with a ,940 intraclass corelation coefficient, which indicated an excellent agreement between the raters (see Appendix-5: Table 4.23).

After the reliability of the analysis was ensured, the qualitative data were analyzed again by numerical calculations on the SPSS-21 computer program.

4.2.1.1. *The lexical aspects across the proficiency groups*
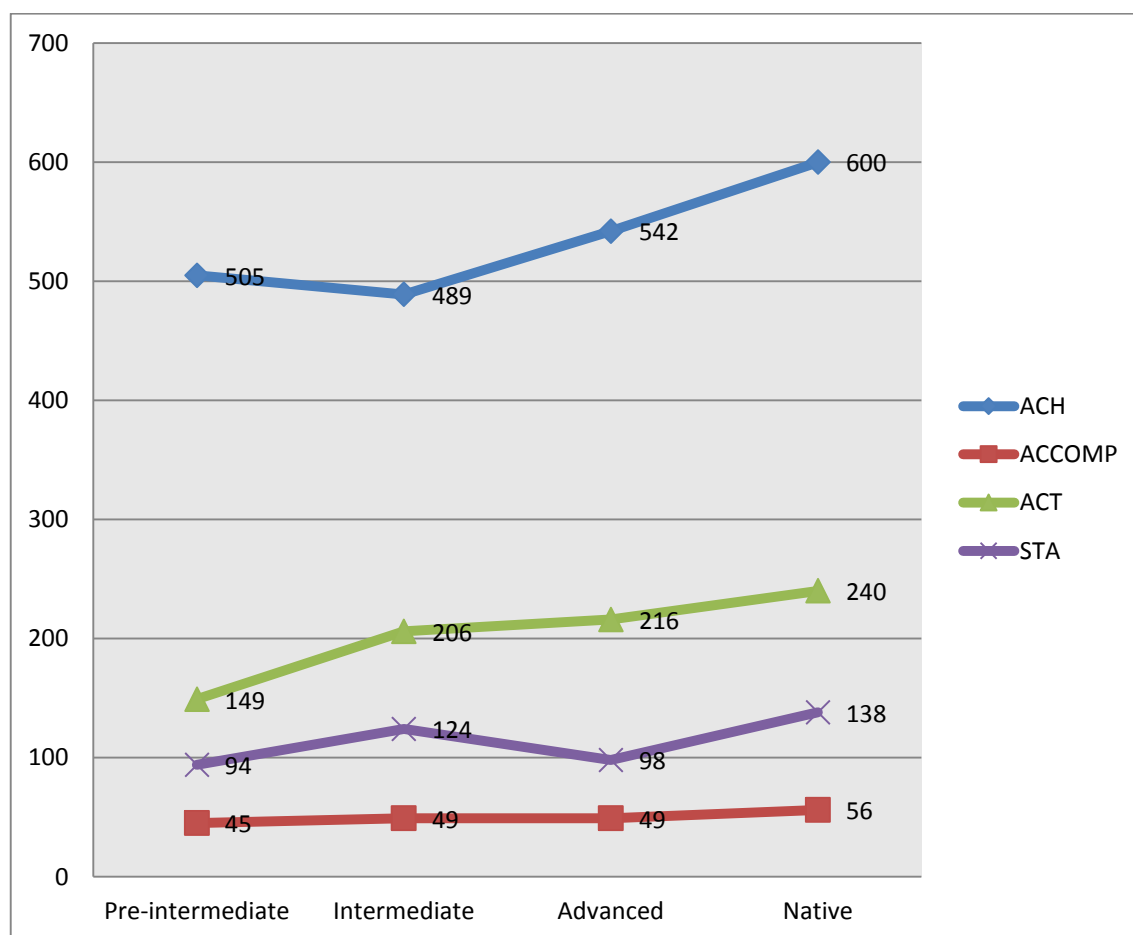
ACH:Achievement ACCOMP: Accomplishment   ACT:Activity   STA: State

Graph 4.25. *Distributions of lexical aspects across the participant groups*

As seen in Graph 4.25 above, in all the groups of participants even including the native speakers, the numerical pattern of verbal production is the same, meaning that the written narratives were all characterized by a preponderence of achievement predicates followed by activities and statives. Accomplishments had the least numerical distribution, however, when the achievements and the accomplishments are combined and taken together as the group of telic predicates, they are in far greater numbers compared to the activity and state predicates brought together as atelic predicates. Overall, achievements are the conspicuously dominating lexical aspect in the written narratives across all the groups of participants.

4.2.1.1.1. *The distribution of verbal morphology on lexical aspects across the proficiency groups*

The predicates in the narratives were analyzed according to grammatical inflections that they were used with. Hence, they were grouped under the type of inflections that they took as well as their lexical aspect types. The types of inflections that emerged from the data are as follows:

a) Past (Past Simple, Past Progressive, Pluferfect, Past Participle)

b) Nonpast (Present Simple, Present Progressive, Present Perfect)

c) No Tense (Progressive, e.g. "She walking ; Base)

d) Other (Uninterpretable Forms e.g. "She was go")

Results of the pre-intermediate level group
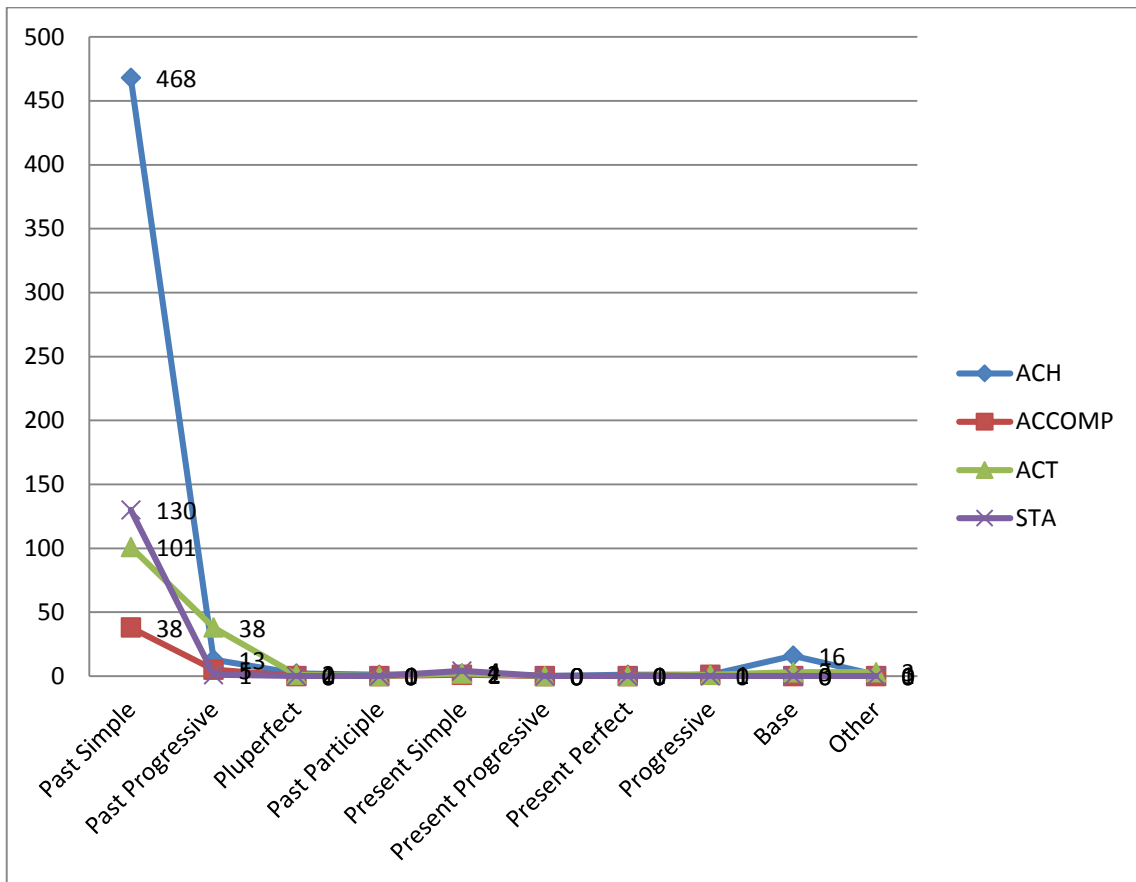
ACH:Achievement ACCOMP: Accomplishment ACT:Activity STA: State

Graph 4.26. *Distributions of verbal inflections on lexical aspects within the pre-intermediate group*

As seen in Graph 4.26 above, the written production of the pre-intermediate students in the study was dominated by the simple past inflections with telic verbs outdoing atelic verbs by getting far more inflections of the simple past. The past progressive was the second common inflection type among the predicates although there was a striking numerical difference between the past simple and the past progressive. The past progressive is the most common among the activity predicates followed by achievements, accomplishments, and statives with only 1 inflection.

Hence, according to the developmental pattern of the Aspect Hypothesis, the pre-intermediate students followed the route predicated by the hypothesis by inflecting most of the predicates with the perfective past morphology, which is the simple past in English, and by inflecting relatively fewer predicates with the imperfective past morphology, which corresponds to the past progressive structure in English. This is in

alighment with the principle of the Aspect hypothesis that foresees the later appearance of the imperfective past than the perfective past. Moreover, the students' production also showed agreement with the Aspect Hypothesis in terms of achievements and activities receiving the highest inflections of the simple past and the past progressive respectively, which is congruent with the tenet of the hypothesis that learners first use past perfective morphology on achievement verbs and that imperfective past marking begins with atelic verbs where activities are the first lexical aspect to receive the progressive inflection, which spreads to accomplishments and achievements in the next stages.

One finding in the pre-intermediate group that went against the Aspect Hypothesis was the one-time use of the past progressive with a stative verb, which the hypothesis claimed against by imposing the predictive rule that "progressive markings are not incorrectly overextended to stative verbs". The sentence where that usage appeared is as follows:

(7) "The man was wanting to arrest for woman because he was fell in love with this woman…"

This overgeneralization of the progressive aspect on a state verb was most probably due to the first language interference since Turkish allowed progressive structures on stative verbs. Thus, the student might have transfered their native language habits into English, which does not allow progressive constructions on state verbs.

Results of the intermediate level group
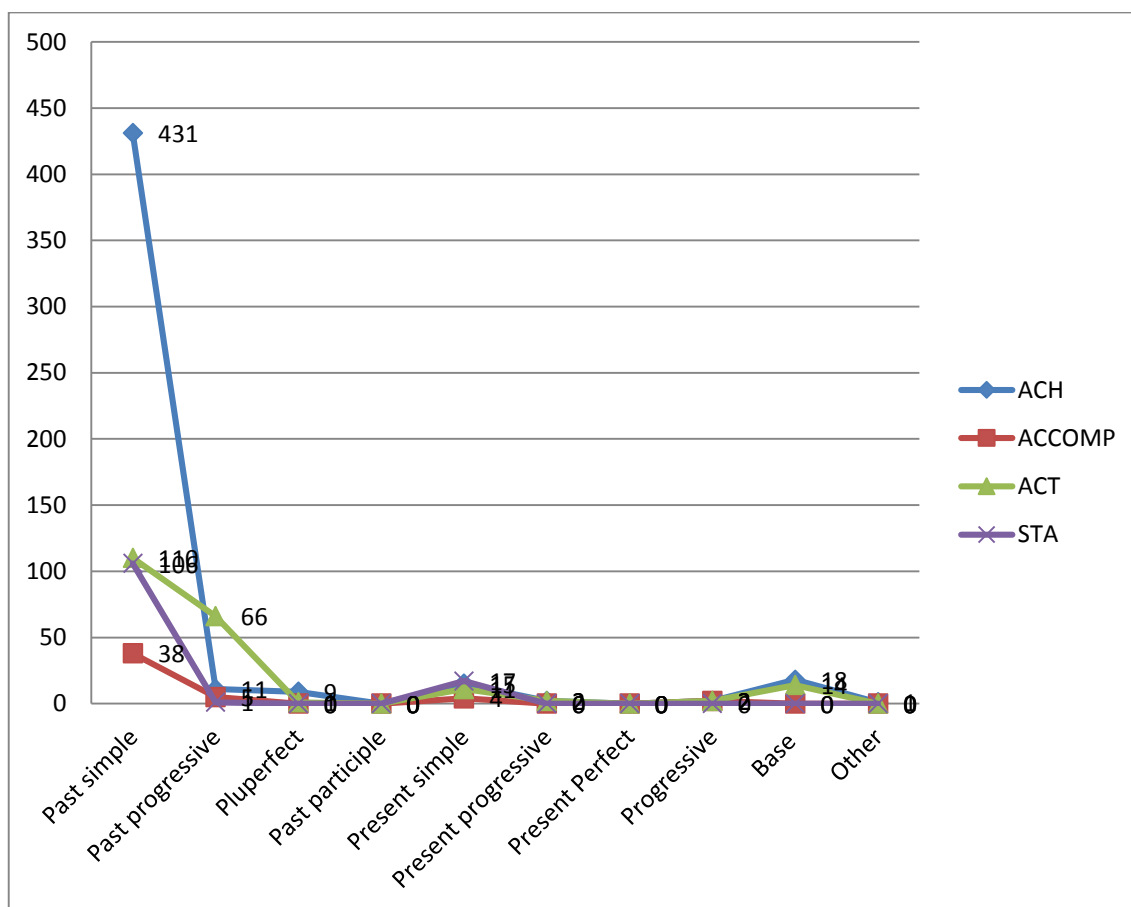
ACH:Achievement ACCOMP: Accomplishment   ACT:Activity   STA: State

Graph 4.27. *Distributions of verbal inflections on lexical aspects within the intermediate group*

As in the case of the pre-intermediate group, in past narrative context the intermediate students also showed compatibility with the Aspect Hypothesis by predominantly using the perfective past inflection on all types of predicates with the imperfective past (past progressive) following behind despite being used on a relatively small number of predicates. Furthermore, the past narrative production of the intermediate students followed the principle of the Aspect Hypothesis in that the perfective past morphology was mostly used with telic predicates extending to atelic ones with achievements being the most dominating lexical aspect class taking the simple past inflection whereas the imperfective past morphology (the past progressive) was heavily used with activity predicates.

The use of the past progressive construction on 1 stative verb is the only observed finding which countered the claim of the hypothesis relating to the incorrect overgeneralizations of the progressive aspect on stative verbs. Consider the sample production from the data in (8):

(8) After that Charlie ate something and than he called the police for arrested themself because he was wanting to together with Gamin and he achieved that.

Like a student in the pre-intermediate group, a student in the intermediate group also used the past progressive inflection on the state verb "want" mostly because of the negative transfer from their native Turkish, where the progressive structure with "want" is particularly common.

Results of the advanced level group:
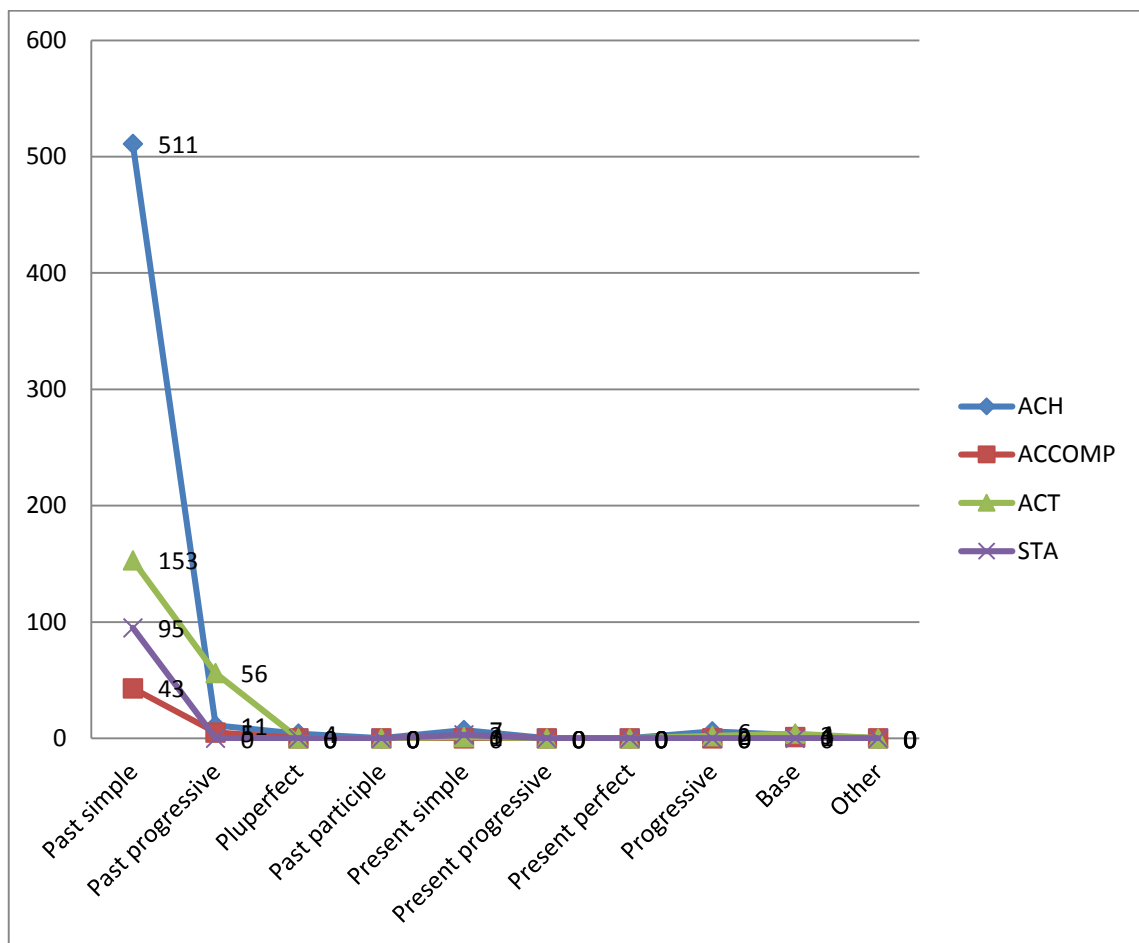
ACH:Achievement ACCOMP: Accomplishment ACT:Activity STA: State

Graph 4.28. *Distributions of verbal inflections on lexical aspects within the advanced group*

Graph 4.28 above shows that the advanced level students also exhibited conformity to the Aspect Hypothesis in their written narratives in the past context. First, their narratives were heavily shaped by simple past inflections with achievements being the category receiving the highest number of simple past forms. As predicted by the hypothesis, the perfective past morphology spread from telic predicates to activities and then to statives. Second, the imperfective past morphology of the past progressive accumulated in the category of activities showing stretch to achievements and accomplishments without any overextension to statives.

Results of the native english-speaking (control) group
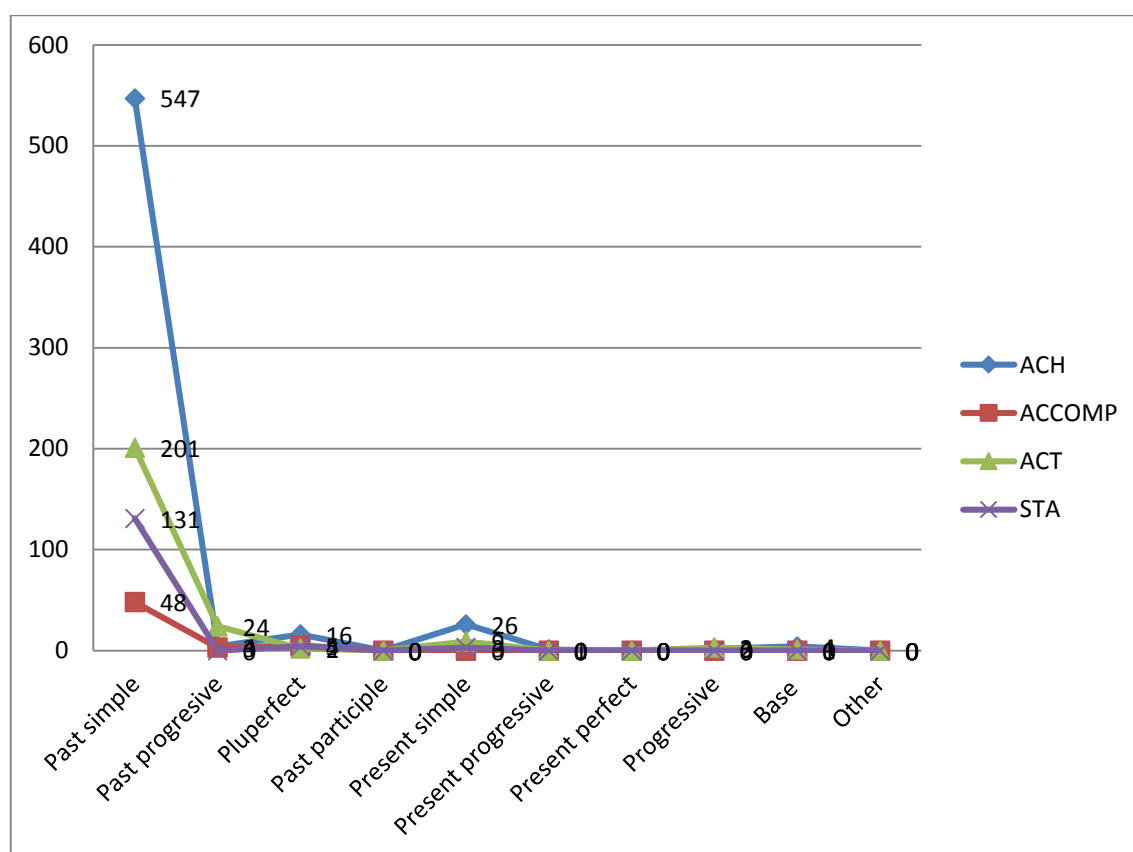
ACH:Achievement ACCOMP: Accomplishment ACT:Activity STA: State

Graph 4.29. Distributions of verbal inflections on lexical aspects within the native English-speaking group

As displayed in Graph 4.29, the native participants also showed a similar pattern of past narrative production as the learners in this study. Like all three groups of learners, they predominantly used simple past inflections on predicates, however, unlike the learner groups the second inflection type after the past simple was the simple

present, which was then followed by the past progressive and the pluperfect. Similar to the learner groups, the past progressive inflections were heaped up in the category of activities extending to telic verbs and with no overgeneralization to state verbs.

In order to assess the presence and the influence of the Aspect Hypothesis in a more robust and clear way, a comparison has been made across the participant groups in terms of the outstanding inflectional categories which are in considerable amounts in the data to offer hypothetical evaluations (see Appendix-5:Table 4.24).

Firstly, in all the participant groups the past simple is the dominant inflectional morphology in the past written narrative production with achievements getting by far the highest number of inflections among the lexical aspect classes. With regard to the verb tokens used with the past simple, the intermediate group has the lowest number of inflections (N= 685) followed by the pre-intermediate group (N=737) and then the advanced group (N=802). The highest number of past simple inflections belongs to the native group. In a similar pattern, the intensive past simple inflection associated with achievements shows the lowest number within the intermediate group (N=431) followed by the pre-intermediate group (N=468) and the advanced group next (N=511). The highest number of past simple inflections with achievements occurs within the native group (N=547).

According to the Aspect Hypothesis, language learners manifest non-targetlike ways of language use since their early use of verbal morphology depends on the inherent semantic aspects of verbs and predicates and as they progress to higher levels in language their strict associations of inflections with certain lexical aspect classes become more flexible and gain a more target-like characteristic because they start to use those inflections evenly with all lexical aspect types. Hence, the token analyses provided by the data in terms of the past simple usage especially within the category of achievements both lend support and pose challenges to the hypothesis. The number of past simple inflections in general and its accumulation in the achievements category shows a decrease from the pre-intermediate level to the intermediate level, which indicates a negative relationship between the proficiency level and the amount of simple past usage. In other words, learners were found to demonstrate more flexible uses of the simple past tense morphology especially in the category of achievements as their proficiency level increased. The linear flexibility of the simple past use from the pre-intermediate to the intermediate level backs up the Aspect Hypothesis in its principles

of the first emergence of and the learners' early dependence on the perfective past morphology and its early association with achievement predicates.

On the other hand, this linear progression of flexibility is interrupted with the increasing general use of the simple past and its increasing amount in the category of achievements in the advanced group and in the native group, particularly with the native group showing the most frequent use of the simple past and the strongest association with achievements in terms of predicate tokens. This finding contradicts the Aspect Hypothesis, which predicts a progression of flexibility in view of the frequency of the perfective past morphology and its association with telic predicates as a person becomes more proficient in language. Strikingly important, the fact that the control group of native English speakers were the ones who most strictly abode by the tenets of the hypothesis when they were expected to show more flexible uses related to the use of perfective past morphology than the other groups did particularly questions the viability of the Aspect Hypothesis.

Secondly, the imperfective past morphology, which is the past progressive, shows the same trend of distribution across the participant groups where it is relatively much lower in amount compared to the simple past and is used mostly with activitiy verbs. It is the second frequent inflection type coming after the simple past in the pre-intermediate, the intermediate and the advanced level groups. All of this contributes to the validity of the Aspect Hypothesis in terms of its principles of the later emergence of the imperfective past and its concentrated association with the category of activities in language acqusition. However, in terms of increasing proficiency levels, there is not a linear increasing intensity of past progressive from the pre-intermediate to the advanced level because while the pre-intermediate level learners show the lowest amount of past progressive inflections (N=57) they are not immediately followed by the intermediate group, rather, the number of past progressive inflections within the intermediate group (N=83) exceeds the total number of past progressive inflections within the advanced group (N=72). Thus, the later appearance of imperfective past morphology and its linear increasing progression along with the increasing level of proficiency as an alternative past tense form to the perfective past as predicted by the Aspect Hypothesis is not supported within the context of the current study.

The same pattern of distribution is also seen in the vigorous frequency of past progressive use with activity predicates, where the pre-intermediate group showed the

lowest number of past progressive inflections with activities (N=38) followed by the advanced group (N=56) and then the intermediate group (N=66). This fluctuation concerning the use of the past progressive with activities across the proficiency levels suggests a non-linear development of the imperfective past, which is expected by the Aspect Hypothesis to emerge and grow in a linear way as an alternative past tense structure to the early predominant perfective past in learner language. Moreover, when compared to the learner proficiency groups, the relatively lower total number of past progressive inflections (N=31) against the imposing presence of the simple past inflections (N=927) within the native group and the relatively reduced accumulation of the past progressive inflections in the category of activities (N=24) can act as another counter-evidence to the Aspect Hypothesis. Contrary to the Aspect Hypothesis, which regards equal or close amounts of past verbal morphologies across verb categories as the native norm of language use, among the participant groups within the context of the present study, the native speakers of English showed the strongest adherance to the past simple usage (N=927) sparing the least room for the past progressive construction as an alternative past form to the perfective morphology both in general usage (N=31) and in its association with activities (N=24), with very little spread to telic predicates (N=7) as well.

All in all so far, the learner proficiency groups all showed consistency with the Aspect hypothesis in terms of the remarkably dominant existence of the simple past compared to the other types of inflections and the categorical inflections of achievements with the simple past and the activities with the past progressive. However, in terms of linear advancement of proficiency along which the Aspect Hypothesis foresees less amounts of perfective past with the incorporation of imperfective past into the interlanguage and more flexible categorical inflections, the data in this study does not offer a robust finding fully justifying the Aspect Hypothesis since the total amounts of the simple past inflections show instability across the proficiency groups with the advanced group having the highest number of simple past usages while there was a linear decrease in the number of simple past inflections from the pre-intermediate to the intermediate level. This nonlinearity was also the case for the categorical association of the simple past with achievements whereby the advanced group again had the highest number of achievements inflected with the simple past, followed by the pre-intermediate and then the intermediate group. As for the imperfective past morphology

of the past progressive, the current study fails to support the Aspect Hypothesis again as regards linear development and the spread of the past progressive as an alternative past tense structure to the dominating simple past in the learners' interlanguage. Therefore, instead of the expected increasing use of the imperfective past from the pre-intermediate to the advanced level, the past progressive showed oscillations with the pre-intermediate group having the lowest number and categorical inflections with activities, followed by the advanced group and then by the intermediate group of learners having the highest amount of those inflections both in totality and categorically. Most importantly, the data elicited from the native control group revealed the same pattern of verbal morphology as the data from the learner groups with the higher use of the simple past in terms of its frequency and its accumulated usage with achievements and the far less amount of the past progressive along with its restricted categorization with the activities. Furthermore, on a comparative basis, the native group showed a higher general frequency of the simple past inflections specifically in the class of achievements and relatively less utilization of the past progressive than each learner proficiency group. This actually pointed to the native group as showing the most conformity to the tenets of the Aspect Hypothesis, which sees native language as having flexible usages of perfective and imperfective morphologies across all types of predicates. Hence, in addition to the nonlinear progression and the spread of verbal inflections across the proficiency groups, the Aspect Hypothesis has not been corroborated either in regard of the native language analyzed in this study.

Apart from the simple past and the past progressive, the participant groups all used pluperfect (past perfect) as another past form and they used non-past forms as well although the production task required the participants to write their film narratives in the past context. The most striking non-past forms in prominent amounts were the simple present inflections and the base uninflected forms of verbs. The presence of these alternative verb forms alongside the past simple and the past progressive especially in the case of the group of native speakers draws particular attention to the interplay of other factors related with past narration, which leads to explaining the behaviour of verbal inflection in learner language in the light of an alternative hypothesis, i.e. the Discourse Hypothesis.

4.2.2. Research question: Do learners produce verbal morphology to distinguish narrative parts as predicted by the Discourse Hypothesis?

Table 4.6. *Distributions of lexical aspects according to grounding across the participant groups (Raw Numbers)*

PARTICIPANTS	ACH		ACCOMP		ACT		STA		TOTAL	
	F	B	F	B	F	B	F	B	F	B
Pre-Intermediate N=30	468	37	42	3	105	44	79	57	694	141
Intermediate N=30	447	42	41	8	127	79	75	49	690	178
Advanced N=30	462	80	45	4	150	66	49	49	706	199
Native N=18	497	103	45	11	175	65	66	72	783	251

ACH:Achievement ACCOMP: Accomplishment ACT:Activity STA: State

F: Foreground B: Background

As seen in Table 4.25 above, the participants' written narratives were predominantly filled with foregound predicates and much less amount of background predicates. On the whole, achievements were the leading lexical aspect class occuring in the foreground with their high numbers in each participant group. The background is more characterized by the atelic predicates of activities and statives together than with telic predicates of achievements and accomplishments.

In terms of lexical aspect categories, all the participant groups tended to use the achievements and the accomplishments that they produced more in the foreground than in the background. This is also the case for the activities and the statives produced in the data, in other words, both atelic lexical aspect classes were used more in the foreground than in the background. However, although they were numerically used more in the foregound within-categorically, the background was still shaped by their preponderant existence compared to the presence of telic verbs in that narrative part.

As regards the learner proficiency groups, the advanced level group used the most foreground predicates (N=706) followed by the pre-intermediate (N=694) and then the intermediate level group (N=690). In the same fashion, the advanced level group utilized a higher number of background predicates (N=199) than the other learner

groups (Int =178; Preint=141). The highest number of foreground telic predicates of achievements and accomplishments occured in the narratives of the pre-intermediate students (N=510) with the advanced group (N=507) and the intermediate group (N=488) coming after. The foreground atelic predicates of activities and states mostly occurred within the intermediate group (N=202) followed by the advanced group (N=199) and the pre-intermediate group (N=184). As for the background telic predicates, the highest number belonged to the advanced group (N=84) followed by the intermediate (N=50) and the pre-intermediate students (N=40). However, the background atelics occurred mostly in the narratives of the intermediate group (N=128) with the advanced (N=115) and the pre-intermediate group (N=101) coming after.

Among the participant groups, the control group of native speakers of English was the one who showed the highest numbers of foreground and background predicates (N=783; 251). The native speakers also utilized the most foreground telic predicates (N=542) and foreground atelic prediates (N=241) along with the highest number of background telics (N=114) and background atelics (N=137).

4.2.2.1. *Results of the pre-ıntermediate level group*

Table 4.7. *Distributions of verbal inflections on lexical aspects according to grounding within the pre-intermediate group (Raw Numbers)*

INFLECTIONS	ACH		ACCOMP		ACT		STA		TOTAL	
	F	B	F	B	F	B	F	B	F	B
Past Simple	443	25	37	1	93	8	77	53	650	87
Past Progressive	3	10	3	2	6	32	1	-	13	44
Pluperfect	2	-	-	-	-	1	-	-	2	1
Past Participle	-	1	-	-	-	-	-	-	-	1
Present Simple	1	1	1	-	1	1	1	3	4	5
Present Progressive	-	-	-	-	-	-	-	-	-	-
Present Perfect	1	-	-	-	-	-	-	-	1	-
Progressive	1	-	1	-	1	-	-	-	3	-
Base	16	-	-	-	2	1	-	-	18	1
Other	1	-	-	-	2	1	-	1	3	2

ACH:Achievement ACCOMP: Accomplishment ACT:Activity STA: State

F: Foreground B:Background

Table 4.26 above shows that the pre-intemediate group relied predominantly on the past simple inflection of the foreground predicates (N=650). In the foreground, the telic predicates of achievements and accomplishments received far more simple past inflections (N=480) than the atelic predicates of activities and statives (N=170). The background was largely shaped by both the simple past (N=87) and the past progressive (N=44). The past progressive mostly occurred in the background (N=44) with activities taking the most inflections (N=32). The present simple was used more in the background (N=5) than in the foreground (N=4), with the background statives taking the most inflections (N=3). Thus, the heavy use of the simple past in the foreground and the accumulation of the past progressive and the simple present forms in the background point to the impact of narrative grounding upon the pre-intermediate learners' verbal inflections. In light of this, it can be said that the pre-intermediate group utilize their developing verbal morphology to distinguish foreground from background as predicted by the Discourse Hypothesis. The only thing clashing with the Discourse Hypothesis is that the learners used a cluster of base verb forms (N=18) in the foreground especially with achievements while using only one base form in the background while they were expected to use those nonpast forms in the background. All the same, this situation can be disregarded for the sake of the other featured systematic uses of morphologies that are in the majority. In addition, as previously mentioned, the fact that the simple past morphology was clustured into the category of telic predicates and the past progressive was mostly used with atelic predicates confirms the impact of lexical aspect as well as narrative grounding, which indicates that the written production of the pre-intermediate group complied with both the Aspect Hypothesis and the Discourse Hypothesis, which is particularly evident in the overlap between the two hypotheses where the simple past inflection was mostly restricted to the foreground achievements and the past progressive was preponderently received by the background activities.

Sample Pre-intermediate Productions:

Foregrounded achievements in the simple past:

"….she started to run away and she hit Charlie Chaplin. When she hit him, she fell down and a police came there."

"…..he bought so much food and he didn't pay. After that,the police came and the police arrested to him.He got into the police car.After a few seconds Gamin got into the police car. He said "Remember me and the bread?" she started to crying and she

threw herself out of the car with Charlie and police officer. Charlie said " Now is your chance to escape"…"

"….started to flee, but on the way she collided with Charlie. He caught the baker Gamin and grabbed him Gamin's arm. Charlie took the blame and the police arrested him but the police released Charlie. Then Charlie went to eat and the police caught Charlie again and put him in the police car."

Backgrounded activities in the past progressive:

"….Chaplin was in police car, the car was always shaking.Could not stand.Suddenly Gamin came in car.She was crying."

"Charlie and Gamin were walking on the Street. Then, they sat on the floor. They saw a married couple. They were dreaming together. They were eating in their dreams."

"After, Gamin and Charlie were sitting in front of the house while they were speaking. After, Charlie imagined with Gamin. They prepared food and table. After, the cow was came.Charlie was eating grape the cow was milked."

"The van was speeding and they collided with a car on its way back."

"While the bus was going, it had an accident. Charlie, Gamin and a policeman fell the road. Charlie hit the police head and they ran away together.While they were sitting,they were talking.Then they started dreaming.They had a house and they were cooking together in their dream."

Table 4.8. *Distributions of verbal inflections on lexical aspects according to grounding within the intermediate group (Raw Numbers)*

INFLECTIONS	ACH		ACCOMP		ACT		STA		TOTAL	
	F	B	F	B	F	B	F	B	F	B
Past Simple	410	21	36	2	102	8	67	39	615	70
Past Progressive	3	8	-	5	5	61	1	-	9	74
Pluperfect	4	5	-	-	-	1	-	-	4	6
Past Participle	-	-	-	-	-	-	-	-	-	-
Present Simple	15	-	4	-	7	4	7	10	33	14
Present Progressive	-	2	-	-	-	2	-	-	-	4
Present Perfect	-	-	-	-	-	-	-	-	-	-
Progressive	-	2	1	1	-	2	-	-	1	5
Base	14	4	-	-	13	1	-	-	27	5
Other	1	-	-	-	-	-	-	-	1	-

ACH:Achievement ACCOMP: Accomplishment   ACT:Activity   STA: State

F: Foreground   B:Background

As seen in Table 4.27, like their pre-intermediate level counterparts the intermediate level learners also depended heavily upon foregrounded simple past inflections (N=615) in their written production particularly in the category of foreground achievements (N=410). The background was predominantly characterized by the simple past (N=70), past progressive (N=74) and the present simple (N=14). The intensive use of the foregounded simple past predicates and the relatively much lower use of backgrounded simple past inflections (N=70) along with the other prevalent contructions of the past progressive and the present simple in the background suggest the effect of narrative grounding on the uses of the verbal inflections by the intermediate level learners. However, there are salient numbers of present simple forms (N=33) and base forms (N=27) in the foreground compared to their background counterparts (N=14; 5), which is in stark disagreement with the Discourse Hypothesis since those forms are expected to occur frequently in the background rather than in the foreground.

Moreover, as previously mentioned, the heavy accumulation of achievements inflected with the simple past (N=433) and activities with the past progressive (N=66)

draw attention to the impact of the Aspect Hypothesis in the intermediate language data. Even more so, the prominent presence of the simple past inflected foreground achievements (N=410) and the conspicuous stack of the past progressive inflected background activities (N=61) evidence an overlap between the Aspect Hypothesis and the Discourse Hypothesis.

Sample Intermediate Productions:

Foregrounded achievements in the simple past:

"The man met the girl in the police car. He said " Remember me and the bread?" Upon this, the girl started to cry and she jumped out the police car. The man jumped out too. They escaped together. Then they sat a house's garden and started talking to the each other. The man asked " Where do you live?" She said " No place, anywhere." He showed the house with finger and he said " Can you imagine us in a little home like that?" Suddenly, they found them in a dream world."

"When he was in the police car bread thief girl got in the car. Charlie was very surprised and he gave his seat to the girl. Several minutes later the car was crashed and Charlie and girl they fell out of the car and they escaped. Then they sat in the garden next to the house and Charlie said 'How nice it would be to live in this house?' "

"Garmin came in. Then she started to cry. Suddenly she got angry and attacked the policeman. After that, the car made an accident. They fell down from the car."

"They dreamed nice days in this house but the dream ended early. The policeman came and kicked them out of the garden."

Backgrounded activities in the past progressive:

"In the police car one man was giggling and other persons were shouting.It was a complete chaos atmosphere."

"They were sitting on grass and they were talking and laughing. Suddenly a man who quited from his house hugged his wife and went to his car."

"While she was running, she hit a man who was a factory worker and played by Charlie Chaplin in the movie."

"….later they sit under a tree they asked questions to each other they dreamed about they were living together"

"….They imagined a house they were very happy and they imagined they were eating dishes with each other…."

"….Then the car swung hard and Charlie and Gavin fell out of car. Charlie's head was on the legs of a policeman that fainted, and the Gavin was laying aside them. Charlie woke up, shook his head…."

"While they were hiding, they saw a cute couple. The man told that can you imagine us like that and started dreaming. While they were dreaming the policeman came and they started running again."

4.2.2.3. *Results of the advanced level group*

Table 4.9. *Distributions of verbal inflections on lexical aspects according to grounding within the advanced group (Raw Numbers)*

INFLECTIONS	ACH		ACCOMP		ACT		STA		TOTAL	
	F	B	F	B	F	B	F	B	F	B
Past Simple	452	59	42	1	143	10	48	47	685	117
Past Progressive	1	10	2	3	4	52	-	-	7	65
Pluperfect	-	4	-	-	-	-	-	-	-	4
Past Participle	-	-	-	-	-	-	-	-	-	-
Present Simple	7	-	-	-	-	1	1	2	8	3
Present Progressive	-	-	-	-	-	-	-	-	-	-
Present Perfect	-	-	-	-	-	-	-	-	-	-
Progressive	-	6	-	-	-	2	-	-	-	8
Base	2	1	1	-	3	1	-	-	6	2
Other	-	-	-	-	-	-	-	-	-	-

ACH:Achievement ACCOMP: Accomplishment ACT:Activity STA: State

F: Foreground   B:Background

Table 4.28 above displays that the narrative interlanguage of the advanced learners was intensively shaped by the foreground simple past morpholoy (N=685) whereas backgorund morphology was relatively less utilized, with mainly a combination of the past simple (N=117) and the past progressive contsructions (N=65). The remarkably high number of simple past inflected foreground predicates in contrast to the far fewer number of simple past inflected predicates along with those inflected with the past progressive prove the learners' differenciation of narrative parts by the use of perfective and imperfective morphology, which is a verfication of the Discourse Hypothesis. The uses of the pluperfect (N=4) and the bare progressive (N=8) only in the

background are further cases providing support for the Discourse Hypothesis since the function of the former is to bring about prior past events related to the main events moving the story forward, which is favoured by the background, and the latter is directly related to imperfectivity. One thing that might act as counterevidence to the Discourse Hypothesis is the majority of the present simple (N=8) and base forms (N=6) in the foregound compared to their background counterparts (N=3; 2), however, this finding can be treated as negligible considering the domination of other structures which have a decisive role in the shaping of the narrative verbal morphology of the advanced level learners. Thus, the Discourse Hypothesis plays an important role in the students' written production.

As mentioned before, the huge gathering of the simple past inflections in the achievements category (N=511) and the noticible categorical infections of the activities with the past progressive morphology (N=56) in the learner data indicate the impact of the lexical aspect, thus constituting evidence for the Aspect Hypothesis. Above all, the categorical past simple inflections of the foregound achievements (N=452) and the biased inflections of background activities with the past progressive (N=52) are indicative of the merging of the two hypothesis in the advanced level learners' language data.

Sample Advanced Productions:

Foregrounded achievements in the simple past:

"This time, police arrested him. She saw the girl among the other criminals. While they were going to the prison, they had an accident. They fell from the car. Gamin and Charlie Chaplin escaped. After that they sat on the ground and began talking."

"We later see that they both were being taken to jail on the same car when they decided to jump out and escape. The couple and and one of the policmen fell onto the ground unconscious. Later the man awakened and woke up the woman before the policeman recovered but all of a sudden they recognized he was recaovering from the shock. The man hit him on the head and the policeman fainted again, which allowed the couple to run away from the scene of the crime."

"The policeman captured Gamin. After they captured her, Chaplin ate a bunch of dishes and called the police. Chaplin bought a cigarette and gave candy to the street boys and didn't pay for it thanks to the policeman. The policeman put Chaplin in a police car. Chaplin saw Gamin there, and they made the car crash another car"

"After she stole the bread, she bumped into Charlie Chaplin. Bakery worker and the police were chasing her and they caught her. Howeveri Charlie Chaplin said "I did it" and Police officer caught him but The woman said "it wasn't him, I was the girl". So they let him go. And then, Charlie Chaplin got into a restaurant and ordered food."

Backgrounded activities in the past progressive:

"As they were being taken away, Gamin tried to escape. While the man was helping her, they both fell out of van."

"They saw the people who lived in that house and began to dream as if they were living in that house but suddenly they noticed that the policeman was watching and then they got away."

"While she was running, she hit the man on the road and they fell to the ground."

"She started to run, however, a woman who was passing by the bakery saw the girl stealing a loaf of bread."

"She collided with Chaplin, who was walking on the road at that time."

"While Gamin was begging to the officer, the worker told he was the one who stole the bread. While the officer was taking the worker away, the worker was waving to Gamin."

4.2.2.4. *Results of the native english-speaking (control) group*

Table 4.10. *Distributions of verbal inflections on lexical aspects according to grounding within the native (control) group (Raw Numbers)*

INFLECTIONS	ACH		ACCOMP		ACT		STA		TOTAL	
	F	B	F	B	F	B	F	B	F	B
Past Simple	467	80	45	3	165	36	65	66	742	185
Past Progressive	-	4	-	3	3	21	-	-	3	28
Pluperfect	2	14	-	5	-	2	-	4	2	25
Past Participle	-	-	-	-	-	-	-	-	-	-
Present Simple	26	-	-	-	7	2	1	2	34	4
Present Progressive	-	1	-	-	-	-	-	-	-	1
Present Perfect	-	-	-	-	-	-	-	-	-	-
Progressive	-	2	-	-	-	3	-	-	-	5
Base	2	2	-	-	-	1	-	-	2	3
Other	-	-	-	-	-	-	-	-	-	-

ACH:Achievement ACCOMP: Accomplishment ACT:Activity STA: State

F: Foreground   B:Background

As seen in Table 4.29 above, the native language is mostly characterized by the foreground simple past morphology (N=742). Apart from the simple past, the native speakers also utilized a moderately salient number of present simple inflections in the foreground (N=34) followed by the minimal numbers of past progressive (N=3), pluperfect (N=2), and base forms (N=2). By comparison, they made much less use of background morphology, but although it was relatively low in number the background morphology showed more variability than the foreground with not only the simple past but also a higher number of past progressive inflections (N=28), pluperfect (N=25), present simple (N=4), present progressive (N=1), bare progressive (N=5) and base forms (N=3).

As in the case of the learner proficiency groups, the native speakers relied to a great extent on the foreground simple past morphology in their written narratives (N=742). The simple past uses were much lower in the background (N=185), in addition, both the past progressive forms (N=28) and the pluperfect forms (N=25) were clustered into the background. This clearly demonstrates that the native speakers also use their verbal morphologies to distinguish narrative parts by extensive usage of the

simple past dominating the foreground but with less use of the simple past in the background along with other supportive-elaborative structures that express simultaneous or prior occurrences in relation to the events in the main storyline.

As mentioned before, the written production of the native speakers shows the same distribution in terms of the simple past predominantly inflecting achievements (N=547) and the past progressive mostly being associated with activities (N=24), thus not only does the native group produce verb inflections according to narrative grounds but they are also affected by the inherent lexical aspects of predicates in their choices of verb morphologies. This biased tendency is further evident in the blending of the grounding and lexical aspect impacts where the simple past and the past progressive inflections are heaped up in the categories of foregound achievements (N=467) and background activities (N=21), respectively.

Sample Native Productions:

Foregrounded achievements in the simple past:

"After he finished the food, he collected his hat and headed to the register. Seeing another police office on the sidewalk outside the cafeteria, he tapped the glass and signaled for him to join him at the register. Charlie gave his tab to the cashier and told the officer to pay the cashier. He did not pay and so took Charlie into custody."

"The two of them began to confront Gamin but she took off running down the sidewalk. Just before turning the corner Gamin crashed into Charle Chaplin, knocking them both to the ground. The passerby and the van owner caught up. A nearby officer intervened and when the van owner accused Gamin of stealing…."

"In defiance and to see Gamin again; Charlie ordered a bunch of food and refused to pay, getting him arrested and thrown in the paddy wagon with Gamin and other people until the truck crashed. At that point it became clear Charlie was romantically interested in Gamin as he knocked out the officer and they escaped together."

"Gamin ran face-first into Charlie Chaplin and they both fell to the ground. The bread man caught up to Gamin, and the ensuing commotion caught the attention of a police officer. Charlie Chaplin took the blame for the theft. The ruse worked only for a brief time. Charlie Chaplin was released and Gamin was apprehended. They lost track of each other, during which time it became clear that Charlie Chaplin was equally destitute. He set about getting his needs met in a very different way…."

"….and while fighting with the policeman in the back of the wagon, it swerved in traffic and the three of them, Charlie, the woman and the policeman tumbled out onto the street. Charlie was the first to recover and he revived the woman and told her to escape. When the policeman started to revive, but while still groggy, Charlie hit the policeman with his own nightstick. The pair then made good their escape."

Backgrounded activities in the past progressive:

"Famished, she longingly gazed at the baked goods displayed in the window when she noticed that the baker was unloading more baked goods from a truck parked outside of the storefront."

"So, when Gamin thought no one was looking, she took her chance!"

"She was grappling with the officer in the doorway, when the van rounded a corner and the officer, the woman and Chaplin were all thrown out, landing on the tarmac."

"After some time later, Chaplin and the woman were walking down a road when they sat down on a grass verge to rest."

"As they were daydreaming, a policeman came along and they jumped up and ran away again."

"While Charlie was riding in the paddy wagon, the poor woman was brought aboard and Charlie introduced himself."

"As the dream sequence ended, a policeman was walking by."

"They were talking when a couple came out of the house and the wife kissed the husband."

As mentioned earlier, the separate analyses of the participant groups yielded the effects of both narrative grounding and lexical aspect. However, a comparative illustration of the grounding-based verbal morphology uses across the proficiency groups (see Appendix-5:Table 4.30) revealed that, with regard to increasing language level, the data in the current study does not completely substantiate the Discourse Hypothesis. It has been found that dependence on the simple past in the foregound does not decrease linearly along with the progression of language proficiency. Contrary to the Discourse Hypothesis, which proposes that learners use their emergent/developing verb morphologies to differentiate narrative parts hence more flexible uses of verbal morphologies in relation to grounding as language competence increases, the data in the present study showed increasing reliance of the simple past morphology in the

foreground in association with increased language competence. More specifically, in terms of the foregounded simple past, the data provide partial support for the Discourse Hypothesis since although the amount of foregrounded simple past inflections decline from the pre-intermediate (N=650) to the intermediate level (N=615), it escalates again with the advanced level (N=685) and even more so with the native group (N=742).

Secondly, another aspect related to the partial support for the Discourse Hypothesis within the context of the current study is the background morphology in view of increasing language level. Instead of a linear diminishing of the intensive use of the imperfective past to its more moderate frequencies of use from the lowest level of proficiency up to higher language levels, the data yielded fluctuating results as regards the dependence on the past progressive. The pre-intermediate level students showed the least dependence on the past progressive and used more simple past morphology in the background (N= 44; 87) whereas the intermediate level learners relied relatively more on the past progressive (N=74) and less on the past simple (N=70), which implies that the intermediate level learners made more use of the imperfective past to distinguish narrative structures than their lower level counterparts did. Although this seemingly constitutes a contradiction to the Discourse Hypothesis, the hypothesis is still substantiated by the sharp rise of the simple past use (N=117) and the lower number of past progressive inflections (N=65) within the advanced group and even more so in the native group with far more simple past inflections (N=185) and much fewer past progresssive inflections (N=28), suggesting that from the intermediate to the advanced level the imperfective past shows a diminution in its impact on distinguishing narrative parts and it almost disappears as a defining background structure in native English with a sudden and marked fall of the past progressive.

One striking aspect that clearly distinguishes the native language from the learner language in the context of the study is the higher number of the pluperfect inflections in the background (N=25). The native speakers tended to resort to reverse order reports more often than the learner groups did, and especially considering the meagre number of pluperfect inflections in the foregound (N=2) it can be seen that on the part of the native speakers pluperfect acts as a decisive morphology to distinguish foreground from background.

Last but not least, another aspect worth mentioning is the use of the simple present forms on the parts of both the learners and the native speakers, particularly the

intermediate level learners with their comprarably higher uses of the simple present inflections than the other learner groups in both parts of the narrative (N, F=33, B=14) and the native speakers with their considerably high number of foregrounded simple present inflections (N=34). Although this clustering of nonpast uses in the foreground might technically suggest a counter-evidence to the Discourse Hypothesis, which expects those nonpasts uses in the background rather than in the foreground, in fact it does not since the fact that those foregrounded present inflections are present in the native speaker data as well as the learner data points to the natural spontaneous tense-switching in story-telling where the historical present sometimes cuts into the simple past in relaying the events in order.

Sample Intermediate Productions:

Foregrounded simple present inflections:

"….she was hit a man and the cops caught the girl he took the balamed the cops took the men. Another woman who sees the theft says the man is didn't thief and the cops caught the girl again the man goes to the woman…."

"While a crowd was gathering around them Charlie understands the situation and tries to save Gamin by taking the blame."

"The man wants to see girl again so he goes to a restaurant and ate food without money…"

"Charlie took the her blame .After that cops arrested him but public don't let him arrested. They told the truth to cops."

"He and she met in the police vehicle and than crash happened. They try to escape together. They ran until they got tired. When finally they stop running they start to talk and think what their life would be like if they had a home. Suddenly they saw a cop and they started ran again."

"Policemen were gone to arrest him but the women told him that gamin was guilty. When gamin gets arrested Charli behaves in the wrong way so the policemen arrested him too. They saw each other in the police truck again. Suddenly, the truck gets crashes and they have got an opportunity to escape. Gamin started to run, suddenly she stopped and called Charlie too."

"When she runs away a woman saw her and the woman called bakery then bakery started to chase her."

Sample Native Productions:

Foregrounded Simple present inflections :

"Soon the paddy wagon arrived and Charlie is loaded in with others already detained. As the wagons bounced along the road, the occupants are jostled."

"Hours later, Charlie and Gamin walked hand-in-hand together along a residential road. Exhausted from their day, the two sit in a grassy strip between the sidewalk and road. Gamin plucked a buttercup from overgrown grass. Suddenly they are interrupted by the couple of the home…."

"The police officer ran after the girl who stole the bread and she, in turn, bumped into Charlie Chaplin who attempts to rescue her from the tough situation. He tries to put the blame on himself but it backfires and they arrest the girl. He then, comes up with a different plan to get arrested and that was by eating a giant meal and not pay for it! It was a cheeky move, too."

"Since he brought in another officer to make him pay for it. He eventually gets thrown into the van, sees the girl who stole the bread and they both escape once the van gets turned over."

"As the trolly drove off with Charlie, the officer and other travelers eventually the trolly stops at a pit stop and gamin got on the trolly."

"Once the cop and wealthy woman caught up and attempted to take Gamin away, Charlie clearly smitten by the disshelved (sp?) young woman, injected himself into the situation and claimed to have stolen the bread himself. After some back and forth between the distracted cops, the baker, and the wealthly woman, the two escape. Charlie engages in his own antics and continues to steal and be silly while Gamin is not on camera. Eventually the two get caught once more and are thrown into the paddy wagon together. Charlie charms her somewhat, however, Gamin starts a shuffle on the unnecessarily speeding wagon and causes an accident."

"The man was leaving for work and they embraced before the woman waved him off and went back inside. Being inspired by this domestic scene, Chaplin suggests they should live together in a house like that."

"At the same time the baker emerged from the shop and was told of the theft by the passerby; he runs to apprehend Gamin."

"The husband left and the wife watched and then skipped off into the house. Charlie then made fun of the wife. He asked the woman if she could imagine them in a

little house like that. He imagines coming in their house, picking fruit from tree while the woman cooked dinner."

Backgrounded pluperfect inflections :

"When Gamin was accused of the theft, CC said he had stolen the bread, seemingly sympathetic to Gamin's plight."

"While they were hungrily cutting at the meat, the picture on the film changed from the kitchen to the street where they had stopped in front of the house."

"Since Charlie had picked up the loaf after the crash he was holding it and the officer arrested Charlie."

"Also in the movie a random lady stopped by and looked into the bakery window and waved as she called for help she had witnessed the stolen loaf of bread"

"Gamin was still on the floor from when she had tripped."

"….the officer went after Charlie getting the loaf of bread from Mr. Chaplin. Since the officer had taken the bread Charlie Chaplin was left disappointed."

"Gamin started to run away with the loaf but the baker spotted her and called for a policeman who quickly grabbed her. In the meantime, Charlie Chaplin had rounded the corner and saw what happened."

"He claimed that he had been the thief, and the officer took Charlie by the arm and let Gamin go."

"However, another woman told the baker that it had surely been Gamin, and not Charlie, who stole the bread so they chased down the policeman who let Charlie go and grabbed Gamin."

"Meanwhile, the witness to the theft told a passing police officer that Gamin had stolen a loaf of bread and the officer walked up to apprehend Gamin. Charlie then proceeded to claim responsibility for the theft, so the officer took off with Charlie in custody. The witness saw that the officer had fallen for the rouse so she reported his error to him."

"Charlie pointed out that he was the one who had tried to help her and they began talking."

"Charlie was on the bus and they stopped to pick up the first woman that had really stolen the bread.".

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5. DISCUSSION AND CONCLUSION

The purpose of this chapter is to present the discussion and the conclusion of the findings of the current study. First, a summary of the results is provided. Then the results are discussed in association with other studies in the literature of tense-aspect morphology. Next, the conclusion of the study is presented . Lastly, the implications for the theories of SLA and pedagogy along with the suggestions for future research offered by the study are presented.

5.1. Summary of the Results

The present study aimed to investigate the impacts of two seemingly competing hypotheses related to the production of temporal and aspectual morphology of language learners: the Aspect Hypothesis and the Discourse Hypothesis. While the Aspect Hypothesis claims the use of the emergent verbal inflections in accordance with the inherent semantic properties of verbs and predicates, the Discourse Hypothesis posits that the developing verbal morphology is selected based on the demands of narrative discourse, which requires learners to distinguish between foreground and background. Considering the need for investigating the verb semantics and the verbal inflections on the comprehension level as well as the production level since the presence of production may not always guarantee the presence of comprehension, this study attempted to investigate lexical aspect, grammatical aspect, tense and discourse relations in the interlanguage grammars of instructed L2 learners on both comprehension and production level with regard to language proficiency from low to higher levels. Hence, utilizing two comprehension judgement tasks and one production task which is a film-retell activity, the current study aimed at finding out answers to the following research questions:

1) Does lexical aspect have an impact on EFL learners' comprehension and production of verbal morphology?

a) Do EFL learners show sensitivity to lexical aspect in comprehension without discourse context?

b) Do they produce verbal morphology as predicted by the Aspect Hypothesis?

2) Does narrative grounding have an impact on EFL learners' comprehension and production of verbal morphology?

a) Do they show sensitivity to narrative grounding in comprehending the aspectual classes of predicates in discourse context?

b) Do they produce verbal morphology to distinguish narrative parts as predicted by the Discourse Hypothesis?

3) Are there any differences in production and comprehension of verbal morphology in terms of proficiency levels?

5.1.1. The comprehension part

The analyses of the data elicited through the first comprehension task (The Lexical Aspect Judgement Task without Discourse Content) revealed that all the three proficiency groups showed sensitivity to lexical aspect in general with the pre-intermediate group showing a medium level of sensitivity to lexical aspect in comprehension whereas the intermediate and the advanced groups showed high levels of achievement in lexical aspect comprehension. Futhermore, it was found that there were significant differences between the comprehension task scores of the proficiency groups. More precisely, the pre-intermediate students were found to show significantly lower sensitivity to lexical aspect than their intermediate and advanced counterparts did, who in turn showed significant difference between themselves with the intermediate students manifesting significantly lower sensitivity to lexical aspect than the advanced level students. Lastly, an aspectual group analysis of the judgment task yielded the findings that all the proficiency groups generally had the most success with state verbs while activities was the category at which they were usually the least successful. All through the four groups of lexical aspect types, the pre-intermediate group had the lowest achievement mean with the intermediate group and the advanced group coming consecutively.

In order to investigate the impact of narrative grounding in the comprehension of lexical aspects of predicates, the data obtained through the second comprehension task (The Lexical Aspect Judgement Task in Discourse Context) were analyzed. First, it was found that the pre-intermediate students generally had moderate achievement in the comprehension of predicates in narrative context whereas their intermediate and advanced counterparts showed higher levels of predicate comprehension in narrative context. As regards the comprehension of predicates in general, it was further found that the pre-intermediate students had significantly lower success in combining right verbal

inflections with predicates in narrative context than the intermediate level students, who in turn obtained significantly lower scores than their advanced counterparts did. In addition, the paired samples t-tests conducted between the scores of the first and the second comprehension task across the proficiency groups unveiled no significant differences. This indicated that the students at all proficiency levels achieved almost the same success in comprehending predicates in both tasks, which further implied that they were as nearly equally good at predicate comprehension in a discourse-free discrete task demand than they were at predicate comprehension within discourse content.

Second, with regard to the impact of grounding, all the proficiency groups were affected by narrative grounding in their choices of verbal inflections, but to be specific, the advanced group students were particularly found to be under the impact of grounding statistically more significantly than were the intermediate and the pre-intermediate students, who yielded no significant differences between themselves.

Third, the analyses of the scores yielded by the aspectual groups in the task demonstrated that there were no statistical differences across the proficiency groups in regard of the scores of the achievements, which were placed in the background of the story to provide the meanings of iterativeness and extension of punctual actions with the past progressive inflections. However, as for the category of foreground activities, which required simple past inflections, the advanced learners were found to show significantly higher achievement than the intermediate group and the pre-intermediate group. Moreover, in the case of the accomplishments, which were put in the foreground to receive the simple past inflection, the advanced level students had significantly higher success in correctly inflecting the foreground accomplishments than the pre-intermediate students did while no significant difference was observed between the success of the advanced group and the intermediate group and between the intermediate group and the pre-intermediate group.

Besides, in the inflection of state verbs, which necessiated simple past inflections whichever part of narrative they were placed in, it was seen that in statistical terms the advanced students were more successful than the intermediate students, who in turn were more successful than their pre-intermediate counterparts. When the state verbs were analyzed by parcing them into narrative parts, it was seen that the students in all the three proficiency groups were significantly more successful in their inflections of foreground states than in their inflections of background states. The fact that they were

less successful in their inflections of the background states with the simple past might be attributed to grounding impact or first language interference, or a combination of both factors (see Results: 4.1.2.4.4.1. Foreground States and Background States).

Finally, the last analysis was conducted with regard to the verb "play", which occurred in both foreground and background receiving simple past and past progressive inflection, respectively. It was shown that within both the pre-intermediate group and the intermediate group, the students achieved all but the same success statistically in their correct inflections of "play" in both parts of the narrative. However, the advanced students were found to be significantly more successful in the foregound "play" inflection than in the background "play" inflection. When both the group mean scores and the statistical results are taken into account, it was seen that the students from all proficiency groups generally had less success in the inflection of background "play" although its lexical semantic meaning of durativity matched the required inflection of action-in-progress (see Results: 4.1.2.4.5. The Verb "Play" in the Foreground and the Background of the Narrative).

5.1.2. The production part

All the participants including the native control group were asked to write a film narrative of an 8-minute video clip extracted from the Charlie Chaplin movie "The Modern Times" in order to determine the impact of the Aspect Hypothesis versus the Discourse Hypothesis. The native English speaking participants did not participate in the comprehension part of the study because speaking English as their their mother tongue as an adult they already possessed the intuitive competence of semantic constructs of predicates in their adult grammar. With regard to the impact of lexical aspect, it was found that all the three proficiency groups produced the target language based on the predictions of the Aspect Hypothesis. In other words, the students used perfective past morphology (the simple past) predominantly more than they used imperfective past morphology (the past progressive) and that achievements took precedence over the other predicates types in the simple past inflection while the activities were the category in which the past progressive intensively occurred. The native speakers also showed similar morphological patterns, i.e. the preponderence of the simple past morphology across the lexical aspect types, achievements in particular, and the association of activities with the past progressive.

Although the Aspect Hypothesis was supported within each proficiency group, the data of the study failed to give a strong corroboration for it in terms of language progression because it was found that attachment to the principles of the Aspect Hypothesis either showed fluctuations along the proficiency levels or intensified in direct proportion to the increasing language level. For example, as regards the amount of perfective past and its use with achievements, while there was a linear decrease from the pre-intermediate to the intermediate group, the advanced learners were found to use the perfective past and its association with achievements more frequently than the other learner groups. Even more surprisingly, the native speakers themselves displayed this production behaviour more frequently than the learner groups although they were theoretically expected to show more flexible distributions of inflections across the lexical aspect categories. Also, instead of showing a linear increase across the proficiency levels as the alternative past form to the firstly emerging dominant simple past morphology, the imperfective morphology of past progressive registered an increase from the pre-intermediate group to the intermediate group and made a fall again in the advanced group and an even sharper fall in the native group.

The data provided by the present study also backed up the Discourse Hypothesis by showing that all the proficiency groups used their developing morphologies to distinguish parts of narration, i.e. foregound versus background. More specifically, in their written production of film narratives, each proficiency group intensively used foreground simple past morphology, and in the background they mainly utilized relatively less simple past along with more amounts of past progressive. Futhermore, the production data in current study in fact evidenced the convergence of the Aspect Hypothesis and the Discourse Hypothesis because in all the proficiency groups it was shown to be the case that the simple past morphology was used with achievements in the foreground to the greatest extent and that the past progressive morphology was most frequently associated with background activities. The native speakers were also found to show this biased tendency of language production under the merged influences of lexical aspect and narrative grounding.

Nonetheless, as in the case of the Aspect Hypothesis, the data could not provide a full-scale substantiation for the Discourse Hypothesis in regard of linear progression of language proficiency. It was evidenced that although the dependence on the foregrounded simple past morphology diminished from the pre-intermediate to the

intermediate level as expected by the hypothesis, it registered an increase again within the advanced group and an even more increase within the native group. The data in the study also failed to give a full account of the Discourse Hypothesis in terms of background morphology in language progression. While the focus on the imperfective past associated with background was expected to diminish linearly in inverse proportion to increasing language level, the language data showed some fluctuations where the past progressive was used as the background morphology more by the intermediate group than by the pre-intermediate group, however, it registered a fall again in the advanced group and lost its bearing dramatically as a differential background morphology in the native group.

5.2. Discussion

The present study examined the verbal morphology of EFL learners in the light of two hypotheses from the viewpoint of both comprehension and production. Thus, the results of the study in relation to the existing body of research in the field of verbal morphology will be discussed under two headings; in terms of the role of lexical aspect and the role of narrative grounding.

5.2.1. The role of lexical aspect

One of the main aims of the current study was to test the validity of the Aspect Hypothesis by investigating whether the learners produced the relevant structures based on its principles. As mentioned earlier, the literature of lexical aspect research mostly consisted of production studies with almost no emphasis on comprehesion thus leaving a very big gap for the comprehension dimension. Seeing the need for filling the research gap regarding comprehension, two studies, Huang (2008) and Klagmann (2018), focused on this issue by investigating the lexical aspect competence of learners on both comprehension and production levels and reached the conclusion that lexical aspect might be an impactful factor in language production rather than a factor affecting language comprehension. More precisely, those two studies found that learners produced verbal morphology according to the semantic scopes of predicates thus made the prototypical combinations of telic-perfective and atelic-imperfective while they actually lacked sensitivity to lexical aspectual classes on the level of comprehension. Considering the scarcity of research into lexical aspect comprehension along with the

uncertainty and the insufficient contextualization of the tasks in those two previous studies, the present study aimed to look extensively into the issue of comprehension besides production by construing and using two fully-fledged judgement tasks consisting of lexical aspect groups and each measuring comprehension of lexical aspect in isolation and within discourse context, respectively.

In contrast to Huang (2008) and Klagmann (2018), which found no lexical aspect impact on the basis of comprehension as opposed to production, the current study on the whole revealed that the participants were actually sensitive to lexical aspect in comprehension and lexical aspect was a factor in determining the choice of their verbal forms in production. The results of the "Lexical Aspect Judgement Task without Discourse Content" indicated that the students generally showed medium and high levels of sensitivity to lexical aspect, more specifically, the pre-intermediate students generally showed a medium level of lexical aspect sensitivity while both the intermediate and the advanced learners had a high level of lexical aspect sensitivity. In the production part of the study, all of the three proficiency groups were found to follow the principles of the Aspect Hypothesis, namely that their written productions were shaped by great amounts of achievements inflected with the simple past and relatively low but certain clustered amounts of activities associated with the past progressive. In addition, aside from 2 cases in total each occuring in the pre-intermediate and in the intermediate group resulting from first language interference (see Results: 4.2.1.1.1. 1.Results of the Pre-intermediate Level Group; 4.2.1.1.1.2. Results of the Intermediate Level Group), there was no overgeneralization of the progressive construction to state verbs suggesting the learners' command of stativity in terms of inactivity and stillness. When the lexical aspect group analysis of the judgement task is also taken into account, the congruence between comprehension and production is further validated since the students had a high level of sensitivity to state verbs, in fact they had the highest comprehension success in the category of states, with telic predicates of achievements and accomplishments coming right after. Their greatest success in the state verb category can stem from both explicit and implicit emphasis placed on the varieties and the uses of state verbs in the instructional materials that they were exposed to during their language education.

However, among the four groups of lexical aspectual classes, activities were found to have the lowest mean scores in all the proficiency groups meaning that the

students experienced the most difficulty in understanding and dealing with the semantic concept of activity predicates, which is dynamic unbounded duration. On the other hand, in the written production the students were found to comply with the tenet of the Aspect Hypothesis concerning progressivity. In other words, with their their semantic scope of dynamic continuity, activities were associated with the past progressive by all of the proficiency groups because the learners tended to make a prototypical combination of activities with a grammatical structure whose function is to express "action-in progress". Although the number of predicate tokens of activities inflected with the past progressive is too low to make a strong generalization especially compared to the tokens of achievements inflected with the simple past in the learner data, the tendency to associate the past progressive with activities in written production clashes with the difficulty in handling the activity group in the lexical aspect judgement task, hence creating a conflict between the production and the comprehension of activities. This is particularly true for the pre-intermediate group who obtained the lowest mean score in the activitiy group of the judgement task by correctly answering two out of five questions in general while using the past progressive mostly with activities in their written task. In this respect, Huang's (2008) and Klagmann's (2018) "paradox" between comprehension and production of lexical aspect can be supported within the boundaries of activities in the context of the present study where the students produced the past progressive by associating it with activities as predicted by the Aspect Hypothesis while they actually struggled with this semantic lexical category in comprehension.

All in all, the current study found agreement between comprehension and production as regards state verbs and telic predicates whereas it brought about an incompatibility in the category of activities which might pose a paradoxical situation between the comprehension and the production of this lexical aspect category. As a result, the study lends partial support to the conclusion of Huang (2008) and Klagmann (2018) that learners produce verbal morphology by being under the impact of the semantic scopes of predicates while they actually lack sensitivity to their inherent meanings in comprehension.

Like most production studies in the tense-aspect literature, the learner data in the present study validated the Aspect Hypothesis in that all the learner proficiency groups predominantly used the perfective past morphology of the simple past in their past-context written narratives confirming the hypothesis's claim of the precedence of the

emergence of the perfective past over the imperfective past. In addition, all of the learner groups used the simple past mostly with achievement predicates and associated the imperfective past of the past progressive with activities, therefore this finding of the study is parallel with the previous production studies which also found lexical aspect to be the prime determinant of verbal morphology use in language acquisition contributing to the significance of the Aspect Hypothesis as a universal linguistic phenomenon (Andersen, 1986; Andersen, 1991; Bardovi-Harlig, 1992a; Bardovi-Harlig, 1998; Bardovi-Harlig & Bergström, 1996; Bardovi-Harlig & Reynolds, 1995; Bayley, 1991 & 1994; Blaszczyk-Szabat, 2005; Cardierno, 2000; Chan, Finberg, Costello and Shirai, 2012; Collins, 1997&1999; Collins,2004; Comajoan,2001; Farag, 2015; Flashner, 1989; Giacalone-Ramat,1995; Kaplan,1987; Kumpf, 1984; Lafford,1996; Leary,2000; Lee,1997; Liskin-Gasparro,1997; Martelle,2011; Martinez-Baztan,1994; Mazyad,1999; Munoz&Gilabert,2011; Robison,1990; Robison,1995; Rohde,1996; Ramsay,1990; Salaberry,1998; Shibata,2000; Shirai,1995).

Even though the participants made categorical distributions of the simple past with telic predicates and the past progressive with activities, their categorical distributions were heavy tendencies rather than absolute or strict organizations of verb morphologies. For instance, they all used the simple past with activities and statives to a considerable degree as well as with telic predicates, and they also used the past progressive with achievements and accomplishments to some extent along with activities. This indicates that the learners did not only take lexical aspect as their main route in their morphological inflections by making prototypical pairings but they were also marking tense by their non-prototypical combinations of predicate types with semantically incongruent tense-aspect morphologies. Hence, although lexical aspect was found to be an impactful factor shaping the written production of the students in their verbal morphological inflections, it was not marked at the expense of tense, instead, tense was a non-redundant element going hand in hand with the impact of lexical aspect. This finding of the study contributes to the relative flexible notion of the Aspect Hypothesis as highlighted by Andersen (1989) and Andersen and Shirai (1996) and further evidenced by Rohde (1996), where the hypothesis was considered to be an acquisitional tendency encompassing temporal relations alongside aspectual impacts rather than an absolute stringent acquisitional organization.

Although the current study confirmed the Aspect Hypothesis in terms of the dominance of the perfective past over the imperfective past and the categorical morphological distributions, it did not support the hypothesis with regard to the progression of language proficiency. Certain previous proficiency-based studies were compatible with the Aspect Hypothesis in this respect having found that low-proficiency level learners made stronger associations between lexical aspects and semantically congruent verbal inflections than high proficiency learners did. (Bardovi-Harlig&Reynolds,1995; Blaszczyk-Szabat,2005; Martelle, 2011; Mazyad,1999). Contrary to the findings of those studies, the present study showed that the advanced level learners utilized prototypical combinations of lexical aspect and verbal inflections more frequently (achievements – simple past) than their intermediate and pre-intermediate counterparts did, which poses an addition to the already existing body of challenge related with high proficiency levels (Bergström,1995; Hasbun,1995; Labeau,2005; Liskin-Gasparro,2000; Lopez-Ortega,2000; McManus,2013; Salaberry,1999; Salaberry,2002; Salaberry,2011; Whatley,2013). Considering that the linear flexibility expected by the Aspect Hypothesis was found to be true only from the pre-intermediate to the intermediate language level within the context of the current study but did not continue and actually showed a backsliding with the advanced level might point to the hypothesis's potential inadequacy to explain the characteristics and the processes involved in advanced interlanguage as brought to the fore by the other previous studies as well.

Evidence for the insufficieny of the Aspect Hypothesis to account for the complexities of advanced interlanguage comes from the native language data in the present study where the native speakers showed even more frequent uses of the prototypical pairings of telic predicates with the perfective past. In other words, the native speakers of English were found to use more simple past morphology and more frequent categorical association of it with achievements in producing their written narratives than any of the learner groups did. This is in contrast with the claims of the Aspect hypothesis where the most flexible and nonprototyical uses of verbal morphologies on lexical aspects are expected in native language. The fact that the native speakers exhibited even more dependence on the perfective past and its relation with achievements indicates that lexical aspect may not be the sole factor in the utilization of verbal morphology in advanced interlanguage, however, other factors such as exposure

to the target language, input type and input frequency may also largely be at play in the development of their temporal morphology. If native speakers show this strong adrehance to the prototypical association between lexical aspect and grammatical inflections instead of lenient uses predicted by the Aspect Hypothesis, then it should not be surprising to see that advanced level learners manifest a stronger attachment to tense-aspect associations than lower-proficiency learners because they are more frequently exposed to the target native language input than their lower proficiency counterparts. Hence, the results of the production part of the present study suggest that although lexical aspect may act as an impactful linguistic-acquisitional factor shaping the temporal morphology of learners at low proficiency levels, however, it can continue as an impact at advanced levels not only in linguistic-acquisitional terms but also as a distributional pattern coming from the target native language input itself.

Unlike Shirai (1995), whose native participants of Japanese speakers showed weaker and more flexible associations of lexical aspect and verbal inflections than the learners of Japanese did, the current study's opposite finding of a stronger association of prototypical pairings by native speakers of English points to an alternative account of these temporal-morphological patterns found in learner language, which is the Distributional Bias Hypothesis put forward by Andersen and Shirai (1996). According to the Distributional Bias Hypothesis, which applies to both child language acquisition and second language acquisition, the fact that language learners tend to use verbal morphology in accordance with the lexical semantic aspects of predicates has its source in the language input that they are exposed to. In other words, if the linguistic input of spoken and written native language that the learner is provided with contain those semantic-morphological associations to a large extent, they most probaby appear in the learner language as greater and stronger tendencies because the learner perceives those form-function relations as absolute rules of grammar. Hence, in the current study, taking into account that the Aspect hypothesis did not completely apply in terms of linear progression of language where the advanced level group showed more frequent of associations of the simple past with achievements than their lower-proficiency counterparts along with the even more frequent uses of that form-function association by the native participants, the Distributional Bias Hypothesis might be in operation as an alternative explanation to the Aspect Hypothesis. If the native language has been found to show the highest frequency of simple past-achievements association even

though the number of the native participants was far fewer than that of each learner group, the advanced learners can be very well expected to make those form-meaning associations at a higher frequency as well since they are more exposed to the target native language which is distributionally biased with that semantic-morphological association. At this point, the current study corroborates the Aspet Hypothesis and is also in line with the Distributional Bias Hypothesis pointed out and proven by Aksu-Koç (1998), Huang (2008); Li, Maher, Newmark and Hurley (2001), and Vraciu (2012) (see 2.Literature Review: 2.5.1. The Distributional Bias Hypothesis).

The native language data, which is distributionally biased by the existence of such a high-frequency lexical-morhological association as well as the advanced learner data, can be explained by the two cognitive mechanisms of the Relevance Principle and the Congruence Principle propounded by Andersen (1993) (see 2.Literature Review: 2.5.1.1. Cognitive Operation Principles). According to these two cognitive operation principles, those form-function associations present in both native language and learner language are a consequence of the individual's cognition whereby they search for and associate verbs with grammatical inflections whose functions are the most congruent with verbs' semantic scopes. Contrary to the Aspect Hypothesis, which predicts flexible uses of semantically related verb-inflection associations on the part of native speakers, the native participant group in the current study made more frequent uses of those form-function associations than any of the learner groups. Thus, the highest frequency of perfective past - achievement association existent in the native language data as yielded by the current study can be accounted for and justified by the Relevance Principle and the Congruence Principle as the outcome of a cognition-related mechanism rather than an acquisitional process.

The native language data, which is characterized by the semantically compatible lexical-morphological combinations of achievement predicates and the simple past as a result of a cognitive operation process as explained by the Relevance Principle and the Congruence Principle, can also be interpreted under the Prototype Theory to which the Relevance Principle and the Congruence Principle are also closely related since it also encompass their expositions by describing a mental categorization of linguistic elements At its core, the Prototype Theory originates from the concept of "prototypicality", which is a way of mentally organizing elements within a group in terms of their characteristics best representing the group itself. According to prototypical

classification, there are central members and side members in a group or category and that central members are those elements that possess the most fundamental features of the category and are encountered most commonly within that category whereas side members have subordinate rare characteristics and occur relatively less commonly. Applying this categorizational notion to language acquisition, Andersen and Shirai (1996) put forth the Prototype Theory, which posits that the acquisition of linguistic categories begins with the central members first which then extends to less central or side members. Therefore, linguistic elements that are prototypically similar attract each other and are easy to combine and use while prototypically dissimilar elements require much higher cognitive ability and consciousness to bring together. In the context of the present study, the heavy use of the simple past with the lexical aspect category of achievements even within the native group can be explained within the framework of the Prototype Theory in that achievements, which are punctual predicates defined by completion and strict boundedness, go naturally with the simple past, whose core function is to convey completion of action in the immediate past. Hence, by associating the simple past with achievement predicates in their written production, the participants made a prototypical grouping in terms of three dimensions of grammar: past tense - perfective aspect - punctual predicates (Wagner, 2009, p.1052). The presence of the prototypical combination of the simple past with achievements at the highest frequency in the native language data evidences that certain mental categorications or associations are not peculiar to the process of language learning, but as indicated by Wagner (2009), they are the outcomes of information processing demands on parts of both learners and native speakers. That is to say, telic predicates and the simple past mutually complement each other in their semantic constructs and form perfectivity and consequently they are easy to compute whereas non-prototypical combinations of tense-aspect elements are relatively more difficult to compute and use since they are not semantically compatible with each other thus require a higher cognitive and processing ability to combine.

All in all, the results of the present study concerning the native data supports Wagner's (2009) information-theoretic perspective, which argues that prototypicality is a cognitive process that continues from childhood into adulthood. According to Wagner (2009), children and adults are not different in terms of language knowledge but they differ only in their cognitive capacities to handle non-prototypical linguistic

combinations. Consequently, while child grammar is mostly shaped by prototypical tense-aspect combinations adult grammar is relatively less characterized by those pairings because adults are cognitively much better at handling nonprototypicality. Applying Wagner's (2009) cognitive approach to prototypicality in terms of child and adult mother tongue grammars in the current study's foreign language learning context, the native participants' more frequent associations of the simple past with achievements can be explained as their response to the computational ease and cognitive disencumbrance related with prototypicality.

In addition to the cases of the advanced language learners and the native speakers of English, which can be accounted for by the Distributional Bias Hypothesis and cognition-related postulations, another point that poses a challenge to the Aspect Hypothesis within the context of the current study despite being very small in effect is the overgeneralization of the progressive marking to state verbs, which was also found by Lee (1997) in his longitudinal developmental study with two Korean children living and attending school in the USA. Lee (1997) attibuted the overextension to statives to language input where the learners could not distinguish different functions of state verbs that allowed them to be used as both state verbs and activity verbs depending on the context, thus the children confused their meanings and the grammatical structures that went with them and consequently produced sentences such as "I thinking so". However, unlike the input factor in Lee (1997), in the current study the two cases of this overgeneralization occurred as a result of the first language of the learners. One student in the pre-intermediate group and another in the intermediate group used the past progressive inflection with the state verb "want", and it was most probably because Turkish, their mother tongue, allowed progressive inflections on state verbs and considering that "want" is one of the most common state verbs used with the progressive structure in Turkish and it is actually almost always used in the progressive, this may have led those two learners to make a negative transfer into English, which allowed no such progressive inflections on statives. In this respect, although there are only two cases in the learner data, with these the present study still makes another contribution to the body of the evidence of first language influence questioning the validity of the Aspect Hypothesis (Aburiyah,2011; Ayoun&Salaberry,2008; Collins,2002; Dominquez,Tracy-Ventura,Arche,Mitchell,   &Myles,2013; Giacalone-

Ramat&Banfi,1990; Henderson,2013; Izquierdo&Collins,2008; Rocca,2007; Salaberry,2000; Salaberry,2002&2003; Xiao-zhao&Juan,2011).

Overall, even though the present study confirms the Aspect Hypothesis in the quantitative measures of perfective morphology and the categorical distributions of tense-aspect morphology, it presents counter-evidence concerning the cases of advanced learners, native speakers, and first and target language specifics. Hence, as the present study has shown, temporal morphology can be shaped by acquisitional tendencies but it can also be influenced by exposure/input related factors, cognitive dimensions, and first language influence. In addition to all these, discourse/grounding can be another factor shaping learners' tense-aspect morphology besides lexical aspect during their language development.

5.2.2. The role of narrative grounding

Since language learning is a process that comprises both comprehension and production dimensions developing in discursive contexts, tense-aspect morphology cannot develop and operate in isolation from discourse either. Thus, apart from "The Lexical Aspect Judgement Task without Discourse Content", which measured the learners' sensitivity to the lexical semantic aspects of predicates in a discourse-free manner, the present study looked into the learners' comprehension abilities to match predicates with perfective and imperfective inflections in a narrative context by utilizing another comprehension-based instrument called "The Lexical Aspect Judgement Task in Narrative Context". The story task was designed in such a manner that learners were mostly expected to make nonprototypical predicate-inflection combinations. In this way, in addition to their general ability to comprehend predicates and respond to their semantic construct within the framework of a narrative discourse context, it was aimed to find out the impact of narrative grounding upon the learners's decisions on the types of inflections that went with the predicates.

On the whole, as regards their general competence to comprehened predicates by combining them with the right inflections demanded by the narrative context the pre-intermediate students had moderate success while their intermediate and advanced level counterparts had higher levels of success. Also, a comparative statistical analysis conducted between this comprehension task and the Lexical Aspect Judgement Task without Discourse Content yielded no significant difference within any of the

proficiency group, indicating that learners showed almost the same sensitivity to the semantic constructs of predicates both within and without discourse context. With regard to the effect of grounding measured in the comprehension task, all of the proficiency groups were found to be under the impact of grounding with the advanced level students showing significantly higher impact than the other two proficiency groups.

The role of narrative grounding is evident not only in comprehension but also in production. The analyses of the written data elicited from the film retelling task revealed results which are in agreement with the Discourse Hypothesis, namely that each proficiency group mainly utilized foregrounded simple past morphology while the background part of their narratives was relatively less characterized by the simple past with the past progressive being the other alternative dominant structure. This showed that the learners within the context of the current study used their developing verbal morphologies to distinguish the foreground and the background parts of their narratives lending support to the findings of the previous studies carried out on the role of discourse in the use of verbal inflections (Bardovi-Harlig,1992b; Bardovi-Harlig,1995; Comajoan,1998; Flashner,1989; Giacalone-Ramat,2002; Housen,1994; Kumpf,1984; Lafford,1996; Rothstein,1985; Salaberry,2011; Tajika,1999; Veronique,1987). Furthermore, the language data belonging to all the proficiency groups in the present study indicated an overlap between the impact of lexical aspect and the impact of discourse on the learners' verbal morphologies. The degree of this overlapped impact was such that the Aspect Hypothesis and the Discourse Hypothesis were actually indistinguisable due to the heavy amounts of simple past morphology with the telic verbs of achievements in the foreground and the clustered outstanding amounts of the past progressive inflections with actvities in the background part of the narrative. With this finding of the merged effect of lexical aspect and narrative grounding, the present study goes in alignment with Housen (1998) who indicated a similar combined impact of aspect and grounding by revealing telic clauses mostly appearing in the foreground while atelic clauses dominating the background, and the foregound being more shaped by the simple past than the background. Besides complying with the results of Housen (1998), the present study also confirms Bardovi-Harlig's (1998) suggested framework of hierarchy of tense-aspect development in regard of both aspectual and grounding factors where achievements are the most likely lexical aspect class receiving the simple

past inflection regardless of grounding and the progressive inflection is mostly restricted to background activities.

As in the case of the learner proficiency groups, the native participants were found to show sensitivity to narrative grounding as well in their written production by predominantly utilizing foregrounded simple past morphology and using less simple past clauses in the background. In fact, similar to the case of the impact of lexical aspect discussed earlier, the written native data showed the same trend of the merged effect of lexical aspect and grounding by the intensive simple past inflection of achievements in the foreground and the past progressive inflection being mostly used with the background activities. This situation points to Andersen and Shirai's (1994) position to examine the issue of lexical aspect from a discourse-pragmatic perspective, which argues that prototypical combinations of lexical aspect-grammatical inflections existent in both learner and native language that are driven by the cognitive operations of the Relevance Principle and the Congruence Principle can also be directly related to speakers' communicative goals in relaying narratives. According to Andersen and Shirai's (1994) further elaboration of this issue, both native speakers and learners produce distributionally biased temproral morphology affected by the inherent semantic aspects of predicates because both native speakers and learners build a hierarchical organization of information when recounting past events where the foreground part tells the main part of the story while the background information is of supportive, elaborative and commenting nature. Thus, when recounting past events, all speakers tend to combine the perfective past with telic predicates because telic predicates are defined by completion and boundedness in their semantic contructs so they form an ideal unity with the simple past in the foreground in conveying ordered actions in the main storyline, likewise, speakers show tendency to bring together atelic predicates with the imperfective past, especially activities with the past progressive in the case of English, because by their incomplete and durative sense those predicates create a perfect match with the imperfective past morphology to provide details, surrounding or additional information in the background. Considering that the native data in the present study yielded even more frequent utilization of foregrounded simple past inflected achievements than any of the proficiency groups, it draws attention to the characteristic of temporal morphology not merely as a precise line of acquisitional development but as

linguistic network informed by multiple factors including cognitive operation processes, prototypicality, and discourse-pragmatic needs of speakers.

Last but not least, in the present study although the learner groups each produced their written language in alignment with the Discourse Hypothesis in terms of their uses of temporal morphology in the foreground and background parts of their narratives, the hypothesis was not fully supported in terms of linear progression of language because semantically associated inflection-grounding combinations did not register a steady decrease from the lowest to the highest proficiency level. Contrary to the Discouse Hypothesis, which predicts more non-prototypical associations of morphology and grounding as experience in L2 increases, the advanced learners showed more frequent foregrounded simple past clauses than the pre-intermediate and the intermediate learners did. In addition, background associated imperfective past (past progressive) showed fluctuations instead of diminishing linearly across the proficiency levels from the lowest to the advanced. With this finding, the present study is in alignment with the results of those investigations conducted by Veronique (1987), Lafford (1996), and Salaberry (2011), signifying high proficiency level as a critical factor where learners may actually show more systematic uses of grounding-related morphology.

5.2.3. Conclusion

Aspect is one of the crucial elements in understanding first and second language acquisition processes as well as native grammars since it is the reflection of viewing situations differently and expressing it through language. A large amount of studies have been carried out to enquire into the role it plays in shaping language development and language learning processes. The Aspect Hypothesis, postulated to gain an insight into the aspectual impact on verbal morphologies in the early phases of language learning, is one area of research in acquisition and language teaching studies.

The present study tested the Aspect Hypothesis on both production and comprehension level along with its seeming rival, the Discourse Hypothesis. The results indicated compatibility between comprehension and production. In other words, the learners were sensitive to the semantic scopes of predicates in comprehension while at the same time they produced temporal morphology being impacted by the inherent aspects of predicates. This meant that the learners had an understanding of lexical aspect semantics when they were utilizing their morphologies in accordance with the

predictions of the Aspect Hypothesis, thus within the context of the present study, lexical aspect showed its effect simultaneously on both comprehension and production.

Compatibility was also found between the comprehension and the production of grounding-based morphology. The learners were successful in pairing predicates with nonprototypical inflections as demanded by the narrative part in which they occurred in the second comprehension task while at the same time they produced temporal morphology in their written narratives according to the principles of the Discourse Hypothesis. Hence, as in the case of the impact of lexical aspect, narrative grounding was also powerful in both comprehension and production at the same time.

Although the Aspect Hypothesis and the Discourse Hypothesis are two apparently competing explanations as to the development of temporal morphology, the present study manisfested their combined effect in shaping the tense-aspect morphologies of the learners. Thus, as pointed out by Bardovi-Harlig (2000), they have been shown to be mutually complementary in interpreting the same data rather than being rival theoretical frameworks because of the overlap between lexical and discursive features.

Finally, the advanced production data, which showed more frequent prototypical lexical aspect-inflection-grounding relations than the production data belonging to each lower-proficiency group, and the native data, which showed these semantically-related distributions even more frequently, point to such linguistic patterns as not being only a part of language acquisition process but that they may be the outcome of a variety of factors affecting both learners and native speakers including input/exposure, cognitive operation mechanisms, prototypicality, and communicative goals/functions.

5.2.4. Implications for the theories of sla and pedagogy

The present study has shown that learners are sensitive not only to lexical aspect but also to grounding in both comprehension and production of lexical semantics and verbal morphology. Thus, the Aspect Hypothesis and the Discourse Hypothesis, two apparently rival theoretical explanations, meet at a mutual point of interpreatation where they complement each other. This indicates that a multitude of explanations and factors can play a role simultaneously in shaping our understanding and interpretations of processes in second language acquisition. The fact that the advanced learners and the native speakers used prototypical linguistic combinations more frequently than the lower proficiency groups, whom those two hypotheses are intented for, has evidenced

that language is a much more complex system that may not be explained by only observable acquisitional tendencies. It is in fact a huge domain that involves multiple processes including acqusitional, linguistic, cognitive, contextual, psychological factors and so on. Accordingly, language teachers should always bear in mind these various factors when teaching their learners. In terms of language pedagogy, language teachers should be aware of the role aspect plays in both first and second language acqusition because learners might have problems because of their incompetence to make sense of lexical properties of verbs in the first place, which might possibly affect their learning of L2 tenses. In conclusion, it should never be forgotten that aspect is an essential part of grammar.

5.2.5. Suggestions for future research

As mentioned before, there is a scarce amount of investigations into learners' developing temporal morphology in Turkish EFL context. Only 3 studies dealt with this subject matter on the level of language production: Bada and Genç (2007), Boran (2006) and Zıngır (1999). Apart from Zıngır (1999), who examined lexical aspect from an error analysis perspective, the present study also lends support to Bada and Genç (2006) and Boran (2006) in their findings as to the roles that lexical aspect and grounding played in learner participants' selections of grammatical inflections. With this, the present study has contributed to this budding area of research in the Turkish EFL context. By investigating the subject matter of aspect comprehensively from the perspectives of both comprehension and production, it has taken this issue into a broader research area informing linguists and language educationalists of the importance of conducting more studies in the local country context to enrich this growing area of research especially by delving more into the comprehension part of learning.

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APPENDIX-1-A.

Comprehension Task-1: Lexical Aspect Judgement Task without Discourse Content (English Version)

Choose most appropriate options for you in the questions below.

1) **Which sentence expresses a habitual action?**

   e) She usually likes coffee.

   f) She usually buys coffee from Starbucks.

   g) She is drinking coffee at the moment.

   h) She enjoyed her coffee last night.

2) **Which sentence expresses a feature based on individual perception?**

   e) The flowers look wonderful.

   f) She smells the flowers every morning.

   g) The flowers die without water.

   h) She is looking at the flowers.

3) **Which sentence is grammatically correct?**

   a) Nothing changed, he still believes in ghosts!

   b) Nothing changed, he is still believing in ghosts!

   c) Nothing changed, he was still believing in ghosts!

   d) Nothing changed, he believed in ghosts right now!

4) **Which sentence expresses an ongoing action?**

   a) Nowadays, I think this book is the best.

   b) I am thinking about a solution to the problem now.

   c) Just now I want to drink some soda.

   d) At the moment, I need a clean towel.

5) Which sentence expresses possession?

   a) They have eggs and milk for breakfast.

   b) They have a walk after dinner.

   c) They have a big restaurant at the end of the street.

   d) They have a great holiday in Miami every summer.

6) In which of the following sentences is "for" used appropriately?

   e) He ran five kilometers for two hours.

   f) He ran for two hours.

   g) He ran out of the car for two hours.

   h) He ran upstairs to his room for two hours.

7) "John was on a journey. He was driving at top speed then a deer appeared in front of him and he stopped." Which statement can be inferred from that sentence?

   a) The journey did not happen at all.

   b) John finished the journey smoothly.

   c) The journey was interrupted so the act of driving never happened.

   d) John drove a car but his journey was interrupted at some point.

8) "The children were playing in the park but a dog started to run towards them and they left the park." Which statement can be inferred from that sentence?

   a) The children were about to play in the park.

   b) The children did not play in the park at all.

   c) The children played in the park.

   d) The children's play was already finished before the dog came.

9) **"The customer called the shop and argued with the shop assistant on the phone for 20 minutes then hung up all of a sudden." Which statement can be inferred from that sentence?**

  e) They started arguing on the phone and were still arguing 10 minutes later.

  f) They stopped arguing before the phone call.

  g) They did not argue before the end of the phone call.

  h) They started arguing on the phone after 20 minutes.

10) **Which sentence is semantically inappropriate/unacceptable?**

  e) They were watching TV at 11 p.m. yesterday.

  f) The baby woke up at midnight.

  g) She studied maths at 9.00 in the evening.

  h) He was walking to the park at 7.00 in the morning.

11) **"Sarah read a fantastic book on holiday." Which statement can be inferred from that sentence?**

  a) Sarah did not finish the book on holiday.

  b) Sarah started reading the book before the holiday.

  c) Sarah finished the book after the holiday.

  d) Sarah finished the book on holiday.

12) **In which of the following sentences is "for" NOT used appropriately?**

  a) She cooked dinner in fifteen minutues.

  b) She swam in the lake in fifteen minutes.

  c) She got ready in fifteen minutes.

  d) She tidied her room in fifteen minutes.

13) **"Jane wrote a novel in a year." Which statement below is true according to that sentence?**

  a) Jane was writing a novel during a year's period.

  b) Jane wrote for a year but her novel might be incomplete.

  c) Jane's writing lasted more than a year.

  d) Jane finished her novel a year ago.

14) **In which of the following is there an incongruence between the tense used and the meaning of the sentence?**

   e) He ate five hamburgers until bedtime.

   f) He was eating five hamburgers until bedtime.

   g) He was eating a hamburger just before bedtime.

   h) He ate five hamburgers in an hour.

15) **"She will spend an hour drawing the picture of the view." Which of the following statements means the same as that sentence?**

   e) She will draw the picture of the view after an hour.

   f) She will draw the picture of the view earlier than an hour.

   g) She will need more than an hour to draw the picture of the view.

   h) She will draw the picture of the view in an hour.

16) **In which sentence is "almost" NOT used appropriately?**

   a) Mary almost played in the garden.

   b) Mary almost entered the garden.

   c) Mary almost started to run.

   d) Mary almost hit her head on the wall.

17) **"He will start the engine in two minutes" Which of the following statements means the same as that sentence?**

   a) He will start the engine for two minutes.

   b) He will start the engine after two minutes.

   c) He will work the engine for two minutes.

   d) He will stop the engine after two minutes.

18) **In which of the following is there an incongruence between the tense used and the meaning of the sentence?**

   a) She bought a bracelet yesterday.

   b) She was wearing a bracelet yesterday.

   c) She was finding a bracelet yesterday.

   d) She was making a bracelet yesterday.

19) In which of the sentences below is "suddenly" NOT appropriate in meaning?

    e) Suddenly, the bomb exploded.

    f) Suddenly, the children began screaming.

    g) Suddenly, the car crashed into a tree.

    h) Suddenly, they spent a good time at the party.

20) In which of the following is "for" NOT used appropriately?

    a) The families knew each other for a long time.

    b) He rode a bike around town for two hours.

    c) She reached the mountain top for some time.

    d) They did housework for three days.

APPENDIX-1-B.

Comprehension Task-1: Lexical Aspect Judgement Task without Discourse Content (Turkish Version)

Aşağıdaki sorularda size en doğru ve en uygun gelen seçenekleri işaretleyiniz.

1) **Hangi cümlede alışkanlık haline gelmiş bir iş/hareket ifade edilmiştir?**
   a) She usually likes coffee.
   b) She usually buys coffee from Starbucks.
   c) She is drinking coffee at the moment.
   d) She enjoyed her coffee last night.

2) **Hangi cümle kişisel algıya dayalı bir özellik bildirir?**
   a) The flowers look wonderful.
   b) She smells the flowers every morning.
   c) The flowers die without water.
   d) She is looking at the flowers.

3) **Hangi cümle dilbilgisi bakımından doğrudur?**
   a) Nothing changed, he still believes in ghosts!
   b) Nothing changed, he is still believing in ghosts!
   c) Nothing changed, he was still believing in ghosts!
   d) Nothing changed, he believed in ghosts right now!

4) **Hangi cümle "o anda yapılan ve devam etmekte olan bir eylemi" ifade eder?**
   a) Nowadays, I think this book is the best.
   b) I am thinking about a solution to the problem now.
   c) Just now I want to drink some soda.
   d) At the moment, I need a clean towel.

5) Hangi cümle sahiplik bildirmektedir?

a) They have eggs and milk for breakfast.

b) They have a walk after dinner.

c) They have a big restaurant at the end of the street.

d) They have a great holiday in Miami every summer.

6) Aşağıdaki cümlelerin hangisinde "for" anlam bakımından uygun kullanılmıştır?

a) He ran five kilometers for two hours.

b) He ran for two hours.

c) He ran out of the car for two hours.

d) He ran upstairs to his room for two hours.

7) "John was on a journey. He was driving at top speed then a deer appeared in front of him and he stopped." Bu cümleden hangi ifade çıkarılabilir?

a) The journey did not happen at all.

b) John finished the journey smoothly.

c) The journey was interrupted so the act of driving never happened.

d) John drove a car but his journey was interrupted at some point.

8) "The children were playing in the park but a dog started to run towards them and they left the park." Bu cümleden hangi ifade çıkarılabilir?

a) The children were about to play in the park.

b) The children did not play in the park at all.

c) The children played in the park.

d) The children's play was already finished before the dog came.

9) "The customer called the shop and argued with the shop assistant on the phone for 20 minutes then hung up all of a sudden." Bu cümleden hangi ifade çıkarılabilir?

a) They started arguing on the phone and were still arguing 10 minutes later.

b) They stopped arguing before the phone call.

c) They did not argue before the end of the phone call.

d) They started arguing on the phone after 20 minutes.

10) Hangi cümle anlam bakımından <u>uygun değildir?</u>

a) They were watching TV at 11 p.m. yesterday.

b) The baby woke up at midnight.

c) She studied maths at 9.00 in the evening.

d) He was walking to the park at 7.00 in the morning.

11) "Sarah read a fantastic book on holiday" cümlesinden hangi ifade çıkarılabilir?

a) Sarah did not finish the book on holiday.

b) Sarah started reading the book before the holiday.

c) Sarah finished the book after the holiday.

d) Sarah finished the book on holiday.

12) Aşağıdaki cümlelerin hangisinde "in" anlamca uygun <u>kullanılmamıştır?</u>

a) She cooked dinner in fifteen minutues.

b) She swam in the lake in fifteen minutes.

c) She got ready in fifteen minutes.

d) She tidied her room in fifteen minutes.

13) "Jane wrote a novel in a year" Bu cümleye göre aşağıdaki ifadelerden hangisi doğrudur?

a) Jane was writing a novel during a year's period.

b) Jane wrote for a year but her novel might be incomplete.

c) Jane's writing lasted more than a year.

d) Jane finished her novel a year ago.

14) Aşağıdakilerin hangisinde kullanılan zaman (tense) ile cümlenin anlamı arasında bir <u>uyuşmazlık</u> vardır?

a) He ate five hamburgers until bedtime.

b) He was eating five hamburgers until bedtime.

c) He was eating a hamburger just before bedtime.

d) He ate five hamburgers in an hour.

15) "She will spend an hour drawing the picture of the view" aşağıdaki seçeneklerden hangisi bu cümle ile aynı anlama gelmektedir?

a) She will draw the picture of the view after an hour.

b) She will draw the picture of the view earlier than an hour.

c) She will need more than an hour to draw the picture of the view.

d) She will draw the picture of the view in an hour.

16) Hangi cümlede "almost" anlamca uygun <u>kullanılmamıştır?</u>

a) Mary almost played in the garden.

b) Mary almost entered the garden.

c) Mary almost started to run.

d) Mary almost hit her head on the wall.

17) "He will start the engine in two minutes" aşağıdaki seçeneklerden hangisi bu cümle ile aynı anlama gelmektedir?

a) He will start the engine for two minutes.

b) He will start the engine after two minutes.

c) He will work the engine for two minutes.

d) He will stop the engine after two minutes.

18) Aşağıdakilerin hangisinde kullanılan zaman (tense) ile cümlenin anlamı arasında bir <u>uyuşmazlık</u> vardır?

a) She bought a bracelet yesterday.

b) She was wearing a bracelet yesterday.

c) She was finding a bracelet yesterday.

d) She was making a bracelet yesterday.

19) Aşagıdaki cümlelerin hangisinde "suddenly" ifadesinin kullanımı anlamca <u>uygun değildir?</u>

a) Suddenly, the bomb exploded.

b) Suddenly, the children began screaming.

c) Suddenly, the car crashed into a tree.

d) Suddenly, they spent a good time at the party.

20) Aşagıdakilerin hangisinde "for" anlamca uygun <u>kullanılmamıştır?</u>

    a) The families knew each other for a long time.

    b) He rode a bike around town for two hours.

    c) She reached the mountain top for some time.

    d) They did housework for three days.

Answer-Key: Comprehension Task-1

1) B
2) A
3) A
4) B
5) C
6) B
7) D
8) C
9) A
10) C
11) D
12) B
13) A
14) B
15) D
16) A
17) B
18) C
19) D
20) C

APPENDIX-2.

Comprehension Task-2: Lexical Aspect Judgement Task in Narrative Context

Circle the correct options to complete the text.

One day when it was a holiday, Emily woke up very early and **went /was going** to the bay. It was a beautiful morning. The sun **rose/ was rising** in the sky and the waves **broke/ were breaking** on the shore. A few joggers **stepped /were stepping** up the waterside and some fishermen **just came /were just coming** back from a night's fishing. The lights from their boats **flashed/were flashing** on and off in the distance. Some old men **caught/were catching** fish with their fishing rods on the dock. Couples **hugged/were hugging** each other and **threw/were throwing** stones into the water. It **looked/ was looking** absolutely beautiful.

On that beautiful day, first, Emily **waited /was waiting** for her best friend, Jane. After Jane's arrival, they **drove/were driving** to a cafe and **ate/ were eating** together. Then, at Jane's suggestion, they **travelled/were travelling** to the east town forest. They left their car on the road and **walked/were walking** through the forest for a while. Right at that time they **saw/were seeing** a little girl who **jumped/ was jumping** up and down with three rabbits. The rabbits were quite big in size and they **had/were having** very long ears but the little girl **grabbed/was grabbing** them easily one by one and **hopped/was hopping** them nicely on the grass. After she **played/was playing** with the rabbits for two more minutes, she **understood/ was understanding** there were other people around and **ran/was running**. Emily and Jane also began to run and **chased/ were chasing** the girl down to the stream where she was mysteriously out of sight. Then they **crossed/ were crossing** the stream and, tired but determined, **followed/were following** the girl's footsteps.

They **progressed/were progressing** for a while until they were out of the forest. However, they **continued/were continuing** to walk. It **got/was getting** dark, dogs **barked/were barking** and the callings of the owls **echoed/were echoing** in the sky. The weather was cool and a light wind from the trees **hit/was hitting** on their faces with the sound of the leaves which **moved/were moving** back and forth gently. Suddenly, out of nowhere came a farmer who **appeared/was appearing** to be in his late sixties.

When he **approached/ was approaching** closer, he **asked/was asking** them questions about who they were and why they were there. They **told/were telling** him their story about the mysterious little girl. He **listened/ was listening** to the whole story and **seemed/ was seeming** shocked. By their description, that mysterious little girl was the same girl who was killed in a car accident ten years ago when she **played/was playing** with rabbits on that very same road!

Answer-Key: Comprehension Task-2

One day when it was a holiday, Emily woke up very early and **went /was going** to the bay. It was a beautiful morning. The sun **rose/ was rising** in the sky and the waves **broke/ were breaking** on the shore. A few joggers **stepped /were stepping** up the waterside and some fishermen **just came /were just coming** back from a night's fishing. The lights from their boats **flashed/were flashing** on and off in the distance. Some old men **caught/were catching** fish with their fishing rods on the dock. Couples **hugged/were hugging** each other and **threw/were throwing** stones into the water. It **looked/ was looking** absolutely beautiful.

On that beautiful day, first, Emily **waited /was waiting** for her best friend, Jane. After Jane's arrival, they **drove/were driving** to a cafe and **ate/ were eating** together. Then, at Jane's suggestion, they **travelled/were travelling** to the east town forest. They left their car on the road and **walked/were walking** through the forest for a while. Right at that time they **saw/were seeing** a little girl who **jumped/ was jumping** up and down with three rabbits. The rabbits were quite big in size and they **had/were having** very long ears but the little girl **grabbed/was grabbing** them easily one by one and **hopped/was hopping** them nicely on the grass. After she **played/was playing** with the rabbits for two more minutes, she **understood/ was understanding** there were other people around and **ran/was running**. Emily and Jane also began to run and **chased/ were chasing** the girl down to the stream where she was mysteriously out of sight. Then they **crossed/ were crossing** the stream and, tired but determined, **followed/were following** the girl's footsteps.

They **progressed/were progressing** for a while until they were out of the forest. However, they **continued/were continuing** to walk. It **got/was getting** dark, dogs **barked/were barking** and the callings of the owls **echoed/were echoing** in the sky. The weather was cool and a light wind from the trees **hit/was hitting** on their faces with the sound of the leaves which **moved/were moving** back and forth gently. Suddenly, out of nowhere came a farmer who **appeared/was appearing** to be in his late sixties. When he **approached/ was approaching** closer, he **asked/was asking** them questions about who they were and why they were there. They **told/were telling** him their story about the mysterious little girl. He **listened/ was listening** to the whole story and **seemed/ was seeming** shocked. By their description, that mysterious little girl was the

same girl who was killed in a car accident ten years ago when she **played/<u>was playing</u>** with rabbits on that very same road!

APPENDIX-3-A.

Production (Film-Retelling) Task

(For Learner Participants)

Task: Write a recount of the events in the film excerpt "ALONE AND HUNGRY" by Charlie Chaplin in **the past context** between 120 and 160 words. The introductory storyline has been provided in bold.

Names of the Main Characters:

Man: Charlie Chaplin (Factory Worker)   **Girl:** Gamin

ALONE AND HUNGRY

In the movie, there was a girl named Gamin. She was walking on the street and looking at the window of a bakery shop when she saw a van parked nearby. Suddenly, she stole a loaf of bread from inside the van…..

APPENDIX-3-B. Production (Film-Retelling) Task

(For Native Participants)

This activity is intended to provide insight into the uses of verbal morphology by native speakers of English, who within the scope of the current study on the development of tense-aspect morphology, will constitute the control group to compare against the learners of English as a foreign language. Your contribution is precious and greatly appreciated. Thanks for your participation.

Email:

Name-Surname:

Age:

Country:

THE STATUS OF ENGLISH (YOUR INDIVIDUAL SITUATION)

● Native speaker　　　● Second language user　　　● Bilingual　　　● Other

Write a recount of the events in the film excerpt "ALONE AND HUNGRY" by Charlie Chaplin in the past context.The introductory storyline has already been provided. You can write as long as you like but your narrative should not be less than 120 words.

Names of the Main Characters:

 Man: Charlie Chaplin (Factory Worker)   ,   Girl: Gamin

In the movie, there was a girl named Gamin. She was walking on the street and looking at the window of a bakery shop when she saw a van parked nearby. Suddenly, she stole a loaf of bread from inside the van…..

APPENDIX-4.

The Operational Tests to determine Inherent Aspect (Shirai & Andersen, 1995, p. 749)

Step 1: State or nonstate

Does it have a habitual interpretation in simple present tense?

If no __ State (e.g. I love you)

If yes __Nonstate (e.g. I eat bread) __ Go to Step 2

Step 2: Activity or nonactivity

Does 'X is Ving' entail 'X has Ved' without an iterative/habitual meaning? In other words, if you stop in the middle of Ving, have you done the act of V?

 If yes __ Activity (e.g. run)

 If no __ Nonactivity (e.g. run a mile) __ Go to Step 3

Step 3: Accomplishment or achievement [If test (a) does not work, apply test (b), and possibly (c).]

   a) If 'X Ved in Y time (e.g. 10 minutes)', then 'X was Ving during that time.'
      If yes __ Accomplishment (e.g. He painted a picture.)
      If no __ Achievement (e.g. He noticed a picture)
   b) Is there ambiguity with almost?
      If yes __ Accomplishment (e.g. He almost painted a picture has two readings: he almost started to paint a picture/he almost finished painting a picture.)
      If no __ Achievement (e.g. He almost noticed a picture has only one reading.)
   c) 'X will VP in Y time (e.g. 10 minutes)' = 'X will VP after Y time.'
      If no __ Accomplishment (e.g. He will paint a picture in an hour is different from He will paint a picture after an hour, because the former can mean that he will spend an hour painting a picture, but the latter does not.)

If yes __ Achievement (e.g. He will start singing in two minutes can have only one reading, which is the same as in he will start singing after two minutes, with no other reading possible.)

APPENDIX-5: Tables

Table 3.4. Paired samples t-test of the comprehension tasks in the pilot study

Paired Samples Test

| | | Paired Differences | | | | | | | |
| | | | | | 95% Confidence Interval of the Difference | | | | |
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	Sig. (2-tailed)
Pair 1	Lexicalaspect - Discourse	-8,15789	14,78649	3,39225	-15,28476	-1,03103	-2,405	18	,027

Table 4.2. One-way ANOVA of Comprehension Task-1

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	5790,556	2	2895,278	17,687	,000
Within Groups	14241,667	87	163,697		
Total	20032,222	89			

Table 4.3. Multiple comparisons of the comprehension task-1 scores of the proficiency groups   (A post-hoc analysis)

Dependent Variable: COMPTASK_1

Games-Howell

(I) LEVEL	(J) LEVEL	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
PREINT	INTERMEDIATE	-11,83333*	3,62370	,005	-20,5660	-3,1006
	ADVANCED	-19,50000*	3,40174	,000	-27,7239	-11,2761
INTERMEDIATE	PREINT	11,83333*	3,62370	,005	3,1006	20,5660
	ADVANCED	-7,66667*	2,83485	,024	-14,4921	-,8412
ADVANCED	PREINT	19,50000*	3,40174	,000	11,2761	27,7239
	INTERMEDIATE	7,66667*	2,83485	,024	,8412	14,4921

*. The mean difference is significant at the 0.05 level.

Table 4.7. One-way ANOVA of Comprehension Task-2

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	5684,145	2	2842,072	17,206	,000
Within Groups	14370,876	87	165,182		
Total	20055,021	89			

Table 4.8. Multiple comparisons of the comprehension task-2 scores of the proficiency groups (A post-hoc analysis)

Dependent Variable: COMP TASK-2 SCORES

Games-Howell

(I) LEVEL	(J) LEVEL	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval Lower Bound	95% Confidence Interval Upper Bound
PREINT	INT	-10,91333*	3,71233	,013	-19,8451	-1,9816
	ADVANCED	-19,41667*	3,21384	,000	-27,1919	-11,6415
INT	PREINT	10,91333*	3,71233	,013	1,9816	19,8451
	ADVANCED	-8,50333*	2,98769	,017	-15,7179	-1,2888
ADVANCED	PREINT	19,41667*	3,21384	,000	11,6415	27,1919
	INT	8,50333*	2,98769	,017	1,2888	15,7179

*. The mean difference is significant at the 0.05 level.

Table 4.9. Paired Samples Correlations of the comprehension tasks

		N	Correlation	Sig.
Pair 1	PREINT1 & PREINT2	30	,480	,007
Pair 2	INT1 & INT2	30	,258	,169
Pair 3	ADVANCED1 & ADVANCED2	30	,588	,001

Table 4.10. Paired Samples t-tests of the Comprehension Tasks

		Paired Differences Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference Lower	95% Confidence Interval of the Difference Upper	t	df	Sig. (2-tailed)
Pair 1	PREINT1 - PREINT2	2,00000	15,76224	2,87778	-3,88572	7,88572	,695	29	,493
Pair 2	INT1 - INT2	2,92000	15,66180	2,85944	-2,92821	8,76821	1,021	29	,316
Pair 3	ADVANCED1 - ADVANCED2	2,08333	8,61242	1,57241	-1,13260	5,29927	1,325	29	,196

Table 4.12. One-way ANOVA test of the grounding scores between the groups

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	3530,139	2	1765,069	12,435	,000
Within Groups	12348,750	87	141,940		
Total	15878,889	89			

Table 4.13. Multiple comparisons of the grounding scores of the proficiency groups   (A post-hoc analysis)

Games-Howell

(I) LEVEL	(J) LEVEL	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
PREINT	INT	-8,08333	3,44959	,058	-16,3831	,2164
	ADVANCED	-15,33333*	2,97781	,000	-22,5398	-8,1269
INT	PREINT	8,08333	3,44959	,058	-,2164	16,3831
	ADVANCED	-7,25000*	2,76060	,030	-13,9177	-,5823
ADVANCED	PREINT	15,33333*	2,97781	,000	8,1269	22,5398
	INT	7,25000*	2,76060	,030	,5823	13,9177

*. The mean difference is significant at the 0.05 level.

Table 4.14. One-way ANOVA test of the achievements across the proficiency groups

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	312,917	2	156,458	2,729	,071
Within Groups	4987,083	87	57,323		
Total	5300,000	89			

Table 4.15. One-way ANOVA test of the foreground activities across the proficiency groups

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1146,667	2	573,333	20,493	,000
Within Groups	2433,958	87	27,977		
Total	3580,625	89			

Table 4.16. Multiple comparisons of the foreground activities across the proficiency groups   (A post-hoc analysis)

Games-Howell

(I) LEVEL	(J) LEVEL	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
PREINT	INT	-3,33333	1,59756	,102	-7,1782	,5116
	ADVANCED	-8,66667*	1,30886	,000	-11,8573	-5,4760
INT	PREINT	3,33333	1,59756	,102	-,5116	7,1782
	ADVANCED	-5,33333*	1,15325	,000	-8,1364	-2,5303
ADVANCED	PREINT	8,66667*	1,30886	,000	5,4760	11,8573
	INT	5,33333*	1,15325	,000	2,5303	8,1364

*. The mean difference is significant at the 0.05 level.

Table 4.17. One-way ANOVA test of the accomplishments across the proficiency groups

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	82,222	2	41,111	7,613	,001
Within Groups	469,792	87	5,400		
Total	552,014	89			

Table 4.18. Multiple comparisons of the accomplishments across the proficiency groups   (A post-hoc analysis)

Games-Howell

(I) LEVEL	(J) LEVEL	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
PREINT	INT	-1,33333	,72152	,163	-3,0696	,4029
	ADVANCED	-2,33333*	,56009	,001	-3,7081	-,9586
INT	PREINT	1,33333	,72152	,163	-,4029	3,0696
	ADVANCED	-1,00000	,49567	,123	-2,2147	,2147
ADVANCED	PREINT	2,33333*	,56009	,001	,9586	3,7081
	INT	1,00000	,49567	,123	-,2147	2,2147

*. The mean difference is significant at the 0.05 level.

Table 4.19. One-way ANOVA test of the state verbs across the proficiency groups

STATES

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	208,472	2	104,236	18,555	,000
Within Groups	488,750	87	5,618		
Total	697,222	89			

Table 4.20. Multiple comparisons of the state verbs across the proficiency groups (A post-hoc analysis)

Dependent Variable: STATES

Games-Howell

(I) LEVEL	(J) LEVEL	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
PREINT	INT	-2,41667*	,68246	,003	-4,0724	-,7610
	ADVANCED	-3,66667*	,67983	,000	-5,3166	-2,0167
INT	PREINT	2,41667*	,68246	,003	,7610	4,0724
	ADVANCED	-1,25000*	,44231	,017	-2,3139	-,1861
ADVANCED	PREINT	3,66667*	,67983	,000	2,0167	5,3166
	INT	1,25000*	,44231	,017	,1861	2,3139

*. The mean difference is significant at the 0.05 level.

Table 4.21. Paired Samples t-tests of the foreground and background states within proficiency groups

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	PREINTFORESTATES - PREINTBACKSTATES	1,08333	2,68162	,48959	,08200	2,08467	2,213	29	,035
Pair 2	INTFORESTATES - INTBACKSTATES	1,33333	2,04827	,37396	,56850	2,09817	3,565	29	,001
Pair 3	ADVANCEDFORESTATES - ADVANCEDBACKSTATES	,91667	1,53737	,28068	,34260	1,49073	3,266	29	,003

Table 4.22. Paired Samples t-tests of the verb "play" within groups

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	PREINT PLAYED – PREINT WAS PLAYING	,16667	1,84920	,33762	-,52384	,85717	,494	29	,625
Pair 2	INT PLAYED – INT WASPLAYING	,25333	1,20107	,21928	-,19515	,70182	1,155	29	,257
Pair 3	ADVANCED PLAYED – ADVANCED WASPLAYING	,58333	1,07546	,19635	,18175	,98492	2,971	29	,006

Table 4.23. The interrater reliability of the data by using Intraclass Correlation Coefficient

	Intraclass Correlation[b]	95% Confidence Interval		F Test with True Value 0			
		Lower Bound	Upper Bound	Value	df1	df2	Sig
Single Measures	,888[a]	,873	,900	17,124	1183	1183	,000
Average Measures	,940[c]	,932	,947	17,124	1183	1183	,000

Two-way mixed effects model where people effects are random and measures effects are fixed.

a. The estimator is the same, whether the interaction effect is present or not.

b. Type A intraclass correlation coefficients using an absolute agreement definition.

c. This estimate is computed assuming the interaction effect is absent, because it is not estimable otherwise.

Table 4.24. Distributions of verbal inflections on lexical aspects across the proficiency groups (Raw Numbers)

INFLECTIONS	ACH	ACCOMP	ACT	STA	TOTAL
PRE-INTERMEDIATE					
Past Simple	468	38	101	130	737
Past Progressive	13	5	38	1	57
Pluperfect	2	-	1	-	3
Present Simple	2	1	2	4	9
Base	16	-	3	-	19
INTERMEDIATE					
Past Simple	431	38	110	106	685
Past Progressive	11	5	66	1	83
Pluperfect	9	-	1	-	10
Present Simple	15	4	11	17	47
Base	18	-	14	-	32
ADVANCED					
Past Simple	511	43	153	95	802
Past Progressive	11	5	56	-	72
Pluperfect	4	-	-	-	4
Present Simple	7	-	1	3	11
Base	3	1	4	-	8
NATIVE					
Past Simple	547	48	201	131	927
Past Progressive	4	3	24	-	31
Pluperfect	16	5	2	4	27
Present Simple	26	-	9	3	38
Base	4	-	1	-	5

ACH:Achievement ACCOMP: Accomplishment ACT:Activity STA: State

Table 4.30. Distributions of verbal inflections on lexical aspects according to grounding across the proficiency groups (Raw Numbers)

INFLECTIONS	ACH		ACCOMP		ACT		STA		TOTAL	
	F	**B**	**F**	**B**	**F**	**B**	**F**	**B**	**F**	**B**
PRE-INTERMEDIATE										
Past Simple	443	25	37	1	93	8	77	53	650	87
Past Progressive	3	10	3	2	6	32	1	-	13	44
Pluperfect	2	-	-	-	-	1	-	-	2	1
Present Simple	1	1	1	-	1	1	1	3	4	5
Base	16	-	-	-	2	1	-	-	18	1
INTERMEDIATE										
Past Simple	410	21	36	2	102	8	67	39	615	70
Past Progressive	3	8	-	5	5	61	1	-	9	74
Pluperfect	4	5	-	-	-	1	-	-	4	6
Present Simple	15	-	4	-	7	4	7	10	33	14
Base	14	4	-	-	13	1	-	-	27	5
ADVANCED										
Past Simple	452	59	42	1	143	10	48	47	685	117
Past Progressive	1	10	2	3	4	52	-	-	7	65
Pluperfect	-	4	-	-	-	-	-	-	-	4
Present Simple	7	-	-	-	-	1	1	2	8	3
Base	2	1	1	-	3	1	-	-	6	2
NATIVE										
Past Simple	467	80	45	3	165	36	65	66	742	185
Past Progressive	-	4	-	3	3	21	-	-	3	28
Pluperfect	2	14	-	5	-	2	-	4	2	25
Present Simple	26	-	-	-	7	2	1	2	34	4
Base	2	2	-	-	-	1	-	-	2	3

ACH:Achievement   ACCOMP: Accomplishment   ACT:Activity   STA: State

F: Foreground   B:Background

APPENDIX-6

Table 2.5. *Studies on tense-aspect morphology in second language acquisition*

Study	Focus	Participants	Task	Findings
Andersen (1986)	AH	1 English speaking 12-year -old child learning Spanish without formal instruction	a two-year longitudinal study and eliciting two conversational samples	Supported AH
Andersen (1991)	AH	2 English speaking children learning L2 Spanish without formal education	A naturalistic two-year-longitudinal study two conversational samples	Supported AH
Ayoun & Salaberry (2008)	AH	21 French-speaking learners of English living in France	A written personal narrative A cloze task	Mostly supported AH, First language transfer resulting from structural similaries between L1 and L2
Aburiyah (2011)	AH	50 Arabic-speaking learners of English at intermediate level	2 acceptability interpretation tasks	Partially supported AH due to first language influence, learners incorrectly overgeneralized the use of progressive with stative verbs due to aspectual transfer from Arabic
Bardovi-Harlig (1992a)	AH	135 intensive ESL learners from mixed language backgrounds with varying proficiency levels	A cloze passage A composition	Supported AH
Bardovi-Harlig (1992b)	DH	16 intermediate learners of English from mixed L1 backgrounds	Written and oral narratives	Supported DH
Bardovi-Harlig (1995)	DH	37 learners from mixed L1 backgrounds with six different proficiency levels	Written and oral film-retelling	Supported DH
Bardovi-Harlig & Reynolds (1995)	AH	182 intensive ESL students at six levels of proficiency from beginning to advanced who were from mixed L1 backgrounds	short cloze passages	Supported AH

Table 2.5. (Continued) Studies on tense-aspect morphology in second language acquisition

Study	Focus	Participants	Task	Findings
Bardovi-Harlig & Bergström (1996)	AH	20 instructed ESL learners from mixed L1 backgrounds 20 instructed English-speaking learners of French as a foreign language	Written film narrative	Supported AH
Bardovi-Harlig (1998)	AH DH	51 learners of English as a second language who were studying at the Center for English Language Training at Indiana University.	oral and written narrative data obtained though a film-retell task	Supported AH Supported DH
Blaszczyk-Szabat (2005)	AH	53 learners of Polish from mixed first language backgrounds	a cloze-type test	Supported AH
Bayley (1991 &1994)	AH	20 instructed Chinese learners of English	Personal narratives through oral interviews	Supported AH
Bergström (1995)	AH	117 English-speaking learners of French as foreign language	written film-retell narratives a cloze passage	Partially supported AH, lexical aspect became stronger with increased proficiency.
Chan, Finberg, Costello and Shirai (2012)	AH	4 adult learners of English from Italian and Punjabi L1 backgrounds	conversational interviews film narratives	Supported AH
Collins (1997, 1999)	AH	70 and 91 instucted ESL learners whose native language was French and who had different proficiency levels.	short cloze passages film retell task	Supported AH
Collins (2002)	AH	Francophone learners of English in Canada	a cloze task a written retell of a slient film	Mostly supported AH, First language transfer resulting from structural similarities between L1 and L2
Collins (2004)	AH	French-speaking	a cloze passage	Supported AH

Table 2.5. (Continued) Studies on tense-aspect morphology in second language acquisition

Study	Focus	Participants	Task	Findings
		learners of English		
Comajoan (1998)	DH	Japanese-speaking learners of English an instructed beginner-level learner of Catalan from L1 English background	oral stories film retell narratives personal narratives	Supported DH
Comajoan (2001)	AH	6 learners of Catalan from English, Spanish and Japanese native language backgrounds	story retelling film retelling	Supported AH
Dominquez, Tracy-Ventura, Arche, Mitchell and Myles (2013)	AH	Instructed English-speaking learners of Spanish from beginner, intermediate and advanced proficiency levels	one comprehension task three oral tasks	Not Supported AH, semantic aspect of dynamicity, not telicity, was found to be the decisive factor in learners' use of past morphology during the early phases of language acquisition
Flashner (1989)	AH DH	3 Russian participants with limited English instruction	Personal narratives via spontaneous speech	Supported AH Supported DH
Farag (2015)	AH	6 Arabic-speaking ESL students attending an Intensive English Program at an American university	longitudinal investigation into written production	Supported AH
Giacalone-Ramat (1995)	AH	16 uninstructed learners of L2 Italian coming from mixed native language backgrounds	oral narratives of film retelling picture story descriptions	Supported AH
Giacalone-Ramat (2002)	DH	4 instructed learners of Italian from L1 English background	oral film narratives	Supported DH
Hasbun (1995)	AH	80 English-	a written film-	Partially

Table 2.5. (Continued) Studies on tense-aspect morphology in second language acquisition

Study	Focus	Participants	Task	Findings
		speaking college learners of Spanish as a foreign language	retell task	supported AH, lexical aspect became stronger with increased proficiency.
Henderson (2013)	AH	intermediate and advanced level L2 Spanish learners from native English background	oral production narratives	Not supported AH Supported DPTH
Housen (1993-1994)	AH DH	1 English-speaking learner of Dutch as a foreign language	guided conversations	Not Supported AH, the learner actually made tense distinctions instead of aspectual contrasts Supported DH
Housen (1998)	DH AH	11 low and high intermediate learners of English from French and Dutch L1 backgrounds	conversational interviews personal narratives film and plan retellings elicited picture narratives	Supported AH Supported DH
Kaplan (1987)	AH	16 English-speaking learners of French as a foreign language	semi-structured 10-minute interviews	Supported AH
Kumpf (1984)	AH DH	1 unistructed Japanese learner of L2 English	Conversational interview	Supported AH Supported DH
Lafford (1996)	AH DH	13 English-speaking learners of L2 Spanish	oral narratives via a film retell task	Supported AH Partially supported DH, the impact of grounding was associated with increased language proficiency
Leary (2000)	AH	40 English speaking learners of Russian as a foreign language at tertiary level	Written narratives from a film retell task	Supported AH
Lee (1997)	AH	2 Korean children	Recording	Mostly supported

Table 2.5. (Continued) Studies on tense-aspect morphology in second language acquisition

Study	Focus	Participants	Task	Findings
		who were living and attending elementary school in the USA	spontaneous conversation Eliciting story narration Picture description	AH but there was an overgeneralization of the progressive marker to state verbs
Liskin-Gasparro (1997)	AH	8 advanced level English-speaking learners of Spanish	Oral film narrative Oral narrative of personal experience	Partially supported AH, lexical aspect had an important impact on the participants' aspectual morphology although they exhibited high proficiency language level
Martelle (2011)	AH	42 L1-English learners of Russian as a foreign language who were studying at an American University	a written and an oral narrative of a short film oral conversational interviews	Supported AH
Martinez-Baztan (1994)	AH	15 advanced students of Spanish who were of Dutch origin	two written compositions	Supported AH
Mazyad (1999)	AH	90 adult classroom Arabic-speaking learners of English enrolled in an intensive English programme in Saudi Arabia	a grammaticality judgement task, a written gap-filling task an oral story retelling task	Supported AH
McManus (2013)	AH	English-speaking learners of French German-speaking learners of French	A picture-based spoken narrative, a sentence interpretation task	Partially supported AH, lexical aspect became stronger with increased proficiency.
Munoz & Gilabert (2011)	AH	147 instructed learners of English who are bilingual Catalan-Spanish speakers	an interview, a picture-elicited oral narrative	Partially supported AH, progressive was associated with durative verbs at the elementary level but this association was stronger with accomplishments than with activities
Minnillo,	AH	Instructed learners	Corpus-based	Supported AH

Table 2.5. (Continued) Studies on tense-aspect morphology in second language acquisition

Study	Focus	Participants	Task	Findings
Sánchez-Gutiérrez, Carando, Davidson, Mira, & Sagae (2022)	DBH	of L2 Spanish	study of student essays	Supported DBH
	DPTH			Supported DPTH
		L1 Spanish speakers		
Noyau (1984, 1990)	DH	2 and 3 low-level learners of French, respectively from Spanish background	personal and film retell narratives	Not supported DH
Ramsay (1990)	AH	30 English-speaking learners of Spanish	oral retelling of a picture book	Supported AH
Robison (1990)	AH	1 native speaker of Spanish learning English, who is a contact learner	Conversational İnterview	Supported AH
Robison (1996)	DTH	2 elementary school German children learning English without formal instruction	recording spontaneous speech from the children on a day-to-day basis	Not supported DTH
	AH			Supported AH
Rocca (2007)	AH	3 Italian-speaking children learning L2 English 3 English-speaking children learning L2 Italian	personal narratives film-retell narratives a cloze task	Partially supported AH due to first language transfer, which made L1 Italian learners of English to overgeneralize progressive to states
Rothstein (1985)	DH	1 learner of English from L1 Hebrew background	oral narratives	Supported DH
Salaberry (1998)	AH	39 English-speaking learners of French as a foreign language	written narrative from a film retell task, a cloze passage.	Supported AH
Salaberry (1999)	AH	20 English-speaking collge students learning Spanish as a foreign language	Oral movie narratives	Partially supported AH, lexical aspect became stronger with increased proficiency.
Salaberry (2000)	AH	16 English-speaking college-level students learning Spanish	an oral narrative film retell task a grammar test a cloze test an editing task	Not supported AH Supported DPTH
Salaberry (2002)	AH	Intermediate and	a cloze-test	Partially

Table 2.5. (Continued) Studies on tense-aspect morphology in second language acquisition

Study	Focus	Participants	Task	Findings
		advanced level English-speaking learners of Spanish		supported AH, lexical aspect became stronger with increased proficiency.
Salaberry (2011)	AH DH	286 English-speaking learners of Spanish	a written discourse-based forced-choice task	Partially supported AH, lexical aspect became stronger with increased proficiency. Partially supported DH, grounding impact became stronger with increased proficiency.
Shibata (2000)	AH	59 English-speaking participants learning Japanese as an L2	a multiple-choice task an oral story-telling task	Supported AH
Shirai (1995)	AH	3 Chinese-speaking learners of L2 Japanese	oral production	Supported AH
Shirai & Kurono (1998)	AH	17 learners of Japanese as a second language from mixed language backgrounds	acceptablility judgement tests of tense-aspect forms at three-month intervals	Supported AH
Tajika (1999)	AH DH	32 instructed TOEFL upper-intermediate English learners from L1 Japanese origin	oral and written personal narratives oral and written film-retelling narratives written passage retelling narratives	Not supported AH Not supported DH
Trevise (1987)	DH	2 uninstructed low-level French learning students of L1 Spanish origin	conversational interviews personal narratives	Not supported DH
Whatley (2013)	AH	30 English-	a 24-item cloze	Partially

Table 2.5. (Continued) Studies on tense-aspect morphology in second language acquisition

Study	Focus	Participants	Task	Findings
		speaking high school students studying in an intensive 7- week long language education program in Valencia, Spain.	paragraph	supported AH, lexical aspect became stronger with increased proficiency.
Veronique (1987)	DH	7 learners of French from Arabic and Berber origin	Conversational interview Personal narrative	Partially supported DH, the learners up until the advanced proficiency level did not show systematic uses of tense-aspect distribution in relation to narrative grounding.
von Stutterheim (1986)	AH DH	10 untutored adult learners of German from L1 Turkish origin	personal narratives through guided conversations L2 retelligs of L1 narratives.	Supported AH Not supported DH

AH: Aspect Hypothesis, DH: Discourse Hypothesis, DBH: Distributional Bias Hypothesis

DPTH: Default Past Tense Hypothesis

A) PRE-INTERMEDIATE LEVEL STUDENTS' NARRATIONS

Sample-1:

In the movie, there was a girl named Gamin. She was walking on the street and looking at the window of a bakery shop when she saw a van parked nearby. Suddenly, she stole a loaf of bread from inside the van and she started to run. And the woman who near the van she told to bakery she stole a bread. She hit Charlie while she was running and they fell together. A Policeman came there and he said ' what happened here '. The woman who near the van said again ' She stole the bread ' and suddenly Charlie said ' No she didn't, I did ' and The Policeman caught Charlie but Charlie was happy because he fell in love with the woman who hit him. At that time the woman told the bakery again ' No that woman stole the bread ' and Charlie escape from the police and he entered a restaurant. Charlie served some meals and left the restaurant. Charlie bought a cigarette and when he was smoking, the policeman saw him. The police caught him again. Charlie sat down in the little bus at that time the woman who was hit Charlie caught too. Charlie gave his place to the woman and he tried to sit down on an old lady 3 times and the old lady pushed him every time. Suddenly the bus had a car accident and The policeman was fain. Charlie sad the woman ' You have a chance to escape ' at that time the policeman woke up and Charlie hit his head with his baton and the policeman fain again. Charlie and the woman escaped there. They sat down front of a house and started to met. After that, they saw a couple and they thought we'll be like they, we'll have a house and we'll be a family. They were very happy and Charlie decided 'he have to start a job'.

Sample-2:

In the movie, there was a girl named Gamin. She was walking on the street and looking at the window of a bakery shop when she saw a van parked nearby. Suddenly, she stole a loaf of bread from inside the van and she started to run away

and she hit Charlie Chaplin. When she hit him, she fell down and a police came there. When the police was arresting the girl, Charlie said 'I did it' and the police arrested him. When they were going to car which use for going police station, a women told the girl stole bread to baker. The baker went to near the police and told the true and the police arrested Gamin. In that time, Charlie went to a restaurant and he bought lots of food and he ate all of them, but he didn't pay the bill. So, a police officer arrested him, too and he put him into the car. Suddenly, the car crashed other car and Gamin, Charlie and a police fell on the ground. Gamin and Charlie escaped and they felt in love each other. When they escape, they researched a garden and they sat. They saw a family live in the house which Gamin and Charlie sat at the garden. They started to imagine that they lived the life like they saw. End of their dream, a police came near them.

Sample-3:

In the movie, there was a girl named Gamin. She was walking on the street and looking at the window of a bakery shop when she saw a van parked nearby. Suddenly, she stole a loaf of bread from inside the van…..while she was running, she hit the man and dropped the bread. Baker ran to man and gamin and took the police officer. Man said ı stole the bread after that police arrested him. While they were walking another woman said it was the woman not man. Baker run to police with gamin and said to police then police took the girl and set free the Charlie. Charlie fell in love with gamin, he try to met gamin and he made crime then police arrested him and they went to police car. While he was in police car, gamin got into the car. Charlie gave her a seat after that gamin bolted to car with Charlie. They fell off the car then Charlie said this is your chance to get free. Girl run to the buildings and yelled to the Charlie for came with her so Charlie escaped with gamin.while they were sitting on the grass, they saw the man and woman who kissed each other. They though we could be like this and they started to day dreaming after that Charlie said ı have to work for this dream and they went for a work this dream came true.

Sample-4:

In the movie, there was a girl named Gamin. She was walking on the street and looking at the window of a bakery shop when she saw a van parked nearby. Suddenly, she stole a loaf of bread from inside the van and started to flee, but on the way she collided with Charlie. He caught the baker Gamin and grabbed him Gamin's arm. Charlie took the blame and the police arrested him but the police released Charlie. Then Charlie went to eat and the police caught Charlie again and put him in the police car. The car was very hot and crowded. He got into the police car in Gamin and started to cry. The police car was overturned and everyone fell to the ground. They started running. They sat on the lawn and they saw a couple there, started daydreaming.This dream was very interesting. Then they held hands and left.

Sample-5:

In the movie, there was a girl named Gamin. She was walking on the street and looking at the window of a bakery shop when she saw a van parked nearby. Suddenly, she stole a loaf of bread from inside the van…and she ran away. She was vey hungry and alone. She didn't even have shoes. When she was running fast and she hit some people. Woman complained about her. Woman said ; I saw Gamin stole and ran away. Gamin cried and she was saying she didn't steal over and over again. After Charlie Chaplin came there and took the blame . He was a good person and gentlemen.

One day they met again in car. Charlie Chaplin gave place her and he said ; Do you remember me and the bread. After a while police saw them and got to know. They ran away together. Charlie Chaplin wanted to help the woman. They sat on the grass and talked. After they saw happy couple. Wife and husband were hugging. Charlie Chaplin imagened little home . They were getting married and they were very happy together. They loved each other very much .It was a dream but one day it could be real. Charlie Chaplin said I have to work for it.

B) INTERMEDIATE LEVEL STUDENTS' NARRATIONS

Sample-1:

In the movie, there was a girl named Gamin. She was walking on the street and looking at the window of a bakery shop when she saw a van parked nearby. Suddenly, she stole a loaf of bread from inside the van. A woman witnessed this scene and reported it to the bakery right away. Right when Gamin was running away from the baker and the women with the loaf of bread in her hands she crashed into a passerby no other than Charlie Chaplin. While a crowd was gathering around them Charlie understands the situation and tries to save Gamin by taking the blame. When the police had arrested him the baker and witness went back to correct the situation. After learning the real suspect police and the crowd went after Gamin and left Charlie there. Charlie used his chance by going inside a restaurant and eating without paying but of course, those all were a part of his plan. Charlie confessed his crime and Gamin was caught. They met again in the same car and escaped together. While they were away from the police they sat under a tree in front of a small house and started daydreaming about living in a house like that together. Gamin seemed a little thoughtful but Charlie relieved her with his kind words about working and moving in. At the end of the scene, with the appearance of the police, they stopped dreaming ran away.

Sample-2:

In the movie, there was a girl named Gamin. She was walking on the street and looking at the window of a bakery shop when she saw a van parked nearby. Suddenly, she stole a loaf of bread from inside the van and ran away. While she was running, she hit a man who was a factory worker and played by Charlie Chaplin in the movie. While they were standing up; a woman who saw the Gamin while she was stealing a loaf of bread, said: "someone stole your bread from the van" to the headman of the bread store. And then they chase the Gamin because of the stealing event but Charlie Chaplin take responsibility for the crime and police officers arrested the Charlie Chaplin but the woman who saw the crime told the true thief to the headman and then they run after the police officers and then told the truth. Because of that police officer

release Charlie Chaplin and run after Gamin. Before this event in the movie, Charlie Chapline tries to protect Gamin from cops in different situations.

Sample-3:

In the movie, there was a girl named Gamin. She was walking on the street and looking at the window of a bakery shop when she saw a van parked nearby. Suddenly, she stole a loaf of bread from inside the van. Than Charlie Chaplin came through and saw the girl get caught. Than he took the blame on himself and police took the Charlie Chaplin to the police station. While they are walking, the woman that saw the incident told the real thief to the bakery owner. Than bakery owner walked quickly and catched the police. And told them the real thief. Than police release the Charlie Chaplin and rush to other way to catch the Gamin. While police rushing to Gamin, Charlie stopped at a restaurant and took himself a dinner. After the dinner, he saw the policeman walking on the street and called him for the debt. After all of that the story ended happyly.

Sample-4:

In the movie, there was a girl named Gamin. She was walking on the street and looking at the window of a bakery shop when she saw a van parked nearby. Suddenly, she stole a loaf of bread from inside the van. She hit into a man on the street while she was running away. She fell in road and the police officers came there. They were just about to arrest the girl. The man who she hit said " No she didn't, I did." While the police officers were taking the man, a woman who witnessed the theft came. The woman said " It was the girl not the man." After that the police officers arrested the girl. At that time the man ate a lot of food without paying and the police officers arrested him too. The man met the girl in the police car. He said " Remember me and the bread?" Upon this, the girl started to cry and she jumped out the police car. The man jumped out too. They escaped together. Then they sat a house's garden and started talking to the each other. The man asked " Where do you live?" She said " No place, anywhere." He showed the house with finger and he said " Can you imagine us in a

little home like that?" Suddenly, they found them in a dream world. After they returned to the real world he said " I'll do it! We'll get a home even if I have to work for it." Finally, they ran away with their dreams.

Sample-5:

In the movie, there was a girl named Gamin. She was walking on the street and looking at the window of a bakery shop when she saw a van parked nearby. Suddenly, she stole a loaf of bread from inside the van and escaped. Suddenly she hit a man and they fell to the ground. The police arrived. And caught the woman. But man told 'No she didn't, I did.' Then the police took the man. After the eyewitness woman said 'It was girl, not the man.' And the police caught the woman and took her to the police station. Then man went to the restaurant and ate food. He didn't pay for it and came to police. He brought the man in the police car. Man and girl met in the car. Man said 'Remember me and the bread?' The woman was crying. And suddenly the car crashed. Man said ' Now is your chance to escape.' And the two ran away together. Then, they sat under tree. Man said 'Where do you live?' and girl said 'No place anywhere'. Then, they saw a married and happy couple. Man said 'Can you imagine us in a little home like that?' And they dreamed. They was happy and woman was cooking. After man said ' I will do it! We will get home even if have to work for it' And they laughed. suddenly came police. And they ran away.

C) ADVANCED LEVEL STUDENTS' NARRATIONS

Sample-1:

In the movie, there was a girl named Gamin. She was walking on the street and looking at the window of a bakery shop when she saw a van parked nearby. Suddenly, she stole a loaf of bread from inside the van….. Then, she ran away. While she was running, she crashed into a man. Baker caught her and held her arm. A police officer came and was going to arrest the woman. Suddenly, the man told the police that he stole the bread and was arrested instead. The baker told the police that it was not him but the woman that stole the bread. So, police left the man and arrested Gamin. Meanwhile, the man was arrested again because he couldn't pay a restaurant bill. Then, the police put the man in a police vehicle. Gamin was also in it. Gamin tried to jump from vehicle. At that time, the vehicle crashed, and they fell from the vehicle. The man and Gamin ran away. They sat in the garden of a house. The man told Gamin his dream of living together and eating good food. At that moment, they realized a police officer is behind them and they ran away again.

Sample-2:

In the movie, there was a girl named Gamin. She was walking on the street and looking at the window of a bakery shop when she saw a van parked nearby. Suddenly, she stole a loaf of bread from inside the van…..A woman saw her and she informed the bakery.At that moment, Chaplin and Gamin bumped to each other.There was a policeman and the bakery said that Gamin stole bread.But, Chaplin said No, I stole it.Then, policeman took him.But, woman said the bakery '' No, not man ,the girl stole it.''Then policeman took the girl.After that, Chaplin entered a restaurant and ate meals without paid any Money.Policeman took him.Chaplin and Gamin came across in the police car.Then, car lost its balance and throwed away people.Chaplin and Gamin run away together.They went to a garden of a house and tought some dreams about lived in a small house together.Then, a poiceman came there and they went to another place together.

Sample-3:

In the movie, there was a girl named Gamin. She was walking on the street and looking at the window of a bakery shop when she saw a van parked nearby. Suddenly, she stole a loaf of bread from inside the van….. She started running in a hurry. While she was running, she crashed into a factory worker, made him fall ,and fell flat on his face. At that time, a woman pointed them. The baker immediately rushed over to Gamin, grabbing her by the arm. Just at this time, a policeman came and the baker told him that Gamin stole a loaf of bread. The factory worker took the blame. As the police took the factory worker, the woman accused Gamin again. Thereupon, the factory worker entered a cafeteria. The police took him away this time, as he ate something without paying and bought something from the buffet. He came across the woman in the police car. While the woman was trying to escape, they fell out of the car. They run away from the police. They dreamed of each other while living in a house together. Meanwhile, another policeman came and they started running away again.

Sample-4:

In the movie, there was a girl named Gamin. She was walking on the street and looking at the window of a bakery shop when she saw a van parked nearby. Suddenly, she stole a loaf of bread from inside the van….. A lady saw the girl, while she was stealing and told this to the baker. While she was running, Gamin accidentally hit Charlie, and they fell together. The baker caught Gamin, then the policeman came. The baker told policeman that Gamin stole a loaf of bread from his van. Charlie denied it and, take the blame on himself. He claimed that he was the one who stole the bread. Policeman arrested Charlie and they left together. The lady came and insisted on saying that Gamin was the one who stole the loaf of bread. The lady and the baker ran after the policeman and Charlie. They told the policeman that Gamin stole that loaf of bread from the van. The police, the lady and the baker ran to the shop. Charlie was left alone on the street. He entered to a cafeteria and bought some food. He ate the food and took the bill to the cash desk.

Sample-5:

In the movie, there was a girl named Gamin. She was walking on the street and looking at the window of a bakery shop when she saw a van parked nearby. Suddenly, she stole a loaf of bread from inside the van….. and started running. While she was running, she hit the man on the road and they fell to the ground. The eyewitness pointed to Gamin and man and said that a loaf of bread had been stolen. The owner of the van and the police came up to Gamin and the man, the man said I stole the bread, not her. The police took the man, but the eyewitness said that the woman stole the bread, not the man. The police left the man and came back and took the woman. He made a plan so that the police would take him too. Then, the police took them in the police car and they made a car accident. Gamin, man, and a policeman fell out of the car. The man sobered the woman up and they ran away. They sat under a tree and dreamed of what their life would be like if they got married. Then, a policeman came and they quickly stood up and fled.

D) NATIVE SPEAKERS' NARRATIONS

Sample-1:

In the movie, there was a girl named Gamin. She was walking on the street and looking at the window of a bakery shop when she saw a van parked nearby. Suddenly, she stole a loaf of bread from inside the van…..

The sequence opened in a city with a raggedly dressed, obviously hungry woman who stole a loaf of bread from a delivery man. She was seen doing so by an eyewitness, and in the ensuing chase, ran straight into the star of the movie, Charlie Chaplin. The police had been notified and Charlie gallantly attempted to take the blame for the theft of the bread. He was almost successful, but the witness told the deliveryman that it was the women, not the lead actor, that actually took the bread. Charlie was released from custody the woman was found and arrested. Charlie, now wanting to get arrested, went into a cafeteria and ate two full trays of food. Of course, Charlie didn't have any money to pay, and as he walked to the restaurant's cash register he saw another policeman passing by. The policeman promptly arrested Charlie when he couldn't pay his bill. While the policeman phoned in the arrest Charlie tricked a store owner into giving him cigars, thinking he would buy them, Charlie also handed out candy bars – and even cigars – to passing children. When asked to pay, Charlie pulled the policeman into the shot, which only added to his charges! While Charlie was riding in the paddy wagon, the poor woman was brought aboard and Charlie introduced himself. The woman tried to make a break for it, and while fighting with the policeman in the back of the wagon, it swerved in traffic and the three of them, Charlie, the woman and the policeman tumbled out onto the street. Charlie was the first to recover and he revived the woman and told her to escape. When the policeman started to revive, but while still groggy, Charlie hit the policeman with his own nightstick. The pair then made good their escape. The next scene opened along a roadside in the suburbs. As they rested by the sidewalk, they chatted and flirted. A comically devoted husband and wife exited the house behind them as he was in his way to work. Charlie mimicked them, then posited a serious question, 'could you see us like that.' A fantasy sequence followed of 'domestic bliss'. That imagined meal just made the poor woman more hungry. Charlie declared

that he will get them a home 'even if I have to work for it.' Meanwhile another policeman strolled along as Charlie was talking and they got up and ran away so as not to be arrested for loitering.

Sample-2:

In the movie, there was a girl named Gamin. She was walking on the street and looking at the window of a bakery shop when she saw a van parked nearby. Suddenly, she stole a loaf of bread from inside the van…..

and she decided to grab one for herself as the baker was distracted. Unbeknown to her there was a well-to-do woman passing by who saw her take the bread. The wealthy woman notified the police and a chase ensued. Charlie was walking around the corner and Gamin and he collided. Once the cop and wealthy woman caught up and attempted to take Gamin away, Charlie clearly smitten by the disshelved (sp?) young woman, injected himself into the situation and claimed to have stolen the bread himself. After some back and forth between the distracted cops, the baker, and the wealthly woman, the two escape. Charlie engages in his own antics and continues to steal and be silly while Gamin is not on camera. Eventually the two get caught once more and are thrown into the paddy wagon together. Charlie charms her somewhat, however, Gamin starts a shuffle on the unnecessarily speeding wagon and causes an accident. Charlie causes a minor distraction once again so that they then can escape together. After sometime of walking they decide to take a rest. A brief discussion between the two and a 'suburban dream' scene plays out, the two imagine living together, eating a wealth of fruit, milk, and meat. Charlie proclaims he will make that dream happen even if he has to work for it, however, the daydream is then interrupted again by an uninvolved beat cop who sends them on their way.

Sample-3:

In the movie, there was a girl named Gamin. She was walking on the street and looking at the window of a bakery shop when she saw a van parked nearby. Suddenly, she stole a loaf of bread from inside the van…..

Ellen quickly ran away after she stole the bread, but a bystander came around the corner and saw her. As Ellen was running away, she ran right into the Factory Worker and knocked him over. The bystander reported the theft to the shop owner who called the police. The police officer wanted to arrest Ellen, but the Factory Worker insisted that he stole the bread and was carted off by the police. The bystander insisted that they had it wrong and the shop owner ran around the corner to the police, who then arrested Ellen. The Factory Worker stopped in to a cafeteria where he ate an enormous amount of food. He saw a policeman outside the cafeteria window and beckoned him inside. The Factory Worker refused to pay for his food and was then thrown in the Paddy Wagon. The Paddy Wagon eventually picked up Ellen, too. As they were being taken to jail, the Paddy Wagon swerved, causing Ellen, the Factory Worker, and the policeman to fall out the rear door. Ellen and the Factory Worker ran away. Eventually, they sat by the side of the road under a tree and daydreamed about what it would be like to have a house to live in together. As they were daydreaming, a policeman came along and they jumped up and ran away again.

Sample-4:

In the movie, there was a girl named Gamin. She was walking on the street and looking at the window of a bakery shop when she saw a van parked nearby. Suddenly, she stole a loaf of bread from inside the van…..

Gamin, clearly very hungry, tried to run away with the bread. A passerby witnessed the theft and alerted the bread man, who then chased after Gamin. Gamin ran face-first into Charlie Chaplin and they both fell to the ground. The bread man caught up to Gamin, and the ensuing commotion caught the attention of a police officer. Charlie Chaplin took the blame for the theft. The ruse worked only for a brief time. Charlie Chaplin was released and Gamin was apprehended. They lost track of each other, during which time

it became clear that Charlie Chaplin was equally destitute. He set about getting his needs met in a very different way than Gamin, and even though he got caught doing it (indeed, he appeared to welcome the attentions of the police), his demeanor remained cheerfully roguish. Charlie Chaplin and Gamin met again in the back of a paddy wagon, and made a daring escape together. Gamin appeared to warm up to the idea of having a charming companion, especially one so adept at survival. They daydreamed about having a life together, with a house of their own and plenty of good food. Charlie Chaplin declared that he would do it, even if it meant he had to work for it. They walked away hand in hand.

Sample-5:

In the movie, there was a girl named Gamin. She was walking on the street and looking at the window of a bakery shop when she saw a van parked nearby. Suddenly, she stole a loaf of bread from inside the van…..

A passerby saw Gamin steal the loaf and told the owner of the van. The two of them began to confront Gamin but she took off running down the sidewalk. Just before turning the corner Gamin crashed into Charle Chaplin, knocking them both to the ground. The passerby and the van owner caught up. A nearby officer intervened and when the van owner accused Gamin of stealing Charlie Chaplin told the officer it was he who stole the bread. Since Charlie had picked up the loaf after the crash he was holding it and the officer arrested Charlie. The two walked off and the van owner seemed pleased. The passerby was not fooled and convinced the van owner that the officer had the wrong person, they ran and talked to the police officer. Upon hearing that the wrong person was arrested Charlie was set free and Gamin was taken into custody. Charlie knew he had to see the girl again and came up with a plan. He went to a cafe next to a news stand and ate two full meals but when he got the check he was unable to pay. He contacted the police and was taken into custody. The officer had to use a police call box outside of the cafe to get the paddy wagon to come pick up Charlie. While the officer was distracted Charlie ordered a cigar from the news stand and had the attendant light it for him, Charlie then gave two young boys some gifts from the stand but was not planning on paying for any of it. Eventually the paddy wagon

showed up and Charlie was loaded up. Once in the wagon he took a seat on the bench, after a few moments Gamin was also picked up and Charlie gave up his seat so that she could sit. The truck hit some rough roads and Gamin saw an opportunity to escape, she rushed the officer at the back of the truck, Charlie chased her. The three of them fell into the street, knocked out. Charlie came to and woke up Gamin and told her to run! The officer was beginning to wake so Charlie hit him on the head to knock him back out. Gamin fled and convinced Charlie to follow. The two of them ran off together and found a curb outside of a house to sit on. At the house a husband was leaving and the wife, who was clearly in love, followed him to the side walk and waved goodbye as he left. Charlie and Gamin were flirting and Charlie asked Gamin to image what it would be like of the two of them had a relationship like the homeowners. Charlie envisioned a perfect world where fruit were hanging at the window, Gamin was making a nice dinner, and a cow brought by fresh milk. Gamin loved the idea and Charlie promised to provide that one day. While the two of them were daydreaming a police officer ran them off for loitering.

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ÖZGEÇMİŞ

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Eğitim Geçmişi

Yayınlar ve Bilimsel Faaliyetler

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