Situation Types and Implications of Teaching Single Verb Versus Multiple Verb Constructions of Tatar to Turkish speaking Students in Higher Education

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Abstract: The significance of verb semantics and aspectual distinctions of verbs within a specific language is obvious and relevant, as much to language acquisition (Andersen and Shirai 1996; *Aksu-Koc* 1978 and 1998; Gökmen 2003 and 2004; Gökmen and Lee 2002; Olsen 1999), as to second language acquisition (Bardovi-Harlig 1994a, 1994b, 1998 and 2000; Collins 2002; Salaberry & Shirai 2002; Slabakova 2002).
Aspect, as opposed to time /tense is considered to be non-deictic (Comrie 1979: 1-3) and to involve three types of information, namely the lexical meaning of a verb, its argument and inflectional structure (Smith 1983, 1986 and 1997). Specifically, the situaiton types within aspect are important in foreign language teaching since, besides aspectual type of a single verb, the ways in expressing aspect, and in particular the situaiton types, also exhibit differences from one language to another. In Tatar, for instance, the situation types, besides other aspectual information, involve double or multiple verb constructions, which either identify or modify the aspectual type of a sentence.
Both Tatar and Turkish are agglutinative languages having SOV word order, and belong to Turkic linguistic family. As opposed to Turkish which is mostly a language of single verb predicates, Tatar, though closely related to Turkish, heavily rely upon double or multiple verb constructions in order to make aspectual distincitions within clauses and distinctions of situation types in verb meaning.
During the instruction of Tatar courses for more than 8 yeras, based on student homeworks, term papers and exam papers, I have observed that double verb constructions with aspectual post verbs is one point in learning Tatar grammar which students make most of their mistakes. In this paper, I am going to investigate if there are any meaningful differences between the levels of learning single verb constructions on one hand and double or multiple verb ones with aspectual post verbs on the other. In this regard, the preliminary findings point out to the fact that the learning of double/multiple verb constructions with aspectual post verbs by Turkish speaking students, who do not have paralel constructions in their native language, are less successfull in comparison to the learning of single verb perdicates.

Key Words: Semantics; Aspect; Situation Types; Second Language Learning; Adult Students; Post Verb; Turkish; Tatar.

INTRODUCTION AND THEORETICAL BASIS OF THE STUDY

The significance of verb semantics and aspectual distinctions of verbs within a specific language is obvious and relevant, as much to first language acquisition (Andersen and Shirai 1994, 1996; Li and Shirai 2000; *Aksu-Koc* 1978 and 1998; Gökmen 2003, 2004; Gökmen and Lee 2002; Olsen 1999) as to second language learning (Bardovi-Harlig 1994a, 1994b, 1998 and 2000; Collins 2002; Salaberry & Shirai 2002; Slabakova 2002). As Smith (1997: xv) points out, studies on Turkish by Aksu revelas that the situation types, more specifically, the distinction between stative and non stative played role in language acquisition of children under the age 2 (1978: s.50-52). "They distinguished between events according to whether or not they involve changes of state. Aksu's subjects used *iyor* past with atelic verbs and *di* past with telic and and change of state verbs; in adult language these tenses appear with non-statives generally, cf 1978: 50-52" (Smith 1997: xv).

Aspect, as opposed to time /tense is considered to be non-deictic (Comrie 1979: 1-3). According to Smith, "the aspectual meaning of a sentence conveys information of two kinds: a situation is presented from a particular perspective, or viewpoint; and the situation is indirectly classified as a state or an event." (Smith 1997: xiii). Based on this definition, the first type of aspectual information, i.e. the one through which a situation is presented from a particular perspective is called "viewpoint aspect", and the second one, in which the situation is

classified as event or state is called "situation type". There ise a relation between the two components of the aspectual information. "The aspectual meaning of a sentence results from interaction between (these) two independent aspectual components, situation type and viewpoint" (Smith 1997: xiv).

"The term situation type refers to classes of events and states. Both are realized in linguistic categories… Viewpoint is generally indicated morphologically, with affixes or other designated morphemes. Situation type is conveyed more abstractly, by the verb and its arguments, or verb constellation" (Smith 1998: xiv). Specifically, the situaiton types within aspect are important in foreign language teaching since, besides aspectual type of a single verb, the ways in expressing aspect, and in particular the situaiton types, also exhibit differences from one language to another. In Tatar, for instance, the situation types, besides other aspectual information, involve double or multiple verb constructions, which either identify or modify the aspectual type of a sentence. Aspect, is considered to involve three types of information, namely the lexical meaning of a verb, its arguments and inflectional structure (Smith 1983, 1986 and 1991). As for Tatar, axuiliary verbs/post verbs also appear to be another parameter which affect the aspectual composition/structure of a sentence.

Although Turkish and Tatar belong to the same linguistic family, which is Turkic, and share many structral and lexical commonalities, these two languages differ in representing some semantic categories linguistically, one of which is the aspectual category and more specifically the situation types. In this paper, based on student translation homeworks, I am going to investigate if there are any meaningful differences between the levels of learning single verb constructions on one hand and double or multiple verb ones with aspectual post verbs on the other. In this regard, the findings of this study point out to the fact that the translation of double/multiple verb constructions with aspectual post verbs by Turkish speaking students, whose native language either lack paralel constructions or do not use them profusely, are less successfull in comparison to the translation of single verb perdicates.

In what follows, we are going to introduce a brief information on Tatar since it is not very well known in the lingusitic literature. Following that, we are going to introduce some information on Tatar aspectual post verbs connecting to a main verb with either –A or –p converbial suffix in order to construct double/multiple verb predicates. In the rest of the paper, we are going to introduce our data, our findings and discuss the results of our study.

Introductory Remarks on Tatar and Turkish

Tatar belongs to the North-western Turkic language group, also known as the Kipchak within the Turkic family while Turkish belongs to the south-western branch, also known as Oghuz. It is a literary language spoken in TheRepublic of Tatarstan by one third of Tatar population living in Russia (Wertheim 2003: 4), and the rest in neighboring republics and in other places of Russia. There are also Tatar communities living in other countries, such as Turkey, Japan, Finland, China, USA, Australia, Uzbekstan, Kazakstan, etc. "Tatars are the largest ethnic minority in Russian Federation and comprise 3.8% of its population (Kondrashov 2000: ix)" (Wertheim 2003: 4).

Even though Tatar and Turkish belong to different branches of the Turkic family, after Crimean Tatar which mostly concentrate both Kipchak and Oghuz features, Tatar and Turkish seem to be the most closley related languages within their language groups, namely Kipchak and Oghuz.Though, up to day, there are no lingusitic and statistical studies to show the degree of relation, it can be said that Tatar and Turkish are mutuallly intelligable to a significant degree, due to the shared structural features and vocabulary, both of Turkic origin and loan words from Arabic and Persian. Not having any instrucion of each other's language before hand, Tatar and Turkish native speakers can carry out daily conversation to a significant extent, each side speaking their own variant.

As for the linguistic structure, both Turkish and Tatar are left branching agglutunative languages having SOV word order. Tatar and Turkish do not seperate from each other in terms of syntax and morphology, but most significantly, in terms of phonetics. Nevertheless, unlike Turkish, which is mostly a single verb language, though it also makes use of a few number of auxiliaries in limited contexts, Tatar frequently use double ver bor auxiliary verb constructions in expression of various linguistic and pragmatic categories.

Similar to other North-western Turkic, i.e. Kipchak languages, besides many other non-Oghuz Turkic languages, except Turkmen, Tatar relies heavily on double or mulltiple verbs constructed with a definite group of aspectual, adverbial and modal postverbs. Post verbs indicate not only the aspectual but also other categories, such as modality, version and adverbial expresions, such as manner, completeness, partial/whole distinction, cumulativity, etc.

Tatar contrasts past-nonpast. Non past (with no specific grammatical tense marker) has grammatical imperfective aspect only, while past contrasts imperfective-perfective aspects grammatically. There is an imperfective –A/Iy marker which occurs productively both in past and non-past. (See Shirai 1995, 1999 for a similar situation in Japanese!) Non past imperfective aspect is contrasted with progressive aspect by using a

group of auxiliary verbs, which are not very productive. A specific group of telic verbs with imperfective –A/Iy marker, in combination with *-(I)p utır-, -(I)p yat-* auxiliaries express resultutive (*üsep utıra*; *ceyilip yata*; etc.)

Introductory Remarks on Tatar Postverbs

Double or multiple verb constructions in Tatar is also called "compound verbs", which basically assumes that the combination of a main and a post verb is lexical, rather than syntactic. (There are also compound verb constructions in Tatar, like *atıp üter* "to shoot and kill", *alıp kil* "to bring" *alıp kit)*

Aspect in Tatar is partly expressed by auxiliary post verbs. What we call here as "aspectual "post verbs" are not purely aspectual in nature but they interact greatly with the aspectual propeties of the primary verb they couple with. Double or multiple verb constructions constructed with aspectual post verbs in Tatar are mostly translated into Turkish as single verb ones; In place of the aspectual post verbs in Tatar, a bare main verb can be sufficient or suitable adverbs may be used along with it in Turkish. The affetcs of post verbs in Tatar double or multiple verb constructions can also be inferred from the context in Turkish.

There are many studies on post verbs, also known as "auxiliary verbs" or "helping verbs", in Tatar (Ganiyev 1963; Schönig 1984) and in other Turkic languages (Anderson 2003; Nasilov 1978) are mostly descriptive, as to explain their meaning and function. Nevertheless, only a few studies mentions the role of complex verb constructions with aspectual (or modal, in this term) postvebrs in teaching Tatar as a second language (see. Schamiloglu 1978).

Aspectual post verbs examined in this paper occupy V2 position. Similar to other auxiliary verbs in Tatar, they are inflected for person, number, time/aspect/modality when in predicate position and connected to a lexical verb V1 which precedes it through one of the adverbial (converb) suffixes –A/(I)y or -(I)p verb. All the postverbs examined in this paper are also used as lexical verbs in the language, meaning they are independent lexemes besides their grammatical functions as post verbs. It is necessary to remind here that, the post verbs introduceced in thsi paper as "aspectual" are npurely aspectual, but when combined with verbs from different situation types, they fulfill various adverbial functions. The aspectual post verbs in Tatar examined in this paper are as follows:

1. –A/(I)y başla- "to begin": This post verb marks the beginning of an event.
   - eçe poşa başla- "to get bored"
   - uylıy başla- "to start thinking"
   - yılıy başla- "to start crying"
   - kaynıy başla- "to start boiling"

2. –A/(I)y bar-"to go, walk": This post verb express continuation or repetition of an action, which is most likely of an event type.
   - koyıla bar- "to keep falling one after the other"
   - tüge bar- "to keep pouring when moving forward"
   - törte bar- "to keep poking at one after the other"
   - açılıp kite bar- "to open up one after the other (intr.)"
   - yaxşıra bar- "te get better and better"

3. –A/(I)y bir- "to give": This post verb marks durative actions. It can be translated as "keep doing something". Used mostly with activity verbs with human subjects, whic are atelic. This post verb indicates that event is carried out with no interruption.
   - eşliy bir- "to keep working"

4. –A/(I)y tor- "to stand": With the help of the converbial suffix –A/(I)y, this post verb is only used with motion verbs, such as "to go", "to walk", "to come back", "to sit" etc, which are all atelic:
   - bara tor- "to keep going"
   - kayta tor- "to be on the way back"
   - yöri tor- "to keep wandering"
   - utıra tor- "to keep sitting"

With verbs ambigous between stative/eventive, *tor-* indicates stativity;
   - asılınıp tor- "to be suspended"
   - kürenep tor- "to keep being seen"

5. -(I)p al- "to take"
   - urap al- "to surround, encircle"
   - kırıp al- "to scrape off"
   - suwırıp al- "to suck up"

6. -(I)p bet- /-(I)p beter- "to end/ to finish": This post verb is a completive one which indicates that the action conveyed by the verb affects all the objects if they are plural, and entirity of the object if it is a single one. The post verb *bet-* is intransitive and the post verb *beter-* is transitive
   - buyanıp bet- "to be stained completely"

cıyıp beter- "to gather up"
aşap beter- "to eat up"
utın kisep beter- "to end wood cutting"

7. -(I)p cibär- "to send": with eventive and dynamic verbs with human subjects. Used ostly with activity verbs. It marks sudden and usually unexpected start of an action. Unlike the post ver *kit-,* which indicates that event occurs naturally, with no intention or no influence from outside; the post verb *ciber* requires an agent, mostly human, to start the action. Sometimes verbs representing activities initiated by animal subjetcs may alsobe couppled with the post verb *ciber-*.This postverb makes inchoative contexts when combined with certain verbs,which are mostly <u>activity verbs</u>:

yılap cibär- "to start crying"
kölep cibär- "to start laughing"
ulap ciber- "to start howling"
uynap ciber- "to start dancing"
tormış korıp ciber- "to start a new life"
açıp ciber- "to open up"

Whe used with semelfactives, like *tört-* "to poke", *silten-* "to shake (intr.)", *suk-* "to beat-" etc., which have a culmination point like other achievement verbs, this post verb indicates single, sudden and swift occurence of an event:

törtep ciber-   "to poke once"
siltenep ciber-   "to shake once; to give a jerk"
sugıp ciber-   "to hit once"

8. -(I)p cit-"to reach": When used with atelic verbs, this post verb indicates telic situations. It expresses accomplishments and completion of events. It is used mostly used with activity verbs, such as:

barıp cit- "to arrive"
kilep cit- "to arrive"
kaytıp cit- "to return; to come home"
üsep cit- "to grow up"

9. -(I)p çık- "to go out": This post verb has a completive function. It indicates that the event is fulfilled thoroghly, in full. If the verb has an incremental object /if the object is cumulative, such as a *wall, a book*, etc. this post verb indicates that the action in relation to this object is done throghly, from beginning to end:

ukıp çık- "to read throghly, from beginning to end"
sibep çık- "to spread throghly"
(bülmelerne) karap çık- "to look into each and every one of (the rooms)"
saklap çık- "to keep an eye on something for a whole period of time"

If more than one object is involved in the event, then, this post verb indicates that the action is carried out on each and every one of these objects.

kürsätep çık- "to show each and every one of something"

10. -(I)p kal- "to stay": This post verb, with the help of *-(I)p* converbial suffix, joins to the inchoative verbs, which indicate change of state. However, what the postverb kal- points out is the state period which obtains after the event whose happening setts off the state phas. As its secondary meaning, when combined with activity verbs having human subjetcs, this post verb may also indicate unintendedness and unexpetedness in start of the state phase.

karap kal- "to keep looking, staring at"
aptırap kal- "to be astonished, be surprised"
yoklap kal- "to be asleep"
saklap kal- "to keep an eye on"
kürep kal- "to see, keep seeing"   *kürep kalgan.*
belmi kal- "to be in the state of not knowing"
cilek cıyıp kal-   "to keep gathering berries"
kotılıp kal- "to escape narrowly; to be safe from"
belep kal- "to be in state of knowing"

11. -(I)p kit- "to go": When used in its actual meaning, and with activity verbs having human subjetcs, this postverb indicates an action away from a reference point:

çıgıp kit- "to go out, to set on the road"
kerep kit- "to go in to (a room, etc.)"
menep kit-"to go up"
töşep kit- "to go down"
uzıp kit- "to go past"

When used methaphorically, with telic verbs, this post verb denote events occuring suddenly and unexpectedly with no involvement of an agent to start the action. The postverb *kit-* has a greate emphasis on the sudden, unintended and, mostly unexpected break off of the event itself, not he state phase which obtains after:

özelep kit- "to break off"
oyanıp kit- "to wake up"
balkıp kit- "to begin shining"
nurlanıp kit- "to become shiny"
bayıp kit- "to become rich"

12. -(I)p kuy- "to put": This post verb is used only with telic verbs, mostly achievements, whose main verb is transitive having an object with patient role and a subject with agent role. It marks the beginning of a state sett off by a telic activity event:

elep kuy- "to hang something, suspend"
kümep kuy- "to burry something"
salıp kuy- "to put something, place something on somewhere"
kadap kuy- "to stab smthing on something"
çornap kuy- "to coil up"
bäyläp kuy- "to tie up"

Only used with telic events, since between telic and a telic versions of the verbs "eyt-" and "söyle-", both meaning "to tell", only the telic one *eyt-* can combine with the post verb *kuy-,* i.e. *eytep kuy-* "to tell everything at once"

13. -(I)p tor- "to stand": Used with atelic verbs this postverb marks durative situations. It may combine both with state and activity verbs: Unlike *tor-* which is used only with state verbs, or activity verbs, both atelic, the post verb *-(I)p tor-* is also used awith inchoative verbs:

aptırap tor- "to be amazed"
uylap tor- "to keep thinking"
uylanıp tor- "to keep thinking for oneself"
işetelep tor- "to continue to be be heard"
kurkıp tor- "to continue to be afraid"
biyep tor- "to keep dancing"
kaşınıp tor- "to continue to itch"
söyleşep tor- "to keep talking with smbd."
karap tor- "to keep looking"
kötep tor- "to keep waiting"
torıp tor- "to keep standing"

14. -(I)p utır- "to sit": Mostly used with state or activity verbs, this post verb marks events as durative. When the lexical verb is activity in terms of its situation type it designates events carried out by a person in "sitting situation":

çäy eçep utır- "to sit and have tea; to continue to drink tea"
kurkıp utır- "to be afraid"
uylanıp utır- "to be in thoughts"
uynap utır- "to keep playing"

15. -(I)p yat- "to lie, to lie down": Used with atelic verbs this postverb also marks durative situations. Compared with the post verb *-(I)p tor-,* this post verb combines mostly with activity verbs with human subjects. (When the post verb *yat-* is used in resultative function, though, it may also combine with a limited number of verbs with non-human subjects, for instance, *ceyelep yat-* "to be scattered around". See below for this!)

karap yat- "to keep looking"
tıŋlap yat- "to keep listening"
yoklap yat- "to be asleep"
yäşerenep yat- "to be hidden"

16. -(I)p yöre- "to go, walk": This post verb also marks situations as durative. It can combine with atelic activity and state verbs:

(yul) ezläp yöre- "to look for the way; to follow the way"
belmi yöre- "to be in state of not knowing"

A specific group of telic verbs with imperfective *–p* adverbial marker, in combination with *–p utır-, -(I)p yat-* auxiliaries express resultutive (*üsep utıra; cäyelep yata; asılınıp tora*; etc.):

asılınıp tora "to be hanging"
üsep utıra; "to stand (for trees and such)"
cäyelep yata "to be spread out"
çäçelep yat- "to be scattered around"

Auxiliary post verbs in Tatar can also involve in the expression of other linguistic categories, such as:

a) Modality:

      requestive *-a kür-*
      prohibitive *-a kürme-*
      abilitative *-a al-*
      possibility *–p bul-*
      Attemptive *–p kara-*

b) Version:

      Subject version: *-(I)p al-*
      Object version: *-(I)p bir-*

SAMPLING AND CORPUS OF THE DATA

Data has been gathered in the course of 8 year teaching of Tatar grammar courses for one semestr and translation courses for 2 semesters each year. Similar to other Turkic language courses, such as as Uzbek, Turkmen, Kazakh, Kirghiz, Azerbaijanian, etc., which are offered in our department, Tatar also is not structured according to levels. While the "Tatar" course, which is taught in 14 week term is required, the other two translation courses, which are taught in the same 14 week terms each, are elective.

Translation homeworks and term papers prepared by the second level college students constitute the corpus of this study. Narrative texts in Tatar literary language translated into Turkish by the Turkish speaking students of Tatar Translation course have been gathered over an 8 year period. Total of 13 text fragments translated by 15 different students hasbeen used in order to come up with the single and double verb predicates to be tested for the puropes of this study. In order to give an idea on the length of the texts used in this study, we can pronounce the word count, which is total of 19720.

What is analyzed in this study is two different sets of single vs. double/multiple verb constructions. First, we have identified all the double/multiple verb predicates in original texts. Then, for purpose of the present study, we have selected from the set of double/multiple verb constructions, the ones having auxiliary/post verbs that were distinctly associated with aspect, and situation aspect in particular. We have come up with total of 462 such predicates presumably involving various kinds of aspectual postverbs. Selection of right constructions were quite challenging because post verbs are also used as lexical verbs in Tatar and the same post verb may involve in a serial verb construction as well, in which it appears in its original /lexical meaning, and not as a post verb.

In order to see if there is any meaningfull difference in the learning of single verb predicates on the one hand and double/multiple verb ones on the other, we also identified total of 87 single verb predicates translated into Turkish by each student. The number 87 that we have identified per each text fragment is not the whole number of single predicates we expect to seee in the entirety of the fragment. Nevertheless, we cut down the number of the single predicates and limited it to 87 per student or per text fragment. Total of the single predicates we came up with was 1284 which were evaluated for the aim of this study.

FINDINGS

As the indicator of learning degree, we have tested both single and double verb predicates we came up with by sifting throug the text fragments and by examining their translations into Turkish. We assigned either true or false value to each predicate. While deciding if a single or double verb predicate is true or false we evaluated the sentence in its entirety and looked into some elements which we considered to contribute to the aspectual composition of the sentence in Turkish. Since most of the double/multiple verb constructions in Tatar correlate to single verb predicates in Turkish and aspectual meanings of a post verb are mostly indicated by selecting correct aspectual suffixes, using suitable adverbs or just leaving it to the context, we have checked wether suitable aspectotemporal suffixes or adverbs are used in corresponding sentences in translation or whether elements in a sentence are translated correctly or whether context supports the aspectual meaning ment by the aspectual postverb. Lastly, considering that only a very limited number of post verbs, such as *tor-* and *kal-* in Tatar have close counterparts in Turkish, we have labeled a double verb predicate as false which was translated into Turkish as double verb but does not correspond to an already existing double verb construction having an aspectual postverb.

Among 1284 single verb predicates translated into Turkish, we have identified that 1140 of them were suitably translated into Turkish and 144 of single verb predicates were unseccessfull in terms of their translations. Overall number of the true values is % 88.78 while the overall number of false values correspons to 11.02 percent. Below, chart 1 shows distribution of the true/false values of single verb predicates over students; chart 2 illustrates the percentages of true/false values within the total number of single verb predicates:

A) SINGLE VERB PREDICATES

Chart 1. True/False Values of Single Verb Predicates by Students
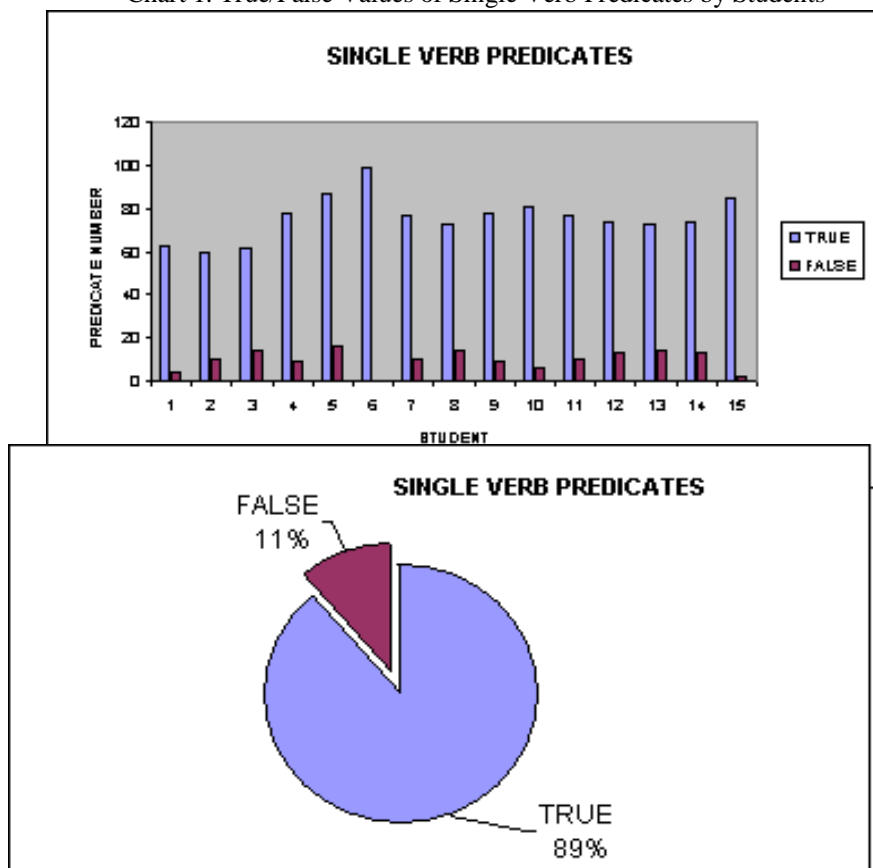
Among 462 double/multiple verb predicates translated into Turkish, we have identified that 291 of them were suitably translated into Turkish and 171 of them were unseccessfull in terms of their translations. Overall number of true double/multiple verb predicates is % 88.78 while the overall number of false ones corresponds to 11.02 percent. Below, chart 3 shows distribution of the true/false values of double/multiple verb predicates over postverbs; chart 4 shows distribution of the true/false values of double/multiple verb predicates over students; and chart 5 illustrates the percentages of true/false values within the total number of double/multiple verb predicates.

B) DOUBLE/MULTIPLE VERB PREDICATES

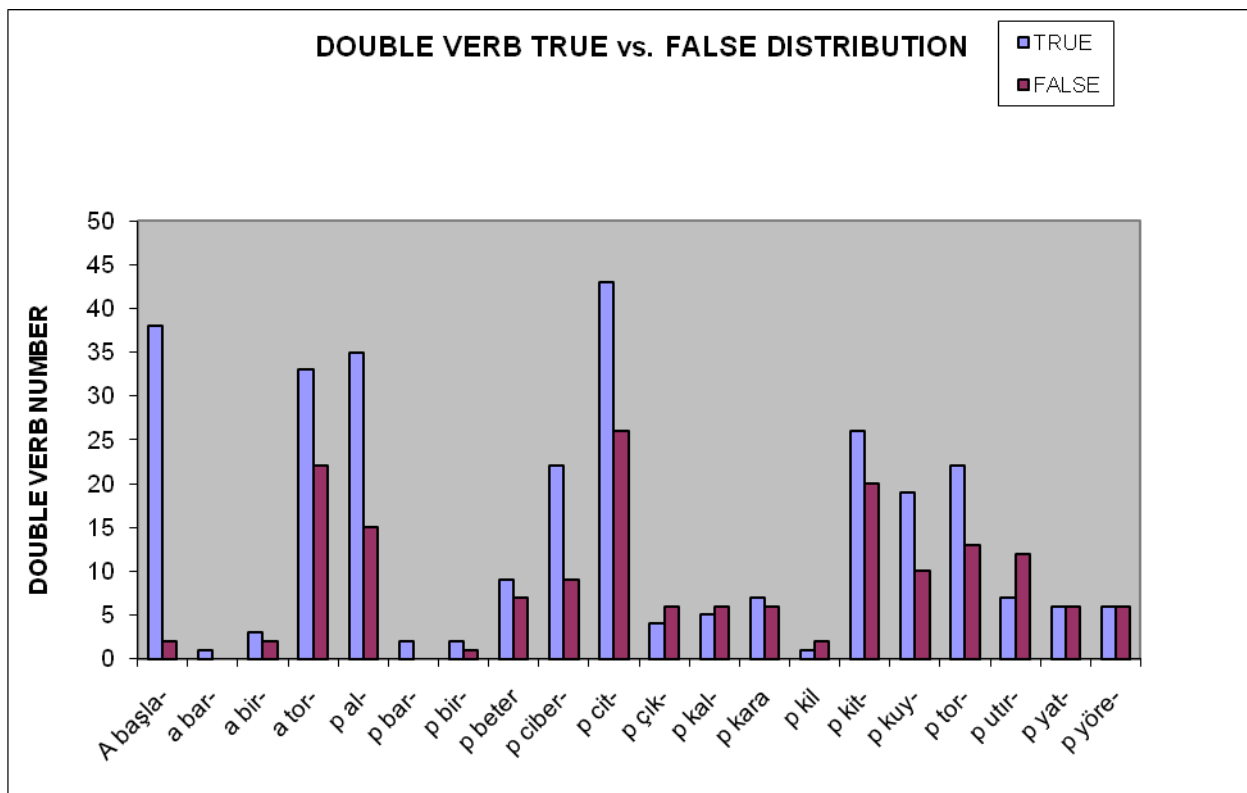*Chart 3. Distribution of True/False Values of Double Verb Predicates over Postverbs*
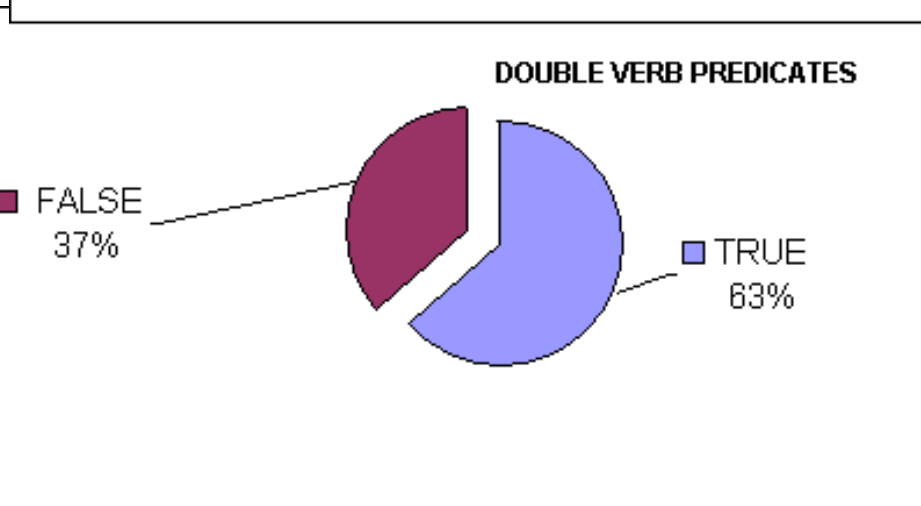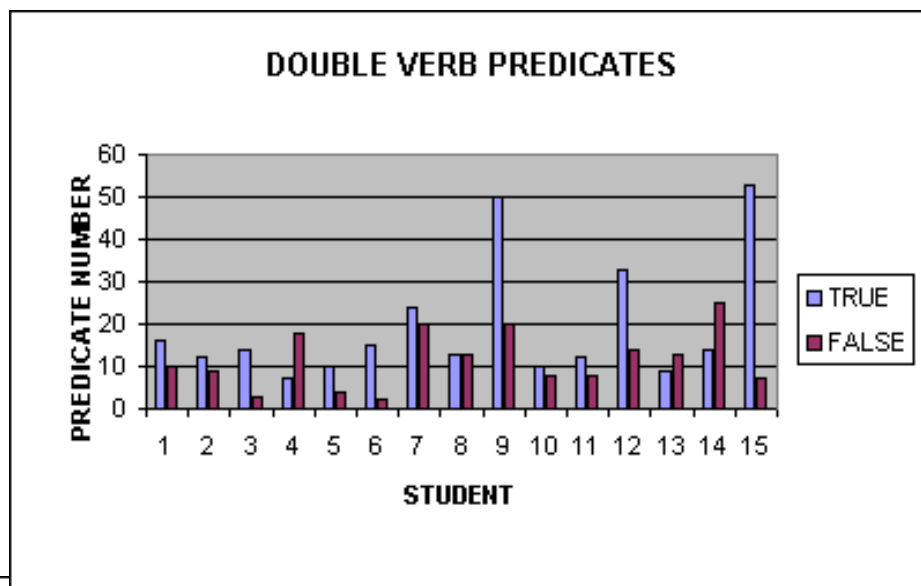
Chart 4. Distribution of True/False Values of Double Verb Predicates over Students

1334

Overall true/false values of single and double/multiple verb predicates are respresented side by side on chart 6, in order to make the difference between the values for each predicate type more visible.

C) COMPARISON OF OVERALL TRUE/FALSE SINGLE vs. DOUBLE/MULTIPLE VERB PREDICATES

Chart 6.
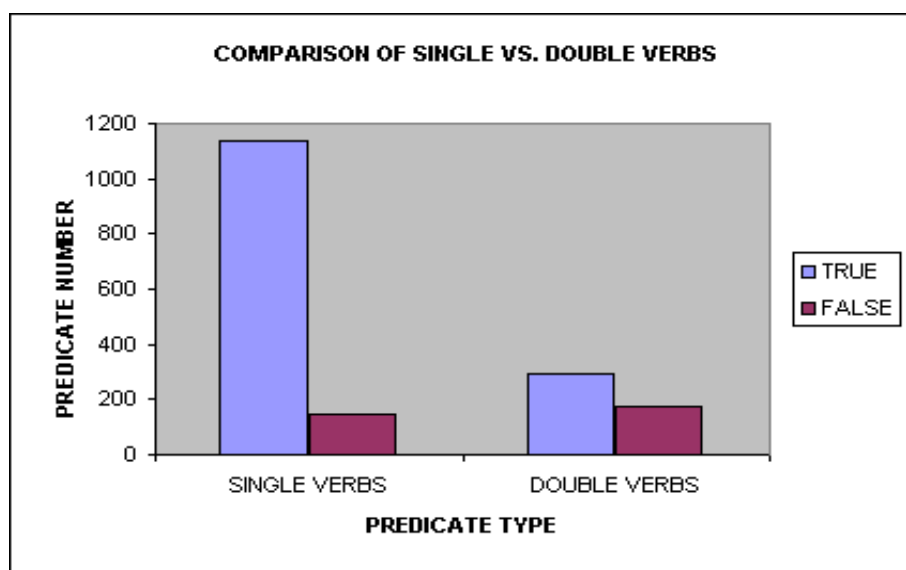
SUMMARY AND DISCUSSION

Duff & Li (2002; 417) points out that "despite the growing body of second language acquisition (SLA) research in recent years on the acquisition of tense/aspect in Indo-European languages such as English, Spanish, and French (…), there has been little research on the acquisition of aspect in non-Indo-European second languages (L2's), such as Mandarin, Japanese, and Korean, with a few notable exceptions". This fact is also viable for Turkic languages other than Turkish, over which a growing number of researches have being undertaken. Despite Turkish, other Turkic languages spoken by fewer numbers of people, one of them being Tatar were almost not investigated at all in terms of second language learning. Although Turkish and Tatar are very close structurally, we have observed that Turkish speaking lerners of Tatar also present difficulties, besides the observed dificulties of non-Turkish speaking lerners of Tatar reported by Schamiloglu (1996) who also teaches Tatar in the USA. In this study, we have examined the learning difficulties of Tatar by Turkish speaking students of higher education.

This study focuses on the Turkish speakers' translation mistakes of Tatar double/multiple verb predicates with aspectual post verbs. We have compared true/false values of single verb predicates translated into Turkish by 15 students of Tatar translation course on the one hand and double or multiple verb ones on the other. We have limited our study of double/multiple verbs to those involving aspectual post verbs only. Turkish students' perceived difficulty in learning double verb phrases with aspectual post verbs was based on our preliminary observations made over an 8-year period of Tatar grammar and translation courses. Findings of this study substantiated our preliminary observations to a grate extent since we have found out that there is a significant difference between the true/false values of single and double/multiple verb predicates. In that, the true values of single verb predicates are %26 grater than the true values of double verb predicates. By contrast, the false values of double or multiple verb predicates are % 26 percent grater than the false values of single verb predicates translated into Turkish by the students.

The fact that Turkish does not rely on post verbs in terms of implementing aspectual, modal and other linguistic categories as much as Tatar does seems to be one of the reasons why Turkish speakers have most

difficulty in learning Tatar double/multiple verb costruction involving post verbs. In fact, despite the fact that Turkish does have a few number of aspectual post verbs, the incidence of post verb use is limited and the existing postverbs can only be used with a small number of lexical verbs. Besides limited use of post verbs in Turkish, the fact that situation aspect is mostly a lexical property of a verb and its argument structure, though some adverbial phrases may also modify or coerce the sitiuation type of a verb or a verb phrase, can be considered another factor in Turkish students' translation mistakes of Tatar double/multiple verb predicates.

In our examination of translation texts used for the purpose of this study, we have seen that double verb predicates have been translated into Turkish successfully by simply using single verbs carrying a suitable tense/aspect/mood suffix. In some cases, telic/atelic aspectual adverbials have also been used appropriately in Turkish translations, which were in accord with the situation type of the double/multiple verb in the original text. This study did not address the question whether there is a meaningfull relation between true and false values of double/multiple verb predicates and the type of postverb involved in their constructions. In other words, it was not in the focus of this paper if any particular type of post verb sets any particular difficulty for Turkish speaking lerners of Tatar language. Obviously, this kind of a study would require a larger body of of data having grater number of postverbs.

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