

THE PRODUCTION OF TELICITY IN BALANCED AND DOMINANT BILINGUALS

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ABSTRACT

The present study investigates the production of telicity by means of picture description task in balanced and dominant bilinguals. More specifically, this study aims to detect (a) whether bilingual speakers prefer to use prototypical choices that depict a telic event (i.e. perfective aspect; *Aspect Hypothesis*) and (b) whether the type of bilingualism (dominant vs. balanced bilingualism) affect bilinguals' performance. Previous studies have shown that bilingual children prefer prototypical choices over non-prototypical ones (Rieckborn, 2007; Schlyter, 2011) and that dominance negatively affect the acquisition of aspect, especially in early stages of acquisition (Rieckborn, 2006). Other studies claim that bilinguals, regardless of their type, produce more verbs in perfective aspect over imperfective aspect (Wilberg, 1996). Other studies in older bilingual children have manifested that older bilinguals (aged 8 to 12) are not affected by prototypical choices (Dosi, Papadopoulou & Tsimpli, 2016a; Andreou & Tsimpli, 2017). In the present study participated one hundred forty-five bilingual children and sixty-five monolingual children. In order to test the production of telicity and the (non-) prototypical choices, a picture description task is used, where ongoing and completed events of telic verbs were depicted. The results portrayed that balanced bilinguals scored higher than dominant bilinguals in the task; while, as expected, monolinguals outperformed all bilingual groups. All groups preferred to use more often perfective over imperfective aspect. Similarly, all the groups tended to omit the complements; conceivably due to methodological issues. We may conclude that (a) balanced bilinguals may have an overall advantage in the acquisition of telicity and (b) prototypical choices seem not to play a role in older ages; however methodology seems to affect aspectual choices.

Keywords: Telicity, production, grammatical and lexical aspect, balanced and dominant bilinguals.