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**Oral presentation in the Symposium B.6: Grammatical Subjects and Objects in Uralic**

**Language of the presentation: English**

***How Hungarian and Polish learners of Finnish use the partitive and total object cases.***

***Object cases, definiteness, and aspect in Finnish, Hungarian and Polish.***

#### Abstract

In my doctoral dissertation and further papers I studied the ways in which Hungarian learners of Finnish use the partitive and total object cases. My research included analysis based on a fill-in test designed to assess learners' use of Finnish object cases, supplemented with introspective interviews providing additional insight into the learners' thought processes. In my subsequent research I made similar tests and introspective interviews with Slovakian and Polish learners of Finnish. In my presentation I will analyse the new results and compare the ways in which Hungarian and Polish learners use the Finnish partitive and total object cases. According to *Iso suomen kielioppi*, the use of the Finnish object cases is determined by three main factors: (1) the polarity of the sentence; (2) the aspect of the sentence; and (3) the quantitative boundedness (quantification) of the object-NP. In my presentation, I briefly compare how object cases, quantification, definiteness and aspect are expressed in Finnish, Hungarian and Polish.

In my earlier analysis I found that while Hungarian learners were able to use the partitive correctly in certain contexts, they struggled with its broader application, particularly in distinguishing between definiteness and quantification. Other difficulties raised when learners attempted to map Hungarian verbal prefix (and aspect) rules onto Finnish, resulting in total object cases where Finnish has partitive verbs.

In my earlier analysis I concluded that the difficulties of Finnish language learners spring from the interplay between object cases, quantification, definiteness, and aspect, which diverge in Finnish and Hungarian. In the current presentation I will focus on the difficulties experienced by Polish learners: are the difficulties that Slavic L1 learners experience similar to or different

from those experienced by Hungarian learners? And what can be the reasons of the difficulties?

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