Özet Örnekleri

Göksel, A. ve Özsoy, S. (2003). 'dA: a focus/topic associated clitic in Turkish'. *Lingua (113)*: 1143-1167.

This article investigates the contribution of the clitic dA to the interpretation of an utterance and its role in the discourse structure of Turkish. It also attempts to provide a uniform analysis for some of the functions of dA, a clitic generally described as a multi-function particle fulfilling the roles of focalizer, topicalizer, additive and intensifier. The paper presents arguments to the effect that it is the interaction of dA with focus, i.e the affinity between the semantics of focus and that of dA, that has hitherto led to an analysis of dA as a focus particle. Focus introduces a presupposition with a lambda-operator and dA a presupposition with an existential operator. It is suggested that the principle difference between the semantics of focusing and the semantics of dA lies in the distinction between focus evoking a set of alternatives to an utterance and dA asserting the truth of one of these alternatives. The paper further argues against the claim that contrastive and presentational foci are semantically two separate phenomena. Contrastive and presentational foci are shown to be different manifestations of the same phenomenon in Turkish.

Can, Ö. ve Kayabaşı, D. (2016). 'Türkçede {-gA/Iç} ve {-(I/A)ç} Biçimbirimleri: Türetkenlik Çerçevesinde Eşsüremli Bir Çalışma'. *Dilbilim Araştırmaları Dergisi (1)*: 17-38.

Türetim süreçleri hem birbirlerine, hem de dillere göre türetim alanı ve sıklığı açısından farklılık göstermekte bu farklılık sözcük türetme sürecinin ne kadar işlek olduğunu ortaya koymaktadır; ancak, türetkenlik derecesi türetken olma ve olmama arasındaki açık biçimde tanımlanmış bir sınıra değil, bir derecelendirmeye dayandırılmaktadır (Uzun, 2006, s. 90). Çalışmamızın çıkış noktası BİLGİÇ, ÇALGIÇ ve YARGIÇ sözcükbirimlerinde açık bir taban ayrımı yapılamamasıdır. Bu sorunun çözümlenebilmesi için {-gA/Iç} ve {- (I/A)ç} biçimbirimlerinin birbirlerine göre türetkenlik derecelerinin ve türetkenlik alanlarını saptanması gerekliliği doğmuştur. Çalışmamızda söz konusu biçimbirimlerin türetim alanlarının ne olduğu, birbirlerine göre türetkenlik dereceleri, iç içe incelenip incelenmemeleri gerektiği ve çalışmamızın çıkış noktasını oluşturan sözcükbirimlerin taban ayrımının nasıl yapılacağı Dil Derneği'nin (2012) Türkçe Sözlük'ü olarak belirlenen veri tabanı çerçevesinde incelenmiş ve elde edilen veriler tartışılmıştır. Çalışmamızda, saptanan yeni bulguların yanı sıra, alanyazındaki bulguların geçerliliğinin sınanması ve alanayazına katkıda bulunulması amaçlanmıştır.

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Özet Örnekleri

Dijk, van T.A. (1993). 'Principles of critical discourse analysis'. *Discourse & Society 4(2)*: **249-283.**

This paper discusses some principles of critical discourse analy- sis, such as the explicit sociopolitical stance of discourse analysts, and a focus on dominance relations by elite groups and institutions as they are being enacted, legitimated or otherwise reproduced by text and talk. One of the crucial elements of this analysis of the relations between power and discourse is the patterns of access to (public) discourse for different social groups. Theoretically it is shown that in order to be able to relate power and discourse in an explicit way, we need the cognitive interface of models. knowledge, attitudes and ideologies and other social representations of the social mind, which also relate the individual and the social, and the micro- and the macro-levels of social structure. Finally, the argu- ment is illustrated with an analysis of parliamentary debates about ethnic affairs.

Altınkamış, F. ve Altan, A. (2016). 'Türkçede İlgi Tümceciklerinin Edinimine Kullanım Temelli Bir Yaklaşım'. *Dilbilim Araştırmaları Dergisi (1)*: **17-38.**

Daha önce birçok farklı dilde yapılan çalışmalar ilgi tümceciklerinin ediniminin geç olduğunu ve bunun dilbilimsel karmaşıklığın bir göstergesi olduğunu ortaya koymuştur. Bu çalışma, Türkçedeki ilgi tümceciklerinin edinimi konusuna kullanım temelli bir çerçevede yaklaşmaktadır. Bu bağlamda, anne ve çocuk arasındaki doğal konuşma verilerinden oluşan üç farklı veritabanı (170 kayıt) incelenmiştir. Bu veritabanında yer alan çocukların yaş aralıkları 02;00-03;06, 01;00-02;04 ve 00;09-02;09'dır. Analizler hem çocukların konuşmalarında hem de annelerin çocuğa yönelik konuşmalarında ilgi tümcecikleri kullanımının oldukça nadir olduğunun altını çizmektedir. Daha önceki çalışmalarda ilgi tümceciklerinin dilbilimsel karmaşıklığı çocuklar tarafından geç edinimlerinin sebebi olarak belirtilmişken, bu çalışmanın sonuçları çocuğa yönelik girdilerde bu yapıların azlığının da bu yapıların geç ediniminin ve çocuklar tarafından az kullanımının bir öngörücüsü olduğunu ortaya koymaktadır. Bulgular, kullanım olarak benzer olan ve biçimbilimsel ve sözdizimsel olarak daha basit olan başka yapıların dilde varolmasının da gözönüne alınması gereken önemli bir husus olduğunu vurgulamaktadır.

Özet Örnekleri

Eigsti, M., Marchena, de A.B., Schuh, J. ve Kelley, E.A. (2011). 'Language acquisition in autism spectrum disorders: A developmental review'. *Research in Autism Spectrum Disorders 5(2)*:**681-691.**

This paper reviews the complex literature on language acquisition in the autism spectrum disorders (ASD). Because of the high degree of interest in ASD in the past decade, the field has been changing rapidly, with progress in both basic science and applied clinical areas. In addition, psycholinguistically-trained researchers have increasingly begun to test theories of language acquisition in studies of ASD, because it is characterized by meaningful differences in ability across a wide range of language, social, and cognitive domains. As such, ASD has served as a "natural laboratory" in which to explore a variety of theories of language acquisition. We provide an overview of the current state of knowledge of language acquisition in autism spectrum disorders, also noting gaps in our current knowledge. We also review implications of this work for theories of typical language acquisition, and discuss some promising future directions. While the pragmatic deficits that characterize autism spectrum disorders are widely acknowledged, both clinicians and researchers should consider the phonological and morphosyntactic differences that likely play an important role in language comprehension and production for affected children.

Höhle, B. (2009). 'Bootstrapping mechanisms in first language acquisition'. *Linguistics 47(2):* **359-382.**

In the field of language acquisition the term bootstrapping stands for the assumption that the child is genetically equipped with a specific program to get the process of language acquisition started. Originally set within the principles and parameters framework bootstrapping mechanism are considered as a linkage between properties of the specific language the child is exposed to and pre-existing linguistic knowledge provided by universal grammar. In a different view — primarily developed within the so-called prosodic bootstrapping account — bootstrapping mechanism direct the child's processing of the input thereby constraining the child's learning in a linguistically relevant way. Thus, the attendance to specific input cues provides the child with information to segment the input in linguistically relevant units which constitute restricted domains for more general learning mechanism like e.g., distributional learning. The paper will present a review of empirical findings that show that children are in fact equipped with highly sensitive and efficent mechanism to process their speech input which initially seem to be biased to prosodic information. It will be argued that further research within this framework has to deal with the reliability of the proposed relevant input cues despite crosslinguistic variation and with children's ability to overcome an initial reliance on single cues in favor of an integration of different sources of information.

Özet Örnekleri

Gropen, J., Pinker, S., Hollander, M. ve Goldberg, R. (1991). 'Affectedness and direct objects: The role of lexical semantics in the acquisition of verb argument structure'. Cognition 41(1-3): 153-195.

How do speakers predict the syntax of a verb from its meaning? Traditional theories posit that syntactically relevant information about semantic arguments consists of a list of thematic roles like "agent", "theme", and "goal", which are linked onto a hierarchy of grammatical positions like subject, object and oblique object. For verbs involving motion, the entity caused to move is defined as the "theme" or "patient" and linked to the object. However, this fails for many common verbs, as in * *fill water into the glass* and * *cover a sheet onto the bed*. In more recent theories verbs' meanings are multidimensional structures in which the motions, changes, and other events can be represented in separate but connected substructures; linking rules are sensitive to the position of an argument in a particular configuration. The verbs' object would be linked not to the moving entity but to the argument specified as "affected" or caused to change as the main event in the verbs' meaning. The change can either be one of location, resulting from motion in a particular manner, or of state, resulting from accomodating or reacting to a substance. For example, *pour* specifies how a substance moves (downward in a stream), so its substance argument is the object (*pour the water/* glass*); *fill* specifies how a container changes (from not full to full), so its stationary container argument is the object (*fill the glass/* water*). The newer theory was tested in three experiments. Children aged 3;4–9;4 and adults were taught made-up verbs, presented in a neutral syntactic context (*this is mooping*), referring to a transfer of items to a surface or container. Subjects were tested on their willingness to encode the moving items or the surface as the verb's object. For verbs where the items moved in a particular manner (e. g., zig-zagging), people were more likely to express the moving items as the object; for verbs where the surface changed state (e. g., shape, color, or fullness), people were more likely to express the surface as the object. This confirms that speakers are not confined to labeling moving entities as "themes" or "patients" and linking them to the grammatical object; when a stationary entity undergoes a state change as the result of a motion, it can be represented as the main affected argument and thereby linked to the grammatical object instead.

İşsever, S. (2003). 'Information Structure in Turkish: the word-order-prosody interface'. Lingua 113(11): 1025-1053.

This study investigates the linguistic realization of information structure (IS) in Turkish. Following Vallduvi; and Engdahl [Linguistics 34 (1996) 459], Hoffman (Hoffman, B., 1995. The Computational Analysis of the Syntax and Interpretation of ″Free″ Word Order in Turkish. Unpublished PhD dissertation, University of Pennsylvania), and Kılıçaslan (Kılıçaslan, Y., 1994. Information Packaging in Turkish. Unpublished MSc dissertation, University of Edinburgh), it is assumed that IS has a tripartite structure, consisting

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of *topic*, *tail*, and *focus*. The main claim of this paper is that syntax and phonology, by means of word order and prosody, are both responsible for the realization of the IS units. Thus, neither syntax nor phonology can be reduced to a secondary role. The word order–prosody interface reveals that presentational-focus and contrastive-focus are two distinct phenomena in Turkish, which are marked by different focusing strategies, i.e. syntactic and prosodic. It is shown that without drawing the distinction between the two types of focus, focusing phenomena in Turkish cannot be explained. This study also provides a schema representing the surface level structuring of IS in Turkish. At the same time, it is brought to light that in the interaction between specificity and IS, word order is employed in an extremely ′free′ way to mark the ground elements. This empirical fact suggests that the relation between specificity and IS is far more complex in Turkish than suggested in the previous literature.

Rubach, J. (2008). 'An overview of lexical phonology'. *Language and Linguistic Compass 2(3)*: 456-477.

This article reviews Lexical Phonology, a theory of rules and derivations. Rules are of three types: cyclic rules, postcyclic rules, and postlexical rules. Various diagnostic properties of rules are discussed, including the phonological cycle, word vs. phrase domain application, the Strict Cyclicity Constraint, derived environments, the Structure Preservation Constraint, lexical conditioning, and the interaction of phonology and morphology. The data are drawn from English, Dutch, Polish, Russian, and Slovak.

Uçar, E. ve Akyol Bal, Ö. (2015). 'Preschoolers' Use of Requests'. Dilbilim Araştırmaları Dergisi (2): 225-43.

Request situations are of great value to observe multiple variables such as power, distance and imposition of the request on the hearer to get the desired object or action. This study investigated requests of Turkish monolingual preschoolers in terms of Blum-Kulka and Olshtain's (1984) categories. The aim was to find out the structures of head act and adjunct(s), the directness level of the strategy types and perspectives of the speakers (hearer oriented, speaker oriented, hearer and speaker oriented, and impersonal) used in requests. Data was gathered from 24 Turkish speaking children aged between 4;5 and 5;6, 13 of whom were girls and 11 were boys. To collect data, four situations were created considering power and level of imposition of the requests, namely Low Power-Low Imposition, Low Power-High Imposition, High Power-Low Imposition, and High Power-High Imposition. The results showed that 1) children used head act most frequently in their requests, 2) children mainly used direct requests, 3) children preferred to use speaker oriented perspective more than the other request perspectives. In addition to the categories provided by Blum-Kulka and Olshtain (1984), a 'nonverbal' category was added which was observed to be peculiar to children. However,

results were interpreted cautiously since they displayed varieties for each case due to the nature of the activities.

Türkçe Özet:

Rica durumları güç, yakınlık, istenen nesnenin veya işin dinleyiciye getireceği olası yük gibi çeşitli değişkenleri gözlemlemek açısından önemlidir. Bu çalışma, Blum-Kulka ve Olshtain'ın (1984) gruplarına göre anadili Türkçe olan tek dilli anaokulu çocuklarının rica yapılarını incelemiş; ricalardaki ana eylem ve eklem yapıları, strateji türlerinin açıklık dereceleri ve konuşmacıların yaklaşımlarını (konuşan odaklı, dinleyici odaklı, konuşan ve dinleyici odaklı ve kişisiz yaklaşım) ortaya çıkarmayı amaçlamıştır. Veri, yaşları 4;5 ile 5;6 arasında değişen 13 kız, 11 erkek toplam 24 Türkçe konuşan çocuktan toplanmıştır. Veri toplamak için güç ve değer ilişkisi düşünülerek dört durum oluşturulmuştur. Bunlar, Düşük Güç-Düşük Değer, Düşük Güç-Yüksek Değer, Yüksek Güç-Düşük Değer ve Yüksek Güç- Yüksek Değer'dir. Sonuçlar 1) çocukların ana eylem kullanımlarının çok sık olduğunu, 2) birçok durumda çocukların dolaysız rica yapılarını kullandıklarını, 3) çocukların konuşan odaklı yaklaşımı diğerlerinden daha çok kullandıklarını göstermiştir. Blum-Kulka ve Olshtain'ın (1984) gruplarına ek olarak, çocuklara özgü olduğu gözlemlenen 'sözsüz iletişim' grubu eklenmiştir. Bununla birlikte, etkinliklerin doğasından kaynaklanan çeşitlilikler sonuçların yorumlanmasında etkili olmuştur.

Kunduracı, A. (2015). 'Türkçede Aitlik Ulamı ve Biçimsel İfadesi'. *Dilbilim Araştırmaları Dergisi (1)*: 43-62.

Bu çalışma aitliğin Türkçede bir dilbilgisel ulam olduğunu ve alanyazında şimdiye dek "3. tekil kişi iyelik" eki olarak gösterilen -(s)I ekinin kişi, sayı ve aitlik yerine yalnızca aitlik ulamını gösterdiğini, diğer bir deyişle, -(s)I ekinin kişi ve sayı bilgisi içermeyen bir "aitlik" eki1 olduğunu önermektedir. -(s)I ekinin işlevi için önerilen çözümleme, ekin eklenme sürecini, belirdiği ortamı, iyelik öbeklerini, iyelik öbeklerinin anlamsal, yapısal ve biçimsel özelliklerini de kapsamaktadır. Önerilen çözümleme, biçimbilimi özerk bir sistem olarak kabul etmekte ve anlam ve biçimin ayrı süreçlere dayandığı bir biçimbilim modelini izlemektedir. Çalışma, ayrıca, iyelik öbeklerinde uyum ilişkisine değinmekte, sunulan önerileri desteklemek ve çalışmayı daha ilginç kılmak adına farklı dillerden veriler sunmaktadır.

Özet Örnekleri

Williams, J.T., Darcy, I. ve Newman, S.D. (2016). Modality-specific processing precedes amodal linguistic processing during L2 sign language acquisition: A longitudinal study. Cortex (75): 56-67.

The present study tracked activation pattern differences in response to sign language processing by late hearing second language learners of American Sign Language. Learners were scanned before the start of their language courses. They were scanned again after their first semester of instruction and their second, for a total of 10 months of instruction. The study aimed to characterize modality-specific to modality-general processing throughout the acquisition of sign language. Results indicated that before the acquisition of sign language, neural substrates related to modality-specific processing were present. After approximately 45 h of instruction, the learners transitioned into processing signs on a phonological basis (e.g., supramarginal gyrus, putamen). After one more semester of input, learners transitioned once more to a lexico-semantic processing stage (e.g., left inferior frontal gyrus) at which language control mechanisms (e.g., left caudate, cingulate gyrus) were activated. During these transitional steps right hemispheric recruitment was observed, with increasing left-lateralization, which is similar to other native signers and L2 learners of spoken language; however, specialization for sign language processing with activation in the inferior parietal lobule (i.e., angular gyrus), even for late learners, was observed. As such, the present study is the first to track L2 acquisition of sign language learners in order to characterize modality-independent and modality-specific mechanisms for bilingual language processing.

Bilson, S., Yoshida, H., Tran, C.D., Woods, E. ve Hills, T.H. (2015). Semantic facilitation in bilingual first language acquisition. Cognition (140): 122-134.

Bilingual first language learners face unique challenges that may influence the rate and order of early word learning relative to monolinguals. A comparison of the productive vocabularies of 435 children between the ages of 6 months and 7 years—181 of which were bilingual English learners—found that monolinguals learned both English words and all-language concepts faster than bilinguals. However, bilinguals showed an enhancement of an effect previously found in monolinguals—the preference for learning words with more associative cues. Though both monolinguals and bilinguals were best fit by a similar model of word learning, semantic network structure and growth indicated that the two groups were learning English words in a different order. Further, in comparison with a model of two-monolinguals-in-one-mind, bilinguals overproduced translational equivalents. Our results support an emergent account of bilingual first language acquisition, where learning a word in one language facilitates its acquisition in a second language.

Özet Örnekleri

Lieven, E. (2010). Input and first language acquisition: Evaluating the role of frequency. Lingua 120(11): 2546-2556.

This paper addresses the relationship between the frequency of morphological, lexical and syntactic forms in the input and children's language acquisition. The problem of obtaining reliable frequency measures under different sampling regimes is discussed. Since children are not simple associationist processors onto which the frequency of hearing or producing a string maps directly, a number of factors that interact with frequency are reviewed: form-function mappings, neighbourhood relations and multiple cues. These factors raise the problem of the level of granularity at which we test for a frequency-based explanation which can only be established through empirical research. Studies showing a relationship between the relative frequency of forms in the input and children's errors, including morphological errors, optional infinitive errors and accusative-for-nominative errors in English are discussed. The final section of the paper deals more briefly with some counter-arguments to the importance of frequency effects in the learning of grammar.

Cuza, A. (2016). The status of interrogative subject–verb inversion in Spanish-English bilingual children. Lingua (180): 124-138.

The present cross-sectional study examines the status of interrogative subject–verb inversion in Spanish among twenty-seven ($n = 27$) Spanish-English bilingual children born and raised in the United States. Results from an oral elicited production task show significant low levels of target inversion in both matrix and embedded wh-questions, compared with monolingual children. Lack of inversion was more significant with embedded questions, and among the youngest children. It is argued that the differences observed stem from syntactic transfer from English, language dominance and the complexity of the structure. This leads to a process of syntactic optionality in child heritage Spanish similar to what is found in Caribbean varieties of Spanish.

Ruhi, Ş. (2006). Politeness in compliment Responses: A Perspective From Naturally Occuring Exchanges in Turkish. Pragmatics 16(1): 43-101.

This paper analyses a corpus of compliment responses in Turkish according to the conversational maxim approach (Leech 1983, 2003) and the face-management approach (Brown and Levinson 1987) with a view to extending the conceptualisation of self-presentation in theorising on politeness. It observes that the two theories ground politeness on consideration for alter and give precedence to politeness in the sense of displaying deference and solidarity at the expense of self-politeness, described in the present study as speaker need

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for display of competence, self-confidence, and individuality in interaction, besides the need for non-imposition. Regarding the maxim approach, the paper argues that conversational implicatures triggered by a variety of responses ultimately tie to the Tact Maxim and more specifically to the Sympathy Maxim in the Turkish context. The analysis reveals that compliment responses may override the Politeness Principle, that self-presentational concerns are crucial motivating factors, and that face concerns need to be incorporated into the model. From the perspective of the face-management approach, the study supports the claim in O'Driscoll (1996) and Spencer-Oatey (2000) that the notions of positive and negative face as need for community and autonomy need to be disentangled from the theory's conceptualisation of face as public self-image. With the incorporation of a number of self-politeness strategies, the face-theoretic analysis builds on this distinction and integrates it with the concept of interactional imbalance by extending an analytic framework adapted from Bayraktaroğlu (1991). The paper concludes with suggestions on how the two theories may complement each other.

Haznedar, B. (2003). Missing Surface Inflection in Adult and Child L2 Acquisition. Proceedings of the 6th Generative Approaches to Second Language Acquisition Conference (GASLA 2002), ed. Juana M. Liceras et al., 140-149. Somerville, MA: Cascadilla Proceedings Project.

Current research in second language (L2) acquisition has focused particularly on the failure of L2 learners to produce verbal inflectional morphology associated with functional categories. The question is whether the frequent omission of verbal inflection means that functional categories are impaired in L2 grammars. In some of these studies, Eubank (1993/94, 1996), Eubank and Grace (1998) and Vainikka and Young-Scholten (1994, 1996a, 1996b, 1998), in particular, the absence of target-like inflectional suffixes has been taken as the primary evidence for concluding that L2 learners do not project associated functional features or categories. For Meisel (1997), L2 learners make no finitenonfinite distinctions in L2 acquisition and L2 grammars suffer from a global impairment in the domain of abstract features. On similar grounds, Beck (1998), and Eubank et al. (1997) argue for a local impairment according to which functional categories are available in L2 grammars, but their feature strength is impaired. Such claims for impaired L2 grammars contrast with proposals that interlanguage grammars are not defective. In recent L2 studies a number of L2 researchers postulate the Missing Surface Inflection hypothesis, according to which the lack of (or the variable use of) morphological forms in interlanguage grammars reflects a problem with the realization of surface morphology, rather than an impairment in the domain of functional projections or feature strength (Haznedar & Schwartz, 1997; Haznedar, 2001; Lardiere, 1998a,b, 2000; Prévost & White, 2000a,b). In this paper I contribute to the debate by analyzing both child L2 data (English) and adult L2 data (Turkish), arguing against the position that L2 learners' variable use of inflection indicates lack of or impairment in associated syntactic representations.