



# 22. ULUSLARARASI TÜRK DİL BİLİM KURULTAYI

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## **22. Uluslararası Türk Dilbilim Kurultayı**

### **Özet Kitapçığı**

**Dokuz Eylül Üniversitesi**

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## ÖNSÖZ

Araştırma alanlarının bağımsız bir bilim dalı haline gelmesinde gelenekselleşmenin, özellikle de gelenekselleşmiş kurultayların önemi büyüktür. Türk Dilbilimi de 1982’de Berkeley Üniversitesinde düzenlenen ilk Uluslararası Türk Dilbilim Kurultayı’ndan bu yana neredeyse yarım yüzyıllık bir gelenek oluşturmuş ve Türkolojiden ve Türk edebiyatı araştırmalarından bağımsız bir alan olduğunu kanıtlamıştır. Bu geleneğin devamı olarak Türkiye’den ve dünyanın çok farklı ülkelerinden Türk dilbilim alanında araştırmalarının ve araştırmacıların bir araya geldiği Uluslararası Türk Dilbilim Kurultayı’nın yirmi ikincisi bu yıl Dilbilim Derneğinin destekleriyle Dokuz Eylül Üniversitesi ev sahipliğinde İzmir’de düzenlenmektedir. 4-6 Eylül 2025 yılları arasında 22.si gerçekleşen Uluslararası Türk Dilbilim Kurultayında 73 sözlü bildiri, 13 poster, 1 yuvarlak masa sunumuyla geniş bir yelpazeden araştırmacıların alana katkılarının paylaşılacağı İzmir’de bir araya gelmekten büyük onur duyuyoruz. Sesbilim, biçimbilim, sözdizim, anlambilim, metindilbilim, göstergebilim, nörodilbilim, psikodilbilim, uygulamalı dilbilim, söylem çözümlemesi, dil öğretimi ve daha birçok dilbilimle ilgili alanlarındaki verimli bildirilerin alana büyük katkılar sağlayacağını düşünüyoruz.

Kurultayın düzenlenmesinde büyük katkıları olan Dokuz Eylül Üniversitesi Rektörü ve Rektörlüğü başta olmak üzere, Dokuz Eylül Üniversitesi Edebiyat Fakültesi Dekanlığına, Dilbilim Bölümünün değerli öğretim üyelerine, büyük bir özveriyle karşılık beklemeden çalışan öğrencilerimize ve Türk dilbilimi araştırmacılarını çatısı altında birleştiren Dilbilim Derneğine teşekkürlerimizi sunuyoruz.

Açılıшта, davetimizi kırmayarak değerli bilgi birikimlerini bize aktarmayı kabul ederek bizleri onurlandıran Prof. Dr. Mehmet Ali Akıncı ve Prof. Dr. Ümit Deniz Turan’a da sonsuz teşekkür ediyoruz. Ayrıca, Gazi Mustafa Kemal Atatürk’ün manevi mirası olarak gördüğümüz Türk Dil Kurumunun başkanlığına atandığı günden beri dilbilimcilerin Türk Dili çalışmalarına katkılarını yadsımayıp TDK çalışmalarında bulunmaya davet eden, ana dilimize gerekli özenin gösterilmesini ve araştırma işbirliklerini sağlayan Türk Dil Kurumu Başkanı sayın Profesör Osman Mert’e de aramızda olduğu için sonsuz teşekkürlerimiz sunarız.

Verimli bir kurultay olmasını diliyor ve tüm katılımcılara İzmir’e gelerek bizleri onurlandırdıkları için teşekkür ediyoruz.

*Düzenleme Kurulu adına  
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# ÇAĞRILI KONUŞMACILAR

# One Family, Two Languages, Three Generations: The Case of Turkish Immigrant Families in France

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Including first, second and third generations, there are about 700 000 Turks living in France (Akinci, 2020). Research on language practices, maintenance or shift even their or their cultural practices and identity of Turkish migrant families in France has been conducted from both sociolinguistic and psycholinguistic perspectives (Akinci, 2014, 2017, 2021; among others). However, most of these studies have looked at family members separately; some research has focused on young children, others on adolescents, and still others on parents. The main purpose of this paper is to examine language use, choice and maintenance and identity construction across three generations of Turkish immigrants in France. To do this, the data was collected from one family and its 3 members: a father, his daughter and his granddaughter using questionnaires and interviews that were adapted specifically for them. The data were subject to content analysis. The paper addresses the following interrelated issues:

1) What are the intergenerational differences within the same family regarding language use and choice, and linguistic competence in L1 (Turkish) and L2 (French).

2) How do bilinguals' language choice and use relate to family members' identity construction?

3) Does language maintenance begin to fade among third-generation immigrants?

4) Is there any ongoing language shift process towards L2 in Turkish families?

Our results show that there is strong evidence for the maintenance of Turkish even among the third generation. The first generations are dominantly Turkish speakers, however, second and third generations report that they are bilinguals and they have positive attitudes towards both languages.

**Keywords:** Language use, Language choice, Language maintenance, Identity construction, intergenerational perspective, Turkish Immigration, France

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## Arguments of Psych-verbs in Turkish

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This paper explores the argument structure of psych-verbs in Turkish. A psych-verb is defined as a verb that expresses an emotional state of one of its arguments, called the Experiencer (Exp). The other argument that triggers a psychological state is called the Stimulus here. Psych verbs have attracted attention due to their selection of argument structure, particularly in terms of argument linking, thematic roles, case assignment, lexical aspect, and causal encoding properties. (Belletti & Rizzi, 1988; Kim, 2025, among others).

Psych-verbs are classified into different groups. The following is a general overview; a further classification of psych-verbs in Turkish is available in Aksan and İbe-Akcan (2006).

1. *Eleştirmenler, yeni filmi beğendi.* (Subj Exp., Obj Stimulus)
2. *Arıların azalması bilim insanlarını endişelendiriyor.* (Subj Stimulus Obj Exp.)
3. *Filmin hikayesi beni cezbedi.* (Subj Stimulus, dative Exp.)

There are also cases of ablative Stimulus objects: *Empati gücü güçlü olanlar hafif müzikten hoşlanıyor.*

This paper argues that Experiencer arguments of psych-verbs are mental locations, as suggested by Landau (2009). Therefore, the psychological state/event occurs within a metaphorical container; a Path (Source or Goal) can also be introduced, depending on the specific verb. Locations are marked with prepositions or oblique case marking. This paper will focus more specifically on the so-called oblique arguments: those marked with dative and ablative; other psych-verbs will be discussed as needed. The following examples demonstrate that an Experiencer is a locative, where some emotion can “come” or “go”.

4. *Annemin hayatı bana cazip geliyor* (My mother’s life “comes” attractive to me.)
5. *Bu duruma çok kızmışım ama geçti gitti.* (I was very upset , but it went away.)
6. *Onu çileden çıkardı.* (She drove him crazy.)

Examples in (4-6) may seem unusual and marginal. However, such cases must still be included in the grammar, as suggested by the Construction Grammar approach. The English example in (6), according to Goldberg & Suttle (2010, p.471), is driven by the caused-motion construction. This study argues that psych-verb types form clusters of constructions, best explained by Construction Grammar.

**Keywords:** psych-verbs, argument structure, Experiencers, locative, inherent case

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# **BİLDİRİLER**

## Fragmentary Expressions and Adpositions in Turkish: Can Marked Sluices Still Represent Pseudosluicing?

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The ellipsis site for clausal ellipsis is often ambiguous between a ‘full’ sentential source (e.g., what <Sally ate>; chevrons = ellipsis) and a copular clausal source with a null subject and copular verb (e.g., what <it is>; so-called pseudosluicing). In Turkish, pivots of clefts must be nominatively case-marked (İnce 2006; Şener 2010), suggesting that a full source is disambiguated whenever a remnant of a clausal ellipsis bears non-nominative case (e.g., 1-B2) (İnce 2009, 2012). Based on the results of 5 large-scale acceptability judgment experiments, I argue that the remnant’s case is not a reliable disambiguator of a fragment’s underlying syntactic structure in Turkish, and that even non-nominative fragments are derived by pseudosluicing.

Experiments used the same prior all the time (i.e., Ahmet biri-ne karşı güreşecek. ‘Ahmet will wrestle against someone<sub>DAT</sub>). However, the responses varidem from elliptical to copular structures and with or without the postpositions, e.g., (i) “Mehmet-Ø”, (ii) “Mehmet-e<sub>DAT</sub>”, “Mehmet’e<sub>DAT</sub> karşı<sub>AGAINST</sub>-y<sub>COP</sub>-mişEVD”.

Each experiment used a 1-7 Likert-type scale (1 = completely unnatural) and had 3 repetitions per condition. Test items and standardized fillers (min 1:1.5 ratio) were distributed across pseudo-randomized and counterbalanced lists according to a Latin square design. The standardized fillers mapped out 7 equally-spaced points on the scale. The statistical reliability of cross-experimental analysis was ensured by z-scoring results over standardized fillers that were employed across all experiments.

The results show that, contrary to prior assumptions, there is no significant difference in acceptability between the copular responses in (1), each of which have non-nominative NP or PP pivots, and a baseline copular response with a nominative pivot (Mert-Ø-mişEVD / kim-Ø-mişEVD). Note that although in accusatively-marked remnants (kimWHO-iACC-yCOP-mişEVD) ratings dropped minimally, they still remain above a critical threshold which is higher than what Kiper 2020 had found (kimWHO-iACC-yCOP-diPST). This entails that the fragments in (1), which are judged as acceptable as their non-elliptic counterparts, could be generated by pseudosluicing: i.e., each could be copular clauses with a null subject and null copula. Thus, the presence of non-nominative case cannot be viewed as a reliable sign of English-style clausal ellipsis in Turkish, neither can the presence of a ‘true’ postposition (such as karşı) be viewed as such, as responses such as (B4) and (B8) are acceptable. Last but not least, the presence of -miş – which has an inherent past meaning (Kornfilt, 1997) – in the acceptable responses in (B3-4) and (B7-8), shows that such responses may mismatch in TAM with their antecedents (as (1A) displays the future morpheme -ecek).

**Keywords:** ellipsis, adposition, experimental syntax, evidential marker, Turkish

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# Eyes on the Pupil Size: Pupillary Sensitivity to Morphophonological Mismatches in Turkish

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Turkish exhibits backness- and roundness-based vowel harmony (Kabak, 2011; Kabak & Weber, 2013), which has been shown to cause processing difficulties (Scharinger et al., 2011; Ylinen et al., 2016; Aygüneş & Taşdemir, 2020; Tokaç & Cole, 2024). Harmony perception is expected to induce a surprisal effect when morphemes that do not generate semantic distinctions, but serve pluralization are attached to roots in Turkish. To this end, we prepared a pupillometry experiment each suffixed with the derivational morpheme {-sAl} for adjectival derivation and inflectional morpheme {-lAr} for pluralization. Our study aims to explore how vowel harmony mismatches in different morphological contexts affect cognitive processing. The experiment was conducted to a group of 25 adult native speakers of Turkish. Pupillometry was chosen for its ability to non-invasively capture real-time cognitive load in response, which is particularly useful when using auditory stimuli. Pupil dilation response (PDR) was measured by using Eyelink 1000+ Hz eye-tracker system. Stimuli consisted of 360 bisyllabic CVC.CVC pseudowords (240 experimental items and 120 fillers) across four conditions with MorphemeType (inflectional vs. derivational) × Harmony (harmonic vs. disharmonic). By manipulating suffixes and harmony, we aimed to investigate cognitive effects of harmony in different morphological contexts in Turkish. In each trial, participants were asked to listen the stimuli and to judge it whether the word they heard matched the root and suffix in terms of harmony. Following the pupillometry experiment, which aimed to capture unconscious surprisal effects, an accuracy task via a custom Python script was carried out, where participants were asked to judge the stimuli based on congruency. Data were preprocessed with *PupilPre* 0.6.2 (Kyröläinen et al., 2019) and analyzed in R using generalized additive mixed models (GAMMs) over the 700–2000 ms time-window, with two-way interactions of MorphemeType and Harmony (PDR ~ MorphemeType \* Harmony + (1|Participant) + (1|Item)). An additional linear mixed model was used to analyze the results from the accuracy task. Overall results showed that incongruent suffixes and morphophonological mismatches elicited larger PDR than congruent ones, suggesting increased cognitive load.

**Keywords:** vowel harmony, morphophonology, pupillometry, inflectional, derivational

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## Acoustic Analysis of Turkish Vowel Formants: A Methodological Perspective

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This study investigates the formant frequencies of vowels in Standard Turkish, addressing methodological inconsistencies identified in previous research. Our preliminary meta-analysis of existing studies revealed significant variation in reported vowel formants at the study level, primarily due to methodological discrepancies in data elicitation materials, vowel environments, recording tools, and participant age. Additionally, only a few studies apply vowel normalisation, further complicating cross-study comparisons. In addressing these issues, we developed a transparent methodology for analysing Turkish vowel formants, aiming to provide a systematic framework for future research. We collected voice recordings in a sound-isolated environment using the read-aloud method from 20 participants (five women and five men in two age groups: 18-29 and 30-40). The recordings encompassed various phonetic contexts, including isolated words, /hVd/, /bVd/, /bVt/, /hVdVt/, and /bVdVt/, yielding a total of 1,280 vowel tokens (64 per speaker). We conducted the analysis using VowSpace (Kaya, 2024), a Python-based desktop application developed in the course of the current study. First, we applied Lobanov normalisation to remove speaker-specific anatomical variations while preserving linguistic information. We then visualised the vowel space of Standard Turkish to offer more explicit representation of vowel distributions. By emphasising methodological transparency, this study provides a replicable framework for future research on Turkish vowel formants. Furthermore, we will make the dataset openly available to support ongoing efforts in the systematic description of vowel acoustics in Turkish.

**Keywords:** vowel formants, acoustics, normalisation, methodological transparency

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## The PROblem of Subject Licensing in Turkish *-(y)Ip* Constructions

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This study focuses on the **nature of subjects in Turkish *-(y)Ip* constructions**. The marker *-(y)Ip* is used to string two or more verbs together. A *-(y)Ip* construction typically contains a single subject, interpreted the same for *-(y)Ip*-marked verb ( $V_{-(y)Ip}$ ) and the finite verb ( $V_{FIN}$ ). The obligatory coreference suggests that the null subject in (0) is PRO (Göksel & Öztürk, 2019), not *pro* (Kuram, 2015). However, (2) shows that  $V_{-(y)Ip}$  and  $V_{FIN}$  may have different overt subjects. Ironically, this argues for a *pro* analysis, which cannot explain the obligatory coreference between the two subjects in (0).

- 1) a. **Ali gir-ip** çık-tı.  
Ali enter-IP leave-PST  
'Ali entered and left.'  
b. [**Ali<sub>i</sub>** [**PRO<sub>i/\*i</sub>** girip] çıktı].

Thus, neither the *pro*- nor the PRO-analysis can explain subject behavior in  $-(y)Ip$  constructions. I propose a novel account that combines three components: (i) **different adjunction sites of the  $-(y)Ip$  constituent ( $-(y)IpP$ )** (see also Kuram, 2015), (ii) **Pesetsky and Torrego’s (2007) Feature Sharing (FS) mechanism**, under which **nominative Case** is seen as an ***uninterpretable* Tense (*uT*) feature on D**, and (iii) **Form Copy (FC) mechanism (Chomsky, 2021)**. Viewing *pro* as a feature bundle on finite T (e.g., Platzack, 2003), I argue that the subject of  $V_{-(y)Ip}$  (Subj $_{-(y)Ip}$ ) is always a DP (never *pro*) because  $-(y)Ip$  lacks features that license *pro*. If Subj $_{-(y)Ip}$  is identical to the subject of  $V_{FIN}$  (Subj $_{FIN}$ ), it is deleted under FC, deriving the obligatory coreference in single subject environments as in (0). If the subjects are different as in (2), FC does not apply and Subj $_{-(y)Ip}$  is licensed via FS: **Agree** links the unvalued *uT* features on Subj $_{-(y)Ip}$  and Subj $_{FIN}$  to unvalued ***interpretable* Tense feature on matrix T** and the value is assigned through Agree with the valued ***uT* features on matrix *v***. Supporting evidence for the analysis comes from the interaction of NPI licensing with the height of  $-(y)IpP$  relative to negation. I will show that overt Subj $_{-(y)Ip}$  is only possible when  $-(y)IpP$  originates high enough for matrix T to agree with Subj $_{-(y)Ip}$  first, guaranteeing the same Case for Subj $_{FIN}$  and Subj $_{-(y)Ip}$ . This also predicts the unexpected behavior of subjects in embedded  $-(y)Ip$  constructions, in (0), where Subj $_{-(y)Ip}$  receives genitive Case, like Subj $_{FIN}$ .

- 3) Hasan\*(-in) iş-e gid-ip Ali-nin ev-e dön-düğ-ün-ü duy-du-m.  
Hasan-GEN work-DAT go-IP Ali-GEN home-DAT return-NMLZ-POSS-ACC hear-PST-1SG  
'I heard that Hasan went to work and Ali returned home.'

**Keywords:** subject licensing,  $-(y)Ip$  constructions, Form Copy, Feature Sharing

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## “Ahmet ilk doğduğunda şey olmuştu”: Etkileşimsel Öyküleme Başlangıçlarında Görülen ‘Şey’ Sözcüğünün Öyküyü Yansıtma İşlevi

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Türkçede özellikle de doğal gelişen konuşmalarda sıklıkla gözlemlenen ‘şey’ sözcüğünün etkileşimsel işlevleri üzerine pek çok araştırma bulunmaktadır. Bu araştırmalarda ‘şey’ sözcüğünün temel işlevleri; onarım, sözel planlama veya hatırlama için süre kazanma, yeni konu açma, söz sırası alma veya koruma, kibarlık olmak üzere detaylı bir şekilde açıklanmakta ve sınıflandırılmaktadır (Özbek, 1998; Yılmaz, 2004; Erdoğan, 2013; etkileşimsel öykü anlatımlarında geçen şey ile ilgili olarak Kökpınar-Kaya, 2014 ile Furman ve Özyürek, 2007). Ancak bu çalışmalarda üzerinde yeterince durulmadığını düşündüğümüz iki husus bulunmaktadır. Birincisi, gündelik konuşmalarda söylemin sözdizimsel ve anlamsal bütünlüğünün bir parçası olan ‘şey’ ile bu bütünlüğe etki etmeyen ‘şey’ olmak üzere iki çeşit ‘şey’ ifadesinin varlığı ile bu iki çeşidin yukarıda sayılan işlevleri sağlamadaki payları ve bu işlevleri nasıl sağladıklarının karşılaştırılmasıdır. İkincisi ise, ‘şey’ sözcüğünün kullanımı ile birlikte, konuşucunun, konuşmanın ne kadarlık bir kesidine etki ettiği.

Bu araştırmada, söylemin sözdizimsel ve anlamsal bütünlüğünün bir parçası olarak kullanılan ‘şey’ sözcüğünün, sadece konuşmacının konuşmada anlık karşılaştığı bir problemi çözmek için kullanılmadığı, aynı zamanda ileriye dönük bir problemin çözümü olarak stratejik bir şekilde de kullanılabildiği savından yola çıkılmakta ve Konuşma Çözümlemesi (Sacks, 1992 [1964-1972]; Sacks ve diğ., 1974; Sidnell ve Stivers, 2013) yöntemi kullanılarak, üç ayrı ikili arkadaş grubundan alınmış, toplam yaklaşık 1 saatlik doğal gelişen sohbet kaydı incelenmektedir. Yapılan incelemelerde Sacks’ın önerdiği ‘story preface’, yani öykü başlangıcı yapısından faydalanılarak, ‘şey’ sözcüğünün, gelecek olan öykü anlatımına işaret ederek, konuşmacıların sırayla konuşma sırası alıp tekrar birbirlerine devretmeleri şeklinde akan doğal etkileşim yapısını değiştirerek, anlatıcıya yeterli uzunlukta konuşma sırası sağlamaya yardım etmekle kalmayıp, öykünün neyle ilgili olduğu ve ne zaman biteceği konusunda diğer konuşmacılara ipucu vermeyi sağlayarak anlatıcı ile dinleyicilerin birbirlerine yönelimlerine de etki ettiği bulunmuştur.

**Anahtar Sözcükler:** Etkileşimsel öyküleme, yansıtma (projection), şey, konuşma çözümlemesi

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## Bilişsel Dilbilim Çerçevesinde ‘yanında’ İlgecinin Çokanlamlılık Görünümleri

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Bilişsel dilbilime göre dil, insan bilişinin bir yansımasıdır; anlamlar, algı ve deneyimle şekillenen bedenleşmiş biliş yoluyla oluşur (Lakoff & Johnson, 1980; Johnson, 1987). Sözcüklerin anlamı, zihindeki kavramsal sistemlere dayanır (Lakoff, 1987; Evans & Green, 2006). Çokanlamlılık, dilin doğal ve sistematik bir özelliğidir; bir sözcük, kavramsal olarak ilişkili çoklu anlamlarla kategorik biçimde örgütlenir (Langacker, 1987; Tuggy, 1993; Tyler & Evans, 2003). Bu anlamlar, zihinsel sözlükte merkezi bir anlamdan türeyen, sahne ve metaforlarla çeşitlenen anlam ağları oluşturur (Lakoff, 1987). Böylece çokanlamlılık, dilin farklı düzeyleri arasında köprü kuran bilişsel bir süreçtir (Evans, 2007). Bu bağlamda bu çalışmanın amacı ‘yanında’ ilgecinin çokanlamlı yapısını bilişsel dilbilim çerçevesinde incelemek ve bu anlamların ortaya çıkışında konumlanan ve konumlayanın sözdizimsel yapılarla nasıl ilişki kurduğunu analiz etmektir. Bu amaçla veriler, Türkçe Ulusal Derlemi (TUD 3.0) üzerinden ‘yan’ sözcüğünün taratılmasıyla elde edilen 3524 bağımlı dizin arasından ‘yan+iyelik eki+da’ ve ‘yan+iyelik eki+daki’ ilgeçlerin ayrıştırılması aracılığıyla toplanmış ve içerik analizi yöntemiyle çözümlenmiştir. Bu çalışmanın sonucunda ‘yanında’ ilgecinin öntür anlamı olan uzamsal anlamı (yan tarafta olma) dışında kavramsal uzam anlamı, soyut uzamsal anlam, taraf olma, karşılaştırma, ekleme, önemsizlik gibi yayılan anlamlar tespit edilmiştir. Brenda’nın (2024) anlamın belirlenmesinde konumlanan ve konumlayanı ifade eden dilsel birimlerin belirleyici rol oynadığı savı, Türkçe verileriyle de desteklenmektedir. Bunun yanında Türkçede konumlanan biçimbilimsel olarak ilgeç üzerinde kodlanabilmekte ve sözdizimsel düzlemde karmaşık içyerleşik kurulumlar (Langacker, 2020) kullanılabilmektedir.

**Anahtar Sözcükler:** Bilişsel dilbilim, çokanlamlılık, uzam, ilgeç, yanında

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# Reduplication Meets Focus: The Scalar and Verum Readings of the 'X mi X' Construction in Turkish

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This abstract investigates the construction of the form *X mi X*, in which a constituent is reduplicated with the intervening focus-sensitive particle *mi*. The construction is commonly used for scalar emphasis in adjectival contexts, but also occurs with verbs, where it conveys verum-like assertion. I argue that this construction exemplifies how focus behaves in Turkish, and how reduplication may be semantically motivated.

In adjectival uses, the *X mi X* form reinforces a scalar interpretation of the predicate, often conveying intensification or extremeness. I propose that this arises through focus-alternative activation: in adjectival cases, *mi* marks the focused constituent, triggering a set of alternatives, and the reduplication signals the selection of the maximal or contextually most salient degree along that scale. This analysis draws on Rooth's (1992) alternative semantics, in which focus introduces sets of propositional or degree alternatives. The reduplication in Turkish then serves to resolve the focus structure by picking the scalar endpoint, akin to intensification effects discussed in degree semantics.

- (1) Güzel=mi güzel bir araba al-dı-m.  
beautiful=Q beautiful one car buy-pst-1sg  
"I bought a very beautiful car."

Verbal uses of the construction behave differently: *yaptım mı yaptım* does not express scalarity, but rather speaker commitment to the truth of the proposition, resembling verum focus phenomena in Germanic languages. Here, the focus particle *mi* again activates alternatives, but instead of scalar endpoints, the focus appears to target truth commitment. This aligns with Müller's (2023) argument for a Focus Accent Thesis (FAT), in which verum effects are derived compositionally via focus on a covert truth-related predicate. The Turkish data similarly suggest that focus can trigger a verum interpretation.

This lexical-category sensitivity of focus outcomes also ties into broader perspectives on focus and information structure (Partee 2009), where contrastive focus and discourse expectations shape interpretation. Cross-linguistically, similar reduplicative constructions with intervening focus or emphasis markers have been observed, suggesting that *X mi X* is not an isolated phenomenon, the idea that reduplication with a focus-sensitive particle can serve as a general strategy for emphasizing scalar or truth-related dimensions of meaning.

**Keywords:** focus, verum focus, reduplication, intensification

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## Sports Announcer Talk and Gender in Turkish: A Case Study

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This study examines the linguistic features of Sports Announcer Talk (SAT) in Turkish, focusing on how male and female reporters differ in their commentary during volleyball matches at the 2020 Tokyo Olympic Games. Adopting an interactional sociolinguistics approach, the research analyzes data from two matches—one called by female announcer Başak Koç and the other by male announcer Kerem Öncel. The analysis is based on Ferguson's (1983) and Biber's (1988) frameworks, which categorize the syntactic and lexico-grammatical characteristics of SAT.

The study follows a two-step methodology: first, a descriptive analysis of the announcers' speech, and then an statistical comparison using Paired Samples T-tests to identify potential lexico-grammatical differences. The results indicate no significant differences in how male and female announcers convey information, suggesting that both adhere to the same register norms in SAT. However, subtle stylistic differences emerged, with the female announcer using more heavy modifiers and metaphors, especially in action descriptions.

These findings support the socio-cultural perspective on gender and language, reinforcing the idea that speech styles are shaped more by context and register than by inherent gender differences. By highlighting the importance of these factors, the study challenges the notion of rigidly gendered speech patterns. It also underscores the need for further research into gender dynamics in specialized registers, particularly in non-Western settings like Turkish sports commentary.

**Keywords:** interactional sociolinguistics, sports announcer talk in Turkish, register analysis, gender and language

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## Case, Object Order, and Agents in Recursive Causatives

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This study examines the formal, semantic, and functional properties of recursively complex causative structures in Turkish, e.g., *yaz-dır-tır-*. It investigates the interpretation of the agent in recursive causatives, the case marking and grammatical function (subject, object) of newly introduced participants, and describes the meaning-form-function correspondences in such complex configurations, while revisiting the Theta Criterion (cf. Bresnan, 1980) in the context of Turkish. The study argues that the dative case, which is predominantly attributed lexical, semantic, and adjunctive roles (e.g., Çetinoğlu & Butt, 2008), also serves a crucial grammatical/structural function by marking the secondary object in recursive causatives in Turkish. Although this crucial role of the dative case may suggest that it operates in parallel with the accusative case—another object-marking case—in a sequential cycle determined by the case assignment properties of the first predicate (see (1)), the study demonstrates that in complex recursive causatives, newly introduced participants consistently receive dative, as seen in *kadın-a* (2a) and *adam-a* (2b):

- (1) a. [Çocuğ-a [şarkı-yı yaz]-dır]-dı-m.                      b. [Çocuğ-u [şarkı-ya özen]-dir]-di-m.  
(2) a. [Kadın-a/\*<sub>1</sub> [çocuğ-a [şarkı-yı yaz]-dır]-t]-tı-m.  
    b. [Adam-a/\*<sub>1</sub> [kadın-a/\*<sub>1</sub> [çocuğ-a [şarkı-yı yaz]-dır]-t]tır]-dı-m.

In the expressions in (1), the case assignment of the causative predicate (*yaz-dır*, *özen-dir*) is determined based on the case assignment of the first predicate (*yaz*, *özen*): When the first predicate assigns accusative, the causative predicate assigns dative; conversely, when the first predicate assigns dative, the causative predicate assigns accusative (cf. Comrie, 1976). A key research question of this study is whether this pattern continues cyclically in a systematic manner as causativization increases productively and recursively. As seen in (2), instead of alternating between accusative and dative in a cyclic fashion, structures involving recursion shift exclusively to dative case assignment. Note that none of the dative-marked NPs in (2) function as adjuncts; rather, they are newly introduced participants incorporated into the event through causativization. Namely, in the expressions in (2), the dative case is assigned as a consequence of the recursive causativization itself. This phenomenon is supported by experimental data from a recent study, a grammatical judgment test, involving 100 native speakers aged 18–60. It examined (i) agent interpretation across all predicates (active, causative, recursive causative), (ii) the case marking of the agent, and (iii) object ordering in multi-object constructions. The findings demonstrate that in Turkish, primary object corresponds to the accusative, and secondary object to the dative; once recursion is introduced in causativization, the ACC-DAT.../DAT-ACC... cycle ceases, leaving only DAT active; recursive causatives in Turkish involve nesting, and agent+predicate pairings that are structurally more external (distant) are interpreted more easily than those embedded deeper within the structure.

**Keywords:** causative, case, object, agent, word order

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## Bilişsel Dilbilim Işığında Bedenleşmiş Biliş Üzerinden Japoncadaki ve Türkçedeki ‘Korku’ Duygusunu Aktaran İfadelerin İrdelenmesi

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Dil ve insan bedeni ilişkisi dilde düşünsel ve zihinsel oluşumları, algılama ve edinme faaliyetlerini etkilerken bu ilişki duygu aktarımı esnasında duyguyu deneyimleyen vücut bölümleri kullanılması da gözlemlenebilmektedir (Lakoff ve Johnson, 1999). İnsan farklı dil ve kültürden olmasına rağmen deneyimlediği duygu durumu esnasındaki fizyolojik ve psikolojik etki, o dile ait kavramlaştırma ve beden aracılığıyla somutlaştırma benzerlik veya farklılıklar gösterebilmektedir.

Türkçe ve Japoncada korku duygusunu aktaran ifadelere bakıldığında Türkçede ‘korku, korkma, korkunç, korkutucu vb.’ ifadeleri kullanılırken Japoncada ‘*Kyōfu* (きょうふ・恐怖 /Korku), *Kowai* (こわい・怖い/Korkutucu), *Osore* (おそれ・恐れ/Korku), *Osoroshii* (おそろしい・恐ろしい/Korkunç), *Osore* (おそれ・怖れ/Korku), *Ifu* (いふ・畏怖/Saygıyla karışık korku), *Osore* (おそれ・畏れ /Korku)’ ifadeleri kullanılmaktadır. Korku duygusunun kişiyi konuşamaz duruma sokmasının aktarımı esnasında Türkçede ‘korkudan **dilini** yutmak’ ifadesi kullanılıp ‘**dil**’ organı ile somutlaştırılmaktadır. Aynı korkma durumu için Japoncada ‘*Kowakute kuchi o kikenai* (こわくてくちをきけない・怖くて口を利けない/korkudan ağzını açamamak)’ ifadesi sergilenirken ‘kuchi (くち・口/ağız) bölgesinin kullanıldığı görülmektedir.

Bu konuya dair alanyazın taramasında Dinçer (2017) ‘de Türkçe, Ido (2005)’de İngilizce ve Japonca korku metaforlarının karşılaştırmalı ele alındığı çalışmalarda farklı dil ve kültürlerde metaforların kavramlaştırılma biçiminde benzerlik ve farklılıklar olduğu anlatılmaktadır. Bu gibi çalışmalarda korku ifadelerinin bilişsel kavramlaştırma biçimleri irdelenirken bedenleşmiş biliş bakış açısı detaylı bir şekilde ele alınmadığı gözlemlenmektedir. Ayrıca yazarın araştırdığı kadarıyla bedenleşmiş biliş bakış açısını benimseyen Türkçe ve Japonca korku ifadelerinin karşılaştırıldığı bir çalışmaya henüz rastlanılmamaktadır.

Bu çalışmada, Japoncada ve Türkçede ‘korku’ duygusunun aktarılması esnasında kullanılan korku ifadeleri ele alınıp bedenleşmiş biliş bakış açısı ile içerik analizi ve karşılaştırma yöntemleri ile incelenecektir. Her iki dilde çevrimiçi site ve sözlükler taranıp örneklem derlemesi yapılması düşünülmektedir. Türkçe ve Japoncada vücut bölümleri kullanılarak korku duygusunun aktarılmasının ne şekilde somutlaştırıldığı ve hangi vücut bölümleriyle eşleştirildiği sorularına bilişsel dilbilimden yararlanarak bedenlenmiş biliş bakış açısıyla cevap aranması hedeflenmektedir.

**Anahtar Sözcükler:** Bilişsel Dilbilim, Bedenleşmiş Biliş, Japonca, Türkçe, Korku İfadeleri.

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## Word Order, Case, and First Language Stability

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The nature of first language (L1) attrition in adult bilinguals remains debated. Research suggests second language (L2)-induced L1 attrition in late bilinguals is minimal, primarily affecting lexical access rather than core grammar (e.g., Montrul, 2008). Some argue that adult L1 attrition is better understood as temporary L2-to-L1 transfer rather than permanent restructuring (e.g., Schmid & Köpke, 2017). While L2 influence is thought to affect online processing rather than underlying grammar (e.g., Sorace, 2011; cf. Gürel, 2002), recent accounts suggest certain morphosyntactic domains may be selectively vulnerable (e.g., Hicks & Domínguez, 2020; Putnam et al., 2019). Further investigation across diverse language pairs is needed to clarify (in)vulnerable areas of L1 grammar.

In light of this background, this study examines whether word order–case interaction is among the vulnerable domains in adult L1 attrition and whether potential L2 effects differ based on immersion in an L2 environment. Two groups of late Turkish-English bilinguals and a monolingual Turkish control group participated in the study. The first bilingual group (n = 30) consisted of Turkish immigrants in an English-speaking country who primarily used English for over eight years. The second group (n = 37) comprised highly proficient Turkish-English bilinguals in Türkiye who frequently used English professionally. The control group (n = 50) included monolingual Turkish speakers in Türkiye. Participants completed a web-based acceptability judgment task using a five-point Likert scale (1 = totally unacceptable, 5 = perfectly acceptable). Stimuli included (un)scrambled (in)definite (non)specific sentences with accusative case and nominalized sentences with genitive case-marked subjects, reflecting the interplay of word order, specificity, and case marking in Turkish (e.g., Kornfilt, 2003; von Heusinger & Kornfilt, 2005). Preliminary data suggest both bilingual groups remain sensitive to these morphosyntactic restrictions despite frequent L2 use. Data collection is ongoing.

**Keywords:** First language attrition, bilingualism, case morphology, word order

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## Pragmatic Functions of Comment Clause Parentheticals in Turkish TED Talks

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This study investigates the communicative functions of comment clauses in Turkish TED Talks, focusing on forms like *bilirsiniz* ‘you know’, *görüyorsunuz* ‘you see’, and *sanırım* ‘I suppose’. As parenthetical pragmatic markers, such clauses enrich spoken discourse by expressing speaker stance and fostering audience engagement (Brinton 2008: 1–2; Kaltenböck 2013: 286; Biber et al. 2021: 198–199).

While prior Turkish research has addressed related phenomena—sentence-initial verbs (Turan et al. 2014) and complement-taking predicates (Zeyrek 2025)—parenthetical comment clauses in planned spoken discourse remain underexplored. To address this gap, the study examines the frequency, positional distribution (initial, medial, final), and pragmatic functions of comment clauses, particularly in how they enhance rhetorical impact and encode epistemic stance.

Clause selection follows syntactic and pragmatic criteria drawn from Brinton (2008) and Heine & Kaltenböck (2021), including: (1) clausality (finite clause with subject + verb), (2) pragmatic detachment (metatextual use), (3) parenthetical flexibility (variable position), and (4) interactional anchoring (1st/2nd person, present tense). For functional analysis, Aijmer’s (2013) variational pragmatic model is adopted, identifying interactional (engagement), textual (structuring), and attitudinal (stance-marking) uses. Heine & Kaltenböck’s (2021) cooptation model further supports analysis of metatextual and discourse-organizing roles.

A corpus of ~30 Turkish TED Talks (approx. 5–6 hours of speech) will be transcribed and manually annotated. Due to TED Talks’ monologic and formal style, the dataset provides a manageable yet representative sample. Quantitative analysis will assess frequency and position; qualitative analysis will address pragmatic function. Findings are expected to show that comment clauses promote coherence, speaker stance, and audience rapport. By adapting the comment clause framework to Turkish formal speech, the study contributes to both Turkish discourse analysis and broader cross-linguistic pragmatics.

**Keywords:** parenthetical comment clauses, planned spoken discourse, pragmatic functions, positional flexibility, cooptation

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## Processing Post-Verbal Elements in Turkish

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This study aims to provide an experimental analysis of the processing of universal and existential quantifiers in the post-verbal domain in Turkish. While Turkish has been argued to be scope-rigid as shown in (1), disallowing inverse scope (Kelepir, 2001; Demirok, 2021), it has been claimed that post-verbal object quantifiers may allow inverse scope (Kırcalı et. al, 2021; Kornfilt, 2005; Kural, 1997; Öney, 2023, a.o.).

- (1) [Bir çocuk] [her kız]-ı gör-dü.  
one kid every girl-ACC see-PST  
=  $\exists x [kid(x) \wedge \forall y [girl(y) \rightarrow see(x, y)]]$  SURFACE  
 $\neq \forall y [girl(y) \rightarrow \exists x [kid(x) \wedge see(x, y)]]$  INVERSE
- (2) [Bir kız] bak-tı [her çocuğ]-a  
one girl look-PST one kid-DAT  
'A girl looked at every kid.'  
=  $\forall y [kid(y) \rightarrow \exists x [girl(x) \wedge look(x, y)]]$  INVERSE

To test earlier reports in the literature, we aim to experimentally investigate to what extent quantifiers in the post-verbal domain violate scope-rigidity based on factors such as i) the type of the quantifier and ii) the subject/object asymmetry.

The experiment will target 40 native speakers as participants, aged between 18 and 24. and will be conducted on the PCIBex platform. The experiment will last approximately 15 minutes, including a total of 12 stimuli (including filler items). Each item consists of a sentence as in (2) followed by a two-choice question related to it, as in (3). Participants' responses will crucially allow us to interpret whether object quantifiers in the postverbal domain have to reconstruct to their base position or can be interpreted as scoping above the preverbal subject, in violation of scope-rigidity.

- (3) Çocuklara kaç kız baktı?  
a. Birden fazla.  
b. Bir.

**Keywords:** syntax, experimental linguistics, scope, post-verbal domain, scrambling

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## Ulusal Yabancı Dil Sınavlarında Okuma Metinlerine Yapılan Müdahaleler: Metinsellik ve Anlam Bütünlüğü Üzerine Bir İnceleme

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ÖSYM tarafından yaklaşık yarım yüzyıldır YDT, KPDS, ÜDS, YDS adlarıyla yabancı dil sınavları yapılagelmektedir. Zorluk düzeyleri, soru sayıları, amaçları bakımından farklılık gösteren bu sınavların ortak noktası okuma-anlama becerisini ölçen sınavlar olmasıdır. Bir diğer benzer yönleri ise soru hazırlama sırasında özgün metinlere yapılan müdahalelerdir. Bu çalışma, Türkiye’deki ulusal yabancı dil sınavlarında çoktan seçmeli okuma anlama sorularını hazırlamak amacıyla orijinal metinlere yapılan müdahaleleri incelemektedir. ÖSYM sınav merkezinde görevli uzmanlar bazen metinleri kısaltmak veya farklı paragrafların ilk cümlelerini birleştirerek yapay paragraflar oluşturmak gibi yöntemlere başvurmaktadır. Bazen de anadili İngilizce olmayan kişilerin kaleme aldığı metinlerden soru hazırlamaktadır. Bu tür müdahaleler ve yöntemler sınav gerekliliklerine uyum sağlama amacı taşısa da sıklıkla metinselliğin temel unsurlarını—bağdaşıklık, tutarlılık ve amaçlılık—bozabilmektedir (Beaugrande & Dressler, 1981).

Metin uyarılama ve sınav amaçlı sadeleştirme üzerine yapılan araştırmalar (Weir & Urquhart, 1996; Khalifa & Weir, 2009), söylem yapısına yönelik değişikliklerin bilişsel yükü artırabileceğini ve özellikle ikinci dilde okuma süreçlerini olumsuz etkileyebileceğini göstermektedir. Sonuç olarak üniversiteye girme veya akademisyen olma umuduyla bu sınavlara katılan adaylar gerekli puanları alamamaktadır. Yabancı dil sınavlarında özgün metinler kullanılmaması başarıyı düşürür savıyla başlanan bu çalışmada Beaugrande ve Dresslerin (1981)’in metinsellik kuramı, Rumelhart (1980) ile Carrell ve Eisterhold (1983)’un Şema kuramı, Swellerin (1988) Bilişsel yük kuramı, Messick (1989)’in Geçerlilik kuramı, Alderson (2000) ve Weir (2005)’in Dil testi kuramı, Chall ve Dale (1995)’in Okunabilirlik kuramından yararlanılmıştır. Bu çalışma, metindilbilimsel bir çerçeveye kullanarak açıkça müdahale edilmiş sınav metinlerinden oluşan bir derlem üzerinde analiz gerçekleştirmekte ve müdahale türlerini metinsellik ve anlam bütünlüğü açısından sınıflandırmaktadır. Elde edilen bulgular, dil testlerinde metin değişiklikleri üzerine süregelen tartışmalara katkıda bulunmakta (Alderson, 2000) ve yüksek riskli sınavlarda hem metinsel bütünlüğü koruyarak hem de adalet ve geçerliliği sağlayarak metin uyarılama ve yüzbinlerce adayın geleceğine şekil veren sınavlara soru hazırlama uygulamalarının iyileştirilmesine yönelik çıkarımlar sunmaktadır.

**Anahtar Sözcükler:** metinsellik özellikleri, metin müdahaleleri, okuduğunu anlama, yabancı dil sınavları

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## Türkçe Duygu Sözcükleri: Dağınık Dil Verisi ile Başa Çıkmak

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Araştırmalar, evrensel olarak kabul edilen en az beş temel duygunun bulunduğunu göstermektedir (Ekman, 1999). Duygular, sözlü ipucu barındırmayan yüz ifadeleri, sözlü ipuçları barındıran duygu sözcükleri ve çıkardıkları sesler, noktalama işaretleri, emoji ve diğer yazılı ifadeler aracılığıyla belirlenebilmektedir. Duyguların nasıl ifade ve kategorize edildiği, aynı dilde ve diller arasında farklılık göstermektedir (Harkins & Wierzbicka, 2010; Jackson et al., 2019; Russell et al., 2013). Bu çalışma, duygu ifadelerinin günlük dilde nasıl kullanıldığını incelemek için Büyük Veri, derlem ve deneysel yöntemleri bir arada kullanmayı hedefleyen kapsamlı bir projedir. Bu sebeple, sondan eklemeli bir dil olan Türkçede, sosyal medya gönderilerinden toplanan büyük ölçekli dil veri setine dair genel bir bakış sunulmaktadır.

Twitter'dan –şu anda X– 2019 sonu ile 2022 yılları arasında, 36 aylık bir dönemde veri toplanmıştır (Tablo 1). Bu veriler, seçilen 16 duygu sözcüğü ile bu sözcüklerin türevlerini ve çekimlerini içeren, en az bir hedef duygu ifadesi barındıran tüm twitleri kapsamaktadır. Veriler, Uygulama Programlama Arayüzü (API) yardımıyla elde edilmiştir ve yalnızca Türkçe twitlerden seçilmiştir. Sonuç olarak, çalışmanın amaçlarına ulaşmak için analiz edilecek 6.262.136 twitten oluşan bir veri elde edilmiştir. Bulgular, twitlerde yer alan duygu sözcüklerinin kullanım sıklıklarının şu şekilde sıralandığını göstermektedir: güvenme > üzülme > sevinme > ümit etme > hüzünlenme > öfkelenme > neşelenme > korkma > kızgın olma > kibirlenme > umut etme > şaşırma > kızmış olma > kızdırma > tikslenme > aşağılama > iğrenme > küçümseme.

Doğal dil verisi söz konusu olduğunda, aşağıda sıralanan sebeplerden ötürü ciddi zorluklarla karşılaşılacaktır: (1) Türkçenin sondan eklemeli ve son ekli bir yapıya sahip olması. Hedeflenen duygu sözcüklerine ulaşabilmek için “iğrençlik”, “tiksinilme”, “sevindirebilme”, “şaşırsın” vb. türetilmiş kullanımları çıkarmak zorunda kaldık (Tablo 2). (2) Altbiçimbirim ve özel isimler içeren yapılar. Kız(mak) (sinirlenmek) vs. kız (kız çocuğu) gibi altbiçimbirim içeren verilerin çıkarılması gerekti. Ek olarak, bazı duygu sözcükleri Ümit Bey, Korkut Eken, Umut Nayır, Cevheri Güven vb. özel isimlerden de oluşmaktadır. (3) Teknik zorluklar (Tablo 3). “şaş+” yerine “sas”; “üz+” yerine “yeryüzü”.

Türkçe verilerin otomatik olarak toplanması ve kodlanması sürecinin oldukça zahmetli olması, doğal dil işleme alanında çalışan hesaplamalı dilbilimciler, derlem dilbilimciler ve bilgisayar bilimcilerinin otomatik işlenmiş veriler üzerinden genelleme yaparken son derece dikkatli olmaları gerektiğini ortaya koymaktadır.

**Anahtar sözcükler:** Duygular, Anlambilim, Derlem Dilbilim, Büyük Veri

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## Establishing Epistemic Stance in Fortune-Teller Discourse: An Interactional Sociolinguistic Analysis

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Fortune-telling with Turkish coffee cups is a sociocultural ritual and a culturally specific speech event (Eröz, Efeoğlu-Özcan & Başaran Uysal, 2025), predominantly practiced among women, in which epistemic stance plays a central role in constructing meaning (Rampton, 2019). This study examines the spoken discourse of a professional fortune teller in Turkey through an interactional sociolinguistic lens, focusing on how epistemic stance is linguistically constructed and negotiated within this ritualized context. Drawing on data from three naturally occurring fortune-telling sessions in Ankara, the analysis identifies key linguistic markers of epistemic positioning, including epistemic verbs (e.g., *saniyorum*, *zannediyorum*), reported speech (e.g., *diyor*), expressions of certainty (e.g., *gördüğüm kadarıyla*), and modal constructions utilizing the suffix *-(y)Abil-* (e.g., *olabilir*, *dönüşebilir*). These markers serve to both hedge and assert knowledge claims, allowing the fortune teller, as an epistemic authority, to dynamically negotiate her epistemic stance in alignment with client expectations.

The study further explores how objects and contextual cues (e.g., coffee cup, ritual space) function as agentive elements in framing discourse, shaping semiotic resources and participation frameworks (Canagarajah & Minakova, 2022; Rampton & Van de Putte, 2024). The analysis further examines how epistemic phrases demonstrate both functional parallels and cultural differences in epistemic marking (Oxbury, Hunt, & Cheshire, 2023). Drawing on interactional sociolinguistics, the paper highlights how framing processes facilitate the layered construction of identities and relationships, emphasizing the fluidity of epistemic stances and knowledge presentation (Gordon & Tannen, 2023). Findings underscore that epistemic positioning is culturally embedded in performative acts and defined by the interactional and semiotic resources within ritualized discourse (Sierra, 2023).

**Keywords:** epistemicity; Interactional Sociolinguistics; Turkish fortune-telling; Discourse Analysis

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## A Genre-Based Analysis of Turkish Coffee Cup Readings: Human versus Artificial Intelligence as Fortune-Teller

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The concept of the future captivates the innate curiosity of people. The desire to know about the future to alleviate the uncertainties, to be aware of the positive or negative situations that await people in their lives have triggered the emergence of many practices across cultures. People have sought to learn about the future in many ways throughout the millennia, and they have devised multiple methods (Akkök, 2019). Turkish coffee fortune-telling ritual is one such social practice that creates a narrative around a person's past, present, and future (Alagözlü, 2007). With the impact of digitalization today, Turkish coffee fortune-telling practices have undergone a significant transformation, evolving beyond their traditional oral and face-to-face dynamics into AI-generated applications, fundamentally altering both their contextual framework and performative elements. This study explores this cultural-technological transition through a genre-based discourse analysis by applying Swales's (1990) move analysis framework and Bhatia's (1993) seven-step approach to the analysis of unfamiliar genres. Specifically, we investigated the comparative rhetorical organization of Turkish coffee cup readings produced by a human fortune-teller versus an AI-powered application, examining the distinctive linguistic features, discursive patterns, and symbolic interpretations that characterize each modality.

Our analysis revealed significant differences in narrative construction between the human fortune-teller and AI-powered application. The human fortune-teller demonstrated greater fluidity and adaptability, weaving interpretations that connected specific symbols with broader thematic topics. In contrast, the AI application employed a more structured approach, systematically drawing from a wider range of symbols to create comprehensive yet formulaic narratives. Semiotic analysis highlighted profound differences in symbol usage, with AI demonstrating a tendency to incorporate a more diverse symbolic vocabulary, suggesting its programmed utilization of an extensive symbolic lexicon. Despite these differences, both human and AI interpretations maintained the linguistic and stylistic traditions characteristic of Turkish coffee fortune discourse, employing vocabulary that evokes mystery. This study contributes to our understanding of how traditional cultural practices adapt to technological advancement, revealing both preservation and transformation of discursive elements as fortune-telling transitions to digital platforms.

**Keywords:** Genre-based discourse analysis, coffee cup reading, fortune-telling, AI-generated fortune-telling, fortune-telling apps

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## Language Use, Choice, and Dominance Among Third-Generation Turkish Speakers in the Netherlands

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Based on a TUBITAK project conducted in the Netherlands, this presentation discusses the language usage, choices, and dominance of third-generation Turkish youngsters growing up in the Netherlands. Literature shows limited evidence of language dominance among third-generation Turkish speakers in the Netherlands. By using the Rapid Automatized Naming (RAN) test, Language Dominance Test (LDT), Self-Rating Scales (SRS), and a language use-choice survey, this study explores the relationship between language dominance and intergenerational heritage language transmission. Since 2004, the learning and teaching of Turkish in mainstream schools have not been allowed (Yagmur, 2016), which has led to considerable language shift and loss of mother tongue skills among Turkish speakers. Despite societal pressures for linguistic assimilation, Turkish immigrants have maintained their heritage language well (Yagmur & van de Vijver, 2022). Nevertheless, there is an ongoing language shift among the third and fourth generations of Turks. To identify the extent of language shift, data collected from 79 third-generation informants (ages ranging from 9 to 20, with a mean age of 13,5) are analyzed for this presentation. The reliability analysis conducted on the dataset shows a very high alpha score for the language use and choice survey (Alpha = .887 of 27 items). Analysis of variance (ANOVA) shows stronger language dominance in Dutch compared to Turkish among third-generation children growing up in the Netherlands. Compared to earlier studies, these findings indicate higher levels of language shift among third-generation Turkish bilinguals.

**Keywords:** language use, language dominance, Turkish speakers in the Netherlands

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## Türk Ulus Kimliğinin İnşası ve Dönüşümü: Söylem-Tarihsel bir Yaklaşım

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Ulus kimliği kavramı, bir ulusun ortak dil, tarih, kültür, değer ve tutumları çerçevesinde şekillenen kolektif aidiyet algısını ifade eder. Anderson (1983)'ün "Muhayyel Cemaatler" kavramında belirttiği üzere, uluslar organik süreçler sonucunda ortaya çıkmaz; aksine ideolojiler, söylemsel uygulamalar ve sembolik süreçler aracılığıyla iktidar tarafından inşa edilir. Çalışmamızda, Türkiye Cumhuriyeti'nin kuruluşundan günümüze kadar olan süreçte, ulus kimliğinin söylem yoluyla nasıl inşa edildiğini ve dönüştüğünü incelemeyi amaçlıyoruz. Araştırmamızda, Türkiye Cumhuriyeti tarihini 1923-1938 (kuruluş dönemi) ve 2010-2025 (güncel dönem) olmak üzere iki ana dönem olarak ele alıyoruz. Bu dönemlerde Türkiye Cumhuriyeti Cumhurbaşkanı olarak görev yapmış olan Mustafa Kemal Atatürk, Abdullah Gül ve Recep Tayyip Erdoğan'ın konuşmalarını Ruth Wodak (2015)'in Söylem Tarihsel Yaklaşımı (STY) çerçevesinde karşılaştırmalı olarak çözümlüyoruz. Belirlediğimiz zaman aralıkları içerisinde bu liderlerin gerçekleştirdiği konuşmaları "halka hitaplar", "meclis açılış konuşmaları" ve "özel gün/bayram hitapları" olmak üzere üç ulam altında inceleyerek, Türk ulus kimliğinin söylem yoluyla inşasını ve baskın söylemin zaman içerisinde geçirdiği dönüşümü çözümlmeyi; bu süreçte öne çıkan, değişmeyen ve farklılaşan unsurları belirlemeyi hedefliyoruz.

Wodak ve Meyer (2009)'a göre söylem tarihsel yaklaşım; söylemin dilsel özelliklerini toplumsal ve tarihsel bağlamla ilişkilendirerek, kimlik inşa süreçlerinin anlaşılmasına olanak tanır. Biz de çalışmamız kapsamında, toplamda 231 metin içerisinde rastgele örneklem yöntemiyle seçilen 30 metni, Wodak (2015)'in söylem tarihsel yaklaşımı çerçevesinde belirlediği beş temel strateji (adlandırma, yükleme, savlama, çerçeveleme ve azımsama/yoğunlaştırma) açısından inceliyoruz. Türkiye'de ulus kimliği inşasını inceleyen çalışmaların şimdiye kadar genellikle yalnızca tarihsel, sosyolojik veya politik çözümlere dayanması ve Eleştirel Söylem Çözümlemesi yöntemi kullanılarak Türkiye tarihini bütünsel bir şekilde dilbilimsel bağlamda ele alan araştırmaların kısıtlı olması, çalışmamızın özgün boyutunu oluşturur.

Çalışmamızda, Türk ulus kimliğinin, Cumhuriyet'in kuruluş döneminde çağdaş, aydınlanmacı ve seküler bir Türklük bilinci üzerinden kurgulanırken, 2010 sonrası dönemde dinsel göndermeler ve ümmet bilincinin harmanlandığı, iç ve dış tehditlere karşı daha korumacı bir yaklaşım benimseyen yeni bir Türklük anlayışı üzerinden ve yeni bir söylemle yeniden inşa edildiği savlıyoruz. Araştırmamızın sonuçları doğrultusunda ise ulus kimliği inşasının iktidarın değişen mekanizmaları ile geçirdiği söylemsel dönüşümü ve politik aktörlerin söylemin bu dönüşümündeki belirleyici rolünü de ortaya koymayı hedefliyoruz. Sonuç olarak, bu bulguların Türkiye'de ulus kimliği tartışmalarına yeni bir kuramsal bakış açısı sunmasının yanı sıra, kimlik siyasetinin çağdaş biçimlerini anlamamıza da katkı sağlayacağını öngörüyoruz.

**Anahtar Sözcükler:** Ulus kimliği, söylem çözümlemesi, ulusal kimlik inşası, Türkiye Cumhuriyeti, söylem tarihsel yaklaşım

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## Does Grammatical Number Have a Direction?

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The Spatial-Numerical Association of Response Codes (SNARC) effect is individual's tendency to respond faster to smaller numbers with their left hand and to larger numbers with their right hand (Dehaene et al., 1993). This effect is explained by the "Mental Number Line" hypothesis (MNL). Although previous studies have reported inconsistent findings regarding the SNARC effect in Turkish (Bulut et al., 2022), its presence in the domain of grammatical number remains unexplored.

The present study investigates whether the SNARC effect can be observed in the processing of grammatical numbers in Turkish. That is, the experiment tests whether responses with the left hand to singular nouns and with the right hand to plural nouns are faster, mirroring the numerical SNARC effect.

A total of 86 native Turkish speakers participated in the study, which consisted of two phases: (1) a Go/No-Go Lexical Decision Task, and (2) a Grammatical Number Judgment Task (Typical Block: singular-left, plural-right; Atypical Block: reversed mapping). Reaction times and accuracy rates were recorded. The stimuli were balanced across two lists containing 20 target words, 20 fillers, and 40 nonwords.

Independent Sample T-test revealed that participants responded more slowly in the Atypical Block compared to the Typical Block. The mean difference for singular stimuli was 71.2 ms ( $t = 2.74$ ,  $p = .008$ ), while for plural stimuli, it was 84.2 ms ( $t = 2.62$ ,  $p = .011$ ). These findings suggest that a typical SNARC effect emerges in the processing of grammatical numbers in Turkish, indicating a potential link between numerical cognition and linguistic processing.

Given that SNARC effects in grammatical number processing have been observed in only a few languages (e.g., German; Roettger & Domahs, 2015), this study provides novel evidence that Turkish speakers access quantity representations when processing linguistic numbers.

**Keywords:** SNARC Effect, Grammatical Number, Turkish

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## Çevrim İçi Metinlerin Okunabilirliği ve Kullanıcı Deneyimi: Multimodal UX Uygulamalarıyla İyileştirme Yaklaşımı

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Geleneksel okuma alışkanlıkları, dijital çağla birlikte köklü bir dönüşüm geçirmektedir. Artık kullanıcılar metinleri satır satır okumak yerine, metinleri hızla tarayarak ihtiyaç duyduklarını bilgiyi bulma eğilimindedirler. Pernice, Whitten ve Nielsen (2020), bu yeni okuma biçimini “tarama” (scanning) olarak tanımlamış ve çevrim içi içeriklerin yalnızca bilgi aktarmakla kalmayıp aynı zamanda kullanıcı deneyimini de şekillendirdiğini vurgulamışlardır. Bu bağlamda, bu çalışma şu temel soruya yanıt aramaktadır: “Çevrim içi ortamlarda metinlerin okunabilirliği, kullanıcı deneyimiyle nasıl bütünleştirilebilir ve iyileştirilebilir?”

Çalışmanın amacı, çevrim içi metinlerin kullanıcıların bilgiyi hızlıca tarama alışkanlıklarına uyum sağlayacak şekilde, görsel öğeler, işitsel destekler ve etkileşimli unsurlar ile zenginleştirilerek tasarlanmasını sağlamaktır. Bu bağlamda, çevrim içi okuma uygulamalarının kullanıcı deneyimi üzerindeki etkisi derinlemesine incelenecektir. Çalışmanın özgün katkısı, okuma davranışını yalnızca okuma hızı ve anlama düzeyi ile sınırlı tutmayıp aynı zamanda multimodal UX kompozisyonları bağlamında kullanıcıların okuma alışkanlıklarını değerlendirmesidir. Bu doğrultuda, incelenecek metinler hem görsel hem işitsel öğelerle zenginleştirilmiş; çoklu modalitelerle desteklenmiş bütüncül içerik yapıları olarak tasarlanacaktır.

Çalışmada, Pernice, Whitten ve Nielsen (2020) tarafından tanımlanan tarama modelleri — F pattern, layer cake pattern, spotted pattern ve commitment pattern — temel kuramsal çerçeve olarak kullanılacaktır. Araştırma kapsamında hazırlanan metinler, bu tarama desenlerine uygun biçimde özel olarak tasarlanacak, ardından deney gruplarına sunulurken her bir desenin kullanıcı üzerindeki etkisi karşılaştırmalı olarak analiz edilecektir.

Kullanıcıların bu tarama desenleri doğrultusunda önemli bilgilere ne kadar hızlı ulaşabildikleri, bu bilgileri ne ölçüde akılda tutabildikleri ve okuma sürecinden ne derece memnun kaldıkları gibi ölçütler detaylı bir şekilde incelenecektir. Bu analizler sonucunda, çevrim içi metinlerin okunabilirliği ile kullanıcı deneyimi arasındaki ilişki multimodal UX (kullanıcı deneyimi) yaklaşımları çerçevesinde değerlendirilecektir. Araştırma, kullanıcıların metinleri daha kolay algılayabilmesini sağlayacak yenilikçi tasarım önerileri geliştirmeyi hedeflemektedir. Elde edilecek bulgular, yalnızca dijital metinlerin biçimsel düzenlemelerine katkı sunmakla kalmayacak, aynı zamanda genel anlamda çevrim içi platformlarda kullanıcı deneyiminin nasıl daha etkili ve verimli hale getirilebileceğine dair yol gösterici bir çerçeve sunacaktır.

**Anahtar Sözcükler:** Okunabilirlik, kullanıcı deneyimi, multimodal UX uygulamaları.

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## Metadiscourse Use in Turkish Travel Vlogs: A Multimodal Perspective

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Travel vlogs “function as word-of-mouth to stimulate travel intention of viewers” (Cheng, et al., 2020) as well as offering informative travel guides. Travel vloggers promote interpersonal communication by building relationship with their viewers to encourage interaction such as receiving likes, comments, view counts and having subscribers (Nyungen et al., 2023) through the use of linguistic and multimodal resources. To this end, this study aims at discovering how travel vloggers utilize metadiscourse to inform, persuade, and engage with their viewers. Considering the highly multimodal nature of travel vlogs (e.g., linguistic resources, gesture and gaze, objects in view, camera-angle and post-production tools), unveiling metadiscourse use in YouTube travel vlogs with a multimodal perspective is necessary to fully grasp how travel vloggers interact with their product and their viewers. To achieve its aims, Ädel’s (2010, 2023) taxonomies of metadiscourse are adopted as the theoretical frameworks of the current study and corpus linguistics methodologies are employed for data collection and analysis. Accordingly, A smaller set of the specialized multimodal corpus consisting of 12 selected YouTube travel vlogs in Turkish are analyzed with a corpus-assisted approach to identify the metadiscourse units and their functions according to all the categories in Ädel’s (2010, 2023) taxonomies. The findings of the study will enlarge the scope of Ädel’s (2010, 2023) taxonomy of metadiscourse by going beyond the academic genre and including new forms of personal metadiscourse and categorizing them with new discourse functions, as well as adding multimodal aspect dimension to it. Overall, the findings can serve as useful guidelines for Turkish travel vloggers who need assistance or who target more view counts and subscribers. In addition, it provides significant insights for contemporary Turkish used in online communication and thus learners of Turkish language can make use of the outcomes of the present study to keep up with the everchanging dynamics of online communication and employ them in both their personal and professional lives.

**Keywords:** *metadiscourse, multimodality, travel vlogs, online communication, YouTube*

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## Dynamics of a Writing System: (Almost) 100 Years of Turkish Orthography in Latin Script

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In the talk, we ask how the development of orthographic practice in (almost) one hundred years of Turkish Latin script is related to the orthographic norm as expressed in spelling guides.

Turkish orthography, like all orthographies, relates to different grammatical levels and, like all linguistic subsystems, is subject to synchronic and diachronic changes or shifts in its systematics. At the same time, however, the orthography of Turkish has been under close academic and public scrutiny since the beginning of the republican era due to the close connection between language and script reform and the Kemalist modernisation project. Thus, an examination of the development of the orthography of Turkish must pay particular attention to the normative academic and public discourses that have accompanied it and have persistently attempted to influence it, for example in the form of spelling guides

We proceed empirically and base our investigation on two corpora, namely i) a collection of 13 spelling guides, collected over the whole period from 1928 to now and ii) issues of the daily newspaper *Cumhuriyet* from 1930 to now (approx. 111.000 tokens in total, with approx. 5.100 tokens every five years).

In the presentation, we focus on phenomena from different grammatical domains viz

- Capitalization and lower case,
- the orthographic word,
- the apostrophe,
- the spelling of raised suffix vowels.

We show that the development of the Turkish orthography can be summarized under four dynamics, namely i) grammaticalization (of part-of-speech marking), ii) a tendency towards unification, iii) a development from phonographic to morphological spelling and iv) phonographic harmonisation or de-etymologization. Spelling guides rather seem to follow the developments of the orthographic practice, and they concentrate on certain domains, while others are not covered.

While we are aware of the fact that the (development of) the orthographic practice of *Cumhuriyet*, as an outspokenly Republican oriented newspaper, cannot be generalized to all text types and print media, we conclude that the development of the Turkish orthography in Latin script, as observed in our data, supports the view of orthography as a linguistic subsystem in its own right.

**Keywords:** Turkish orthographic practise, Turkish spelling guides, language change, corpus linguistics

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## The Diachrony of Co-Headed Verbs in the Lineage of Kazakh

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The literature has been fascinated by the complicated system of tense-aspect-modality expressions found in Kazakh (e.g. Akbaba, 2011; Muhamedowa, 2015; Györfi, 2022). Among these, there are c. 30 periphrastic V+V constructions, which I refer to as *co-headed verbs* (CHVs, including descriptive/auxiliary/vector verbs, e.g. [converb B + *ket*] ‘RESULTATIVE’). This paper maps the development of CHVs in the lineage of Kazakh and in varieties beyond, from the Orkhon inscriptions until early modern and modern Kazakh. The main result is a morphosemantic map starting from 9 CHVs in the earliest sources (e.g. Rentzsch, 2011) that, as I argue, structurally stabilize in the converbial constructions, and step by step, gain another 21 CHVs by an analogical mechanism. In line with recent work on analogy (Bybee, 2010; Fischer, 2011; Kiparsky, 2015), I argue for three key stages in the development of elaborate CHV systems, such as the one we find in Kazakh: 1) the establishment of the analogical example, 2) the relatively rapid growth of elements, and 3) a plateau where the process slows down. These stages, on a large scale, represent an S-curve (Blythe & Croft, 2012).

As opposed to Butt’s works (e.g. Butt & Lahiri, 2013), I argue that Turkic CHV systems evolve relatively quickly, evidenced by their expanse and the concurrent semantic diversification of the CHVs. In general, CHVs become semantically more specific (e.g. *generic perfective* → *completive* and *propinquitive*). From a morphosyntactic perspective, we observe the *desemanticization* and *decategorization* (Heine, 1993) of converbs that mark the lexical verb in the CHV construction. The study takes a panchronic, multivariate approach based on published grammars and processed primary sources. Apart from Turkic, a synchronic sample of 40 other languages with elaborate CHV systems is mentioned in an argument suggesting that these systems have certain commonalities in their evolution, e.g. the preference of some intransitive lexical verbs to grammaticalize before others (cf. Kuteva et al., 2019; Heine, 1993b), which leads to a diachronic ordering that is, by and large, confirmed by the Turkic data (GO > BE > PUT > COME > GIVE...).

**Keywords:** light/auxiliary verbs, complex predicates, diachrony, language evolution

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## Karşılıklı Konuşmada Yineleme Kullanımı: Türkçe Gündelik Söylemden Kanıtlar

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Karşılıklı konuşmada dil kullanıcıları tarafından başvuru dilsel pratiklerden biri olarak yineleme bir konuşucunun kendi sözcesini ya da başka bir konuşucunun sözcesini bir biçimde tekrarlamasıdır. Türkçe alanyazında yinelemelerin özellikle karşılıklı konuşmada ortaya çıkan tür ve işlevlerine ilişkin sınırlı sayıda çalışma yer almaktadır. Bu nedenle, bu çalışmada Türkçe gündelik söylemde yinelemelerin tür ve edimbilimsel işlevlerinin Karşılıklı Konuşma Çözümlemesi çerçevesinde belirlenmesi hedeflenmektedir. Arkadaşlar arasında geçen on saatlik Türkçe gündelik konuşma kayıtları çalışmanın veritabanını oluşturmaktadır. Çalışmada öncelikle alanyazın bulgularına dayanılarak yinelemeler, yinelemenin kaynağı (kendini yineleme ya da diğer konuşucuyu yineleme), yinelemenin yeri (yakın yineleme, gecikmeli yineleme ve uzak yineleme) ve yinelemenin korunma derecesi (birebir yineleme ve değiştirilmiş yineleme) olmak üzere ana ve alt türlere ayrılmıştır. İkinci olarak, yinelemelerin gündelik söylemdeki edimbilimsel işlevleri alanyazın bulguları ışığında derlenmiş ve karşılıklı konuşmanın akışını sürdürme, karşılıklı konuşmanın içeriğini genişletme ve toplumsallaşma işlevleri olmak üzere üç ana işlev grubu altında toplanmıştır. Çözümleme aşamasında veritabanında yinelemelerin tür/alt tür ve işlevleri incelenmiş ve sıklık değerleri elde edilmiştir. Bulgularımız, yinelemenin kaynağı türünde kendini yinelemelerin (%64.3), diğer konuşucuyu yinelemelerden (%35.7) daha sık kullanıldığını; yinelemenin yeri türünde ise gecikmeli yinelemelerin (%75.7) yakın yinelemelerden (%16.7) ve uzak yinelemelerden (%7.6) daha sık kullanıldığını göstermiştir. Diğer taraftan, yinelemenin korunma derecesi türünde veritabanında en sık kullanılan yineleme alt türünün birebir yineleme (%54.1) olduğu, değiştirilmiş yinelemelerin kullanım sıklığının ise % 45.9 olduğu saptanmıştır. İki oran ve ki-kare testleri bu kullanım oranları arasındaki farkın istatistiksel olarak anlamlı olduğunu göstermiştir. İşlev gruplarının kullanım sıklığına göre yapılan çözümlemede karşılıklı konuşmanın içeriğini genişletme (%56.8) işlevlerinin daha sık kullanıldığı; alt işlevler açısından ise yinelemelerin en çok diğer dillerde olduğu gibi vurgulama (%30.8) işleviyle kullanıldığı saptanmıştır. Çalışmanın sonuçları, yinelemelerin bir konuşma topluluğunun üyeleri tarafından gündelik yaşamda dizgesel olarak kullanılan dilsel araçlar olduğunu göstermiştir.

**Anahtar Sözcükler:** Yineleme, Gündelik Söylem, Karşılıklı Konuşma Çözümlemesi, Yineleme Türleri, Yineleme İşlevleri

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## The Interaction Between the Transposed Letter Effect and Selective Attention: A Pupillometry Study

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The transposed letter effect (TLE), where words with their middle letters moved are still recognized correctly, has been demonstrated across tasks (sentence reading, lexical decision, masked priming) and languages, including Turkish (Blythe et al., 2014; Barber et al., 2012; Duñabeitia et al., 2009; Çağlar, 2019; Kahraman & Kırkıcı, 2021). This study investigated TLE through pupillometry in relation to selective attention (SA) and explored its connection to the sonority hierarchy. The correlation between SA levels and TLE in native Turkish speakers was measured using the pupillometry, which indicates cognitive and perceptual mechanisms in information processing. The study aimed to answer the following questions: a) Does TLE elicit a cognitive effect that is reflected in pupil dilation? b) Does sonority hierarchy have an impact on TLE? c) Is there an interaction between TLE and SA in Turkish, and if so, is it visible through pupil dilation response (PDR)? Our study, which was conducted through two experiments, included 51 (30F, 21M) adult native Turkish speakers. In Experiment 1, participants' PDR were recorded using the Eyelink 1000+ eye tracking system, while in Experiment 2, their SA levels were measured with the Flanker task. For Experiment 1, 79 transposed words, their non-transposed forms, and 70 animal words as distractors were randomly presented. The third and fourth letters (the transposing letters) of six-letter targets were categorized into sub-conditions (9-9, 9-3, and 3-9) based on Turkish's sonority hierarchy. Participants were instructed to judge whether the word was an animal or not. In Experiment 2, a Flanker task was customized to align with the Experiment 1. The task was divided into high- and low-load conditions to assess the attention levels. Participants were asked to classify letter sequences as congruent (KKKKK) or incongruent (KKYKK). For statistical analysis, preprocessing was done by using *PupilPre* (Kyröläinen et al., 2019) in R. Generalized additive mixed models was used to calculate non-linear differences in time-based reaction changes. Results have shown strong significance in PDR between transposed and non-transposed conditions ( $p < 0.001$ ). However, when sonority conditions were included, (9-3) and (9-9) conditions exhibited lower significance ( $p < .05$ ). In terms of the SA and TLE interaction, a Linear Mixed-effects Model was used. Results revealed a strong significance between the reaction time in low perceptual load and the PDR in TLE ( $p < .001$ ). Overall results implied a PDR sensitivity confirmed an interaction between TLE and SA.

**Keywords:** phonology, TLE, sonority hierarchy, selective attention, pupillometry

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## Where AI Fails: Disambiguation Challenges in Turkish

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Artificial intelligence (AI) has come a long way in natural language processing. However, its capacity to handle the subtleties of human languages, especially those that are morphologically complex such as Turkish, is still limited. This paper discusses the linguistic limitations of AI, with specific focus on its incapacity to handle ambiguous sentences and its inherent dependence on linguistic performance rather than competence. The author will argue that contemporary AI systems, trained on large corpora of performance-based evidence, learn mainly statistical patterns, failing to capture the underlying grammatical rules and semantic subtleties that comprise true linguistic competence. This performance-driven approach carries significant difficulties in managing ambiguity, a ubiquitous feature of Turkish morphology where word order, case marking, and agglutination are all crucial in resolving ambiguity. By providing specific examples of ambiguous sentences in Turkish as well as the responses generated by AI, this paper will highlight the limitations of current AI systems. This paper will also probe the implications of training data mostly being representative of performance, leading to output that also mirrors these limitations. This paper will argue that there must be a shift in paradigm towards AI models involving deeper linguistic knowledge, moving beyond pattern matching to facilitate true language understanding. This shift is critical to developing AI systems that can effectively process languages with rich morphological structures and inherent ambiguity, such as Turkish, and ultimately close the gap between artificial and human language processing capabilities.

**Keywords:** Artificial Intelligence (AI), Linguistic Limitations, Turkish, Ambiguity, Linguistic Competence, Linguistic Performance.

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## Özgün ve Kısaltılmış Öykü Metinlerinde Üstsöylem Belirleyicilerinin Kullanımı

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Yazar ile okuyucu etkileşiminin incelenmesi son yıllarda söylem çalışmalarında önemli bir konu haline gelmiş ve bu etkileşimin incelenmesi yazarların farklı bağlamlarda ve farklı türlerde belirli bir bakış açısına göre oluşturdukları metinlerde okuyucularını ikna etmek için etkileşime girme yollarını (Fu ve Hyland, 2014, s. 122) ortaya çıkarmıştır. Yazar okuyucu etkileşimini ortaya çıkarmak için çeşitli kuramlar bulunsu da son dönemde metinlerde yazar ile okuyucu arasındaki etkileşimi sağlayan, metni bağlamsal olarak anlamlandırmayı kolaylaştıran ve söylem içerisinde tutarlılığı sağlayan dilsel unsurlar olarak tanımlanan (Hyland, 2005) üstsöylem; en kapsamlı ve geçerli bir model olarak varlığını sürdürmektedir. Bu bağlamda çalışmada Hyland (2005)'in üstsöylem modelinden yararlanılarak belirli bir amaç çerçevesinde kısaltılmış olan kurgusal metinlerin yazar duruşunu üstsöylem belirleyicileri aracılığıyla ne ölçüde verdiği araştırılmıştır. Kısaltılmış öykü metinlerinde ve bu metinlerin özgün biçimlerinde kullanılan bilgi odaklı etkileşimli ve alıcı odaklı etkileşimli üstsöylem belirleyicileri ayrı ayrı tespit edilerek üstsöylem belirleyicilerinin kullanımı açısından aralarında fark olup olmadığı belirlenmiştir. 2024-2025 öğretim yılında ortaöğretimde okutulan Türk Dili ve Edebiyatı ders kitaplarında “kısaltılmış” olduğu belirtilen öykü türü metinlerde kullanılan üstsöylem belirleyicileri ile bu öykülerin özgün biçimlerinde kullanılan üstsöylem belirleyicileri 1000 sözcük başına düşen oranlar üzerinden hesaplanarak aralarında anlamlı bir fark olup olmadığı ki-kare analizi ile tespit edilmiştir. Böylece metinsellik ölçütlerinin yanı sıra kısaltılmış metinlerde üstsöylem belirleyicilerinin ölçüt olup olmayacağı ortaya konmaya çalışılmıştır. Çalışmada amaçlı örneklem çerçevesinde ortaöğretim ders kitaplarında 82 kısaltılmış metin tespit edilmiş bu metinler kurgusal bir tür olan öykü ile sınırlandırılarak 9 öykü metni araştırmanın veri tabanı olarak seçilmiştir. Çalışmada belli bir kazanım çerçevesinde oluşturulmuş kısaltılmış metinlerde üstsöylem belirleyicilerinin ne ölçüde kullanıldığı ve özgün metin ile kısaltılmış metin arasında kullanım sıklığı açısından anlamlı bir fark olup olmadığı belirlenerek kısaltılmış metinlerin yazar duruşunu temsil yeterliği ortaya çıkarılmaya çalışılmıştır.

**Anahtar Sözcükler:** Öykü, üstsöylem, kurgusal metin, yazar duruşu, kısaltılmış metin

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## Boş Özne Değiştirgeni ve Türkçe

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*Boş Özne Değiştirgeni* (Null Subject Parameter) temel olarak eylem üzerindeki uyumdan dolayı özne konumundaki adılların düşürülebileceği görüşüne dayanır (Jespersen, 1924; Perlmutter, 1971). Ancak Japonca, Korece, Çince gibi birçok dilde yüklemcil uyum yer almamasına rağmen özne konumundaki adıllar düşürülebilir. Bu noktada Roberts & Holmberg (2010), adıl düşüren dilleri sergiledikleri özellikler açısından sınıflandırır. Buna göre diller *sürekli boş özne dilleri* (consistent null subject languages), *kısmi boş özne dilleri* (partial null subject languages) ve *kökten/söyleme dayalı boş özne dilleri* (radical/discourse null subject languages) olarak üçe ayrılır. Bu sınıflandırmayı göz önüne alarak Roberts (2019), adıl düşüren dilleri bir hiyerarşi temelinde ele alır. Söz konusu hiyerarşide Türkçenin belirgin olarak eylem üzerinde *zengin uyum* (rich agreement) özelliği göstermesinden dolayı sürekli adıl düşüren diller ulamında bulunması beklenir. Ancak Türkçe adıl düşürmeyle ilişkili olarak aşağıdaki özellikler açısından kökten boş özne dilleriyle de benzer özellikler gösterir. Buna göre;

a. özneye birlikte nesnenin de düşürülebilmesi,

(1) Neden bu kadar çok kazak aldın? Çünkü (onları) ucuza aldım.

b. Türkçenin *çıplak AÖ'lere* (bare NPs) izin vermesi,

(2) Kitap masanın üstünde.

c. sürekli adıl düşüren diller Montalbetti'nin (1984) *Açık Adıl Kısıtı*'na (Overt Pronoun Constraint) uyarken, Türkçenin gönderimsel öncülün olduğu bağlamda söz konusu kısıta uyması açısından sınırlılıkların olması,

(3) Ali<sub>i</sub> onun<sub>i</sub>\*<sub>j</sub> zeki olduğunu düşünüyor.

d. genel gönderimli öznelerin kimi bağlamlarda yer alabilmesi

(4) (insan) Nerede ne konuşacağını bilmeli.

etmenlerinden dolayı Türkçenin boş özne değiştirgeni açısından hibrit bir dil olabileceğini savlıyoruz. Bu noktada çalışmanın amacı, Roberts'ın (2019) sürekli boş özne dilleri, kısmi boş özne dilleri ve kökten/söyleme dayalı boş özne dillerine yönelik sunduğu özellikleri göz önüne alarak Türkçenin boş özne değiştirgeni açısından sergilediği (hibrit) görünüme ilişkin gözlemlerimizi sunmaktır. Bu doğrultuda boş özne değiştirgeni açısından Roberts'ın (2019) sunduğu hiyerarşideki gibi yalnızca kişi özelliğiyle ulamlaştırma yapmanın yetersiz olduğunu, boş özne değiştirgenini yöneten ara parametreler olabileceğini öngörmekteyiz.

**Anahtar Sözcükler:** boş özne değiştirgeni, Türkçe, sürekli boş özne dilleri, zengin uyum

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## Dil Deneyimi ve Okuma Becerisinin İki Dilli Çocukların Tahmine Dayalı Dil İşleme Becerilerine Etkisi

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Tek dilli çocuklarla yürütülen çalışmalar, çocukların sözcük dizgesini ve ad öbeklerinin aldığı durum eklerini tümce henüz duymadıkları kısımlarına dair tahmin oluşturmak için kullanabildiğini ve okuma becerilerinin tahmin becerilerine olumlu etki ettiğini ortaya koymuştur (örn. Mani & Huettig, 2014; Özge vd. 2019). Bu konuda iki dilli bireylerle yürütülen çalışmalarda genellikle yetişkin yabancı dil konuşucularına odaklanılmış ve iki dilli çocuklar nadir olarak tahmine dayalı dil işleme çalışmalarına konu olmuştur (örn. Karaca vd. 2021). İki dilli çocukların bu araştırmalara dahil edilmesi, tahmin becerilerinin iki dilin erken çocuklukta öğrenildiği durumlarda nasıl geliştiği ve hangi faktörlerin tahmin becerilerine nasıl etki ettiği konusunda bilgilendirici olacaktır. Bu çalışmada iki dilli çocukların dil işleme sürecinde biçim-sözdizimsel ipuçlarını kullanarak tahmin oluşturup oluşturmadıklarının ve okuma becerilerinin ve dil deneyimlerinin tahmin becerilerini nasıl etkilediğinin incelenmesi amaçlanmıştır. Hollanda’da büyüyen ve miras dil olarak Türkçe konuşan iki dilli çocukların tahmin becerileri Türkçe konuşan tek dilli çocuklarla karşılaştırmalı olarak incelenmiştir. Çalışmaya 6-9 yaş arasında 49 Türkçe konuşan tek dilli çocuk ve 30 Türkçe ve Hollandaca konuşan iki dilli çocuk katılmıştır. Katılımcılara bir görsel sahnenin gösterildiği ve bu sahne ile eşleştirilen Türkçe cümlelerin dinletildiği bir görsel dünya paradigmasında göz izleme deneyi uygulanmıştır. Bu cümleler, ilk ad öbeği (AÖ1) belirtme durum eki alacak (*Hızlı tavşanı birazdan şuradaki tilki yiyecek*) veya yalın halde kullanılacak (*Hızlı tavşan birazdan şuradaki havucu yiyecek*) şekilde ve eylemin cümledeki konumu da AÖ1 ve ikinci ad öbeği (AÖ2) arasında veya cümle sonuna olacak şekilde düzenlenmiştir (Özge vd. 2019). Bu cümlelerle eşleştirilen görsel bağlam, AÖ1’i (*tavşan*), eyleyen ögeyi (*tilki*) ve eylemden etkilenen ögeyi (*havuç*) içerecek şekilde tasarlanmıştır. Analizlerde sadece AÖ1 ve AÖ2 arasındaki göz hareketlerine odaklanılmıştır. Tek dilli ve iki dilli çocukların tahmine dayalı dil işleme sürecinde grup seviyesinde farklılıklar gözlenirse de hem eylemin sonda hem de eylemin ortada olduğu tümcelerde iki grubun genel tahmin becerilerinin benzer olduğu gözlenmiştir ( $p>.05$ ). İki dilli çocukların Hollandaca okuma becerilerinin ( $\beta=0.30$ ,  $SE=0.09$ ,  $z=3.41$ ,  $p=.003$ ) ve Türkçeye maruz kalma sıklıklarının ( $\beta=1.34$ ,  $SE=0.37$ ,  $z=3.65$ ,  $p=.002$ ) tahmin becerilerini olumlu etkilediği saptanmıştır. Türkçe okuma becerilerinin ve Türkçe okuma-yazma etkinliklerine katılmalarının ise anlamlı bir etkisine rastlanmamıştır ( $p>.05$ ). Mevcut çıktılar, iki dilli çocukların miras dilde biçim-sözdizimsel ipuçlarını tahmin oluşturmak için kullanabildiklerini, dil deneyiminin iki dilli zihinlerde tahmine dayalı dil işlemede önemli bir rol oynadığını ve literatürde ilk defa okuma becerilerinin iki dilli zihinlerde tahmine dayalı dil işlemede diller arası (Hollandacadan Türkçeye) ve modlar arası (yazılı dilden konuşma diline) bir etkisi olduğunu göstermektedir.

**Anahtar sözcükler:** iki dillilik, dil işleme süreci, bireysel farklılıklar, tahmine dayalı dil işleme

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## Affective Processing in Turkish – English Bilingual Speakers: Evidence from Emotional Stroop Task

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The emotional Stroop task (EST) presents participants with neutral and emotionally charged stimuli, expecting them to identify the color of printed words (1). Variations of the EST in Turkish have primarily been employed in psychiatry and psychology research. Thus, studies investigating how healthy L1 Turkish speakers process emotionally valenced and neutral words remain scarce. Furthermore, limited research sheds light on how proficiency in an L2 influences the processing of emotionally valenced and neutral Turkish words, albeit with early bilinguals and a different methodology and research focus. Monolinguals and bilinguals differed regarding speed and the neural representation of language processing, but not response accuracy (2). Therefore, this study examined how emotionally valenced and neutral Turkish words are processed by 60 monolingual Turkish speakers in comparison to 60 L1 Turkish – L2 English speakers and whether high proficiency in L2 English affects the processing of such stimuli in L1 Turkish. Bilingual participants had at least a B2 level of English proficiency, as indicated by a score of 30 or higher out of 40 on the Oxford Placement Test. The 87 words used in the study, selected among 198 nouns from (3), were classified into three categories: (i) 29 positive words (e.g., tatil), (ii) 29 negative words (e.g., ayrılık), (iii) 29 neutral words (e.g., buhar). The categories were statistically matched triplet-wise in terms of arousal, concreteness, number of letters, and frequency, differing only in valence and dominance ratings. During the experiment conducted in E-Prime 3.0, participants were asked to report the color of the word on the screen as quickly and accurately as possible while ignoring its meaning by pressing the 'Q' key for green or blue words and the 'P' key for yellow or red words. The experiment consisted of 4 blocks, each with 87 trials. Each word was presented once per block in a different ink color between blocks to prevent any potential word-color associations. The findings revealed that valence alone does not affect the speed and accuracy of responses in the EST. Additionally, when compared to Turkish monolinguals, there were no statistically significant differences between the groups regarding valence conditions. These results indicate that high proficiency in L2 English does not affect the processing of neutral and emotionally charged words in the native language. In the present study, bilinguals outperformed monolinguals in terms of processing speed. This finding implies that if a word's emotional meaning is equally salient in both languages, bilinguals may process it more efficiently, resulting in faster responses in the EST.

**Keywords:** Affective processing, valence, emotional Stroop task, L1 Turkish, bilingual

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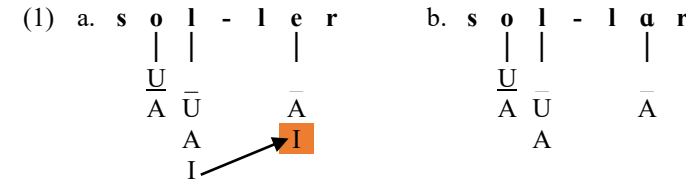
## Vowel (Dis)Harmony and Consonantal Influence in Turkish: Revisiting I-Spreading

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This study revisits Turkish vowel harmony (VH) by examining cases where stem-final consonants appear to affect the suffix vowel quality. Rather than treating these as exceptions, we argue they reflect consonant-triggered **I**-element spreading. Building on Pöchtrager’s (2010) rejection of internal disharmony, we develop a constraint-based model of external spreading informed by elemental compositions.

Empirical data from forms such as *kabahat-ler* ‘fault-PL’, *golf-ler* ‘golf-PL’ and *sol-ler* ‘note G-PL’ show that suffix vowels sometimes surface with [e] instead of the expected [a]. We argue that this pattern arises when certain stem-final consonants contain the element **I**, which may spread to the following vowel. A clearer illustration is provided by *sol-ler* (‘note G-PL’) versus *sol-lar* (‘left-PL’): the former surfaces with [e], the latter with [a]. This pattern results from a fundamental difference between /l/ [sol] and /l/ [sol] in their elemental composition: /l/ =  $\left[ \_ (U \ A \ I) \right]$  whereas /l/ =  $\left[ \_ (U \ A) \right]$ . Both lack a head, but **I** can only spread from /l/.



The representation (1a–b) schematizes the contrast between *sol-ler* and *sol-lar*: in the former, **I** spreads from the stem-final /l/ to an empty-headed suffix vowel, resulting in [e]; in the latter, the absence of **I** in /l/ yields default backness harmony. We propose that **I**-spreading is conditioned by three constraints: **(C1)** *I can only spread to empty-headed vowels* (i.e.,  $\left[ \_ (A) \right]$  or  $\left[ \_ ( ) \right]$ , the only such configurations in Turkish; Pöchtrager, 2010); **(C2)** *I must occupy a non-head position in the source consonant*; and **(C3)** *I can only spread to the nearest vowel to the right*. These constraints account for the selective nature of spreading and explain why consonants that contain **I** do not always trigger [e]. For example, in *hatf-lar* ‘cross-PL’ and *aj-lar* ‘month-PL’, spreading is blocked due to **I**-headedness (violating C2).

While previous studies on Turkish phonology have advanced our understanding of consonant-vowel interactions, some areas remain underexplored, particularly in data analysis (İskender, 2021) and theoretical support (Canalis & Dikmen, 2021) regarding the effects of palatalized consonants on VH. Our study builds on Pöchtrager’s analysis by incorporating the elemental composition of consonants (adapted from Balcı, 2006) and proposing a model focused on **I**-spreading, using three key constraints to explore how consonantal elements influence VH, especially in cases of disharmony.

**Keywords:** Vowel harmony, disharmony, I-spreading.

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## Attitude Resources in Media Discourse: A Comparative Analysis of English and Turkish Reports on the Kartalkaya Fire

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News texts are generally regarded as objective and devoid of emotion, serving as a primary source of information. However, the way journalists report the same event can reveal their underlying ideologies and emotions. Different media sources may frame events in distinct ways, shaping public perception through refined linguistic choices. Accordingly, this study investigates the use of evaluative language in English and Turkish media texts covering the 2025 Kartalkaya hotel fire. The study aims to compare how evaluative language is used in different linguistic and cultural contexts to shape public perception of the incident. The analysis focuses on the attitude resources employed in the media texts, following the framework of the Appraisal Theory by Martin and White (2005). Specifically, it explores the expression of attitude, including affect (emotional responses), judgment (ethical evaluations), and appreciation (aesthetic evaluations).

Building on this framework, a comparative corpus-based approach was adopted. The corpus consists of 30 news articles, 15 in English and 15 in Turkish, published within three weeks following the incident, drawn from major national and international media outlets. Both qualitative and quantitative analyses of attitude markers in the selected news reports were conducted to examine how lexical and grammatical choices contribute to interpersonal meanings in news discourse. Each text was analyzed to identify and classify attitude resources into the three main categories (affect, judgment, and appreciation) as well as their subtypes. Frequency distributions were calculated to examine cross-linguistic and inter-source patterns in the use of evaluative language.

Findings indicate that both English and Turkish media texts utilized all three attitude categories, demonstrating a shared reliance on evaluative meaning in news discourse. While judgment was the most dominant category in both corpora, Turkish reports placed greater emphasis on negative ethical evaluations, particularly institutional blame, whereas English texts displayed a more balanced distribution across categories and included more expressions of emotional and aesthetic response. Subcategory analysis also showed Turkish texts to be more emotionally charged, while English reports were more descriptive. These differences point to culturally embedded preferences in constructing responsibility and emotional framing in news narratives.

This study contributes to cross-linguistic and cross-cultural media discourse analysis, by illustrating how affect, judgment, and appreciation function as key tools for constructing interpersonal meaning in news narratives.

**Keywords:** Appraisal Theory, attitude resources, media discourse, evaluative language, cross-linguistic comparison

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# The Diachronic Changes of Forms Expressing Necessity in Central Asian Turkic Languages

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This study examines how necessity is expressed in three Central Asian Turkic languages—Uzbek (southeastern branch), Kazakh (northwestern branch), and Turkmen (southwestern branch)—in relation to the Old Turkic (OT; 9th–12th century) construction combining a verbal noun and *kārgāk* ‘need’. This OT structure conveyed both participant-internal necessity (a necessity felt by the subject) and participant-external necessity (a necessity arising from external circumstances), as noted by Rentzsch (2015: 42–43). Many modern Turkic languages still retain structurally similar forms. In Uzbek, necessity is typically expressed with *V-(i)sh kerak* (Kononov 1960: 399); in Kazakh, with *V-(U)w kerek* (Muhamedowa 2016: 204); and in Turkmen, with *V-mAk gerek* and the inflectional suffix *V-mAll* (Baskakov et al. 1970: 302; Clark 1998: 306–307). The suffix *-mAll* in Turkmen corresponds to the Ottoman Turkish necessitative base *-mA-IlU*, which first appeared in the 14th century and is thus considered relatively new (Johanson 2021: 708).

Van der Auwera and Plungian (1998: 97) proposed a semantic path by which necessity expressions evolve—from participant-internal to participant-external, and then to epistemic modality. However, earlier descriptions do not clarify whether the OT construction with *kārgāk* could express epistemic modality, making it difficult to compare it with the Turkmen *V-mAll* form or assess diachronic developments.

This study analyzes *kārgāk* examples in the VATEC corpus (Vorislamische Alttürkische Texte: Elektronisches Corpus) and includes field data from native speakers of the modern Turkic languages. One instance from VATEC may be interpreted as epistemic. Similarly, both *V-(i)sh kerak* in Uzbek and *V-(U)w kerek* in Kazakh can express epistemic modality. In contrast, *V-mAk gerek* in Turkmen does not show epistemic use, while *V-mAll* does. These findings suggest that the Uzbek and Kazakh constructions continue the OT meaning and function of *kārgāk*, while *V-mAk gerek* in Turkmen represents a divergence. Turkmen has instead developed the relatively new *V-mAll* form, which covers all three semantic domains: participant-internal necessity, participant-external necessity, and epistemic modality. Corpus data supports its prominence: in the Turkic web corpus (Turkic web—Turkmen), the frequency ratio of *V-mAk gerek* to *V-mAll* is approximately 1:13 (300 to 3,834), indicating the dominant use of *V-mAll* in expressing necessity.

**Keywords:** Central Asia, diachronic change, necessity, epistemic modality

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## Multimodal Strategies in L2 Turkish Narratives: How Gestures Mitigate Word Finding Difficulties

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Second language (L2) learners gesture more frequently when they encounter speech difficulties (Graziano & Gullberg, 2018). Some of these gestures can support improvements in fluency (Cavicchi & Busà, 2023) and lexical retrieval (Krauss et al., 2000). This study examines how L2 learners cope with word-finding difficulties by using both speech and gesture simultaneously. Specifically, we investigate the use of demonstrative adverbials (DA) such as *böyle* ‘like this’, *şöyle* ‘like this’ (Göksel & Kerslake: 2005) in conjunction with gestures in L2 Turkish narratives across different communication modes.

The data come from authors’ corpus, which consists of narratives produced by Turkish L2 learners across three communication modes: (1) in-person with visual access, (2) in-person without visual access, (3) online with visual access (n=20/per mode). L2 Learners met with the investigator at their language center. In the first session, they engaged in a face-to-face conversation where both the participant and investigator had a visual access to each other. After a short break, a screen was placed between them to block addressee visibility. The final session took place over Zoom within two or three weeks after the in-person meeting. In each session, participants watched two short cartoons and then narrated them to the investigator (a Turkish L1 speaker). All responses were videotaped and transcribed utterance by utterance using CHAT (MacWhinney, 2000). A multimodal conversation analysis (Mondada, 2018; 2019) was conducted to examine how gestures accompanied DA to mitigate word finding in L2 narratives.

The results showed that L2 learners used DA with gestures when they struggling to retrieve a verb or adverbial. In such cases, gestures served functions such as indicating omitted directionality, replacing subordinate clauses, and compensating for missing main verbs. For example, in an utterance with an omitted subordinate clause (*sonra böyle tutu. ‘He held like this’*), a fistful hand gesture representing the act of grabbing a bird accompanied the speech. This usage was observed in both communication contexts where the addressee was visible (in-person with visual access, and online with visual access); however, it was not applied when the addressee was absent. These findings suggest that addressee visibility influences the integration of gestures with DA. Moreover, the results indicate that gestures can acquire both grammatical and semantic functions to facilitate communication in L2 narratives.

**Keywords:** *Multimodal interactional strategies, gestures, L2 Turkish, demonstrative adverbials*

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# Feature-Based Structural Modeling of Online Hate Speech in Turkish

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Online hate speech is increasingly recognized as a precursor to hostility, violence, and societal discord. As social media platforms gradually scale back content moderation, aggression and hatred are proliferating across these platforms. Significant efforts were made to detect hate speech computationally, yet the linguistic structures and stylistic patterns that characterize such discourse remain underexplored.

This study investigates linguistic variation in Turkish using Multiple Correspondence Analysis (MCA, Roux & Rouanet, 2010), a multidimensional analysis of short texts, using a large-scale Turkish social media corpus composed of neutral, offensive, and hateful Tweets. MCA, a method rarely used in linguistics, is particularly suited for analyzing such short texts as social media posts. Drawing on a dataset annotated for part-of-speech categories and grammatical constructions, I developed a grammatical feature set in Turkish and applied MCA, where neutral tweets defined the principal dimensions, and tweets containing hate speech and offensive language were projected onto the model from the MCA to assess their alignment with this structure.

The study identified five main dimensions of functional linguistic variation that differentiate these three categories. The analysis is performed using the FactoMineR package in R (Husson et al., 2017), and the results were visualized with the popular visualization library ggplot2 (Wickham, 2016). The findings showed the first dimension to be a reliable indicator of tweet length. It means the remaining dimensions are not confounded by tweet length, which allows for a more nuanced interpretation of the remaining dimensions. The rest of the MCA dimensions revealed that hate and offensive speech diverged from neutral discourse in interactional style, temporal framing, and directive force. Hate speech employs imperatives, past-tense narratives, and in-group/out-group distinctions to mobilize audiences, while offensive language blends conversational immediacy with narrative elements. We also assessed the stability and evolution of these patterns over time by tracking temporal changes in stylistic trajectories using timestamps. While lexical trends (e.g., slurs, hashtags) change over time, grammatical and structural features remain stable. This suggested that syntactic and stylistic markers serve as enduring cues for detecting harmful speech in computational models.

Beyond its contributions to hate speech analysis, this study is the first to construct functional dimensions of linguistic variation in Turkish using a robust, feature-based approach. It also represents a pioneering effort to address the challenges of analyzing short, context-poor texts—common in social media—by offering a scalable and efficient methodological solution. By introducing MCA and a linguistically-informed feature set tailored to Turkish, this work provides a powerful framework for structural and stylistic analysis that can be extended to a wide range of linguistic inquiries in under-resourced languages.

**Keywords:** hate speech, linguistic variation, multiple correspondence analysis, Turkish, short-text analysis

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## Prenominal Adjectival Dislocation and Left Branch Constraint under Ellipsis in Turkish

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This study examines both the leftward (topicalization) and rightward (post-verbal) dislocation of the prenominal adjectivals in Turkish within the framework of Left Branch Constraint (LBC) under elliptic and non-elliptic conditions (e.g. Ovalı Hüseyin t<sub>1</sub> gözlük takar. ‘Hüseyin wears oval glasses.’) Specifically, it investigates whether their dislocation is permissible under contrastive focus. The LBC prohibits the extraction of prenominal modifiers from nominal constituents (Griffiths & Lipták, 2014; Griffiths, 2019). Prior research suggests that Turkish allows such extractions, particularly in the post-verbal domain, but only in non-contrastive environments (Bošković & Şener, 2014).

Through four acceptability judgment experiments, this study explores (i) whether contrastive focus prohibits postverbal dislocation, (ii) whether contrastivity enforces an isomorphic (in-situ) reading under ellipsis, (iii) the possible constituents within ellipsis sites, and (iv) whether a movement-based analysis is viable. The experiments utilized a Likert-type scale, controlling for non-isomorphic interpretations by employing generic accusative objects to avoid confounding factors. Findings indicate that Turkish does not allow leftward or rightward extractions under contrastive focus, aligning with prior claims (Bošković & Şener, 2014). However, results also suggest that the ellipsis site can host non-isomorphic structures, particularly relativized (i.e., nominalized) phrases, with acceptable ratings (~5.5/7). The acceptability of relativized adjectives as verbal predicate arguments, in contrast to their rejection in copular constructions, supports the hypothesis that contrastivity enforces a degree of structural parallelism but permits a nominalized substitute (“be-nom”) (in line with Barros, 2014), a pattern which also supports Tat (2011) and Bayırlı (2022) who maintain the reduced relative hypothesis (A + ol-an “be-nom”). Through ellipsis, our findings not only show that nominal pronouns can potentially follow a postposed attributive adjective and therefore it might even be the underlying cause for why postposing these adjectives is acceptable in the first place (not being clausemate phrases anymore, instead introducing a new clause with the nominalized pronoun/reduced relative). These findings help understand what lies in the ellipsis site. Although we can no longer claim that ellipsis site must be ‘completely’ identical to the antecedent clause, we can still argue for a semi-parallelism forced by contrastivity since the constructs where verbal predicates exist are identical to the antecedent clauses with one single caveat: ‘be-nom’ (i.e., meaning “the one”), which seems to be able to replace the NP (e.g., puding) with statistically significant degradation, nevertheless, keeping it still in the acceptable range.

**Keywords:** Left Branch Constraint, experimental syntax, ellipsis, adjectives, contrastivity

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## Biliteracy in the Early Stages of Literacy Acquisition: German-Turkish Bilingual Children Write Texts in Their Languages

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In early primary school, children's spelling is still developing and has not yet reached an automatic level. At this stage, it exhibits characteristics of learner varieties, displaying systematic yet unstable patterns (Weth 2010). At the beginning of literacy acquisition, children use a unified approach that helps them tackle the challenges of representing language in writing, and this applies to monolingual and bilingual children. As bilingual children progress in literacy acquisition, their strategies for the representation of the written form eventually diverge and become language-specific. For these children, initial spelling practices are strongly shaped by what they learn at school, i.e., the orthographic system of the language of instruction (Weth & Schroeder 2022). This system also serves as an analytic tool that they initially use to address the challenges of representing their heritage language in writing, a language they speak well but have little experience with in terms of literacy.

Based on these assumptions, we ask how children in the early stages of literacy acquisition in the language of schooling use their knowledge to represent their heritage language in writing. To answer the question, we analyzed the spelling practices of 21 German-Turkish bilingual primary school children in Germany at two key time points: the end of second grade and the end of third grade. Following Fuhrhop (2009), we conducted detailed analyses at segmental-phonological, syllabic, morphological, syntactic, and textual levels of orthography in both languages.

Our analysis reveals that by the end of second grade, children primarily use a single spelling system for both languages, strongly shaped by their German classroom instruction. For example, at the phoneme-grapheme correspondence level, they frequently replace the Turkish letter <ş> with the German digraph <sch>. On the textual level, they often apply German capitalization rules, such as capitalizing nouns.

At the same time, there is clear evidence of orthographic development between the second and third grades in German. For instance, on the textual level, children show improvement in distinguishing between compound and separate spellings. In Turkish, some progress is also observed by third grade. At the phoneme-grapheme correspondence level, the incidence of incorrect vowel graphemes decreases, while on the textual level, capitalization errors — especially word-internal capitalization — become less frequent, suggesting an emerging awareness of Turkish orthographic norms alongside continued influence from German. Our findings provide valuable insights into the nature of biliteracy development during the early stages of literacy acquisition.

**Keywords:** biliteracy acquisition, Turkish-German bilingual children, heritage language writing

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## Valency Patterns of Compound Verbs in Turkish

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The present paper aims at investigating the argumental status of the nominal constituent in compound verbs in Turkish. The categorization is significant in that valency makes predictions with respect to “the range of syntactic properties of other elements [...] that depend on [...] the verb” (Haspelmath & Hartmann 2015). The PaVeDa project investigates the constructional patterns of verbs. The valency patterns of 80 Turkish simplex and compound verbs have been investigated, where the latter were subdivided according to their morphosyntactic properties: (i) light verb headed verbs *traş et-* ‘shave’, (ii) cognate object verbs *yemek yemek* ‘eat’ and (iii) non-cognate object verbs *şarkı söylemek* ‘sing’.

We argue that the object arguments of the verbs in (ii) and (iii) exhibit a scalar degree of syntactic independence. While the non-case-marked noun is pseudo-incorporated (cf. Öztürk 2005), the one marked with the accusative case is fully referential, specific and functions as subject of passive (Dikmen 2022). Intermediate stages in this continuum allow the nominal to be preceded by the numeral *bir* ‘one’, marked with the plural, or modified by adjectives. In order to assess whether the nominal has argumental status, we consider the morphosyntactic properties of the direct causer in causative constructions. These compound verbs behave typically as transitive verbs where the direct causer is marked dative, as in (1), in line with pseudo-incorporation analysis:

- (1) Meksika-da silah-lar patla-rken öğrenci-ler-in-e şarkı söyle-t-erek  
Mexico-LOC weapon-PL explode-CVB student-PL-POSS.3SG-DAT song say-CAUS-CVB  
rahatla-ma-lar-in-ı sağla-yan öğretmen kahraman ol-du  
comfort-NMZ-PL-POSS.3-ACC provide-PTCP teacher(NOM) hero become-PST(3SG)  
‘A teacher who made his students relax by singing while guns were firing in Mexico became a hero.’

However, intransitive causative patterns for such compound verbs, where the direct causer is in the accusative case have also been attested as in (2):

- (2) Bir insan-ı hangi neden-le ol-ur-sa ol-sun  
One person-ACC which reason-INS be-AOR-COND be-OPT  
zorla yemek ye-dir-ebil-ir mi-siniz  
forcedly food eat-CAUS-ABI-AOR Q-2P  
‘Can you force a person to eat, no matter what the reason?’

These examples point towards full incorporation of the argument and detransitivization of the compound verb. We hold that these diagnostics indicate that Turkish compound verbs can show differences in the degree of syntactic independence of their arguments.

**Keywords:** basic valency, compound verbs, causative alternation

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## Türk Politikasında Radikal Sağ İdeolojinin Dilsel Görünümleri

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1990’lardan başlayarak radikal sağ ideolojinin siyasal partiler ve kuruluşlar üzerinden toplumsal etkisinin dünya çapında önemli ölçüde artmasına koşut olarak uç sağ söylem ve ideolojilerine ilişkin pek çok çalışmanın yapıldığı görülmektedir. van Dijk’ın 2024’te yayınlanan *Discourse and Ideologies of the Radical Right* (Radikal Sağın Söylem ve İdeolojileri) başlıklı kitabında uç sağ ideolojileri inceleyerek sağ ideolojilerin farklı ulamlarını şöyle sıralamıştır: radikal sağ (radical right), ileri sağ (far right), aşırı sağ (extreme right), popülist sağ (populist right), tepkisel sağ (reactionary right), liberalizm karşıtı sağ (illiberal right). Ayrıca, demokratik sistemde yer alan ve seçimlerle sınanan uç sağ ideoloji, *radikal sağ* olarak ulamlanmış ve seçmenlerin bilişsel yapılarını ve zihinsel modellerini etkilemede kullanılan radikal sağ kavramları ve terimleri incelenmiştir. Bu noktadan hareketle, Türkiye’de radikal sağ ideolojiyi temsil ettiği düşünülen Zafer Partisi ve Yeniden Refah Partisinin söylemleri çözümlenerek ideolojilerini iletmede kullandıkları stratejilerin ve dilsel düzeneklerin saptanması hedeflenmiştir. Çalışmanın bütüncesini söz konusu partilerin 2023 Genel Seçimleri için hazırladıkları seçim bildirgeleri oluşturmaktadır. ‘Seçim bildirgeleri, partilerin politika alanındaki duruşlarını, politika geçmişleri hakkında ek bilgi gerektirmeden, daha doğru ve temsil edici bir şekilde ortaya koymaktadır’ (Dinas ve Gemenis, 2009, s. 2). Bu özelliğiyle, seçim bildirgelerinin partilerin ideolojilerine ve söylemsel pratiklerine ilişkin yoğun ve özet bilgi içerdiği düşünülmektedir. Çalışmada bütüncedeki metinler Eleştirel Söylem Çözümlemesi çerçevesinde büyük ölçekli ve küçük ölçekli metin yapıları açısından çözümlenmiştir. Buna göre, söz konusu sağ partilerin söylemlerinin başta “ötekileştirme”, “göçmen karşıtlığı” ve “ahlaki yozlaşma” eksenleri olmak üzere dünyadaki diğer radikal sağ partilerin ideolojik kurgularına koşut görünüm sergilediği saptanmıştır. Küçük ölçekli metinsel çözümleme sonucunda Zafer Partisi’nin seçim bildirgesinde “Türk”, “mücadele”, Yeniden Refah Partisi’nin bildirgesinde ise “milli” ve “aile” gibi sağ ideolojiye özgü sözcüksel seçimlerin ve her ikisinde de ideolojik keskinliğin vurgulanmasına yönelik güçlü sıfatların kullanımının hakim olduğu, dilbilgisel düzlemde ise gelecek zaman kipi ile kodlanmış bildirim tümceleri aracılığıyla kararlılık vurgusunun yapıldığı ve harekete geçirici edimsel işlevlerin yerine getirildiği bulgulanmıştır. Sonuç olarak, Türkiye’deki radikal sağ partilerin söylemleri, küresel düzeydeki radikal sağ ideolojilerin temel unsurlarını yansıtmakta; dilsel ve söylemsel stratejilerle seçmenlerin bilişsel yapıları üzerinde etkili olmayı amaçlamaktadır.

**Anahtar Sözcükler:** Türk politika söylemi, uç sağ, radikal sağ, Eleştirel Söylem Çözümlemesi.

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## Consuming Loyalty, Performing Patriotism: A Discourse-Historical Analysis of Turkish Anti-Boycott Tweets

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This study explores the discursive construction of nationalism, moral boundaries, and ideological positioning in tweets opposing the consumer boycott initiated on April 2, 2025, by the Turkish opposition. Drawing on the Discourse-Historical Approach (DHA) within Critical Discourse Analysis (CDA) (Reisigl & Wodak, 2001), the study examines how anti-boycott tweets on platform X (formerly Twitter) linguistically frame social actors, assign values, (de)legitimize positions, and regulate affective tone.

In Turkey, online discourse often fuels patriotism and othering (Erdoğan-Öztürk & Işık-Güler, 2020; Yılmaz et al., 2023). Boycotting, in this context, is not merely economic but also a performative act reflecting political and ideological stances (Yates, 2011), turning online boycott discussions into negotiations over identity and ideology. Building on this theoretical background, the present study applies DHA to a dataset of 100 anti-boycott tweets. Through manual selection, tweets containing ‘boycott’ shared on April 2, 2025, the day the movement began, were chosen as the main focus. The analysis reveals that nationalism is constructed both explicitly and implicitly through discursive strategies that portray boycott supporters as morally deviant, foreign-aligned, and economically harmful. In contrast, anti-boycott voices position themselves as defenders of national values and economic resilience. These tweets draw on topoi such as patriotism, threat, and responsibility (Reisigl & Wodak, 2001), strategically moralizing and legitimizing the anti-boycott stance. In an online platform, this symbolic protest repertoire emerged as a tool to question the legitimacy of the boycott movement, broadening perspectives in KhosraviNik’s (2017) works on Social Media Critical Discourse Studies (SM-CDS).

By focusing on the largely overlooked anti-boycott discourse, this study contributes to growing discussions on digital nationalism, ideological polarization, and the moralization of political language in Turkish social media. It demonstrates how economic choices become symbolic acts of national loyalty, revealing the convergence of identity, ideology, and consumer politics in online discourse.

**Keywords:** Digital nationalism, Online polarization, Social media discourse, Critical discourse analysis, Discourse-Historical Approach

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## ***Halen* ‘Currently’ and *Şimdilik* ‘For the Time Being’ in Turkish: Discourse Transparency or Adverbial Specialization**

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*Currently* has been argued to not introduce a new time discourse referent, be both deictic and anaphoric, infelicitous discourse-initially with the past and future tenses (e.g. *#I was currently acting*), and saturate the time argument of a tense operator (Altshuler, 2014).

Focusing on the questions as to whether it is possible for a temporal adverb not to introduce a temporal interval and whether such behavior suggests any non-temporal uses on the part of the adverb, this paper aims to offer an adequate semantic/pragmatic account of two Turkish adverbs, namely *halen* ‘currently, presently’ and *şimdilik* ‘for the time being, for now’, based on data from the Turkish National Corpus (Aksan et al., 2012).

A preliminary analysis of the data suggests that *halen* seems compatible with a stative presentation of events (like *currently*), and is both deictic and anaphoric (e.g. *Bu para ile halen/(\*şimdilik) Türkmenistan’ın başkenti Aşkabad’da güzel bir cami inşa edilmektedir* (ND39C4A-1760)). While being both deictic and anaphoric, *şimdilik*, unlike *halen*, can co-occur with eventive VPs, and introduce an inference that the currently relevant state of affairs may change subsequently (e.g. *Evde benimle yaşayan her şeyi şimdilik/(\*halen) terk ettim*. (SA16B1A-1488)).

The main argument of this study is that while languages like English depend on specific tense forms for the interpretation of multifunctional adverbs, languages like Turkish compensate for underspecified tense/aspect/modality morphology by lexicalizing various temporal, aspectual or modal distinctions. Although it is possible for all languages to have recourse to the discourse context, the lexical content of words in the sentences as well as pragmatic principles and world knowledge, different languages deal with the vagueness of (grammatical/lexical) temporal forms through different strategies, such as offering purely temporal (e.g. *şu anda*), temporal/aspectual (e.g. *hâlâ, artık*) or temporal/modal (e.g. *şimdilik*) choices, depending on the speaker’s intentions and/or the participants’ world of expectations.

**Keywords:** discourse semantics, tense/aspect/modality, adverb

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## Vowel Lowering and Identity in Turkish Emphatic Reduplication

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Emphatic reduplication in Turkish follows a (C<sub>i</sub>)VC<sub>j</sub>- template, where the first part copies the base's initial (C<sub>i</sub>)V, and the second part is a linking consonant selected from {p, s, m, r}. The reduplicant's vowel is assumed to be identical to the base's (Demircan 1987, Keleşir 2000, Wedel 1999), but we find cases where /e/-lowering applies only within the reduplicant, as in *tær-temiz* 'very clean' from *temiz* 'clean,' triggered by the sonorant /r/.

Crucially, (un)acceptable forms show that over-/under-application is attested only if they lead to identical surface vowels in the base and the reduplicant: overapplication is attested when the base contains [æ] (e.g. *pæs-pæmbe*), and underapplication occurs when the base contains [e] (e.g. *bem-beyaz*). However, forms such as \**sæp-serin* and \**sem-sært*, where misapplication would create different surface vowels between the base and reduplicant, are non-existent, although they are theoretically possible.

We argue that this data is problematic for Correspondence Theory (McCarthy & Prince 1995) despite its success in explaining similar patterns cross-linguistically given that constraints must be ranked differently within the same language to account for underapplication (IDENT-BR >> FAITH), overapplication (FAITH >> IDENT-BR), and normal application patterns illustrated above. Instead, we posit that these patterns can be explained with a rule-based account by treating /e/-lowering as a feature-filling rule (e.g. Inkelas & Orgun 1995, Reiss 2021) that inserts [+low] to a non-high front (unrounded) vowel only before sonorants. In this account, overapplication and underapplication arise from the prespecification of E as either [+low] or [-low] in the underlying representation. Surface-true forms result from inserting [+low] before a sonorant when the vowel lacks [±low], while the default [-low] is inserted elsewhere. This approach accounts for cases where /e/-lowering applies in reduplicants like *tær-temiz* but also explains why it fails to apply in *bem-beyaz* or over-applies in *pæs-pæmbe*: the vowel in the base is underspecified in *temiz*, prespecified as [-low] in *beyaz*, and prespecified as [+low] in *pembe*.

This study highlights the role of feature-filling and under-/pre-specification in explaining apparent exceptions in phonological processes and provides a principled account of the interaction between reduplication and /e/-lowering in Turkish.

**Keywords:** Reduplication, Phonology, Morphology

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## Tarihsel Metinlerin Eşdizimlilik Analizi: Osmanlı Türkçesi Örneği

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Genel çizgileriyle, “belirli bir sınırlılık içerisindeki yapısal, anlamsal veya serbest söz birliktelikleri” olarak tanımlanabilecek olan eşdizimlilik (collocation), 1960’lı yıllar itibarıyla dilbilim dünyasının en güncel araştırma konularından birisi durumundadır. Son yıllarda Türkçe çağdaş metinler ve tarihsel metinler üzerinde de birçok eşdizimlilik çalışması yapıldığı gözlenmektedir. Bu güncelliğine rağmen esasında yapılan çalışmalardan konunun sınırlarının tam olarak çizilemediği anlaşılmaktadır. Başka bir deyişle, cümle oluşumunu ve metinselliği sağlayan yapısal araçların en önemlilerinden biri olan bu kavramın, -bu önemine rağmen- henüz çerçevesi ve analiz yöntemleri tam olarak açıklığa kavuşmuş değildir. Bir metnin eşdizimlilik analizi, sıklık temelinde mi yoksa anlam temelinde mi yapılacaktır; yoksa analiz hem sıklığı hem de anlamı aynı anda dikkate alan karma bir yaklaşımla mı olacaktır? Metin türlerinin (şir metinleri, düzyazı metinleri, yazınsal veya günlük metinler, kurgusal-yazınsal metinler vb.) analizlerde yarattığı engeller nelerdir?

Eşdizimlilikle ilgili bu sorunlar çözülmeyi beklerken tarihsel metinlerin analizi dil araştırmacısını başka bazı güçlüklerle karşı karşıya bırakmaktadır. Hedef metin Türkçenin tarihsel dönemlerinden herhangi birinden (Göktürkçe, Uygurca, Karahanlı Türkçesi, Eski Anadolu Türkçesi, Çağatayca, Osmanlı Türkçesi gibi) seçildiğinde güçlükler şu noktada yoğunlaşmaktadır: 1- Alfabe farklılığından kaynaklanan güçlükler, 2- Sözvarlığının farklılığından (özellikle de eskimiş olmasından) kaynaklanan güçlükler, 3- Çağdaş dönemlerde dilbilgisel olmayan kimi söz birlikteliklerinin varlığından kaynaklanan güçlükler. Araştırmacının eşdizimlilik çalışması yapmaya başlamadan önce bu engelleri tanıması, bu güçlüklerin farkında olması ve bunlarla ilgili çözümler üretmesi gerekmektedir.

Bu çalışmada, eşdizimlilik konusundaki yaklaşımlar kısaca değerlendirildikten sonra Türkiye Türkçesinin ardılı durumundaki ve yazıda Arap alfabesinin kullanıldığı Osmanlı Türkçesi metinlerinin eşdizimlilik analizi üzerine bir örnekçe sunulacak, analiz sırasında karşılaşılan güçlükler ve güçlüklerle ilgili çözüm önerileri paylaşılacaktır. Bu bağlamda, Emin Nihad Bey’in 1871-1875 tarihleri arasında basılan, 7 hikâyeden ve 12 bölümden oluşan ve dil olarak 19. yüzyıl Osmanlı Türkçesini karakteristik olarak yansıtan *Müsâmeret-nâme* adlı eserinden bir hikâye örnek metin olarak seçilmiştir. Sunulacak örnekçe ve paylaşılacak olan bu çözüm önerileriyle eşdizimlilik çalışmalarına bir katkı sağlanması amaçlanmaktadır.

**Anahtar Sözcükler:** Eşdizimlilik, Osmanlı Türkçesi, sözdizimi, metindilbilim, sözvarlığı.

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## Does Bilingualism Affect the Morphological Processing of Turkish Derived Words? Insights from Turkish-English Bilinguals

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It has been suggested that native speakers may develop different processing patterns in their first language (L1) as they become proficient second language (L2) users. While most of the studies are conducted with heritage speakers whose L1 is the minority language in the society, the number of studies that investigate L1 as the majority language is scarce. These studies have shown that a high proficiency foreign language can influence native language processing even in the L1 context in the domain of lexicon (van Hell & Dijkstra, 2002) and morphological processing (Uygun & Gürel, 2020).

The aim of the present study is to investigate the potential changes in Turkish-English late bilinguals' processing of L1 derived words, as this will provide valuable insights into the processing of morphologically complex words in the bilingual mental lexicon. The two main models proposed for morphological processing are decomposition (i.e. parsing into constituent morphemes) and full-listing (i.e. whole word storage).

In the present study, 61 monolingual Turkish speakers and 40 Turkish-English late bilingual speakers were tested by using a masked priming experiment. All late bilingual speakers had a high proficiency in English. 66 words that made up the stimuli were separated into three categories: (i) transparent words (dalga 'wave', dal 'dive' and -ga 'derivational suffix'), (ii) opaque words (karga 'crow', kar 'snow' but -ga does not function as derivational suffix), (iii) form/control words (devre 'period', dev 'giant', -re is not a derivational suffix). Primes were either related or unrelated to the target word and they were presented for 42 seconds.

The preliminary results indicate no significant group differences in the morphological processing of Turkish derived words. While both monolingual and Turkish-English late bilingual speakers employed decomposition for transparent and opaque words, no decomposition was observed for the form/control words. These results suggest that not only monolingual but also Turkish-English late bilingual speakers use decomposition and the transparency of the derived word does not influence the processing route, indicating no influence of high L2 proficiency on the morphological processing of L1.

**Keywords:** Turkish derivation, morphological processing, first language, late bilinguals

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## Argumental Gaps in Turkish

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Turkish sentences like (1), where an argumental gap can have both strict and sloppy interpretations have been analyzed as argument ellipsis (AE) (Şener et al., 2010; Takahashi, 2014). We present some novel observations that point toward verb stranding VP ellipsis (VSVPE).

- (1) Deniz anne-sin-i                      gör-dü      ama      ben                      \_\_\_\_\_      gör-me-dim.  
Deniz mother-POSS-ACC see-PAST but      I                      \_\_\_\_\_      see-NEG-PAST  
'Deniz saw her mother but I didn't see her / mine.' (✓strict, ✓sloppy)

A hallmark of VP ellipsis is that it allows the inclusion of a VP adjunct in the ellipsis site (Oku, 1998; Park, 1997). Şener et al (2010) tested this in Turkish using *hızla* 'quickly', which cannot be included in the ellipsis site, and concluded that Turkish does not use VSVPE. However, this test is inconclusive because *hızla* is not a VP modifier but a celerative aspect modifier, attached higher than the VP (Cinque, 1999), and thus cannot be included in the ellipsis site when the VP is elided. In contrast, lower adverbs such as *sıklıkla* 'frequently' and manner denoting adverbials as in (2) can be included in the ellipsis site. (3) can be felicitously followed by (3) indicating adjunct inclusion in (2).

- (2) Nazlı kek-i                      tarif-e                      göre                      pişir-di.                      Aslı-ysa                      \_\_\_\_\_  
Nazlı cake-ACC recipe-DAT according.to cook-PAST Aslı-however \_\_\_\_\_  
pişir-me-di.  
cook-NEG-PAST  
'Nazlı baked the cake according to the recipe. However, Aslı did not.'  
(3) Aslı-nın                      kek-i                      kabar-ma-dı.  
Aslı-GEN                      cake-ACC                      rise-NEG-PAST  
'Aslı's cake didn't rise.'

Another argument in favor of a VSVPE account follows from Landau's (2023) observation that AE is restricted to type *e* arguments. This is argued to be due to AE requiring a variable in the ellipsis site and natural language does not employ higher type variables (Landau, 2023; Landman, 2006; Poole, 2017). However, Turkish allows argumental gaps with higher semantic types, indicating that these are instances of VSVPE.

- (4) Film      iki                      saat                      sür-dü                      mü?      Hayır,                      \_\_\_\_\_                      sür-me-di.  
Movie      two                      hour                      last-PAST Q      No,                      \_\_\_\_\_                      last-NEG-PAST  
'Did the movie last two hours? No, it didn't.'                      Type <*d*, *t*>

**Keywords:** *ellipsis, argument ellipsis, verb stranding ellipsis*

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## Discourse Coherence and Implicit Causality Bias in Turkish Psychological Verbs

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This study investigates the implicit causality (IC) bias of Turkish psychological verbs by examining whether discourse structure influences causal attribution in the absence of explicit discourse connectives. Prior research on IC, particularly by Kehler et al. (2008), and Solstad and Bott (2022) suggests that explanations are strongly preferred over consequences with interpersonal psychological verbs. However, the extent to which this preference holds for Turkish verbs remains an open question. To test this, a sentence completion task was conducted with 42 native Turkish speakers. Participants were presented with sentences containing 15 Stimulus-Experiencer (SE) and 15 Experiencer-Stimulus (ES) verbs, along with 30 filler sentences, and were asked to continue the sentence without explicit connectives (e.g., *çünkü* ‘because,’ *bu yüzden* ‘therefore,’ or *ancak* ‘however’). The psychological verbs were selected from a previous study, ensuring that only the most representative verbs with the highest validity were included in the experiment (Çınar, in preparation). The names in the sentences were counter-balanced for gender, and the stimuli were distributed across four lists using a Latin Square design to ensure a balanced presentation. Example sentences included *Ali Ayşe’yi korkuttu. ...* (Ali scared Ayşe. ...) and *Ayşe Ali’den korktu. ...* (Ayşe feared Ali. ...), requiring participants to actively construct a continuation that expanded on possible explanations, consequences, or other discourse coherence relations, such as contrast or elaboration. The results revealed an explanatory bias, with participants predominantly providing explanations rather than other discourse relations when continuing the sentences. This finding aligns with previous research, supporting the notion that discourse structure inherently shapes IC bias and that causality is inferred even in the absence of explicit connectives. To this end, the study contributes to the broader discussion of IC in Turkish and emphasizes the role of verb semantics and discourse coherence in causal attributions.

**Keywords:** implicit causality, psychological verbs, discourse structure, Turkish

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# The Effect of the Turkish Evidential Morpheme on Scalar Implicature Computation

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Propositions with scalar quantifiers like *some* and *all* can yield both semantic and pragmatic interpretations. For instance, “Some of the students passed the exam” may be understood semantically as “some, possibly all,” or pragmatically as “some, but not all”—a scalar implicature. Prior studies show that adults across languages reliably compute scalar implicatures when context supports them (Papafragou & Musolino, 2003; Chierchia et al., 2001; Renans et al., 2018). Crucially, this process is modulated by the speaker’s epistemic state: adults cancel implicatures when the speaker lacks full knowledge (Hochstein et al., 2018; Bergen & Grodner, 2012). Building on this, the current study investigates whether the Turkish evidential marker *-mİş*, which signals indirect evidence or epistemic uncertainty (Aksu-Koç & Slobin, 1986; Johanson, 2008), affects the generation of scalar implicatures. In a controlled experiment, 101 native Turkish speakers viewed visual scenarios and interpreted statements containing either the evidential *-mİş* or a bare direct form. Participants responded to questions assessing whether they interpreted “some” pragmatically or logically. A logistic mixed-effects model revealed a significant main effect of marker type, with more pragmatic interpretations in the direct condition ( $\beta = -4.78$ ,  $SE = 1.34$ ,  $z = -3.56$ ,  $p < .001$ ). These results show that evidential morphology can suppress scalar implicature computation by signaling epistemic uncertainty, showing how evidentiality maps onto speaker ignorance in certain contexts.

**Keywords:** Scalar Implicatures, Speaker Ignorance, Evidentiality, Experimental Pragmatics, Contextual Processing

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## Fast Structural Priming in Turkish

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Structural priming, defined as the influence of the syntactic structure of a previously encountered sentence on the processing of a subsequent sentence with either similar or different structural features, is a widely used method for understanding sentence processing mechanisms (Bock, 1986). Although this method has yielded valuable insights in both language production and comprehension over the years, it has been insufficient in eliminating strategic processes in sentence processing. To address this issue, Fournet et al. (2023) conducted a novel study on structural priming in French by reducing the stimulus onset asynchrony (SOA) of primes to below 200 ms to minimize the impact of strategic processes. Their results revealed a structural priming effect based on error rates; however, no lexical boost effect was observed. Moreover, no structural priming effect was found in terms of reaction times. Following the same logic and methodology, this study investigates the extent to which syntactic representations are activated rapidly and automatically in a structurally distinct language, Turkish. To this end, two grammatical decision experiments were conducted with 124 native speakers of Turkish. Given the possible effect of lexical boost, the first experiment involved grammatical and ungrammatical target sentences (e.g. Köpeğin kovaladığı kedi kaçtı. / \*Kovaladığı kedi köpeğin kaçtı.) preceded by four types of prime: a.) same structure and same verb (e.g., Adamın gördüğü hırsız kaçtı.), b.) same structure and different verb (e.g., Adamın gördüğü hırsız şaşırdı.), c.) different structure and same verb (e.g., Adamı gören hırsız kaçtı.), and d.) different structure and different verb (e.g., Adamı gören hırsız şaşırdı.). Prime and target sentences were matched in length, and prime sentences remained on the screen for 170 ms, following the procedure in Fournet et al. (2023). The findings demonstrated that the priming effect emerged only in conditions where the same structures were employed in primes and targets, with no involvement of lexical boost at this stage. Building on these findings, the second experiment extended the investigation by testing different SOAs to explore the time course of lexical boost effects. Implementing the same procedure but manipulating the SOAs of primes (300 ms. & 500 ms.), the analyses revealed a priming effect in prime types containing the same verb, which was absent in the first experiment. These findings indicate that structural priming in Turkish is an early-stage automatic process, whereas lexical boost effects develop only with extended exposure.

**Keywords:** structural priming, lexical boost effect, SOA

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# Deriving Comparatives, Deadjectival Verbs and (Irregular) Causatives in Turkish

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In Turkish, there are at least three different morphological classes of roots regarding the forms of the adjective and the related verbs, see (1). Class 1 shows an invariant root *kısa*, the comparative *daha*, the inchoative *-l* and the causative *-t*. Classes 2 and 3 have adjectives ending with *-k*. These have been argued to be bimorphemic, taking the consonant to be a separate functional head (Atlamaz & Dikmen, 2025; Türk, 2020). Interestingly, this consonant disappears in the verbal forms both in Class 2 and 3. This is unexpected in view of the proposal by Bobaljik (2012), who proposes that deadjectival verbs build on the comparative, which embeds the (positive-degree) adjective. Class 2 and 3 differ in the morphology of the causative, where Class 3 lacks not only the adjectival *-k*, but also any verbalizing morphology.

|             | POSITIVE       | COMPARATIVE         | INCHOATIVE             | CAUSATIVE               | GLOSS  |
|-------------|----------------|---------------------|------------------------|-------------------------|--------|
| (1) CLASS 1 | <i>kısa</i>    | <i>daha kısa</i>    | <i>kısa-l</i> -(mak)   | <i>kısa-l-t</i> -(mak)  | short  |
| CLASS 2     | <i>küçük-k</i> | <i>daha küçük-k</i> | <i>küçük-</i> -l-(mek) | <i>küçük-l-t</i> -(mek) | small  |
| CLASS 3     | <i>kır-ık</i>  | <i>daha kır-ık</i>  | <i>kır-</i> -l-(mak)   | <i>kır</i> -(mak)       | broken |

We will show how Nanosyntax handles the puzzle of the unexpectedly disappearing markers, using the idea of phrasal lexicalization (Wyngaerd et al., 2020). The proposal for Class 2 and Class 3 roots is given in the form of lexicalisation tables in Table 2 and Table 3.

**Keywords:** morphology, adjectives, lexicalisation, Nanosyntax

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| Class 1 | DIM          | DIR | POINT | C0 | C1          | C2 | RES | PROC  | INIT |
|---------|--------------|-----|-------|----|-------------|----|-----|-------|------|
| POS     | root CLASS 1 |     |       |    |             |    |     |       |      |
| CMPR    | root CLASS 1 |     |       |    | <i>daha</i> |    |     |       |      |
| VERB    | root CLASS 1 |     |       |    | ∅           |    |     | -(l)l | -t   |

Table 1: Class 1 Structure

| Class 2 | DIM          | DIR | POINT | C0 | C1          | C2 | RES | PROC  | INIT |
|---------|--------------|-----|-------|----|-------------|----|-----|-------|------|
| POS     | root CLASS 2 |     | -(l)k |    |             |    |     |       |      |
| CMPR    | root CLASS 2 |     | -(l)k |    | <i>daha</i> |    |     |       |      |
| VERB    | root CLASS 2 |     |       |    | ∅           |    |     | -(l)l | -t   |

Table 2: Class 2 Structure

| Class 3               | DIM          | DIR | POINT | C0           | C1           | C2 | RES | PROC  | INIT |
|-----------------------|--------------|-----|-------|--------------|--------------|----|-----|-------|------|
| POS                   | root CLASS 3 |     | -(l)k |              |              |    |     |       |      |
| CMPR                  | root CLASS 3 |     | -(l)k |              | <i>daha</i>  |    |     |       |      |
| VERB <sub>incho</sub> |              |     |       | root CLASS 3 |              |    |     | -(l)l |      |
| VERB <sub>caus</sub>  |              |     |       |              | root CLASS 3 |    |     |       |      |

Table 3: Class 3 Structure

## Comparing Human and Machine Detection of Legal Metaphors in English - Turkish Translations

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The general aim of this study is to label the metaphors and their conceptual domains in English and Turkish HUDOC (European Court of Human Rights) texts with domain experts and deep learning-based Natural Language Processing (NLP) models that use transformer-based architecture. Accordingly, the study addresses the following research questions: 1) What is the compatibility between machine learning and human evaluations in the process of identifying metaphors and their conceptual domains? 2) What are the similarities and differences between the conceptual domains of the metaphors used in HUDOC texts and their Turkish translations? The study database consists of five judgments (English-TR) from HUDOC (2024-25). For metaphor labelling, test and training datasets were created based on the Metaphorshare database (Boisson et al., 2024) for English texts and a sample of English-Turkish HUDOC translations annotated by the authors for Turkish texts. The training set was enriched in ChatGPT LLM (OpenAI, 2025) with few-shot learning to increase the number of labels in Turkish — a low-resourced language. The enriched set was then used in a multilingual metaphor detection model (Wachowiak, L., Gromann, D., & Xu, C., 2022) based on Xlm-RoBERTa (Conneau et al., 2019) and the multilingual version of the bidirectional transformer model GLiNER (Zaratiana et al., 2023). The differences between the metaphor identification results obtained from these transformer models and the evaluations of the labellers (three researchers) were examined. The identification of conceptual metaphors will be performed by utilizing previous studies (for instance, Twardzisz, 2022) and the Turkish National Corpus in Turkish. Finally, the identification of metaphor source domains will be conducted within the framework of Conceptual Metaphor Theory (CMT) in line with the principles of cognitive linguistics (Lakoff & Johnson, 1993; Kövecses, 2010; Kövecses, 2020).

**Keywords:** legal metaphors, translation, machine learning, OpenAI

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## Leadership in Situ: Investigating Discursive Leadership in Software Development Teams

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The study of workplace interactions has increasingly become a focal point of research in recent years with researchers employing a range of theoretical frameworks and methodologies (Angouri, 2018; Schnurr, 2024). Building on this line of research, the present study underscores the importance of analyzing language use and workplace practices, particularly leadership, from a linguistic perspective. In this respect, this study makes the very first noteworthy linguistic-based contributions to leadership studies in software engineering context and explores how leadership is discursively constructed in decision-making episodes during daily team meetings in a software development team. Software development teams work in complex, dynamic environments where effective leadership is crucial to project success (Dönmez & Grote, 2018; Hofman et al., 2023). This study explores how such leadership is constructed through language in team interactions. Based on data collected during a 10-month workplace ethnography, we focus on five hours of video-recorded virtual team meeting interactions in a web team in this presentation and employ Multimodal Conversation Analysis to demonstrate the interactional dynamics among the team leader, the business analyst, two developers and the project director. Using the concepts of deontics (Stevanic & Peräkylä, 2012) and epistemics (Heritage & Raymond, 2005), we take an interactional approach to leadership (Clifton et al., 2020) and address the ongoing calls in leadership literature by examining how leadership is enacted in situ. More specifically, we tease out the discursive and multimodal processes through which leadership is accomplished. Thus, we not only offer insight into leadership research but also make significant contributions to workplace discourse studies in Turkey by examining the largely underexplored area within software development

**Keywords:** Leadership, Multimodal Conversation Analysis, Software Development Teams, Professional Communication

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## **Eko-Dilbilim Perspektifiyle Kazakistan'ın Kültürel Kimliğini Anlamak: Atyrau ve Ural Şehirlerinden Elde Edilen Bulgular**

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Bu çalışma, çok dilli ve çok kültürlü bir toplum yapısına sahip olan Kazakistan'da, toplumun ana dili olan Kazak Türkçesi ile ülkede en çok kullanılan ikinci dil olan Rusça arasındaki etkileşimlerin toplumun kültürel kimlik algısını ne şekilde etkilemekte olduğunu, disiplinler arası bir dilbilim yaklaşımı olan eko-dilbilim perspektifiyle açıklayabilmek amacıyla yapılmıştır. Bu araştırmanın sonucunda, katılımcıların iletişimsel deneyimleri, mekansal, toplumsal ve bireysel değişkenler olmak üzere bir bütün olarak değerlendirilmiş ve Kazakistan'da yaşayan bireylerin, ülkede var olan çok dilli ve çok kültürlü toplum yapısını içselleştirerek çok kültürlü bir kimlik kazandıkları saptanmıştır.

**Anahtar Sözcükler:** Kazakistan, eko-dilbilim, kültürel kimlik, Kazak Türkçesi, Rusça

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## Rhetorical Moves and Metadiscourse in Turkish Research Article Abstracts in the Field of Linguistics

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An abstract plays a crucial role in a research article, providing a concise summary that enables readers to determine whether they wish to read the full text. It employs specific rhetorical structures and metadiscourse strategies to engage readers and emphasize the key aspects of the article, making it essential for effective academic communication. While numerous studies have separately explored the move structure and metadiscourse use in research article abstracts (RAAs), limited research presents a cross-move analysis of metadiscourse, particularly there remains a gap in the Turkish context. To bridge this gap, this study examines the rhetorical move structures and the distribution of metadiscourse markers in Turkish RAAs in linguistics, employing both qualitative and quantitative approaches. Drawing on Hyland's (2005) interpersonal metadiscourse model and Hyland's (2000) five-move model, this study offers a two-level rhetorical analysis of 80 Turkish RAAs.

The focus is on identifying and mapping the interactive metadiscourse categories (transitions, frame markers, endophoric markers, evidentials, and code glosses) and interactional metadiscourse categories (hedges, boosters, attitude markers, engagement markers, and self-mentions) most frequently used to signal the rhetorical moves: introduction (I), purpose (P), method (M), product (Pr), and conclusion (C). Understanding how metadiscourse functions across rhetorical moves in Turkish RAAs will provide pedagogical implications for the writing practices of native and non-native researchers, enhancing their ability to use these strategies effectively in academic writing. Additionally, it will clarify the functional link between the move structure and the distribution of metadiscourse markers, as well as genre expectations for abstract writing.

**Keywords:** research article abstracts, rhetorical moves, metadiscourse markers, Turkish, linguistics

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## Divergent Word-Final Devoicing in Armeno-Turkish Cookbooks

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This exploratory study investigates orthographic and phonological patterns in Armeno-Turkish cookbooks. Armeno-Turkish is the representation of Turkish in Armenian script. This study seeks to uncover phonological patterns of spoken registers of Ottoman Turkish by means of taking Armeno-Turkish texts as a proxy, offering insights into diachronic sound changes. Modern Turkish orthography reflects regular word-final devoicing in multisyllabic words (Ketrez, 2016; Kopkallı, 1993; Tunçer and Sanıyar, 2022), however in Armeno-Turkish texts, this pattern is not as consistent. To what extent do Armeno-Turkish texts demonstrate regularity or variation in voiced and voiceless obstruents, and what factors might account for these patterns? While this is an exploratory study, we consider the role of Armenian orthographic conventions, spoken variation, dialectal influences, diachronic change, and contact in a multilingual context.

Our corpus consists of cookbooks published in 1876, 1907 and 1926, sourced from the archives of the National Library of Armenia (<https://haygirk.nla.am>). Cookbooks are particularly compelling as they limit variables such as register with shared conventions across texts. Our methodology consists of processing the Armeno-Turkish texts using the Optical Character Recognition software Tesseract (Smith, 2007), and converting Armenian characters into their Latin equivalents using Foma scripts (Hulden, 2009).

Modern Turkish orthography represents almost all word-final stops as voiceless (p, t, k). This generalisation is not as universal in Armeno-Turkish texts. Our findings identify two orthographic patterns which diverge from Modern Turkish conventions: (1) Words represented consistently across texts with a voiced obstruent (b, d, g) in word-final position (ex. şarab), and (2) Words written with both voiced and voiceless obstruents in word-final position (ex. yemek~yemeg). Sometimes this occurs in the same text.

Our findings demonstrate how Armeno-Turkish orthography regularly diverges from Modern Turkish in the representation of word-final obstruents. This variability offers new perspectives on possible spoken variants of Turkish in the period of interest. The presentation includes quantitative analyses and additional text genres, exploring the consistency and variation in orthographic practices.

**Keywords:** phonology, word-final devoicing, sound change, Armeno-Turkish, Ottoman Turkish

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## Türkçede Üye Eksiltmeye Türetimsel Bir Yaklaşım

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Türkçede boş nesnelerin *dağınık okuma* (sloppy reading) alabilmeleri nedeniyle *üye eksiltme* (ÜE, argument ellipsis) işlemiyle oluşturulduğu, boş öznelerin ise yalnızca *katı okuma* (strict reading) alabildiklerinden *küçük adil* (*adıl*, pro) olduğu ileri sürülmüştür (Şener & Takahashi (Ş&T) 2010; Takahashi, 2014). Japoncada ise katı/dağınık okuma testleri iki boş ulamın da *adıl* değil, eksiltilmiş üyeler olduğunu göstermektedir (Otani & Whitman, 1991 vb.). Saito'nun (2007) *Uyum-karşıtı Varsayım*'na (Anti-agreement Hypothesis) göre, uyum ÜE'yi engellediği için özne uyumu boş öznenin *adıl* olarak gerçekleşmesini gerektirmekte, Ş&T'ye (2010) göre de özne uyumu içeren Türkçe bu varsayımı desteklemektedir. Ancak, Kornfilt (2024), uyumlu boş öznelerin de dağınık okumaya sahip olabileceğini ve bu durumun konulaştırma/çalkalama ile tetiklenebileceğini gözlemlemiştir.

Bu çalışmada, anadili Türkçe olan 50 katılımcıya PsychoPy'da çevrimiçi bir dilbilgisel yargı testi uygulanmış, veriler R ile analiz edilmiştir. Boş özne/nesne yapıları, çekimli/çekimsiz yan tümcelerde ve uyumlu/uyumsuz biçimde sınanmıştır. Bulgular, önceki çalışmalarla uyumlu olarak boş nesnelerin hem katı hem de dağınık okumaya izin verdiğini, ancak alanyazından farklı olarak, boş öznelerin de uyumdan bağımsız olarak dağınık okuma alabildiğini göstermiştir. Ayrıca, Kornfilt'in (2024) önerisinin aksine, konulaştırma bu okumalar üzerinde anlamlı bir etki göstermemiştir.

Sonuç olarak, boş nesneler için ÜE çözümlemesi desteklenirken, boş özneler için yalnızca *adıl* çözümlemesine dayalı Uyum-karşıtı Varsayım gibi açıklamalar yetersiz görünmektedir. Bu bulgulara dayanarak, türetimsel bağlama kuramları (Heinat, 2009; Hicks, 2009 vb.) doğrultusunda, boş nesne/özne yapılarındaki eksiltilmiş BÖ'de (DP) bulunan *adıl*'ın türetim sırasındaki *özellik değerlendirme* (feature valuation) durumuna bağlı olarak katı veya dağınık okuma üretebileceğini önermekteyiz. Bu yaklaşım, katılımcılar arası okuma farklılıklarını da açıklama potansiyeline sahiptir.

**Anahtar sözcükler:** üye eksiltme, adıl düşürme, uyum, katı/dağınık okuma, dilbilgisel yargı testi

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## Alzheimer Demanslı Hastaların Duygudurum İfadelerini ve Metaforik Dili İşleme Becerilerindeki Bozukluklar

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Demans türleri arasında en sık görülen Alzheimer demansı, progresif bir nörodejeneratif hastalıktır. Sözcükleri geri çağırma ve bağlamdan kopuk konuşma şeklinde ortaya çıkan ilk iletişimsel bozulmalar, hastalığın ilerlemesiyle ağırlaşarak son evrelerde mutizmeye varan dil kayıplarına sebebiyet verebilmektedir. Metaforik dilin beyinde oldukça karmaşık bir yapı ve birçok farklı beyin bölgesinde lokalize beceriler içerdiği göz önüne alındığında, Alzheimer hastalığının insan beyninin bu karmaşık becerisini ne derecede etkilediği araştırılması gereken önemli bir konudur. Bu çalışmada Alzheimer hastalarının duygudurum ifadelerini ve metaforik dili doğru şekilde anlayabilme, yorumlayabilme ve günlük hayatta kullanabilme becerilerindeki bozulmaların derinlemesine incelenip betimlenmesi amaçlanmaktadır. Çalışmada cross-sectional araştırma deseni kullanılmıştır. Araştırmaya 41 Alzheimer hastası ve 41 sağlıklı yaşlanma sürecinde olan birey katılmıştır. Araştırmada veri toplama aracı olarak 9 üst başlıktan oluşan yapılandırılmış sorulardan faydalanılmıştır. İstatistiksel analizler IBM SPSS Statistics 25 (IBM Corp., Armonk, NY, ABD) ve RStudio 2023.06.1+524 (RStudio, PBC, Boston, MA, ABD) arayüzü kullanılarak, R sürüm 4.3.1 (R Foundation for Statistical Computing, Vienna, Austria) ortamında gerçekleştirilmiştir. Bu araştırmadan elde edilen sonuçlar şunlardır: Alzheimer hastalığı duygudurum içeren ifadelerin zihinde işleme sürecine zarar vermektedir. Alzheimer tanılı hastaların metaforik dili doğru şekilde anlama ve yorumlama becerileri bozulmuştur. Hastalarda sadece yeni, kalıplaşmış, düz anlamlı ve bozuk anlamlı kavramsal metaforların yorumlanma becerisi korunmaktadır.

**Anahtar Sözcükler:** Alzheimer demansı, duygudurum ifadeleri, metaforik dil, dil bozuklukları.

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# The Role of Awareness, Cue-Outcome Order, and Offline Consolidation in the Incidental Learning of Non-Native Stress Patterns

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The present study aimed to investigate the learnability of lexical stress patterns—a non-native phonological cue for Turkish speakers—within an artificial language learning paradigm. Specifically, it examined the effects of consolidation and cue-outcome order on learning these stress patterns.

Building on Gabay et al. (2015), who demonstrated that the Systematic Multimodal Associations Reaction Time (SMART) task—where sounds predicted the location of a visual target—facilitated learning of categorical features in auditory stimuli, we adopted the SMART task in our experimental design. This rationale informed our integration of the SMART task into the current study.

Participants were exposed to an artificial language composed of two semantic categories: animate and inanimate. Each word, presented only auditorily, was paired with a corresponding picture. The language contained 24 bisyllabic artificial words—12 per category. Notably, the same word forms were used across both categories, creating an overlap in lexical items. However, the two categories were distinguished by their stress patterns: stress on the first syllable for animate items, and stress on the second syllable for inanimate ones.

To explore the role of cue-outcome order, we manipulated the sequence of word and picture presentation, drawing on discrimination learning theory (Ramscar et al., 2010). In the cue-outcome condition, words preceded pictures during training, aligning with the theory's prediction that this order facilitates learning of novel cues by enabling prediction of outcomes. In the outcome-cue condition, pictures were presented before the words. Additionally, we examined the role of sleep in consolidation. Sleep has been shown to support the development of automatic and implicit knowledge (Merkx, Rastle, & Davis, 2011). Accordingly, participants in the sleep group completed their second training session after a night of sleep, while those in the awake group completed both sessions on the same day.

The findings of this study will elucidate the effects of cue-outcome order and sleep on the acquisition of non-native phonological cues and offer insights into mechanisms underlying second language learning.

**Keywords:** incidental learning, non-native phonology, stress patterns, consolidation effect, awareness, cue-outcome order

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## Vowel Harmony and Vowel Neutralization in Kayseri Turkish

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In this talk, we investigate vowel harmony and vowel neutralization in Kayseri Turkish, drawing on fieldwork data collected by the second author. While Kayseri Turkish displays the same vowel inventory and basic harmony patterns as standard Turkish, it imposes additional restrictions on the distribution of the front rounded vowels /y/ and /ø/ in word-initial position. In Kayseri Turkish, word-initial front rounded vowels are only permitted when they are not followed by another front rounded vowel (e.g. [gøz] ‘eye’, [gøz-ler] ‘eye-PL’, [jyz] ‘face’, [jyz-ler] ‘face-PL’). Otherwise, they neutralize to their back rounded counterparts: /y/ becomes [u], and /ø/ becomes [o]. However, whenever neutralization occurs, the vowels following the word-initial one are front (e.g. /gøz-llk/→[goz-lyk] ‘glass-NMLZ’, /jyz-lmlz/→[juz-ymyz] ‘face-1PL.POSS’), seemingly violating palatal harmony. We argue that these patterns are a case of featural shift: rather than being outright deleted from word-initial syllables, the unary [Front] feature of the word-initial vowel moves to the following vowel. This pattern provides a rare example of a segmental feature behaving in a way typically associated with tonal shift phenomena in tone languages.

To formally capture these facts, we propose an autosegmentally-inspired analysis of vowel harmony and neutralization in Kayseri Turkish which couples Clements & Sezer’s (1982) analysis of Turkish vowel harmony with a delinking account of word-initial neutralization. While a constraint against word-initial front rounded vowel penalises the association of the feature [Front] to a word-initial vowel when combined with [Round], the harmony-driving need to associate suffix vowels to [Front] (as well as [Round]) favours its association to the following vowel(s). When it is not possible to shift [Front] to another vowel, such as in monosyllabic [gøz], or it is not possible to associate both [Front] and [Round] to a non-initial vowel, such as in [gøzler], delinking is blocked by the requirement to preserve the [Front] feature. This analysis accounts for the observed alternations in a principled way, unifying vowel harmony and neutralization under a single framework.

**Keywords:** Vowel harmony, neutralization, Kayseri Turkish, featural shift

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## A Modal Adverbial Clitic *mI* in Turkish: Towards More Accurate Prediction of Possible Positions in a Sentence

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Numerous studies have attempted to determine the syntactically appropriate position of the Turkish clitic *mI*, which denotes yes-no questions. Previous studies, such as Besler (2000), Kamali (2011), and Özyıldız (2015), have revealed that *mI* cannot appear inside noun phrases (except those containing genitive demonstrative nouns) or postpositional phrases. However, its appearance within an adverb and an adjective (e.g. "*Spora mı düşkün* insanlar daha sağlıklı olur?" (Besler 2000: 47)) is considered grammatical; however, the reasons for such grammatically valid structure remain unexplained. Uzun (2004) also observed that *mI* may occur in embedded clauses and still yield a direct question interpretation (e.g. "*Sen Ali'nin bugün eve mi gittiğini bilmiyorsun?*" (Uzun 2004: 193)). Furthermore, the clitic can also occur between quantifiers like *çok* 'many' or *az* 'few' and the nouns they seem to modify at first glance, as in "*Çok mu öğrenci soruyu anlamadı?*" Nevertheless, the rationale behind them remains inadequately elucidated.

This presentation argues that *mI* functions as an adverb whose primary role is to indicate the speaker's uncertainty about a proposition and prompt possible resolutions. As an adverb, *mI* depends syntactically on the predicate of the main clause and enjoys considerable positional freedom. They cannot be attached to nouns or postpositions because they cannot syntactically govern adverbs. Verbs and adjectives, in contrast, functioning as heads of their respective phrases, govern *mI*. Its presence in embedded clauses can be explained similarly: the embedded verbal predicate governs *mI*, and the predicate of the main clause determines whether it is a direct or indirect question. Regarding cases involving *çok/az*, we propose treating them as adverbs that scope the entire sentence rather than modifying the following nouns. It is possible to explain why *mI* appears immediately after them and still be grammatically acceptable.

**Keywords:** adverb, interrogative clitic, morphosyntax, Turkish, yes-no questions

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## Türkçe *Bu* ve *Şu* İşaret Sözcüklerine Eşlik Eden Vücut Hareketleri

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Türkçe işaret sözcükleri üzerine araştırmalar, metin ve söylemdeki çeşitli kullanışlara ve ana dili konuşmacılarının sezgilerine dayanarak önemli ölçüde gelişmiştir (Balpınar 2019). Bununla birlikte, deneylerden elde edilen bulgulara dayanan çalışmalar, yalnızca betimleyici araştırmaları destekleyen kanıtları sağlamakta kalmamış, aynı zamanda işaret sözcüklerinin seçimini etkileyecek psikolojik özellikleri de açıklığa kavuşturmuştur (Küntay & Özyürek 2006). Ancak, işaret sözcüklerinin kullanımını etkileyen faktörlerin henüz yeterince tespit edilmediği ve daha çok incelenmesi gerektiği de unutulmamalıdır. Örneğin, Hayasi & Özsoy (2015), düzenledikleri deney ortamında konuşmacıların işaret sözcükleri kullanırken gösterdikleri vücut hareketlerini inceleyerek, *bu* ve *şu*'nun o'dan daha sık vücut hareketiyle birlikte kullanıldığını belirtmiştir. Ancak *bu* ve *şu*'nun kullanımında görülen vücut hareketlerinin işaret sözcüğüne göre farklı olup olmaması, bugüne kadar pek tartışılmamıştır. İşte bu bildirimde, Hayasi & Özsoy (2015)'te kullanılan veriye dayanarak, bu sorunu cevaplamaya çalışılacaktır.

Söz konusu veri, deneye gönüllü katılan katılımcıların ses ve görüntü kayıtlarından oluşur. Katılımcılar rastgele ikişer kişilik gruplara ayrıldı ve her grubun Lego bloklarından üç eseri inşa etmesi istendi. (Çiftin biri, yapılması istenen örneklerin fotoğrafına bakarak, blokları monte etmeyi üstleyen öbür kişiye yalnız sözlü olarak talimat verdi.) Eserleri yaparken iki kişi arasında çıkan konuşmalar, vücut hareketleriyle birlikte kaydedildikten sonra kodlanmıştır. Bunun sonucu olarak, *bu* ve *şu* işaret sözcüklerine eşlik eden vücut hareketlerinde şöyle sıklık farkı görülmüştür ( $\chi^2(2)=57.8$ ,  $p<.01$ ):

- (1) *Bu*'ya en sık eşlik eden vücut hareketi, konuşmacının kendi elindeki bloku dinleyiciye verirken yaptığı hareket oldu (89 örnekten 82'si, yani %92,1)
- (2) *Şu*'ya sık eşlik eden vücut hareketi, konuşmacının kendi elindeki bloku masaya bırakırken yaptığı hareket (25 örnekten 11'i, yani %44,0) ve masada bulunan bloka veya yere işaret ederken yaptığı hareket oldu (25 örnekten 9'u, yani %36,0). Verme hareketi ise, *şu*'ya eşlik eden vücut hareketlerinin arasında en az görülen hareket oldu (25 örnekten 5'i, yani %20,0).

Deneydeki kısıtlamalar nedeniyle veride bulunan vücut hareketlerinin çeşidi oldukça sınırlı olsa da, *bu*'ya eşlik eden vücut hareketiyle *şu*'ya eşlik eden vücut hareketi arasında net bir fark bulunmaktadır. Bu sonuç, şu şekilde yorumlanabilir: Bloku verme hareketinde dinleyicinin konuşmacı tarafından başlatılan harekete alıcı olarak katılması beklenirken, bloku masaya bırakma hareketinde veya bloka işaret etme hareketinde, dinleyicinin harekete katılması şart değildir. Yani, konuşmacıyla dinleyicinin aynı harekette yer alması, *bu*'nun kullanılmasını daha olası kılar, oysa *şu*'nun kullanımı böyle koşuldan etkilenmez.

**Anahtar Sözcükler:** *bu*, *şu*, işaret sözcüğü, vücut hareketi, ortak hareket

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## Türkçede Beden Deyimlerinde Duygu Aktarımı: Koreli Öğrenciler İçin Sözcük Öğretimi Modeli

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Türkçede beden bölümlerine dayalı deyimler, duyguların daha somut ve etkili biçimde aktarılmasında önemli bir rol oynamaktadır. “Yüreği ağzına gelmek”, “burnundan solumak”, “gözü kara olmak” gibi deyimler aracılığıyla korku, öfke, cesaret gibi duygular bedenle ilişkilendirilerek ifade edilmektedir. Ancak, bu tür deyimler kültürel ve dilsel arka planları farklı olan Koreli öğrenciler için anlamlandırma ve kullanım açısından güçlükler yaratmaktadır. Korece ve Türkçede beden bölümlerine dayalı deyimlerin yapısal ve anlamsal farklılıkları, bu öğrenme zorluklarının temel nedenleri arasındadır.

Bu çalışmanın temel amacı, Türkçede beden deyimleriyle kurulan duygusal ifadelerin bilişsel yapısını analiz ederek, Koreli öğrenciler için etkili bir sözcük öğretimi modeli geliştirmektir. Bu kapsamda, Türkçede yaygın olarak kullanılan beden bölümü içeren deyimler seçilecek ve kavramsal metafor ve metonimi teorileri (Lakoff ve Johnson, 1980; Kövecses, 2000, 2005 vb.) çerçevesinde anlam genişleme kalıpları incelenecektir. Ayrıca, Koreli öğrencilerin bu deyimleri öğrenme sürecinde karşılaştıkları zorluklar ve yaygın hata türleri ortaya konulmaya çalışılacaktır. Bu doğrultuda, kültürel arka planın açıklanması ve bağlamsal uygulamaları içeren çoklu bir öğretim modeli önerilecektir.

Bu çalışmanın, Türkçede duygu anlatımının bilişsel ve kültürel temellerini daha iyi anlaşılmasına katkı sağlaması ve Koreli öğrencilere yönelik Türkçe öğretiminde daha etkili yöntemlerin geliştirilmesine zemin hazırlaması beklenmektedir.

**Anahtar Sözcükler:** Beden deyimleri, Duygu aktarımı, Sözcük öğretimi, Bilişsel anlambilim, Kavramsal metafor, Metonimi

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# Negotiating Boundaries of (Non)Belonging: Metapragmatic Accounts of Identity Labels in the Digital Narratives of Turkish Return Migrant Women

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The exploration of digital language practices in superdiverse contexts is essential to understanding how transnational identities are constructed, negotiated, and expressed through complex linguistic and semiotic resources (Blommaert & Rampton, 2011). This study examines how Turkish return migrant women negotiate diasporic identities through the metapragmatic evaluation and recontextualization of multiple enregistered identity labels within a closed Facebook group established for returnees from Europe. It investigates how participants construct, reflect on, and reshape the indexical meanings of these labels– such as *Almancı*, *Gurbetçi*, *Yabancı*, *Avrupalı*, and *Türk*– as part of their identity work across interactional, discursive, and societal levels.

Drawing on 20-months of digital ethnographic fieldwork in a closed Facebook group, this study adopts a discourse-centred online ethnographic approach (Androutsopoulos, 2008) as its methodological framework. The group involves more than one thousand multilingual return migrant women of Turkish heritage who were born and raised in various Western European countries and later relocated to Turkey. The dataset consists of both Facebook interactions within this private digital space and ethnographic interviews conducted with active group members.

Findings reveals that participants strategically mobilize socially-saturated labels as discursive resources to index multiple, shifting, context-sensitive identity stances, allowing them to recalibrate their positioning across diverse social frames. This strategic engagement with naming practices plays a central role in the formation of a distinct returnee subjectivity, marked by liminality and ambivalent belonging. Ultimately, we discuss that identity labels are not merely used in interaction but become objects of metapragmatic reflection, ideological contestation, and stance-taking. As such, they function as key linguistic resources through which return migrant women construct difference, resist stigmatization, and negotiate their place within and beyond national and diasporic boundaries.

**Keywords:** indexicality, identity, belonging, migration, digital ethnography

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# Differential Subject Marking in Turkish -mA Complement Clauses: A Corpus Study

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**Background:** Differential subject marking (DSM) refers to the alternation of subject case marking depending on semantic properties such as animacy, definiteness, and topicality (Witzlack-Makarevich & Seržant, 2018). Turkish has DSM in complement clauses which are formed by the suffixes *-DIK* and *-mA*. Subjects immediately before verbs in such complement clauses exhibit alternation between genitive and zero. In the literature, DSM in Turkish is considered to be primarily related to specificity (Heusinger & Kornfilt, 2005; Kerslake, 2020).

**Problems:** There are three problems. First, in previous literature, DSM in *-mA* complement clauses have received insufficient attention compared with that in *-DIK* complement clauses. Second, the interpretation of specificity is often treated as a matter of preference. Other properties triggering DSM should also be considered. Last, the existing research on DSM is mainly based on introspection and elicitation. Quantitative research is needed because the alternation is based on tendential patterns, and thus it is an issue of frequency (Kerslake, 2020).

**Aims:** This paper quantitatively investigates the nominal and verbal properties in *-mA* complement clauses that correlate with Turkish DSM in terms of animacy, plural markers, semantic roles, and verb types.

**Methods:** I collected 354 examples of *-mA* complement clauses from the corpus data (Leipzig Corpora Collection, 2019). I restricted the data to instances where DSM occurs: the clauses where an overt subject occurs immediately before a verb. I annotated the case marker of the subject, animacy, plural marking, semantic role, and verb types.

**Results:** The findings are as follows. First, overall, subjects with a genitive marker are more frequent than subjects with a zero marker. Second, non-human subjects are more frequently unmarked than human subjects. Third, subjects without a plural marker are unmarked more often than those with a plural marker. Fourth, patientive subjects are unmarked more often than agentive subjects. Last, anticausative and unaccusative verbs have unmarked subjects more often than unergative and transitive verbs.

**Discussion:** I will argue that DSM in Turkish involves various properties of noun phrases triggering case marking by providing quantitative and empirical evidence. The relevance of the results to DSM in *-DIK* complement clauses will also be discussed. Lastly, this study may be extended to include object/subject incorporation.

**Keywords:** Turkish, differential subject marking, complement clause

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## Türkçe Ders Kitaplarında Metin Karmaşıklığının Sözbilimsel Yapı Kuramı ve Bağımsal Uzaklık Bağlamında İncelenmesi

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Sözbilimsel yapı kuramı, Mann ve Thompson (1986) tarafından geliştirilmiş ve metindeki ardışık birimler arasındaki ilişkileri ortaya koyan bir söylem analiz yöntemidir. Bu kuram, söylem analizi, uygulamalı dilbilim, bilgisayarlı dilbilim ve ruhdilbilim gibi birçok farklı alanda yaygın olarak kullanılmaktadır (Taboada ve Mann, 2006). Bu araştırmada ise söz konusu kuramın özellikle metin ve söylem karmaşıklığını değerlendirmede nasıl kullanılabileceği üzerinde durulmuştur.

Sun ve Xiong (2019), sözbilimsel yapı kuramının metinlerin karmaşıklığını belirlemede kullanılabileceğini belirtir ve bunu bağımsal dilbilimden alınan bağımsal uzaklık kavramını uyarlayarak yaparlar. Bağımsal uzaklık, sözcüklerin kendilerini yöneten sözcüklere olan uzaklığını ifade eder ve bilişsel işlemlemeyi etkileyen önemli bir faktördür (Hudson, 1995, 2007). Sun ve Xiong (2019), Liu (2007) ve Liu vd. (2017) tarafından kullanılan formülü temel alarak metnin sözbilimsel yapısından hareketle ortalama söylem uzaklığını hesaplamıştır. Araştırmacılar ayrıca "ortalama sözbilimsel uzunluk" ve "ortalama gerçek uzunluk" kavramlarını da kullanarak metinlerin karmaşıklığını değerlendirmişlerdir.

Bu çalışmanın amacı, sözbilimsel yapı kuramının metin karmaşıklığını belirlemedeki kullanımını Türkçe metinler üzerinden incelemektir. Yukarıda sunulan alanyazın doğrultusunda sözbilimsel yapı kuramı ve bağımsal uzaklık kavramlarının ışığında, ortaokul 8. sınıf Türkçe ders kitabındaki tüm okuma metinleri incelenecektir. Metinlerin ortalama bağımsal uzaklığı, ortalama sözbilimsel uzaklığı ve gerçek uzaklığı hesaplanarak metinlerin karmaşıklığına ilişkin nicel bir görünüm sunulacaktır.

Metin karmaşıklığı, ABD'de 2009 yılında uygulamaya konan "Ortak Temel Ölçütler" (Common Core State Standards) programına göre öğrenciler için kullanılacak metinlerin belirlenmesinde önemli bir ölçüttür. Bu program, metinlerin anlam düzeyi, dilin açık ve geleneksel kullanımı ve metni anlamak için gerekli bilgi gibi nitel ölçütlerin yanı sıra okunabilirlik gibi nicel ölçütleri de içermektedir. Ayrıca öğrencilerin bilgisi, istekliliği ve deneyimi ile metin üzerinden yapılması gereken görevlerin karmaşıklığı gibi okur ile metin arasındaki ilişkiye dayanan faktörler de önemlidir. Bu çalışmada elde edilen bulguların, ders kitaplarındaki metinlerin yapısına ilişkin daha ayrıntılı ve anlamlı bilgiler sağlaması beklenmektedir.

**Anahtar Sözcükler:** sözbilimsel yapı kuramı, metin karmaşıklığı, bağımsal uzaklık, söylem analizi

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## Muhafazakârlık Dışı Okumaların Olay Sayımı Olarak İncelenmesi

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Muhafazakârlık Genellemesi (Barwise & Cooper, 1981; Keenan & Stavi, 1986) nasıl niceleyicilerin doğal dilde bulunabileceğini belirleyen ilkelerden biridir. Buna göre “nic” herhangi bir niceleyici olmak üzere “Nic A B’dir.” şeklindeki bir tümcenin doğruluk koşulları sadece A kümesine duyarlıdır. Örneğin “Çoğu öğretmen çalışandır.” gibi bir tümcenin belirli bir modeldeki doğruluğu sadece öğretmenlerin çalışkanlık durumları tarafından belirlenir. Öğretmen olmayanların çalışkanlık durumları tümcenin bu modeldeki doğruluk değerinin belirlenmesinde hiçbir rol oynamaz. Daha formel olarak ifade etmek gerekirse, Muhafazakârlık (Tanım): E bir evren,  $A, B \subseteq E$  olmak üzere,  $\text{nic}(A, B) \Leftrightarrow \text{nic}(A, A \cap B)$ ’dir. Muhafazakârlık Genellemesi (MG) her doğal dil niceleyicisinin yukarıdaki tanımda belirtilen özelliği gösterdiği iddiasıdır. Oysa Westerståhl (1985) bazı niceleyicilerin bu kısıtlamayı çürütme ihtimali olduğunu öne sürmüştür. Westerståhl’a göre, “birçok” niceleyicisi oransal kullanımlarında muhafazakâr olmayan bir okumaya da sahiptir.

(1) Bu yıl Kapadokya’yı birçok yerli turist ziyaret etti.

(1)’deki tümce, Kapadokya’yı ziyaret edenler içindeki yerli turistlerin oranıyla ilgilidir. Bunu formüle etmek için “birçok” niceleyicisine aşağıdaki anlamsal değer atanabilir. c bir sınır değeri, Y yerli turistleri, K de Kapadokya’yı ziyaret edenler olmak üzere,  $\text{birçok}(Y, K) \leftrightarrow (|Y \cap K|)/(|K|) > c$  Burada Kapadokya’yı ziyaret eden toplam turist sayısının paydayı oluşturduğu ve böylece yabancı turist sayısının da tümcenin doğruluk koşullarına etki ettiği görülecektir. “Birçok” niceleyicisinin anlamsal değeri yukarıda gösterildiği şekildeyse bu niceleyicinin MG’ye aykırı olduğu açıktır. Krifka (1990) nicelemenin sadece nesneleri değil olayları da etkileyebildiğini iddia etmiştir. Örneğin (2)’deki tümcede Kapadokya’ya yerli turistler tarafından yapılan ziyaretlerin sayısı hakkında bilgi verilmektedir. (Uğurlu, 2024)

(2) Bu yıl Kapadokya’yı beş bin yerli turist ziyaret etti.

Bu sunumda temel amaç, MG açısından sorunlu olan okumaların da bir tür olay sayımı olarak incelenebileceğini göstermektir. Bu bağlamda (1)’deki tümceyi tekrar ele aldığımızda (3)’te verilen tümceye benzer bir okumaya da sahip olduğunu görürüz.

(3) Bu yıl Kapadokya’ya birçok yerli turist ziyareti oldu.

(1) ve (3) arasındaki bu anlamsal denklik (1)’deki tümcenin nesne değil olay sayımı içerdiğini, bu nedenle “birçok”un buradaki kullanımının MG’ye tabi olmadığını gösterir niteliktedir. (1)’deki tümcenin olay sayımı analizi konuşmada detaylıca ele alınacaktır.

**Anahtar Sözcükler:** Anlambilim, Muhafazakârlık, Niceleme

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## Spatial Nouns in Chuvash: Contraction and Grammaticalization

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Chuvash (Oghur branch), like other Turkic languages, has some spatial nouns which can function like a postposition when followed by possessive and case suffixes (e.g., *vărman* *ăš-ěn-če* [inside-POSS.3-LOC] “in the forest”). A distinct feature of the Chuvash spatial nouns is that they seem to show some contraction patterns which are not observed in other nouns when followed by these suffixes. Some of the contracted forms seem to have been fully grammaticalized into postpositions. However, these phenomena are not sufficiently described by previous research. What kind of contraction patterns are seen? What is the degree of their grammaticalization? This study aims to answer these questions based on the results of a corpus survey and the descriptions on the grammaticalization process in Johanson (1998) and Heine and Kuteva (2002).

The survey revealed that 1) the vowel of the second person singular possessive suffix *-u(n)/-ü(n)* often reduces to *-ă/-ě* before the locative or ablative case suffixes (e.g., *um-un-ta* [front-POSS.2SG-LOC] > *umănta* “in front of you”); 2) the vowel of the first person singular possessive suffix *-ăm/-ěm* often drops between the word-final *m* and the dative-accusative case suffix (e.g., *śum-ăm-a* [side-POSS.1SG-DAT.ACC] > *śumma* “to my side”); 3) the vowel of the third person possessive suffix *-ě(n)* often drops between *śi(y)* “upside” and the locative or ablative case suffix (e.g., *śiy-ěn-če* [upside-POSS.3-LOC] > *śinče* “on”).

Among the contracted forms, those based on *śi(y)* “upside” show the highest degree of grammaticalization because, like postpositions, 1) the form remains the same regardless of the person and number of its preceding element (e.g., *man śinče* [1SG.GEN on] “on me”); 2) the preceding elements except for some pronouns are always in the nominative form (e.g., *śěr śinče* [ground on] “on the ground”); and 3) the meaning of the original noun has faded and its function has generalized (e.g., *śiy-ěn-čen* [upside-POSS.3-ABL] > *śinčen* “about”).

**Keywords:** Chuvash, spatial nouns, contraction, grammaticalization

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# Evaluation of Turkish Monolingual and Kurdish-Turkish Bilingual Learners' Errors in English Written Production in Terms of Language Transfer

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The principles and strategies of learning in the postmethod era need to take the locals into consideration (Kumaravadivelu, 2001). Therefore, language transfer (Odlin, 1989), learner-centered error analysis (Corder, 1967), localized learning environments (Canagarajah, 2005), and cross-linguistic influence mechanisms (Jarvis & Pavlenko, 2008) prioritize and concentrate on the local and the learner. Thus, the aim of this study is to reveal errors arising from language transfer, to determine the types of errors made, to identify the errors based on whether the students are monolingual or bilingual, to reach educational conclusions based on the data obtained from the analysis. The study focuses on English language learners of the Tourism Guidance Department at Mardin Artuklu University, specifically those who are monolingual in Turkish (L2) and bilingual in Turkish-Kurdish (L3). First, a multiple-choice language history survey was conducted, and 50 subjects (25 monolingual Turkish speakers and 25 bilingual Turkish-Kurdish speakers) were selected. To these subjects, Language History Questionnaire (Li et al., 2020) was conducted to gather detailed language background data. Kurdish learners (L3) are early bilinguals with limited experience in using Kurdish for writing and reading as a heritage language. Apart from LHQ, an error analysis was conducted after collecting one opinion essay and two argumentative essays from each student, totaling 150 written products during a one-year educational period. By using The Louvain Error Tagging Manual Version 2.0 (Granger et al., 2022), all 150 essays were tagged, analyzed and transfer errors were commented. It was revealed that transfer effects vary to different extents among L2 and especially L3 learners because of the dominance of formal education, metalinguistic awareness of L3 (Kurdish) learners, the overshadowing effect of the Turkish language, and proficiency in the Kurdish language to reach the threshold of transfer (Cenoz, 2003). Based on the qualitative data collected from the students, many interesting points have been addressed regarding transfer errors, such as the time- and context-dependent use of memory, transfer models, and the impact of the formal education language on transfer.

**Keywords:** Error Analysis, Language Transfer, Heritage Language, Cross-Linguistic Influence, Memory

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## Revisiting Turkish Reflexive Verbs

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This study examines the syntactic and semantic properties of reflexive verbs in Turkish. Turkish verbal reflexives are derived by two morphemes *-(I)n* and *-(I)l*, and these verbs occur in two different types referred to as ground reflexives and figure reflexives according to Key (2021).

- (1) Çocuk yarışma-dan çek-**il**-di. (2) Misafirler kolonya sür-**ün**-dü-ler.

child competition withdraw-**(I)l**-PST guest-PL cologne apply-**(I)n**-PST-PL

Turkish verbal reflexives have previously been classified within the class of unaccusative verbs, together with passives and anti-causatives (Gündoğdu, 2017). The classification is based on the idea that all suffixes deriving these verbs are subject to a syncretism called u-syncretism (Embick, 2004). However, reflexive verbs being derived by two distinct suffixes and presenting different types of reflexivity based on the meanings they express, indicates Turkish reflexive expressions having different syntactic structures. This presents a problem since their meaning is not solely predictable over the morpheme.

Regarding the issue, Key (2021) highlighted the semantic distinction among reflexive verbs, according to which reflexive verbs derived with *-(I)l* indicate co-reference between the agent and the theme, while *-(I)n* indicates co-reference between the agent and the goal. The study defined the first group as figure reflexives and the second group as ground reflexives. Key (2025) argued the morpheme *-(I)l* to be an intransitive Voice suffix and the morpheme *-(I)n* to be an Applicative Voice suffix based on the verbs below.

- (2) **Ground-reflexive verbs** indicating co-reference between the agent and the theme:

*tık-ın, dök-ün, sar-ın, giy-in, ört-ün, sür-ün.*

- (4) **Figure-reflexive verbs** indicating co-reference between the agent and the goal:

*aç-ıl, eğ-il, sok-ul, at-il, çek-il, ser-il, as-il.*

This study aims to address a gap in Key (2025)'s observations regarding Turkish verbal reflexives. The *-(I)n* suffix can also derive figure reflexive verbs, and accordingly the suffix *-(I)n* solely being an Applicative Voice suffix does not hold. Examples (4)-(6) show the verbs derived by *-(I)n* morpheme, indicating co-reference between agent and theme, and therefore suitable for the class figure reflexive. Based on the new observations, it is argued that the reflexive structures derived with *-(I)l* are intransitive as suggested (Key 2021, 2025), but unlike Key (2025), that the suffix *-(I)n* is not only an Applicative Voice but also functions as a true reflexive suffix in Turkish.

- (5) **-(I)n Figure-reflexive verbs** indicating co-reference between the agent and the theme: *bak-ın, gör-ün, gez-in, sür-ün, ger-in, silk-in, sürt-ün, sık-ın, çöz-ün, ölç-ün.*

**Keywords:** morphology, syntax, Voice, reflexivity, Turkish

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## A Morphological and Semantic Analysis of Noun-Noun Reduplications in Turkish

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This study presents a new morphological and semantic analysis of noun-noun reduplications (NNRs) in Turkish, both theoretically and experimentally, and proposes a new linguistic classification by comparing these structures with compounding and repetition mechanisms. Some researchers (Booij, 2005; Rubino, 2005; Lieber, 2009; Haspelmath & Sims, 2010) define reduplications as phonological or morphological repetition processes, while others (Moravcsik, 1978; Inkelas & Zoll, 2005) argue that there must also be semantic integration between its constituents. In this study, the focus is on Turkish NNRs, such as *ana baba* ‘parents’ (← *ana* ‘mother’ + *baba* ‘father’) and *zarar ziyan* ‘all kinds of damage’ (← *zarar* ‘harm’ + *ziyan* ‘loss’), in which both constituent elements retain their individual lexical meanings while jointly forming an integrated concept. Drawing on Moravcsik’s (1978) typology, the study re-evaluates the status of NNRs in Turkish and argues for their reclassification as co-compounds, further supported by Wälchli’s (2005) concepts of natural coordination and double-headedness.

In the experimental part of the study, a two-stage online survey will be conducted with monolingual native Turkish speakers aged 18–65. The study investigates whether NNRs exhibit (I) natural coordination, (II) double-headedness, and (III) limitations in affixation. In the first stage, 37 NNRs and 16 random word pairs will be rated for naturalness on a 5-point Likert scale based on linguistic familiarity and conventionality. In the second stage, the same NNRs will be modified using inflectional and derivational affixes and presented as multiple-choice items. Participants will choose the most natural form—affixed on the second or both elements—or provide their own via an “other” option. Quantitative data will be analyzed using frequency and chi-square tests; open-ended responses will undergo content analysis.

This study adopts the Process-Based Morphology framework (Aronoff, 1994; Pounder, 2000; Kunduracı, 2019) to analyze Turkish NNRs as co-compounds and aims to contribute to the literature by exploring the emergence of paradigmatic processing patterns in such structures.

**Keywords:** reduplication, co-compound, process, morphology

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## Investigating Spoken Impoliteness in Historical Turkish: A Case of Istanbul Court Records

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The diachronic investigation of spoken language is an arduous process because it is not easy to find reliable data sources that can reflect the characteristics of the spoken discourse belonging to the historical period(s) under scrutiny. On the other hand, spoken corpora of historical periods which started to appear in the last couple of decades, such as Corpus of English Dialogues 1560–1760 CED, promote diachronic research as they facilitate the accessibility of relevant data. Although a similar corpus is not available for the historical periods of Turkish language yet, documents such as Istanbul Kadı/Şer'iyye Sicilleri (Istanbul Qadi/Court Records) may serve for these purposes. These official documents are aired online with open access opportunities. In addition, quick word search option and simple concordance lines are eligible for the researchers. This study attempts to be a precursor sample for using these documents in order to conduct research in linguistics, specifically in pragmatics. Adopting both politeness 1 and politeness 2 perspectives, this research intends to examine spoken impoliteness used in a data set that consists of 100 transliterated volumes of the Ottoman court records written between the 16th and 20th centuries. Initially, it is aimed to unearth speakers' perceptions about impoliteness by examining the definition of verbal actions accompanying the two words şetm/şutum (saying bad word/s) in courtroom context. Then, focusing on the vocative 'bre', samples for impolite expressions are identified. The result will be discussed by giving reference to the relevant literature. In addition, suggestions for future research will be presented.

**Keywords:** Spoken impoliteness, Historical Turkish, Istanbul Court Records

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## Sentence-Final Intonation of Interrogatives in Urmia Azeri (A Comparison with Turkish)

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The purpose of this study is to describe the sentence-final intonation patterns of interrogative sentences in the Urmia dialect of Azeri, and to compare the results with that of Turkish from a contrastive perspective. A native speaker's pronunciation of the prepared example sentences was recorded and the pitch pattern was extracted using the software PRAAT. Three types of predicate constructions (i.e. copula, adjective, and verbal predicates) were analyzed. Our study found that Urmia dialect and Turkish display opposite patterns in their sentence-final pitch on both types of interrogative sentences: Wh-questions in Turkish exhibit a sentence-final rapid-rise, whereas Urmia dialect a sentence-final fall. Both languages, however, were found to be similar in the way that they raise the pitch of the Wh-words regardless of where it appears in the sentence. As for Y-N interrogatives, Urmia dialect displayed a sentence-final-rise, whereas Turkish a sentence-final-fall. The intonation patterns of Urmia dialect interrogative sentences match with the descriptions of Lee (1996), which mentioned that Azeri dialects in Iran exhibit a sentence-final rise in Y-N questions, and a sentence-final fall in all other types of sentences including Wh-questions. We propose that the difference between Turkish and the Urmia dialect regarding Y-N interrogatives is possibly due to language contact, particularly that of Turkish with the Balkan languages. Turkish seems to be the exception, whereas Urmia dialect aligns with the intonation of other Turkic languages such as Bashkir, Kazakh, Tatar, Uyghur, and Uzbek (McCollum et al., 2021; Boeschoten, 2021; Major et al., 2021; Berta, 2021). Turkish, as well as Gagauz Y-N questions exhibit a final-fall just like in south Slavic languages (except for Bulgarian), Greek, Hungarian, Romanian, etc. included in the so-called "Eastern-European Question Tune" umbrella (Andreeva, 2009; Lehiste, 1980; Karra, 2003; Grice et al., 2000.).

**Keywords:** Intonation, Interrogatives, Southern Azeri, Language Contact

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## Native Turkish Listeners Invoke Vowel Features in Vowel Perception

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The Turkish vowel inventory consists of 8 vowels, which are defined by 3 phonological features ([back±], [round±], and [high±]) that yield a fully symmetrical vowel system. This study asks whether the perceptual discrimination of Turkish vowels by native listeners is best explained in terms of the category-level distinctions encoded by these features, or by the acoustic-phonetic properties of the vowels.

Forty native Turkish listeners completed a speeded AX vowel discrimination task and an ABX vowel discrimination task. Stimuli were the 8 Turkish vowels in /b\_b/ nonword contexts produced by native Turkish speakers, presented in all possible permutations. Inter-stimulus intervals (ISI) and feedback in each trial were manipulated in the two tasks to favor processing at a more phonetic or phonological level (Johnson, 2015). In the AX discrimination task, to promote a more phonetic mode of processing, ISIs were 100 ms long and participants received feedback based on the acoustic identity of the vowels such that different tokens of a phonemically identical vowel were treated to be different. In the ABX discrimination task, ISIs were 500 ms long and feedback was based on the phonemic identity of the vowels to promote a more phonological mode of processing.

Response times were analyzed in linear mixed effects models with a set of phonetic and phonological dissimilarity measures relating stimulus tokens (A, B, X) to one another or to vowel categories as predictors: Euclidean distance between stimulus tokens (phonetic predictor), phonetic overlap between stimulus vowel categories in the vowel space (phonetic and phonological predictor), and feature dissimilarity between stimulus vowel categories (phonological predictor). I predicted that larger phonetic and phonological dissimilarity between stimulus vowels would result in faster responses in both discrimination tasks, indicating higher perceptual dissimilarity. I also predicted that only phonetic dissimilarity measures would be influential in the AX discrimination task whereas both phonetic and phonological dissimilarity measures would be influential in the ABX discrimination task.

In the AX discrimination task, contrary to my hypothesis, the phonetic distance between the stimuli was not a significant predictor of response times ( $p = 0.86$ ), whereas lesser phonetic overlap in the vowel space and greater feature dissimilarity predicted faster responses ( $p = 0.02$  and  $p = 0.03$ , respectively), indicating lesser perceptual similarity. In the ABX discrimination task, greater feature dissimilarity predicted faster responses ( $p = 0.048$ ), however only for the trials in which X was identical with A, and no other phonetic or phonological predictor was significant.

The two significant predictors in this study, phonetic overlap and feature dissimilarity, are both measures that invoke vowel categories, unlike the phonetic distance measure between the stimulus tokens. Hence, these results suggest that participants did not process the stimuli purely phonetically but rather engaged in phonemic identification and phonological processing in both tasks. Moreover, native Turkish listeners make use of phonological vowel features in vowel perception as evidenced by the significant influence of vowel feature dissimilarity on response times in both tasks. As such, I argue that phonological vowel features play a significant role in Turkish vowel perception.

**Keywords:** vowel perception, vowel features, vowel discrimination, phonological processing

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## **POSTER SUNUMLARI**

## **Yabancılar Türkçe Öğretiminde Duyusal Etnografinin Kullanımı: Yazma Sürecine Yönelik Bir Yöntem Önerisi**

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Duyusal etnografi, bireylerin çevreyle kurdukları ilişkileri yalnızca bilişsel düzeyde değil; görsel, işitsel, dokunsal ve diğer duyuşal deneyimler aracılığıyla da anlamaya odaklanan nitel bir araştırma yöntemidir (Pink, 2009). Bu yaklaşım, öğrencilerin çevresel gözlemlerini duyu merkezli ifadelerle yazılı dile aktarmalarını teşvik ederek yazma sürecinde hem bütüncül bir üretimi hem de duyuşal farkındalığı desteklemektedir. Duyuşal farkındalık, bireyin hem kendi duygularını hem de başkalarının duygularını kavramsallaştırma ve tanımlama becerisi olarak tanımlanır (Lane & Smith, 2021). Bu beceri, ikinci dil ediniminde yalnızca dilsel yeterlilik değil, aynı zamanda kültürel ve duyuşal bağlamı da içselleştirmeyi gerektirir.

Bu çalışma, duyuşal etnografi yönteminin yabancılar Türkçe öğretiminde yazma becerilerini geliştirmeye katkısını incelemeyi amaçlamaktadır. Araştırma, İstanbul Bilgi Üniversitesi'nde B2 düzeyinde Türkçe öğrenen 16 öğrenciyle (15 Türkmen, 1 İranlı) yürütülmüştür. İlk üç hafta boyunca öğrencilere duyuşal etnografi yaklaşımı tanıtılmış, duyuşal kelimeler listesi verilmiş ve yazma öncesi yönlendirmeler yapılmıştır. Veri toplama süreci iki aşamada gerçekleştirilmiştir. İlk aşamada öğrencilerden sınıf içi ve dışı ortamlarda günlük tutmaları, duyuşal notlar ve haritalar oluşturmaları istenmiştir. İkinci aşamada ise sağlık temalı konularda yaklaşık 200 kelimelik paragraflar yazmaları talep edilmiştir. Elde edilen veriler hata analizi yöntemiyle (Corder, 1981) değerlendirilmiştir.

Bulgular, öğrencilerin yazılı metinlerinde betimleme gücünün ve bağlamsal kelime kullanımının arttığını, metin bütünlüğünün güçlendiğini ortaya koymuştur. Paragraflarda anlam akışı ve akademik yapı korunurken, günlüklerde daha fazla imla ve yapı hatası gözlemlenmiştir. Duyusal etnografi temelli yazma uygulamaları, öğrencilerin hem teknik dil becerilerini hem de çevresel-duyuşal algılarını yazıya dökme becerilerini desteklemiş; yöntem pedagojik açıdan işlevsel bulunmuştur.

**Anahtar Sözcükler:** Duyusal etnografi, Türkçe öğretimi, Yazma becerileri, Hata analizi, İkinci dil edinimi

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## İleri Düzeyde Türkçe Öğrenen Türkmen Öğrencilerin İmla Hataları: Bir Hata Analizi Çalışması

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İkinci dil edinimi, bireylerin dört temel dil becerisinde yetkinlik kazanmalarını hedefleyen çok boyutlu bir süreçtir. Bu süreçte yazma becerisi, dilsel yapıların doğru kullanımı ve anlam bütünlüğünü gerektiren karmaşık bir alandır. Yazılı anlatımdaki hatalar, öğrencilerin hedef dile ilişkin bilgi düzeyini ve anadil etkilerini yansıtır (Corder, 1981; Ellis, 1997; Dulay vd., 1982). Önceki çalışmalar, ikinci dil olarak Türkçe öğrenen öğrencilerin yazım hatalarını çeşitli ölçütlere göre incelemiştir (Bölükbaş, 2011; Çetinkaya, 2015; Önder & Uzdu-Yıldız, 2017).

Bu çalışma, Türkmen Türkçesini anadil olarak konuşan 10 öğrencinin akademik Türkçe dersinde ürettikleri 30 metindeki (e-posta, paragraf, günlük) yazım hatalarını analiz etmeyi amaçlamaktadır. Hatalar sesdizimsel, biçimbilimsel, sözdizimsel, yazımsal ve anlamsal olarak sınıflandırılmış, yalnızca sistematik olanlar değerlendirmeye alınmıştır. Anadilden kaynaklı hatalar, yapı eşleştirmeleri ve odak grup görüşmesiyle belirlenmiştir.

Toplam 524 hatanın %37'si biçimbilimsel, %26'sı yazımsal, %18'i noktalama, %11'i sözdizimsel, %8'i anlamsaldır. Hataların %42'si anadil aktarımına dayanmaktadır. Bu bulgular, öğretmenlerin geri bildirim stratejilerinin ve öğretim materyallerinin geliştirilmesine katkı sunabilir.

**Anahtar Sözcükler:** Hata analizi, yazma becerisi, ikinci dil olarak Türkçe

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## FOXP2 Geni ve Ayna Nöronlar, Chomsky'nin Dil Edinimindeki Genetikçi Yaklaşımının Göstergeleri Olabilir mi?

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Genetik ve sinirbilim alanındaki son gelişmeler, dil edinimi anlayışımızı derinleştirerek uzun süredir süregelen kuramsal tartışmalara yeni boyutlar kazandırmıştır. Bu çalışma, Noam Chomsky'nin doğuştan gelen dil yetisi kuramını, iki önemli bilimsel bulgu olan kalıtsal konuşma ve dil bozukluklarıyla ilişkilendirilen FOXP2 geni (Lai, Fisher, Hurst, Vargha-Khadem ve Monaco, 2001) ile taklit ve eylem anlayışını mümkün kıldığı öne sürülen ayna nöronlar (Rizzolatti & Arbib, 1998) ışığında ele almaktadır. Bu bulgular, dil ediniminin biyolojik temellerine dair ampirik destek sunsa da, bu çalışma bu tür doğuştan gelen mekanizmaların yalnızca sosyal etkileşim ortamında işlevsellik kazanabileceğini savunmaktadır. Vygotsky'nin sosyokültürel kuramı ile Bruner (1983) ve Tomasello'nun (2003) etkileşimci yaklaşımlarına dayanan bu yaklaşım, genetik ve nörolojik alt yapının yalnızca sosyal çevrenin etkin katılımıyla harekete geçtiğini ve şekillendiğini öne sürmektedir.

Bu araştırma, kuramsal ve kavramsal bir nitelik taşımakta olup, disiplinlerarası bir yaklaşımla yürütülen nitel bir sentez çalışmasıdır. Dilbilim, gelişim psikolojisi, sinirbilim ve genetik alanlarındaki güncel literatürün yorumlayıcı analizi yoluyla, yakın dönemdeki biyolojik bulguların klasik dil edinim kuramlarını nasıl dönüştürdüğü veya genişlettiği ele alınmaktadır. Araştırmanın amacı, deneysel veriyle bir hipotez test etmekten ziyade, farklı kuramsal yaklaşımlar arasında eleştirel bir tartışma ve bütünleştirici bir bakış açısı sunmaktır.

Bu bağlamda sosyal destek yalnızca içsel mekanizmaları tetikleyen bir unsur değil, bu mekanizmaların gerçekleşmesi için vazgeçilmez bir koşuldur. Doğuştan gelen kapasitelerin çevresel destekle nasıl bütünleştiğini ortaya koyan bu çalışma, doğalcı (nativist) ve sosyal etkileşimci kuramlar arasında köprü kuran dinamik bir dil edinim modeli önermektedir. Bu sentez, özellikle dil gecikmesi, çok dillilik ya da dil bozukluğu durumlarında, dil gelişiminin disiplinlerarası düzlemde nasıl kavramsallaştırılması gerektiğine ilişkin önemli çıkarımlar sunmakta ve erken dönem dil eğitimi uygulamalarına ışık tutmaktadır.

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# **The Effect of Inner Speech on Sentence Processing: An Investigation of Relative Clause Attachment Ambiguity in Turkish**

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Inner speech, the internal monologues and dialogues we experience, plays a crucial role in cognitive functions such as decision-making, reasoning, and problem-solving. It has long been a focus of cognitive science and related disciplines, particularly in understanding how individuals internally process language. While Vygotsky (1986) associated inner speech with thought organization and problem-solving, neuroscientific studies suggest that it engages core language-processing regions of the brain, such as Broca's area, and follows similar neural pathways (e.g., McGuire et al., 1996). A key study by Alderson-Day et al. (2018) advanced inner speech research by developing a self-report questionnaire to assess its intensity and variability. This tool has since been widely adopted across multiple disciplines to explore the cognitive and behavioral implications of inner speech (e.g., Emerson & Miyake, 2003; Williams et al., 2012). Despite extensive research on inner speech, its role in sentence processing—particularly in resolving syntactic ambiguities—remains largely unexplored. This study investigates the influence of inner speech on relative clause attachment ambiguity resolution. Native Turkish-speaking participants completed Alderson-Day et al.'s self-report questionnaire, with inner speech intensity treated as an independent variable. They then performed an online self-paced reading task, which included three types of experimental sentences: globally ambiguous (*Yurtdışında eğitim gören pilotun yardımcısına selam verdim.*), semantically biased (*Arka bahçede kahvaltı yapan tarlanın işçisine uzaktan baktık.*), and syntactically biased (*Görev dağılımı konusunda anlaşılan işçilerin şefiyle çay içtik.*). Results revealed a general preference for low attachment. However, participants with higher inner speech intensity exhibited slower reaction times and greater response consistency. Notably, the slowing effect of inner speech was more pronounced in semantically biased sentences than in syntactically biased ones. These findings suggest that inner speech interacts more strongly with semantic information during the early stages of sentence processing, shedding light on its role in ambiguity resolution.

**Keywords:** inner voice, relative clauses, ambiguity resolution

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## Turkic Cessatives: A Neglected Category

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This poster will offer an overview of cessativity in Turkic languages, a grammatical category that denotes the abrupt cessation of an action or process. This topic is notably underexplored. Kuteva et al. (2019) merely mention the existence of this linguistic category. While sharing certain features with terminative and completive constructions, cessatives clearly constitute a category by their own.

A wide-spread structural pattern is characterized by a transitive verbal stem denoting 'to stop, to finish', 'to leave' and/or 'to throw' in combination with an action nominal:

(1) Üç yıl            önce        et            ye-mey-i            bırak-t-ım. (Turkish)  
three year        earlier   meat       eat-an-acc       leave-past-1sg  
'I gave up eating meat three years ago.'

(2) Mən siqaret    çək-məy-i 35 yaş-ım-da    dayan-dır-d-ım. (Az.)  
I       cigarette   pull-an-acc 35 age-poss1sg-loc   stop-caus-past-1sg  
'I stopped smoking when I was 35 years old.'

(3) Men-da xolesterin    daraja-si            yuqori    bo'l-gan-i  
I-loc       cholesterol            degree-poss3    high    become-an-poss3  
uchun go'sht    iste'mol qil-ish-ni            to'xtat-d-im. (Uzbek)  
because meat   use    make-vn-acc    stop-past-1sg  
'I stopped eating meat because I had high cholesterol levels.'

(4) Et    že-gen-dı            koy-d-ım. (Kazakh)  
meat   eat-an-acc            put-past-1sg  
'I stopped eating meat.'

Several Turkic languages display a wide-range of additional forms, a.o. auxiliary verb constructions and ad-hoc denominal formations. Some of such forms are due to language contact, a.o. with Mongolic. An example of this type is quoted below:

(5) Men tamaha-dan ün-gen men. (Tuhan)  
I tobacco-abl exit-post 1sg  
'I gave up smoking.' (lit. 'I came out from tobacco')

**Keyword:** cessatives, terminatives, completives, auxiliary verb constructions

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## Author Identification through Discourse Marker Use in Turkish Twitter (X) Discourse

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This study explores discourse markers as indicators of individual writing style (idiolect) in Turkish social media discourse, focusing on the X platform. Markers such as *ama* and *yani* signal pragmatic relations, structure discourse, and express speaker stance (Schiffrin, 1987; Fraser, 1999). Habitual and unconscious use makes them strong candidates for authorship attribution (Crystal, 2008).

Focusing on *ama* and *yani*, the study examines their frequency and positional patterns (initial, medial, final) across ten users. The hypothesis is that authors have consistent discourse-level preferences shaped by the grammaticalization of these markers.

The corpus consists of manually collected, original Turkish tweets from ten balanced users, cleaned and segmented into *n*-grams. Candidate markers are identified through frequency and positional analysis and validated by discourse function.

Discourse relations are analyzed using the Penn Discourse Treebank 3.0 Annotation Manual framework, complemented by insights from Zeyrek and Özge's (2020) Discourse Meaning: The View from Turkish, capturing Turkish-specific discourse features.

Grounded in usage-based linguistics (Bybee & Hopper, 2001), the study finds significant inter-author variation in *ama* and *yani* usage, supporting their role as stylistic markers for authorship identification.

This research advances computational stylistics for morphologically rich, under-resourced languages like Turkish, highlighting discourse-level features' potential in authorship attribution models.

**Keywords:** discourse markers, idiolect, authorship attribution, Turkish, social media, *ama*, *yani*

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## Modals in Negation Contexts in Finland Tatar

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Finland Tatar is an endangered Turkic variety spoken by a Tatar community of 600 individuals, descendants of Mişar merchants migrated from the Volga region to Finland in 19th century. It has been in contact with Finnish and Swedish for many decades, as a result of which it exhibits both SOV and SVO word orders, and both left-branching non-finite and right-branching finite subordination.

This study investigates the modals in Finland Tatar, with a particular focus on their interaction with negation. We question (i) if the scope relations follow the syntactic structure in Finland Tatar (inverse scope is possible or not), (ii) if there are contact induced changes in its modal system. The modal categories are defined based on Kratzer (1981), and we restrict ourselves with the possibility modals *-dır* (1a-b), *ala* (2a-b) and the necessity modal *-tiyeş* (3a-b). The negation of *-dır* and *tiyeş* is formed with *tögöl* ‘not’ (1b and 3b, respectively), whereas the negation of *ala* is expressed with *almıy* (2b). The data sets are based on the fieldwork conducted by the authors.

- (1) a. Şamil ofis-ta-dır. b. Şamil ofis-ta tögöl-dir.  
Şamil office-loc-poss Şamil office-loc not-poss  
‘It is possible that Şamil is in the office.’  
Modality > Neg  
\*It is not possible that Şamil is in the office. \*Neg > Modality
- (2) a. Şamil ofis-ta bul-a ala. b. Şamil ofis-ta bul-a al-mıy.  
Şamil office be-a poss Şamil office be-a poss.neg  
‘It is possible that Şamil is in the office.’  
\*It is possible that Şamil is not in the office. \*Modality > Neg  
It is not possible that Şamil is in the office. Neg > Modality
- (3) a. Şamil ofis-ta bul-ırğa tiyeş.  
Şamil office-loc be-inf nec.  
‘It is necessary that Şamil is in the office.’  
b. Şamil ofis-ta bul-ırğa tiyeş tögöl.  
Şamil office-loc be-inf nec. not  
i. ‘It is necessary that Şamil is not in the office.’ Modality > Neg  
ii. ‘It is not necessary that Şamil is in the office.’ Neg > Modality

Our initial findings are (i) both configurations—where modality takes scope over negation and where negation takes scope over modality—are attested, (ii) the scope relations seem to be mirrored in syntax, i.e. the form with wider semantic scope tends to occupy a higher syntactic position, meeting the c-command requirement in scope relations (1b and 2b). However, in some cases, it is also observed that a syntactically lower negation element can semantically outscope the modal expression (3b-i). It has also been observed that Finland Tatar has some contact induced changes in its modal system.

**Keywords:** Finland Tatar, modality, negation, scope, language contact

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## Acoustic Characteristics of Formant Frequencies and Transitions of /h/ in Turkish

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The consonant /h/ generally carries similar articulatory and acoustic patterns to its neighboring vowels (Chomsky & Halle, 1968; Ladefoged, 1975; Roach, 1983; Keating, 1988). As well-known, it is classified in Turkish as a voiceless glottal fricative (Selen, 1979; Mielke, 2002; Ergenç & Uzun, 2020) and as a semi-vocalic (Lieberman, 1977) and can be located in the onset, intervocalic, and coda positions (Kılıç, 2012; Ertan, 2013; Arslan & Uzun, 2025). Building upon the previous accounts, the present study aims to investigate the acoustic realization of this consonant in syllable onset, intervocalic, and coda positions in Turkish. To answer our research questions for the acoustic profile of /h/, we conducted a production experiment with a group of 35 adult monolingual Turkish native speakers aged between 18 and 45. Our spoken data were recorded in a phonetic booth using Praat (Boersma & Weenink, 2024) software. Stimuli were randomly presented to all speakers within carrier sentences (e.g., ‘The man said X’), and they were asked to produce the sentences as naturally as possible. Each speaker produced the stimulus sentences in three phonological contexts: onset (/hVC/), intervocalic (/VhV/), and coda (/CVh/) positions. In total 10,332 tokens were included in the raw data. The raw data analysis was performed with the normalized mean F1–F2–F3–F2\_3 formant frequencies (Hz), maximum V1–V2–V3–V2\_3 formant transition velocities (Hz/ms), duration (ms), and intensity (dB) using the *FormantPro* (Xu & Gao, 2018). F2\_3 was calculated as the average of F2–F3 frequencies and maximum velocities were computed using the formula  $(F_{n2}-F_{n1}/t_2-t_1)$ . Statistical analysis was conducted in R (R Core Team, 2025) using Linear Mixed-Effects Models (LMMs) (Bates et al., 2015) with the formula: Acoustic Parameter ~ Position \* Gender + (1|Speaker) + (1|Item). Overall findings showed that /h/ in Turkish varied systematically across syllable onset, intervocalic, and coda positions with respect to normalized formant frequencies, velocity, duration, and intensity. Accordingly, while the acoustic parameters were typically at the lowest level in the intervocalic position ( $p<0.05$ ), they were moderate in the onset position ( $p<0.05$ ), and at the highest level in the coda position ( $p<0.001$ ). Acoustic distributions highly suggested that /h/ is sensitive to positional variabilities in Turkish.

**Keywords:** formant, velocity, onset, intervocalic, coda

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# Reconsidering the Constraint-based Analysis of Manner Alternation in Kazakh and Kyrgyz

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Kazakh and Kyrgyz exhibit similar consonant manner alternations, where /n/ and /l/ alternate to /d/ (or /t/) following certain consonants.

Gouskova (2004) discusses differences in manner alternations between these languages. However, her analysis examines only a limited set of contexts (e.g., the /l/- alternation in the plural suffix /-lar/) and does not consider other contexts, such as root-internal alternations. Moreover, some of her Kyrgyz data are inaccurate or, at the very least, not representative of commonly spoken or Standard Kyrgyz. For example, she claims that /l/ alternates after any consonant, including /r/ and the approximant /j/ in Kyrgyz. However, such an alternation does not typically occur.

This paper reexamines manner alternations in Kazakh and Kyrgyz with a broader phonological context. The key differences between the two languages are as follows:

- (1) The phonological rule  $rn \rightarrow rd$  applies only to suffixes in Kazakh but extends to roots in Kyrgyz. For example, 'my nose' is /murn-im/  $\rightarrow$  [murn-im] (\*[murd-im]) in Kazakh, but /murn-um/  $\rightarrow$  [murd-um] (\*[murn-um]) in Kyrgyz.
- (2) In Kyrgyz, the phonological rule  $rl \rightarrow rd$  does not apply to inflectional suffixes (e.g., the plural suffix /-lar/) but applies optionally to derivational suffixes (e.g., the nominal suffix /-lik/). In contrast, this alternation does not occur in any suffixes in Kazakh. For example, 'unity' is /bir-lik/  $\rightarrow$  [bir-lik] ~ [bir-dik] in Kyrgyz, whereas in Kazakh, it remains /bir-lik/  $\rightarrow$  [bir-lik] (\*[bir-dik]).

Gouskova (2004) applied Optimality Theory (OT; Prince & Smolensky 1993/2004) to analyze these alternations. OT accounts for phonological phenomena through violable constraints and their rankings. However, for the reasons mentioned above, her constraint rankings do not fully capture the Kazakh-Kyrgyz differences. This paper proposes revised rankings, showing that the Kazakh-Kyrgyz differences arises from differences in the ranking positions of the IDENT ROOT<sub>[NASAL]</sub> and IDENT DERVATIONAL SUFFIX constraints.

**Keywords:** Kyrgyz, Kazakh, phonology, manner alternation, Optimality Theory

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## Türkçe Transhümanizm Terimleri Üzerine Bir Sözlükçe Çalışması

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Transhümanizm, insanın entelektüel, fiziksel ve psikolojik kapasitelerini geliştirmek için yapay zeka, nöroteknoloji, genetik mühendisliği, nanoteknoloji ve sibernetik gibi ileri teknolojilerin etik kullanımını savunan çok disiplinli bir entelektüel ve kültürel hareket olarak tanımlanmaktadır. Uzun vadeli vizyonu, insan türünün yönlendirilmiş evrim yoluyla dönüştürülmesini ve potansiyel olarak mevcut biyolojik ve bilişsel sınırlamaları aşan insan sonrası varoluş biçimleriyle sonuçlanmasını içermektedir (Bostrom, 2003: 493; More, 2013: 4). Teknoloji, bilim ve felsefenin kesişiminde yer alan bu alan, insan doğasını yeniden tanımlamayı ve geliştirmeyi amaçlamaktadır. Geçmiş 19. yüzyıla dayanan transhümanizm (Ayan, 2019: 420), çağımızın hızlı teknolojik gelişimlerine, özellikle yapay zeka uygulamalarına koşut olarak popülerlik kazanmıştır. Kavramsal çerçevesi büyük ölçüde İngilizce terimlerle şekillenen bu alana ilişkin henüz ne İngilizce ne de Türkçe dillerinde hazırlanmış bir sözlük ya da sözlükçe bulunmamaktadır. Bu çalışma sayesinde, transhümanizmle ilgilenen Türkçe konuşan bireylerin bu alana daha kolay erişim sağlamasının mümkün olacağı düşünülmektedir. Çalışmada, terimlerin Türkçe karşılıkları oluşturulurken çeşitli yöntemler kullanılmıştır. Öncelikle, İngilizce terimlerin etimolojik kökenleri ve anlamları incelenmiştir. Daha sonra, Türkçe dil yapısına uygun, anlamı doğru bir şekilde yansıtan karşılıklar önerilmiştir. Bu süreçte, Türkçe'nin zengin sözcük dağarcığı ve türetme olanaklarından yararlanılmıştır. Ayrıca, önerilen terimlerin akademik çevrelerde kabul edilebilirliğini artırmak için dilbilimsel ve felsefi bağlamlar göz önünde bulundurulmuştur. Örnek olarak, "cyborg" (insan-makine birleşimi) terimi için "kiborg" (kiber organizma) karşılığı önerilmiştir, çünkü Türkçede halihazırda "kibernetik" terimi yerleşmiş olarak kullanılmaktadır. Benzer şekilde, "neurosuspension" (kişinin beyninin ve beyin fonksiyonlarının dondurucu tanklar veya özel kimyasallar yardımı ile askıya alınması) terimi için "nöroaskı" ifadesi geliştirilmiştir. Bu tür terimlerin Türkçe karşılıklarının oluşturulması, yalnızca dilsel bir çeviri değil, aynı zamanda kavramsal bir uyarlama sürecini de içermektedir. Sonuç olarak, bu çalışmanın, transhümanizm alanında Türkçe terminolojinin geliştirilmesine yönelik önemli bir adım olduğu, bu tür bir sözlükçenin hem akademik hem de popüler düzeyde transhümanizm tartışmalarını zenginleştirerek bu alandaki bilgiye erişimi kolaylaştıracağı düşünülmektedir.

**Anahtar Sözcükler:** Transhümanizm, terimbilim, sözlükçe

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## Gender and Emotion in Turkish Narratives: Analysis of Grammatical Constructions

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Speakers' grammatical choices systematically correlate with social variables such as gender and context, reflecting broader patterns of identity and social alignment (Trudgill, 1974; Eckert, 2000; Cheshire, 2002). While prior studies have explored narrative development and sociolinguistic variation in Turkish (Küntay and Slobin, 2002; Bayraktaroğlu, 2002), systematic, quantitatively grounded research on grammatical variation, especially regarding gender and emotional framing, remains notably underdeveloped, revealing a critical gap in the field. Building upon the background studies, this study explores the impact of gender, age, region and emotional framing on the morphosyntactic structures of Turkish personal narratives. A total of 40 native Turkish participants were asked to respond to two open-ended prompts, one describing a joyful moment and another recounting a stressful experience, via Google Forms. The collected written narratives were analysed based on a predetermined linguistic coding scheme informed by Göksel and Kerslake (2005), focusing on variables such as total TAM (Tense-Aspect-Modality) usage, modality markers, verb semantics (action, state, experiential, communication, eventive), subordinate clause presence, conjunction use, adjective frequency, sentence types (nominal, verbal, elliptical), and TAM subcategories such as perfective, evidential, modal necessity, and zero copula. The data were subjected to two-way ANOVA tests to assess the main effects of Gender, Age, Region and Emotion Type interactions (Gender×Emotion Type; Age×Emotion Type; Region×Emotion Type). The findings reveal that speakers aged 26-35 demonstrate heightened grammatical and lexical complexity in Turkish emotional narratives, marked by frequent use of subordinate clauses, diverse TAM categories, and experiential verbs. Gender-based differences further indicate that female speakers tend to adopt more evaluative and interactional styles through increased use of adjectives and elliptical constructions. Although regional variation did not reach statistical significance, emerging trends in verb semantics and tense marking suggest that regional identity may subtly shape narrative structuring.

**Keywords:** Variation, narrative, emotion type, gender, grammatical constructions

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## The Missing ‘Self’ in Language Models: Reflexive Errors as Insights into World Representations

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The recent advent of Large Language Models (LLMs) demands rigorous evaluation of their capacity for human-like communication and advanced pragmatic reasoning. Although LLMs excel at formal competence—“getting the form right” (Mahowald et al., 2024)—they struggle with functional competence, or using language effectively in real-world contexts. In this study, we examine whether LLMs can integrate world knowledge into the syntactic resolution of Turkish reflexives— a low-resource language as low resource languages are challenging for context-dependent interpretations in NLP (Zhang et al., 2023). Previous work (Oğuz & Kaiser, 2023, a.o.) on human participants demonstrates that Turkish reflexives can be bound either locally or non-locally; here, we incorporate pragmatic cues of world knowledge bias. See contextual example (1) for illustration.

1. *In the last soccer tournament, there were several injuries. In the match where Aslı’s leg was broken:*

|                                                                                |           |                        |           |
|--------------------------------------------------------------------------------|-----------|------------------------|-----------|
| Aslı[Sena-nın                                                                  | kendi-ni  | düşür-düğ-ü-nü]        | söyle-di. |
| Aslı Sena-GEN                                                                  | Refl-POSS | make.fall-NOM-3SSG-ACC | tell-PAST |
| ‘Aslı <sub>i</sub> said that Sena <sub>j</sub> made self <sub>i/j</sub> fall.’ |           |                        |           |

In sentence (1), pragmatic inference induced by world knowledge dictates that the reflexive must corefer with Aslı, the individual whose leg is reported to have been broken. even though syntactically, both nouns can bind the reflexive in Turkish. We tested this hypothesis using a 40-item set with three LLMs fine-tuned for Turkish, GPT2, Gemma 2B and BERT as well as GPT-4.5. For the fine-tuned models, log-probabilities as shown in (2) for two competing noun phrase interpretations were compared, while GPT-4.5 was prompted to select between candidate follow-up sentences (Aslı fell vs Sena fell).

$$(2) \log P(x_1, \dots, x_n) = \sum_{i=1}^n \log P(x_i | x_{<i})$$

To further bolster the robustness of our findings, we conducted a complementary experiment that operationalized *perplexity* as the principal evaluation metric. This experiment adopted an alternative methodological paradigm while retaining the identical set of scenarios.

As far as the results are concerned, our binomial tests confirm that none of the four models exhibit a reliable sensitivity to the world-knowledge bias observed in human referent resolution. Specifically, GPT-4.5, GPT-2, and Gemma each show a non-trivial—but non-significant—tendency toward selecting the local antecedent (local preference rates of 54%, 52%, and 51% respectively) irrespective of the pragmatic cues, similar to what was reported in Lee et al., (2025) for relative clause attachment, whereas BERT’s local selection rate of 47% runs counter to the bias direction reported in Lee et al. (2025). When pooled across models, a Pearson’s chi-square test yields  $\chi^2(1) = 1.065$ ,  $p = 0.3006$ , indicating no significant association between experimental condition (world knowledge cue) and model choice. Future research should investigate whether targeted fine-tuning on pragmatics datasets or architecture-level adjustments (e.g., bias-mitigation modules) can induce statistically robust alignment with human world-knowledge-driven inference in syntactic resolution.

**Keywords:** LLMs, Syntactic Ambiguity, World Knowledge, Computational Modelling

## Revisiting Subject in Turkish

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The literature on the subject (SUBJ) provides no clear-cut definition of the term; rather, it is addressed ambiguously based on its various structural properties, such as case, and position. The theoretical discussions on the subject vary primarily according to the specific aspect of the term studied: i. The replacement of the Extended Projection Principle (EPP) feature with the labeling problem in Chomsky (2013), ii. Proposals suggesting that the SUBJ remains in situ (Alexiadou & Anagnostopoulou, 2001), iii. Studies arguing that agreement markers can be considered SUBJs (Öztürk, 2001; Good & Yu, 2000, etc.), iv. Proposals suggesting that non-subject elements can move to the Spec-TP position (Miyagawa, 2001, 2003, etc.), v. Reanalysis of head positions as specifier positions (van Gelderen, 2014), vi. Topic properties of pronouns in Turkish (Öztürk, 2001), vii. Topic-drop phenomena in Turkish based on empirical data (Meral, 2014)

We propose a framework where the genuine SUBJ is marked as a Control Structure. We reintroduce agreement markers as subjects (see Öztürk, 2001; Good & Yu, 2000) and argue that pronominal elements merge in the topic position, Spec-TP. we follow the LP-based analysis in van Gelderen (2014) and propose that agreement markers enter the derivation with the head T. Further, for semantic role assignment we reinterpreted the Spec-vP position with PRO elements and analyze it under a control structure. As a result, we construct two types of structures: one in which NPs are derived as simple SUBJs ((1a)) and another in which pronominal elements enter the derivation in the topic position while agreement markers function as SUBJs ((1b)):

- (1) a. [TP OBJ [TP T [vP SUBJ [v' [VP {OBJ} V] v] T+AGR]]]  
b. [TP TOP<sub>i</sub> [TP [vP PRO<sub>i</sub> [v' [VP OBJ V] v] T+AGR<sub>i</sub>]]]

**Keywords:** subject position, topic position, agreement marker, pro-drop languages

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## **YUVARLAK MASA SUNUMLARI**

## Toplumsal Anlam ve Söylem Üzerine Farklı Yaklaşımlar

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Bu yuvarlak masa, toplumsal anlam ve söylem ilişkisini çağdaş dilbilim ve söylem çözümlemesi bünyesindeki dört farklı yaklaşım üzerinden ele almaktadır. Bu bağlamda, farklı yaklaşımların toplumsal anlam olgusunu ele alma biçimlerini göstermeyi ve yaklaşımların kendilerine has kavram ve yöntembilimsel araçları üzerinden ortaya konulan çözümlemeler ile kuramsal çeşitliliği belirgin kılmayı amaçlamaktadır. *Parla* (100. Yıl Marşı) adlı marşı veri olarak belirleyen çalışma, marşta yer alan söylemleri Söylem Tarihsel Yaklaşım, belirtisel dizi, Değerleme Kuramı ve büyük-yapılar çerçevesinde irdelemekte ve marştaki belirli toplumsal anlamları tartışmaktadır.

Yuvarlak masanın ilk bildirisinde toplumsal anlam ve söylemsel inşa arasındaki ilişki ortaya konulmaktadır. Eleştirel Söylem Çözümlemesi ve toplumsal anlam arasındaki bağlantıyı Söylem Tarihsel Yaklaşım'ın ilkeleri ve yöntembilimsel araçları üzerinden irdeleyen çalışma, *Türk kimliğine* ilişkin toplumsal-bilişsel şematik yapılanmayı ve inanç örüntülerini metinlerarası ilişkiler üzerinden tartışmaktadır.

İkinci bildiride toplumsal anlam olgusu toplumsal-göstergesel anlam inşası üzerinden incelenmektedir. Belirtisellik kuramı ve *belirtisel dizi* kavramına yönelen çalışma, dilsel biçimler ve kültürel değerler arasındaki çok katmanlı ilişkinin üretilme, pekişme ve doğallaşma süreçlerini vurgulamaktadır.

Çalışmanın üçüncü bildirisi toplumsal anlam ve duruş alma/değerlendirme arasındaki bağlantıya odaklanmaktadır. Değerleme Kuramı'nın altını çizdiği tutum, katılım ve derecelendirme sistematliğini ele alan çalışma, değerlendirme bağlamında kolektif Türk kimliğinin coşku, kararlılık ve gurur duygulanımı ile ulusal bir manifesto şeklinde sunulduğunu göstermektedir.

Çalışmanın son bildirisi toplumsal anlam olgusuna metindilbilimsel bir bakış açısı ile yaklaşmaktadır. Toplumsal-bilişsel söylem yaklaşımının belirgin bir aracı olan *büyük-yapılar* ve bağdaşıklık çerçevesinde bir inceleme sunan çalışma, *mücadelenin sürekliliği* ve *ilerlemenin devamı* gibi belirli toplumsal anlamları metin bağdaşıklığı, büyük-önergeler ve metnin büyük-yapısı üzerinden tartışmaktadır.

Bu yuvarlak masa oturumu, toplumsal anlam ve söylem arasındaki karmaşık ilişkiyi anlamak için yaklaşımlar arası bir farkındalık oluşturmakta ve farklı bakış açıları ile örüntülenen kuramsal bir kavrayış ve çözümleme çerçevesi sunmaktadır. Bu noktada, çağdaş dilbilim ve söylem çözümlemesi bünyesindeki toplumsal anlam ve söylem ilişkisine yönelik yapılacak çalışmalara kuramsal ve yöntembilimsel bir katkı sağlamayı hedeflemektedir.

## Toplumsal Anlam ve Söylemsel İnşa: Söylem Tarihsel Yaklaşım Çerçevesinde Bir İnceleme

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Bu yuvarlak masa sunumunda, toplumsal anlam olgusu eleştirel bir bakış açısıyla, özellikle Söylem Tarihsel Yaklaşım çerçevesinde ele alınmaktadır. Bu bağlamda çalışma, *Parla* (100. Yıl Marşı) adlı marştaki söylemsel pratikler üzerinden ortaya çıkan toplumsal-göstergesel anlam inşasına odaklanmaktadır. Wodak ve diğ. (1999/2009) tarafından ortaya konulan tanım, kavram ve ilkeleri temel alan çalışma, marştaki *ulus* ve *ulusal kimliklerin* söylemsel inşasını incelemektedir. Bu doğrultuda, marştaki söylem stratejilerini, *biz* kolektif kimliğinin nasıl adlandırıldığını, hangi özellikler ile nitelendiğini, hangi savlar ve sav şemaları üzerinden tartışıldığını, hangi bakış açılarından değerlendirildiğini ve bu değerlendirmelerin etkilerinin nasıl artırıldığı ve/veya azaltıldığı üzerinden ortaya koymaktadır. Çalışma, önceki ulusal marşları göz önünde bulundurarak marştaki konusal ve dilsel yapılanmaları Söylem Tarihsel Yaklaşım'ın öncelediği *metinlerarasılık* ve *söylemlerarasılık* üzerinden de irdelemektedir. Bu bağlamda, Cumhuriyet'in kuruluş ilke ve idealleri ile güncel ulusal kimlik arasındaki tarihsel süreci işaretlemekte ve *ulus söyleminin* tarihsellik içeren inşasını tartışmaktadır. Ayrıca, ulusal marşların ve bir popüler kültür ögesi olarak kabul edebileceğimiz *Parla* marşının toplumsal-kültürel kodların yoğun şekilde işlendiği bir *inanç sistemi* olduğu kabülü ile çalışma, *Türk kimliğine* dair toplumsal-bilişsel normları ve inanç örüntülerini ortaya koyarak bunların inşa gücüne yönelik bir farkındalık da oluşturmaktadır. Böylelikle çalışma, dil kullanımı, söylemsel inşa ve toplumsal anlam arasındaki karmaşık ilişkiyi anlamada Söylem Tarihsel Yaklaşımın getirdiği analitik olanakları vurgulamaktadır.

**Anahtar Sözcükler:** Toplumsal anlam, Eleştirel Söylem Çözümlemesi, Söylem Tarihsel Yaklaşım, söylem stratejileri

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## Toplumsal Anlam ve Belirtisellik: Belirtisel Diziler Çerçevesinde Bir İnceleme

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Bu yuvarlak masa sunumunda, toplumsal anlam olgusuna toplumsal-göstergesel bir bakış açısıyla, özellikle belirtisellik kuramı çerçevesinde yaklaşılmaktadır. Bu bağlamda çalışma, *Parla* (100. Yıl Marşı) adlı marştaki toplumsal-göstergesel anlam inşasını ele almaktadır. Silverstein'in (2003) *belirtisel dizi* kavramını temel alan çalışma, küçük ölçekli dilsel birimlerin nasıl doğrudan bağlamları varsaydığını (n. düzey), toplumsal kimlikler ve duruşlar ürettiğini (n+1. düzey) ve daha geniş ideolojik çerçevelere eklemlendiğini (n+2. düzey) incelemektedir. Marş sözlerinin bütüncül çözümlemesi, “yürüyoruz arkadaşlar” ve “parla hilal ve yıldızım” gibi tekrar eden ifadelerin yalnızca kolektif hareketi ve ulusal imgeleri harekete geçirmede, aynı zamanda Cumhuriyet'in kuruluş idealleri ile güncel ulusal kimliği süreklilik içinde ilişkilendirdiğini ortaya koymaktadır. Bulgular, *Parla* marşının direnç, birlik ve tarihsel meşruiyet temalarını katmanlı belirtisel alanlar üzerinden nasıl inşa ettiğini göstermektedir. Çalışma ayrıca, dilsel biçimlerin kültürel değerleri nasıl ürettiğini, pekiştirdiğini ve doğallaştırdığını göstererek, anımsatıcı bir bağlamda kolektif ideolojilerin yeniden üretimine katkıda bulunduğunu tartışmaktadır. Böylece çalışma, dil, toplumsal anlam ve ideoloji arasındaki karmaşık ilişkiyi anlamada belirtisel dizilerin sunduğu analitik olanakları vurgulamaktadır.

**Anahtar Sözcükler:** Toplumsal anlam, toplumsal-göstergesel yaklaşım, belirtisellik, belirtisel dizi

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## Toplumsal Anlam ve Kişiler Arası Üst-İşlev: Değerleme Kuramı Çerçevesinde Bir İnceleme

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Bu yuvarlak masa sunumunda, toplumsal anlam olgusu, dizgeci işlevsel dilbilgisi yaklaşımının kişilerarası üst-işlevine dayanan değerlendirme kuramı çerçevesinde ele alınmaktadır. Bu bağlamda, çalışma *Parla* (100. Yıl Marşı) adlı marştaki değerlendirme belirten dilsel kaynaklar üzerinden toplumsal anlam olgusuna ilişkin olumlu ya da olumsuz duruş ve değerlendirmelere odaklanmaktadır. Martin ve White (2005) tarafından geliştirilen değerlendirme kuramı çözümsel çerçevesi temel alınarak, tutum, katılım ve derecelendirme sistemleri ile tüm alt sistemleri kapsamında marştaki söylemsel inşanın nasıl yapılandırıldığı incelenmektedir. Bulgular, tutum sisteminde olumlu duygulanım (mutluluk, hoşnutluk, güven ve istek), olumlu etik yargılar (toplumsal saygı ve toplumsal onay) ve ulusal değerlere yönelik takdir ifadelerinin (tepki, bileştirme, kıymet takdiri) ortak kimlik inşasına katkı sağlayan bir söylem örüntüsü oluşturduğunu göstermektedir. Marşta tutum değerlemesi taşıyan sözceler, bireysel bir aidiyet hissinin yanı sıra toplumun bütününe yayılmış bir coşku, kararlılık ve gurur duygusunu temsil etmektedir. Katılım sisteminde, Cumhuriyet, liderlik, millet gibi kavramlar marşta mutlak ve tartışılmaz değerler olarak sunulurken tek sesli söylem yapısıyla toplumsalcı sesi ön plana çıkarırken, söyleşimsel daraltma ile marşta alternatif seslerin alanı kısıtlanmaktadır. Böylece, marş bireysel bir anlatı olmaktan çıkarak ulusal bir manifesto niteliği kazanmaktadır. Derecelendirme değerlendirme kaynakları ise, anlam yoğunlaştırmaları ve nicelleştirmeleri ile marştaki iletinin gücünü artırmakta ve ideolojik iletiyi keskinleştirerek değerlerin odağını güçlendirmektedir. Sonuç olarak *Parla*, çeşitli değerlendirme içeren söylem yapıları aracılığıyla toplumsal değerleri üreten ve yeniden şekillendiren ideolojik bir dayanışma metni işlevi görür. Bu kapsamda, değerlendirme kuramı, söylem, duygu ve kimlik arasındaki ilişkiyi çözümlemede güçlü bir çözümsel araç sunmaktadır.

**Anahtar Sözcükler:** Toplumsal anlam, tutum, katılım, derecelendirme, değerlendirme kuramı

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## Toplumsal Anlam ve Bağdaşıklık: Büyük-Yapılar Çerçevesinde Bir İnceleme

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Bu yuvarlak masa sunumunda, toplumsal anlam olgusu metindilbilimsel bir yaklaşım ile ele alınmaktadır. Bu amaçla, *Parla* (100. Yıl Marşı) adlı marş metninde bağdaşıklığın nasıl sağlandığı araştırılmaktadır. Metin bağdaşıklığı, bir metinde ortaya konulan anlamların birbirleriyle uyumlu bir şekilde bir araya gelmesi olarak düşünülebilir. Bu çalışmada ise bağdaşıklığın anlaşılmasında toplum-bilişsel bir yaklaşım olan büyük-yapıların (van Dijk, 1980) yeri incelenmiş ve metnin bir bütün olarak ortaya koyduğu anlam bu yolla gösterilmiştir. Bu süreçte metinde kullanılan yerel ifadelerden yola çıkarak, açıkça ifade edilmemiş büyük-önergeler ve büyük-olgulara odaklanılmıştır. Büyük-önergeler bir durumu veya olaylar dizisini bütünlükle belirtirken, büyük-olgular, bilindik sosyal olguların bir temsili olarak düşünülebilir. Bu nedenle büyük-önergeler ve olguların ortaya konmasıyla elde edilen metin büyük-yapısı, çalışmada incelenen marşın üzerinde durduğu toplumsal anlamların, varsayımların ve kabullerin gösterilmesine imkân vermiştir. İnceleme sonrasında *parla* (100. Yıl Marşı) metninin büyük-yapısının ortaya koyulmasıyla metnin, *mücadelenin sürekliliği* ve *ilerlemenin devamı* olarak özetlenebilecek anlamlarını metin bağdaşıklığı aracılığıyla nasıl örüldüğünü ortaya koymuştur. Çalışma metin bağdaşıklığında toplumsal anlamların ve metinsel tutarlılığın ilişkisini sözü edilen marş aracılığıyla göstermiş, metin anlamının anlaşılmasında bağlamsal etkilerin yerini vurgulamıştır.

**Anahtar Sözcükler:** bağdaşıklık, toplumsal anlam, büyük-yapılar, büyük-önergeler, büyük-olgular

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