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on

THE TEACHING OF TURKISH AS A FOREIGN
LANGUAGE
(TOTFL)

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1. PURPOSE

Turkish has always been an important language not only for historical reasons but also for the political, geographical and economic position it enjoys in the world. As a result, many important universities in the world have "Turkish studies" departments and everyday more and more people come in contact with it and want to learn it. Unfortunately, however, the technical, methodological and theoretical developments in the teaching of Turkish as a foreign language seem to be far from being commensurate with the magnitude and the significance of the demand for it. It is this fact that made me choose as the purpose of this study to provide a theoretical framework for the teaching of Turkish as a foreign language.

2. ABBREVIATIONS

Throughout these sections and in the Appendix some common abbreviations have been used. They are as follows:

Ab1.	:	Ablative
Acc.	:	Accusative
Adj.	:	Adjective
Adv.	:	Adverb
Dat.	:	Dative
Gen.	:	Genitive
Loc.	:	Locative
N	:	Noun

Nmnlzd.	:	Nominalized
NP	:	Noun Phrase
ProN	:	Pronoun
V	:	Verb
VP	:	Verb Phrase

3. INTRODUCTION

Below are short descriptions of sections 4 to 13 which constitute the rest of the dissertation.

In 4, kinds of approaches to syllabus design are given and compared with more emphasis on functional, notional syllabuses.

Parts 5, 6, 7, and 8 constitute the core of the dissertation where my own contribution is the most. In 5. notions such as time, quantity, location, direction, participant roles, deixis and negation are introduced followed by modality in Turkish in 6. Parts 7 and 8 deal with language functions and their exponents respectively.

In 9, some guidance is given as to the implementation of the above functions and notions in text books and classroom practice.

In 10, the conclusion part, some final recommendatory remarks are made about the teaching of Turkish as a foreign language.

11. gives the summary followed by a bibliography in 12. and 13. is an appendix where nominalization in Turkish is explained.

4. SYLLABUSES

In the past twenty years many articles and books have been written on the particular language elements that ought to be included in a syllabus and on how they should be organized for a successful presentation. (Keith Johnson 1982, John Munby 1978, Oller, et al, 1973, Widdowson 1978, Littlewood 1981, Paulston, et al, 1976, Rivers 1983, Brumfit 1980, 84, Finocchiaro 1974, Dubin, et al, 1977, Wilkins 1976, to mention a few) And most of these books stress a shift from grammar-oriented to communication-from discrete point to holistic methods. They also talk about distinctions like form vs. meaning, accuracy vs fluency, grammaticality vs appropriateness, form vs function cognitive learning vs intuitive learning. Actually it is the syllabus designer's job to make a decision about how much of each side of the above dichotomies should be included in a

syllabus. The way these options are organized in a syllabus determines the kind of syllabus it is.

D.A. Wilkins' classification of syllabuses is generally accepted as valuable among applied linguists. Wilkins, in his book Notional Syllabuses, recognizes two poles in preparing courses and syllabuses. One of them is synthetic approaches and the other analytic approaches. (Wilkins 76:1) However, few courses or syllabuses are wholly synthetic or analytic. Most actual syllabuses or courses are somewhere between the two extremes, some tending towards one others tending towards the other.

4.1. Synthetic Approaches

Generalizing from Wilkins, in a syntactic language teaching strategy we can recognize the following principles:

1. The target language is broken down into an inventory of grammatical structures and into a limited number of vocabulary items.
2. These structures are ordered and sequenced according to their simplicity, regularity, frequency and contrastive difficulty.
3. The learner is exposed to a deliberately limited

sample of language each time and the piece of language that is mastered in one unit of learning is added to that which has been learned in the preceding lessons.

5. What the learner is expected to do is to re-synthesize the language that has been broken down into smaller pieces with the aim of making his learning easier.

6. Thus till the reestablishment of the global language, the learner cannot and is not expected to use the real language.

Underlying these principles are some advances in the psychology of learning which require the identification of smaller tasks. The tasks are identified with items derived from the descriptions or grammars of the target language. Of course grammars that are used by text-book writers and syllabus constructors are mostly based on distinct linguistic structures rather than meaning or use.

If you choose to teach bits of language separately one by one, then the problems of selection and ordering of the items to be taught arise automatically. Solutions to these problems are sought in the second and third principles

mentioned above. Now what is meant by simplicity, regularity, frequency, and contrastive difficulty in the case of structures; and frequency, range, availability, familiarity and coverage in the case of vocabulary?

Simplicity: Since simplicity of structure implies ease of acquisition, more simple language should be taught before more complex. However this criterion is not so absolute as it seems because it remains mostly intuitive as there is no psycholinguistically valid means of measuring complexity. Teachers personal observations about their students' performance may give a hint as to which structures (e.g. simple: kırmızı kitap complex: okuduğum kitap) tend to be simpler than others.

Regularity: Here regularity refers to productivity. If a linguistic structure is more productive it should be taught before the less productive ones. In other words the linguistic forms that have the greatest generalizability should be introduced first. Actually underlying the similarity between the contents of the first lessons of different text-books is the fact that some structures are so common and regular that almost no type of linguistic description can omit them, e.g. "sen" is more regular than "san" as in "sana".

Frequency: This criterion is seldom used. What is actually done in practice is to defer obviously obscure and esoteric forms to a later stage, e.g. "saat kaç?" is frequent "vakti lütfeder misiniz?" is not.

Contrastive difficulty: The assumption that underlies this criterion is that the main difficulties in learning a new language are caused by interference from the first language. The motto "where there is a difference, there is a difficulty" is based on this idea, e.g. English: marry someone, Turkish: birisi ile evlenmek.

Now let us go on to the criteria used in the selection and sequencing of lexical items.

Frequency: It refers to the total number of occurrences of words in a corpus of language. That is to say, the more frequently an item occurs, the earlier it is introduced in a syllabus, e.g. "elma" is more frequent than "avokado".

Range: It refers to the number of texts or samples in which a word occurs. In other words, the uses of some words are restricted only to certain topics or people whereas some other words are very widely used over a number of different domains almost in all kinds of text, e.g. the

word "fakat" may occur in all kinds of text whereas the use of the word "kare kökü" is almost restricted to mathematics.

Availability: When we say a word which is of high availability we mean that it is remembered very quickly and easily. Available words are not always the most frequently used words in a language. For example "kırmızı" tends to be the most available among the names of colour.

Familiarity: It is the speakers' idea of how frequently a linguistic item is used rather than how frequently it actually occurs. If this has to be measured, people are asked to show on a rating scale whether they think they use a given word or structure frequently or not.

Coverage: If a word is, as it were, an umbrella term, i.e. can be used in place of several other words it is said to have a high degree of coverage. "şey" is a good example, it can replace almost any word that cannot be remembered right away. "taşıt" is another example because it includes the meanings of "araba, taksi, tren, vapur, uçak, kamyon, etc.".

Sometimes "teachability" is also considered as a criterion in the selection and ordering of words. If the use of ostensive procedures is emphasized, for example, certain words especially concrete names rank higher on the list.

Again, if an expression is culturally too foreign to introduce in the beginning classes, it ranks lower on the list.

Each criterion taken separately seems to be very logical and necessary. However, some of the lexical and grammatical criteria conflict with one another. A lexical item which is considered indispensable may cause syntactic difficulties. Productive forms may be complex. Thus decisions taken are often less objective than one might think.

A syllabus designed according to the above criteria is a grammatical syllabus and "can be regarded as the conventional approach to language teaching since the majority of syllabuses and published courses have as their core an ordered list of grammatical structures". (Wilkins 1976:7) So a grammatical syllabus is a typically "synthetic" approach to syllabus design. Kaya Can's Yabancılar için Türkçe Dersleri, Ankara, ODTÜ, 1981, is a good example of such course books.

Drawbacks of Synthetic Approaches

Although what is learned through a grammatical syllabus is of value to the learner, language learning is not complete when the content of such a syllabus has been

mastered. The following are the major shortcomings of synthetic approaches:

1. It tries to resynthesize language which is broken into small pieces to ease learning. This approach is superfluous because language learning can be based directly on the language corpus from which the analysis was derived.
2. Forms are taught because they are there not because they have a certain value for the learner. For example some rare irregular verbs are introduced for the sake of completeness.
3. Since it is not student centered much time may be spent on marginally relevant structures and too little time on forms that are of paramount importance to the learner.
4. Grammatical meanings are rarely specified since it is assumed that there is a one-to-one correspondence between form and meaning. A simple grammatical form may prove semantically complex.
5. Although the fundamental facts of syntax are taught, the syntactic structures are not often taught exhaustively. While we come across

structures like John is older than Peter, we never see a structure like older than the discovery of electricity was the invention of the steam-engine. (Wilkins 1976:10).

6. Another important drawback of a synthetic syllabus is that "even when we described the grammatical meaning of a sentence we have not accounted for the way in which it is used as an utterance". In other words there is not a one-to-one correspondence between grammatical forms and their functions when used in a context. A function is not necessarily realized by the same form nor does a form always perform the same function. For example can you open the door? is the interrogative form but its function is normally a request rather than a question.
7. Since situation is ignored the learner has no idea about appropriateness of the forms he masters in a real life situation. "Grammatical syllabus focuses learning on the core and not on the distribution of that core in particular uses".

4.2. Analytic Approaches

In analytic approaches syllabuses are not based on discrete pieces of language or structures but rather on "the purposes for which people are learning language and the kinds of language performance that are necessary to meet those purposes". (Wilkins 1976:13) So here, it is very important to know what it is that people do with language, only in this way can limitation and selection take place. The units in any textbook based on an analytic approach cannot bear grammatical names because our primary aim is not to teach certain grammatical structures in the first place and secondly the actual language behaviour we intend to teach will be too varied to introduce under a single grammatical term. Thus one can duly claim that since the linguistic pieces will be too heterogeneous the learner cannot make important linguistic generalization as he could in synthetic syllabuses. This is basically a methodological problem, but what we are more concerned with in analytic approaches is language behaviour, i.e. what we do with language. This means the student is expected to analyse (not synthesize) only the language with which he is taught to carry out certain functions.

4.3. Situational Syllabuses

As is mentioned above, Wilkins recognizes two poles in syllabus design one being fully synthetic and the other fully analytic. Dissatisfaction with purely synthetic approaches resulted in situational syllabuses which are somewhere between the two poles. The fact that language learned according to structural principles is not enough for real life situations led to an alternative that takes situational needs as the starting point. Thus situational syllabuses emerged and replaced grammatical ones. Major characteristics and principles underlying the situational syllabus are:

1. Language cannot be fully understood without reference to context. People communicate by means of utterances rather than sentences.
2. Certain linguistic forms are used in certain social situations.
3. The choice of situations depends on the learner and his needs, therefore our syllabus will be student-centered rather than subject and content oriented.
4. The syllabus designer's job, then, is "to predict the situations in which the learner is likely to need the language" and after this to determine the language that is needed for each situation.

5. The components of a situation are;
 - a. physical environment in which the language event occurs,
 - b. channel of communication - oral or written,
 - c. speaker, hearer and other participants and the relationships between them,
 - d. topic (Malinowski and Firth in Stern 1983:223)

Jakobson (1960), Robinson (1972) and Hymes (1972, 1972
 a) analyse a speech situation in which a "speech event" takes place similarly but in more detail. (Stern 1983:221)

Jakobson	Robinson	Hymes
1. addresser addressee	addresser/emitter addressee/receiver	speaker/sender/addressor receiver/audience/addressee
2. message	message/message form verbal act	speech act/message (key/genre)
3. contact	contact social relationship control	channel
4. context	extralinguistic world situation	situation/setting/scene
5.	topic/prime focus of verbal act	topic/message content
6. code	language	code/forms of speech: language/dialect/variety
7. functions	functions	purposes/outcomes/goals/ends

Figure 1.

Kenan Akyüz's Yabancılar için Türkçe Dersleri: Konuşma, Okuma, Ankara, Ankara Üniversitesi Basımevi, 1986, may be considered as a course book with a situational syllabus.

Shortcomings of a situational syllabus

Situational syllabuses assume that speech situations determine the choice of linguistic forms and therefore aim at making an inventory of such situations. However, no one can guarantee that the speaker will ever use the language that we think the situation requires. He says what he wishes to say, but how can we know what he chooses to say? As Hymes' seventh component above implies without the knowledge of speakers' and receivers' purposes, it is impossible to predict what he will say in a given situation. As for speakers' purposes, they are practically tantamount to complete knowledge of the universe. Moreover, it is difficult to say that language functions and situations have a one-to-one correspondence. There are few situations where "the making of requests, the seeking of information or the expression of agreement and disagreement" cannot take place. Nor are there any "situations where we typically express possibility, probability, certainty, doubt or conviction". (Wilkins 1976:17) This means that a strictly situational syllabus will cover the only language functions and notions

that typically occur in certain situations and leave out the rest.

4.4. Notional Syllabuses

The starting point of the grammatical syllabus is the form, i.e. the structure of the language without any textual or social context. A situational syllabus, on the other hand, aims at finding suitable structures for certain situations. As for the notional syllabus, it "takes the desired communicative capacity as the starting-point". In other words, while the grammatical syllabus is concerned with the linguistic devices used by competent native speakers, and the situational syllabus concerns itself with "how speakers of the language express themselves or when and where they use the language", the notional syllabus focuses on what it is people do with language, i.e. on functions of language.

The notional syllabus is theoretically superior to the grammatical syllabus because it will lead to a communicative competence, and because the students will be more interested thanks to its obvious concern with the use of language. It is also superior to the situational syllabus because it covers the most important structures and all kinds of language functions, which is not the case in the latter.

In a grammatical syllabus, units bear grammatical labels like "the simple past tense", "relative clauses", etc. In a situational syllabus units have situational titles like "At the cinema", "Going Shopping" etc. In the case of notional syllabuses, however, units carry semantic names, names of notions and functions. In a general language course, the most useful and widely used functions and concepts will be concentrated on. In a more specific course, the functions and notions that will be more useful for the learner are chosen. As to the linguistic content, it all depends on what functions are to be taught and how much the learner knows.

The structures needed to fulfil certain language functions may be very varied and a simple function or a function chosen to be taught doesn't necessarily require simple forms. For this reason, our learning material derived from a notional syllabus will be too heterogeneous to allow for an ordered introduction of grammar. So what we can do is to select only a few of the many linguistic forms that serve to carry out the same function, only those that suit our purposes best. Other forms can be introduced at a more advanced level.

4.5. Comparative Structures of Syllabuses in General

Mackey (1965) and Halliday, McIntosh, and Stevens (1964) have useful interpretations of language teaching (Stern 83:485)

Method and teaching analysis (Mackey 1965)	Methodics (Halliday, McIntosh, and Stevens 1964)
(Method analysis:)	
1. Selection	1. Limitation restriction selection
2. Gradation grouping sequencing	2. Grading staging sequencing
3a. Presentation 3b. Repetition 3c. (Teaching analysis:) Syllabus Learner and Teacher Planning Techniques	3. Presentation initial teaching repeated teaching reinforcement remedial teaching
4a. Measurement of method 4b. Measurement of learning: testing	4. Testing

Figure 2.

As can be seen clearly from Figure 2. above, Mackey and Halliday, McIntosh, and Stevens' frameworks are quite

similar. Yet there are some important differences between them. Mackey's selection refers to choosing "linguistic items according to the purpose, length, and level of a projected language course". Here Halliday, McIntosh and Stevens first consider "the restriction to a particular dialect or register" and then within this particular dialect or register "language items to be taught". Mackey also talks about the importance of range, availability, coverage, and learnability as well as frequency in the selection of linguistic items.

Both Mackey and Halliday, McIntosh, and Stevens emphasize the gradation (grading) phase. Here Mackey makes a distinction between grouping and sequencing referring respectively to the fitting together of items that go together and the order in which items follow each other. Halliday, McIntosh and Stevens' similar staging and sequencing are more in line with the requirements of particular courses.

Presentation is the point where the analyses diverge. Mackey talks about two different analyses here. One is method analysis which means the presentation in the textual materials and the other is teaching analysis which refers to the presentation by the teacher. Halliday, McIntosh and

Stevens, on the other hand, have in mind the kernel of the teaching process, the confrontation of the pupil with the items being taught when they talk about presentation. We can count classroom teaching, instruction by television or in language laboratories, and audiovisual courses. They also see a difference between initial presentation (first time teaching) and repeated teaching (practice, reinforcement, and remedial teaching). Mackey also distinguishes repetition (practice) from presentation.

Halliday, McIntosh and Stevens mention testing as the final stage whereas Mackey has testing in their teaching analysis.

If we were to analyse Wilkins' notional syllabus in terms of Mackey's and Halliday, McIntosh and Stevens' categories in Figure 1. above, we would see right away that it does not work very well. First of all, a notional syllabus does not necessarily require gradation if it means determining the order in which the linguistic forms are going to be introduced to the learner. When our starting point is notions and functions, the linguistic forms to meet them cannot be ordered in any strict way. The notions chosen to be taught first and those to be taught at a later stage may require similar structures while related notions or notions and functions following each other in the syllabus

may require extremely divergent structures. The other phases seem to constitute little problem. However, they cannot be said to have the same implications. For example, in the selection part, while Mackey and Halliday and his friends' mean the selection of language forms, in a notional syllabus it could only be language functions.

	Phonology	Syntax	Vocabulary	Situations	Notions	Functions
Selection	+	+	+	-	-	-
Grading	+	+	+	-	-	-
Presentation	+	+	+	-	-	-
Testing	+	+	+	-	-	-
Emphasis		+				

Figure 3. A grammatical syllabus

	Phonology	Syntax	Vocabulary	Situations	Notions	Functions
Selection	-	+	+	+	-	-
Grading	-	-	+	+	-	-
Presentation	-	+	+	+	-	-
Testing	-	+	+	+	-	-
Emphasis				+		

Figure 4. A situational syllabus

	Phonology	Syntax	Vocabulary	Situations	Notions	Functions
Selection	-	+	+	+	+	+
Grading	-	-	-	+	+	+
Presentation	-	+	+	+	+	+
Testing	-	+	+	+	+	+
Emphasis					+	+

Figure 5. A notional syllabus

As the Figures 3,4 and 5 clearly suggest, there is a shift from form toward meaning as one goes from grammatical syllabuses to notional ones. The Figures are intended to characterize only extreme cases, i.e. the most typical examples. In reality most syllabuses are mixtures. Nevertheless, most of them still emphasize one or two components more than the rest. Thus the kind of a syllabus can be determined by the points that it especially emphasizes.

4.6. Components of a Notional Syllabus

All kinds of syllabuses aim at teaching the target language. But what is language? What is the nature of it? What does it mean to know a language? A syllabus is overtly or covertly based on the answers to these questions.

Unfortunately, however, these answers are different and often conflicting. That is why we end up with so widely apart syllabuses as has been exemplified above.

A notional syllabus presupposes that language is a tool to do things with. What kind of things do we perform with language then? The answer is language functions such as apologizing, persuasion, evaluation, giving information, etc. Thus to know a language means to be able to apologize, persuade, evaluate, give information, etc. i.e. to communicate by means of it. We say language is a tool, but what is this tool made of? It is made of speech sounds which can be represented by symbols. These sounds are combined in many sophisticated ways which can be called phonology, morphology and syntax or grammar for short. Here we can include semantics, too traditionally taken to mean the study of conceptual meaning. So that is the substance of our "tool". We can call this part usage (H.G. Widdowson 1978:1), or semantico-grammatical part (D.A. Wilkins 1976: 22). This component of language is studied in grammar and semantics as Wilkins' name clearly suggests. We should also ask the question "how is this 'tool' used?" The answer is not easy and should be sought in pragmatics, sociolinguistics and discourse analysis. For example, when do we prefer passive forms? How do we start a conversation with a foreigner? Do

different utterances of the same words or sentences mean the same in different domains? Such characteristics of language are commonly referred to as use (H.G. Widdowson 1978:1) or communicative functions (D.A. Willkins 1976:23). That is the second component of language. As a third component, the speaker's attitude towards what he says or writes can be added. Is the speaker committed to what he says? Is he sure or suspicious about it? Such features of language can be studied under the title of modality which constitutes our third component. To recapitulate our notional syllabus has three components: i) usage, ii) modality, iii) use (functions).

The following is an attempt to categorize usage in Turkish. The analysis is based on Wilkins categories in Notional Syllabuses.

5. USAGE

5.1. Time (Vakit)

What we mean by the word time is clear enough but we cannot say the same thing for tense. Time is something outside language whereas tense is a linguistic device mostly used to express time. Tense was first recognized as a grammatical category by Aristotle. (John Lyons 1968:11)

Unfortunately in some languages like French and Turkish the same words (viz temps and zaman) are used to mean both tense and time. That is why I suggest using yakit for time and zaman for tense in linguistic discussions. The speaker chooses the tense of a sentence according to time he utters it as well as the time of the event he talks about. Therefore, tense is partly deictic. (If an expression takes some of its meaning from the context of utterance it is deictic. So e.g. the word today is deictic since it means the day of utterance. Similarly, the word yesterday is deictic because it refers to day before the day of utterance)

Different cultures treat time indicators differently. The following is a non-exhaustive list of Turkish time expressions and tenses.

5.1.1. Point of time (Vakit noktası)

Here "expressions of time point" are taken to mean any expression that answer the question Ne zaman? (when, what time).

Deictic

şimdi
Bugün
yarın
dün

bu
geçen
önümüzdeki
gelecek

bu
dün | sabah
| öğleden
| sonra
| akşam
| gece
| geceyarısı

2 saniye
5 dakika
10 gün
6 hafta
7 ay
1 yıl
3 asır
2 yüzyıl | önce
| sonra

bir evvelki
bir önceki
ertesi
müteakip | gün
| sabah
| gün öğleden
| sonra
| akşam
| gece
| geceyarısı
| hafta
| ay
| yıl

bir evvelki
bir önceki
bir sonraki | asır/yüzyıl
| yaz
| Pazar

Non Deictic

(saat) beşte
(saat) beşe çeyrek kala
(saat) beşe beş (dakika) kala
(saat) beşi beş (dakika) geçe
(saat) beş buçukta

Çarşamba günü

1988'de

Nisan 1988'de

12 Nisan 1988'de

12 Nisan 1988 Salı günü

12 Nisan 1988 Salı günü öğleden
sonra saat 5'de

Okula başlayınca

Okula başladığım zaman

Okula başladıktan sonra

Okula başlarken

Okula başlamadan

Okulabasılayacakken

Okula başlayacağım zaman

saat 5

Çarşamba

1988 Ocak

18 Ocak 1988

18 Ocak 1988 Salı günün-

19. Yüzyıl/Asır

Milat

Ab1. | önce
| sonra

Çarşamba

sabahı/sabahleyin
öğleyin/ögle vakti
öğleden sonra
akşamı/akşamleyin
gecesi/geceleyin
geceyarısı

-dan önce
-dan sonra

Nmnlzd. Sentence	Abl. bir saniye 5 dakika iki saat	önce sonra
NP	3 hafta 5 gün 2 ay iki yıl etc.	

Nmnlzd. Sentence	Dat.	bir saniye 2 dakika 5 saat 6 gün 5 hafta 6 ay iki yıl	kala
NP			

sabahleyin
akşamleyin
öğleyin
geceleyin
yazın
kışın
baharda
güzün

The major differences between the above Turkish expressions showing more or less a point of time and the English equivalents are:

Although the word this is a good equivalent of the Turkish bu, it does not work in the cases of bugün and bu gece. Bugün is not this day as one might think but today and similarly bu gece is not this night but tonight.

Yesterday is a good translation of dün but the translation of dün gece is not yesterday night but last night.

While some prepositions are used in English in certain time expressions, it is not the case in Turkish simply because there are no prepositions in the latter language what we may roughly call post positions are used instead. For example

in two years : iki yıl sonra,
before Tuesday: Salıdan önce

There is also another difference here. When we use prepositions in English the following noun remains the same, but in Turkish a post position governs the preceding nouns and makes them take various suffixes, e.g.

tomorrow : yarın
after : sonra

but,

after tomorrow : yarın-dan sonra

These post positions are few in number therefore we come across other forms most of the time.

summer	:	yaz	morning	:	sabah
<u>in</u> summer	:	yaz <u>ın</u>	<u>in</u> the morning	:	sabah <u>leyin</u>
January	:	Ocak	Sunday	:	Pazar
<u>In</u> January:		Ocak <u>ta</u>	<u>On</u> Sunday	:	Pazar <u>günü</u>

Roughly corresponding to the English subordinators when, while, as, after, before, etc. are -ince (when), -iken (while, as), zaman (when), sonra (after) and önce (before).

Ben Ankara'ya gidince ... (no tense)

When I go/went to Ankara...

Ali Ankara'ya giderken ... (no tense)

While/As Ali is/was going to Ankara ...

Paris'i gördüğüm zaman ... (no tense)

When I see/saw Paris ...

Ali Ankara'ya geldikten sonra ... (no tense)

After Ali comes/came to Ankara ...

sırasında/esnasında are worth mentioning here. They almost mean the same thing as the English preposition during. Thus they do not exactly refer to a point of time.

Kaza esnasında

During the accident

Ziyareti sırasında

During his/her visit

Bu sırada/bu esnada are also common expressions (though not strictly showing points of time) and they mean meanwhile, in the mean time. The expressions sırasında/esnasında and bu sırada/bu esnada may be called expressions of "cooccurrence".

5.1.2. Duration (süre/müddet)

Here duration words are taken to mean any expressions that answer the question Ne kadar zaman? (How long). Most natural languages have words to express periods of time that can easily be translated into other languages:

bir saniye	:	a second
iki saniye	:	two seconds
bir dakika	:	a minute
üç dakika	:	three minutes
bir saat	:	an hour
dört saat	:	four hours
bir gün	:	a day
beş gün	:	five days
bir gece	:	a night
altı gece	:	six nights

bir hafta	:	a week
yedi hafta	:	seven weeks
bir ay	:	a month
sekiz ay	:	eight months
bir yıl	:	a year
dokuz yıl	:	nine years
bir asır/yüzyıl:		a century
on asır/yüzyıl :		ten centuries

However, their usages in bigger constructions may be different in different languages.

On yıldır Ankara'da yaşıyorum.

I've been living in Ankara for ten years.

Odayı dört saatte temizledik.

We cleaned the room in four hours.

So we have -dır and -da forms in Turkish roughly corresponding to English for and in.

On yıldır	:	<u>for</u> ten years
Beş haftadır	:	<u>for</u> five weeks
Üç saattir	:	<u>for</u> three hours
Altı gündür	:	<u>for</u> six days
Yedi gecedir	:	<u>for</u> seven nights

on yılda	:	<u>in</u> ten years
beş haftada	:	<u>in</u> five weeks
üç saatte	:	<u>in</u> three hours
altı günde	:	<u>in</u> six days
yedi gecede	:	<u>in</u> seven nights

The word boyunca is also used to form constructions to show periods of time. It has a meaning similar to that of {-dır} above.

İki gün boyunca tek kelime söylemedi.

He has not said a single word for two days.

(Bütün) ömrü boyunca Kıbrıs'ta kaldı.

He stayed in Cyprus all his life.

The use of "bütün" (all) is also interesting.

Bütün	gün	:	all day long/(for) the whole day
	yıl/sene	:	all the year/(for) the whole year
	pazar	:	all Sunday
	hafta	:	all the week/(for) the whole week
	ay	:	all the month /(for) the whole month
	kış	:	all winter/(for) the whole winter
	yaz	:	all summer/(for) the whole summer
	tatil	:	all the holiday/(for) the whole holiday
	hafta sonu:		all weekend/(for) the whole weekend

E.g.

Bütün gün ağzını açmadı.

She didn't open her mouth all day.

Bütün bir yıl hapisten kaçmak için planlar yaptı.

He made plans for the whole year to escape from prison.

Bütün hafta sonu mahvoldu.

All the weekend | was destroyed.

The whole weekend |

The following, what we may call Turkish post positions are used like the English prepositions opposite them.

Dat. kadar : until/till ...

Abl. beri : since ...

Abl... Dat. kadar: from ... till/until ...

E.g.

düne kadar : until yesterday

dünden beri : since yesterday

Pazardan Cuma'ya
kadar : from Sunday till Friday

Here one distinction has to be made. Dat. kadar is not always used in the sense above. It has also another meaning more or less corresponding to that of English by as is used in the following examples.

Herkes ödevini Cuma'ya kadar bitirecek.

Everyone will finish their assignments by Friday.

{-lİğInA} is a suffix which also shows duration of actions in all tenses.

Beş günlÜğÜne İstanbul'a gitti.

He went to Istanbul for a period of 5 days.

5.1.3. Time relations (vakit ilişkileri)

Time relations are expressed by means of tense (zaman) as far as grammatical contrasts are concerned. (J. Lyons 1968:304) Traditionally three such contrasts are recognized: past (geçmiş), present (hal) and future (gelecek). Because Greek and Latin have these categories, it is mistakenly supposed that all natural languages have them, which is not the case. In the case of Turkish we have certain suffixes showing these three basic time concepts but these suffixes do not behave so similarly as to allow us to consider them in the same grammatical notion of "tense".

<u>Past</u>	<u>Present</u>	<u>Future</u>
- dı	- (ı.)yor	- ecek
geldi	geliyor	gelecek
He came.	He is coming.	He will come.

So far there is no problem. However, if we try to join them with 'aspects' like -meli (necessity) and - e (wish), none of them but - di can be used.

gel-meli-ydi

*gel-meli-yor

*gel-meli-yecek

Thus, on the basis of grammatical behaviour as well as meaning, the following four tenses and eight aspects might be recognized.

Aspects \ Tenses	Definite -(y)dI	Presumed/ Reported -(y)mIs	Simple Ø	Condition(real) -(y) sE
habitual (I/E)r	sev-er-di	sev-er-miş	sev-er-Ø	sev-er-se
progressive (I)yor	sev-iyor-du	sev-iyor-muş	sev-iyor-Ø	sev-iyor-sa
future -(y)EcEk	sev-ecek-ti	sev-ecek-miş	sev-ecek-Ø	sev-ecek-se
necessity -mEI	sev-meli-ydi	sev-meli-ymiş	sev-meli-Ø	sev-meli-yse
wish/condition -sE	sev-se-ydi	sev-se-ymiş	sev-se-Ø	*sev-se-ise(3)
optative -(y)E	sev-e-ydi	sev-e-ymiş	sev-e-Ø	*sev-e-yse (4)
completion1-(y)dI	sev-di-ydi	*sev-di-ymiş(1)	sev-di(2)	sev-di-yse
completion2-(y)mIs	sev-miş-ti	sev-miş-miş	sev-miş(2)	sev-miş-se

Figure 6. Table of the aspects and tenses in Turkish.

(1) {-DI} shows a definite completion as aspect. {- (y)MIş} shows no conviction as tense. Therefore sev-di-ymiş is a contradiction and is not used in this sense. (see 1.1.4.2.4 below)

(2) The aspects {-DI} and {-mIs} show completion which contradicts with the present tense. Therefore sev-di-Ø and sev-miş-Ø can hardly be considered in the present tense slot although they can be translated into English using present tenses.

(3) Double condition is not allowed in Turkish even when one is considered as an aspect and the other as a tense because {- (y)sE} shows a hypothetical condition as an aspect but a possible condition as a tense.

(4) This usage is not very common but my intuition says it is not completely unacceptable.

In Turkish tense suffixes follow aspect morphemes, which is fully illustrated in Figure 6 above. The suffixes are represented morphemically here. Their allomorphs are all phonologically conditioned and can be explained in terms of vowel and consonant harmony rules.

5.1.3.1. The Aspect Morphemes

5.1.3.1.1. The Habitual Morpheme: {-(I/E)r}

It roughly corresponds to the English Simple Present Tense. This morpheme appears in seven different forms: [-r], [-ir], [-ır], [-ür], [-ur], [-er], and [-ar]. The last two normally occur after one-syllable verbs so they may be considered as morphologically conditioned.

E.g. del-er sar-ar gir-er sür-er
kır-ar sor-ar döv-er kur-ar

There are a few exceptional cases like: bil-ir, bul-ur, kal-ır, gör-ür, var-ır, al-ır, ol-ur, gel-ir, öl-ür. The verb san- seems to take both [-ır] and [-ar]. [-er] occurs after the verb that is a one-syllable word containing a front vowel and ending with a consonant.

[-ar] occurs after one-syllable verbs containing a back vowel and ending with a consonant.

[-r] occurs after verbs ending in vowels. E.g. çürü-r, de-r.

[-ir] occurs after polysyllabic verbs ending with a consonant and containing an unrounded back vowel in the last syllable. E.g. geliş-ir, sevin-ir, ilgilen-ir.

[-ır] occurs after polysyllabic verbs ending with a consonant and containing an unrounded back vowel in the last syllable. E.g. sallan-ır, bırak-ır.

[-ür] occurs after polysyllabic verbs ending with a consonant and containing an unrounded front vowel in the last syllable. E.g. dövüş-ür, öğüt-ür.

[-ur] occur after verbs ending with a consonant and containing a rounded back vowel in the last syllable. E.g. kavur-ur, savun-ur.

5.1.3.1.2. The Progressive Morpheme {-(I)yor}

This is the only aspect morpheme that does not follow the rules of vowel harmony in Turkish. It has five allomorphs: [-yor], [-iyor], [-ıyor], [-üyor], and [-uyor].

[-yor] occurs after verbs ending in a vowel. E.g. kuru-yor, solu-yor, kazı-yor. If the vowel is not a high vowel,

it turns into one by the addition of [-yor]: ara-yor _____
arı-yor, sula-yor _____ sulu-yor.

[-iyor] occurs after verbs ending in a consonant and containing an unrounded front vowel in the last syllable.

E.g. gel-iyor, dik-iyor.

[-ıyor] occurs after verbs that end in a consonant and that contain an unrounded back vowel in the last syllable:
E.g. çık-ıyor, dal-ıyor.

[-üyor] occurs after verbs that end in a consonant and contain a rounded front vowel in the last syllable. E.g. gül-üyor, gör-üyor.

[-uyor] occurs after verbs that end in a consonant and contain a rounded back vowel in the last syllable. E.g. bul-uyor, sol-uyor.

There is another continuous morpheme in Turkish: {-mEktE}. It is more formal and means almost the same thing as {-(I)yor}. It has two allomorphs: [-mekte], [-makta].

[-mekte] occurs after verbs that contain a front vowel in the last syllable. E.g. gel-mekte, güldür-mekte.

[-makta] occurs after verbs containing a back vowel in the last syllable. E.g. dur-makta, kal-makta.

5.1.3.1.3. The Future Morpheme {-(y)EcEk}

This suffix semantically corresponds to the English modal will or be going to form, i.e. it expresses future states or actions. It has four allomorphs: [-ecek], [-acak], [-yecek], [-yacak].

[-ecek] occurs after verbs the last syllables of which end in a consonant and contain a front vowel. E.g. gel-ecek, sev-ecek.

[-acak] occurs after verbs the last syllables of which end with a consonant and contain a back vowel. E.g. dur-acak, kır-acak, bak-acak.

[-yecek] occurs after verbs that end with a front vowel. E.g. ele-yecek, sürü-yecek.

[-yacak] occurs after verbs that end with a back vowel. E.g. koru-yacak, ağla-yacak.

5.1.3.1.4. The Necessity Morpheme {-mELI}

As the name clearly suggests it expresses necessity and can be considered an equivalent of the English modals must

and should. It has two allomorphs: [-meli], [-malı].

[-meli] occurs after verbs whose last syllables contain a front vowel. E.g. gir-meli, gör-meli.

[-malı] occurs after verbs whose last syllables contain a back vowel. E.g. sakla-malı, yak-malı.

5.1.3.1.5. The Wish/Condition Morpheme {-sE}

This morpheme may express wish or condition or both depending on the speaker's intention. It makes the clause unreal and in this aspect it strongly differs from the other {-(y)sE}, which expresses real conditions.

gel-se-ydi	if s/he had come, or if only s/he came.
gel-di-yse	if it is the case that s/he came.

It has two allomorphs [-se], [-sa].

[-se] occurs after verbs whose last syllables contain a front vowel. E.g. bil-se, gör-se.

[-sa] occurs after verbs whose last syllables contain a back vowel. E.g. yalvar-sa, konuş-sa.

5.1.3.1.6. The Optative Morpheme {-(y)E}

This suffix is no longer used as frequently as the other aspect morphemes. It expresses wish but nowadays people usually prefer to use the above wish/condition morpheme to express wish. It has four allomorphs: [-e], [-a], [-ye], [-ya].

[-e] is used after verbs whose last syllables contain a front vowel and end with a consonant. E.g. öl-e, sürün-e.

[-a] is used after verbs whose last syllables contain a back vowel and end with a consonant. E.g. çık-a, kırıl-a.

[-ye] is used after verbs that end with a front vowel. E.g. çürü-ye, görme-ye.

[-ya] is used after verbs that end with a back vowel. E.g. kuru-ya, ulu-ya, çabala-ya.

5.1.3.1.7. The Completion Morpheme-1 {-DI}

The completion morpheme {-DI} corresponds to the English Present Perfect Tense and the Simple Past Tense (Wilkins 1976:29). Thus semantically it is not necessarily a past tense morpheme but rather an aspect.

Ali geldi. _____ Ali has come.
Ali came.

It has eight allomorphs: [-di], [-dɪ], [-du], [-dũ], [-ti], [-tɪ], [-tu], [-tü].

[-di] occurs after verbs ending in an unrounded front vowel or whose last syllables containing such a vowel and ending with a voiced consonant. E.g. gerile-di, bil-di.

[-dɪ] occurs after verbs ending in an unrounded back vowel or whose last syllables containing such a vowel and ending with a voiced consonant. E.g. çabala-dɪ, kal-dɪ.

[-du] occurs after verbs ending in a rounded back vowel or whose last syllables contain such a vowel and ending with a voiced consonant. E.g. koru-du, bul-du.

[-dũ] occurs after verbs ending in a rounded front vowel or whose last syllables contain such a vowel and ending with a voiced consonant. E.g. yürü-dũ, gömül-dũ.

[-ti] occurs after verbs whose last syllables contain an unrounded front vowel and end with a voiceless consonant. E.g. güreş-ti, geç-ti.

[-tɪ] occurs after verbs whose last syllables contain an unrounded back vowel and end with a voiceless consonant. E.g. kaç-tɪ, at-tɪ.

[-tu] occurs after verbs whose last syllables contain a round back vowel and end with a voiceless consonant. E.g. uç-tu, kop-tu.

[-tü] occurs after verbs whose last syllables contain a round front vowel and end with a voiceless consonant. E.g. göç-tü, ört-tü.

5.1.3.1.8. The Completion Morpheme-2 {-miş}

Meaningfully it is similar to the English past participle morpheme. It has four allomorphs: [-miş], [-mış], [-müş], [-muş].

[-miş] occurs after verbs whose last syllables contain an unrounded front vowel. E.g. ertele-miş, çiz-miş.

[-mış] occurs after verbs whose last syllables contain an unrounded back vowel. E.g. çağır-mış, durakla-mış.

[-müş] occurs after verbs whose last syllables contain a round front vowel. E.g. götür-müş, böl-müş.

[-muş] occurs after verbs whose last syllables contain a round back vowel. E.g. kon-muş, dol-muş.

5.1.3.2. The Tense Morphemes

Here the tense morphemes are all studied as though they were always attached to the aspect morpheme:

gel-ir-miş
gel-meli-ymiş
gel-miş-ti
etc.

However, one can more correctly include the auxiliary verb *i-*, which forms a separate word:

gel-ir *i*-miş
gel-meli *i*-miş
gel-miş *i*-miş

Actually, the suffixes that follow this *i-* are considered as real tense markers in this study. In casual oral speech, *i-* either turns into *y* or disappears completely joining aspect and tense:

gel-ir-Ømiş
gel-meli-y-miş
gel-miş-Ømiş

i- may turn into *y* if the preceding stem ends in a vowel. It may disappear altogether if the stem ends in a consonant.

(Hamit Ruhsan Togay's unpublished doctoral thesis submitted to Hacettepe University, 1981:8, Fuat Altınkaya, 1987:57)

5.1.3.2.1. The present tense morpheme {-Ø}

It appears that tense suffixes follow aspect suffixes and in some cases there is no apparent tense suffix in a verb phrase. In such cases the tense of the verb phrase is present. Therefore nonexistence of a suffix is meaningful and its absence is represented by a Ø morpheme for the sake of simplicity and regularity. E.g. gel-meli-Ø gel-ir-Ø

5.1.3.2.2. The Present Real Conditional Morpheme
{-(y)sE} (1)

This suffix makes conditional clauses but they are all real conditionals as opposed to the wish/condition morpheme in 1.1.3.1.5 above. Another difference between the two is that {-(y)sE} has four allomorphs whereas {-sE} has only two.

[-yse] occurs after aspect suffixes which end in a front vowel. E.g. gül-dü-yse, gör-meli-yse.

(1) All tense suffixes except Ø has a (y) element which actually represents the copulative verb *imek*. But this verb always occurs with the tense affixes and is reduced to (y) only or sometimes to Ø. Thus there is not much harm in considering it as part of the tense morphemes.

[-ysa] occurs after aspects which end in a back vowel.
E.g. koy-du-ysa, sat-malı-ysa.

[-se] occurs after aspects whose last syllables contain a front vowel and end in a consonant. E.g. geç-er-se, dik-miş-se.

[-sa] occurs after aspects whose last syllables contain a back vowel and end in a consonant. E.g. sor-ar-sa, tut-muş-sa.

5.1.3.2.3. The Definite Past Tense Morpheme {-(y)DI}

This suffix refers to past tense and because it is so definite it is often called witnessed past tense. It corresponds to the English past tense morpheme {-ed}. It has twelve allomorphs: [-di], [-dı], [-dÜ], [-du], [-ydi], [-ti], [-tı], [-tü], [-tu], [-ydi], [-ydı], [-ydÜ], [-ydu].

[-di] occurs after stems whose last syllables contain an unrounded front vowel and end with a voiced consonant. E.g. gel-ir-di, seç-er-di.

[-dı] occurs after stems whose last syllables contain an unrounded back vowel and end with a voiced consonant. E.g. çalış-ır-dı, kır-ar-dı.

[-dū] occurs after stems whose last syllables contain a rounded front vowel and end with a voiced consonant. E.g. gör-ür-dū, yürü-r-dū.

[-du] occurs after stems whose last syllables contain a rounded back vowel and end with a voiced consonant. E.g. gel-iyor-du, koru-r-du.

[-ti] occurs after stems whose last syllables contain an unrounded front vowel and end with a voiceless consonant. E.g. git-miş-ti, gel-miş-ti.

[-tɪ] occurs after stems whose last syllables contain an unrounded back vowel and end with a voiceless consonant. E.g. kaldır-mış-tı, yalvar-mış-tı.

[-tū] occurs after stems whose last syllables contain a rounded front vowel and end with a voiceless consonant. E.g. gör-müş-tū, öldür-müş-tū.

[-tu] occurs after stems whose last syllables contain a rounded back vowel and end with a voiceless consonant. E.g. kork-muş-tu, dur-muş-tu.

[-ydi] occurs after stems which end with an unrounded front vowel. E.g. dinle-meli-ydi, git-se-ydi.

[-ydı] occurs after stems which end with an unrounded back vowel. E.g. kal-malı-ydı, dur-sa-ydı.

[-ydü] occurs after stems that end with a rounded front vowel. E.g. gör-dü-ydü, sür-dü-ydü.

[-ydu] occurs after stems that end with a rounded back vowel.

E.g. dur-du-ydu, sor-du-ydu.

The conjectural morpheme {-DI} cannot be used with the definite past simply because it would be illogical, but it is perfectly alright to use it with the presumed past. E.g. *geldidir, gelmiştir.

5.1.3.2.4. The Presumed/Reported Past Tense Morpheme {- (y)mİş}

This suffix shows a past tense which is less certain than the above past tense morpheme. It has meanings other than past.

- gel-ir-miş_____
- a. They say that s/he used to come.
 - b. They say that s/he comes.
 - c. You say you come, which I don't believe. And it is only in the third meaning that the aspect {-DI} can be followed by the tense {- (y)mİş}.

It has eight allomorphs: [-miş], [-mış], [-müş], [-muş], [-ymiş], [-ymış], [-ymüş], [-ymuş].

[-miş] is used after stems whose last syllables contain an unrounded front vowel and end in a consonant.

E.g. döv-er-miş, geç-miş-miş.

[-mış] occurs after stems whose last syllables contain an unrounded back vowel and end with a consonant. E.g. duy-ar-mış, kaç-mış-mış.

[-müş] occurs after stems whose last syllables contain a rounded front vowel and end with a consonant. E.g. gör-müş-müş, yürü-r-müş.

[-muş] occurs after stems whose last syllables contain a rounded back vowel and end with a consonant. E.g. koy-muş-muş, koru-r-muş.

[-ymiş] occurs after stems ending in an unrounded front vowel. E.g. gör-se-ymiş, dinle-meli-ymiş.

[-ymış] occurs after stems ending in an unrounded back vowel. E.g. dur-malı-ymış, kır-sa-mış.

[-ymüş] occurs after stems ending in a rounded front vowel. E.g. gör-dü-ymüş, öl-dü-ymüş.

[-ymuş] occurs after stems ending in a rounded back vowel. E.g. dur-du-ymuş, yorul-du-ymuş.

5.1.4. Frequency (Sıklık)

Frequency refers to how often something occurs. It has a range from never to always.

asla/hiç bir zaman	:	never
binde bir	:	seldom
nadiren	:	rarely
kırk yılın başı	:	once out of a blue moon
seyrek (olarak)	:	now and then
arada sırada	:	sometimes
bazan	:	"
zaman zaman	:	from time to time
genellikle	:	generally
ekseriya	:	mostly
çoğunlukla	:	most of the time
sık sık	:	frequently, often
daima/her zaman	:	always, all the time

There are, of course, more specific expressions of frequency:

her	:	every
her saat	:	every hour
her gün	:	everyday
her gece	:	every night
her hafta	:	every week
her ay	:	every month
her yıl/sene	:	every year
her çarşamba	:	every Wednesday
her yaz	:	every summer
her kış	:	every winter
her saniye	:	everysecont
her sabah	:	every morning
her akşam	:	every evening
hergün sabah her	:	every morning
hergün öğleden sonra her	:	every afternoon
pazarları pazar günleri	:	on Sunday
yarım saatte bir	:	every half an hour
saatte iki defa/kez	:	twice an hour
(her) iki saatte bir:	:	(once) every two hours
günde üç defa hergün kez	:	three times a day
(her) üç günde bir	:	(once) every three days
her sene beş defa kez	:	five times a year

(her) beş yılda 3 | defa : three times every five years
kez

(her) dört saniyede beş | defa : five times every four seconds
kez

her ayın ilk cuma günü : on the first Friday of each month

her ayın ilk cuma günü saat beşte : at 5 o'clock on the first
day of each month

her yıl sonbaharın son iki ayında : in the last two months of
autumn every year

şafak vakti : at dawn/at sunrise

gurub vakti : at sunset

5.1.5. Sequence (Sıra)

The notion of sequence refers to the order of events, ideas or arguments. This can be done by numerals in most languages. It is the same in Turkish.

5.1.5.1. Cardinal Numbers (Tam Sayılar)

0	-	sıfır	11	-	on bir
1	-	bir	12	-	on iki
2	-	iki	13	-	on üç
3	-	üç	14	-	on dört
4	-	dört	15	-	on beş
5	-	beş	16	-	on altı
6	-	altı	17	-	on yedi
7	-	yedi	18	-	on sekiz
8	-	sekiz	19	-	on dokuz

9	-	dokuz	20	-	yirmi
10	-	on			
30	-	otuz	70	-	yetmiş
40	-	kırk	80	-	seksen
50	-	elli	90	-	doksan
60	-	altmış	100	-	yüz (It is not <u>bir yüz</u>)
			1000	-	bin (It is not <u>bir bin</u>)
			1000 000	-	bir milyon

Turkish numerals constitute a perfect system because they follow the rules of decimal system all through. For example (11) is "on bir" (literally ten-one), (12) is "on iki" (literally ten-two), (13) is "on üç" (literally ten-three), and so on. But one should keep in mind that (100) is just yüz not bir yüz but (200) is iki yüz. Similarly (1000) is bin not bir bin but (2000) is iki bin. (1.000.000) does not follow the same rule. It is bir milyon not just milyon as one might expect. Some examples:

56	-	elli altı	1100	-	bin yüz
105	-	yüz beş	1111	-	ben yüz on bir
210	-	iki yüz on	5678	-	beş bin altı yüz yetmiş sekiz
346	-	Üç yüz kırk altı	1000006-	-	bir milyon altı

1000016-	bir milyon on altı
1200016-	bir milyon iki yüz on altı
1234567-	bir milyon iki yüz otuz dört bin beş yüz altmış yedi

5.1.5.2. Ordinal Numbers (Sıra Sayıları)

In speech or writing the order of ideas can be realized by means of ordinal numbers. Ordinal numbers are very easy to form in Turkish. The ordinal morpheme {-(I)ncI} is added to a cardinal number and that is all.

bir-inci	-	first	yirmi-nci	-	twentieth
iki-nci	-	second	otuz-uncu	-	thirtieth
üç-üncü	-	third	kırk-ıncı	-	fortieth
dörd-üncü	-	fourth	elli-nci	-	fiftieth
beş-inci	-	fifth	altmış-ıncı	-	sixtieth
altı-ncı	-	sixth	yetmiş-inci	-	seventieth
yedi-nci	-	seventh	seksen-inci	-	eightieth
sekiz-inci	-	eighth	doksan-ıncı	-	ninetieth
dokuz-uncu	-	ninth	yüz-üncü	-	one hundredth
on-uncu	-	tenth	bin-inci	-	one thousandth
			son-uncu	-	the last

A sentence like "First, you should listen to me, and then ask what you want to learn." can be translated into Turkish in different ways.

evvela, beni dinle, sonra ...

Önce, beni dinle, sonra ...

ilk olarak, beni dinle, daha sonra ...

Birinci olarak, beni dinle, ondan sonra ...

Thus we have evvela, önce and ilk olarak to mean "first(ly)" in addition to birinci olarak. olarak makes the ordinal number an adverbial like the English suffix (-ly).

birinci olarak	:	firstly, first of all
ikinci olarak	:	secondly
üçüncü olarak	:	thirdly
son(uncu) olarak	:	last of all, lastly

The following expressions are also among the most common sequential adverbials:

bir defa/kere	:	for one thing
bilahare/daha sonra	:	later
ondan sonra	:	and then
daha önce	:	before hand

daha sonra	:	later
ondan önce	:	before that
nihayet	:	last of all, in the end
en sonunda	:	finally
sonradan	:	later on
önceden	:	in advance

The lists above are not meant to be exhaustive. There are, of course, many other ways of showing sequence. For example, 'ordo naturalis' is another way. If one narrates an event in the order it happens he may not need any sequential connectors as in the following:

Yedi içti sızdı.
He ate and dropped into a slumber.

Ahmet sabahleyin erkenden kalktı, elini yüzünü yıkadı.
Ahmet got up early in the morning and washed his hands and facet.

The adverbial affixes {-Ip} and {-(y)ErEk} may also be employed to show sequence.

Yiyip içip sızdı.
He ate drank and dropped into a slumber.

Sözünü bitirerek oturdu.
Finishing his words he sat down.

Some time adverbials that show sequence have already been mentioned in 1.1.1. above.

5.2. Quantity (Miktar)

Quantity expressions show how much or how many we have of something. Although it seems to be a universal characteristic of language that entities are regarded as countable or uncountable, not all languages treat the phenomenon in the same way grammatically. (Wilkins 1976:31, Lyons 1968:281) What is uncountable in one language may be regarded as countable in another. For example the word "fruit" is uncountable in English but it is countable in French (un fruit), in Russian (frukt) and in Turkish (bir meyve). Therefore a language instructor had better not take such seemingly obvious categories for granted.

In Turkish, nouns referring to concrete objects that exist in separate pieces in nature like apples and that are produced in different pieces like books are always countable, which constitutes no difficulty for English speakers.

bir elma	:	an apple
bir sandalye	:	a chair
bir top	:	a ball
bir adam	:	a man
bir kedi	:	a cat

However, some entities in the universe exist in masses like water, milk, coal, air, soil etc. and some other entities are produced in masses like ink, chalk, butter, cheese, paste, concrete, paper etc. They are normally mass nouns and cannot be pluralized or used with a number in English. This is not strictly so in Turkish. Although they can be used without any articles or plural suffixes as in English they can be used in the plural quite safely as well.

Mürekkep yok.
There is no ink.

Mürekkepler satılmıyor.
Ink doesn't sell.

Tebesir kıymetli bir şey.
Chalk is something valuable.

Tebesirler tozlu.
Chalk is dusty.

Su içtim.
I drank water.

Sular geldi.
Water has come.

Süt hazır.
The milk is ready.

Sütler pahalandı.
Milk has become (more) expensive.

Kömür gibi kara.
as black as coal

Kömürler yanmaya başladı.
The coal started to burn.

Hava soğuk.
The weather is cold.

Havalar soğuyacak.
The weather will get colder.

Toprak verimli.
The soil is fertile.

Topraklar verimsiz.
The soil is infertile.

We can also use bir (which corresponds to the English indefinite article a with them and the result is not ungrammatical.

Bir su	Bir süt	Bir kömür	Bir hava
Bir toprak	Bir tebeşir	Bir mürekkep	Bir peynir

Here "bir" means a unit of or a kind of.

Since we can use bir (the singular indefinite article) and -lar the plural suffix with these words, how can we know that they are uncountable? We have the words biraz (a little) and bir kaç (tane) (a few) which help us solve the problem. Biraz is normally used with uncountable nouns whereas bir kaç (tane) is normally used with countable nouns.

Biraz peynir	:	some cheese
Biraz su	:	some water

Biraz kömür : some coal
Biraz tereyağı : some butter
Biraz hava : some air

But,

Bir kaç (tane) kitap : some books
Bir kaç (tane) adam : some men
Bir kaç (tane) elma : some apples
Bir kaç (tane) sandalye : some chairs

*Bir kaç peynir
*Bir kaç su
*Bir kaç kömür
*Bir kaç tereyağı
*Bir kaç hava

} are not acceptable unless they mean different sorts.

*Biraz kitap
*Biraz adam
*Biraz elma
*Biraz sandalye

} are not acceptable. "Biraz elma" may be used to mean not a certain number, but a certain piece of apple.

Other words showing quantity
For countable nouns

çeyrek : a quarter
Üçte bir : one third
yarım : a half
Üçte iki : two thirds

bir : one
bir buçuk : one and a half
iki : two
iki buçuk : two and a half
etc.

For both countable and uncountable

pek az : very little/very few
çok az : " " "
az : little/few
çok : a lot of
pek çok : very much/very many
oldukça çok : rather much/rather many

One important thing about quantity words and pluralization is that if a noun is preceded by a quantifier it is always in the singular.

bir elma
iki elma
bir kaç elma
çeyrek elma
iki buçuk elma

Proper nouns may not follow this rule:

Kırk Haramiler

Yedi Cüceler

Beşevler

Ahmet'ler

Nice Kanuniler, Yavuzlar

etc.

Interestingly this rule works the other way round with the demonstrative adjectives bu, su, o (1) i.e. they are not pluralized whether the noun they precede is plural or not.

bu kitap	:	this book
bu kitaplar	:	these books
şu adam	:	that man
şu adamlar	:	those men
o çiçek	:	that flower
o çiçekler	:	those flowers

Another important point about pluralizing nouns is that abstract nouns can be used both as countable nouns and mass

(1) In Turkish bu corresponds to the English words this and these. However, there are two other Turkish demonstratives, viz. su and o which are both translated into English as that. In fact, su is used for objects closer to the speaker, and o is used for a little farther away from both the speaker and the hearer.

nouns in Turkish unlike the English case whereby abstract nouns tend to be uncountable. E.g.

haber	:	news
<u>bir</u> haber	:	a piece of news
haber <u>ler</u>	:	news
bilgi	:	information
<u>bir</u> bilgi	:	a piece of information
bilgi <u>ler</u>	:	information
kanıt	:	evidence
bir kanıt	:	a piece of evidence
kanıtlar	:	evidence

5.3. Operations (İşlemler)

Most foreign language learners never learn how to say arithmetic calculations because they are never introduced with them. The following are examples of how Turks do the operations.

5.3.1. Addition (Toplama)

$2 + 2 = 4$ iki artı iki esittir dört.
iki iki daha dört (eder).

iki iki daha kaç eder?
How much is two plus two?

5.3.2. Substraction (Çıkarma)

$$5 - 3 = 2$$

Beş eksi Üç esittir iki.
Beşten Üç çıktı iki (kaldı/kalır).

Sekizden Üç çıkarsa kaç kalır?
How much is eight minus three?

5.3.3. Multiplication (Çarpma)

$$5 \times 6 = 30$$

Beş carpı altı esittir otuz.
Beş kere altı otuz (eder).

Beş kere beş kaç (eder)?
How much is five times five?

5.3.4. Division (Bölme)

$$18 : 6 = 3$$

On sekiz bölü altı esittir üç.

On sekizi altıya bölersen kaç kalır/çıkar?
How much is eighteen divided by six?

On sekizde altı kaç kere var?
How many times does six go into sixteen?

5.3.5. Example of a spoken calculation (multiplication)

İki yüz on yedi carpı beş yüz kırk altı (217 x 546)

Two hundred and seventeen times five hundred and forty-six

$$\begin{array}{r}
 217 \\
 \times 546 \\
 \hline
 1302 \\
 868 \\
 1085 \\
 \hline
 118482
 \end{array}$$

1. Altı kere yedi kırk iki.
Six sevens are fourty two.
2. İkiyi yazarız, dört elde.
Put down 2, carry four.
3. Altı kere bir altı.
Six times one is six.
4. Dört de elde (var) on.
Plus four is ten.
5. Sıfırı yazarız | bir elde.
elde bir
Put down zero, carry one.
6. Altı kere iki on iki.
Six times two is twelve.
7. Bir de elde (var) on üç.
Plus one is thirteen.
8. On üçü yazarız.
Put down thirteen.
9. (next line - ikinci sıra)
Dört kere yedi yirmi sekiz
Four sevens are twenty eight.
10. Sekizi yazarız elde var iki.
Put down eight, carry two.
11. Dört kere bir dört.
Four ones are four.
12. İki de elde var altı.
Plus two is six.
13. Altıyı yazarız.
Put down six.
14. Dört kere iki sekiz.
Four twos are eight.
15. Sekizi yazarız.
Put down eight.

16. (next line - üçüncü sıra)
Beş kere yedi otuz beş.
Five sevens are thirty five.
17. Beşi yazarız elde var üç.
Put down five, carry three.
18. Beş kere bir beş.
Five times one is five.
19. Üç de elde sekiz.
Plus three is eight.
20. Sekizi yazarız.
Put down eight.
21. Beş kere iki on.
Five times two is ten.
22. On'u yazarız.
Put down ten.
23. (The addition - toplama) iki aşağı; sekiz aşağı; üç altı daha dokuz, beş daha on dört, dört yazarız elde var bir; bir bir daha iki, sekiz daha on, sekiz daha on sekiz, sekiz yazarız elde var bir; bir sıfır daha bir yazarız; bir aşağı.
24. Sonuç yüz on sekiz bin dört yüz seksen iki.

5.4. Location (Yer)

Location is most characteristically expressed through the use of prepositions in English, but in Turkish a case ending is used instead.

<u>in</u> Ankara	:	Ankara' <u>da</u>
<u>on</u> the table	:	masa <u>da</u>
<u>at</u> the airport	:	havaalanı <u>nda</u>
<u>at</u> home	:	ev <u>de</u>

Although this locative case ending is very commonly used in Turkish, it is nevertheless a little more complicated to be more specific. We have words like iç, dış, alt, üst, yan, sağ, sol, öte, beri, yukarı, aşağı, ön, arka (1), which function as nouns and express more specific locations taking the same locative case ending.

<u>kutu</u>	:	box
<u>iç</u>	:	interior
<u>kutunun içi</u>	:	the interior of the box
<u>kutunun içinde</u> :	"in the interior of the box" i.e. in the box	
<u>dış</u>	:	exterior
<u>kutunun dışı</u>	:	the exterior of the box
<u>kutunun dışında</u> :	"in the exterior of the box" i.e. outside the box	

(1) These words can be used on attributive adjectives as well, e.g. iç oda, dış kapı, etc.

alt : under side
kutunun altı : the underside of the box
kutunun altında: on the underside of the box

üst : upper side
kutunun üstü : the upper side of the box
kutunun üstünde: on the upperside of the box

yan : (near)side
kutunun yanı : the near side of the box
kutunun yanında: "on the near side of the box"
i.e. near the box next to the box

sağ : right side
sutunun sağı : the right side of the box
kutunun sağında: on the right side of the box

sol : left side
kutunun solu : the left side of the box
kutunun solunda: on the left side of the box

öte : farther side
kutunun ötesi : the farther side of the box
kutunun ötesinde: on the farther side of the box

beri : nearer side
kutunun berisi : the nearer side of the box
kutunun berisinde: on the nearer side of the box

yukarı : upper side
kutunun yukarısı: the upper side of the box
kutunun yukarısında: "on the upper side of the box"
i.e. above the box

asağı : lower side
kutunun asağısı: the lower side of the box
kutunun asağısında: "on the lower side of the box"
i.e. below the box

ön : front(side)
kutunun önü : front of the box
kutunun önünde : in front of the box

arka : other side
kutunun arkası : the other side of the box
kutunun arkasında: on the other side of the box/
behind the box

5.5. Direction (Yön)

If there is motion involved in the location, i.e. if

leaving, entering, passing through, etc. a place is what we wish to express, then we cannot use our locative case ending {-DA} but the dative {-(y)A} and ablative {-DAn} cases.

ev-e : to the house
ev-den : towards the house

If we wish to say "out of the shop", "into the shop", "through the park" etc. we again need the words in 1.4. above.

dükkan-dan dışarı(ya) : out of the shop
dükkan-ın içine : into the shop
park-ın içinden : through the park
okul-un yanından : past the school
ağaç-ın üstünden : over the tree
adam-ın arkasından : from behind the man
adam-ın yanına : "to the man's side" near the
man (it shows direction not
location)
köprü-nün altından : (from) below the bridge

The directional morphemes, i.e. the dative case ending and the ablative case ending are dynamic unlike the locative case ending which is static. This is strictly so in Turkish,

but the corresponding prepositions in English may not be that different from each other.

Adamın yanında kal.
Stay near the man.

Adamın yanına git.
Go near the man.

Evin yukarısında bir kuş var.
There is a bird over the house.

Evin yukarısından bir kuş geçti.
A bird flew over the house.

5.6. Participant roles in the sentence (Cümlede Öğelerarası ilişkiler)

From the semantic point of view the components of a sentence have certain roles. Normally there is a verb in a simple clause which expresses an action or some kind of relationship between the other participants. It can be the case that the verb tells something about a single participant. (Hurford & Heasley 1983:219, ECAL Vol.2:66)

5.6.1. Agent (Eylemi yapan)

It is the doer of the action represented by the verb:

E.g.

Ali elma yedi.
Ali ate an apple.

Here the action is "eating" and it is performed by Ali. So Ali is the agent in this sentence. One shouldn't confuse the grammatical subject with the agent.

Anahtar kapıyı açtı.
The key opened the door.

Here the action is "opening" but who does it? Certainly it is not the key, it is somebody who used the key. Thus anahtar is not the agent in this example.

5.6.2. Object (Nesne)

The object is that part of a sentence which is directly affected by the action.

E.g.
Ali kapıyı açtı.
Ali opened the door.

Here the action is "opening" and directly affects the door. So the door (kapı) is the object. One shouldn't confuse it with grammatical objects because an object in our sense can be the subject of a sentence.

E.g.
Kapı açıldı.
The door was opened.

Here the grammatical subject kapı is the object semantically.

5.6.3. Instrument (Araç)

It is the entity by means of which the action expressed by the verb is carried out. In Turkish the suffix -(y)le or the post position ile is used to show the instrument in a sentence.

Ahmet kapıyı anahtar ile açtı.
Ahmet opened the door with the key.

But the instrument in a sentence may occur without this suffix or post position, too.

Anahtar kapıyı açtı.
The key opened the door.

Thus an instrument can be the subject of a sentence.

5.6.4. Benefactor/Sufferer (Yarar/Zarar Gören)

The benefactor is the animate entity which benefits from or affected by the action expressed by the verb.

E.g.
Ali Veli'ye bir sözlük verdi.
Ali gave Veli a dictionary.

Fatma kızına bir elbise dikti.
Fatma made her daughter a dress.

Ali Veli'ye bir taş attı.
Ali threw a stone at Veli.

Hakim suçluya ceza verdi.
The judge administered punishment to the
criminal

The benefactor may occur at the beginning of a sentence.

Ali'ye bir mektup geldi.
Ali received a letter.

Ahmet'e piyango vurdu.
"Ahmet was hit by the lottery."

As can be observed from the above examples, a semantic role can be represented by different grammatical roles both in the same language and in different languages.

5.7. Deixis (Görecelilik)

An utterance is made in a particular place and at a particular time: it occurs in a certain spatio-temporal situation. (Lyons 1968:275) Some expressions take some of their meaning from this spatio-temporal context, i.e. meanings of certain words are relative to the time and place of utterance. Such words are technically called deictic words and the phenomenon is termed deixis. Some expressions of time, place, and person are of this type.

5.7.1. Time (Vakit)

Some time expressions like simdi (now), o zaman (then), eskiden (formerly), yarın (tomorrow), bugün (today), dün (yesterday) (see 1.1.1. above) take their meaning from the context.

<u>simdi</u>	:	now - at the time of utterance
<u>o zaman</u>	:	then - at the time the speaker is speaking of
<u>eskiden</u>	:	formerly - before the present time the time of utterance
<u>yarın</u>	:	tomorrow - the day following the day of utterance
<u>bugün</u>	:	today - the day of utterance
<u>dün</u>	:	yesterday- the day before the day of utterance

All time expressions including a deictic term like bu, su, o, ben, sen or any other deictic word for that matter, are deictic.

E.g.

Senin doğduğun gün.
The day when you were born.

şu aylarda
in |those| months
|these|

Tense is also deictic because it is determined by the time of the action being talked about and the time of utterance.

E.g.

"Ali geliyor."
Ali is coming.

This shows that Ali comes as the speaker says this sentence.

5.7.2. Place (Yer)

The most common deictic words showing place are bura, ora and şura and their various forms.

bura	}	the place where the speaker is or shows nearby.
burası		
buralar		

şura	}	the place a little distance away from the speaker.
şurası		
şuralar		

ora	}	the place away from both the speaker and the hearer.
orası		
oralar		

Cohesive ties used in speech or writing are all deictic expressions:

yukarıdaki paragraf : the paragraph above
aşağıdaki örnek : the example below .

Dün bir film seyrettim. Film çok güzeldi.
I saw a film yesterday. The film was very good.

In the above examples we know which paragraph, which example, and which film is being talked about from the context. (Actually such contextualized expressions typically take the definite article the in English.)

5.7.3. Person (Şahıs/kişi)

Languages tend to categorize people according to the roles they have in the context of utterance. The 'first' person is used by the speaker to refer to himself as a subject of discourse; the 'second' person is used to refer to the hearer; and the 'third' person is used to refer to persons or things other than the speaker and hearer. (Lyons 1968:276) So all personal pronouns are deictic.

First Person	:	Ben	-	I
Second Person	:	Sen	-	You (singular)
Third Person	:	O	-	he, she, it

We also have the first person plural, the second person plural and the third person plural. But we cannot easily say that the first person plural is just the plural form of the first person singular. Similarly, the second person plural is not simply the plural form of the second person singular. In fact, their forms, in a way, suggest that this is not so because they do not have the ordinary plural form -ler as in the third person.

Biz	-	We
Siz	-	You (plural)
Onlar-		They

Biz refers to two or more people including the speaker, i.e. the first person singular. Siz refers to two or more people including the hearer, i.e. the second person singular. If there are two or more hearers, siz may refer to the hearers only. But onlar refers to two or more third persons, i.e. they are all third persons.

Another major distinction between the third person and the other persons is that the third person singular or plural does not exist in the place of utterance whereas the first person and the second person, plural or singular do exist in the place of utterance.

5.8. Negation

Negation is a linguistic device to show that some action or state is not the case rather than the opposite is the case. For instance, when we say "O genç değil" (=He is not young), we do not normally mean "O yaşlı" (=He is old). What we actually mean is that the statement "O genç" (=He is young) is false.

In Turkish, syntactic negation is done by means of one of the following four morphemes:

{-mE}, {değil}, {yok}, and {ne ... ne (de)}

The first one, a suffix is by far the most common and it is added to verb stems only.

E.g.

Ali gel-di.
Ali came.

Ali gel-me-di.
Ali did not come.

This morpheme has two allomorphs: [-me], which is used after verb stems whose last syllables contain a front vowel, and [-ma], which is used after verb stems whose last syllables contain a back vowel.

E.g.

vur-ma	but	sür-me
kal-ma		çek-me
koş-ma		gör-me
kır-ma		sil-me

The second negative morpheme {değil} is normally used to negate sentences whose verb phrases do not contain ordinary verbs. ("i-" is not considered as an ordinary verb here.)

E.g.

Ayşe güzel.
Ayşe is beautiful.

Ayşe güzel değil.
Ayşe is not beautiful.

Mehmet öğretmen(dir).
Mehmet is a teacher.

Mehmet öğretmen değil(dir).
Mehmet is not a teacher.

Fatma yorulmuş idi.
Fatma had got tired.

Fatma yorulmuş değil idi.
It wasn't (the case) that Fatma (had) got tired.

Here one could negate "Fatma yorulmuş idi" by means of {-mE}:

Fatma yorul-ma-mış idi.

But it would have a slightly different meaning:

Fatma had not got tired.

The third occurs after nouns or nominalized sentences and it functions as the negative version of "var" (=existent)

E.g.

Tuz var.
There is salt.

Tuz yok.
There is no salt.

Arapça okumuş.
He has studied Arabic.

Arapça okumuşluğu var.
He has the experience of studying Arabic.
(He can read Arabic.)

Arapça okumuşluğu yok.
He doesn't have the experience of studying Arabic.
(He can't read Arabic.)

Öğretmen gidecek.
The teacher will go.

*Öğretmenin gideceği var (rare).
Öğretmenin gideceği yok.
There is nothing like the teacher going.

Tiyatro açıldı/açılıyor, etc.
The theatre opened/is opening, etc.

*Tiyatronun açıldığı var. (rare)

Tiyatronun açıldığı yok.
There is nothing like the theatre opening.

The fourth negative morpheme is employed not only to negate but also to join two sentences. It corresponds to the English connector "neither ... nor ... "

E.g.

Ne Ali ne (de) Ayşe geldi.
Neither Ali nor Ayşe came.

Ahmet ne güldü ne (de) ağladı.
Ahmet neither laughed nor cried.

Ne ben kaybettim ne o kazandı.
Neither I lost nor he won.

Sometimes two negative forms are used at the same time. The result is a positive sentence. (The phenomenon is called double negation). One way of doing this is nominalizing the sentence with {-mEzlik} and adding the helping verbs et- or yap- again in the negative.

E.g.

Ali dersini çalışır.
Ali studies his lessons.

Ali dersini çalışmaz.
Ali does not study his lessons.

Ali dersini çalışmazlık yapmaz.
Ali never does such a thing as not studying his lessons.

Dinle!
Listen!

Dinlemezlik etme!
Don't try not to listen.

Another form of double negation is the addition of değil to an already negative sentence.

E.g.

Fatoş anlamıyor.
Fatoş does not understand.

Fatoş anlamıyor değil.
It is not (the case) that Fatoş does not understand.

Para bulamadım.
I could not find money.

Para bulamadım değil.
It is not (the case) that I couldn't find money.

Param yok.
I have no money.

Param yok değil.
It is not (the case) that I have no money.

The third form of double negation is the addition of yok to a nominalized negative sentence.

E.g.

Anlıyor	:	He understands.
Anladığı	:	that he understands/what he understands
Anlamadığı	:	the thing he doesn't understand
Anlamadığı <u>yok</u> :		He understands anything.

6. MODALITY (Tavır)

Tense, aspect and mood are all associated with verb phrases and people often get confused over the issue. What is called an aspect by some grammarians may be called tense or mood by some others. This is natural because a single grammatical device may express tense and aspect or aspect and mood or even all three at the same time. This is quite possible since;

- a. tense is what a grammatical device says about the action expressed by the verb in terms of time,
- b. aspect is what a grammatical device says about the action expressed by the verb in terms of "manner",
- c. mood is what a grammatical device says about the action expressed by the verb in terms of the speaker's attitude.

After making this distinction now let us go back to our topic, modality in Turkish.

6.1. Commitment (Yükümlülük)

In Turkish a speaker shows his commitment or lack of it with respect to the factual status of what he is saying by not using or using {-(y)mİş}, which was studied as a past tense morpheme in 1.1.3. above. If a speaker uses {-(y)mİş}, he is not committing himself to the truth of the proposition he is mentioning.

E.g.

Ali gel-iyor-mus.

It is said that Ali is coming.

Ayşe ders çalış-maz-miş.

It is said that Ayşe doesn't study.

Here what the speaker actually says is that there is such and such a claim but I neither support nor refuse it. If a speaker does not use {-(y)mİş}, he asserts what he is saying.

E.g.

Ali gel-iyor.
Ali is coming.

Ayşe ders çalışmaz.
Ayşe doesn't study.

Here the speaker commits himself to the truth of what he is saying. In other words, he is saying I know and claim that Ali is coming or Ayşe does not study.

Questions formed with the interrogative affix {-mİ} also show lack of commitment.

E.g.

Ali geliyor. Yoksa gelmiyor mu?
Ali is coming. Or is he not coming?

However, questions with question words like ne, nerede, kim, nasıl, niçin, ne zaman, neyi, neden, nereye, kime, nereden, kımden, kimin, neyin, etc. (what, where, who, how, why, when, what (accusative), from what, where to, to whom, wherefrom, from whom, whose, of what, etc.) show a certain degree of commitment which is often called presupposition.

E.g.

Ali nereye gidiyor?
Where is Ali going?

Here the speaker indirectly claims that Ali is going somewhere.

6.2. Command/wish (Emir/Dilek)

The most common command forms are imperatives which are just the simple forms, i.e. the stems of the verbs.

E.g.

Gel!	:	Come!
Git!	:	Go!
Dur!	:	Stop!

Such forms are used to order the second person singular to do something. If the order is directed to more than one person, i.e. to the second person plural we use the morpheme {- (y)In}.

E.g.

Gel-in!	:	[you (plural)]	come!
Gid-in!	:	[you "]	go!
Dur-un!	:	" "	stop!

If we wish to add invitation or insistence to our order, we use forms like "dursana, gelsene" for the second person singular and "dursanıza, gelsenize" for the second person plural.

If the order is directed to a third person singular, we have another morpheme {-sIn}.

E.g.

Gel-sin	:	Let him come
Git-sin	:	Let him go
Dur-sun	:	Let him stop

(The third person singular command morpheme does not have a close equivalent in English. So the above translations are just approximations.) If the order is directed towards the third person plural, we still have another morpheme {-sInlEr}.

E.g.

Gel-sinler	:	Let them come
Git-sinler	:	Let them go
Dur-sunlar	:	Let them stop

This morpheme is formed by adding the plural -lEr to the above morpheme.

Our command morphemes for the third persons {-sIn} and {-sInlEr} are also used to express the speaker's wish.

E.g.

Huzur içinde yatsın.
May he rest in peace.

Ömrün uzun olsun.
May your life be long.

Allah belasını versin.
May God damn him/her.

Bizden uzak olsunlar.
May they be away from us.

Eksik olmasınlar.
May they be all present (with us).

Kolay gelsin.
May it be easy.

The desire morpheme that we have mentioned in 1.1.3. above also shows a kind of mood though it is no longer very common in standard Turkish. Instead of them the above forms are preferred.

E.g.

Kellesi vur-ula.
I demand that his head be cut off.

Huzur içinde yat-alar.
May they rest in peace.

Tuttuğun altın ol-a.
May what you touch turn into gold.

İki kese altın veril-e.
I demand that s/he be given two purses of gold.

6.3. Obligation and necessity (Zorunluluk ve Gereklilik)

Obligation is normally expressed by zorunda, zorunlu, mecbur and other expressions derived from them. As for necessity, it is often expressed by gerek, gerekli, gerekmek, lazım, lüzumlu, etc.

E.g.

Eve gitmek zorundayım.
Eve gitmeye mecburum.] I have to go home.

Trenle gitmek zorunlu (değil).
It is (not) obligatory to go by train.

Eve gitmem gerek.
Eve gitmem gerekli.
Eve gitmem gerekiyor.
Eve gitmem lazım.
Eve gitmem lazım geliyor.] I |should| go home.
need to

Our necessity morpheme {-meli} mentioned in 1.1.3. above shows necessity rather than obligation.

E.g.

Eve git-meli-yim.
I should go home.

Doktoru dinle-meli-sin.
You |should| listen to the doctor.
'd better

Obligation in the past and in the future are usually expressed by |mecbur kal-| rather than by |mecbur ol-|
zorunda kal-| zorunda ol-|

E.g.

Uçakla gelmek zorunda kaldım.
I had to come by plane.

The difference between "Uçakla gelmek zorunda kaldım" and "Uçakla gelmek zorunda idim." is that in the former I did actually come by plane, in the latter whether you actually came by plane is not that certain. To see the point more clearly let us see the following examples:

*Uçakla gelmek zorunda kaldım fakat beni uçağa bindirmediler.

*I had to come by plane but they did not let me get on the plane.

Uçakla gelmek zorunda idim fakat beni uçağa bindirmediler.

*I had to come by plane but they did not let me get on the plane.

The first sentence is odd both in Turkish and English but the second is alright in Turkish but still unacceptable in English. Perhaps had to in the second sentence should be replaced by needed to.

6.4. Probability/Possibility (ihtimal/imkan)

It is the speaker's evaluation as to whether something is probable, improbable, possible or impossible. The Turkish morpheme {-(y)E(bil)} may show all these different evaluations.

E.g.

Ahmet gel-ebil-ir.

Ahmet can come/Ahmet may come.

The above sentence means two things: It either means "Ahmet is able to come" or "It is probable that Ahmet will come". Whichever is meant is understood from the context.

E.g.

Ahmet gel-e-mez.

Ahmet cannot come.

Here our morpheme appears in the form of -e only and the meaning of the sentence is no longer ambiguous. Now it only shows possibility not probability. In order to express negative probability we need a different structure.

E.g.
Ahmet gel-me-yebil-ir.
Ahmet may not come.

Here our morpheme appears in the full form again and the meaning of the sentence is "it is probable that Ahmet will not come" rather than "Ahmet cannot come". There is still another structure which is worth a lot of attention.

E.g.
Ahmet gel-e-me-yebil-ir.
Ahmet may not be able to come.

Here we use the morpheme twice, one before and the other after the negative morpheme -me. The one before the negative morpheme is in the reduced form and shows possibility while the other probability. Thus the sentence means "It is probable that Ahmet cannot come." Figure 7 below shows how this morpheme behaves within the verb phrase more clearly.

V E R B P H R A S E							
Root	Negative 1	{-(y)e(bil)}1	Negative 2	{-(y)e(bil)}2	Aspect	Tense	Person
gel	-	ebil	-	-	ır	miş	sin
gel	-	e	me	-	z	miş	sin
gel	me	yebil	-	-	ır	miş	sin
gel	-	e	me	yebil	ır	miş	sin

Figure 7 - Probability/Possibility morpheme in the VP.

6.5. Other modality morphemes

6.5.1. Suddenness (Tezlik): {-(y)Iver}

E.g.
Bir şişe rakıyı içiverdi.

6.5.2. Near Miss (Neredeyselik): {-(y)Eyaz}

E.g.
Düşeyazdım.

6.5.3. Motionlessness (Hareketsizleşme): {-(y)Ekal}

E.g.
Donakaldım.
Yayılakaldı.

6.5.4. Continuity (Devamlılık): {-(y)Edur}

E.g. Ben gelene kadar dersinize çalışadurun.

6.5.5. Tradition (Gelenek): {-(y)Egel}

E.g. Türkmenler göçer olarak yaşayagelmişlerdir.

7. FUNCTIONS (İşlevler)

There is not always a one-to-one correspondence between grammatical categories and language functions in actual use. A sentence in the interrogative form, for example, is not necessarily used to ask something. It may be used to make a strong assertion.

E.g. Barışın kaynağı sevgi değildir de nedir?
Çalışmadan kazanılır mı?

Similarly an affirmative sentence may ask a question, an interjection may show an emotionally neutral situation, and an imperative a condition:

Adını öğrenmek istiyorum.

Aman ne harika!

Bir daha böyle bir şey yap, yüzümü göremezsın.

Thus the grammatical form of an utterance is of little use in determining what it really means. It is simply this fact that led linguists to consider other variables especially "context of utterance" more seriously. (Jakobson 1960, Robinson 1972, Hymes 1972) (See figure 1 above)

Linguistic philosophers' studies of utterances as speech acts have contributed a lot to the development of new ideas in "the functions of language". Austin (1962) showed that certain utterances are used to perform an act as opposed to utterances that are used to make a simple statement. He called the first category "performatives", and the second "constatives".

E.g.

Performative

I bet.

I promise.

I pronounce you man
and wife.

Constative

It is hot.

Ali teaches Turkish.

The doctor is out.

Performatives are verbal acts. The speaker does something by uttering them. If a speaker says "I bet", he is betting and he cannot say "I said 'I bet' but I did not actually bet". We cannot say the same thing for constatives, which can be either true or false. Further distinctions are

also made among utterances. "It is hot" may be considered as an act, too. It is an act of statement. It states that it is hot. Such an act is called a locutionary act. But the speaker of the same sentence may mean a request to open the window, which is now called an illocutionary act. And the hearer may take it to mean something else, which is called a perlocutionary act. (Searle 1969:22,54; Stern 1983:222; Hurford & Heasley 1983:232) So, an utterance can fulfil a number of functions at the same time. Moreover a sentence uttered in different contexts, again, can fulfil quite different functions. These functions have been categorized by Bühler (1934), Jakobson (1960), Searle (1969), Robinson (1972), Halliday (1973), Wilkins (1976), and Munby (1978). Figure 8 gives a brief comparison of the first six.

Bühler recognizes three speech functions: representational, expressive and conative. The category expressive is common to all the classifications. It refers to speech acts that express the speaker's state of mind, attitude, personality, social identity or personal emotions.

Bühler	Jakobson	Searle	Robinson	Halliday	Wilkins
expressive	emotive	expressive (express feelings and attitudes)	regulation of self, expression of affect marking of emitter including avoidance conversations	expression of identity, personal ('Here I come')	personal emotions (positive & negative)
	phatic		role relationship marking encounter regulations	interactional ('me and you')	emotional relations (greetings, sympathy, gratitude, flattery, hostility)
representational	referential	representatives (tell people how things are)	reference to nonlinguistic world	representational ('I've got something to tell you')	argument
	poetic		aesthetics	imaginative ('let's pretend')	
	conative	commissives (commit myself to doing things)	performatives	instrumental ('I want')	suasion
		declarations (bring about changes through our utterances)			
		directives (get others to do things)	regulation of self and others		
			instructing	regulatory ('Do as I tell you')	
			enquiry	heuristic ('tell me why')	rational enquiry & exposition
	metalingual		metalinguage functions		
					Judgement and evaluation

Figure 8 - Categorizations of Language Functions (An extended form of Stern's tabulation 1983:224)

The second category called 'phatic' by Jakobson is not identified by Bühler and Searle. The most important feature of this function is to "help the social wheels turning smoothly". Wilkins' category of emotional relations also refers to similar functions.

The function which Searle calls 'representatives' is common to all schemes. It is a function that serves to refer to the context of utterance, i.e. processes, persons, objects, abstractions, qualities, states and relations of the real world around the speaker. Wilkins covers this category under 'Argument' and 'Rational Enquiry and Exposition'.

Language can function to give pleasure imaginatively and aesthetically. This function recognized by Jacobson, Robinson and Halliday is termed 'poetic', 'aesthetics' and 'imaginative' by these linguists respectively.

We often use language to make a request, to give an order, to command, to urge or to regulate other people's conduct. Halliday calls this function 'instrumental' use of language, Robinson calls it 'performatives'. Wilkins' category 'suasion' covers this function plus advising and suggesting.

Robinsons 'performatives' refers to such speech acts as advising, warning, congratulating, cursing, or promising. Searle covers the same ground by his 'commissives' and 'declarations'. Bühler and Jakobson both call it 'conative'.

Language is also used for making enquiries and questioning. Halliday calles this function 'heuristic' and Robinson names it simply 'enquiry'.

The last category of functions is recognized by Jacobson and Robinson. It refers to the use of language to refer to language itself and is called 'metalingual' by Jacobson and 'metalanguage functions' by Robinson. (E.g. 'Başka bir ifadeyle', 'Demek istiyorum ki, 'Türkçesi...' etc.)

7.1. Expressive Functions (ifade işlevleri)

- 7.1.1. Tanıma (Identifying)
- 7.1.2. Olumlu Tavır (Expressing positive attitude)
 - 7.1.2.1. Yetinme/Tatmin (Satisfaction)
 - 7.1.2.2. Memnunluk (Pleasure, contentment)
 - 7.1.2.3. Mutluluk (Happiness)
 - 7.1.2.4. Huzur (Peace of mind)
 - 7.1.2.5. Hayranlık (Admiration)
 - 7.1.2.6. Şaşırma (Amazement)
 - 7.1.2.7. Büyülenme (Fascination)
 - 7.1.2.8. Ümit (Hope)
- 7.1.3. Olumsuz Tavır (Expressing negative attitude)
 - 7.1.3.1. Dona Kalma (Shock)
 - 7.1.3.2. Hayal Kırıklığı (Disappointment)
 - 7.1.3.3. Yetinmeme (Dissatisfaction)

- 7.1.3.4. Memnun Olmama (Displeasure)
- 7.1.3.5. Endişelenme (Anxiety)
- 7.1.3.6. Öfkelenme (Anger)
- 7.1.3.7. Pişmanlık (Resentment)
- 7.1.3.8. Hor Görme (Scorn)
- 7.1.4. Özür Dileme (Apologizing)
- 7.1.5. Affetme/Hoşgörme (Forgiving)
- 7.1.6. Onaylama/Onaylamama (Approval/disapproval)
- 7.1.7. Takdir Etme (Appreciation)
- 7.1.8. Tercih Belirtme (Expressing preference)
- 7.1.9. Teşekkür Etme (Expressing gratitude)
- 7.1.10. Kayıtsız Olma (Indifference)

7.2. Phatic Functions (Sosyal Yakınlık İşlevleri)

- 7.2.1. Selamlaşma (Greeting)
- 7.2.2. Tanışma (Introduction)
- 7.2.3. İzin İsteme (Taking leave)
- 7.2.4. Dikkat Çekme (Attracting one's attention)
- 7.2.5. Tebrik Etme (Congratulation)
- 7.2.6. Hal Hatır Sorma (Asking after people's health)
- 7.2.7. İltifat Etme (Complimenting)
- 7.2.8. Başsağlığı/Geçmiş Olsun Dileği (Sympathy)

7.3. Representational Functions (Çevreyi Anlatma İşlevleri)

Some of the following functions could be considered as performatives, too.

- 7.3.1. Önerme (Suggesting)
- 7.3.2. Kabul Etme (Accepting)
- 7.3.3. Reddetme (Refusal)
- 7.3.4. inkar Etme (Denial)
- 7.3.5. izin Verme (Giving permission)
- 7.3.6. Yasaklama (Prohibition)
- 7.3.7. Doğrulama/Teyit (Confirming)
- 7.3.8. Destekleme (Supporting)
- 7.3.9. Razi Olma (Consent)
- 7.3.10. Cayma/Sözünden Dönme (Giving up)
- 7.3.11. Görüş Birliği (Agreement)
- 7.3.12. Görüş Ayrılığı (Disagreement)

7.4. Poetic Functions (Estetik işlevleri)

As explained above, this function refers to the use of language to entertain or please people. Telling jokes, creating poems or other literary works are all done through language. However, these functions are impossible to subcategorize in detail by definition. So here no subgroups are given. Moreover, a learner can have resort to this function only after he has mastered almost all the other functions and notions.

7.5. Performative Functions (Yapma/Yaptırma işlevleri)

- 7.5.1. Söz Verme (Promising)
- 7.5.2. İlan Etme (Pronouncing)
- 7.5.3. Özür Dileme (Apologizing)
- 7.5.4. Tavsiye Etme/Önerme (Advising)
- 7.5.5. Uyarma/İkaz Etme (Warning)
- 7.5.6. Kutlama (Congratulating)
- 7.5.7. Lanetleme (Cursing/Condemning)
- 7.5.8. Alkışlama (Acclaiming)
- 7.5.9. Kınama (Denouncing)
- 7.5.10. İtiraf Etme (Admitting)
- 7.5.11. Yetkili Kılma (Authorizing)
- 7.5.12. Rica Etme (Requesting)
- 7.5.13. Teşekkür Etme (Thanking)
- 7.5.14. İddia Etme (Betting, claiming)
- 7.5.15. Beraet Ettirme (Acquitting, discharging)
- 7.5.16. Israr Etme (Insisting)
- 7.5.17. Davet Etme (Inviting)
- 7.5.18. Mahkum Etme (Sentencing, convicting)
- 7.5.19. Suçlama (Blaming, accusing)
- 7.5.20. İkna Etme (Persuasion)
- 7.5.21. Yalvarma (Begging)
- 7.5.22. Teşvik Etme (Encouraging)
- 7.5.23. Kışkırtma (Provoking)

- 7.5.24. Tehdit Etme (Threatening)
- 7.5.25. Tahmin Etme (Estimating, guessing)
- 7.5.26. Emretme (Ordering)
- 7.5.27. Mecbur Etme (Forcing, compelling)

7.6. Enquiry Functions (Bilgi Düzenleme işlevleri)

Wilkins (1976:52) says "this category relates to the rational organization of thought and speech". This category, all categories for that matter, may overlap with other categories, which is only natural because the use of a piece of language may easily have more than one function. The following list of enquiry functions are largely based on Wilkins' own list.

- 7.6.1. İma Etme (Implication)
- 7.6.2. Tümden Gelme (Deduction)
- 7.6.3. Varsayma (Supposition, assumption, hypothesis)
- 7.6.4. Tahmin Yürütme (Conjecture)
- 7.6.5. Kanıtlama (Substantiation, verification, proving)
- 7.6.6. Gerekçe Gösterme (Justification)
- 7.6.7. Şart Koşma (Condition)
- 7.6.8. Sonuç Bildirme (Consequence)
- 7.6.9. Karine Durumdan Çıkarma (Inference)
- 7.6.10. Örnekleme (Illustration)

- 7.6.11. Taviz verme (Concession)
 - 7.6.12. Niyet Belirtme (Purpose)
 - 7.6.13. Sebep Belirtme (Cause, reason)
 - 7.6.14. Karşılaştırma (Comparison, contrast)
 - 7.6.15. Genelleme (Generalization)
 - 7.6.16. Özetleme (Summarizing)
- 7.7. Metalingual Functions (Dilin Kendisinden Bahsetme işlevleri)

Metalingual functions are many and the following list is not meant to be exhaustive.

- 7.7.1. Yani (That is to say)
- 7.7.2. Açıkçası (in clearer terms)
- 7.7.3. Türkçesi (in Turkish = to be clearer or more exact)
- 7.7.4. Daha Doğrusu (to be more precise)
- 7.7.5. Başka Bir Deyişle/Diğer Bir ifadeyle (In other words)
- 7.7.6. Anlayacağın/Demek istiyorum ki (I mean)
- 7.7.7. Kibarcası (in politer terms)
- 7.7.8. İsmen Belirtecek Olursak (viz.)
- 7.7.9. Tekrar Ediyorum (I repeat)
- 7.7.10. Sözümü Dinleyin/Sözlerime Kulak Verin (Pay attention to my words)
- 7.7.11. Bu Sözler/Kelimeler/Cümleler...(These words, sentences)

- 7.7.12. Lafı Geveleme/Dolandırma (Don't speak so indistinctly)
- 7.7.13. Daha Kesin Bir İfadeyle (strictly speaking)
- 7.7.14. Daha Genel Bir İfadeyle (broadly speaking)
- 7.7.15. Bu Kelime (de) Ne Demek? (What does this word mean?)
- 7.7.16. Sözümlü Kesme (don't interrupt my words)
- 7.7.17. Altını Çizerek Söylüyorum (I emphasize)
- 7.7.18. Yukarıda Belirttiğim Gibi (as I explained above)

7.8. Judgement and Evaluation Functions (Değerlendirme işlevleri)

- 7.8.1. Değerlendirme (Valuation)
 - 7.8.1.1. Değer Verme (Value)
 - 7.8.1.2. Sıralama (Rank, grade)
 - 7.8.1.3. Değer Biçme (Estimate, overestimate, underestimate)
 - 7.8.1.4. Önyargılama (Prejudge)
 - 7.8.1.5. Tasvip Etme (Approval)
 - 7.8.1.6. Tasvip Etmeme (Disapproval)
 - 7.8.1.7. Takdir Etme (Appreciate)
 - 7.8.1.8. Övme (Praise)
 - 7.8.1.9. Şikayet Etme (Complain)
- 7.8.2. Hüküm Verme (Verdiction)
 - 7.8.2.1. İlan Etme (Pronounce)
 - 7.8.2.2. Hükmetme (Rule)
 - 7.8.2.3. Bulma (Find)
 - 7.8.2.4. Muaf Tutma (Exempt)
 - 7.8.2.5. Serbest Bırakma (Release)
 - 7.8.2.6. Affetme (Forgive, pardon)

8. EXPONENTS (İşlevlerin Türkçe İfade Edilişleri)

(In some patterns below "nominalized sentences" are used. Section 13 explains how a sentence is nominalized in Turkish)

8.1. Expressive Functions (ifade işlevleri)

8.1.1. Tanıma (Identifying)

bu, şu, o + NP (-Dir)

bunlar, şunlar, onlar + NP + -ler (-Dir)

bu, şu, o + NP + NP + (-Dir)

bu, şu, o + NP + -ler + NP + -ler (-Dir)

ben + NP + -(y)im

sen + NP + -sin

(o) + NP + (-y)iz

biz + NP + (-y)iz

siz + NP + -siniz

onlar + NP + (-Dir)

E.g.

Bu bir kitap(tır).

Bu bey yeni öğretmeniniz.

Ben doktorum.

O buranın müdürü(dür).

8.1.2. Olumlu Tavır (Expressing positive attitude)

8.1.2.1. Yetinme/Tatmin (Satisfaction)

Çok (çok) iyi. (very good)

Tamam. (O.K.)

Yeterince iyi. (good enough)

Oldukça iyi. (rather good)

Tam		istediğim		gibi.		just what I		wanted
		düşündüğüm		This is				was thinking of
		aradığım						was looking for

Nasıl buldun(uz)?

(How do you like it?)

8.1.2.2. Memnunluk (Pleasure, contentment)

(ben) + NP + Ablative + (çok) + hoşlanırım.

(ben) + NP + Accusative + (çok) + severim.

NP + (benim) + (çok) + hoşuma gider.

(ben) + NP + Rakive + bayılırım.

bu + NP + çok güzel/hoş

bu + NP + 1Er + çok güzel/hoş

NP + Accusative + çok beğeniyorum.

E.g.

Dondurmadan çok hoşlanırım

Elmaya bayılırım.

Bu film çok güzel.

Bu yazıyı çok beğeniyorum.

8.1.2.3. Mutluluk (Happiness)

Çok mutluyum.

Çok sevinçliyim.

Çok memnunum.

Mutlu musun(uz)?

NP		+ Dative + çok sevindim.
Nmnlzd.		
sentence		

E.g.

Davetinize çok sevindim.

Gelmenize sevindim.

8.1.2.4. Huzur (Peace of mind)

Çok huzurluyum.

Vicdanım rahat.

Hiç bir sıkıntım yok.

Müsterihim (old).

8.1.2.5. Hayranlık (Admiration)

NP + Dative + hayran kaldım/oldum

harika bir |şey.
NP

NP + Accusative + çok beğeniyorum.

E.g.

Konuşmanıza hayran oldum.

Harika bir konuşma!

Tutumunuzu çok beğeniyorum.

Son romanınızı çok beğeniyorum.

8.1.2.6. Şaşırma (Amazement)

Yaa! Sahi mi?

Çok şaşırdım.

NP + Dative + çok şaşırdım.
Nmnlzd.
sentence

Şaşa kaldım.

Bu kadarını beklemiyordum.

NP Nmnlzd. sentence	+ beni +	çok şaşırttı. şaşkına çevirdi.
---------------------------	----------	-----------------------------------

Çok mu şaşırdın?

E.g.

Habere çok şaşırdım.
Ayrılışına çok şaşırdım.
Haber beni çok şaşırttı.
Ayrılışı beni çok şaşırttı.

8.1.2.7. Çok Etkilenme (Fascination)

This function is closely related to 8.1.2.5. above and 8.1.7. below.

Büyüledim.

NP Sentence nmnlzd. by -mE or -İş	+ aklımı başımdan aldı. beni çok etkiledi.
---	---

Bayıldım.

E.g.

İzmir aklımı başımdan aldı.
Naim'in 190 kilo kaldırması
beni çok etkiledi.

8.1.2.8. Ümit (Hope)

sentence nmnlzd. by -EceK	NP	+ Ablative	+ Ümitliyim.
		Accusative	umuyorum.
			Ümit ediyorum.
		+ Ablative	+ Ümidim yok.
		Dative	+ Ümidim var.

inşallah
Ümit ederim
umarım

	+ sentence
--	------------

E.g.

Sonuçtan ümitliyim.

Geleceğini umuyorum.

Sınavı kazanacağından ümidim yok.

Sınavı kazanacağına ümidim var.

8.1.3. Expressing negative attitude (Olumsuz Tavır)

8.1.3.1. Dona Kalma (Shock)

Dona kaldım.

Baka kalmışım.

Şoke oldum.

Dondum kaldım.

Ağzım açık kaldı.

Şaşa kaldım.

8.1.3.2. Hayal Kırıklığı (Disappointment)

Çok yazık		+ sentence
Maalesef		
Ne yazık ki		

Umduğumu bulamadım.

Beklediğim gibi olmadı.

Umduğum		dağlara kar yağdı.
Güvendiğim		

E.g. Maalesef sınavı kaybettim.

Ne yazık ki Ali (ise)
giremedi.

8.1.3.3. Yetinmeme (Dissatisfaction)

bu, şu, o		hoşuma gitmiyor. iyi değil. yeterli değil. yetmez. yetersiz. az.
bunlar, şunlar, onlar		
NP		

NP + Acc. + beğenmiyorum.

istediğim		bu değil.
Aradığımı		
Düşündüğüm		

E.g.

Bu kurallar hoşuma gitmi-
yor.
Bu kadar para yeterli
değil.

8.1.3.4. Memnun Olmama (Displeasure)

bu, şu, o		pek iyi değil.
bunlar, şunlar, onlar		
NP		
bunu, şunu, onu		(hiç) beğenmedim.
bunları, şunları, onları		
NP + Accusative		

E.g.

Sonuç pek iyi değil.
Sonuçları hiç beğenmedim.

8.1.3.5. Endişelenme (Anxiety)

korkarım + (ki) + sentence

NP	+	Ablative	korkuyorum.
sentence			kaygı duyuyorum.
nomnlzd.			endişeleniyorum.
by -EcEK			
or -mE			
Infinitive			korkmuyor musun?
phrase			

sentence (in the habitual or future) + diye + korkuyorum.
endişeleniyorum.
kaygı duyuyorum.

E.g.

Korkarım karanlığa kalacağız.

Geç kalmaktan korkuyorum.

Kavga etmelerinden endişeleniyorum.

Evi bulamazlar diye kaygı duyuyorum.

8.1.3.6. Öfkelenme (Anger)

Allah		kahretsin!	(swear word)
		belanı versin!	

Yaptığını beğendin mi?

Tuh yüzüne! (swear word)

Tepemi attırma(yın).

Sabırımı zorluyorsun(uz).

Manyak! (swear word)

Eşşoğlu eşşek! " "

8.1.3.7. Pişmanlık (Resentment)

Çok		pişmanım.
-----	--	-----------

Bin		
-----	--	--

Tuh, keşke + sentence with -(mE)sEydim.

Akılsız başım (benim).

Ellerim kırılısaydı da böyle bir şey yapmasaydım.

sentence nmnlzd. by -mE + Ablative + dolayı | çok | pişmanım.
NP with -DIĞIM için | | üzgünüm.

E.g.

Tuh, keşke beklemeseydim.
Beklediğim için çok üzgünüm.
Geç kaldığım için çok pişmanım.

8.1.3.8. Hor Görme (Scorn)

(They are all insulting.)

Sen kim oluyorsun?

Sen kim oluyorsun da + sentence (in the present progressive)

Hıh!.. verb + (I)yormuş!

E.g.

Sen kim oluyorsun da bizimle böyle konuşuyorsun!

Aklı sıra | görevini yapıyormuş.
Aklınca
Hıh

Ben | senin gibileri | çok gördüm.

Biz | sizin gibileri | çok gördük.

Sen kendini ne sanıyorsun?

Ateş olsan nereyi yakarsın?

8.1.4. Özür Dileme (Apologizing)

(çok) Özür dilerim.

Affedersiniz.

Kusura bakma(yın).

Pardon.

Sözümü geri alıyorum.

Hatamı kabul ediyorum.

İsteyerek yapmadım.

Böyle olmasını istememiştim.

Lütfen affet beni.

Affınıza sığınıyorum. (Formal)

8.1.5. Affetme/Hoşgörme (Forgiving)

Önemli		değil
Mühim		

Zazarı yok.

Tamam (ama) bir daha olmasın!

artık sana		kırgın		değilim.
		kızgın		

Olur böyle şeyler.

Aldırma.

Olabilir.

(See also 8.8.2.6. below)

8.1.6. Onaylama/Onaylamama (Approval/disapproval)

Pekala (öyle olsun).

Çok iyi.

Çok güzel.

Tamam, böyle devam et.

Fena olmamış.

Hiç iyi değil

bunu/böyle bir şeyi		kabul edemem.
NP + Accusative		onaylayamam.
sentence nmnlzd.by		istemiyorum.
-mE + Acc.		tasvip etmiyorum.
		doğru bulmuyorum.

buna/ böyle bir şeye		gönlüm razı değil.
sentence nmnlzd. by		razı olamam.
-mE + Dat.		razı değilim.

(Öyle şey) olmaz.

E.g.

Kararı kabul edemem.

İstanbul'a girmenizi onaylayamam.

Bu işi Ayşe'nin yapmasına razı değilim.

8.1.7. Takdir Etme (Appreciation)

Aferin (can be used when the hearer is of a lower status or at least equal status)

Çok iyi.

Çok güzel.

Çok başarılı.

Çok çalışkan.

Çok yardımsever.

Bravo.

Fevkalade.

Hakikaten		çok iyi
Gerçekten		

Takdir etmemek mümkün değil

Senin, onun, sizin, bizim	+ ile	gurur duyuyorum.
bunun, şunun, onun		övünüyorum.
bizler, sizler, bunlar,		övünç duyuyorum.
şunlar, onlar		iftihar ediyoruz.
NP		
sentence nmlzd. by -mE	+ Acc.	çok takdir ediyoruz.
		çok beğeniyoruz.

E.g.

Naim'in şampiyon olması ile gurur duyuyoruz.

Bu galibiyetle gurur duyuyorum.

8.1.8. Tercih Belirtme (Preference)

Dem.Pron.	+ Acc. + tercih ederim.
Personal Pron.	
NP	
sentence nmlzd. by	
-ME	

... V + mEk + EnSE + ...V -mEk	iyidir.
nmnlzd. sentence by -mE1+dEnSE	yeğdir
+ nmnlzd. sentence by -mE2	evladır
	isterim

... V + -mEktEnSE +...V -mEyI	tercih ederim
	isterim
	seçerim

NP + Acc.+ NP + Dative + tercih ederim.

1 2
Nmnlzd. sentence by -mE1 + dEnSE + sentence in the
imperative + daha iyi.

E.g.

Bunu tercih ederim.

Ali'nin burda kalmasını tercih ederim.

Bir işi hiç yapmamaktansa, geç yapmak iyidir.

Ayşe'nin buraya gelmesindense, bizim oraya gitmemiz (daha) iyi (olur).

Evde oturmaktansa yüzmeyi tercih ederim.

Elmayı armuda tercih ederim.

Ali'nin buraya gelmesindense biz oraya gidelim
daha iyi.

8.1.9. Teşekkür Etme (Expressing gratitude)

Teşekkür ederim.

Sağol(un).

Mersi.

Elinize sađlık.
Teşekkürler. (Informal)

NP + Dat.	teşekkür ederim. müteşekkirim.
sentence nmlzd. by -DIK + için	minnettarım. sağ olun.

Nasıl teşekkür edeceğimi bilemiyorum.

Allah	(senden) (sizden)	razı olsun.
-------	----------------------	-------------

Babana rahmet.

E.g.
Yardımlarınıza teşekkür ederim.
Yardımcı olduğunuz için minnettarım.

8.1.10. Kayıtsız Olma (Indifference)

(Benim için) fark etmez.

Bana göre hava hoş.

Bence hiç bir	mahsuru	yok.
	sakıncası	

Aman, boş ver | boş ver.

Ne olduğu, | umurumda bile değil.
Ne olacağı

Olabilir.
Bana ne.
Ne yazar.
Ne farkedir.

8.2. Phatic Functions (Sosyal Yakınlık işlevleri)

8.2.1. Selamlaşma (Greeting)

Merhaba (Informal)	Günaydın
Merhaba	Günaydın
Selam (Informal)	iyi akşamlar/geceler(1)
Selam	iyi akşamlar/geceler(1)

Selamun aleyküm (rural, religious)
Aleyküm selam

Ooo, nerelerdesin birader? Yüzünü gören cennetlik.
(When seeing sbd. after a long time) (Informal)

Ne haber?
iyilik.

İşler nasıl?
Bildiğin gibi.

Ne var ne yok?
iyilik, sağlık.

8.2.2. Tanışma (Introduction)

Sizinle	(arkadaşım)	name + Acc. + tanıştırayım.
Size	(karım)	
	(kardeşim)	
	(ablam)	
	(sınıf arkadaşım)	

(1) iyi akşamlar and iyi geceler are used as 'leave taking' expressions rather than as greetings.

Bu	bey	(amcam)	+ name (ve bu da)	(amcam)
	hanım	(halam)		(babam)
	delikanlı	(arkadaşım)		(arkadaşım)
	hanım kız	vs.		vs.

response: - Memnun oldum. - Tanıştığımıza memnun oldum.
- Memnun oldum. - Ben de.

E.g. Sizinle arkadaşım Ali'yi tanıştırayım.
Bu bey amcam Hasan ve bu da ortağı Ayla Hanım.

8.2.3. izin isteme (Leave taking)

İzninizle (formal)

Müsaadenizle (forma)

(Hadi) Allah'a ısmarladık!

Hoşça kal(ın)!

Görüşmek üzere, iyi | geceler
| günler
| çalışmalar

Yarın | görüşürüz.

Haftaya
Cumaya |

response: (Haydi) güle güle

Yine | bekleriz
Tekrar | görüşmek üzere
|
Müsaade sizin
Gene gel.

8.2.4. Dikkat Çekme (Attracting one's attention)

Affedersin(iz)

Bir şey sorabilir miyim?

Affedersiniz, bir dakika bakar mısın(ız)?

Özür dilerim, bir dakikanı(zı) alabilir miyim?

Hey, (küçük), bir dakika baksana! (informal)

Affedersiniz	hanımefendi	acaba + interrogative
	beyefendi	sentence

E.g.

Affedersiniz hanımefendi, acaba Ayrancı otobüsü burdan geçer mi?

8.2.5. Tebrik Etme (Congratulation)

Tebrik ederim.

Kutlarım.

(Tebrik ederim). Hayırlı uğurlu olsun.

Tebrikler.

Çok sevindim	mutluluklar dilerim.
	başarılarının devamını dilerim.

Bayramınızı	kutlar	mutluluklar	dilerim (written
Yeni yılınızı	tebrik eder	eselikler	lang.)

8.2.6. Hal Hatır Sorma (Asking after people's health)

Nasılsınız?

Nasılsınız, iyi misiniz?

İnşallah iyisinizdir!

NP + nasıl(lar)? (-lar makes it very formal when the sbj. is singular)

Ne var ne yok? (informal)

Daha daha ne var ne yok? (informal, used after the first investigation)

Çol(uk) çocuk nasıllar?

response: İyiyim, teşekkür ederim, siz(ler) nasılsınız?

Eh, çok şükür, yuvarlanıp gidiyoruz.

E.g.

Aileniz nasıl(lar)?

Ali Bey amcalar nasıl(lar)?

8.2.7. İltifat Etme (Complimenting)

Gömleğin	çok	güzel(miş), güle güle giy.
Eteğin		yakışmış.
Kravatın		
etc.		

Üstünde eskisin!

response: Teşekkür ederim, daha iyileri sizlerin olsun!

Çay kahve ne içersiniz?

Proper N	Bey	bugün çok	şık(sınız).
Title	Hanım		yakışıklısınız. güzelsiniz.

E.g.

Müdür Bey, bugün çok şıksınız.

Ayşe Hanım, bugün çok güzelsiniz.

8.2.8. Başsağlığı/Geçmiş Olsun Dileği (Sympathy)(1)

8.2.8.1. Başın(ız) sağ olsun.

Allah rahmet | eylesin.
| etsin.

Allah sizlere uzun ömür versin.

Takdiri ilahi (böyleymiş).

Ruhu şad olsun.

Mekanı cennet olsun.

Allah taksiratını affetsin.

8.2.8.2. Geçmiş Olsun (1)

(1) 8.2.8.1. is used in case of death only. As for 8.2.8.2., it is usually used during or after an undesirable experience such as illness, imprisonment, an examination or any hardship.

8.3. Representational Functions (Çevreyi Anlatma İşlevleri)

8.3.1. Önerme (Suggesting)

Haydi ... V + -(y)EIm.

.. V + -mEyI	öneriyorum.
Sentence nmnlzd.	
by -mE + Acc.	teklif ediyorum.
..V + -mEyE	ne dersiniz?
Sentence nmnlzd.	
by -mE + Acc.	itirazı olan var mı?

Niye	..V + -mE	+ Dat.	davet ediyorum. (formal)
	NP +		çağırıyorum.

... sek nasıl olur?

E.g.

Haydi Çiftliğe gidelim.

Çiftliğe gitmeyi öneriyorum.

Ali'nin Çiftliğe gitmesini öneriyorum.

Çiftliğe gitmeye ne dersiniz?

Ali'nin Çiftliğe gitmesine itirazı olan var mı?

Niçin Çiftliğe gitmiyoruz sanki?

Sizi çay içmeye davet ediyorum.

Sizi sükunete davet ediyorum.

Sussak nasıl olur?

8.3.2. Kabul Etme (Accepting)

Olur.

Tamam.

Olur, haydi V + -(y)Elim.

İyi fikir.

Neden olmasın?

Kabul ediyorum. (formal)

Kabul.

Buna bir itirazım yok.

E.g.

Olur, haydi gidelim.

8.3.3. Reddetme (Refusal)

Olmaz.

Öyle şey olmaz.

Mümkün değil.

Şimdi olmaz.

Başka zaman.

Üzgünüm		.. V + -mEk zorundayım. İnşallah
Çok özür dilerim		başka bir sefere.

Böyle bir şeyi asla kabul edemem. (formal)

Katiyyen | olmaz.
Kesinlikle | reddediyorum. (formal)

E.g.

Üzgünüm. İşimi bitirmek zorundayım.
İnşallah başka bir sefere.

8.3.4. İnkâr Etme (Denial)

Ben yapmadım.

Böyle bir şeyden haberim (bile) yok.

Bu işle uzaktan yakından | ilgim | yok.
| ilişkim |
| alakam |

Ben o zaman NP ile | meşguldüm.
| uğraşıyordum.

Aslı yok.

Asılsız, bir iddia.

Bu bir iftira.

Düpedüz iftira.

Sentence nmnlzd. by -DIK + Accusative | asla | kabul etmiyorum
| kesinlikle | reddediyorum.
| katiyetle |

E.g.

Oğlumun zimmetine para geçirdiğini kesinlikle
reddediyorum.

8.3.5. İzin Verme (Giving permission)

(Tamam) | ...V + -(y)Ebilirsin(iz).
(Elbette) |

...V +

-mEnE
-mEnIzE

 müsaade ediyorum. (formal)
izin veriyorum.

Çok iyi olur.

seeking permission: ...V + (y)Ebilir miyim, efendim?

Müsaade ederseniz
izin verirsiniz
Uygun bulursanız
Sizce bir

mahzuru	yoksa
sakıncası	

 ...V + mEk istiyorum (efendim).

E.g.

Tamam gidebilirsiniz.

Maça gitmenize izin veriyorum.

Maça gidebilir miyim, efendim?

izin verirsiniz maça gitmek istiyorum?

8.3.6. Yasaklama (Prohibition)

(Üzgünüm ama)

Bundan böyle (izinsiz ola- rak)

 ...V+ -mEk yasak.
...V+ -mEyI yasaklıyorum.
...V+ -mEk yok.
nmnlzd. sentence by
-mE|Acc.+yasaklıyorum.
|yasak.
... mezsın(iz).

E.g.

Bundan böyle izinsiz olarak çarşıya çıkmak yasak.

Bugünden itibaren çarşıya çıkmanızı yasaklıyorum.

8.3.7. Doğrulama/Teyit (Confirmation)

Evet öyle.

Doğru, aynen | öyle.
öyle oldu.

Sentence nmnlzd. by -DIK + doğru
-ECEK

Sentence nmnlzd. by -DIK + Acc.+ (ben de) kabul ediyorum.
-ECEK

E.g.

Cumhurbaşkanının sabah Ankara'ya döndüğü doğru.

Gerillaların tekrar saldıracağını ben de kabul ediyorum.

8.3.8. Destekleme (Supporting)

Sana | (aynen) katılıyorum.
Size |

Sizinle aynı görüşü paylaşıyorum.

NP
Sentence nmnlzd | + Acc. + destekliyorum.
by -mE

Ben de aynı | doğrultuda | düşünüyorum (öyle olsun).
şekilde

Ben de aynı | kanıdayım.
fikirdeyim.
görüştüyüm.

E.g.

Öneriyi destekliyorum.

İşçilerin haklarını aramasını destekliyorum.

8.3.9. Razi Olma (Consent)

Olur.

Ben razıyım.

Bence		olabilir.
		sakıncası yok.
		mahzuru yok.

Hay hay.

Pekala.

Niye olmasın ki!

Sentence nmnlzd. by -mE + Dat. + razıyım.

razi olmama: Ben razı değilim.

Olmaz.

Olamaz.

Hayır, imkansız.

Kabul edemem.

E.g.

Kızımın bir Çerkezle evlenmesine razıyım.

" " " " razı değilim.

8.3.10. Cayma/Sözünden Dönme (Giving up)

Vaz geçtim.

Fikrimi değiştirdim.

Artık aynı fikirde değilim.

Kararımı değiştiriyorum.

Artık istemiyorum/caydım.

Sözünde durma: Sözümde duruyorum.

Sözüm söz.

Sözümden dönmedim.

Kararımı		değiştirmedim.
Fikrimi		

8.3.11. Görüş Birliği (Agreement)

Exponents in 8.3.8. above can all be used here, too.

Evet, haklısınız.

Doğru söylüyorsunuz.

Olabilir.

Haklı olabilirsiniz.

Kabul ediyorum.

Tabi.

Elbette.

Tabi ki hayır.

Evet, öyle.

Sizinle hemfikiriz.

8.3.12. Görüş Ayrılığı (Disagreement)

Hayır, öyle değil.

Ben öyle düşünmüyorum.

Olabilir,	yalnız	+ sentence.
	ama	
	fakat	
	yine de	
	ne var ki	
	ancak	

Üzgünüm,	size hak veremeyeceğim.
Maalesef	sizinle aynı fikirde değilim.
Ne yazık ki	size katılmıyorum.
Ancak	sizinle aynı şekilde düşünmüyorum.
Ne var ki	

Bu konuda farklı düşüncelere sahip olduğumuzu itiraf etmeliyim. (formal)

E.g. Olabilir, yalnız, altının değeri daha hızlı artabilir.

8.4. Poetic Functions (Estetik işlevleri)

. All works of art using words are fulfilling this function. That is why it is difficult to subcategorize or exemplify it.

Nevertheless the following are random examples of how language can be used as a means of artistic entertainment among other things.

Gamzedeler

Çifte çifte benler
Gamzedeler.
Ok ok olmuş kirpiklerin
Gamze deler.
Yiğidi kılıç kesmez
Gam zedeler (from a folk song)

Bir ağacı oymuşlar
İçine ses koymuşlar
Yazılmış yalan söylemiş
Kulağını burmuşlar
(a riddle, answer: ut)

Sikaram ince ince
Sen ince ben de ince
Sikaramın içine
Sihar misun Hadice
(Doğan Aksan 1987:195)
(from a folk song)

Küçücük fıçıcık
İçi dolu turşucuk

(a riddle)
answer: lemon

Kürkçünün kürkü olmaz, börkçünün börkü. (Proverb)
Mercimek ağacından kırk günde iner. (A provincial
saying from Alanya)

Halina bakmaz, Hasan dağına oduna gider. (A common
central Anatolian saying)

Berberliği benim başımda belliyor. (A saying from
Gaziantep)

A poem from Karacaoğlan:

İncecikten bir kar yağar
Tozar elif elif diye
Deli gönül abdal olmuş
Gezer elif elif diye

Elif kaşlarını çatar
Gamzesi sineme batar
Ak elleri kalem tutar
Yazar elif elif diye

8.5. Performative Functions (Yapma/Yaptırma işlevleri)

8.5.1. Söz Verme (Promising)

Söz veriyorum.

Sözüm söz.

Erkek sözü (veriyorum).

Sözümden dönersem namerdim.
kahpeyim.

Söz (veriyorum) Vallahi (Namusum/şerefim üzerine) yemin ederim		...V + -(y)EcEğIm.
--	--	--------------------

Söz bir, Allah bir.

Sentence nmnlzd. by -EcEK + Dat.

	söz veriyorum. yemin ederim. namusum üzerine yemin ederim. şerefim üzerine and içerim. (formal)
--	--

asking for a promise: Söz ver.
Yemin et.
Yemin eder misin?

E.g.

Size altı ay içinde ev bulacağıma söz veriyorum.
(formal)

8.5.2. İlan Etme (Pronouncing/declaring)

(Ben de) sizleri karı koca ilan ediyorum.

KKTC'nin bağımsızlığını bütün dünyaya ilan ediyoruz.

Birinci Boğaz Köprüsünün 5 şubat 1988'den itibaren
yayalara kapatılacağı İstanbullulara ilan duyurulur.
(formal)

...V + -(y)EcEğI + NP + (y)E + (ilanen) duyurulur.
(formal)

E.g.

Suların 26.9.'88 Pazartesi günü K.Esatta saat 15.00'ten 18.00'e kadar kesileceği ilgili semt sakinlerine duyurulur. (formal)

In addition to the above patterns, any declarative sentence could be used to make a declaration.

Mağazamıza yeni mallar gelmiştir.

Gazi Üniversitesi 15 Ekim 1988'de açılacaktır.

8.5.3. Özür Dileme (Apologizing)

The same as 8.1.4. above.

8.5.4. Tavsiye Etme (Advising)

NP			tavsiye ederim.
Infinitive			
Sentence	nmnlzd. by -mE	Acc.	salık veririm.

Gel sen (sözümü dinle) + sentence (in the imperative) (informal)

Bence	...V +-sEn + iyi	olur.
Bana göre	-sEk	edersin.
Bana sorarsan	-sE	
Bana soracak	-sE1Er	
olursan	ect.	

(Senin) yerinde olsam,	...V+(1/E)rim.
Bana kalsa,	...V+(1/E)rdim.
Yerinizde olsam,	

E.g. Bu ilacı tavsiye ederim.

Güneyde bir yerde güneşlenmeyi tavsiye ediyorum.

Bana kalsa, hemen kabul ederdim.

Gel sen sözümü dinle, iki gün istirahat et.

Bence, beklemesen iyi olur.

8.5.5. Uyarma/ikaz Etme (Warning)

Sakın + sentefce (in the negative imperative)

Dikkat	et edin	+ ...V+	-(y)Ebilir. -mEyEbilir.
--------	------------	---------	----------------------------

Dikkat,	tehlike köpek çukur elektrik etc.	(var).
---------	---	--------

Uyarıyorum ikaz ediyorum	(sakın) bir daha	böyle bir şey yapma(yın). sentence (in the negative imperative)
-----------------------------	------------------	--

Aman ha	+ negative imperative
---------	-----------------------

Sakın ha

Ola ki

E.g.

Sakın, geç kalma.

Dikkat et, yollar bozuk olabilir.

Uyarıyorum, sakın izinsiz pikniğe gitmesinler.

Sakın ha oraya gitme.

8.5.6. Kutlama (Congratulating)

The same as 8.2.5. above.

8.5.7. Lanetleme (Cursing/condemning)

Allah belanı versin! (swear word)

Lanet		herif.	"	"
		olası.		

Her tür şiddet olaylarını		lanetliyoruz. (formal)
NP		+ Accusative
Infinitive		kınıyoruz.
sentence nmnlzd.		
by -mE		

Bu		menfur		olayı şiddetle		kınıyoruz. (formal)
		talihsiz				lanetliyoruz.

E.g.
Parlamentonun feshedilmesini kınıyoruz.
Cinayetleri lanetliyoruz.

8.5.8. Alkışlama (Acclaiming)

Bravo!

Helal olsun (be)! (informal)

(Bin) yaşa!

Ağızına sağlık!

Sentence nmlzd. by -mE | +Acc. | alkışlıyoruz.
 çok olumlu buluyoruz.
 yerinde

E.g.

Göçmenlerin istedikleri yere gönderilmelerini
 çok olumlu buluyoruz.

8.5.9. Kınama (Denouncing)

(See 8.5.7. above)

(Çok) ayıp.

(Aaa) Ne kadar ayıp.

Bu hareketin hiç doğru değil.

NP
 Sentence nmlzd. by -mE | Acc. | çok kınadım (doğrusu).
 şiddetle kınıyoruz.
 (formal)
 yerinde bulmadım.
 münasip görmedim.
 çok ayıpladım.

E.g.

Ahmet'in annesini azarlamasını çok kınadım doğrusu.

8.5.10. İtiraf Etme (Admitting)

Evet.

Evet doğru.

NP
 Sentence nmlzd. by -DIK | Acc.+itiraf ediyorum.
 -ECEK

Evet, ...V+ -Dim.

Evet, ...V+ -Dik. (other tenses and persons can be used,too).

E.g.

Bu parayı reklama harcadığımızı itiraf ediyorum.

Evet, paraları malların satışı için kullandık.

Besides the above forms, any declarative sentence can be used as a confession:

Adamı ben öldürdüm.

Bomba atacaktık.

Nöbette uyumuşum.

8.5.11. Yetkili Kılma (Authorizing)

Bu konuda + NP + Dat. + (tam) yetki veriyorum.

Bu konuda + NP + Acc. + yetkili kılıyorum.

... mesine izin veriyorum.

... mesini kabul ediyorum.

Bundan	sonra	+ NP + ile ilgili bütün yetkiler +	NP +
	böyle		NP +

Dat. + ait (olacak).

loc. + (bulunacak).

Bu konudaki yetkilerimi + NP + Dat. + devrediyorum.

Sentence nmnlzd. by -mE + Acc. NP	rica ederim. rica ediyorum. istirham ederim. istirham ediyorum. (when the hearer is considered to be of a higher status than the speaker)
--------------------------------------	--

E.g. Lütfen dinle.

Lütfen dinler misin?

Rica etsem dinler misiniz?

Bir bardak çay rica ediyorum.

Bir bardak çay vermenizi rica ediyorum.

(See also 8.8.2.6. below)

8.5.13. Teşekkür Etme (Thanking)

• The same as 8.1.9. above.

8.5.14. İddia Etme (Betting, claiming)

Sentence nmnlzd. with	-DIK + Acc. + söyleyebilirim. -ECEK + Abl. + eminim.
-----------------------	---

İddia ediyorum İçtenlikle söylüyorum	ki + sentence.
---	----------------

In addition to the above patterns, ordinary declarative sentences can be used as claims, too:

Ali ana dili gibi Fransızca konuşur.

Daha sırtı yere gelmedi.

Altı numara kazanacak.

E.g.

Son trenin geç geleceğini söyleyebilirim.

Enflasyonun düşmeyeceğini iddia ediyorum.

8.5.15. Beraet Ettirme (Acquitting, discharging)

Mahkememiz	First Name	oğlu kızı	Full Name	Genitive	+
------------	------------	--------------	-----------	----------	---

beraetine aklanmasına suçsuz olduğuna suçsuzluğuna serbest bırakılmasına	karar vermiştir. (formal)
--	---------------------------

Mahkememiz	First Name	oğlu kızı	Full Name	+ Accus.	beraet ettirmiştir. aklamıştır. suçsuz bul- muştur. serbest bırakmıştır. (formal)
------------	------------	--------------	-----------	----------	--

E.g.

Mahkememiz, Hasan oğlu Mehmet Demir'in beraetine karar vermiştir.

Mahkememiz, Hasan oğlu Mehmet Demir'i beraet ettirmiştir.

8.5.16. Israr Etme (Insisting)

Lütfen N'olur Küserim Allahaşkına		sentence (in the imperative or optative)
--	--	--

...V + mEzsEn		küserim, (bak). ölümü öp " kırılıyorum " gücenirim.
---------------	--	--

Sentence nmnlzd. by -mE + Loc.		ısrarlıyım. kararlıyım.
--------------------------------	--	----------------------------

E.g.

Lütfen bitirmeme izin ver.

Ne olur, bırakın gideyim.

Bir kaşık daha almazsan küserim.

Bu gece burda kalmanızda ısrarlıyım.

8.5.17. Davet Etme (Inviting)

Seni Sizi Hepinizi		yemeğe düğüne nikaha		bekliyorum. (spoken) bekliyoruz. çağırıyorum. çağırıyoruz. davet ediyorum.
--------------------------	--	----------------------------	--	--

Yemeğe Düğüne Nikaha etc.		davetlisiniz.(spoken) bekliyoruz. bekliyorum. çağırıyoruz. çağırıyorum. davet ediyorum.
------------------------------------	--	--

Family name₁ ve + Family name₂ +aileleri+First Name₁

+ ve + First Name₂ + Genitive | nikah | törenlerinde
| nişan |
| düğün |

sizleri de aralarında görmekten kıvanç duyarlar. (written & formal)

E.g.

Koçak ve Çakır aileleri, Muazzez ve Vahit'in nikah törenlerinde sizleri de aralarında görmekten kıvanç duyarlar.

8.5.18. Mahkum Etme (Sentencing, convicting)

Türk Ceza Kanununun (bir sayı) + IncI maddesine göre
sizi işlediğiniz | suçlardan | dolayı | 500.000.TL. ağır para +
| cürümlerden | | iki ay hapse | mahkûm
| cinayetten | | müebbet hapse | ediyorum.
| etc. | | idama |

cezası ile tecziye ediyorum.

(A judge can utter this in a court)

8.5.19. Suçlama (Blaming, accusing)

NP | + Abl. | sen sorumlusun.
Sentence | | siz sorumlusunuz.
nmnlzd. by | | sen mesulsün.
- mE | | siz mesulsünüz.
| | sen suçlusun.
| | siz suçlusunuz.

NP | | senin suçun.
Sentence | | sizin suçunuz.
nmnlzd. by -mE |

Any declarative sentence with a negative proposition can also be used to make an accusation.

(itiraf et)		Pencereyi sen kırdın. Ders çalışmıyorsunuz. Paraları sen çaldın.		(değil mi?)
-------------	--	--	--	-------------

E.g.

Çocuğun sınıfta kalmasından sen sorumlusun.

Bu başarısızlık senin suçun.

Şirketin iflas etmesi sizin suçunuz.

8.5.20. İkna/Telkin Etme (Persuasion)

Imperative sentence + e mi?

Emin		ol olun olunuz		declarative sentence.
Allah		seni inandır- sizi sın		
Vallahi (de billahi)				
Yemin ederim				
Allah canımı alsın				
ki				

(Eğer) sentence + ise		gözüm çıksın. ekmek çarpsın. Kur'an çarpsın. Ölümü öp.
-----------------------	--	---

E.g.

Evde otur, televizyon seyret, e mi?

Emin olun, parayı geri ödeyeceğim.

Eğer parayı geri vermezsem ekmek çarpsın.

8.5.21. Yalvarma (Begging)

Yalvarırım		imperative sentence
Ne olur		
N'olur		
Allah aşkına		
Allah rızası		
için		
Elinizi ayağı- nızı öpeyim		

Acıyın		bana bize NP + Dative

Bana		merhamet edin. acıyın.
Bize		
NP+Dat.		

E.g.
Yalvarırım bekleyin.
Çocuklara acıyın.

8.5.22. Teşvik Etme (Encouraging)

Ha(y)di		+ imperative sentence
Korkma(yın)		

(Sen)		niçin niye		...V + miYEcEkmiŞsIn?

(siz)		niçin niye		... V + miYEcEkmiŞsInIz?

Hadi göreyim | seni
 | sizi

Sana | güveniyorum.
Size |

Sana | güvenim | tam.
Size | itimadım | sonsuz.
 | inancım |

Aslanım | benim.
Koçum |

Helal be.

...V +-(y)EcEğIn(Iz)E | inanıyorum.
...V + -(y)EbileceğIn(iz)e |

E.g.

Hadi koş.

Sen niçin katılmayacakmışsın?

Siz niye kredi almayacakmışsınız?

Bu işi başaracağınıza inanıyorum.

8.5.23. Kışkırtma (Provoking)

The same as 8.5.22. above. The only difference is that the speaker has a morally bad intention.

8.5.24. Tehdit Etme (Threatening)

(Sen) görürsün gününü!

Ben sana | gösteririm.
sentence nmnlzd. by -mE + -(y)I öğretirim.

Kafanı | kırarım/kıracağım
keserim/keceseğim

Seni | öldürürüm/öldüreceğim
gebertirim/geberteceğim
vururum/vuracağım
etc.

Bunu yanına | bırakırsam | namerdim.
korsam | bana da + 'speaker's name' +
demesinler.

Bunu sana ödetmezsem.

Bunu senden çıkartmazsam.

E.g.

Ben sana geç kalmayı öğretirim.

Bunu yanına bırakırsam, bana da Ahmet demesinler.

8.5.25. Tahmin Etme (Estimating, guessing)

Sanıyorum ki | sentence
Zannediyorum ki
İnanıyorum ki
Bana öyle geli-
yor ki
Yanılmıyorsam
Tahmin ediyor-
um ki
Tahminim o ki
Tahminen
Galiba

sentence nmnlzd. by	-DIK + -(y)EcEK	Acc.	sanıyorum. zannediyorum. tahmin ediyorum. düşünüyorum.
---------------------	--------------------	------	---

Sentence nmnlzd. by | -DIK
| -(y)EcEK | + Dat. + inanıyorum.

a number | + a unit of measurement + gelir.
a quantifier

a number | + a unit of money + eder.
a quantifier

E.g.

Sanıyorum ki gelecekler.

Galiba erken kalkacaklar.

Erken kalktıklarını sanıyorum.

Başardıklarına inanıyorum.

Üç kilo gelir.

Otuz milyon lira eder.

Onlar orda kalabilir.

8.5.26. Emretme (Giving orders)

Imperative sentences

Sentence nmnlzd. by -mE	+ Acc.	emrediyorum. rica ediyorum.(1) sağlayınız.
-------------------------	--------	--

... ecektir.

... melidir.

(1) A superior's request is normally taken as an order.

E.g.

İşini bitirdikten sonra büroma gel.

İşini bitirdikten sonra büroma gelmeni rica ediyorum.

Binayı iyice temizlemelerini sağlayınız.

Binayı iyice temizletiniz.

8.5.27. Mecbur Etme (Forcing, compelling)

Sentence nmnlzd. by -mE + Dat. + mecbursun(uz).

Sentence nmnlzd. by -mEk + zorundasın(ız).

Mecburen		sentence
Zorunlu olarak		

E.g.

Dilekçenin cevabını vermeye mecbursunuz.

İlan etmek zorundasınız.

Zorunlu olarak bekleyeceksiniz.

8.6. Enquiry Functions (Bilgi Düzenleme işlevleri)

8.6.1. İma Etme (Implication)

A speaker or writer may imply something by uttering a piece of language in a certain context. Out of that context, the piece of language no longer has the same implication.

E.g. Context: The residents of an apartment building are meeting. One of the residents, Mr Doğan does not pay for the fuel regularly. The chairman says:

"Hepinizin yakıt parasını düzenli olarak vermesi lazım."

Here what the chairman implies is that Mr Doğan has to pay for the fuel immediately. He manages to make this implication by using we all which does not directly refer to but includes Mr Doğan. Thus an implication can be made by making an indirect reference to somebody, something or some event through the use of a more general noun phrase, or through the use of an expression which in that context indirectly reminds the hearer of something to which the speaker avoids referring directly. (Lyons 1977:145,165; Leech 1974:251,263)

8.6.2. Tümden Gelim (Deduction)

Deduction refers to the logical conclusion that is drawn from a general premise. The premise is more general and the conclusion is more specific because the premise contains an expression which has a hyponym in the conclusion. In this respect deduction is like implication.

E.g.

Canlılar ölür.

Öyleyse karınca da ölür.

Karınca is a hyponym of canlılar. What is true of a superordinate (canlılar in our case) is also true of its hyponyms (karınca in our case). In semantics, the relationship between such words is called hyponymy. And a similar relationship between sentences is termed entailment. (Hurford & Heasley 1983: 107,109)

To show deduction we use logical connectors like

(<u>Eğer</u>)	+ sentence + <u>ise</u>
(<u>Sayet</u>)	
Öyleyse	
Bu nedenle	
Bu sebeple	
Bu yüzden	
Bu durumda	
Bu da demek oluyor ki	
Böylece	
Böylelikle	
Buna göre	

E.g.

Eğer hava çok soğursa sular donar.

Öyleyse onlar da bizden haber bekliyorlar.

Bu nedenle teleks çekmemiz daha iyi olur.

8.6.3. Varsayım (Supposition, assumption, hypothesis)

De ki (informal)	sentence
Diyelim ki	
Farz et ki	
Farz edelim ki	
Varsayalım	
Varsayalım ki	
Tut ki	

Sentence + diyelim.

(Bir an için) sentence nmnlzd. by -DIK + Acc. +
-EceK

farz et/edin(iz).
farz edelim.
varsayalım.
varsayın(ız).
düşünün(üz).
düşünelim.

E.g.

De ki bize yardımcı olmadılar. Ne yaparsınız?

Bize yardımcı olmadılar diyelim. Ne yaparsınız?

Bir an için bizi kabul etmeyeceklerini varsayalım.

8.6.4. Tahmin Yürütme (Conjecture)

(Bu durumda) her halde | + sentence
Demek ki

E.g.

Demek ki uyumuşlar.

Other patterns in 8.5.25. above can also be used.

8.6.5. Kanıtlama (Verification, proving)

Aşağıdaki	kanıtlar deliller olaylar gerçekler	(açıkça) gösteriyor ki + sentence (written lang.)
Aşağıdakiler		

NP

Sentence nmnlzd. by -DIK | + Acc. | + şu (aşağıdaki) |
-EcEK |

delillerle	ispat edebiliriz.	(written lang.)
kanıtlarla	kanıtlanmıştır.	
gerçeklerle	ortaya konmuştur.	

E.g.

Aşağıdaki kanıtlar açıkça gösteriyor ki
bitkiler belli bir ısıнын altında yaşayamazlar.

Bitkilerin düşük ısıda yaşadıklarını şu
kanıtlarla ispat edebiliriz.

8.6.6. Gerekçe Gösterme (Justification)

NP	NP
Sentence nmnlzd. by -mEsI	Sentence nmnlzd. by -mEsI

ile haklılık kazanmaktadır.

NP + sentence nmnlzd. by -mEk + Loc. +	haklıdır.
	haklıydı.

Çünkü + sentence

NP + Genitive + sentence nominalized by -mE + Dative + hakkı
var. Çünkü + sentence

E.g.

Halkın isyan etmesi enflasyonun artmasıyla
haklılık kazanmaktadır.

Halk isyan etmekte haklıydı. Çünkü hayat çok
pahalıydı.

Çalıştıkları için dinleneceklerdir.

Onların dinlenmeye hakkı var. Çünkü çalışıyorlar.

8.6.7. Şart Koşma (Condition)

(Eğer) (şayet)	+ sentence	ise isen iseniz iseler etc.	+	sentence
-------------------	------------	--------------------------------------	---	----------

Sentence nominalized by -mE	şartıyla kaydıyla durumunda ancak halinde koşuluyla	+ sentence
-----------------------------	---	------------

Sentence nominalized by -DIK + takdirde + sentence

(See also 1.1.3.2.2. above)

E.g.

Eğer çalışırsa başarılı olur.

Dershaneye gitmesi halinde başarılı olur.

Dershaneye gittiği takdirde başarılı olur.

8.6.8. Sonuç Bildirme (Consequence)

This function is related to 8.6.2. above.

Sentence nmnlzd. by | -DIK | Dat. | göre + sentence
| -EceK |

Sonuç Netice	olarak + sentence
-----------------	-------------------

Bundan NP+Abl.	çıkaracağımız	sonuç	sentence nmnlzd. by
		netice	

-mE	-Dir.
-Ecek	

Netice itibariyle Çıkaracağımız sonuç odur ki	+ sentence
--	------------

E.g.

Motor stop ettiğine göre benzin bitmiş.

Yarışmaya katılacağına göre çok iyi hazırlandı.

Sonuç olarak daha çok eleman alacağımızı söyleyebiliriz.

Bundan çıkaracağımız sonuç, bu paranın bu işe yetmeyeceğidir.

Netice itibariyle bu para bu işe yetmeyecektir.

8.6.9. Durumdan Çıkarma (Inference)

Öyle		anlıyorum		ki		+ sentence
		anlaşıyor				
Anladığım kadarıyla						
Benim anladığım(o ki)/(odur ki)						
Duruma bakılırsa						
Vaziyete bakılırsa						
Demek ki						

E.g.

Öyle anlaşıyor ki sen yemeğe gelmeyeceksin.

Demek ki bizi istemiyorlar.

8.6.10. Örnekleme (Illustration)

Mesela		+ NP
Örneğin		sentence
Misal olarak (söylüyorum)		
Örnek vermek gerekirse		
Bir örnekle açıklayacak olursak		
... gibi		

E.g.

Örneğin sizin evde buluşabiliriz.

Misal olarak söylüyorum, ev satın alacak olsanız banka size kredi verir mi?

Kartal, akbaba ve şahin gibi kuşlar yırtıcıdır.

8.6.11. Taviz Verme (Concession)

sentence		fakat		+ sentence
1		ama		2
		lakin		
		yalnız		
		ne var ki		

sentence nmnlzd. by -mE + Dat.+ rağmen + sentence
karşın

sentence nmnlzd. by -DIK + halde + sentence
... mekle birlikte + sentence

The compound sentences formed by joining two sentences with fakat, etc. can be transformed to complex sentences with rağmen or halde. For this, it is enough to nominalize the second sentence (i.e. the one after fakat) and add rağmen/karşın or halde followed by the first sentence. (See the above patterns). After the transformation the meaning remains the same.

E.g.

Ali çok zengindir ama kimseye yardım etmez.

Ali çok zengin olmasına rağmen kimseye yardım etmez.

Ali çok zengin olduğu halde kimseye yardım etmez.

Ali çok zengin olmakla birlikte kimseye yardım etmez.

8.6.12. Amaç Belirtme (Purpose)

...V + mEk		istiyorum.
		niyetindeyim.
		amacındayım.

Sentence nmnlzd. by me + Acc. + amaçlıyorum.

(Bütün) istediğim		...V -mEk (-Dir)
Maksadım		
Niyetim		
Amacım		

Sentence (in the imperative with -sIn) + diye		sentence
1		2
...V + -mEk için		
sentence nmnlzd. by -mE + için		
sentence nmnlzd.by -mE + Acc.+ istediğim + için		
		istediğin
		etc.
NP + için		

E.g.

Yeni bir araba almak istiyorum.

Oğlumun Hukuk Fakültesine girmesini amaçlıyorum.

Bütün istediğim bir ev sahibi olmaktır.

Niyetim Ankara'da kalmak.

Herkes duysun diye yüksek sesle konuştu.

Telefon etmeye gitti.

Sigarasını yakmak için girdi.

Herkesin iyi yaşaması için çalışıyoruz.

Para kazanmak istediğim için çalışıyorum.

Mutluluğunuz için uğraşıyoruz.

8.6.13. Sebep Belirtme (Cause, reason)

Sentence nmnlzd. by		-DIK +		çin + sentence
		-EcEk		

Sentence	+		çünkü		+	sentence
1			zira			2

Sentence nmnlzd. by -mE		+ Gen.		+ sebebi nedeni		+ NP (Dir) sentence nmnlzd. by -mE (Dir).
-------------------------	--	--------	--	--------------------	--	--

NP		+ Genitive +		yüzünden sayende(1) sayesinde		+ sentence
----	--	--------------	--	-------------------------------------	--	------------

sentence nmnlzd. by NP		-mE -DIK		Abl. dolayı ötürü naşı		+ sentence
---------------------------	--	-------------	--	---------------------------------	--	------------

E.g.

Geç kaldığımız için koşuyoruz.

Koşuyoruz. Çünkü geç kaldık.

Koşmamızın nedeni, geç kalmamızdır.

Senin yüzünden geç kaldık.

Kazadan dolayı vaktinde gelemediler.

Yardım edememekten dolayı üzgünüz.

8.6.14. Karşılaştırma (Comparison, contrast)

NP	+	NP	+	Abl.	+	(daha)		+ Adj.
1		2						Adv. + Finite V.
NP	+	NP	+	Dat.	+	göre + daha		
1		2						

NP	+	NP	+	ile +aynı + name of a + Loc. + (-Dir)
1		2		quality

NP	+	VP	+	halbuki	+	NP	+	VP
1		1		oysa(ki)		2		2

(1) sayende, sayesinde, sayenizde, etc. are appreciative whereas yüzünden is neutral or sometimes negative.

NP + VP +	NP + ise	ProN. for NP + VP
1 1	2	2 2
	NP + Dat. + gelince	
	2	

Sentence nmnlzd. by	-DIR	gibi + sentence
	-EcEK	kadar

... iken + sentence

E.g.

Kalem kılıçtan daha keskindir.

Uçak trenden daha hızlı gider.

Uçak trene göre daha hızlı gider.

Ali, Veli ile aynı boydadır.

Uçak pahalı, halbuki tren ucuz.

Uçak pahalı iken tren ucuz.

Ali balıkçılık yapıyor, Veli ise şoför.

Ali balıkçı, Veli'ye gelince, o şoför.

Biz de onların çalıştığı kadar çalışıyoruz.

8.6.15. Genelleme (Generalization)

Genel olarak	+ sentence
Genelde	
Genellikle	
Umumiyetle	
Umumi olarak	

... olarak	genelleyebiliriz.
	genellenebilir.
... biçiminde	genelleme yapabiliriz.
... diye	

E.g.

Genel olarak herkes memnun.

Kalkınmış Ülkelerde demokrasi vardır, biçiminde
genelleme yapabiliriz.

8.6.16. Özetleme (Summarizing)

Kısaca	+ sentence
Kısacası	
Kısaca söylersek	
Lafın kıyası	
Özetle	
Özetlersek	
Özetle söylersek	
Özetleyecek olursak	
Uzun lafın kıyası	
Hülasa (old fashioned)	
Toparlarsak	

... olarak	özetleyebiliriz.
	toparlayabiliriz.
... biçiminde	kısaltabiliriz.

E.g.

Kısaca para sıkıntısı var.

Uzun lafın kıyası, ben artık bu şirkette çalışmak
istemiyorum.

idare şekillerini demokratik ve antidemokratik
olarak özetleyebiliriz.

8.7. Metalingual Functions

They have already been explained with exponents in 7.7.
above.

8.8. Judgement and Evaluation Functions (Değerlendirme işlevleri)

8.8.1. Değerlendirme (Valuation)

8.8.1.1. Değer Verme (Value)

NP + Dat. + çok değer veriyorum.

NP + Acc. + takdir ediyorum/çok beğeniyorum.

NP + benim için + çok | değerli
| kıymetli

NP + | çok kıymetli | bir + N
| çok değerli
| harika

Sizden iyi olmasın, çok | iyi | bir | zat
| değerli | | kişi
| kıymetli | | şahıs
| efendi | | insan
| muhterem | | arkadaş
| | | adam
| | | kadın
| | | yazar etc.

NP + Gen. + | maşallahı var.
| başım üstünde yeri var.

E.g.

Bu konuya çok değer veriyorum.

Başarısını çok takdir ediyorum.

Bu sonuç benim için çok değerli.

Yazarın son romanı çok kıymetli bir kitap.

Ali'nin maşallahı var.

8.8.1.2. Sıralama (Rank, grade)

NP + Common Noun (pl.) + arasında | ilk | sırayı alır.
| ikinci |
| son |
| etc. |

NP + Name of a place + Loc. + | birinci | (geliyor).
| ikinci |
| ilk üçe | girer.
| % 10'a |

NP1 + | Name of a place + Loc. | en - | adj. | NP2 (-Dir)
| Common N (pl.) + arasında | | adv. + V. + (y)En |

E.g.

Shakespeare oyun yazarları arasında ilk sırayı alır.

Ali sınıfında birinci geliyor.

Ali sınıfta en çalışkan öğrencidir.

8.8.1.3. Değer Biçme (Estimate)

Bence bu + N + | Number | unit of measurement + gelir.
| quantifier | unit of money + eder.

Bu + N + Dat. + paha biçilmez

(Bence) NP | çok pahalı
| çok ucuz

Olsa olsa +	Number	+	unit of measurement + gelir
Gelse gelse	Quantifier		unit of money + eder
Etse etse			
En az(ından)			
En fazla			
En çok			
Ortalama			

E.g.

Bence bu daire elli milyon lira eder.

Bence bu koyun altmış kilo gelir.

Bu gerdanlığa paha biçilmez.

Bence ıspanak çok pahalı.

Etse etse iki bin lira eder.

8.8.1.4. Ön Yargılama (Prejudge)

Prejudgement does not require a specific pattern. If one is expressing an (unfavorable) opinion about someone or something before knowing or examining all the facts, he is prejudging no matter what pattern or patterns he chooses.

8.8.1.5. Tasvip Etme (Approval)

See 8.1.6. above.

8.8.1.6. Tasvip Etmeme (Disapproval)

See 8.1.6. above.

8.8.1.7. Takdir Etme (Appreciation)

See 8.1.7. above.

8.8.1.8. Övme (Praise)

Övünmek gibi olmasın ama + sentence (with a positive proposition)

NP + her türlü övgünün | üzerinde.
| üstünde.

NP + | çok iyidir.
| gurur kaynağımız.
| medarı iftiharımız.

NP + ile + | gurur duyuyoruz.
| övünüyoruz.
| iftihar ediyoruz.

Övünmek	için söylemiyorum + NP	+ Gen.+
Benim olduğu		üstüne yok
Bizim olduğu		
Akrabam olduğu		en iyisi
Kardeşim olduğu		
Kendim yaptığım		Ab1. +
Biz imal ettiğimiz		iyisi yok.
Methetmek		

NP1 + Acc.	övmeye	gerek yok	Pro N. for NP1 +
	methet-	lüzum yok	kendini gösteriyor
	meye	ne gerek var	zaten.
		ne lüzum var	

E.g. Övünmek gibi olmasın ama kızım çok zekidir.

Bu doktor her türlü övgünün üzerinde.
Ali bizim gurur kaynağımız.

Ali ile gurur duyuyoruz.

Kardeşim olduğu için söylemiyorum, Ali'nin üstüne yok.

Malımı övmeye gerek yok, o kendini gösteriyor zaten.

8.8.1.9. Şikayet Etme (Complaining)

NP + Abl. +		şikayetçiyim. memnun değilim. müştekiyim (rare, old)
Sentence nmlzd. by -mE + Abl.		

NP + iyi +		değil çalışmıyor verb showing the function of the sbj. NP + Negative + (1)yor.
------------	--	---

NP + V + Neg. + (1)yor. (Here V. represents an expected desirable action)

Kötülemek için değil ama | + sentence

Eleştirmek için değil ama |

E.g.

Oğlunuzdan şikayetçiyim.

Gürültü yapmanızdan şikayetçiyim.

Buzdolabı iyi çalışmıyor.

Ütü ısınmıyor.

Kötülemek için değil ama, mallarınız kalitesiz.

8.8.2. Hüküm verme (Verdiction)

8.8.2.1. İlan Etme (Pronounce)

See 8.5.2. above.

8.8.2.2. Hükmetme (Ruling)

Mahkeme Hakim Yargıç	Name + Gen. sanığın	mahkumiyetine serbest bıra- kılmasına	hükmetti. (formal) karar verdi.
----------------------------	------------------------	---	------------------------------------

Name + Gen. Sanığın	mahkumiyetine serbest bıra- kılmasına	hükmolundu. (formal) karar verildi.
------------------------	---	--

E.g.

Mahkeme Ali Demir'in serbest bırakılmasına karar verdi.

Ali Demir'in serbest bırakılmasına karar verildi.

8.8.2.3. Bulma (Finding)

NP + Acc.+ çok + Adj.+	buldum. buluyorum. buluyorlar. gördüm. etc.
------------------------	---

NP + Acc.+ nasıl +	buluyorsun? buluyorsunuz? buldun(uz)?
--------------------	---

E.g.

Sizi çok iyi gördüm.

Ankara'yı çok kirli buldum.

Yeni kitabımı nasıl buluyorsun?

8.8.2.4. Muaf Tutma (Exemption)

NP1 + NP2 + Abl. + | affolunmuştur.
muaf(tır).

NP1 + NP2 + Dat. + tabi değildir.

E.g.

Kadınlar askerlikten muaftır.

Ekmek vergiden muaftır.

Kadınlar askerliğe tabi değildir.

Ekmek vergiye tabi değildir.

8.8.2.5. Serbest bırakma (Release)

Gidebilirsin(iz)

Serbestsin (iz)

NP + Gen. + serbest bırakılmasına + | hükmediyorum. (formal)
karar veriyorum.
karar verildi.

E.g.

Ali Demir'in serbest bırakılmasına karar veriyorum.

8.8.2.6. Affetme (Forgive, pardon)

NP + Acc	(son kez)	affediyorum.
	(son defa)	affettim.
		bağışlıyorum.
		hoşgörüyorum.

(See also 8.1.5. above).

E.g.

Seni son kez affediyorum.

9. IMPLEMENTATION

We know that it is impossible to predict the actual meanings that people will want to express. Nor is it possible to predict the actual forms of utterances that people will need to produce. What we can do in teaching is to provide the learner with a knowledge of the general rules of the grammar so that he can create the sentences for the functions he wants to fulfil as needed. In a notional approach the learner is expected to be familiarized with how different types of meaning are expressed so that he can use it to perform a speech act.

There are two criticisms that have been directed at our type of (i.e. functional notional) syllabuses. One is that they ignore psycholinguistic considerations altogether, and

the second is that they lead to a phrase-book approach as far as methodology is concerned. Let us begin with the first objection. A functional notional syllabus contains two lists, one for notions, the other for functions. Having a look at them, one might think to teach directly from these syllabuses would be too monotonous because they lack psycholinguistic considerations altogether. This is not a good argument since the components produced in a syllabus like that of Wilkins or Munby are to be regarded as "guidelines, not blueprints. They are organizing strategies. Room is left for further input once the syllabus is implemented according to actual needs". A functional-notional syllabus "in no way inhibits the creation of a comfortable classroom atmosphere. It is intended rather to provide the teacher with knowledge about the learner, the purposes he or she may have in learning Turkish, and to match this knowledge with appropriate content and teaching techniques. Understanding the learning process and knowing when, where to contribute, and when-and-how-to stand aside, is crucial for the successful teacher. This does not imply that the teacher must therefore go unprepared to class. Thus a form of pedagogical syllabus which can fill the teacher's needs without unduly circumscribing desirable classroom interaction can and must be provided". (Yalden 1983:143) The second objection is even more groundless because the

communicative methodology is very rich and getting richer. Unless the linguistic exponents formalized in a functional-notional syllabus are viewed as being the equivalent of basic sentence patterns to be learned by heart, one should not be fearful that teaching will be repetitive and dull.

"The pedagogical syllabus provides a repertoire of words and phrases, chosen as exponents of functions and suitable to the topics identified as important to the learner. It is the text book writer's and the teacher's role to make this repertoire come to life by choosing and carrying out communicative activities of a wide variety. This study, like that of Wilkins and van Ek, is concerned with the process of building the linguistic repertoire, not with getting the learner to use it". (Yalden 1983:144)

The pedagogic confusion arises in current language teaching syllabuses if they rest on the potential misinterpretation of the nature of language that there is only system to be found in form and not in function. They support this argument with examples like the following: An utterance like 'Yağmur yağıyor.' might serve as a suggestion or a refusal if we were to supply an appropriate context. If it was addressed to somebody who was about to leave the

front door of a house, it could have the meaning. 'I suggest that you take an umbrella or put on your raincoat'. Said by a mother whose child has just asked whether he can go and play in the garden, it means, 'No, you can't.' (Wilkins 1976:56) Now that particular functions may be realized in almost any form how can we get the learner to interpret an utterance in the intended meaning? The answer is simple. System is both actualized in form and in function; language as behaviour is no less governed by rule than are the tactics of phonological and syntactic organization, and it is equally part of our overall communicative competence. There are rules of usage and rules of use the absence of one of which hinders communication. However, when we are engaged in conversation, we are more concerned with use and this concern filters out most irregularities of usage. (Widdowson 1978:4) The rules of usage are studied by grammarians and semanticists to a certain extent. As for the rules of use, they are studied in pragmatics and sociolinguistics as well as in descriptive linguistics. A knowledge of use must of necessity include a knowledge of usage but the reverse is not the case. Thus it is the rules of use (Wilkins uses the term conventions of use) that would be exploited in the construction of a functional-notional syllabus.

Different grammatical structures may fulfil a single function and the grammatical structures actually used are largely determined by the sociolinguistic conditions (the context of utterance) under which communication is taking place. Therefore these conditions are of utmost importance in a syllabus. "The precise interaction of semantic, situational and grammatical factors will vary according to these circumstances". The following questions may be utilized to make these conditions explicit.

- Are the learners aiming for a general or a specialized language competence?
- Is the course extensive or intensive?
- Is it a long-term or short-term course?
- Is the ultimate goal some limited proficiency in the language or is it intended to proceed until native-like proficiency is achieved?
- Will the language be required for use during the period of learning or only at the terminal point?
- Are the learners absolute beginners or is the course at least partly remedial?
- Are the learners adults or children?

(Wilkins 1976:57)

Since it is the likely situations or sociolinguistic conditions that determine the form of a syllabus, there is no ideal notional syllabus. And this is another difference between functional-notional syllabuses and grammatical syllabuses.

The ordering of functions and notions had better be cyclic rather than linear. What this means is that first, the most essential notions and functions are taught with their easiest possible forms. This is the first cycle. In later cycles the learner is introduced with more complicated forms to communicate the same notions and to carry out the same functions more precisely. Thus as the student proceeds through the cycles the repertoire of linguistic devices at his disposal will get richer and richer. Let us take the category of request and see the linguistic forms that could be used to ask for something. The following list is not exhaustive. Other forms could easily be added. It is still a wide range and contains linguistic devices that are associated with request.

1. Tuzluğu ver.
2. Tuzluğu veriniz.
3. Tuzluğu verir misin?

4. Tuzluđu verir misin, lütfen?
5. Tuzluđu verir misiniz, lütfen?
6. Tuzluđu verebilir misin (lütfen)?
7. Tuzluđu verebilir misiniz (lütfen)?
8. Tuzluđu verebilir miydiniz (lütfen)?
9. Tuzluđu verebilir miydiniz, acaba?
10. Acaba rica etsem, tuzluđu verir misiniz?
11. Acaba rica etsem, tuzluđu verebilir miyisiniz?
12. Acaba rica etsem, tuzluđu verebilir miydiniz?
13. Zahmet olacak ama tuzluđu verebilir misiniz?
14. Zahmet olacak ama tuzluđu verebilir miydiniz acaba?
15. Zahmet olacak ama acaba rica etsem tuzluđu verebilir miydiniz?
16. (Çok) özür dilerim, zahmet olmazsa tuzluđu verebilir miydiniz?
17. (Çok) özür dilerim, zahmet olmazsa tuzluđu vermenizi rica edebilir miyim?
18. (Çok) özür dilerim, zahmet olmazsa tuzluđu lütfeder misiniz?
19. (Çok) özür dilerim (efendim), zahmet olmazsa tuzluđu lütfedebilir miydiniz acaba?
20. (Çok) özür dilerim, tülfen cüretimi mazur görünüz, tuzluđu bahşetmenizi istirham edebilir miyim?

Of the above different forms some are grammatically more difficult. Here they are put in the order of length. Shorter utterances are higher on the list and longer ones

lower. Although some short utterances could be very difficult and some long utterances could be quite easy, here we can assume that sentences get more difficult towards the bottom of the list. Therefore in the early cycles of teaching shorter forms will be introduced. If, however, a short form is not communicatively appropriate enough (regular and frequent) one can leave it out and consider the next form on the list. The speaker's choice from among so many different forms is governed by interpersonal relations and medium (speech or writing). The relationship between the interlocutors can be informal, neutral or formal. And the speaker may choose to be polite or impolite. From the point of view of these criteria, all the forms given on our list above are polite except for the first which is also not impolite in casual speech. As can be noticed easily, grammatical devices like interrogative, condition (-se), past tense (-DI), and ability (-Ebil) as well as vocabulary items like lütfe, rica et-, acaba, özür dile-, zahmet ol- and lütfe-, etc. are employed to produce polite expressions. Usually more than one of them occur at the same time as can be observed from the items on the list.

Tuzluğu ver-ebil-ir misin lütfe?

ability inter- a polite lexical item
 rogative

Imperative forms, though they can be softened down by the use of lütfen and second person plural, are too direct requests and therefore can be considered as commands rather than requests.

Tuzluđu ver.

Tuzluđu verin.

Tuzluđu veriniz.

Tuzluđu veriniz, lütfe

The more indirect a request is the politer it sounds. But how do we know that a request is direct or indirect? The answer is simple. The use of certain aspects, tenses, the interrogative -mI and the ability morpheme brings indirectness to the utterance. The habitual aspect rather than the progressive aspect is indirect and polite.

Tuzluđu ver-ir misin? (polite)

Tuzluđu ver-iyor musun? (not a polite request)

One might ask why we think the habitual morpheme is more indirect than the progressive morpheme. Indirectness is a matter of distance. It can be a spatial or temporal distance. The habitual morpheme doesn't refer to the present

moment as the progressive morpheme. Similarly the past tense morpheme -(y)DI shows distance from the present, which makes it indirect and consequently politer.

Tuzluğu verebilir misiniz? (polite)

Tuzluğu verebilir miydi-niz? (politer)

Tuzluğu istiyorum. (not polite)

Tuzluğu istiyor-du-m. (polite)

All the examples on our list have a verb. This should not be taken to mean all requests are performed with verbal utterances. An utterance of request, almost all functions for that matter, may have no verbs.

. Tuzluk.

Tuzluk, lütfen.

These utterances in the right context can definitely serve as requests or commands.

Having stated that even a simple function can be performed through a large variety of structures, now we can move on to some exercise techniques that could be used to practice these functions and structures:

1. Pattern A Pattern B
 - A. Greet B A.
 - B. B. Greet A
 - A. Ask B where he A.
 - is going
 - B. B. Say you are going for a walk.
 - A. Suggest somewhere A.
 - to go together
 - B. Accept B's B. Express pleasure.
 - suggestion.

2. Describe the people in a story on a table.

	Hair	Eyes	Build	Height	Age	Etc.
1. Criminal						
2. victim						
3. etc.						
4.						
5.						

3. Filling in Forms.

Adı:	Milliyeti:
Soyadı:	Cinsiyeti:
Baba adı:	Medeni durumu:
Ana adı:	İkamet adresi:

Doğum yeri ve yılı:

Telefon numarası:

Görevi:

4. Bir miktar paraya ihtiyacınız var. Babanızdan ya da bir arkadaşınızdan istemeyi düşünüyorsunuz.

a. Babanıza ne dersiniz?

b. Arkadaşınıza ne dersiniz?

5. Match the following situations and utterances:

- | | |
|---|---|
| 1- Kalabalık bir otobüsten iniyorsunuz. | a- Bu X kaç lira, acaba? |
| 2- Bir yemekli partiden ayrılıyorsunuz. | b- Müsaade eder misiniz? |
| 3- Bir şeyin fiyatını soruyorsunuz. | c- Yardıma ihtiyacınız var mı? |
| 4- Sinemada bilet alıyorsunuz. | d- Maalesef, ben de buranın yabancısıyım. |
| 5- Bir yabancı ile otobüs bekliyorsunuz. | e- Artık yavaş yavaş gitsem iyi olur. |
| 6- Bir arkadaşınızı babası öldükten sonra ilk kez görüyorsunuz. | f- Buraya da takabilir misiniz? |
| 7- Bir mağazada tezgahtarın yardımını istiyorsunuz. | g- İki tam, 3 öğrenci lütfen! |
| 8- Düşen birine yardım ediyorsunuz. | h- Başın sağ olsun, Allah sizlere uzun ömür versin. |
| 9- Biri size yabancı olduğunuz şehirde yol soruyor. | i- Bir şeyiniz yok ya? |

10-Bir kadın çok sayıda paket taşıyor. j- Affedersiniz 20 numara geçti mi?

6. Kısa bir metin alın. Her cümlesini ayrı bir fişe yazın. Her birini bir öğrenciye karışık olarak verin. Öğrencilerden orijinal sırayı bulmalarını isteyin.

7. Bir paragrafı cümle cümle yazdırın. Her cümleden sonra öğrencilere bir sonraki cümlenin neden bahsedeceğini sorun ve yazdırın.

8. Öğrencilerin bildiği bir şehirde veya bir şehir planı üzerinde bir yerden bir yere nasıl gidileceğini sorun.

Örnek:

- Affedersiniz Milli Eğitim Bakanlığına nasıl gidebilirim?
- Karşıya geç, 8 numaralı otobüse bin, 4. durakta in.
- Teşekkür ederim.

9. Bir dükkandan ipana Diş Macunu alacaksınız. Ne dersiniz?

Dükkan sahibi - Buyurun, ne arzu etmiştiniz?

Siz -

Dükkan sahibi - Ne marka istersiniz efendim?

Siz -

Dükkan sahibi - Büyük mü küçük mü olsun?

Siz -

Dükkan sahibi - Buyurun, 1000 lira lütfen.

10. Aşağıdaki şekillerle kelimeleri eşleştiriniz.

- | | |
|--------------------|----|
| 1. küre | a. |
| 2. koni | b. |
| 3. küp | c. |
| 4. silindir | d. |
| 5. üçgen | e. |
| 6. eşkenar dörtgen | f. |
| 7. dikdörtgen | g. |
| 8. yamuk | h. |
| 9. piramit | i. |
| 10. beşgen | j. |

For more types of exercise see Christopher N. Candlin:1981, Brumfit and Johnson:1981, Johnson and Morrow:1983, Dubin and Olshtain:1986, Johnson:1983, and Littlewood:1983.

As for the actual form of a syllabus that could be followed in a general course it might be something like

the following functional notional syllabus:

1. Tanışma

- a. memnun olma
- b. hatırlama
- c. tanıma (isminiz; adım, vs.)
- d. selamlaşma

2. Görüş sorma/bildirme

- a. önerme
- b. kabul etme
- c. görüş birliği
- d. görüş ayrılığı
- e. beğenme

3. Bir şey isteme

- a. rica etme
- b. emretme
- c. davet etme
- d. teşekkür etme
- e. özür dileme

4. Duygu belirtme

- a. ümit etme
- b. hayal kırıklığı
- c. şaşırma

- d. sevinme
- 5. Tanımlama
 - a. renk
 - b. şekil
 - c. boy
 - d. kilo
 - e. huy
- 6. Takdir etme
 - a. beğenme
 - b. beğenmeme
 - c. tercih etme
 - d. onaylama
 - e. onaylamama
- 7. Sosyal ilişkiler
 - a. tebrik etme
 - b. iltifat etme
 - c. baş sağlığı dileme
 - d. izin isteme/verme/reddetme
- 8. İrdeleme (I)
 - a. karşılaştırma
 - b. genelleme
 - c. örnekleme
 - d. sebep/sonuç belirtme

- e. niyet/sebeup belirtme
- 9. Olay nakletme
 - a. oluş sırasına göre
 - b. geriye dönüşlü
- 10. Görüş savunma
 - a. görüş bildirme
 - b. destekleme
 - c. sakınca belirtme (rağmen, vs.)
 - d. konuyu bağlama
- 11. Bir sürecin anlatımı (talimat veya hikaye)
 - a. amaç belirtme
 - b. araç gereçleri tanımlama
 - c. ara işlemleri belirtme
 - d. sonuç belirtme
- 12. Tahmin etme
 - a. sanma
 - b. tahmin yürütme
 - c. iddia etme
 - d. ihtimal gösterme
 - e. varsayma
- 13. İrdeleme (II)
 - a. gerekçe gösterme
 - b. şart koşma

10. CONCLUSION

After all these arguments we can conclude that for any TOTFL programme to be successful the following requirements have to be met fully.

- A. The description of Turkish, i.e. the descriptive grammar of Turkish, which gives the phonological, morphological and syntactic rules of Turkish as they prevail among educated native speakers of the language not as suggested by prescriptive or historical grammarians. Tahsin Banguoğlu's grammar (1986) can be considered as an approximation to our ideal descriptive grammar.
- B. A communicative grammar of Turkish like the one written for English by Leech and Svartvik (1975) and/or a comprehensive list of Turkish ways of expressing notions and functions as is attempted in the present study.
- C. A needs analysis which gives who the learner is by collecting information about him concerning
Age
Sex
Mother tongue

Education

Occupation

Any foreign languages known, how well

Why s/he wants to learn Turkish

What s/he is going to do with it

How much time s/he can spare for it

etc.

D. A syllabus based on the above analysis, i.e., the student's needs or, if the class is too heterogeneous, one which begins with the most common and essential language functions and structures and moves to less common and less necessary items.

E. A teacher of Turkish who knows the language very well and who is familiar with language and language teaching theories and methods.

F. Finally physical requirements such as place, time and all kinds of facilities.

G. Word frequency

11. SUMMARY

More than anything else, what we need for a successful teaching of Turkish as a foreign language is a practical theory which can provide us with principles about what to do and how best to do it. As all scientists agree there is nothing more practical than a good theory. Our theory is that prior to attempting to do anything yet we have to know full well

- a. what
- b. whom and
- c. how.

Here "what" stands for what to teach, i.e., the Turkish language or parts of it. The instructor is bound to have at his disposal cognitive as well as intuitive knowledge in the matter of the formal, semantic and social structure of Turkish. The formal structure refers to the descriptive grammar of Turkish. The semantic structure pertains to the linguistic devices of expressing notions such as time, place, comparison, necessity, etc. The social structure means ways of doing things with language - functions such as apologizing, thanking, warning, etc. Of these three structures the last two are studied in detail though not exhaustively in sections 5,6,7, and 8 above.

As for "whom" it stands for whom to teach, i.e., the learner. This is where needs analysis enters the scene. We should be no stranger to who the learner is, what background he has, what purposes he has in learning Turkish, etc. (More information is given on this in section 10 above.)

"How" stands for how to teach, i.e., methods and techniques to be used while teaching. This is determined by what and whom above. In other words, we cannot decide on our methodology without knowing what we are teaching to whom. This point is emphasized in section 9 by giving a sample syllabus along with some types of exercise.

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13. APPENDIX

NOMINALISATION IN TURKISH

1. Personal ending in the VP is deleted.
2. Tense is replaced by
 - EcEK if the aspect is future (obligatory)
 - DIK if the aspect is habitual, completion (I), completion (II) or progressive. (obligatory)
 - Iş if we are interested in the manner of the action (obligatory)
 - mE if we are interested in the action irrespective of its factuality.
3. i- is replaced by ol-
 - obligatorily if the sentence is non-verbal.
 - optionally if the aspect is progressive, future or completion (II).
4. Aspect and i- are deleted if rule 3 has not been applied.
5. Genitive morpheme is attached to the sbj. NP while the possessive morpheme is added to the nominalizer we have put down. (See Togay's unpublished thesis pp. 53-86 for more details.)

E.g.

a. Hava çok güzel(dir)

Hava çok güzel-i-tense-person

1. Hava çok güzel-i-tense-Ø

2. Hava çok güzel-i-DIK

3. Hava çok güzel ol-DIK

4. Not applicable

5. Hava-nIn çok güzel ol-DIK-I

We apply the phonological rules and we have

Havanın çok güzel olduğu

b. Ahmet gidecek.

Ahmet git-EcEK-i-tense-person

1. Ahmet git-EcEK-i-ØØ

2. Ahmet git-EcEK-i-EcEK-Ø

3. Not applied.

4. Ahmet git-ØØEcEK

5. Ahmet-In git-EcEK-I

We apply the phonological rules and we have:

Ahmet'in gideceği

c. Sen okula gel-iyor-i-miş-sin

1. Sen okula geliyor-i-miş-Ø

2. Sen okula gel-iyor-i-DIK

3. Not applied

4. Sen okula gel-ØØDIK
5. Sen -IN okula gel-DIK-IN

We apply the phonological rule and have:

Senin okula geldiğin

If we apply rule 3 in c we have:

1. Sen okula gel-iyor-i-miş-Ø
2. Sen okula gel-iyor-i-DIK
3. Sen okula gel-iyor-ol-DIK
4. Not applied.
5. Sen-IN okula gel-iyor-ol-DIK-IN

We apply the phonological rules to get:

Senin okula geliyor olduğun

One important thing about the nominalization of Turkish sentences is that some post positions like için and göre effect the structure of the nominalized sentence they govern.

E.g.

Ahmet'in gideceği için is ungrammatical.

Ahmet gideceği için is grammatical.

Havanın güzel olduğuna göre is ungrammatical.

Hava güzel olduğuna göre is grammatical.

Here what happens is that the post position and the genitive morpheme that is introduced by rule 5 are mutually exclusive if it is a -DIK or -EcEK nominalization. In the cases of -mE and -Iş post positions cannot effect the internal structure at all.

E.g.

Ahmet'in gitmesi için.

Hava'nın güzel oluşuna göre.

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