



Belirtili, Belirtisiz ve Takısız Ad Tamlaması in L2-Turkish Evidence From the Learning Difficulties of L1-Greek-speaking learners and Teaching Suggestions

Vasiliki Mavridou 

Democritus University of Thrace,
Gümülcine, Yunanistan,
vmavrido@bscc.duth.gr



Geliş Tarihi/Received: 11.04.2024
Kabul Tarihi/Accepted: 29.06.2024
Yayınlanma Tarihi/ Available Online:
30.06.2024

Abstract: The aim of this paper is to show the difficulties encountered in the L2-acquisition process of the 3 AT types by L1-Greek-speaking university students of L2-Turkish. Ad Tamlaması (AT) is traditionally considered a hypernym umbrella term which undergoes a triple distinction in 3 hyponym sub-sets, namely Belirtili 'definite', Belirtisiz 'indefinite' and Takısız 'bare/ suffixless' Ad Tamlaması. However the current case in L2-Turkish teaching/ learning is that the AT category and its sub-sets are treated differently in L2-Turkish grammars and teaching/ learning coursebook material, which is a main reason why AT poses a major acquisition problem for adult L2-Turkish learners. The present study is based on error analysis results of written-based experiment tests completed by 47 L1-Greek university students studying Turkish as L2 at Democritus University of Thrace (Greece). The results will show, first, that performance rates are associated with the internal semantic, syntactic and functional properties of every AT type (Libben et.al, 2003; Mavridou, 2023). Second, with regard to AT mastering sequence, the stages L2-learners pass through in the acquisition process of the 3 AT forms will appear to be 'universal' and applicable to all learners beyond any individual differences, such as the L2-language proficiency level (beginner vs. intermediate). Finally, with regard to the root or origin of the errors made, errors are explained by the internal complex structure of L2-Turkish itself (Bayyurt & Marti, 2016; Kaili-Çeltek & Papadopoulou, 2016) and more specifically by the more-or-less misleading formal similarity of the 3 AT types in question which hides or underestimates the underlying differences between them (Mavridou, 2020, 2023). In terms of L2-Turkish didactics, L2-Turkish course- and grammar-books should look for ways to facilitate AT L2-learning. The 3 AT forms should not be treated holistically as a unified category of izafet or compound types, because this gives rise to a misleading homogeneous treatment of the 3 forms, which gives burdens to L2-learners. Rather, a more-or-less anti-holistic approach should be put forward in the sense of stressing the functional, syntactic, structural and/or semantic characteristics of every AT type.

Keywords: Turkish Second Language Acquisition, Ad Tamlaması, Belirtili Belirtisiz Takısız Ad Tamlaması, Turkish Compounds, Turkish Possessive

1. Introduction

This paper examines the L2-acquisition process of the Turkish category Ad Tamlaması (henceforth AT)¹ by L1-Greek-speaking adults (university students), who are learning Turkish as a second/ foreign language (L2).

AT is an alternative term to the older persian 'izafet' (see Baskakov 1975, Lewis 1967, Majzel 1957), which is traditionally² used as a hypernym umbrella-term to describe a Turkish nominal phrase (NP) which generally undergoes a triple distinction in 3 nominal two-word sub-sets, namely a) Belirtili AT

¹ Abbreviations used in this paper are as follows: ABL = Ablative case, AT = Ad Tamlaması, COMP = Compound Marker, FG = Functional Grammar, GEN = Genitive, L1 = First language, mother tongue, L2 = Second/ Foreign language, IM = Interrogative Marker, NEG = Negation, NP = Noun Phrase, PAST = Past tense, PL = Plural, POSS = Possessive, PRES = Present tense, PRV = Privative, REL= Relational, SG = Singular, SLA = Second Language Acquisition.

² See Turkish grammars such as Delice, 2003; Demir, 2006; Hatiboğlu, 1982; Hengirmen, 2007; Lewis, 1967; Majzel, 1957; among others; see also Turkish grammars for L1-Greek L2-Turkish learners, Dafnopatidis-Sanlioglou, 2011; Sönmez, 2019; Zengkinis & Hidiroglou, 1995; among others.

Cite as(APA 7): Mavridou, V. (2024). Belirtili, Belirtisiz ve Takısız Ad Tamlaması in L2-Turkish Evidence from the learning difficulties of L1-Greek-speaking learners and teaching suggestions, *Sakarya Dil Dergisi*, 2(1), 31-54.



'definite izafet' [=N-(n)In N-(s)I(n)³ form], b) Belirtisiz AT 'indefinite izafet' [=N N-(s)I(n) form] and c) Takısız AT 'bare/ suffixless izafet' [=N N-(y) form] (Table 1).

Table 1

The 3 Forms of the Nominal Category Ad Tamlaması

Form 1 Belirtili AT N-(n)In N-(s)I(n)	Form 2 Belirtisiz AT N N-(s)I(n)	Form 3 Takısız AT N N-(y)
a. çocuğ-un cerrah-ı child-GEN surgeon-POSS 'the child's surgeon'	b. çocuk cerrah-ı child surgeon-COMP 'surgeon for children'	c. çocuk cerrah child surgeon 'child who is a surgeon'

The acquisition of AT poses a major acquisition problem for adult learners of L2-Turkish mainly because the AT category and its sub-sets are treated differently in L2-Turkish grammars and teaching/ learning material. Whereas many Turkish grammarians and scholars treat the 3 forms holistically as a unified category of izafet or compound types (see Banguoglu, 1973; Dede, 1978; Majzel, 1957; Hengirmen, 2007; among others), others follow a more anti-holistic approach by stressing the functional, syntactic, structural and/or semantic characteristics of every AT type (see Göksel & Kerslake, 2005; Kornfilt, 1997; van Schaaijk, 2002; among others).

In this context, the most widespread teaching/ learning manuals used for Turkish for foreigners (see Yeni Hitit 1, 2011; Yeni İstanbul A1, 2020; Yedi İklim A1, 2015; among others) are also in favor of the interconnected teaching/ learning of the AT category types but, rather, focus only on two (out of the three) AT types, namely, Belirtili and Belirtisiz AT, taught in opposition, while Takısız 'Bare/Suffixless' AT is either ignored or simply underestimated and not taught. One of the major reasons for this is the existing controversy among scholars on the issue of the nature of the non-head complement of the Takısız AT, be it Nominal (Hatiboğlu, 1982, among others) or Adjectival (Karahana, 1995, among others). This gives rise to controversies on whether the use Sıfat Tamlaması 'Adjective phrase' is appropriate for the Takısız AT type or not. More recent approaches which are based on the older assumption that it is rather difficult to draw a dividing line between nouns, adjectives and adverbs in Turkish (Baskakov, 1975, among others) consider that there is gradation on the degree a non-head term is a noun or an adjective (Braun & Haig, 2000; Bağrıaçık & Ralli, 2013).

The aim of this paper is to provide answers to questions such as: a) whether the typological similarity of the 3 Turkish AT forms can be correlated with a corresponding degree of ease in the L2-Turkish acquisition process of L1-Greek adult learners, or not, and b) whether this similarity can by any means explain the traditional holistic and interrelated treatment of the 3 AT forms in Turkish grammars (see Dafnopatidis & Sanlioğlu, 2011; Delice, 2003; Demir, 2006; Hatiboğlu, 1982; Hengirmen, 2007; Lewis, 1967; Zegkinis & Hidiroğlu, 1995; among others) and L2-Turkish learning/teaching material (see Yeni İstanbul Yabancılar için Türkçe A1, 2020; Yeni Hitit 1, 2011; Yedi İklim A1, 2015, among others).

Regarding a), the study seeks to show whether the morpho-syntactic differences of the 3 AT forms with each other and the degree of how compositional/ analytic or synthetic/ non-analytic each AT form is, can be correlated with the difficulties encountered by L1-Greek-speaking adults in mastering the L2-Turkish AT category. Regarding b), from a didactic point of view, we try to challenge traditional theoretical approaches which emphasize the interconnected treatment of the 3 AT forms, as is applied in several Turkish grammars (e.g. Dafnopatidis & Sanlioğlu, 2011; Delice, 2003; Demir, 2006; Hatiboğlu, 1982; Hengirmen, 2007; Lewis, 1967; Zegkinis & Hidiroğlu, 1995; among others), in coursebooks used for learning/ teaching Turkish to foreigners (e.g. Yeni İstanbul Yabancılar için Türkçe A1, 2020; Yeni

³ Capital letters denote an archiphoneme, that is, a phoneme whose realization is determined by phonological rules. Capital 'I' can be realized as [i, i, u or ü]. Consonants in parentheses, such as (s), (n) and (y) denote phonemes which are realized only when preceded by a vowel.

Hitit 1, 2011; Yedi İklim A1, 2015, among others) and scientific studies (e.g. Dede, 1978; Özer, 2010; among others). Rather, we assume that a more anti-holistic approach, where each of these forms is taught separately and with emphasis on their underlying distinctive semantic, syntactic and functional properties, would be more effective (see functional grammars such as Göksel & Kerslake, 2005; Ketrez, 2012; Kornfilt, 1997; van Schaaik, 1996; among others).

2. Theoretical Background

Acquisition of the AT category has always been a major problem for L2-Turkish learners. A reason to account for this is the rich and sometimes unclear terminology used in literature to refer to the AT category and its 3 sub-forms, from the one hand, as well as the way these forms are treated by various Turkish grammars and material used in teaching Turkish as a foreign language.

2.1. Terminology used for Ad Tamlaması in L2-Turkish grammars and teaching/learning material

There is a wide range of terminology encountered in literature (Table 2) and L2-Turkish teaching/learning coursebooks (Table 3) to refer to the 3 types of AT.

Table 2

Terminology Used for the 3 types of Ad Tamlaması in Turkish Grammars and Scientific Studies (in Alphabetical Order)

Turkish grammars & scientific studies	Form 1 N-(n)In N-(s)I(n)	Form 2 N N-(s)I(n)	Form 3 N N-(y)
Aksan et. al 1976	Belirtili tamlama	Belirtisiz tamlama	yok ⁴
Bağrıaçık & Ralli 2013	yok	Constructs Phrasal compounds	N N concatenations
Banguoğlu 1973	Belirtili adtakımı	Belirsiz adtakımı	Sıfat takımı Adj N compound
Baskakov 1975	Definite izafet	Indefinite izafet	Juxtaposed izafet
Dafnopatidis-Sanlioglou 2011	Belirtili ad tamlaması	Belirtisiz Ad tamlaması	Takısız/ Eksiz ad tamlaması
Dede 1978	Definite compound	Indefinite compound	Bare Juxtaposed compound
Delice 2003	Belirli isim tamlaması	Belirsiz isim tamlaması	Takısız/ eksiz isim tamlaması Sıfat tamlaması
Demir 2006	Belirtili ad tamlaması	Belirtisiz Ad tamlaması	Takısız ad tamlaması
Dereli 1971	Tayinli izafet	Tayinsiz izafet	yok
Ergin 1980	Belirli isim tamlaması	Belirsiz isim tamlaması	Sıfat isim tamlaması
Gencan 2001	Belirtili tümeleme	Belirtisiz tümeleme N N-sI compound	Takısız tümeleme N N compound

⁴ There is no reference on this AT type.

Göksel & Kerslake 2005	Genitive possessive construction	-(s)I Compound	Bare compound (bare noun or adjective-noun compound)
Hatiboğlu 1982	Belirtili ad tamlaması	Belirtisiz Ad tamlaması	Takısız ad tamlaması Sıfat tamlaması
Hayasi 1996	Genitive construction	Possessive compound	Compound (coordinated vs. Determinative)
Hengirmen 2007	Belirtili ad tamlaması	Belirtisiz Ad tamlaması	Takısız ad tamlaması
Ioannou 2010	Belirtili ad tamlaması	Belirtisiz Ad tamlaması	Takısız ad tamlaması
Ketrez 2012	Genitive possessive construction [Possessor+(n)In Possessed+(s)I]	Possessive compound	Bare compound
Kornfilt 1997	Possessive construction	Nominal Noun-Noun compound	Nominal Noun-Noun compound Adjective-Noun compound
König 1987	Belirtili ad tamlaması	Belirtisiz Ad tamlaması	Takısız ad tamlaması
Lewis 1967	Definite izafet	Indefinite izafet	İzafet of material
Majzel 1957	Tayimli İzafet S(ıfat) ₁ +M(evsuf) ₁	Tayinsiz İzafet S ₀ +M ₁	Morfemsiz İzafet S ₀ +M ₀
Mavridou 2020, 2023	N-(n)In N-(s)I(n) syntactic structure	N N-(s)I(n) compound	N N-(y) compound or Noun phrase
Mehmedoğlu 2001	Belirtili tamlaması	Belirtisiz tamlaması	Sıfat tamlaması Compound
Ralli 2013, 2007		compound	compound
Sönmez 2019	Belirtili Ad tamlaması	Belirtisiz Ad tamlaması	Takısız Ad tamlaması
Swift 1963	Possessive construction	Possessive compound	Substantive-head modification compound
Underhill 1976	Possessive construction	Possessive compound	Yok
van Schaaik 2002	N-(n)In N-(s)I N-gen N-poss	N N-(s)I N-∅ N-poss	N N N-∅ N-∅
van Schaaik 1992, 1996	Genitive construction	Possessive compound	Zero Compound (attributive or material compounds)
Yükseker 1998	Syntactic possessive	Possessive compound	
Zengkinis-Hidiroglou 1995	Belirtili ad tamlaması	Belirtisiz ad tamlaması	Takısız ad tamlaması

Table 3

Terminology used for the 3 types of Ad Tamlaması in L2-Turkish teaching/ learning material (in alphabetical order)

L2-Turkish coursebooks	Form 1	Form 2	Form 3
Gökkuşığı Türkçe 1, 2013	Belirtili İsim Tamlaması	Belirtisiz İsim Tamlaması	Yok
Lale Türkçe Dilbilgisi Kitabı 2, 2013	Belirtili İsim Tamlaması	Belirtisiz İsim Tamlaması	Yok
Yabancı Dilim Türkçe 1, 2016	Belirtili ad tamlaması	Belirtisiz ad tamlaması	Yok
Yedi İklim Türkçe A1, 2015	Ad-(n)In Ad-(s)I İsim tamlaması	Ad Ad-(s)I İsim tamlaması	Yok
Yeni Hitit 1, 2011	Belirtili ad tamlaması AD-(n)In AD-(lER/s)I	Belirtisiz ad tamlaması AD AD-(s)I	Yok
Yeni İstanbul A1, 2020	Belirtili İsim tamlaması Definite compound	Belirtisiz İsim tamlaması Indefinite Compound	Yok

In Table 2 we observe that the terminology used for the 3 AT forms can be classified on the basis of a number of distinctions, be it morphological-formal-typological, lexical, syntactic, structural, semantic or functional.

Morphological/typological classifications focus on the form of the 3 AT types. Here focus is on the suffixes taken by the each of the 2 constituents of an AT (i.e. +/- genitive on non-head, +/- (s)I suffix on head). In this focus-on-form context, the 3 AT types are referred to as a) N-(n)In N-(s)I or N-gen(itive) N-poss(essive), b) N N-(s)I or N N-C(ompound)M(arker) and c) N N, to stand for Belirtili AT, Belirtisiz AT and Takısız AT, respectively (see Kornfilt, 1997; van Schaaik, 2002).

Lexical classifications focus on the word class the constituents (head and non-head) of a specific AT type belong, i.e. nominal, adjectival, (de)verbal, adverbial, etc. There is controversy among scholars on whether nouns, adjectives and adverbs constitute distinct categories in Turkish (Dixon 2004) or not (Bağrıaçık & Ralli, 2013; Baskakov, 1975; Braun & Haig, 2000; Csato & Johanson, 1998; among others). In this context, we come across descriptions where the [non-head + head] word set is referred to with symbols such as AN, NN, VN, NV, NA, where A stands for Adjective, V for Verb (or deverb) and N for Noun/ Nominal (van Schaaik, 2002, p.20).

As for structural classifications, they focus on two issues. On the one hand, focus is on the number of constituents an AT type comprises, and terms Simple or Complex AT are used (van Schaaik, 2002, p.56). On the other, stress is on the syntactic properties of an AT, be it syntactic/ analytic/ compositional vs. lexical/ synthetic/ non-compositional. In this context, we come across terms such as a) genitive (possessive) construction (i.e. Hayasi, 1996; Ketrez, 2012; Swift, 1963), syntactic possessive (Yükseker, 1998) to refer to the structurally analytic and compositional N-(n)In N-(s)I form, and b) compound (i.e. Dede, 1978; Göksel & Kerslake, 2005; Hayasi, 1996; Ketrez, 2012, among others) or phrasal compound (i.e. Bağrıaçık & Ralli, 2013) to refer to the more-or-less synthetic N N-(s)I and N N forms. The -(s)I suffix which is shared by two AT forms is termed either possessive (Dede, 1978; Lewis, 1967; Yüksek, 1998, among others) or compound marker (Göksel & Kerslake, 2005; Kornfilt, 1997; among others) on the basis of the functions it carries.

From a semantic point of view, it is argued that different AT types express semantically different relations and serve different functions. In this context, possessive constructions are assumed to express various degrees of possession (see Kornfilt, 1997, p.186-89), possessive compounds are argued to express modifier-modified relations or relations of sub-typing (characterization), specification (labelling), and attribution (identification) (van Schaaik, 2002, p.4), while zero compounds can be attributive or material compounds (van Schaaik, 2002, p.56). An example of a semantic description of the AT types is encountered in Ketrez (2012) who uses the description Possessor+(n)In Possessed+(s)I to refer to N-(n)In N-(s)I form.

Functional classifications have many things in common with semantic ones. From a functional point-of-view, focus falls on the semantic function assigned to the constituent terms of every AT type. In this context, syntagms like *çocuğ-un cerrah-ı* 'the child's surgeon' would be considered as pure possessive constructions and in terms of Functional Grammar (FG) the term *cerrah* 'surgeon' is assumed to be restricted by a possessor term based on *çocuk* 'child'. On the other hand, in the AT example *çocuk cerrah-ı* 'surgeon for children', the term *cerrah* is modified by the term *çocuk* in such a way that the set of possible referents of *cerrah* is restricted to 'surgeons for children', thereby excluding all other types of surgeons like those for women, men or other groups.

Table 3, in turn, shows how the AT category is treated in teaching/ learning material (such as coursebooks, textbooks) used for L2-Turkish. Summarizing these observations, we could say that all coursebooks used in the recent decades for teaching Turkish to foreigners seem to be centered around the seemingly obvious opposition Belirtili 'definite' vs. Belirtisiz 'indefinite', as this is reflected in several structural descriptions of the AT category (van Schaaik, 2002, p.25). As such, and in line with Table 3, in the most common L2-Turkish coursebook material focus seems to fall only on 2 (out of the 3) AT types in question, namely, Belirtili Ad/İsim Tamlaması vs. Belirtisiz Ad/İsim Tamlaması. On the other hand, the so-called Takısız AT seems to be somehow ignored, as is also the case with the particular syntactic, structural and functional properties of every AT type. A potential reason why Takısız AT is underestimated is because this form is considered «a notorious type of compounding in which a lexical conversion from noun to adjective is underlyingly carried out» (van Scaaik, 2002, p.4).

2.2. Holistic vs. Anti-holistic approaches on Ad Tamlaması in L2-Turkish grammars and teaching/learning material

Roughly speaking, two main approach lines can be distinguished in the literature on the Turkish category of Ad Tamlaması as it is treated by Turkish grammarians, scholars and teaching/ learning manuals, namely, the holistic and the anti-holistic approach. There are scholars who approach the AT category holistically, in the sense of considering the 3 AT forms as hyponym types of an AT hypernym category and interrelating the 3 AT forms with one another by focusing on their similar formal features. The antiholistic approach, on the other hand, considers the 3 AT forms as dis-connected entities with distinctive semantic and functional features each.

As discussed earlier (section 2.1), traditionally, the Turkish category of AT forms has been treated holistically not only in descriptive Turkish grammars for foreigners (see Dafnopatidis & Sanlioğlu, 2011, pp.39-42; Hengirmen, 2007, pp.118-120; Lewis, 1967, pp.40-41; Zegkinis & Hideoğlu, 1995, pp.83-85, among others), but also in scientific studies (Dede 1978; Özer 2010, among others), as well as in several manuals used in teaching/ learning Turkish as a foreign/second language (e.g. Yeni İstanbul A1, 2020; Yeni Hitit 1, 2011, among others). The interconnection of the 3 AT forms has also been discussed by researchers such as Dede (1978) and Özer (2010), who treat the 3 AT forms as 3 compound types, namely, 'juxtaposed compounds', 'indefinite compounds' and 'definite compounds'.

In the same direction, several manuals used in teaching Turkish as a foreign language focus on the combined and interrelated teaching of 2 out of the 3 AT forms (namely, Belirtili and Belirtisiz AT) (see Yeni İstanbul A1, 2020; Yeni Hitit 1, 2011; Yedi İklim, 2015; Yabancı Dilim Türkçe 1, 2016; Lale Türkçe

Dilbilgisi 2, 2013; Gökkuşluğu Türkçe, 2013; among others) which focus on the typological similarities between them. In the case of Belirtili AT [i.e. N-(n)In N-(s)I(n) form] and Belirtisiz AT [i.e. N N-(s)I(n) form], the similarity stems mainly from the fact that they share the morphological marker -(s)I(n). However, in all afore-mentioned L2-Turkish learning/ teaching book sets, there is no reference to the nature of the -(s)I suffix (whether it is possessive or compound marker), whereas the comparison between the AT forms is confined to a morphological and semantic level.

The unified and holistic approach in the learning and teaching of the 3 AT forms is mainly directed by the simplified semiotic assumption that the three-fold typological differentiation of the AT category (Table 1) corresponds to a discrete three-fold functional and semantic differentiation between them. Another reason is the assumption that there is historical development from one AT form to another for specific AT examples that concern toponyms (e.g. (initial stage) Paşa-nın bahçe-si (Pasha-GEN + garden-POSS_{sln}) 'Pasha's garden' >> (middle stage) Paşa bahçe-si (Pasha + garden-COMP_{sln}) 'Pasha's garden' >> (final stage) Paşa bahçe (Pasha + garden)> 'Pasha Bahçe (toponym)' (Gencan, 2001, p.273).

The antiholistic approach, on the other hand, considers the 3 AT forms as dis-connected entities with distinctive semantic and functional features each. In this anti-holistic context, several studies (Aslan & Altan, 2006; Bağrıaçık & Ralli, 2013, 2015; among others) focus on the highly distinctive syntactic and functional features of 2 out of the 3 AT forms, namely, the N-(n)In N-(s)I(n) and N N-(s)I(n) forms. Most of these studies also discuss the nature of the -(s)I(n) marker (as possessive or compound marker) to determine whether members of an AT form are syntactic structures (NPs) (belonging to syntax) or lexemes/compounds (belonging to morphology). The -(s)I(n) marker is assumed to have distinctive functional properties in every AT case, namely, possessive in the Belirtili AT form cases and synthetic (as compound marker) in the Belirtisiz AT form.

In the same context of anti-holistic treatment of the AT category, we should mention specific Turkish grammars (see Göksel & Kerslake, 2005; Kornfilt, 1997; van Schaaik, 1996; among others) which focus on the semantic and functional features of every AT form. In these grammars, AT is not regarded as a unified category undergoing a triple distinction in 3 nominal hyponym sub-sets; instead, every AT form is considered a category of its own and is correlated with structures with common functional features. Thus, the N-(n)In N-(s)I(n) form is treated as a possessive construction (see Göksel & Kerslake, 2005, pp. 102-106,170,182-89; Kornfilt, 1997, pp. 185, 236-37,472-476; van Schaaik, 2002), the N N-(s)I(n) form as a compound (see Göksel & Kerslake, 2005, pp. 103-105; Kornfilt, 1997, pp.472, 494; van Schaaik, 2002, p.52) and the N N-(y) form as either a compound (see Göksel & Kerslake, 2005, pp.103-105; Kornfilt, 1997, pp.472, 494; van Schaaik, 2002, p.52) or an Adjective Phrase (AP) (see Banguoğlu, 1974, p.342; Delice, 2003, p.24; Ergin, 1958, p.362).

Moreover, we should mention that, in the afore-mentioned basically function-oriented grammars, the 3 AT forms which we examine in the present study are not encountered with terms such as Ad tamlaması. Rather, every AT subgroup is treated as a separate unit with emphasis on its functional use. In particular, the Belirtili AT form [N-(n)In N-(s)I(n)] is treated as a syntactically analytic structure which shares syntactic properties with NPs, while the Belirtisiz AT [N N-(s)I(n)] and the Takısız AT [N N-(y)] forms are considered as non-analytic sets of a more synthetic nature. As such, these grammars refer to the 3 AT forms with a) terms that indicate their functional use (e.g. possessive structures, compounds and adjective phrase) and b) a way that does not necessarily require a didactic approach of interconnecting one form with another.

2.3. Our proposal

Within the scope of an anti-holistic approach towards the L2-teaching/-learning of the Turkish Ad Tamlaması category, it is necessary that the new manuals of teaching/ learning Turkish as a second/ foreign language be adapted in this direction. This means that each AT form should be taught in a separate grammar/ coursebook unit and in relation to other structures that have similar functional characteristics. Thus, we suggest that:

(a) The Belirtili AT form [N-(n)In N-(s)I(n)], which is assumed to have a more or less syntactic nature could be taught alongside: i) Turkish possessive structures 'iyelik', such as onun kitab-ı (he-GEN + book-POSS_{(s)I(n)}) > 'his book', ii) syntagms of the N-(n)In N-(s)I(n) form, in which the second term is a verb derivative, such as bebeğ-in gülme-si (baby-GEN + laugh-POSS_{(s)I(n)}) > 'the baby's laughter', iii) syntagms of the N-(n)In N-(s)I(n) form, where the head position is occupied by an indefinite pronoun, i.e. yollar-in heps-i (roads-GEN + all-POSS_{(s)I(n)}) > 'all the roads' (as an alternative to bütün yollar 'all the roads').

(b) The more-or-less synthetic forms Belirtisiz AT [N N-(s)I(n)] and Takısız AT [N N-(y)] can be taught either i) together and in comparison with one another since they both share compound properties, or ii) together with other compound forms in Turkish. Specifically:

(c) the Belirtisiz AT form [N N-(s)I(n)], which is assumed to be a purely synthetic form in which the -(s)I(n) marker functions as a compound suffix, could be taught in combination and comparison with i) syntagms bearing other derivative/productive suffixes (such as the correlative -II) e.g. Yunan müziğ-i (Greek + music-COMP_{sln}) > 'Greek music' vs. Yunan-lı doktor (Greek-REL + doctor) > 'Greek doctor', ii) other compound forms in Turkish such as the Takısız AT form [N N-(y)], iii) syntagms of the Noun-POSS_{sln} + Adjective form (Birleşik sıfatlar), e.g. hesap-ı büyük iş (account-POSS_{(s)I(n)} + big + job) > 'high-paying job' etc.

(d) Finally, the Takısız AT form [N N-(y)], which is assumed to function as either 'bare/ suffixless' compound (i.e. compound with no compound marker) or Adjectival Phrase (AP) could be taught in combination with structures of common functional properties. In the first case where the Takısız AT functions as a compound with synthetic properties, it could be taught in combination with other compound forms, such as i) Adjective+Noun compounds, i.e. karabiber (black+pepper) > 'black pepper', ii) Numerical+Noun compounds, i.e. kırkayak (forty+foot) > 'centipede' and/or iii) Noun+Adjective compounds, i.e. sütbeyaz (milk+white) > 'white milk', among others. In the case where the Takısız AT functions as an AP with more syntactic properties, what is the case when the non-head denotes material (i.e. ipek gömlek 'silk shirt'), this AT form could be taught in combination with, either iv) semantically equivalent structures of the form N-DAN N (= Noun-ABL + Noun), i.e. ipek-ten gömlek (silk-ABL + shirt) > 'silk shirt' or v) syntagms of the N-II N form, i.e. Noun-REL + Noun, such as ipek-li gömlek (silk-REL + shirt) > 'silk shirt'.

In conclusion, we suggest that didactic practices such as the ones mentioned above (a-d) which put emphasis on the common functional features shared by the 3 AT forms in question with other syntagmatic sets, would facilitate their acquisition in L2-Turkish. In this context, we consider that a restructuring of the teaching manuals of Turkish as a foreign language is required and that the teaching material should be harmonized with a treatment of the 3 AT forms based on their functional characteristics.

3. Research Questions and Assumptions

The above theoretical framework poses the dilemma of two didactic approaches with regard the teaching of the 3 AT forms in L2-Turkish: a) the holistic approach which promotes the interconnected teaching of the 3 AT forms, on the one hand, and b) the anti-holistic approach, which focuses on the disconnected teaching of the 3 forms in question, with emphasis on the distinctive functional features of every form, on the other.

In this theoretical framework, we assume that a purely form-based morphological distinction of the AT into three types is insufficient to explain the sequence in which these forms are mastered by learners in L2-Turkish and the errors made in the learning process. This is because the apparent homogeneity behind a triple form-based distinction possibly hides and underestimates the complex semantic-syntactic-functional interconnection between the 3 AT forms.

The research questions and their related hypotheses were postulated with regard to factors such as the mastering sequence of the 3 AT forms in the L2-Turkish process, the students' language proficiency level

in L2-Turkish, the type of experimental tasks and the expected errors. The research questions are as follows:

Question 1:

Is there a correlation between the nature of the 3 AT forms and the order these forms are mastered in L2-Turkish?

Question 2:

What kinds of errors are expected in the Ad Tamlaması acquisition process in L2-Turkish?

Question 3:

Is there a difference between beginners and intermediate learners as far as a) the mastering sequence of the 3 AT forms and b) the expected errors?

Question 4

Should the 3 AT forms be learned and taught in correlation or in somehow distinct stages in the L2-Turkish acquisition process?

The Hypotheses formulated based on the above questions are as follows.

Hypothesis 1:

We assume that the 3 AT forms are not mastered simultaneously. We expect discrete stages and a predeterminedly systematic mastering sequence for the 3 AT forms, namely: 1st mastered AT form > N-(n)In N-(s)I(n) (Belirtili AT), 2nd mastered AT form > N N-(s)I(n) (Belirtisiz AT), 3rd mastered AT form: N N-(y) (Takısız AT).

Hypothesis 2:

We expect substitution errors of one AT form with another. In error analysis, we expect a preference to a more syntactically compositional and semantically transparent AT form compared to the targeted one (in line with Libben et. al., 2003). Specifically:

1) When the targeted form is the syntactically compositional and semantically transparent Belirtili AT [N-(n)In N-(s)I(n)] form, we expect substitution errors with the less compositional and more synthetic Belirtisiz AT [N N-(s)I(n)] form.

2) When the targetted form is the synthetic and non-compositional Belirtisiz AT [N N-(s)I(n)] form, we expect substitution errors with the Belirtili AT [N-(n)In N-(s)I(n)] form, which is assumed to be the most syntactically compositional and semantically transparent AT type of all

3) When the targeted form is Takısız [N N-(y)] form, we expect substitution errors again with the Belirtili AT [N-(n)In N-(s)I(n)] form, which is assumed to be the most syntactically compositional and semantically transparent AT type of all.

Hypothesis 3:

Regarding the type of experimental tasks, we expect better performance in simple choice than in fill-in-the-blank tasks.

Hypothesis 4:

With respect to learners' L2-Turkish language proficiency level, we expect intermediate learners to perform better than beginners regardless of the type of experimental tasks (simple choice or fill-in-the-blank). Therefore, we expect development in the L2 process (in line with studies such as Oxford & Nyikos, 1989; Sorace, 2003; and regarding L2-Turkish, Gürel, 2016; Gračanin-Yüksek & Kırkıcı, 2016; among others).

Hypothesis 5:

We expect beginners and intermediate learners to master the 3 AT forms in the same order, regardless of the type of experimental tasks.

4. Methodology

Since our research questions are either theoretical or experimental, we applied a theoretical testing to provide answers to the theoretical research question 1 and an experimental testing to provide answers to the experimental research questions 2-3-4.

4.1. Theoretical testing – The nature of the Ad Tamlaması category

In order to provide answers to the theoretical question 1 posed by the present study with regard to the correlation between the nature of the 3 AT forms and the assumed order these forms are mastered in L2-Turkish, we first tried to delineate the differences between the 3 AT forms. We managed this by testing every AT form by means of a series of 12 morpho-syntactic tests (see Table 4) (for detailed discussion, see also Mavridou, 2020, 2023), which helped us delineate the nature of every AT form (be it syntactic or lexical). The so-called syntactic tests were supposed to control the degree of compositionality of a particular AT form, indicating whether the members of that AT form are syntactic analytic structures generated in syntax. Such tests checked whether: the nominal terms (head and non-head) of an AT can change order or not (test 1); AT terms (head and/or non-head) form can be modified by a modifier (test 2) or the interrogative particle *mİ* (test 3); an AT term can be omitted in interrogative sentence contexts (test 4), in co-ordination structures (test 5) or in anaphoric islands (outbound anaphora, Postal, 1969) (test 6).

Similarly, the morphological tests were mainly concerned with morphological changes taking place in the form of an AT type and were supposed to test whether: the consonant linking an AT to the suffix following is *-y-* or *-n-* (test 7); the suffix *-(s)İ(n)* can be omitted from the head of an AT form in co-ordination structures (suspended affixation) (test 10) or in possessive free genitive contexts (test 9); the head of an AT can be marked with a possessive suffix (test 9), a plural suffix (test 8), or a productive suffix (test 11) and the possibility of duplicating one or both AT terms with */m/* (m-reduplication) (test 12).

Table 4

Syntactic and Morphological Tests Applied to the 3 AT Types

Syntactic tests	
1	Strict word order
2	Modifier before (a) head N ₂ or (b) non-head N ₁
3	Question particle <i>mİ</i> for non-head N ₁
4	Omission of (a) non-head or (b) head in interrogative contexts
5	Omission of (a) non-head or (b) head in co-ordination structures
6	Anaphoric islands (for non-head or head)
Morphological tests	
1	Suffix <i>-n-</i> or <i>-y-</i> before case morphemes
2	Plural suffix <i>-lAr</i> on (a) non-head, (b) head or (c) both
3	Suffix <i>-(s)İ(n)</i> in possessive contexts (Possessive free genitive)
4	Head omission in co-ordination structures (Suspended affixation)
5	Derivational suffixes (<i>-sİz, -İl, -İlk, -İl</i>) in combination with <i>-(s)İ(n)</i>
6	m-reduplication of a) non-head (m-N ₁), b) head (m-N ₂), c) whole AT (m-N ₁ N ₂)

Summarizing the results of this testing (see Mavridou 2020, 2023), our remarks for every AT type are as follows:

a) Regarding the N-(n)In N-(s)İ(n) form [Belirtili AT]: this AT type seems to constitute a more-or-less compact AT sub-group whose members (i.e. *çocuğ-un cerrah-ı* (child-GEN + surgeon-POSS_{sIn})> ‘the child’s surgeon’) are semantically transparent, syntactically analytic/ compositional and of a syntactic rather than a lexical nature.

b) Regarding the N N-(s)I(n) form [Belirtisiz AT]: this AT type seems to constitute a less compact sub-group. Its members are assumed to be syntactically non-analytic/ non-compositional with regard to syntax, but semantically either transparent (i.e. *çocuk cerrah-ı* (child + surgeon-COMP_{sln}) > ‘surgeon for children’) or opaque in the case of idiomatic compounds (i.e. *aslan ağzı* (lion+mouth-COMP_{sln}) > ‘snapdragon (plant)'). All members of this type are assumed to be compounds with lexical rather than syntactic nature.

c) Regarding the N N-(y) form [Takısız AT]: this AT type comes to be the most complicated of all. Its members can be sub-classified in 3 sub-groups with distinct nature each, namely: a) those sharing features of NP or AP which are semantically transparent and syntactically compositional/ analytic (i.e. *çocuk cerrah* (child + surgeon) > ‘child who is a surgeon’), b) those of a lexical nature (compounds) which are semantically transparent but syntactically non-analytic/ non-compositional (i.e. *karı koca* (wife + husband) > ‘husband and wife’) and c) those lexicalized which are both semantically opaque and syntactically non-analytic (i.e. *Pamuk Prenses* > (cotton + princess) > ‘Snowwhite’).

On the basis of these results, we expect that the sequence the 3 AT forms are mastered in L2-Turkish would be AT form-specific and dependent on their syntactic or lexical nature. As such, we expect that the experimental testing would show discrete stages and a systematically specific mastering sequence taking place for the 3 AT forms in question, namely: 1st mastered AT form > N-(n)In N-(s)I(n) (Belirtili AT) , 2nd mastered AT form > N N-(s)I(n) (Belirtisiz AT), 3rd mastered AT form: N N-(y) (Takısız AT). We expect that the mastering sequence would be in line with the motto ‘the more syntactically-compositional and semantically transparent an AT category, the earlier to learn/master’.

4.2. Experimental testing

The experimental part of the study was sample-based in the sense that it was based on a representative sample of the population. The representativeness of the sample has been ensured by two factors (a) the size, i.e. a sufficient number of participants (N=47) and (b) the reliable way the sample is selected (random sampling and volunteer participation in the study). These factors are necessary not only to consider the sample representative but also to ensure the validity of the data. In addition, these factors ensure the generability of the research results to any population that has common characteristics with this sample, i.e. any students of Turkish as a foreign language.

4.2.1. Participants

For the experimental investigation of the hypotheses, two groups were examined: (a) the control group and (b) the experimental group (sample). The control group consisted of 6 adult native Turkish speakers with university education (aged 32-40 years old). The experimental group was composed of 47 adult L1-Greek learners of L2-Turkish (12 males, 35 females) (age range: 18-42, mean age: 23.7) who were university students studying Turkish as a foreign language at the Department of Language, Literature and Culture in the Black Sea Countries, with specialization in Turkish Language and Literature, at the Democritus University of Thrace, which is a Greek state university located in Komotini (Greece). All participants volunteered to participate in the study. Prior to the experimental procedure, participants completed questionnaires providing personal information about their age, gender, previous exposure to L2-Turkish, known foreign languages, place of birth, year of study, etc. (see Table 5).

Table 5*The Sample*

No	NAME	L2 PROFICIENCY LEVEL	AGE	PLACE OF BIRTH	SEX	L1	EXPOSURE TO L2	FOREIGN LANGUAGES
1	Garifalia	Beginner	20	Seres/Greece	F	Greek	No	English
2	Petros	Beginner	19	Kavala/ Greece	F	Greek	No	English
3	Maria	Beginner	19	Athens/ Greece	F	Greek	No	English, French
4	Korina	Beginner	19	Athens/ Greece	F	Greek	No	English
5	Aggelos	Beginner	19	Athens/ Greece	M	Greek	No	English, German, Italian
6	Ntina	Beginner	19	Athens/ Greece	F	Greek	No	English, German
7	Christina	Beginner	35	Germany	F	Greek	Yes	English, German
8	Vaggelis	Beginner	23	Alexandroupoli/ Greece	M	Greek	Yes	English
9	Katerina	Beginner	21	Alexandroupoli/ Greece	F	Greek	No	English
10	Efi	Beginner	22	Alexandroupoli/ Greece	F	Greek	No	English
11	Natasa	Beginner	20	Edesa/ Greece	F	Greek	No	English, German
12	Christodula	Beginner	19	Cyprus	F	Greek	No	English
13	Viki	Beginner	19	Thesaloniki/ Greece	F	Greek	No	English
14	Antonis	Beginner	25	Komotini/ Greece	M	Greek	Yes	English, German
15	Panagiotis	Beginner	29	Xanthi/ Greece	M	Greek	Yes	English, Spanish
16	Katerina	Beginner	20	Halkidiki/ Greece	F	Greek	No	English
17	Maria	Beginner	21	Athens/ Greece	F	Greek	No	English
18	Maria	Beginner	19	Alexandroupoli/ Greece	F	Greek	No	English
19	Gianis	Beginner	33	Alexandroupoli/ Greece	M	Greek	No	English
20	Tania	Beginner	20		F	Greek	No	English
21	Zoi	Beginner	20	Halkidiki/ Greece	F	Greek	No	English
22	Dimitra	Beginner	20	Halkidiki/ Greece	F	Greek	No	English
23	Irini	Beginner	20	Halkidiki/ Greece	F	Greek	No	English, German
24	Dimitris	Beginner	20	Greece	M	Greek	No	English
25	Panagiota	Beginner	20	Greece	F	Greek	No	English
26	Georgia	Beginner	20	Edesa/ Greece	F	Greek	No	English
27	Aggeliki	Beginner	19	Katerini/ Greece	F	Greek	No	English
28	No name	Beginner	18	Greece	F	Greek	No	English
29	Melina	Intermediate	20	Kozani/ Greece	F	Greek	No	English
30	Aggeliki	Intermediate	33	Crete/ Greece	F	Greek	No	English, French
31	Athina	Intermediate	20	Halkidiki/ Greece	F	Greek	No	English
32	Savina	Intermediate	42	Kavala/ Greece	F	Greek	No	English, German
33	Sofia	Intermediate	30	Alexandroupoli/ Greece	F	Greek	No	English
34	Kostas	Intermediate	40	Seres/ Greece	M	Greek	No	English, German
35	Iosif	Intermediate	27	Drama/Greece	M	Greek	No	English
36	Marieta	Intermediate	23	Athens/ Greece	F	Greek	Yes	English, German
37	Popi	Intermediate	23	Greece	F	Greek	Yes	English
38	Dimitris	Intermediate		Alexandroupoli/ Greece	M	Greek	Yes	English
39	Sofia	Intermediate	50	Athens/ Greece	F	Greek	No	English
40	Athanasia	Intermediate	37	Komotini/ Greece	F	Greek	No	English
41	Asimina	Intermediate	40	Komotini/ Greece	F	Greek	No	English
42	Kristalia	Intermediate	21	Alexandroupoli/ Greece	F	Greek	No	English
43	Ada	Intermediate	21	Kavala/ Greece	F	Greek	No	English, German
44	Christina	Intermediate	21	Greece	F	Greek	No	English
45	Haris	Intermediate	23	Xanthi/ Greece	M	Greek	Yes	English
46	Makis	Intermediate	33	Komotini/ Greece	M	Greek	Yes	English
47	Thodoris	Intermediate	30	Komotini/ Greece	M	Greek	Yes	English

For the purposes of the present study, only students who -at the time the experimental test took place- had already been taught the 3 AT forms in question were allowed to participate (i.e. students in the 2nd, 3rd, 4th year of study). The experimental procedure lasted for 2 hours approximately.

4.2.2. Language proficiency

For the experimental investigation of hypotheses 4 & 5, the sample (47 L1-Greek-speaking adult students) was divided into 2 subgroups according to their level of Turkish language proficiency (beginner-intermediate). The students' language proficiency in L2 Turkish was assessed by means of a graded test constructed by the researcher, which was based on the teaching material being used at the department at the time the research was conducted. Based on the scores of this test, the students were divided into two language proficiency groups: beginners (n=28) and intermediates (n=19). The parameter of language proficiency was chosen to help us examine whether any kind of development takes place in the L2-acquisition process of AT in L2-Turkish or not. We assumed that comparing the performance between beginners and intermediates would give a clue on this.

4.2.3 The Experimental Test

The experimental test consisted of 4 tasks (2 simple choice and 2 fill-in-the-blank). Table 6 gives more information about the tasks and the number of questions in each task.

Table 6

Experimental Tasks Used in the Study

Task	Type	Number of questions
1 st	Simple choice in sentences	15
2 nd	Fill-in-the blanks in sentences	15
3 rd	Simple choice in text	40
4 th	Fill-in-the blanks in text	40
Total		110

Statistical analysis was performed using the Spss24 program. The variables used were: L2 language proficiency (independent), experimental test questions (independent), the learners' answers (dependent-qualitative), the 3 forms of AT (independent), the learners' performance (dependent-quantitative). Different quantitative and qualitative measurement scales (Chi square Independence test, Pearson r correlation coefficient, Independent group t test, ANOVA and multiple linear regression analysis model) were used to test the variables. Statistical tests were performed at $\alpha=0.05$ significance level.

5. Results

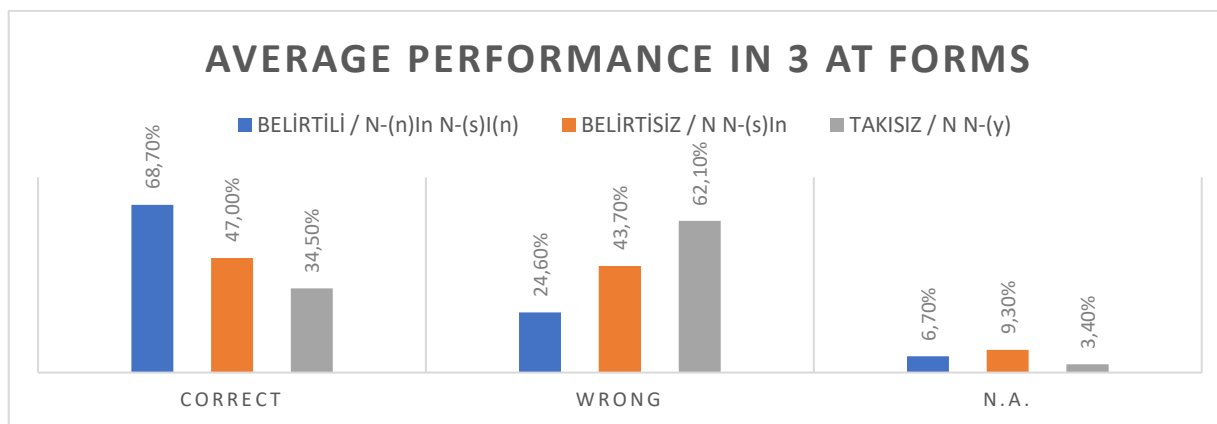
5.1. Mastering sequence of the 3 AT types in L2-Turkish

According to the results (Figure 1), the participants performed better (68.7%, N=646) in questions targeting Belirtili AT [i.e. N-(n)In N-(s)I(n) form], which was assumed to be mastered first in the 3 AT form mastering process. The results were expected because the N-(n)In N-(s)I(n) form was assumed to be the structurally most compositional and semantically most transparent AT type of all 3 AT forms under question (see section 4.1, Theoretical testing). In second place comes Belirtisiz AT [i.e. N N-(s)I(n) form] with average performance rates 47% (N=706). The lowest performance rate was observed in Takısız AT [i.e. N N-(y) form] (34.5%, N=162), which explains why this type is assumed to be mastered last in the AT mastering process. Therefore, the 3 AT forms do not seem to be mastered simultaneously. Instead, discrete stages seem to take place, as follows (and in line with Hypothesis 1): Stage 1: acquisition of Belirtili AT form; Stage 2: acquisition of Belirtisiz AT form; Stage 3: acquisition of Takısız

AT form. The results are interpreted by the morpho-syntactic differences of the 3 AT forms (Mavridou 2020, 2023) and verify Hypothesis 1.

Figure 1

L1-Greek-speaking students' average performance in the use of the 3 Ad Tamlaması forms in L2-Turkish

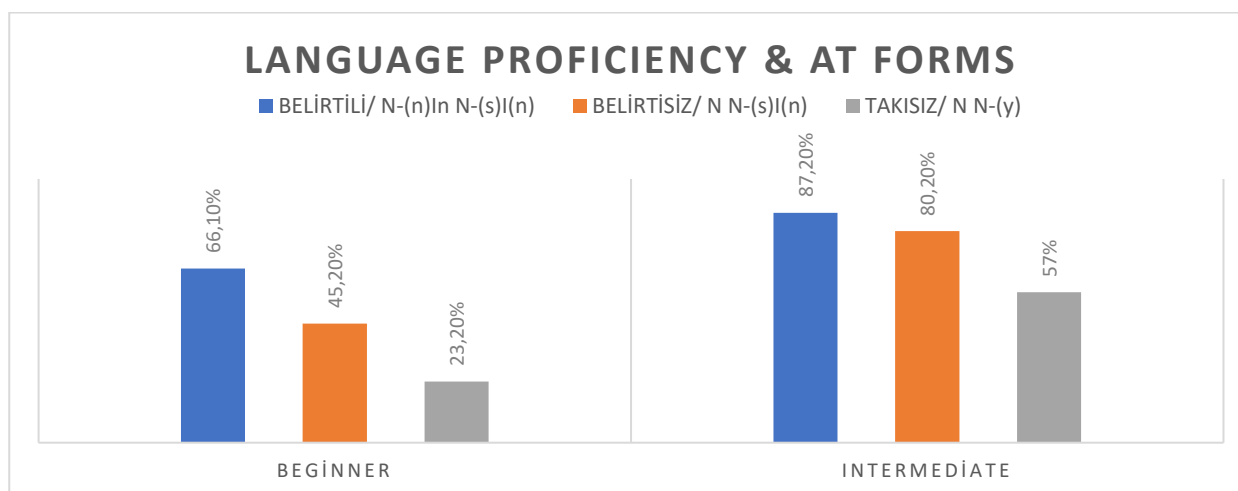


5.2. Mastering sequence of the 3 AT types in L2-Turkish in correlation to the participants' L2-Turkish language proficiency and the experimental task type

The mastering sequence of the 3 AT types in L2-Turkish was also tested in correlation with the participants' L2-Turkish language proficiency level (Figure 2) and the experimental task type (Figure 3). Figure 2 shows that the order of acquisition of the 3 AT forms seems to be systematic and independent of the participants' language proficiency level. Both beginners and intermediate L2-Turkish learners seem to master the 3 AT forms in the same order, i.e. first the Belirtili AT form, second the Belirtisiz form and third (last) the Takisiz AT form.

Figure 2

L1-Greek-Speaking Students' Performance in the Use of the 3 AT Forms in L2-Turkish in Correlation to Their Level of Language Proficiency (Beginner-Intermediate)



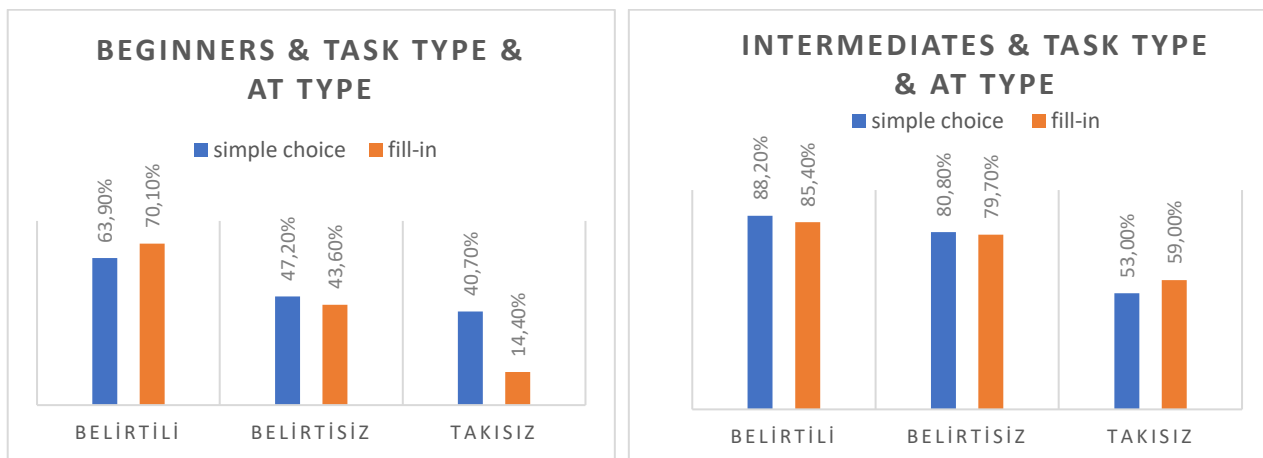
Statistics. In order to evaluate the correlation between language proficiency in L2-Turkish and the students' performance in the 3 AT types, a Chi Square χ^2 independence test was conducted for every AT type. Correlation was significant between beginner and intermediate level students in their performance in all 3 AT types and the differences were significant for every AT type. According to the statistical analysis, intermediate level learners were more likely to answer correctly any of the targeted

3 AT types compared to beginner learners (for N-(n)In N-(s)I(n): $\chi^2=106.13$, $df=2$, $p=0.001$; for N N-(s)I(n), $\chi^2=322.84$, $df=2$, $p=0.001$; for N N-(y): $\chi^2=96.83$, $df=2$, $p=0.001$).

Moreover, Figure 3 shows that the mastering sequence of the 3 AT forms is also independent of the task type. According to the results, both language proficiency groups (beginner-intermediate) seem to master the 3 AT forms in a systematic sequence irrespective of the experimental task types (simple choice or fill-in-the-blank) (in line with Hypothesis 5). The mastering sequence of the 3 AT types appears to be discrete and systematic (in line with Hypothesis 1), that is, 1st mastered form: Belirtili/N-(n)In N-(s)I(n), 2nd mastered form: Belirtisiz/N N-(s)I(n), 3rd mastered form: Takısız/ N N-(y)) for both language proficiency groups and in all task types.

Figure 3

Beginners' and Intermediates' average performance in the use of the 3 AT Types in L2-Turkish in Correlation With the Task Type (Simple Choice, Fill-in-the-Blank)

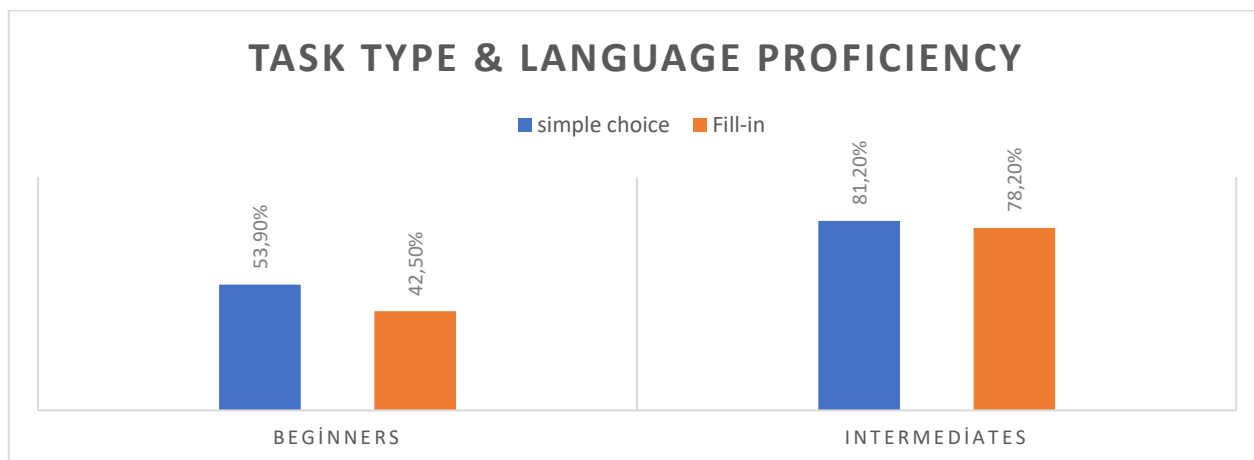


Statistics. A χ^2 independence test was conducted to test the relationship between the students' language proficiency level (beginner, intermediate) and their performance in the 3 AT types in 2 task types (simple choice, fill-in-the-blank). Statistical analysis showed that there was a significant relationship between the task type and the mastering sequence of the 3 AT types. In fact, this relationship was found to be equally valid for beginner and intermediate L2-students. According to the results, both beginners and intermediates were more likely to answer correctly the targeted Belirtili AT form questions compared to the questions targeting the other 2 AT types (Belirtisiz and Takısız AT), and also more likely to answer correctly the questions targeting the Belirtisiz AT type compared to those targeting the Takısız AT type (beginners in simple-choice tasks: $\chi^2= 11. 389$, $df=2$, $p=0.001$; beginners in fill-in-the-blank tasks: $\chi^2=64.202$, $df=2$, $p=0.001$; intermediates in simple-choice tasks: $\chi^2= 38.669$, $df=2$, $p=0.001$; intermediates in fill-in-the-blank tasks: $\chi^2=21.626$, $df=2$, $p=0.001$).

Regarding the task types used in the experimental test, we also assumed that participants would perform better in simple choice tasks compared to fill-in-the-blank tasks (Hypothesis 3). This hypothesis was also verified by the results. As shown in Figure 4, L1-Greek-speaking students performed better in the simple-choice tasks (Correct: 65.5%) compared to the fill-in-the-blank ones (Correct: 56.7%).

Figure 4

Sample's Average Performance in the Use of the 3 AT Forms in Correlation to the Task Type (Simple Choice, Fill-in-the-Blank) and Language Proficiency Level (Beginner, Intermediate)



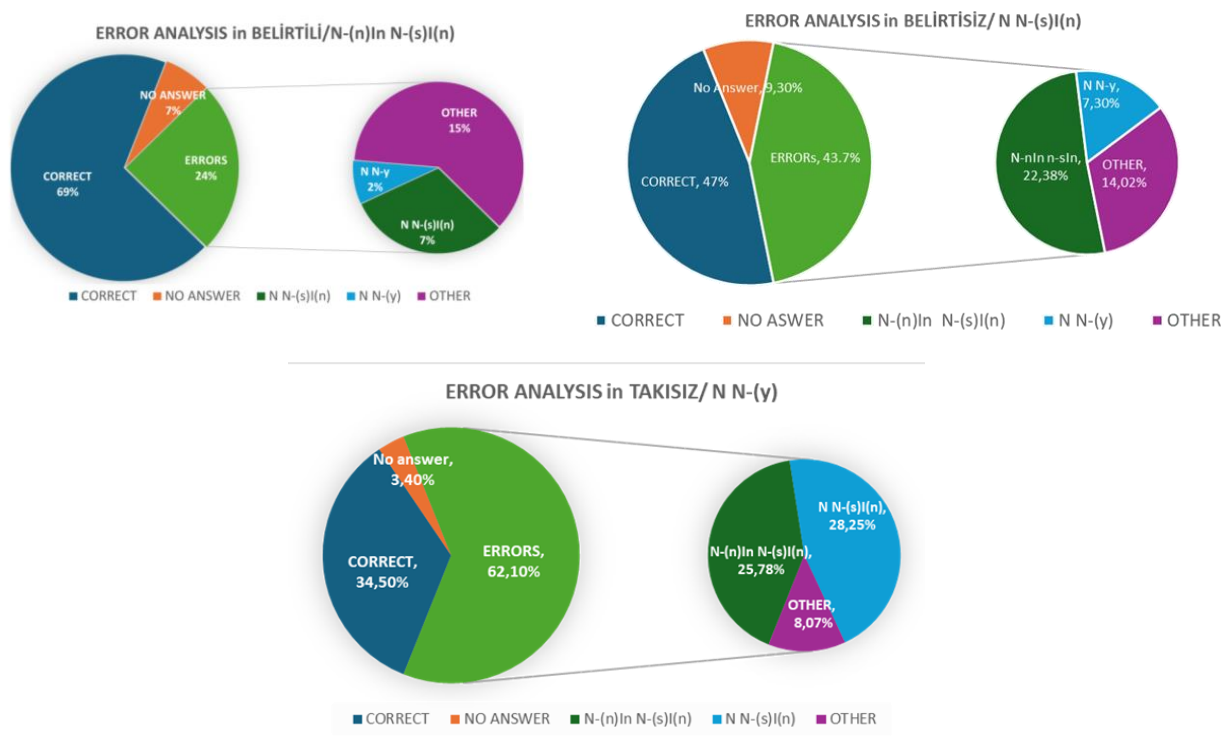
Statistics. A chi-square test of independence was performed to assess the learners' performance in every task type. Statistical analysis showed that there was a significant relationship between the two variables ($\chi^2=47.763$, $df=2$, $p=0.001$). According to the results, both beginner and intermediate level learners were more likely to perform better in multiple choice tasks compared to fill-in-the-blank tasks.

5.3. Error analysis

The Error Analysis section summarizes the participants' inappropriate use of an AT form in contexts targeting a specific AT type. The column OTHER includes errors which were ungrammatical nominal formations beyond the scope of the 3 AT forms (i.e. formations such as N N-(n)In, N-(s)I N-(s)I(n), among others)). Cases where students did not respond have been coded as NA (= no answer) and have also been included in the statistical analysis of the results.

Regarding expected errors, we had assumed that i) we expected substitution errors of one AT type with another and, more specifically, that ii) participants would show a preference in using a more transparent and structurally compositional AT form compared to the targeted one (Hypothesis 2). Our hypotheses were based on the nature of each AT type, and in particular on the fact that the Belirtili AT [N-(n)In N-(s)I(n)] form was assumed to be a nominal set which is semantically more transparent and syntactically more analytical compared to Belirtisiz [N N-(s)I(n)] and Takısız [N N-(y)] forms (in line with Libben et al. 2003; Mavridou 2020, 2023). Takısız AT was also assumed to create the most difficulties to L2-learners because of its 'unclear' and 'blurred' nature.

Figure 5 below shows the error analysis results in terms of the use of every AT type by the L1-Greek-speaking students.

Figure 5*Error Analysis in the Use of the 3 AT Types in L2-Turkish*

In questions targeting the Belirtili form [N-(n)In N-(s)I(n)] as correct, the students performed quite well (69%) and in the errors observed (24%) the participants mainly substituted the required AT type with ungrammatical AT formations beyond the scope of this study (see OTHER, 15% out of the total 24% of errors). If we exclude OTHER, we observe that participants tended to substitute the targeted Belirtili AT type mainly with the Belirtisiz [N N-(s)I(n)] form (in 7% out of 24% of errors) rather than with the Takısız [N N-(y)] form (2% out of the total 24% of errors). Thus, Hypothesis 2 regarding the Belirtili AT [N-(n)In N-(s)I(n)] form was verified.

In cases targeting the more synthetic compound Belirtisiz AT form [N N-(s)I(n)] as correct, adult L1-Greek-speaking students showed similar average rates in their correct (47%) and incorrect answers (43.7%). In the errors observed (43.7%), participants tended to substitute the targeted synthetic N N-(s)I(n) form with the syntactically more analytic and compositional Belirtili AT form [N-(n)In N-(s)I(n)] (22.38% out of 43.7% of total errors). This is mainly because the latter is assumed to be more transparent and analytic compared to the alternative choice of the Takısız AT form [N N-(y)], which was used in 7.3% out of the total errors. Thus, our hypothesis regarding error analysis in cases targeting the Belirtisiz AT form was also verified.

Finally, in cases targeting the Takısız AT form [N N-(y)] as correct, participants had the lowest performance rates (error rates 62.1%) (see Figure 3). In the substitution errors observed, the learners' responses were evenly distributed in two forms: the Belirtili AT form (25.78% out of 62.1% of total errors) and the Belirtisiz AT form (28.25% out of 62.1% of total errors). Thus, Hypothesis 2 was only partially verified with respect to the errors expected in cases targeting the Takısız AT form, because we expected a clearcut preference on the students' part for the transparent and compositional Belirtili AT type, what was not verified by the results.

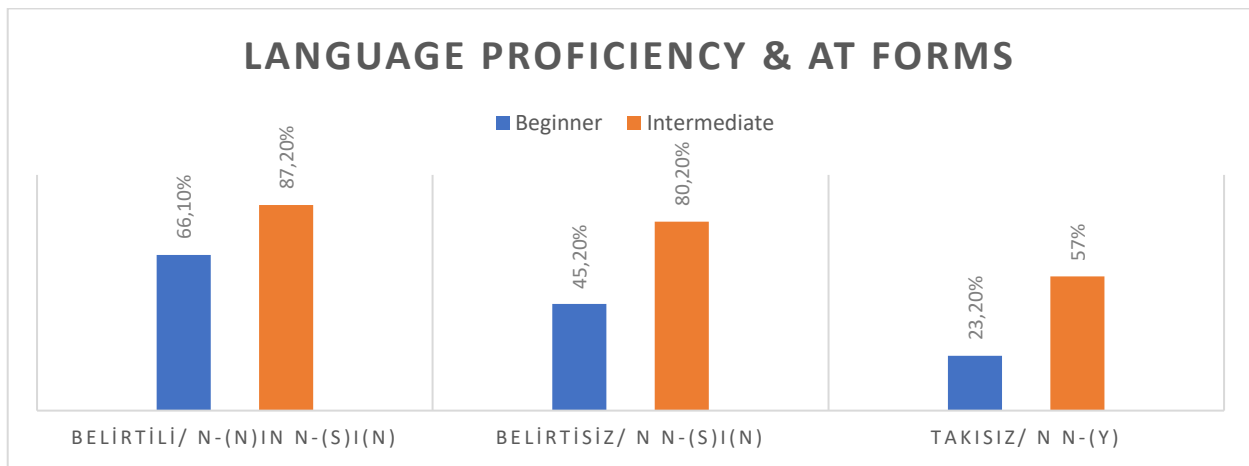
5.4. Development in the use of AT forms in L2-Turkish

According to Hypothesis 4, we expected development in the use of the 3 AT forms in L2-Turkish, in the sense that intermediate students would perform better than beginners in all tasks (simple-choice or fill-in-the-blank) and in every AT form (Belirtili, Belirtisiz and Takısız).

Figure 6 below shows the performance rates of beginners and intermediates in every AT type (Belirtili, Belirtisiz, Takısız). We observe that intermediate students performed better than beginners in all AT types in L2-Turkish. Analytically speaking, correct use rates of beginner and intermediate level students in every AT type are as follows: a) Belirtili AT form [N-(n)In N-(s)I(n)]: beginners (66.10%) - intermediates (87,20%), b) Belirtisiz AT form [N N-(s)I(n)]: beginners (45.20%) - intermediates (80.2%) and c) Takısız AT form [N N-(y)]: beginners (23.20%) - intermediates (57%). Thus, our hypothesis 4 regarding development in AT form use in L2-Turkish was verified.

Figure 6.

Average Performance Rates in the 3 AT Types in L2-Turkish in Correlation to Sample's Language Proficiency Level (Beginner-Intermediate)



The observed development in the use of AT types in L2-Turkish was observed in all task types. Here again the pairwise comparison showed that there were significant differences between beginners and intermediate students.

6. Discussion and Proposals

The aim of this paper was to show the difficulties encountered in the L2-acquisition process of the 3 Ad Tamlaması (AT) types by L1-Greek-speaking university students of L2-Turkish. The study results are important from a scientific point of view since till the moment the study was conducted no similar study has taken place in L2-learners of Turkish. In general, this study tried to reject the traditional simplified hypothesis, on which many didactic mechanisms were based and which sought to include the 3 AT forms under a single heading and to treat them holistically as syntactic elements of a single group.

In the following section, the hypotheses and the results of the study are discussed.

First, it was assumed that the acquisition of Ad Tamlaması (AT) poses a major acquisition problem for adult learners of L2-Turkish not only because there have been no clearcut definition yet in terms of the nature of the category, but also because the AT category and its sub-sets are treated differently in L2-Turkish grammars and teaching/ learning material. Whereas many Turkish grammarians and scholars treat the 3 forms holistically as a unified category of izafet or compound types (see Banguoglu, 1973; Dede, 1978; Majzel, 1957; Hengirmen, 2007; among others), others follow a more anti-holistic approach by stressing the functional, syntactic, structural and/or semantic characteristics of every AT type (see Göksel & Kerslake, 2005; Kornfilt, 1997; van Schaaijk, 2002; among others). In this context, most L2-

Turkish teaching/learning manuals (see Yeni Hitit 1, 2011; Yeni İstanbul A1, 2020; Yedi İklim A1, 2015; among others) focus on only two AT types, namely Belirtili and Belirtisiz AT, taught in opposition, and little or no focus falls on Takısız AT, which is either ignored or simply not taught.

First, with regard to the relationship between the nature of the 3 AT forms (Belirtili, Belirtisiz and Takısız) and the order they are mastered by L1-Greek adult learners of L2-Turkish in their acquisition process (Question 1), the present study tried to provide answers to the question whether the apparently formal similarity of the 3 AT forms in Turkish could be correlated to a corresponding degree of ease in their acquisition in L2-Turkish or not. In this context, it finally came out that the morpho-syntactic differences of the 3 AT forms with each other and the degree of compositionality or synthesis each of the 3 AT forms holds (Mavridou 2020, 2023), can be correlated with the difficulties faced by L1-Greek-speaking adults in mastering the 3 AT forms in L2-Turkish. The results showed that syntactically compositional and non-synthetic nominal syntactic structures such as the Belirtili AT form [N-(n)In N-(s)I(n)] are a step ahead in the acquisition process compared to Belirtisiz AT [N N-(s)I(n)] and Takısız AT [N N-(y)] forms, which appear to be more synthetic in nature (according to Libben et al. 2003, Mavridou 2023). More specifically, the Belirtili AT form seems to be conquered first by the L2-Turkish learners, followed by the Belirtisiz AT form, while the Takısız AT form, which is assumed to hold the most controversial nature, seems to be conquered last.

Moreover, with regard to AT mastering sequence, the stages L1-Greek-learners pass through in the L2 acquisition process of the 3 Turkish AT forms appears to be somehow 'universal', systematic and applicable to all learners above any individual differences, such as the L2-language proficiency level (beginner vs. intermediate). The results showed that the mastering sequence of the 3 AT forms is the same for all learners, regardless of parametric characteristics, such as the learners' proficiency level in L2-Turkish or the experimental task type. Both beginner and intermediate level students seem to master the 3 AT forms in the same sequence, which is verified for both simple-choice and fill-in-the-blank experimental tasks. More analytically, both beginners and intermediates L2-Turkish learners seem to master first the Belirtili AT form, second the Belirtisiz AT form, and last the Takısız AT form.

The fact that each of the 3 AT forms is mastered at a specific time in the mastering time sequence leads us to the assumption that the triple distinction of the AT category in three AT types on the basis mainly of their typological similarity is rather superficial and hides the complex semantic, syntactic and functional interconnection between them, which lies underneath. We thus conclude that a purely superficial morphological distinction of the AT category into 3 AT types is insufficient to explain the order of acquisition and the errors made during the L2-Turkish learning process (Hypothesis 1). Instead, the mastering time for every type is determined by its internal functional properties (Mavridou 2023).

With regard to error analysis, errors are explained by the internal complex structure of L2-Turkish itself (Bayyurt & Martı, 2016; Kaili-Çeltek & Papadopoulou 2016) and more specifically by the more-or-less misleading formal similarity of the 3 AT types in question, which hides the underlying differences between them (Mavridou, 2023).

Moreover, the fact that there was significant difference between beginners and intermediates in the average performance in each AT type led us to the conclusion that there is somehow development in L2-Turkish process. The observed development in L2-Turkish in terms of AT was also observed in each task type (simple choice, fill-in-the-blank). Hypothesis 3 is in line with previous studies (see Oxford & Nyikos, 1989; Sorace, 2003; regarding L2-Turkish, see Gürel 2016; Gračanin-Yüksek & Kırkıcı 2016, among others), which show that students with higher L2 proficiency level perform better in general than students with lower level of language proficiency.

From a didactic point of view (Question 4), we tried to challenge traditional teaching approaches that emphasize the interconnected and holistic teaching/ learning of the 3 AT forms, which is directed by several Turkish grammars (e.g. Dafnopatidis & Sanlioğlu, 2011; Delice, 2003; Demir, 2006; Hatiboğlu, 1982; Hengirmen, 2007; Lewis, 1967; Zegkinis & Hidiroğlu, 1995; among others), coursebooks used for

learning/ teaching L2-Turkish (e.g. Yeni İstanbul Yabancılar için Türkçe A1, 2020; Yeni Hitit 1, 2011; Yedi İklim A1, 2015, among others) and scientific studies (e.g. Dede, 1978; Özer, 2010; among others). Rather, we assume that an alternative -more anti-holistic- approach where each of the 3 AT forms is taught separately and in relation to its underlying functional, semantic and syntactic properties would be more effective. This is dictated by several functional grammars (such as Göksel & Kerlake, 2005; Ketrez, 2012; Kornfilt, 1997; van Schaik, 1996; among others). In these grammars the 3 AT sets which we analyze in the present study are not referred to as Ad tamlaması type. Rather, every AT subgroup is treated separately with an emphasis on its functional characteristics. In particular, the Belirtili AT form [N-(n)In N-(s)I(n)] is treated as a syntactically analytic structure sharing features with possessive structures, while the Belirtisiz AT [N N-(s)I(n)] and the Takısız AT [N N-(y)] forms are considered as non-analytic sets of a more synthetic nature and are referred to as compounds. Consequently, these grammars refer to the 3 AT forms with a) terms that indicate their functional uses (e.g. possessive structures, compounds and adjective phrase) and b) a way that does not necessarily require a didactic approach of interconnecting one form with another.

Following this approach, it is necessary that the new manuals used for teaching/ learning Turkish as a second/ foreign language be adapted in this direction. This means that each AT form should be taught in a separate grammar/ coursebook unit and in relation to other structures that have similar functional characteristics. In this context, we suggested that:

a) the Belirtili AT form [N-(n)In N-(s)I(n)], which has been assumed to have a more or less syntactic nature, could be taught alongside: i) Turkish *iyelik* 'possessive structures', such as onun kitab-ı (he-GEN + book-POSS_{sln}) > 'his book', ii) syntagms of the N-(n)In N-(s)I(n) form, in which the second term is a deverb, such as bebeğ-in gülme-si (baby-GEN + laugh-POSS_{sln}) > 'the baby's laughter', iii) syntagms of the N-(n)In N-(s)I(n) form, where the head position is occupied by an indefinite pronoun, e.g. yollar-ın hepsi (roads-GEN + all-POSS_{sln}) > 'all the roads' (as an alternative to bütün yollar 'all the roads').

b) the more-or-less synthetic forms Belirtisiz AT [N N-(s)I(n)] and Takısız AT [N N-(y)] can either i) be taught together and in relation to each other since they both share synthetic properties, or ii) together with other compound forms in Turkish. Specifically:

c) the Belirtisiz AT form [N N-(s)I(n)], which has been assumed to be a purely synthetic form in which the -(s)I(n) marker functions as a compound suffix, could be taught in contrast and cross-reference with i) syntagms bearing other derivative/productive suffixes (such as the correlative -li) e.g. Yunan müziğ-i (Greek + music-COMP_{sln}) > 'Greek music' vs. Yunan-lı doktor (Greek-REL + doctor) > 'Greek doctor', ii) other compound forms in Turkish such as the Takısız AT form [N N-(y)], iii) syntagms of the Noun-(s)I(n) + Adjective form (Birleşik sıfatlar), e.g. hesap-ı büyük iş (account-POSS_{sln} + big + job) > 'high-paying job' etc.

(d) Finally, the Takısız AT form [N N-(y)], which has been assumed to function as either 'bare/ suffixless' compound (i.e. compound with no compound marker) or Adjectival Phrase (AP), could be taught in cross-reference with other compound forms, such as i) Adjective+Noun compounds, e.g. karabiber (black+pepper) > 'black pepper', ii) Numerical+Noun compounds e.g. kırkayak (forty+foot) > 'centipede', iii) Noun+Adjective compounds, e.g. sütbeyaz (milk+white) > 'white milk', among others. Also, N N-(y) syntagmatic sets in which the first term denotes material (e.g. ipek gömlek 'silk shirt') could be taught in combination either iv) with semantically equivalent structures of the form Noun-DAn + Noun, e.g. ipek-ten gömlek (silk-ABL + shirt) > 'silk shirt') or v) with syntagms of the form Noun-İl + Noun, such as ipek-li gömlek (silk-REL + shirt) > 'silk shirt'.

In conclusion, we suggest that teaching approaches and practices such as the ones mentioned above (a-d) which put emphasis on the common functional features shared by the 3 AT forms in question with other syntagmatic sets, can facilitate their acquisition in L2-Turkish. In this context, we consider that a restructuring of the teaching manuals of Turkish as a foreign language is required and that the teaching material should be harmonized with a treatment of the 3 AT forms in line with the dictates of Functional Grammar.

References

- Aksan, D., Atabay, N., Kutluk, İ. & Özel, S. (1976). *Sözcük Türleri 1 (Ad, sıfat, ilgeç, adıl, belirteç)* [Word Classes 1 (Noun, adjective, postposition, pronoun, adverb)]. Türk Dili Kurumu Yayınları 421/1. Ankara.
- Ankara Üniversitesi TÖMER (2011). *Yeni Hitit 1 Yabancılar İçin Türkçe Ders Kitabı*. Ankara: Ankara Üniversitesi Basımevi.
- Aslan, E., & Altan, A. (2006). The Role of -(s)I in Turkish Indefinite Noun Compounds. *Dil Dergisi*, 131, 57-76.
- Bağrıaçık, M., & Ralli, A. (2013). Bare N(ominal) N(ominal) concatenations in Turkish: Compounds or syntactic fallacies? In N. Hathout, F. Montermini, & J. Tseng (ed.), *Morphology in Toulouse. Selected proceedings of Décembrettes 7, Toulouse, 2-3 December 2010* (pp. 35-56). Munich: Lincom Academic Publishers.
- Bağrıaçık, M., & Ralli, A. (2015). NN-sI concatenations in Turkish: construct state nominals and phrasal compounds. In *MIT Working Papers in Linguistics* (pp. 13-24). Cambridge, MA: MIT Press. Presented at the 8th Workshop on Altaic Formal Linguistics (WAFL8-2012).
- Banguoğlu, T. (1974). *Türkçenin Grameri*. İstanbul: Baha Matbaası.
- Baskakov, N. A. (1975). *Istoriko-tipologiceskaja xarakteristika struktury tjurkskix jazykov* [Historico-typological characterization of the structure of Turkic languages]. Moskva: Nauka.
- Bayyurt, Y., & Martı, L. (2016). Cross-linguistic effects in the use of suggestion formulas by L2 Turkish learners. In *Second language acquisition of Turkish* (pp. 195-219). John Benjamins.
- Bölükbaş Kaya, F., Tokgöz Utku, H., Yılmaz, M. Y., Keskin, F., Özenç, F., Rey, G., ... Gedik, E. (2020). *Yeni İstanbul Uluslararası Öğrenciler İçin Türkçe Öğretim Seti-A1*. Fatma Bölükbaş, Mehmet Yalçın Yılmaz, Funda Keskin (Eds.). İstanbul: Kültür Sanat Basımevi.
- Braun, F., & Haig, G. (2000). The noun/ adjective distinction in Turkish: An empirical approach. In A. Göksel, & C. Kerslake (eds.), *Studies on Turkish and Turkish Languages (Turcologica 46)*, (pp.85-92). Wiesbaden: Harrassowitz.
- Csato', E., & Johanson, L. (1998). Turkish. In L. Johanson, & E. Csato' (eds.), *The Turkic Languages* (pp. 203-235). London: Routledge.
- Dafnopatidis, V., & Sanlioglu, H. (2011). *Τουρκική γραμματική στα ελληνικά* [Turkish Grammar in Greek]. Athens: Perugia.
- Dede, M. A. (1978). *A syntactic and semantic analysis of Turkish nominal compounds*. PhD Dissertation. University of Michigan.
- Delice, H. I. (2003). *Türkçe Sözdizimi*. İstanbul: Kitabevi Yayınları.
- Demir, T. (2006). *Türkçe Dil Bilgisi Kitabı*. Ankara: Kurmay Yayınları.
- Dereli, A.B. (1971). Türkçe ve Fransızcadaki isimleştirici dönüşümler arasında bir karşılaştırma [A comparison between noun-forming transformations in Turkish and French]. In *Edebiyat Fakültesi Araştırma Dergisi 2*. Erzurum, pp.179-201.
- Dixon, R. M. (2004). *Adjective classes: a crosslinguistic typology*. In R. M. Dixon, & A.Y. Aikhenvald (eds). Oxford: Oxford University Press.

- Ergin, M. (1980). *Türk Dil Bilgisi*. İstanbul: Boğaziçi Üniversitesi Yayınları.
- Gencan, T. N. (2001). *Dilbilgisi*. Ankara: Ayraç Yayınları.
- Göksel, A. & Kerlake, C. (2005). *Turkish: a comprehensive grammar*. London: Routledge.
- Gracanin-Yüksek, M., & Kırkıcı, B. (2016). Syntax/Semantics/Pragmatics of Yes/No Questions in Second Language Turkish. In A. Gürel (ed.), *Second Language Acquisition of Turkish* (pp. 165-191). Amsterdam: John Benjamins.
- Gültekin, İ., Kalfa, M., Atabey, İ., Mete, F., Eryiğit, A., Kılıç, U. (2015). *Yedi İklim Türkçe Öğretim Seti Seviye A1*. Ankara: Yunus Emre Enstitüsü. ISBN: 978-605-87010-2-1.
- Gürel, A. (2016). Emerging issues in the acquisition of L2 Turkish and pedagogical considerations. In A. Gürel (ed.), *Second Language Acquisition of Turkish*, Vol. 59, (pp. 333-346). John Benjamins.
- Hatiboğlu, V. (1972). *Türkçenin Sözdizimi*. Ankara: TDK Yayınları.
- Hatiboğlu, V. (1982). *Dilbilgisi Terimleri Sözlüğü*. Ankara: DTCF.
- Hayasi, T. (1996). The dual status of possessive compounds in modern Turkish'. In Á. Berta, B. Brendemoen, & C. Schönig (eds.) *Symbolae Turcologicae*, Vol. 6, (pp.119-129). Uppsala.
- Hengirmen, M. (2007). *Türkçe Dilbilgisi*. Ankara: Engin Yayınevi.
- Ioannou, E. (2010). *Τουρκική Γραμματική (Türk Dilbilgisi)*. Nicosia: Parga.
- Kaili, H., Çeltek, A., & Papadopoulou, D. (2016). The acquisition of TAM markers in L2 Turkish: evidence from Greek learners. In A. Gürel (ed.), *Second Language Acquisition of Turkish* (pp. 75-106). Amsterdam: John Benjamins.
- Ketrez, F. N. (2012). *A Student Grammar of Turkish*. Cambridge: Cambridge University Press.
- König, W.D. (1987). Nominalkomposita im Türkischen [Nominal compounds in Turkish]. In *Zeitschrift für Sprachwissenschaft* 6:2, (pp.165-185).
- Kornfilt, J. (1997). *Turkish*. London: Routledge.
- Lewis, G. L. (1967). *Turkish Grammar*. Oxford: Oxford University Press.
- Libben, G., Gibson, M., Yoon, Y., & Sandra, D. (2003). Compound fracture: the role of semantic transparency and morphological headedness. *Brain Language*, 84/1, 50-64.
- Majzel, S.S. (1957). *Izafet v turetskom yazıke* [Türk Dilinde İzafet (Tanıtma)]. Moskva-Leningrad: Akademija Nauk SSSR.
- Mavridou, V. (2020). *Η Τουρκική ως Δεύτερη/ Ξένη Γλώσσα: Η περίπτωση των Συνταγματών 'Ad Tamlaması'* [Turkish as a Second/ Foreign Language: The case of syntagmatic sets 'Ad Tamlaması']. PhD Dissertation. Democritus University of Thrace.
- Mavridou, V. (2023). The Turkish category of Ad Tamlaması. Differences and similarities within its subgroups and learning implications in L2-Turkish. *RumeliDE Dil ve Edebiyatı Araştırmaları Dergisi*, (Ö12), 132-157.
- Mehmedoğlu, A. (2001). *Türk dilinde bağımlı birleşik cümle söz dizimi*. Aşiyen Yayınları.
- Oxford, R. L., & Nyikos, M. (1989). Variables affecting choice of language learning strategies by university students. *The Modern Language Journal*, 73(3), 291-300.

- Özer, S. (2010). *Morphological Priming in Turkish Nominal Compound Processing*. MA Thesis. Middle East Technical University.
- Öztürk, T., Akçay, S., Gün, S., Taşdemir, E., Murt, M., Ayyıldız, H.Ö., Yıldırım, K., Çalışkan, A. & Cuma, M. (2013). *Lale Türkçe Dilbilgisi Kitabı 2*. İstanbul: Dilset Yayınları.
- Öztürk, T., Akçay, S., Yiğit, A., Taşdemir, E. & Serkan, S. (2013). *Gökkuşluğu Türkçe Ders Kitabı 1*. İstanbul: Dilset Yayınları.
- Postal, P. (1969). Anaphoric islands. *Linguistic Society*, 5, 209-239.
- Ralli, A. (2013 [2007]). *Η Σύνθεση των Λέξεων. Διαγλωσσική Μορφολογική προσέγγιση* [Compounding: A Morphological Cross-linguistic Approach]. Athens: Patakis Publishers.
- Schaaik, G. van (1992). The treatment of Turkish nominal compounds. In FG. In Fortesque, M., P. Harder & L. Kristofferson (eds.) *Layered structure and reference in a Functional perspective*, pp.231-252. Amsterdam: John Benjamins.
- Schaaik, G. van (1996). *Studies in Turkish Grammar*. Wiesbaden: Harrassowitz Verlag.
- Schaaik, G. van (2002). *The Noun in Turkish*. Its argument Structure and the Compounding Straitjacket. Wiesbaden: Harrassowitz Verlag
- Sönmez, S. (2019). *Παραδείγματα εκμάθησης Τουρκικής Γραμματικής* [Examples of Turkish Grammar learning]. Thessaloniki: Anikula Editions
- Sorace, A. (2003). Near-nativeness. In M. Long, & C. Doughty (eds.), *Handbook of Second Language Acquisition* (pp. 130-152). Oxford: Blackwell.
- Swift, L. (1963). *A Reference Grammar of Modern Turkish*. Bloomington, Indiana University Publications, Uralic and Altaic Series 39. The Hague: Mouton.
- Underhill, R. (1976). *Turkish Grammar*. Cambridge, Mass., and London: MIT Press.
- Yılmaz, H. & Z. Sözer (2016). *Yabancı Dilim Türkçe 1*. İstanbul: Dilmer Yayınları.
- Yılmaz, M. Y. (ed.) (2020). *Yeni İstanbul. A1 Uluslararası Öğrenciler İçin Türkçe Ders Kitabı*. İstanbul: Kültür Sanat Basımevi.
- Yükseker, H. (1998). Possessive constructions in Turkish. In L. Johanson, É. Á. Csató, V. Locke, A. Menz, & D. Winterling (eds.), *The Mainz meeting. Proceedings of the VIIth international conference of Turkish linguistics (Turcologica 32)*,458-477. Wiesbaden: Harrassowitz.
- Zegkinis, E., & Hidiroglu, P. (1995). *Τουρκική γραμματική* [Turkish Grammar]. Thessaloniki: Vanias.

Article Information Form

Author's Approve: The article has a single author. The author has read and approved the final version of the article.

Conflict of Interest Disclosure: No potential conflict of interest was declared by the author.

Copyright Statement: The author owns the copyright of their work published in the journal and their work is published under the CC BY-NC 4.0 license.

Supporting/Supporting Organizations: No grants were received from any public, private or non-profit organizations for this research.

Ethical Approval and Participant Consent: It is declared that during the preparation process of this study, scientific and ethical principles were followed and all the studies benefited from are stated in the bibliography.

Plagiarism Statement: This article has been scanned by iThenticate.