

ISSN 0255-674X
E-ISSN 2718-0042

Journal of Linguistics

Dilbilim Dergisi

ISSUE SAYI 40
YEAR YIL 2023





Dizinler / Indexing and Abstracting

SOBIAD

Index Islamicus Online

Academic Journals Index-Ajindex

MLA International Bibliography

MELA-Middle East Librarians Association

EBSCO Communication Source

EBSCO Central & Eastern European Academic Source





Sahibi / Owner

Prof. Dr. Sevtap KADIOĞLU
İstanbul Üniversitesi, Edebiyat Fakültesi, İstanbul, Türkiye
Istanbul University, Faculty of Literature, Istanbul, Turkey

Sorumlu Yazı İşleri Müdürü / Responsible Manager

Doç. Dr. Mehmet GÜRLEK
İstanbul Üniversitesi, Edebiyat Fakültesi, İstanbul, Türkiye
Istanbul University, Faculty of Literature, Istanbul, Turkey

Yazışma Adresi / Correspondence Address

İstanbul Üniversitesi, Edebiyat Fakültesi, Dilbilimi Bölümü
Ordu Cad. No: 6, Laleli, Fatih 34459, İstanbul, Türkiye
Telefon / Phone: +90 (212) 455 57 00 / 15960
E-mail: jol@istanbul.edu.tr
<https://dergipark.org.tr/tr/pub/iudilbilim>

Yayıncı / Publisher

İstanbul Üniversitesi Yayınevi / Istanbul University Press
İstanbul Üniversitesi Merkez Kampüsü, 34452 Beyazıt,
Fatih / İstanbul, Türkiye
Telefon / Phone: +90 (212) 440 00 00

Baskı / Printed by

İlbey Matbaa Kağıt Reklam Org. Müc. San. Tic. Ltd. Şti.
2. Matbaacılar Sitesi 3NB 3 Topkapı / Zeytinburnu,
İstanbul, Türkiye
www.ilbeymatbaa.com.tr
Sertifika No: 17845

Dergide yer alan yazılardan ve aktarılan görüşlerden yazarlar sorumludur.
Authors bear responsibility for the content of their published articles.

Yayın dili Türkçe, İngilizce ve Fransızca'dır.
The publication languages of the journal are Turkish, English and French.

Nisan ve Ekim aylarında, yılda iki sayı olarak yayımlanan uluslararası, hakemli, açık erişimli ve bilimsel bir dergidir.
This is a scholarly, international, peer-reviewed and open-access journal published biannually in April and October.



DERGİ YAZI KURULU / EDITORIAL MANAGEMENT BOARD

Baş Editör / Editor-in-Chief

Prof. Dr. Hayati Develi – İstanbul Üniversitesi, Edebiyat Fakültesi, Dilbilimi Bölümü, İstanbul, Türkiye – develi@istanbul.edu.tr

Baş Editör Yardımcısı / Co-Editor-in-Chief

Doç. Dr. Murat Elmalı – İstanbul Üniversitesi, Edebiyat Fakültesi, Dilbilimi Bölümü, İstanbul, Türkiye – [melmal@istanbul.edu.tr](mailto:melmali@istanbul.edu.tr)

Yazı Kurulu Üyeleri / Editorial Management Board Members

Prof. Dr. Hayati DEVELİ – İstanbul Üniversitesi, Edebiyat Fakültesi, Dilbilimi Bölümü, İstanbul, Türkiye – develi@istanbul.edu.tr

Prof. Dr. Nedret KILIÇERİ – İstanbul Üniversitesi, Edebiyat Fakültesi, Batı Dilleri ve Edebiyatları Bölümü, İstanbul, Türkiye
– nedret.oztokat@istanbul.edu.tr

Prof. Dr. Nurcan DELEN KARAAĞAÇ – İstanbul Üniversitesi, Edebiyat Fakültesi, Batı Dilleri ve Edebiyatları Bölümü, İstanbul, Türkiye
– nurcan.karaagac@istanbul.edu.tr

Doç. Dr. Murat ELMALI – İstanbul Üniversitesi, Edebiyat Fakültesi, Dilbilimi Bölümü, İstanbul, Türkiye – [melmal@istanbul.edu.tr](mailto:melmali@istanbul.edu.tr)

Doç. Dr. Mehmet GÜRLEK – İstanbul Üniversitesi, Edebiyat Fakültesi, Dilbilimi Bölümü, İstanbul, Türkiye
– mehmet.gurlek@istanbul.edu.tr

Alan Editörü / Section Editor

Doç. Dr. Murat Elmalı – İstanbul Üniversitesi, Edebiyat Fakültesi, Dilbilimi Bölümü, İstanbul, Türkiye – [melmal@istanbul.edu.tr](mailto:melmali@istanbul.edu.tr)

Editöryal Asistan / Editorial Assistant

Arş. Gör. Abdullah TOPRAKSOY – İstanbul Üniversitesi, Edebiyat Fakültesi, Dilbilimi Bölümü, İstanbul, Türkiye
– abdullah.topraksoy@istanbul.edu.tr

Dil Editörleri / Language Editors

Elizabeth Mary EARL – İstanbul University, Department of Foreign Languages, İstanbul, Türkiye – elizabeth.earl@istanbul.edu.tr

Alan James NEWSON – İstanbul University, Department of Foreign Languages, İstanbul, Türkiye – alan.newson@istanbul.edu.tr



YAYIN KURULU / EDITORIAL BOARD

Prof. Dr. Anaid DONABÉDIAN – Institut National des Langues et Civilisations Orientales, Laboratoire Structure et Dynamique des Langues, Paris, Fransa – adonadebian@inalco.fr

Prof. Dr. Hayati DEVELİ – İstanbul Üniversitesi, Edebiyat Fakültesi, Dilbilimi Bölümü, İstanbul, Türkiye – develi@istanbul.edu.tr

Prof. Dr. Heather NEWELL – Université du Québec à Montréal, Faculty of Social Sciences, Department of Linguistics, Montreal, Kanada – newell.heather@uqam.ca

Prof. Dr. İclâl ERGENÇ – Ankara Üniversitesi, Dil Tarih Coğrafya Fakültesi, Dilbilim Bölümü, Ankara, Türkiye – iergenc@humanity.ankara.edu.tr

Prof. Dr. Eva A. CSATO – Uppsala University, Faculty of Languages, Department of Linguistics and Philology, Uppsala, İsveç – eva.csato@lingfil.uu.se

Prof. Dr. Kâmil İŞERİ – Dokuz Eylül Üniversitesi, Edebiyat Fakültesi, Dilbilimi Bölümü, İzmir, Türkiye – kamil.iseri@deu.edu.tr

Prof. Dr. Nedret KILIÇERİ – İstanbul Üniversitesi, Edebiyat Fakültesi, Batı Dilleri ve Edebiyatları Bölümü, İstanbul, Türkiye – nedret.oztokat@istanbul.edu.tr

Prof. Dr. Nurcan DELEN KARAAĞAÇ – İstanbul Üniversitesi, Edebiyat Fakültesi, Batı Dilleri ve Edebiyatları Bölümü, İstanbul, Türkiye – nurcan.karaagac@istanbul.edu.tr

Prof. Dr. Selçuk İŞSEVER – Ankara Üniversitesi, Dil Tarih Coğrafya Fakültesi, Dilbilim Bölümü, Ankara, Türkiye – issever@humanity.ankara.edu.tr

Prof. Dr. Şigaru YAMADA – Tokyo University, Tokyo, Japonya

Prof. Dr. Yeşim AKSAN – Mersin Üniversitesi, Fen Edebiyat Fakültesi, İngiliz Dilbilimi Bölümü, Mersin, Türkiye – yaksan@mersin.edu.tr

Doç. Dr. Murat ELMALI – İstanbul Üniversitesi, Edebiyat Fakültesi, Dilbilimi Bölümü, İstanbul, Türkiye – melmali@istanbul.edu.tr

Doç. Dr. Soner AKŞEHİRLİ – Ege Üniversitesi, Eğitim Fakültesi, Türkçe ve Sosyal Bilimler Eğitimi Bölümü, İzmir, Türkiye – soner.aksehirlir@ege.edu.tr

Dr. Stefano CANALIS – Boğaziçi Üniversitesi, Faculty of Arts and Sciences, Department of Linguistics, İstanbul, Türkiye – stefano.canalis@boun.edu.tr

Doç. Dr. Thomas SCHOENEMANN – Indiana University, College of Arts and Sciences, Department of Anthropology, Indiana, ABD – toms@indiana.edu



İÇİNDEKİLER / CONTENTS

Araştırma Makaleleri / Research Articles

Yabancı Dil Olarak Türkçede Biçim-Sesbilgisel Değişimlerin Edinimi <i>Acquisition of Morpho-phonological Changes in Individuals Learning Turkish as a Foreign Language</i> Gamza HALLI	1
Dictionary Use of Learners Learning Turkish as a Foreign Language: A Case Study Mehmet GÜRLEK	21
The Argument Structure of the Light Verb <i>hacer</i> as a Means for Incorporating English Borrowings Into Peninsular Spanish Letizia D'ANDREA	33
Person Deixis in 2019 UK General Election Campaign: Analysis on the Use of <i>We</i> and <i>They</i> in Jeremy Corbyn's and Boris Johnson's Rally Speeches Buse BİNİCİ	51
Teaching the English Tense System through Systemic Theoretical Instruction and Cognitive Grammar: Investigating Students' Perceptions Chi Wui NG	61
Orthographic Errors in English Abstracts Written by Turkish Researchers Dilara BAL, Gözde DEMİREL FAKİROĞLU	89

Kitap İncelemesi / Book Review

Türkçenin Yabancı Dil Olarak Öğretiminde Yaklaşım ve Yöntemler Kitap İncelemesi <i>Approaches and Methods in Teaching Turkish as a Foreign Language</i> Rukiye KALIN	97
---	----

Editörden

İstanbul Üniversitesi Edebiyat Fakültesi Dilbilimi Bölümü tarafından yayınlanan, gerek kuramsal gerekse uygulamalı dilbilimin kapsamına giren konuları inceleyen ve alana ilişkin bilgiye katkıda bulunan makaleler içeren *Dilbilim Dergisinin* 40. sayısı okurlarıyla buluşuyor.

Derginin bu sayısında dilbilimin kuramsal ve uygulamalı alanlarını esas alan altı araştırma makalesi ve bir kitap incelemesi yer almaktadır. “Yabancı Dil Olarak Türkçede Biçim-Sesbilgisel Değişimlerin Edinimi” adlı çalışmada, Türkçe öğrenen yabancı dil konuşmacılarının görsel sözcük tanıma süreci incelenerek, dil yeterlik düzeyi, biçim-sesbilgisel değişim türü ve sözcük sıklığının bu süreci nasıl etkilediğinin belirlenmesi amaçlanmaktadır. Yarı-deneysel bir araştırma deseni kullanılarak, katılımcılara süreç-içi sözcüksel karar testi uygulanmıştır. “Dictionary Use of Learners Learning Turkish as a Foreign Language: A Case Study” çalışmasında özellikle yabancı dil olarak Türkçe öğrenenlerin görüşlerine odaklanılmakta, yabancı dil öğreniminde sözlüklerin kullanımı ve kullanıcı deneyimi araştırılmaktadır. Yarı yapılandırılmış görüşmelerle bir durum çalışması tasarımı kullanılarak elde edilen bulgular, bu öğrencilerin sözlüklerin içeriği ve kullanımı hakkında yeterli bilgiye sahip olmadıklarını ortaya koymaktadır. “The Argument Structure of the Light Verb *hacer* as a Means for Incorporating English Borrowings Into Peninsular Spanish” başlıklı çalışma, Yarımada İspanyolcasında "*hacer el check in*" ve "*hacer ghosting*" gibi İngilizce ödünçlemeler ve İspanyolca yalın "*hacer*" fiilini içeren çok sözcüklü birimlerin iki dilli karmaşık fiillere benzediği dilbilimsel bir olguyu araştırmaktadır. İngilizceden ödünçlemeler kullanılmasına rağmen, bu melez yapılar İngilizce muadillerinin sözdizimsel kalıplarından sapmaktadır. Araştırma, İspanyolca konuşanların tek dilli söylemlerinde bu sözcüksel birleştirme stratejisinin üretkenliğinin nedenlerini niteliksel olarak araştırmakta ve gereksiz İngilizce ödünçlemelerin İspanyol dili üzerindeki etkisi üzerine düşünmeyi teşvik etmektedir. “Person Deixis in 2019 UK General Election Campaign: Analysis on the Use of We and They in Jeremy Corbyn’s and Boris Johnson’s Rally Speeches” çalışması, Jeremy Corbyn ve Boris Johnson’ın 2019 miting konuşmalarındaki kişi eklerinin kullanımını, özellikle "biz" ve "onlar" zamirlerine odaklanarak incelemektedir. Nitel ve nicel yöntemlerin kullanıldığı bu çalışma, her iki adayın da ikna edici bir söylem kullandığını ortaya koyarak kişi eklerini kategorilere ayırarak analiz etmektedir. “Teaching the English Tense System through Systemic Theoretical Instruction and Cognitive Grammar: Investigating Students’ Perceptions” başlığında, zorlu İngilizce zaman sistemini öğretmek için sistemli kuramsal

öğretimin sosyokültürel çerçevesini bilişsel dilbilgisinin dilbilimsel ilkeleriyle birleştiren alternatif bir pedagojik yaklaşımın etkinliği araştırılmaktadır. “Orthographic Errors in English Abstracts Written by Turkish Researchers” adlı çalışmada ise, Türk yazarlar tarafından yazılan İngilizce özetlerdeki yazım hataları, ünsüz ve ünlü birleşimi hatalarının yanı sıra artikel ve edatların yanlış kullanımına odaklanılarak incelenmektedir. Kısmen bir yüksek lisans tezine dayanan araştırma, yabancı dil öğrenenler olarak yazılı anlatımlarında sıklıkla zorluklarla karşılaşan Türk yazarların akademik yazma yeterliliklerini göstermede İngilizce özetlerin önemini ele almaktadır. Bu sayının son bölümünde, editörlüğünü Dr. Latif İLTAR ve Dr. Cihat Burak KORKMAZ’ın yaptığı “Türkçenin Yabancı Dil Olarak Öğretiminde Yaklaşım ve Yöntemler” adlı kitabın inceleme yazısına yer verilmektedir.

Dergimizin 40. sayısına bilimsel yazılarıyla destek veren değerli araştırmacılara, bu çalışmaları titizlikle değerlendiren hakemlere ve yayın sürecini takip eden Yayın Kuruluna ve editöryal asistanımıza teşekkür ederim.

Prof. Dr. Hayati DEVELİ

Editör



Yabancı Dil Olarak Türkçede Biçim-Sesbilgisel Değişimlerin Edinimi*

Acquisition of Morpho-phonological Changes in Individuals Learning Turkish as a Foreign Language

Gamze HALLI** 



*Bu çalışma, İstanbul Üniversitesi Dilbilimi Araştırmaları yüksek lisans programı, 774744 Tez No'lu, "Yabancı dil olarak Türkçede biçim-sesbilgisel değişimlerin görsel sözcük tanıma bağlamında edinimi" başlıklı yüksek lisans tezinden üretilmiştir.

** (Öğr. Gör.), Nişantaşı Üniversitesi, Yabancı Diller Bölümü, İstanbul, Türkiye

ORCID: G.H. 0000-0001-5498-4787

Sorumlu yazar/Corresponding author:
Gamze HALLI,
Nişantaşı Üniversitesi, Yabancı Diller Bölümü,
İstanbul, Türkiye
E-posta: fldgamzehalli@gmail.com

Başvuru/Submitted: 17.02.2023

Revizyon Talebi/Revision Requested:
22.05.2023

Son Revizyon/Last Revision Received:
22.05.2023

Kabul/Accepted: 06.06.2023

Online Yayın/Published Online: 25.12.2023

Atıf/Citation: Halli, G. (2023). "Yabancı dil olarak Türkçede biçim-sesbilgisel değişimlerin edinimi. *Dilbilim Dergisi - Journal of Linguistics*, 40, 1-20.
<https://doi.org/10.26650/jol.2023.1252566>

Öz

Sözcüklerin dil edinicisinin zihinsel sözlüğünde nasıl saklandığı ve bunlara nasıl erişildiği uygulamalı dilbilimin en sık araştırılan konularından biridir. Alan yazınında sözcük işlemeyle ilgili çeşitli modeller sunulmuştur. Fakat bu modeller, Türkçe gibi biçimler açısından zengin sondan eklemeli dillerdeki sözcük tanıma sürecini açıklamakta yetersiz kalmaktadır. Görsel sözcük tanıma sürecinde sözcük erişimini etkileyen birçok faktör (örn. seslem ve seslem başlangıç etkisi, dil edinim yaşı, fonolojik ve imla komşu sayısı vb.) olmasına rağmen uygulamalı dilbilim çalışmalarında sıklıkla iki ana faktöre atıfta bulunulmaktadır: a) biçimbilimsel faktörler ve b) sözcük sıklığı etkisi. Görsel sözcük tanıma sürecine ilişkin modellerin çoğunlukla tek dilli bireylerden elde edilen bulgularla sınırlı olduğu görülmektedir. Bu nedenle bu çalışmada, yabancı dil olarak Türkçe öğrenen bireylerin biçim-sesbilgisel değişimleri edinme yolları incelenmiş, çekimli sözcüklerin zihinsel sözlükte temsilinin araştırılması amaçlanmıştır. Yarı-deneyel araştırma deseninin kullanıldığı bu çalışmada katılımcılara süreç-içi yöntemlerden sözcüksel karar testi uygulanmıştır. Yabancı dil olarak Türkçe öğrenen bireylerin a) dil yeterlik düzeylerinin, b) biçim-sesbilgisel değişim türünün (düzenli veya düzensiz) ve c) sözcük sıklığının (düşük veya yüksek) görsel sözcük tanıma sürecini ne yönde etkilediği araştırılmıştır.

Anahtar kelimeler: Biçim-sesbilgisel değişimler, zihinsel sözlük, dil edinimi, sözcük işleme, kullanım sıklığı

ABSTRACT

One of the most frequently researched topics in the field of applied linguistics is how words are stored and accessed in a lexicon. Although various models of word processing can be found in the literature, they have failed to explain the word recognition process in agglutinative languages such as Turkish. Moreover, despite the fact that there are many factors that can affect the visual word recognition process (e.g., sound onset effect, age of language acquisition, number of phonological and orthographic neighbors), previous studies in applied linguistics have frequently referred to two main factors: a) morphological factors and b) the word frequency effect. Meanwhile, the majority of the models related to the visual word recognition process have been limited to the findings of monolingual individuals. Therefore, this study examines the acquisition of morpho-phonological changes among a sample



of individuals learning Turkish as a foreign language, with specific focus on the representation of inflected words in the lexicon. For this purpose, a quasi-experimental research design was used and a lexical decision test was administered to the participants. In this regard, the effects of language proficiency levels, morphophonemic changes (regular or irregular), and word frequency (low or high) on their visual word recognition process were investigated. Based on the data obtained, it is concluded that (1) in the acquisition of morpho-phonological changes by adults with L2 Turkish, words are processed holistically at the beginner level - as a whole without separating roots and affixes – and as their proficiency level increases, the analysis of roots and affixes develops afterwards, in other words, dual mechanisms are effective in the lexical access process depending on the proficiency level. Also, (2) the words with a high number of orthographic neighbors have a positive effect only on the linguistic performance of the L2 A2 level group, and (3) the words with a high frequency of use have a positive effect only on the linguistic performance of the L2 B2 level group, while processing words with regular morpho-phonological changes.

Keywords: Morpho-phonological changes, lexicon, language acquisition, word processing, word frequency effect

EXTENDED ABSTRACT

In the study, a quasi-experimental method, one of the quantitative research designs, was used. Lexical decision task was applied in a computer lab by using the PsychoPy program (Pierce et al., 2019) to collect the data. Considering the effect of phonology on morphology, stimuli ending with /p/, /t/, /tʃ/ and /k/ sounds and changing by inflection were presented to adults learning Turkish as a foreign language. These target/critical stimuli used in the lexical decision task were prepared using the Sketch Engine (Kilgarriff et al., 2014) corpus platform out of 157.293 word tokens. The words in the corpus were divided into four groups: 1) words with high frequency and regular morpheme-phonological changes (DU-YU), 2) words with low frequency and regular morpheme-phonological changes (DU-DU), 3) words with high frequency and irregular morpheme-phonological changes (DZ-YU), and 4) words with low frequency and irregular morpho-phonological changes (DZ-DU). For the analysis of the reaction time data in the study, 3 (L1 Turkish, L2 A2 level, L2 B2 level) X 2 (regular morpho-phonological changes, irregular morpho-phonological changes) X 2 (high frequency and low frequency) mixed ANOVA was used for repeated measures, and Bonferroni correction was applied for post hoc multiple comparison.

The results of the study revealed that L2 A2 level participants processes the words with irregular morpho-phonological changes faster than the regular ones ($p < .001$). However, the control group L1 Turkish and experimental group L2 B2 level participants didn't show any statistically significant difference. This finding was interpreted as A2 and B2 language learners of Turkish as a foreign language process regular and irregular inflected words in different ways. Among the intermediate level participants (B2 level), the reaction time averages of irregular words getting longer and becoming similar to regular inflections, and thus the difference between regular and irregular morpho-phonological change types decreases and becomes statistically meaningless. The awareness of morphological analysis begins to emerge as the language proficiency level increases. Another reason for the faster processing of words with irregular morpho-phonological changes in the L2 A2 group may be explained with orthographic

neighbors effect. According to Van Heuven (2005), the increase in the number of orthographic neighbors of the words reduces latency in the visual word recognition process in foreign language acquisition, and the effect is more obvious in words with low frequency than in words with high frequency (see Andrews, 1989, 1992; Pollatsek, Perea, & Binder, 1999). In the study, the average of orthographic neighbors of the words with irregular morphophonemic changes was 5.5, and the average of the regular ones was 1.95. It was interpreted that the average difference of 4 words might have positively affected the performance of participants by activating more words in their mental lexicon. The difference between L2 A2 participants' processing of DU-DU and DZ-DU words also supports this interpretation ($p < .001$). The mean number of orthographic neighbors of DU-DU words is lower than that of DZ-DU words ($M=1.8$, $M=6.2$, respectively). Although L2 A2 participants might not have recognized a target word presented as DZ-DU, this word may have affected the processing process positively by activating other words that are syntactically similar to the target word, reducing the average reaction time of the target word.

The study also showed that words with high and low frequency create different reaction times, that all participants ($n=30$) process words with high frequency faster than those with low frequency, regardless of within/between-group differences ($p < .01$). However, data analysis on the within-group frequency effect (although the average reaction time for high-frequency words was lower in all groups) found that statistically, within-group difference was significant only in L2 B2 level participants learning Turkish as a foreign language ($p < .01$). When multiple comparisons were made between target/critical items for L2 B2 level participants, it was seen that only the difference between DU-YU and DU-DUZ was significant ($p < .05$), while the difference between words with irregular morpho-phonological changes was not statistically significant. Dual mechanism models suggest that regular words with a high frequency accessed via lexical route, although they are morphologically complex, and that they need a sublexical route when a word with a low frequency is encountered (Caramazza, Ludanna, & Romani, 1988; Chialant & Caramazza, 1995; Frauenfelder & Schreuder, 1991; Schreuder & Baayen, 1995; Field, 2003). Based on this model, it was interpreted that intermediate level language learners of Turkish process the regular words with high frequency as a single input in their mental lexicon, while applying final devoicing rule to the ones with low frequency, therefore, DU-YU words are accessed faster than DU-DU words.

In conclusion, the study revealed that depending on the language proficiency level, dual mechanisms may be active in the lexical access in visual word recognition process. At the beginning, the foreign language learners of Turkish might be using full-listing strategy, as their proficiency increases, they might show a tendency to use decomposition. Secondly, words with a high number of orthographic neighbors positively affect the performance of L2 A2 level language learners of Turkish. In other words, at the beginning, when a word is encountered, other words orthographically related to that word may be activated and facilitating the word

access process. Finally, it has been observed that the hypothesis that words with a high frequency will positively affect the linguistic performance (reaction time) of the participants compared to words with a low frequency is limited only to the L2 B2 group when processing words with regular morpho-phonological changes. This result was interpreted as L2 B2 level language learners process words with high frequency as a single input in their mental lexicon, while final devoicing rule is applied to those with low frequency, consequently, they process words with high frequency faster.

1. Giriş

Zihinsel sözlük, bir sözcüğe dair tüm sesbilimsel, biçimbilimsel, sözdizimsel ve anlamsal bilgilerin ve sözcüğün ait olduğu ulamların, dilbilgisel kategorilerin ve sözdizimsel sınıfların dil konuşucusunun zihnindeki bilgisidir (Fromkin, 2011, s. 38). Sözcüklerin dil edinicisinin zihinsel sözlüğünde nasıl depolandığı, ilişkilendirildiği ve bu sözcüklere nasıl erişildiği uygulamalı dilbilim alanında sıklıkla araştırılan konulardan biri olup sözcük işleme sürecinin dil edinicisinin zihninde nasıl gerçekleştiğine dair çeşitli modeller sunulmuştur.

Biçimbirimsel Ayırıştırma Modeli (Taft ve Forster, 1975) çok ekli bir sözcükteki eklerin sözcük kökünden ayırıştırılmış olarak temsil edildiğini belirtirken, Bütünsel Listeleme Modeli (Butterworth, 1983) sözcükleri oluşturan kök ve eklerin ayırıştırma yapılmadan bir bütün halinde zihinsel sözlükte yer aldığını öne sürer. Fakat bu model, çekimsel ve türetimsel biçimler açısından zengin ve sözcük yapımının çizgisel bir örüntüyü takip ettiği Türkçe gibi sondan eklemeli dillerdeki sözcük tanıma sürecini açıklamada yetersiz kalmaktadır (Booij, 2007). İkili mekanizma modelleri ise çekimli sözcüklerin zihinsel sözlükte ayırıştırılmış ya da bütün halinde yer almasında asıl belirleyici faktörün o dildeki biçimbirimlerin düzenliliği ve sözcüklerin kullanım sıklığı olduğunu ifade eder (Coltheart, 1978; Caramazza, Luadanna ve Romani, 1988; Frauenfelder ve Schreuder, 1992; Chialant ve Caramazza, 1995; Schreuder ve Baayen, 1995; Milin, Smolka ve Feldman, 2018). Biçimbirimsel düzenlilik “türetme olasılığının, belirli bir ulamsal alanda kısıtlanmamış olma özelliği” olarak tanımlanmaktadır (İmer, Kocaman ve Özsoy, 2011, s. 161). İkili mekanizma modellerine göre düzenli çekimli sözcüklerde, o sözcüğü oluşturan biçimler farklı bilişsel modüller aracılığıyla işlenmektedir.

Okuma etkinliği, bir sözcüğün uzun süreli bellekte yer alan, edinilen, sesbilimsel, anlamsal ve yazımsal temsilinin okuma esnasında karşılaşılan sembolik/gösteren dizgesiyle eşleştirilmesi olarak görülebilir. Görsel sözcük tanıma bağlamında sözcük işleme, biçimbilimsel ve sesbilimsel ilişkilerin etkin olduğu bütünsel bir süreçtir. Field’a göre (2003, s. 124) alfabetik bir dilde yazılı bir sözcüğün biçiminin zihinsel bir temsille eşleştirilmesinin iki yolu vardır: sözcüksel yol ve altsözcüksel yol. İkili mekanizma modellerine dayalı bu okuma modeli, okuyucunun kullanım sıklığı yüksek bir sözcükle karşılaştığında ayırıştırma yapmaksızın zihinsel sözlükte bir eşleşme aradığını belirtir. Okuyucu bilmediği ya da daha az sıklıkla karşılaştığı bir sözcük gördüğünde ise altsözcüksel yola başvurur. Bu yol, bir dilde yazılı bir harf ile geleneksel olarak temsil ettiği sesbirim arasındaki ilişkiyi belirleyen kurallar aracılığıyla, okuyucunun kullanım sıklığı düşük, yabancı sözcükleri telaffuz edilmesini mümkün kılar (s. 235).

Görsel sözcük tanımadaki, sözcüksel erişimi etkileyen çok sayıda etmen olmasına rağmen (örn. seslem ve seslem başlangıcı etkisi, dil edinim yaşı, sesbilimsel ve imla komşu sayısı, bağlam etkisi vb.) alan yazımında sıklıkla iki temel faktöre değinilmektedir: a) biçimbirimsel etki ve b) kullanım sıklığı etkisi. Biçimbirimler hem türetimsel hem de erişimsel açıdan sözcük işleme sürecinde bir dile ait oldukça işlevsel öğeler olup görsel sözcük tanıma sürecini yazımsal, sesbilimsel ve anlamsal ilişkiler aracılığıyla etkilemektedir (Gonnerman, Seidenberg ve Andersen, 2007). Bu bağlamda biçim-sesbilgisel değişimler, yazılı bir dilsel girdinin zihinsel sözlükte nasıl temsil

edildiğine dair bilgiler sunmaktadır. Yine görsel sözcük tanıma sürecine ilişkin çeşitli araştırmalar, bir yazı dizgesi ile karşılaşıldığında, zihinsel sözlükte ilk arananların -sözcüksel karar testlerinde daha düşük reaksiyon süresine sebep olup daha hızlı işlemlenenlerin- kullanım sıklığı yüksek sözcükler olduğunu göstermektedir (örn.; Rubenstein, Garfield ve Millikan, 1970; Taft ve Forster, 1979; Balota ve Chumbley, 1984; Balota, Cortese ve Yap, 2006).

Görsel sözcük tanıma sürecine ilişkin sunulan modellerin çoğunlukla tek-dilli bireylerden elde edilen bulgularla sınırlı kaldığı görülmektedir. Bu sebeple bu araştırmada, ikinci/yabancı dil olarak Türkçe öğrenen bireylerin biçim-sesbilgisel değişimleri edinim yolu incelenerek, bu bireylerde çekimli biçimbirimlerin zihinsel sözlükte nasıl temsil edildiğine dair verilere ulaşılması amaçlanmıştır. Yapılan araştırma bulgularından hareketle a) yetkinlik seviyelerinin, b) biçim-sesbilgisel değişim türünün (düzenli ya da düzensiz) ve c) biçim-sesbilgisel değişim geçiren çekimli sözcüklerin kullanım sıklığının (düşük ya da yüksek) ikinci/yabancı dil olarak Türkçe öğrenen bireylerin görsel sözcük tanıma performanslarını ne yönde etkilediğine dair cevaplar verilmesi hedeflenmiştir.

2. Yöntem

Bu araştırmada, nicel araştırma desenlerinden yarı-deneysel çalışma kullanılmıştır. Verilerin toplanması için PsychoPy programı (Pierce v.d., 2019) kullanılarak, bilgisayar laboratuvarı ortamında sözcüksel karar testi (SKT) uygulanmıştır. SKT, sunulan bir harf dizisinin hedef dile ait/uygun bir sözcük olup olmadığına önceden belirlenen bir düğmeye basarak mümkün olduğunca hızlı cevap verilmesini amaçlar (Jiang, 2012). Harf dizgesinin sunumu ile doğru tepkinin oluşması arasında geçen zaman (reaksiyon süresi/RS) hesaplanarak, katılımcıların bilişsel süreçlerine ve zihinsel temsillerine ilişkin eş zamanlı verilere ulaşılır.

Araştırmanın kontrol grubunu D1 Türkçe tek-dilli 10 katılımcı ile deney grubunu yabancı dil olarak Türkçe öğrenen D2 temel düzey (A2) 10 katılımcı ve D2 orta düzey (B2) 10 katılımcı olmak üzere toplamda 30 kişi oluşturmaktadır. Veri toplama süreci, İ.Ü. Sosyal Bilimler Etik Kurulunun ve çalışmanın yapıldığı vakıf üniversitesinin çalışmanın uygunluğunun onayı ile gerçekleştirilmiştir. Katılımcıların demografik ve dilbilimsel geçmişlerine ilişkin bilgiler Tablo 1’de sunulmuştur.

Gruplar	Cinsiyet	Yaş Ortalaması	Anadili	Eğitim Düzeyi	Türkçe İlk Maruz Kalma Yaşı Ortalaması	Türkçe Maruz Kalma Süresi Ortalaması
D1 Türkçe (n=10)	Kadın (5) Erkek (5)	32.8 (22-44)	Türkçe tek-dilli	%100 LÖ	-	-
D2 A2 (n=10)	Kadın (4) Erkek (6)	20.9 (18-29)	%60 Arapça %40 Farsça	%80 LÖ %20 LÜ	20.3 (17-29)	3.3 ay (2-6 ay)
D2 B2 (n=10)	Kadın (5) Erkek (5)	27 (20-44)	%80 Rusça %20 Arapça	%60 LÖ %40 LÜ	20.4 (20-44)	9.1 ay (2-12 ay)

LÖ: lisans ve önlisans; LÜ: yüksek lisans ve doktora

Çalışmada, sesbilimin biçimbilime olan etkisi göz önünde bulundurularak yabancı dil olarak Türkçe öğrenen yetişkinlere /p/, /t/, /tʃ/ ve /k/ ile biten ve çekim yoluyla değişime uğrayan sözcükler sunulmuştur. Sözcüksel karar testinde kullanılan bu hedef/kritik uyarılar Sketch Engine (Kilgarriff v.d., 2014) derlem platformu kullanılarak hazırlanmıştır. Bu platforma, *İstanbul Yabancılar İçin Türkçe* öğretim setinin A1-A2 (temel düzey) ve B1-B2 (orta düzey) ders kitapları ve çalışma kitapları yüklenerek 157.293 örnekçeli bir derlem oluşturulmuştur. Yapılan çeşitli araştırmalarda sözcük sıklık oranının (bkz. Rubenstein, Garfield ve Millikan, 1970; Forster, 1976, 1979; Scarborough, Cortese ve Scarborough, 1977; Balota ve Chumbley, 1984; Balota, Cortese ve Yap, 2006), sözcük uzunluğunun ve sözcük hece sayısının (bkz. McGinnies, Comer ve Lacey, 1952; Just ve Carpenter, 1980) görsel sözcük işleme sürecini etkilediğini göstermektedir. Ayrıca biçimbilimsel değişim türü (bkz. Jackendoff, 1975; Pinker, 1984; Stone, Vanhoy ve Van Orden, 1997; Ziegler, Montant ve Jacobs, 1997; Katz v.d., 2005, Smolka ve Feldman, 2018; Cilibri v.d., 2019; Schreimm v.d., 2019) ve imla komşu sayısı (bkz. Andrews, 1989, 1992; Pollatsek, Perea ve Binder, 1999; Van Heuven, 2005) işleme sürecini etkileyen temel etmenlerdendir. Bu sebeple derlemede yer alan sözcükler a) kullanım sıklığı, b) sözcük hece sayısı, c) sözcük harf sayısı, d) biçim-sesbilgisel değişim türü ve e) imla komşu sayısı değişkenleri gözetilerek listelenmiştir (bkz. Tablo 2). Elde edilen listeler kendi içinde 1) kullanım sıklığı yüksek, düzenli biçim-sesbilgisel değişimli sözcükler (DÜ-YÜ), 2) kullanım sıklığı düşük, düzenli biçim-sesbilgisel değişimli sözcükler (DÜ-DÜ), 3) kullanım sıklığı yüksek, düzensiz biçim-sesbilgisel değişimli sözcükler (DZ-YÜ) ve 4) kullanım sıklığı düşük, düzensiz biçim-sesbilgisel değişimli sözcükler (DZ-DÜ) olmak üzere 4 gruptan oluşmaktadır.

Tablo 2. Hedef/Kritik Uyarılara Dair Bilgiler

Hedef/Kritik Uyarın Türü	Sıklık Ortalaması (<i>fpm</i>)	Zipf Değeri Ortalaması	İmla Komşu Sayısı Ortalaması	Hece Sayısı Ortalaması	Sözcük Uzunluğu Ortalaması (Harf Sayısı)
DÜ-YÜ	346	5.5	2.1	2	4.8
DZ-YÜ	463.2	5.7	4.8	1	3.5
DÜ-DÜ	6	3.8	1.8	2	5.2
DZ-DÜ	6.4	3.8	6.2	1	3.6

Deney esnasında alıştırma öğeleri, hedef/kritik öğeler, astar öğeler ve çeldirici öğeler katılımcılara görsel/yazılı olarak ve psödo-rastgele (kontrollü randomizasyon) bir sıralamayla sunulmuştur. Deney sonrasında ise katılımcıların karşılaştıkları hedef/kritik öğelere ne derece aşına olduklarını ölçmek ve bu testte performansı düşük katılımcıların ve derlemeden elde edilen kullanım sıklığına göre hatalı olarak yüksek ya da düşük olarak etiketlenen hedef/kritik öğelerin (kullanım sıklığı yüksek olarak belirlenen bir hedef öge için puan ortalaması 4

üzerinde 2.5'un altında olanlar ve kullanım sıklığı düşük olarak belirlenen bir hedef öge için puan ortalaması 4 üzerinde 2'nin üstünde olanlar) çalışmadan çıkarılması amacıyla hedef/kritik uyarılara dair sözcük aşinalık testi yapılmıştır. D2 deney grubu katılımcılarından her bir hedef/kritik ögeyi 1 ile 4 arasında puanlamaları istenmiştir (1: Asla bilmiyorum, 2: Biraz biliyorum, 3: İyi biliyorum, 4: Çok iyi biliyorum).

Sözcüksel karar testi reaksiyon süresi ortalamaları hesaplanırken aykırı değerler (bir katılımcının reaksiyon süresi ortalamasının 3 standart sapmasının altında ve üstünde kalan reaksiyon süresi) çalışmadan çıkarılmıştır. Reaksiyon süresi ortalamasını ölçmek için doğru cevaplar analize dahil edildiğinden D1 kontrol grubu için %5.8, D2 temel düzey grubu için %23.2 ve D2 orta düzeyi grubu için %16.1 oranında yanlış veri çalışmadan çıkarılmıştır.

Araştırmada reaksiyon süresine dair verilerin analizi için 3 (D1 Türkçe, D2 A2 düzeyi, D2 B2 düzeyi) X 2 (düzenli biçim-sesbilgisel değişimli, düzensiz biçim-sesbilgisel değişimli) X 2 (kullanım sıklığı yüksek, kullanım sıklığı düşük) karma desenli ANOVA (tekrarlayan ölçümlerde karışık ANOVA) kullanılmış, post hoc çoklu karşılaştırma için Bonferroni düzeltmesi uygulanmıştır.

3. Bulgular

Araştırmada, süreç-içi yöntemlerinden biri olan sözcüksel karar testi kullanılarak, yabancı dil olarak Türkçe öğrenen temel ve orta düzey bireylerin reaksiyon süreleri, anadili Türkçe tek-dilli kontrol grubunun verileriyle karşılaştırılarak, dil yetkinlik seviyesinin, biçim-sesbilgisel değişim türünün (düzenli ya da düzensiz) ve biçim-sesbilgisel değişim geçiren çekimli sözcüklerin kullanım sıklığının (düşük ya da yüksek) reaksiyon sürelerini ne yönde etkilediğinin incelemek amacıyla betimleyici istatistik sonuçları incelenmiştir. Bu sonuçlarda tespit edilen farklılıkların istatistik açıdan anlamlı olup olmadığını ve anlamlı ise bu farklılıkların nelerden kaynaklandığını görmek için yapılan karma desenli ANOVA (tekrarlayan ölçümlerde ANOVA) ve çoklu karşılaştırmalar için Bonferroni düzeltmesi uygulanmıştır. Elde edilen bulgular sonucunda, yabancı dil olarak Türkçe öğrenen bireylerin biçim-sesbilgisel değişimleri görsel sözcük tanıma bağlamında nasıl işlemedikleri (çekimli biçimbirimlerin zihinsel sözlükteki temsili ve bu bağlamda sesbilimsel, biçimbilimsel ve bunların karşılıklı ilişkilerine dair farkındalıkları) incelenmiştir.

Levene's testi ile varyansların homojenliği varsayımının sağlandığı tespit edildikten sonra sonuçlar incelenmiştir. Mauchly's küresellik ölçütü sağlanamadığından ($p < .001$) Greenhouse-Geisser verileri raporlanmıştır. Hem dil düzeyi grupları arası etki ($F(2,27)=8.410, p < .01$), hem gruplar içi hedef/kritik öğeler arasındaki etki ($F_{1,900}=13.934, p < .001$), hem de hedef/kritik öğeler ile dil düzeyi arasındaki etkileşimsel etki ($F_{3,799}=4.917, p < .01$) anlamlı çıkmış olup etki büyüklüğünün yüksek olduğu kaydedilmiştir. Hem hedef öğelerin kendi içinde hem de hedef öğelerin dil düzeyi grupları içinde, hem de dil düzeyi grupları arasında reaksiyon süresi ortalamalarının farklı olduğu ve dolayısıyla farklı biçim-sesbilgisel değişim gösteren (düzenli ya da düzensiz) ve farklı kullanım sıklığına sahip (yüksek ya da düşük) sözcüklerin farklı işlemlendikleri görülmüştür.

Hedef/Kritik Öğe Türü	D1 Türkçe (n=10) M	S	D2 A2 (n=10) M	S	D2 B2 (n=10) M	S
DÜ-YÜ	1380	174.74	2801	715.67	2246	542.49
DÜ-DÜ	1619	407.91	2929	789.55	2602	828.19
DZ-YÜ	1387	222.98	2062	529.99	2039	660.51
DZ-DÜ	1480	249.56	2087	487.42	2426	1336.99

Betimleyici istatistik sonuçlarına göre (bkz. Tablo 3), en düşük reaksiyon süresine sebep olan hedef/kritik öğeler hem temel düzey ($M=2062$ ms, $S=529.99$) hem de orta düzey ($M=2039$ ms, $S=660.51$) katılımcıları için kullanım sıklığı yüksek, düzensiz biçim-sesbilgisel değişimli sözcükler iken, D1 kontrol grubu için ($M=1380$ ms, $S=174.74$) kullanım sıklığı yüksek, düzenli biçim-sesbilgisel değişimli sözcükler olmuştur. Hem deney dil grubu için (sırasıyla $M=2929$ ms, $S=789.55$; $M=2602$ ms, $S=828.19$) hem de D1 kontrol grubu için ($M=1619$ ms, $S=407.91$) en uzun reaksiyon süresi yaratan öğeler kullanım sıklığı düşük, düzenli biçim-sesbilgisel değişimli sözcükler olarak kaydedilmiştir.

D2 deney grupları arasında, D2 B2 katılımcılarının reaksiyon süresi genel ortalamalarının, D2 A2 grubu katılımcılarınıninkine kıyasla daha kısa olduğu görülse de aradaki farkın istatistiksel olarak anlamlı olmadığı görülmüştür ($p>.05$). Fakat D1 Türkçe kontrol grubu katılımcılarının RS ortalamaları ise tüm hedef/kritik öğeler için D2 A2 ve D2 B2 katılımcılarının RS ortalamalarından daha kısa olduğu ve bu sonucun istatistiksel olarak anlamlı olduğu saptanmıştır ($p<.01$).

Hedef/kritik öğeler arasındaki farkın neden kaynaklandığının anlaşılabilmesi için biçim-sesbilgisel değişim türü (düzenli ya da düzensiz) ve kullanım sıklığına (düşük ya da yüksek) değişkenleri dikkate alınarak ikili karşılaştırma analizi yapılmıştır (bkz. Tablo 4). Dil düzeyi grupları fark etmeksizin tüm katılımcıların ($n=30$) reaksiyon süresi ortalamaları incelendiğinde DÜ-YÜ hedef/kritik öğelere ($M=2142.33$, $S=100.76$), DÜ-DÜ hedef/kritik öğelere ($M=2383.33$, $S=128.85$) oranla ortalama daha hızlı tepki verildiği ve bu tepki gecikmesinin istatistiksel olarak anlamlı çıktığı görülmüştür ($p<.01$).

Hedef/Kritik Öğeler	Ortalamalar Farkı	S	p	Alt Sınır	Üst Sınır
DÜ-YÜ - DÜ-DÜ	-241.00*	56.81	0.001	-402.73	-79.27
DÜ-YÜ - DZ-YÜ	313.00*	63.46	0.000	132.34	493.66
DÜ-YÜ - DZ-DÜ	144.67	109.67	1.000	-167.56	456.89
DÜ-DÜ - DZ-YÜ	554.00*	91.48	0.000	293.57	814.43
DÜ-DÜ - DZ-DÜ	385.67*	113.83	0.013	61.58	709.74
DZ-YÜ - DÜ-DÜ	-168.33	82.62	0.309	-403.55	66.89

Çoklu karşılaştırma için Bonferroni düzeltmesi uygulanmıştır.

DÜ-YÜ ile DZ-YÜ ($M=1289.33$, $S=92.64$) arasındaki fark incelendiğinde, katılımcıların ortalama olarak DZ-YÜ öğeleri daha hızlı işlemedikleri tespit edilmiştir ($p<.01$). Yine DÜ-DÜ ile DZ-DÜ öğeleri arasındaki fark anlamlı olup, DZ-DÜ öğelerin daha hızlı işlemlendiği kaydedilmiştir ($p<.05$). Son olarak, DZ-YÜ ile DZ-DÜ öğeleri arasındaki fark istatistiksel açıdan anlamlı çıkmamıştır ($p=.773$). Bu verilerden hareketle dil düzeyi fark etmeksizin hedef/kritik öğelerin işleme süreci incelendiğinde katılımcıların kullanım sıklığı (yüksek ya da düşük) fark etmeksizin düzensiz biçim-sesbilgisel değişimli öğeleri benzer şekilde işlemlerken, kullanım sıklığının düzenli biçim-sesbilgisel değişimli sözcüklerde işleme sürecini etkilediği sonucuna varılmıştır.

Hedef/kritik öğelerin reaksiyon sürelerinin dil düzeyi grupları içindeki farklılıkları ikili karşılaştırma yapılarak analiz edildiğinde (bkz. Tablo 5), kontrol grubu anadili Türkçe katılımcılarının biçim-sesbilgisel değişim türü ve kullanım sıklığı fark etmeksizin hedef/kritik öğeleri benzer şekilde işlemedikleri görülmüştür ($F=1.300$, $p=.298$). Deney grubu temel düzey katılımcılarının reaksiyon süreleri arasındaki farkın ise istatistiksel olarak anlamlı olduğu tespit edilmiştir ($F=25.013$, $p<.001$).

Dil Düzeyi Grupları	Hedef Öğeler	Ortalamalar Farkı	S	p	Alt Sınır	Üst Sınır
D1 Türkçe	DÜ-YÜ -DÜ-DÜ	-239	98.40	0.331	-555.78	77.78
	DÜ-YÜ-DZ-YÜ	-7	109.91	1.000	-360.86	346.86
	DÜ-YÜ-DZ-DÜ	-100	189.96	1.000	-711.54	511.54
	DÜ-DÜ-DZ-YÜ	232	158.44	1.000	-278.09	742.09
	DÜ-DÜ-DZ-DÜ	139	197.164	1.000	-495.75	773.75
	DZ-YÜ-DZ-DÜ	-93	143.11	1.000	-553.72	367.72
D2 A2	DÜ-YÜ-DÜ-DÜ	-128	98.40	1.000	-444.78	188.78
	DÜ-YÜ-DZ-YÜ	739.00*	109.91	0.000	385.14	1092.86
	DÜ-YÜ-DZ-DÜ	714.00*	189.96	0.013	102.46	1325.54
	DÜ-DÜ-DZ-YÜ	867.00*	158.44	0.000	356.91	1377.09
	DÜ-DÜ-DZ-DÜ	842.00*	197.16	0.003	207.25	1476.75
	DZ-YÜ-DZ-DÜ	-25	143.11	1.000	-485.72	435.72
D2 B2	DÜ-YÜ-DÜ-DÜ	-356.00*	98.40	0.018	-672.78	-39.22
	DÜ-YÜ-DZ-YÜ	207	109.91	1.000	-146.86	560.86
	DÜ-YÜ-DZ-DÜ	-180	189.96	1.000	-791.54	431.54
	DÜ-DÜ-DZ-YÜ	563.00*	158.44	0.021	52.91	1073.09
	DÜ-DÜ-DZ-DÜ	176	197.16	1.000	-458.75	810.75
	DZ-YÜ-DZ-DÜ	-387	143.11	0.176	-847.72	73.72

Çoklu karşılaştırma için Bonferroni düzeltmesi uygulanmıştır.

D2 A2 katılımcılarının DÜ-YÜ ($M=2801$, $S=174.53$) ile DÜ-DÜ ($M=2929$, $S=223.17$) öğeleri ve DZ-YÜ ($M=2062$, $S=160.46$) ile DZ-DÜ ($M=2087$, $S=264.22$) öğeleri işleme süreçleri arasındaki farkın anlamlı olmadığı görülmüştür ($p=1.000$). Bu bağlamda D2 A2 katılımcıları arasında, biçim-sesbilgisel değişim türünün aynı olması durumunda, kullanım sıklığının anlamlı bir fark yaratmadığı görülmüştür. Fakat DÜ-YÜ ile DZ-YÜ hedef/kritik öğeler arasındaki fark ise istatistiksel açıdan anlamlı çıkmış ($p<.001$). D2 A2 Türkçe edincilerinin kullanım sıklığı yüksek düzensiz biçim-sesbilgisel değişimli sözcükleri düzenli olanlara oranla daha hızlı işlemedikleri görülmüştür. Benzer şekilde DÜ-DÜ ile DZ-DÜ öğeleri arasındaki fark anlamlı çıkmış olup ($p<.01$) D2 A2 Türkçe edincilerinin kullanım sıklığı düşük düzensiz biçim-sesbilgisel değişimli sözcükleri düzenli olanlara oranla daha hızlı işlemedikleri sonucuna varılmıştır. Tablo 5 incelendiğinde her durumda temel düzey Türkçe edincileri için düzensiz biçim-sesbilgisel değişim gösteren öğelerin düzenli olanlara kıyasla daha hızlı işlemedikleri görülmektedir. Deney grubu D2 B2 katılımcılarının hedef/kritik öğeler için grup-içi reaksiyon süreleri arasındaki fark istatistiksel olarak anlamlı çıkmıştır ($F=6.521$, $p<.01$). D2 B2 katılımcılarının DÜ-YÜ ($M=2246$, $S=174.53$) ve DÜ-DÜ ($M=2602$, $S=223.17$) hedef/kritik öğelerini işleme süreçleri arasında anlamlı bir farklılık görülmüş ($p<.05$), D2 B2 dil edincilerinin kullanım sıklığı yüksek düzenli biçim-sesbilgisel değişimli sözcükleri kullanım sıklığı düşük düzenli olanlara oranla daha hızlı işlemedikleri sonucuna varılmıştır. Fakat DZ-YÜ ($M=2039$, $S=160.46$) ile DZ-DÜ ($M=2426$, $S=264.22$) öğeler arasındaki fark istatistiksel açıdan anlamlı bulunmamış ($p=.176$) ve bu sonuç kullanım sıklığı fark etmeksizin düzensiz biçim-sesbilgisel değişimli sözcükler D2 orta düzey katılımcıları arasında benzer şekilde işlemediği şeklinde yorumlanmıştır.

Hedef öğeler ile dil düzeyi grupları arasındaki etkileşimsel etkiye bakıldığında (bkz. Tablo 6) D1 Türkçe kontrol grubunun hem DÜ-YÜ hem DÜ-DÜ öğeler için reaksiyon süresi ortalamaları ile D2 A2 ve D2 B2 deney gruplarının ortalamaları arasındaki fark anlamlı olup anadili kontrol grubunun kullanım sıklığı fark etmeksizin düzenli biçim-sesbilgisel değişimli sözcükleri yabancı/ikinci dil olarak Türkçe öğrenen temel ve orta düzeyi katılımcılarına oranla daha hızlı işlemedikleri görülmüştür ($p<.01$). Deney grupları arasında ise D2 B2 grubunun DÜ-YÜ hedef/kritik öğeler için ortalama reaksiyon süreleri ile D2 A2 grubunun ortalamaları arasındaki fark anlamlı çıkmış D2 orta düzey grubunun kullanım sıklığı yüksek düzenli biçim-sesbilgisel değişimli sözcükleri daha hızlı işlemedikleri sonucuna varılmıştır ($p<.05$). O halde kullanım sıklığı yüksek düzenli biçim-sesbilgisel değişimli sözcükler için $D1_{RS} < D2 B2_{RS} < D2 A2_{RS}$ denebilir. Fakat D2 A2 düzeyi ile D2 B2 katılımcılarının DÜ-DÜ reaksiyon süreleri arasındaki fark istatistiksel açıdan anlamlı bulunmamıştır ($p=.105$). Bu sonuç kullanım sıklığı düşük düzenli biçim-sesbilgisel değişimli sözcükler için $D1_{RS} < D2 B2_{RS} \sim D2 A2_{RS}$ şeklinde ifade edilebilir. Tablo 5'te görüldüğü gibi hem DZ-YÜ hem DZ-DÜ hedef/kritik öğeleri için D1 Türkçe kontrol grubunun reaksiyon süresi ortalamalarının deney grubu katılımcılarından anlamlı şekilde kısa olduğu ($p<.05$), fakat hem DZ-YÜ hem de DZ-DÜ öğeleri için temel ve

orta düzey katılımcıları arasındaki farkın istatistiksel açıdan anlamlı olmadığı görülmüştür (sırasıyla $p=.450$, $p=.170$). O halde hem kullanım sıklığı yüksek hem de düşük düzensiz biçim-sesbilgisel değişimli sözcükler için $D1_{RS} < D2 A2_{RS} \sim D2 B2_{RS}$ denebilir.

Hedef/Kritik Öğeler	Dil Düzeyi Grupları	Ortalamalar Farkı	<i>p</i>	Alt Sınır	Üst Sınır
DÜ-YÜ	D1 Türkçe - D2 A2	-1421.00*	0.004	-2050.98	-791.01
	D1 Türkçe - D2 B2	-865.56*	0.005	-1495.98	-236.01
	D2 B2 - D2 A2	-555.44*	0.018	1184.98	-74.98
DÜ-DÜ	D1 Türkçe - D2 A2	-1310.00*	0.005	-2115.58	-504.41
	D1 Türkçe - D2 B2	-983.22*	0.005	-1788.58	-177.41
	D2 B2-D2 A2	-326.78	0.105	-1132.58	478.58
DZ-YÜ	D1 Türkçe - D2 A2	-675.00*	0.01	-1254.21	-95.78
	D1 Türkçe - D2 B2	-651.89*	0.02	-1231.21	-72.78
	D2 B2-D2 A2	-23.11	0.45	-602.21	556.21
DZ-DÜ	D1 Türkçe - D2 A2	-607.00*	0	-1560.74	346.74
	D1 Türkçe - D2 B2	-945.56*	0.04	-1899.74	7.74
	D2 B2-D2 A2	339.56	0.17	-614.74	1292.74

Çoklu karşılaştırma için Bonferroni düzeltmesi uygulanmıştır.

4. Tartışma

4.1. Biçim-Sesbilgisel Değişim Türü Etkisine Dair Yorumlar

Bir dildeki biçimbirimlerin düzenliliği sözcük tanıma ve işleme sürecini etkileyen temel faktörlerdendir. Yapılan çeşitli araştırmalardan elde edilen bulgular düzenli değişim gösteren çekimli sözcüklerde, bu yapılar belirli bir örüntüyü izlediğinden, köklerin ve eklerin dil edincisinin zihinsel sözlüğünde ayrı girdiler olarak yer aldığı şeklinde yorumlanmıştır (Jackendoff, 1975; Pinker, 1984; Millin, Smolka & Feldman, 2018; Cilibrasi vd., 2019; Schremm vd., 2019).

Coltheart v.d.'nin (2001) Kademeli Çift-Yol Modeline (DRC) göre biçim-sesbilgisel değişimli düzensiz çekimli sözcükler düzenli değişim gösteren sözcüklere oranla dil edincisinin dilsel performansını (reaksiyon süresini) olumsuz etkilemektedir. Fakat bu çalışmada sözcüksel karar testi sonucunda elde edilen ve raporlanan bulgular incelendiğinde, grup farkı gözetmeksizin katılımcıların ($n=30$) düzenli ve düzensiz biçim-sesbilgisel değişimli sözcüklerdeki ortalama reaksiyon sürelerinin anlamlı şekilde farklı olduğu ($p<.001$) ve düzensiz biçim-sesbilgisel değişimli sözcüklerin ortalama işleme süresinin daha kısa zaman aldığı görülmüştü. Dolayısıyla düzenli bir örüntünün olmamasının okuyucunun performansını olumsuz yönde etkileyerek daha uzun süre duraklamasına sebep olacağını ileri süren çalışmaların (bkz. Stone,

Vanhoy & Van Orden, 1997; Ziegler, Montant & Jacobs, 1997; Katz v.d., 2005) ve DRC modelinin aksine düzensiz biçim-sesbilgisel değişimlerin sözcük tanıma sürecini hızlandırdığı ve sözcük işleme sürecini olumlu yönde etkilediği sonucuna varılmıştır.

Düzenli ve düzensiz biçim-sesbilgisel değişimli sözcüklerin dil düzeyi grup-içi etkisine bakıldığında ise D2 A2 deney grubunun sonuçları arasındaki farkın anlamlı olup ($p<.001$) ikinci/yabancı dil olarak Türkçe öğrenen D2 A2 dil edincilerinin düzensiz çekimli sözcükleri düzenli olanlara kıyasla daha hızlı işlemledikleri görülmüştür. Fakat D1 Türkçe kontrol grubu ($p=.648$) ve D2 B2 düzeyi kontrol grubunda ($p=.192$) ise böylesine bir farkın görülmediği kaydedilmiştir. Bu sonuç D2 A2 düzeyi dil edincilerinin biçim-sesbilgisel değişime uğrayan düzensiz çekimli sözcükleri ayırıştırma yapmaksızın kök sözcüklerde olduğu gibi bütünsel listeleme yoluyla (Butterworth, 1983) işlemledikleri ve henüz herhangi bir kural uygulamadıkları için çok daha hızlı doğru cevaplar verdiği şeklinde yorumlanmıştır.

Düzensiz biçim-sesbilgisel değişimli sözcüklerin D2 A2 grubunda daha hızlı işlenmesinin bir diğer sebebi sözcük uzunluğu etkisi (harf sayısı) olabilir. Bu çalışmada sözcüksel karar testinde kullanılan düzenli sözcüklerin harf sayısı ortalaması 4.8, düzensiz sözcükler için 3.5 olarak hesaplanmıştır. Çeşitli çalışmalar (bkz. McGinnies, Comer ve Lacey, 1952; Just ve Carpenter, 1980) harf sayısının düşük olmasının dil edincileri için görsel sözcük erişim sürecini kolaylaştırdığını göstermektedir. Bu durum benzer şekilde ikinci/yabancı dil olarak Türkçe öğrenen başlangıç seviyesindeki bireyler için kolaylaştırıcı etki yaratmış olabilir. Fakat New v.d. (2006) tarafından geniş bir veri kümesi kullanılarak alfabetik diller arası yapılan çalışmada elde edilen bulgular görsel sözcük tanıma sürecinde sözcük uzunluğu etkisinin ancak sözcükler arasında ortalama 5 ila 8 harflik bir farkın olması durumunda ortaya çıkacağını göstermektedir. Bu çalışmada kullanılan sözcüklerde ise bu fark ortalama 1.3'tir. Weekes (1997) sözcük uzunluğu etkisinin katılımcılara sözcük niteliği taşımayan uyarılar sunulması ve Balota v.d.'ya (2004) ise kullanım sıklığının düşük olması koşuluyla ikincil bir etki olarak ortaya çıktığını belirtmişlerdir. Fakat D2 A2 grubuna yapılan sözcük aşinalık testi sonuçlarına bakıldığında hem DÜ-YÜ hem de DZ-YÜ sözcüklerin 4 üzerinden 2.5 üstü ortalama ile katılımcıların her iki biçim-sesbilgisel değişim geçiren sözcük grubunu tanmasına rağmen bu ikisi arasındaki farkın anlamlı olduğu ve düzensiz biçim-sesbilgisel olanları daha hızlı işlemledikleri görülmektedir (ort. fark= 714.00 ms; $p<.001$).

Düzensiz biçim-sesbilgisel değişimli sözcüklerin D2 A2 grubunda daha hızlı işlenmesinin bir diğer sebebi ise imla komşu sayısı etkisi olabilir. İmla komşu sayısı, bir sözcüğü oluşturan harf dizisinde tek bir harfi değiştirerek elde edilebilecek sözcük sayısıdır (Davelaar, Coltheart, Jonasson ve Besner, 1978). Van Heuven'a göre (2005) ikinci dil ediniminde, öğrenilen dile ait sözcüklerin imla komşu sayısının artmasının görsel sözcük tanıma sürecinde tepkisel gecikme süresini azaltmaktadır. Çeşitli çalışmalarda imla komşu sayısı etkisinin kullanım sıklığı düşük sözcüklerde yüksek olanlara oranla daha çok gözlemlendiği belirtilmektedir (bkz. Andrews, 1989, 1992; Pollatsek, Perea ve Binder, 1999). Bu çalışmada katılımcılara sunulan düzensiz biçim-sesbilgisel değişimli sözcüklerin imla komşu sayısı ortalaması 5.5, düzenli olanların

ortalaması 1.95'tir. Ortalama 4 sözcüklük farkın, sunulan düzensiz biçim-sesbilgisel değişimli sözcüklerin işleme sürecinde, D2 A2 düzeyi katılımcılarının zihinsel sözlüğünde daha çok sözcüğü etkinleştirerek performanslarını olumlu yönde etkilemiş olabileceği şeklinde yorumlanmıştır. D2 A2 katılımcılarının DÜ-DÜ ve DZ-DÜ sözcükleri işleme süreci arasındaki fark da bu yorumu destekler niteliktedir (ort. fark=842.00 ms, $p=.003$). DÜ-DÜ sözcüklerin imla komşu sayısı ortalaması DZ-DÜ sözcüklerinkinden daha düşüktür (sırasıyla $M=1.8$, $M=6.2$). D2 A2 katılımcıları DZ-DÜ olarak sunulan hedef bir sözcüğü tanımasa da bu sözcük harf dizimsel olarak hedef sözcüğe benzeyen başka sözcükleri etkinleştirerek, hedef sözcüğün ortalama RS süresini azaltarak işleme sürecini olumlu yönde etkilemiş olabilir.

Biçim-sesbilgisel değişim türünün D2 B2 düzeyi grup-içi etkisine bakıldığında ise katılımcıların düzensiz biçim-sesbilgisel değişimli sözcükler arasındaki fark anlamlı çıkmamıştır ($p=.192$). Bu sonuç, D2 A2 katılımcılarından elde edilen bulgulardan farklı olup ikinci/dil olarak Türkçe öğrenen A2 ve B2 düzeyi dil edincilerinin düzenli ve düzensiz çekimli sözcükleri farklı şekillerde işlemedikleri şeklinde yorumlanmıştır. Orta düzey katılımcıları arasında düzensiz sözcüklerin reaksiyon süresi ortalamalarının uzayarak düzenli çekimlilere benzer hale gelmesi ve böylece düzenli ve düzensiz biçim-sesbilgisel değişim türü arasındaki farkın azalarak istatistiksel açıdan anlamsız hale gelmesi, D2 B2 düzeyi katılımcılarının biçim-sesbilgisel değişim kurallarını düzensiz yapılar uygulamaya başladığını biçim-sesbilgisel analize dair farkındalığın oluşmaya başladığı şeklinde görülebilir. Dil düzeyi grubu arasındaki farkın detaylandırılabilmesi için çalışmanın başlangıcında katılımcılarca doldurulan katılımcı profili formu incelenmiş ve hem D2 A2 hem de D2 B2 katılımcılarının Türkçeye ilk maruziyet yaşı ortalamasının benzer olduğu görülmüştür (sırasıyla $M=20.3$, $M=20.4$). Fakat D2 A2 düzeyi katılımcıları için sınıf içi ortalama maruziyet süresi 3.3 ay iken D2 B2 düzeyi için bu süre 9.1 aydır. Formal eğitim sürecinde -dile ait uyarılara maruz kalma süresinin yaratacağı kümülatif etki dikkate alınacak olursa- D2 B2 düzeyi Türkçe dil edincilerinin biçimbilimsel farkındalığının gelişmeye başladığı ve düzensiz yapılar son ses ötümlülük kuralını uygulamaya başladıkları -kural transferi/aşırı genelleme- dolayısıyla reaksiyon süresi ortalamalarının uzadığı düşünülmektedir. D2 A2 ve D2 B2 düzeyi arasındaki bir diğer fark da katılımcıların anadilidir. D2 A2 katılımcılarının %60'ını anadili Arapça, D2 B2 grubunun ise %80'ini anadili Rusça konuşucuları oluşturmaktaydı. Rusçada düzenli ve düzensiz çekimli biçimbirimlerin işleme süreci üzerine yapılan çeşitli çalışmalar (örn. Gor & Chernigovskaya, 2001; Romanova, 2008, Gor & Cook, 2010) Rusça anadili konuşucularının kendi dillerine ait kullanım sıklığı düşük sözcüklerde ya da hiç bilmedikleri yeni bir sözcükle karşılaştıklarında ayrıştırma yoluna gittiklerine dair kanıtlar sunmuştur (akt. Gürel & Uygun, 2016, s.257). Bu durum, Rusça anadili konuşucularının kendi dillerindeki biçimbirimleri işlemlerken başvurdukları ayrıştırma stratejisine ikinci/yabancı dil edinimi esnasında da başvurdukları şeklinde yorumlanabilse de referans verilen çalışma sayısının az olması ve bu çalışmaya katılan Rusça anadili katılımcılarının sayısının oldukça sınırlı olması sebebiyle yetersiz kalacaktır.

Biçim-sesbilgisel değişim türü etkisinin anadili Türkçe kontrol grup-İçi etkisine bakıldığında katılımcılarca düzensiz biçim-sesbilgisel değişimli sözcüklere düzenli olanlara oranla daha hızlı yanıtlar verilmesine rağmen bu farkın anlamlı olmadığı görülmüştü ($p=.648$). Bu bulgu yabancı/ikinci dil olarak Türkçe öğrenen orta düzey katılımcılarının verilerinin anadili Türkçe kontrol grubu verileriyle daha uyumlu olduğu şeklinde yorumlanmıştır. Türkçe anadili konuşucuları için görsel sözcük tanıma bağlamında biçim-sesbilgisel değişim türünün nasıl gerçekleştiğine dair net bir örüntü ortaya konulamamıştır. Fakat Türkçe gibi her bir sözcüğün yüzlerce biçime sahip olduğu çekimlilik bağlı morfepleri açısından zengin bir dil devasa bir zihinsel sözlük kapasitesi gerektireceğinden ayrıştırma yoluyla işleme daha uygun bir seçenek olarak görülmektedir (Booij, 2007). Lehtonen ve Laine (2003) tarafından Türkçe gibi biçimbilimsel açıdan zengin ve sondan eklemeli bir dil olan Fince yapılan çalışmada kullanım sıklığı yüksek sözcüklerin -düzenli ya da düzensiz çekimli olsalar da- bütünsel listeleme yoluyla, kullanım sıklığı düşük sözcüklerin ise ayrıştırma yoluyla işlemlendiklerini sonucuna varılmıştır. Bu bağlamda kullanım sıklığı etkisine bakılmaksızın anadili grubunun düzenli ve düzensiz biçim-sesbilgisel değişimli sözcükleri nasıl işlemediğini yorumlamak yeterli olmayacaktır.

Özetle, elde edilen bulgular ikinci/yabancı dil olarak Türkçe öğrenen yetişkinlerin biçim-sesbilgisel değişimleri ediniminde, temel düzeyde sözcüklerin kök ve ekler ayrıştırma yapılmadan bütünsel biçimde işlemlenirken, dil yetkinlik düzeyleri arttıkça kökler ve eklere dair analiz aşamasının sonrasında geliştiği -sözcüksel erişim sürecinde dil düzeyine bağlı olarak ikili mekanizmaların etkin olduğu- hipotezini desteklemektedir. İmla komşu sayısı yüksek olan sözcüklerin hem anadili Türkçe olan katılımcıların hem de yabancı/ikinci dil olarak Türkçe öğrenen bireylerin dilsel performansını olumlu yönde etkileyeceği hipotezi ise D2 temel düzey dil grubuyla sınırlı kalmıştır.

4.2. Kullanım Sıklığı Etkisine Dair Yorumlar

Kullanım sıklığı, dildeki bir birimin ya da yapının kullanım sayısı; bir dilde kimi sözcüklerin diğerlerin oranla daha çok ya da seyrek kullanılması durumudur (İmer, Kocaman & Özsoy, 2013). Sıklık oranı görsel sözcük tanıma ve sözcük işleme sürecini etkileyen temel faktörlerden biri olarak görülmektedir. Yapılan çalışmalar, katılımcının biçimbilimsel açıdan karmaşık -çekimli veya yapımlı- bir sözcüğü daha hızlı tanınması ile kullanım sıklığının yüksek olması arasında olumlu bir ilişki olduğunu göstermektedir (bkz. Rubenstein, Garfield ve Millikan, 1970; Forster, 1976, 1979; Scarborough, Cortese ve Scarborough, 1977; Balota ve Chumbley, 1984; Balota, Cortese ve Yap, 2006). Yine sözcük tanıma bağlamında sunulan arama modelleri, etkinleştirme modelleri ve ikili mekanizma modeli gibi çeşitli modeller bir ses veya yazı dizgesiyle karşılaştığında, zihinsel sözlükte ilk arananlar kullanım sıklığı yüksek sözcükler olduğu savına dayanmaktadır. Lupker (2005) zihinsel sözlük ile geleneksel sözlükler arasında bir analogi kurarak geleneksel sözlüklerdeki alfabetik sıralamanın yerini zihinsel sözlükte kullanım sıklığının alarak sözcüksel girdilerin buna göre sıralandığını ve kullanım sıklığı arttıkça sözcüksel erişim sürecinin de hızlandığını belirtir (s.45).

Bu çalışmadan elde edilen bulgular, kullanım sıklığı yüksek ve düşük biçim-sesbilgisel değişimli sözcüklerin farklı reaksiyon süresi yarattıkları, grup-içi/arası fark gözetmeksizin bakıldığında tüm katılımcıların ($n=30$) kullanım sıklığı yüksek sözcükleri kullanım sıklığı düşük olanlardan daha hızlı işlemledikleri ve bu farkın anlamlı olduğunu göstermişti ($p<.01$). Fakat gruplar-içi sıklık etkisine dair veri analizi –tüm gruplarda yüksek kullanım sıklıklı sözcükler için reaksiyon süresi ortalamaları daha düşük olmasına rağmen- istatistiksel olarak grup-içi farkın sadece ikinci/yabancı dil olarak Türkçe öğrenen B2 seviyesi katılımcılarında anlamlı olduğu tespit edilmiştir ($p<.01$). D2 B2 seviyesi katılımcıları için hedef /kritik öğeler arası çoklu karşılaştırma yapıldığında ise sadece kullanım sıklığı düşük ve yüksek düzenli biçim-sesbilgisel değişimli arasındaki farkın anlamlı olduğu ($p<.05$), düzensiz biçim-sesbilgisel değişimli sözcükler arasındaki farkın anlamlı olmadığı görülmüştür ($p=.176$). İkili mekanizma modelleri, kullanım sıklığı yüksek olan düzenli sözcüklere, biçimbilimsel açıdan karmaşık olsalar da, bütüncül yolak vasıtasıyla erişildiğini kullanım sıklığı az bir sözcükle karşılaşıldığında ise altsözcüksel yola ihtiyaç duyduklarını öne sürmektedir (Caramazza, Luadanna ve Romani, 1988; Frauenfelder ve Schreuder, 1991; Chialant ve Caramazza, 1995; Schreuder ve Baayen, 1995, Field, 2003). Bu modelden hareketle ikinci/yabancı dil olarak Türkçe öğrenen orta düzey dil edincilerinin kullanım sıklığı yüksek düzenli sözcükleri zihinsel sözlükte tek bir girdi olarak işlemlerken kullanım sıklığı düşük düzenli olanlara son ses ötümlülük kuralı uyguladıkları ve bu sebeple DÜ-YÜ sözcükleri DÜ-DÜ sözcüklere oranla daha hızlı işlemledikleri sonucuna varılmıştır.

Kontrol grubu Türkçe anadili katılımcıları arasında sıklık etkisinin ortaya çıkmaması düşük ve yüksek olarak etiketlenen sözcüklerin deney grubu katılımcılarının TÖMER eğitimi süresince kullandıkları kitaplardan oluşturulan derleme göre listelenmesinden kaynaklanıyor olabilir. Başka bir ifadeyle kullanım sıklığı düşük olarak etiketlenen sözcükler anadili katılımcıları için halihazırda sıklıkla karşılaştıkları sözcükler olduğundan bu sözcüklere tamamen bütüncül yolak vasıtasıyla eriştikleri şeklinde yorumlanmıştır.

İkinci/yabancı dil olarak Türkçe öğrenen temel düzey dil edincileri grubunda -sözcük aşinalık testinde kullanım sıklığı yüksek olan sözcüklerde 4 üzerinden ortalama 3.39 çıkmış olsa da- kullanım sıklığı etkisinin görsel sözcük tanıma sürecinde olumlu bir etki yaratmamış olması *yüzeysel-kümülatif* sıklık etkisinden (Burani ve Caramazza, 1987; Cole, Beauvillain ve Segui, 1989) kaynaklanıyor olabilir. *Yüzey* sıklığı sözcüğün kök halinde kaç defa kullanıldığıyla ilgiliyen *kümülatif* sıklık aynı kökü paylaşan karmaşık sözcüklerin ne sıklıkla kullanıldığıyla ilgilidir. Bu çalışmada ise katılımcılara sözcükler çekimli gövde halinde sunulmuş (örn. *kitabı, amacı, çeşidi* vb.) olsa da sözcükler yüzey sıklık etkisine göre listelenmişlerdir. Biçim-sesbilgisel değişim türü etkisine dair varılan sonuçlardan hareketle ikinci/yabancı dil olarak Türkçe öğrenen temel düzey dil edincisinin sözcükleri bütünsel listeleme yoluyla işleme eğilimi düşülürse, söz gelimi katılımcı *amacı* sözcüğüyle *amaç* sözcüğüne kıyasla daha az karşılaşması sebebiyle, bu sözcüğe (YAMAÇ) sözcük aşinalık testinde yüksek puan vermesine rağmen sözcüksel karar testi esnasında çekimli haliyle (YAMACI) karşılaştığı için farklı tepkiler göstermiş olabilir.

Özetle, kullanım sıklığı yüksek olan sözcüklerin katılımcıların dilsel performansını (reaksiyon süresi) olumlu etkileyeceği hipotezi ikinci/yabancı dil olarak Türkçe öğrenen orta düzey dil edincileri tarafından sadece düzenli biçim-sesbilgisel değişimli sözcükler işlenirken ortaya çıkmıştır. Yine sözcüksel karar testi esnasında anadili Türkçe kontrol grubuna psödo-sözcükler sunularak sıklık etkisi ölçülmediği için deney grubunun işleme sürecini kontrol grubuyla kıyaslayacak yeterli veri elde edilememiş ve dolayısıyla sıklık bağlamında deney grubunun kontrol grubuna ne derece benzediği ölçülemediğinden bu hipotez yorumlanamamıştır.

5. Sonuç ve Öneriler

Yarı-deneysel araştırma yöntemi kullanılan bu çalışmada, süreç-içi metotlardan olan sözcüksel karar testi aracılığıyla ikinci/yabancı dil olarak Türkçe öğrenen bireylerin biçim-sesbilgisel değişimleri görsel sözcük tanıma bağlamında nasıl işlemediklerinin (çekimli biçimbirimlerin zihinsel sözlükteki temsili ve bu bağlamda sesbilimsel, biçimbilimsel ve bunların karşılıklı ilişkilerine dair farkındalıkları) incelenmesi amaçlanmıştır. Elde edilen bulgulara göre şu sonuçlara varılmıştır:

(1) İkinci/yabancı dil olarak Türkçe öğrenen yetişkinlerde, biçim-sesbilgisel değişimlerin ediniminde, başlangıç düzeyinde sözcükler bütünsel biçimde işlenmektedir. Bu yetişkinlerin dil yetkinlik düzeyleri arttıkça, köklere ve eklere dair analiz aşaması sonradan gelişmektedir. Diğer bir deyişle, sözcüksel erişim sürecinde dil düzeyine bağlı olarak ikili mekanizmalar etkin olabilmektedir.

(2) İmla komşu sayısı yüksek olan sözcükler ikinci/yabancı dil olarak Türkçe öğrenen temel düzey dil edincilerinin performanslarını olumlu yönde etkilemektedir. Başka bir ifadeyle, görsel sözcük tanıma bağlamında başlangıç düzeyinde, bir sözcükle karşılaşıldığında o sözcükle ortografik açıdan ilişkili diğer sözcükler etkinleşerek sözcük erişim sürecini kolaylaştırıyor olabilir.

(3) Kullanım sıklığı yüksek olan sözcüklerin katılımcıların dilsel performansını (reaksiyon süresi) kullanım sıklığı düşük olan sözcüklere oranla olumlu etkileyeceği hipotezinin ise sadece D2 B2 dil grubuyla (düzenli biçim-sesbilgisel değişimli sözcükleri işlemlerken) sınırlı kaldığı görülmüştür. Bu sonuç D2 B2 düzeyi dil edincilerinin kullanım sıklığı yüksek düzenli sözcükleri zihinsel sözlüklerinde tek bir girdi olarak işlemlerken kullanım sıklığı düşük düzenli olanlara son ses ötümlülük kuralı uyguladıklarından, kullanım sıklığı yüksek sözcükleri hızlı işlemedikleri şeklinde yorumlanmıştır.

İleriki çalışmalarda, dil seviyesi grubu aralıkları daha geniş tutularak, ikinci/yabancı ediniminde ana dili etkisini daha iyi görebilmek için diller arası eşyazımlı (iki dilde tamamen aynı yazılıp farklı anlamlara sahip sözcükler) ve sürgen (iki dilde de aynı yazılıp aynı ya da benzer anlama sahip sözcüklere sözcükler çalışmaya dahil edilerek reaksiyon süreleri arasındaki fark incelenebilir. Yine deney grubu katılımcılarının anadili bağımlı değişken olarak önceden belirlenerek alan yazını taraması bundan hareketle yapılabilir. Son olarak, biçimbilimsel yapı açısından karmaşık sözcükler kullanılacaksa (yapımlı veya çekimli) kümülatif sıklık etkisi

dikkate alınarak hedef öğelerin sıklık düzeyine karar verilebilir. Özellikle anadili kontrol grubu için düşük kullanım sıklıklı sözcükler yerine anadilin sesbilgisel dizge bilgisi kuralları dikkate alınarak hazırlanmış sözcüksüer kullanılabilir.

Etik Komite Onayı: Bu çalışma için etik komite onayı İstanbul Üniversitesi'nden (Tarih: 12.09.2022, Sayı: 2022/272) alınmıştır.

Hakem Değerlendirmesi: Dış bağımsız.

Çıkar Çatışması: Yazar çıkar çatışması bildirmemiştir.

Finansal Destek: Yazar bu çalışma için finansal destek almadığını beyan etmiştir.

Ethics Committee Approval: This study was approved by İstanbul University Ethics Committee (Date: 12.09.2022 No: 2022/272).

Peer-review: Externally peer-reviewed.

Conflict of Interest: The author has no conflict of interest to declare.

Grant Support: The author declared that this study has received no financial support.

Kaynakça/References

- Andrews, S. (1992). Frequency and neighborhood effects on lexical access: Lexical similarity or orthographic redundancy? *Journal of Experimental Psychology: Learning, Memory, and Cognition*, 18(2), 234–254. <https://doi.org/10.1037/0278-7393.18.2.234>
- Andrews, S. (1989). Frequency and neighborhood effects on lexical access: Activation or search? *Journal of Experimental Psychology: Learning, Memory, and Cognition*, 15(5), 802–814. <https://doi.org/10.1037/0278-7393.15.5.802>
- Balota, D. A., Cortese, M. J., & Yap, M. (2006). Visual Word Recognition: The Journey from Features to Meaning (A Travel Update). M. J. Traxler & M. A. Gernsbacher (Dü.) içinde, *Handbook of Psycholinguistics*, (s. 285-376). A.B.D.:Elsevier
- Balota, D. A., Cortese, M. J., Sergent-Marshall, S. D., Spieler, D. H., & Yap, M. (2004). Visual word recognition of single-syllable words. *Journal of Experimental Psychology: General*, 133(2), 283–316. <https://doi.org/10.1037/0096-3445.133.2.283>
- Balota, D. A., & Chumbley, J. I. (1984). Are lexical decisions a good measure of lexical access? The role of word frequency in the neglected decision stage. *Journal of Experimental Psychology: Human Perception and Performance*, 10(3), 340–357. <https://doi.org/10.1037/0096-1523.10.3.340>
- Butterworth, B. (1983). Lexical representation. B. Butterworth (Dü.) içinde, *Language Production* (s. 257-294). London: Academic Press.
- Booij, G. (2007). *The Grammar of Words*. Oxford University Press.
- Caramazza, A., Luadanna, A, & Romani, C. (1988). Lexical access and inflectional morphology. *Cognition*, 28(3), 297-332. [https://doi.org/10.1016/0010-0277\(88\)90017-0](https://doi.org/10.1016/0010-0277(88)90017-0)
- Chialant, D., & Caramazza, A. (1995). Where is morphology and how is it processed? The case of written word recognition. L. B. Feldman (Dü.) içinde, *Morphological aspects of language processing* (s. 55–76). Lawrence Erlbaum Associates, Inc.
- Coltheart, M., Rastle, K., Perry, C., Langdon, R., & Ziegler, J. (2001). DRC: A dual route cascaded model of visual word recognition and reading aloud. *Psychological Review*, 108(1), 204–256. <https://doi.org/10.1037/0033-295X.108.1.204>
- Coltheart, M. (1978). Lexical access in simple reading tasks. G. Underwood (Dü.) içinde, *Strategies of Information Processing* (s. 151-216). San Diego, CA: Academic Press

- Davelaar, E., Coltheart, M., Besner, D., & Jonasson, J. T. (1978). Phonological recoding and lexical access. *Memory & Cognition*, 6(4), 391–402. <https://doi.org/10.3758/BF03197471>
- Field, J. (2003). *Psycholinguistics: A resource book for students*. London: Routledge.
- Frauenfelder, U.H., Schreuder, R. (1992). Constraining psycholinguistic models of morphological processing and representation: The role of productivity. G. Booij, J. van Marle (Dü.) *Yearbook of Morphology 1991* (s. 165-183). Springer, Dordrecht. https://doi.org/10.1007/978-94-011-2516-1_10
- Fromkin, V., Hyams, N., & Rodman, R. (2011). *An introduction to language*. Australia : Thomson Wadsworth.
- Gonnerman, L. M., Seidenberg, M. S., & Andersen, E. S. (2007). Graded semantic and phonological similarity effects in priming: Evidence for a distributed connectionist approach to morphology. *Journal of Experimental Psychology: General*, 136(2), 323–345. <https://doi.org/10.1037/0096-3445.136.2.323>
- İmer, K., Kocaman, A., & Özsoy, A. S. (2011). *Dilbilim Sözlüğü*. Boğaziçi Üniversitesi Yayınevi.
- Jiang, N. (2012). *Conducting Reaction Time Research in Second Language Studies*. London: Routledge
- Just, M. A., & Carpenter, P. A. (1980). A Theory of Reading: From Eye Fixations to Comprehension. *Psychological Review*, 87, 329-354. <http://dx.doi.org/10.1037/0033-295X.87.4.329>
- Kilgariff, A., Baisa, V., Bušta, J., Jakubiček, M., Kovář, V., Michelfeit, J., Rychlý, P., & Suchomel, V. (2014). The Sketch Engine: ten years on. *Lexicography*, 1: 7-36.
- Lehtonen, M., & Laine, M. (2003). How word frequency affects morphological processing in monolinguals and bilinguals. *Bilingualism: Language and Cognition*, 6(3), 213–225.
- McGinnies, E., Comer, P. B., & Lacey, O. L. (1952). Visual-recognition thresholds as a function of word length and word frequency. *Journal of Experimental Psychology*, 44(2), 65–69. <https://doi.org/10.1037/h0063142>
- Milin, P., Smolka, E., & Feldman, L. B. (2018). Models of Lexical Access and Morphological Processing. E. M. Fernandez, & H. Smith Cairns (Dü) içinde, *The Handbook of Psycholinguistics* (s. 240-268). Wiley Blackwell.
- Pearce, J. W., Gray, J. R., Simpson, S., MacAskill, M. R., Höchenberger, R., Sogo, H., Kastman, E., Lindeløv, J. (2019). PsychoPy2: experiments in behavior made easy. *Behavior Research Methods*. 10.3758/s13428-018-01193-y
- Pollatsek, A., Perea, M., & Binder, K. S. (1999). The effects of “neighborhood size” in reading and lexical decision. *Journal of Experimental Psychology: Human Perception and Performance*, 25(4), 1142–1158. <https://doi.org/10.1037/0096-1523.25.4.1142>
- Rubenstein, H., Garfield, L., & Millikan, J. A. (1970). Homographic entries in the internal lexicon. *Journal of Verbal Learning & Verbal Behavior*, 9(5), 487–494. [https://doi.org/10.1016/S0022-5371\(70\)80091-3](https://doi.org/10.1016/S0022-5371(70)80091-3)
- Schreuder, R., & Baayen, R. H. (1995). Modeling morphological processing. L. B. Feldman (Dü.) içinde, *Morphological aspects of language processing* (s. 131–154). Lawrence Erlbaum Associates, Inc.
- Taft, M., & Forster, K. I. (1976). Lexical storage and retrieval of polymorphemic and polysyllabic words. *Journal of Verbal Learning & Verbal Behavior*, 15(6), 607–620. [https://doi.org/10.1016/0022-5371\(76\)90054-2](https://doi.org/10.1016/0022-5371(76)90054-2)
- Taft, M., & Forster, K. I. (1975). Lexical storage and retrieval of prefixed words. *Journal of Verbal Learning & Verbal Behavior*, 14(6), s. 638–647. doi:[https://doi.org/10.1016/S0022-5371\(75\)80051-X](https://doi.org/10.1016/S0022-5371(75)80051-X)
- Uygun, S. & Gürel, A. (2016). Processing morphology in L2 Turkish: The effects of morphological richness in the L1 (s. 251-279). A. Gürel (Dü.) içinde, *Second Language Acquisition of Turkish*. Amsterdam: John Benjamins.

- Van Heuven, W. J. B., Dijkstra, T., & Grainger, J. (1998). Orthographic neighborhood effects in bilingual word recognition. *Journal of Memory and Language*, 39, 458–483.
- Weekes, B. S. (1997). Differential Effects of Number of Letters on Word and Nonword Naming Latency. *The Quarterly Journal of Experimental Psychology Section A*, 50(2), 439–456. <https://doi.org/10.1080/713755710>



Dictionary Use of Learners Learning Turkish as a Foreign Language: A Case Study

Mehmet GÜRLEK* 



*(Assoc. Prof.), İstanbul University, Faculty of Letters, Department of Linguistics, İstanbul, Türkiye

ORCID: M.G. 0000-0002-3601-8005

Corresponding author:
Mehmet GÜRLEK,
İstanbul University, Faculty of Letters,
Department of Linguistics, İstanbul, Türkiye
E-mail: mehmet.gurlek@istanbul.edu.tr

Submitted: 06.06.2023
Accepted: 02.11.2023
Published Online: 22.12.2023

Citation: Gurlek, M. (2023). "Dictionary use of learners learning Turkish as a foreign language: A case study. *Dilbilim Dergisi - Journal of Linguistics*, 40, 21-31.
<https://doi.org/10.26650/jol.2023.1310404>

ABSTRACT

In foreign language learning, one of the identification strategies involved in vocabulary is to consult a dictionary. Dictionaries, which are reference sources, are not only a source for the meaning of a word contain a lot of information from spelling to pronunciation, grammar to the use of meaning. One of the issues that should be emphasized is the use and user experience for reference dictionaries. The centrality of user experience in the use and design of dictionaries is evident from the recent literature in academic lexicography. From learner needs to dictionary design, user experience offers both lexicographical and educational tools. There are two main strategies in lexical learning in the literature. These are discovery and reinforcement strategies. The subject of this study is to focus on the views of learners of Turkish as a foreign language and the use of dictionaries, which is one of the lexical learning strategies within the identification strategies. For this purpose, using a case study design, we asked questions to 25 learners of Turkish as a foreign language in Türkiye with a semi-structured interview form. We analyzed them using descriptive analysis and then evaluated the data. The findings show that learners of Turkish as a foreign language do not have sufficient knowledge about what information is included in a dictionary and how to use a dictionary.

Keywords: Vocabulary learning, dictionary, dictionary use, teaching Turkish as a foreign language

1. Introduction

In recent years, one of the topics focused as a research area in academic lexicography is the use of dictionaries. In research studies conducted today, the strategies, experience, and dictionary skills that a dictionary user does and will need has increased. The use of dictionaries, especially in teaching Turkish as a foreign language, provides important information about the perspective of learners and users. When Turkish lexicographical literature is considered, the subject has not been adequately studied.

The identities of dictionary users, their qualifications and motivations for consulting a dictionary constitute the fundamental question of user research. For example, the identities, qualifications, and motivations of users who consult a dictionary of terms and those who use a general dictionary or a learners' dictionary are different. Similarly, the purpose of using a printed dictionary, an electronic or a web-based dictionary are also different. The information and findings obtained provide a perspective on vocabulary teaching and lexical tools.

There are two main vocabulary learning strategies, discovery and consolidation strategies (Schimtt, 1997). Finding the meaning of a word that learners encounter for the first time is discovery of a word. The discovery strategy includes "determination and social strategies". Finding the meaning of a word through a dictionary is an example of a determination strategy, while asking a friend or teacher about the meaning of a word is an instance of a social strategy. Determination strategies, which are part of discovery strategies, are the strategies that learners use for a word they encounter for the first time.

While there are various studies on vocabulary learning strategies in the literature, the number of studies conducted on dictionary use is quite low. When it comes to recent studies, Özbay and Melanlıoğlu (2013) collected quantitative data through the "Foreigner Students' Use of Dictionary Questionnaire" in their study to determine the dictionary skills of 144 international students studying A2-level Turkish at Gazi University TÖMER in their vocabulary development. Some of the striking results of the study were that 76.3% of the students first asked their teachers the meaning of a word they did not know, 76.3% of them preferred to guess the meaning of a word they did not know first, 77.2% of them learned more than one meaning of a word they did not know with the help of a dictionary, and 64.9% of them agreed that using pictures, cartoons, etc. in the definitions of words facilitated the comprehension of them.

Kardaş (2016), who emphasizes the importance of the role of dictionaries in language learning for learners of Turkish as a second language, examined the types of dictionaries used by 110 international students (69 at A2 level and 41 at B1 level) learning Turkish at Gazi University, the reasons and frequency of their dictionary use, and their attitudes and habits towards dictionary use, and he investigated whether these issues differed according to gender, level, or age. The research was conducted with the "Personal Information and Dictionary Use Variables" developed by Kardaş (2016) and the "Dictionary Use Attitude Scale" consisting of 25 items with a 5-point Likert scale. The results of the study about the dictionary use

of international students suggested that students used dictionaries while doing homework, occasionally in class, many times in class, and outside the class, respectively. When it comes to the types of dictionaries, it was concluded that students consulted dictionaries which have smartphone applications, printed dictionaries, dictionaries on computers and rarely dictionaries on tablets, respectively. The study determined that students mostly used Google Translate, rarely TDK Online Dictionary and Red House Dictionary among smartphone applications. It determined that international students used dictionaries to look up the meaning of a word, check the spelling of a word, find the equivalent of a word in other languages but rarely to learn the origin of a word, respectively. The study found that students' dictionary use and attitudes did not show a statistically significant change according to language level, age, or gender variables.

In a study conducted by Halat and Fırat (2021), a student opinion questionnaire developed by the researchers was used employing a survey model with 332 students learning Turkish as a foreign language at the Turcology Department of Jagiellonian University (Poland), Gazi University TÖMER, and İstanbul Aydın University TÖMER in the academic year 2018-2019. The purposes of the 332 students learning Turkish as a foreign language (4.8% A1, 13.3% A2, 22.9% B1, 13% B2, 44.3% C1, 1.8% other), using a dictionary, and their opinions about the qualities of dictionaries were determined in the study. According to the results, 86.3% of students used dictionaries to learn the meaning of a word, 71.6% to learn the spelling of words, 65% to look up the meanings of commonly used words in daily life, 62.8% to check how a word is used in a sentence, 62.5% to learn the synonyms and antonyms of a word, 54.8% to learn how a word is used with other words, 48.3% to see visuals of a word, 45.8% to learn the pronunciation of a word, and 44% to learn word classes (nouns, adverbs, etc.). The participants stated that supporting words with visual elements made it easier to comprehend the meaning of a word (72.1%) and that dictionaries which are divided into themes (family, home, work, sports, etc.) made vocabulary learning faster (63.6%) and more permanent (55%).

Koca et al. (2014) conducted a study on the dictionary use habits and attitudes of 40 second and third year EFL students at the Department of Foreign Languages, Korça University in Albania. The study found that students consulted dictionaries most frequently while reading texts (95%), translating from Albanian to English and from English to Albanian (92.5%), and writing (82.5%) whereas they used dictionaries dramatically less frequently during or after listening (37.5%) and while speaking (20%). The study included 11 items about the kinds of information students looked for in a dictionary. It found that students used dictionaries to look up the meaning of a word or phrase (97.5%), see example sentences in which a certain word is used (82.5%), find collocations (80%), learn pronunciation of a word (80%), learn synonyms (77.5%), check spelling (75%), learn antonyms (72.5%), find out whether a word is commonly used (55%), learn the word class a word belongs to (nouns, adjectives, etc.) and its derivations (50%), learn about the structure and grammatical function of a word (45%), and learn the etymology of a word (35%).

In his master's thesis, Wolter (2015) examined dictionary use and preferences of six beginner, eight intermediate, and six advanced learners of English as a foreign language at Midwestern University. In the study, a 25-item questionnaire was administered to 20 students from China and Saudi Arabia. According to the results of the study, the beginner students' motivations for using a dictionary were definitions (100%), example word usage in sentences (41%) and word classes (41%) respectively while none of them stated that they consulted a dictionary for synonyms, translation, or collocations. Intermediate students used dictionaries for definitions (100%), word classes (46%) and example word usage in sentences (36%) respectively whereas none of the intermediate students, like the beginner students, used dictionaries for synonyms, translation, or collocations. Advanced students used dictionaries for definitions (100%), word classes (78%), example word usage in sentences (30%), translation (17%), and for pronunciation, synonyms, and word families¹ (all 13%). Wolter (2015) suggested that the students in the study group should receive training in how to use the detailed information provided in dictionaries.

In the article "Millennials as Dictionary Users: A Study of Dictionary Use Habits of Serbian EFL Students", Knežević et al. (2021) reported a study they conducted with 705 undergraduate students (350 males and 355 females) between the ages of 18-28, who learned English as a foreign language in the academic year 2017-2018 and examined students' dictionary preferences and dictionary use habits using a questionnaire and interviews. The highest values in the study showed that participants consulted dictionaries to look up the spelling and meaning of a word in a particular context, as well as to see the translation equivalent of a word and examples of how it is used in several contexts. One of the findings was that participants ignored additional information such as collocations, common errors, and differences between British and American English. The qualitative data seemed to be in line with the quantitative findings because none of the participants paid attention to or analyzed additional information while looking up an unfamiliar word according to the information obtained through the interviews. Both quantitative and qualitative findings indicated that students paid much less attention to information except for the meaning, spelling, and pronunciation of an unknown word/term. It was concluded that information about the synonyms, collocational use or grammatical features of a word did not attract the attention of participants. Both the qualitative and quantitative data showed that participants paid the most attention to the context of a word they did not know.

Since this study focuses on both determination strategies for vocabulary learning and dictionary use, which is an example of these strategies, it is also necessary to address what a dictionary contains briefly.

The information and structure of a dictionary is closely related to the type of dictionary. When a general dictionary prepared for native speakers of a language is examined, the dictionary first records the vocabulary of that language. Therefore, a dictionary contains lists of vocabulary first.

1 Word families are groups of words which have a common feature or pattern. These word groups have some common letter combinations and a similar sound. For example, 'cat, hat, fat' are a word family with a similar sound and letter combination, and 'help, helper, helpful' are another example of a word family.

The second type of information is spelling. Although consulting a dictionary to check the spelling of a word does not seem to be an indispensable strategy for Turkish, it is the opposite for some languages, English for example (Jackson, 2016). The third type of information is the pronunciation of a word and grammatical information. We can see pronunciation information in Turkish dictionaries. Likewise, we can see that pronunciation information is provided with a speaker icon in the online dictionary of the Turkish Language Association; however, it is not included in the online version of *Misalli Büyük Türkçe Sözlük*. Grammatical information, on the other hand, usually manifests itself in the form of word classes. The fourth type of information is usage labels. Dictionaries include subject labels (such as anatomy, religion, history, architecture, etc.) to show technical uses with ways of determining meaning, such as slang, informality, and metaphors. The fifth type of information is definitions and meanings, and it is one of the main purposes of consulting a dictionary. It appears in the form of discovering or checking meaning. The sixth type of information is the use of a word in context, in other words, information in the collection of examples. Issues such as the accuracy and adequacy of these types of information are related to dictionary criticism, which is another research area of academic lexicography. The purpose of mentioning the information types contained in a dictionary here is related to the preparation of the questions in the semi-structured interview forms in the case study. This review is related to the aim of determining which of the information types are accessed by users through a dictionary. The aim of this study is to examine how learners of Turkish as a foreign language consult dictionaries, which is a type of the determination strategies for vocabulary learning. The research questions of the study are as follows:

- What do learners use to learn the meaning, spelling, pronunciation, and grammatical category of a word?
- Do learners consult a printed or electronic/web-based dictionary?
- Which type of dictionary do learners prefer more?
- With which tools do learners consult electronic/web-based dictionaries?

Method

Research Design

Since the study aims to determine learners' views about dictionary consultation, which is one of the vocabulary learning strategies, a case study, one of the qualitative research designs, was conducted. A case study is a design suitable for applied research to describe the present situation in depth (Yıldırım & Şimşek, 2013). A case study focuses on the 'how' and 'why' questions and describes the causes and consequences of the present situation through observations, interviews, and document analysis.

Participants

In the study, interviews were conducted with 25 B2 level learners of Turkish as a foreign language from the Istanbul University Language Center using convenience sampling. The study group was created using the criterion sampling model, which is one of the purposive sampling models and is used to determine cases that meet certain criteria (Baltacı, 2018). Fifteen native speakers of Arabic, four native speakers of Persian, four native speakers of Russian and two native speakers of French participated in the study.

Data Collection Tools and Procedure

Semi-structured interview forms were prepared to obtain data. The main purpose of the interviews was to encourage the participants to give correct answers and to eliminate biases. An interview is conducted to create a social environment which enables the free exchange of information between two people for the purpose of revealing the relationship between the opinions, knowledge, and behaviors of individuals about various issues and their causes (Balçı, 2011). In an interview, a researcher can also find opportunities to ask spontaneous questions about unclear issues. The researcher can also find clues about what is implied as well as what is said during the interview (Karasar, 2015, p.166). The questions in the interview forms were sent to two academics from Yıldız Technical University for their assessment to ensure content validity, and they were revised according to the feedback. Each interview was completed in 20-30 minutes. The following questions were used to determine the participants' views in the interviews:

- When you encounter a word you do not know, what do you do first to find out its meaning?
- What do you do to learn or check the pronunciation of a word?
- What do you do to learn or check the spelling of a word?
- What do you do to learn or check the grammatical category (nouns, adjectives, adverbs, etc.) of a word?
- How often do you consult dictionaries while learning Turkish?
- Do you have a monolingual or bilingual printed dictionary created for Turkish? If yes, which one is it?
- Do you use an electronic/web-based dictionary for Turkish words? If so, which one(s) do you use?
- When you compare electronic/web-based dictionaries to printed dictionaries, which one do you think facilitates learning?
- With which tools do you use electronic/web-based dictionaries (tablets, mobiles, desktop, or laptop computers)?
- Do the printed or electronic/web-based dictionaries you use for Turkish words meet your expectations?

Data Analysis

The data obtained in face-to-face interviews conducted with semi-structured interview forms were analyzed using descriptive content analysis. In this analysis method, data are summarized and interpreted according to themes, direct quotations are used from participants, the findings obtained are explained within a logical framework, and the researcher strengthens his/her interpretations with cause-effect relationships among findings (Yıldırım & Şimşek, 2013). For data obtained from participants, each participant was assigned codes such as P1-P2-P3-P25, and the collected data were presented to participants for approval.

2. Results

2.1. Learners' strategies for learning the meaning of a word

Dictionaries are one of the main reference sources to learn and discover the meaning of a word. Looking closely at the answers given to this question, learners coded as P17; P18; P21; P25 said that they asked their teachers; learners P7; P8; P10 said that they checked their cell phones; learners P3; P11; P13; P20 and P22 said that they used the Google search engine. The learners P7 and P27, whose native language is Persian, said that they consulted English-Persian dictionaries. The participant P2 stated that he used "Google translate" and the learner P5 stated that he used the internet and if he could not find it on the internet, he asked his native Turkish-speaking friend. Participants P4, P6 and P23 stated that they guessed the meaning of the word from the context. The views of the learner P5 on this subject are as follows:

"In the books we use in the courses, there is a small list of words in each chapter. That's why I don't have too many problems in the lessons, but outside the lesson I encounter many words whose meaning I don't know. If I have a Turkish speaker friend with me, I first ask him/her the meaning of the word."

The participant P23 stated the following: "If there is a word whose meaning I do not know in a text I read, I can guess it by looking at the other words next to that word, but if I hear it in conversation, it is difficult for me to guess."

When the findings were analyzed, about half of the participants stated that they use "Google and Google's translation tool". Apart from this, the participants were more inclined to prefer social strategies such as asking the teacher or a native speaker friend.

2.2. Learners' strategies for learning or checking the pronunciation of a word

Printed dictionaries can give the pronunciation of a word with the International Phonetic Alphabet. However, when we look at Turkish printed dictionaries, we see that this method is not preferred and limited pronunciation information is given. Electronic / Web-based dictionaries, on the other hand, can provide complete pronunciation information. When we look at the findings in this strategy, participants P3, P5, P8, P11, P14, P17 stated that they

asked the teacher; participants P1, P2, P4, P8, P16, P21, P23, P24 stated that they checked it on “Google’s translation tool”. Only two participants, P2 and P6, stated that they checked it from the Turkish Dictionary platform of the Turkish Language Institution on the internet. The views of the participant coded P8 on this subject are as follows: “I don’t know if there is a place other than Google to check how Turkish words are pronounced. I never asked the teacher about this, and the teacher did not give us any information about this.” The participant P21 stated, “It is very easy to access this information from Google, so I always prefer it.”

2.3. Learners’ strategies for learning or checking the spelling of a word

Except for participants P11 and P16, who checked the spelling in dictionaries, the learners did not resort to dictionaries. Twelve participants stated that they checked the spelling on Google’s translation tool. It is also noteworthy that participants did not fully realize the distinction between learning the spelling of the word and learning the meaning of the word in their answers. The views of the participant P12 on this issue are as follows: “I first learn the correct spelling of words. I also write them on paper and hang them on the wall to learn the words. When I wake up, I see these writings in front of my eyes. The participant coded P9 said: “When I write, I try to see if I can write correctly myself, I find reading or speaking easier than writing. But I rewrite every new word I learn, this way I start to memorize words and spelling rules.”

2.4. Learners’ strategies for learning or checking the grammatical category of a word

In the grammatical category, which is one of the pieces of information provided by dictionaries, most of the participants stated that they consulted dictionaries to learn the lexical type of a word. Apart from this, learners coded P3, P7, P8, P14, P22 prefer to ask the instructor rather than get it from social strategies. Another social strategy, consulting a native speaker, was preferred by participants coded P20 and P24.

2.5. Learners’ strategies regarding the frequency of dictionary consultation

The frequency of dictionary consultation varies among participants. About half of the participants stated that they frequently consulted dictionaries while learning Turkish, while the remaining participants stated that they rarely or never consulted dictionaries. The views of the learner P18 on this subject are as follows: “I don’t use dictionaries much. Maybe this is due to the fact that the texts used in the lessons are quite understandable. Outside the lesson, if I need, I learn from Google.” The learner P15 stated that “The word list at the end of the reading texts in the textbooks is sufficient for me, so I do not use a dictionary.”

2.6. Learners’ views on whether they have a printed dictionary

Twenty-one out of 25 participants stated that they do not have a dictionary in printed format, while four participants stated that they have bilingual dictionaries prepared in their native

language. In this regard, participant P15 said the following: “I don’t need a printed dictionary because I can access everything by phone.” The learner P18 stated “the Turkish dictionary is too big, I cannot carry it with me, so I did not buy it.”

2.7. Learners’ strategies for using electronic/web-based dictionaries

The striking point in the responses to this question, which we asked to identify the electronic/web-based dictionary platforms preferred by Turkish language learners, was that the participants did not know the difference between dictionaries and translation tools. More than half of the participants answered as “Google Translate” or “Yandex Translate”. However, participants P5, P8, P21 stated that they use GlosbeDictionary. Other participants’ answers are as follows: P12 and P19, Naver dicConary; P24, Audio Dictionary; P11, abadis.ir; P15 and P20, b. amooz; P4, sozluk.gov.tr.

2.8. Learners’ views on the comparison between electronic/web-based dictionaries and printed dictionaries

All the participants think that electronic/web-based dictionaries facilitate learning as opposed to printed dictionaries. In this regard, learner P8 said the following: “I think it is easier to use online dictionaries because I always have them with me”. On the other hand, the participant coded P14 stated that “Printed dictionaries may be more useful, but electronic / web-based dictionaries are easier to use”. Participant P1 said, “The easiest way for me is the internet dictionary. But I also have Turkish story books with a mini dictionary after each text. I find such books very useful.”

2.9. Learners’ strategies regarding the means of access to electronic/web-based dictionaries

It was determined that all participants used smart phones. However, participant P8 stated that he used a tablet in addition to the phone. Participants P11 and P22 stated that they used desktop computers in addition to the phone. Participants P6, P8 and P25 stated that they used laptops in addition to the phone.

2.10. Learners’ views on whether the dictionaries they use for Turkish words meet their expectations

70% of the participants stated that the dictionaries met their expectations. However, it is not possible to come to a clear conclusion on this issue, given that they confuse dictionaries with translation tools. According to the participants, the disadvantages of the dictionaries they use are lack of detailed explanations, lack of lists of the most frequently used words, difficulty in finding the correct meaning among the meanings of polysemous words, lack of clarity and comprehensibility of the information provided, lack of examples of words in sentences. In

this regard, participant P8 said “When I look at the definition, sometimes I don’t understand anything, because the definition is very short.”. Participant P14 said “It is bad that some definitions do not include any examples”. Participant P15 said “It is difficult to understand the words used in the examples.”

3. Conclusions and Suggestions

In this case study on Turkish learners’ use of dictionary as a cognitive vocabulary learning strategy, the following conclusions were reached:

- Turkish learners do not frequently consult a dictionary to learn the meaning of a word. They consider it sufficient to benefit from the word lists provided to learners in the educational materials they use in the lessons. However, google translation tools are frequently used to reach the meaning. Learners also tend to use social strategies by asking their friends and teachers who are native speakers.

- In terms of learning and controlling pronunciation, using Google’s translation tool is again the most common way of learning. Social strategies are also preferred by asking the teacher and native speakers. Users do not know that dictionaries can be used for pronunciation. This shows that learners are not given enough information about the use of dictionaries.

- The results of learning or checking spelling are close to the results on pronunciation. Learners tend to use translation tools instead of dictionaries.

- When it comes to learning or checking grammatical categories, learners turn to dictionaries. Apart from this, there is also a tendency to consult the teacher as a social strategy.

- Regarding the frequency of consulting a dictionary, two different tendencies, which can be considered equal, stand out. While half of the participants prefer to consult a dictionary, the other half either do not consult a dictionary at all or consult it very rarely.

- Only four of the participants have a printed bilingual dictionary in their own language, while none of the participants have a printed Turkish dictionary. Printed dictionaries were not preferred due to the issue of carrying and keeping them.

- Electronic/print dictionaries are clearly preferred over printed dictionaries. However, participants do not know the difference between electronic/web-based dictionaries and translation tools provided by search engines such as Google or Yandex. Mobile devices are the most common means of accessing dictionaries or translation platforms. Apart from this, laptops are the secondary means of reference.

- Participants emphasized some deficiencies in existing printed or electronic/web-based dictionaries, such as lack of descriptive definitions, insufficient or poorly written examples, and inability to reach the target meaning.

In the light of these results, the following suggestions can be made:

- A Turkish learners dictionary should be prepared for Turkish learners. Considering that the most common access tool for dictionaries is mobile phones, a web-based and mobile-friendly platform should be prepared rather than a printed dictionary.

- Learners do not have enough information about what information is included in a dictionary. For this reason, learners should be educated about dictionaries and dictionary reference in Turkish language teaching. Dictionaries should be used by the instructors in the lessons and this issue should be explained in vocabulary teaching.

Peer-review: Externally peer-reviewed.

Conflict of Interest: The author has no conflict of interest to declare.

Grant Support: The author declared that this study has received no financial support.

References

- Balcı, A. (2011). *Sosyal bilimlerde araştırma: Yöntem, teknik ve ilkeler*. Ankara: Pegem Yayıncılık.
- Baltacı, A. (2018). Nitel araştırmalarda örnekleme yöntemleri ve örnek hacmi sorunsalı üzerine kavramsal bir inceleme. *Bitlis Eren Üniversitesi Sosyal Bilimler Dergisi*, 7(1), 231-274.
- Halat, S., & Fırat, H. (2021). Yabancı dil olarak Türkçe öğretiminde sözlük kullanımına yönelik öğrenci görüşleri. *Bayburt Eğitim Fakültesi Dergisi*, 16(Özel Sayı), 148-165. <https://doi.org/10.35675/befdergi.849926>
- Jakson, H. (2016). *Sözlükbilime giriş* (Çev. Mehmet Gürlek- Ellen Patat). İstanbul: Kesit Yay.
- Karasar, N. (2015). *Bilimsel araştırma yöntemleri*. Ankara: Nobel Akademik Yayıncılık
- Kardaş, D. (2016). Türkçe öğrenen yabancı öğrencilerin sözlük kullanma tutum ve alışkanlıkları üzerine bir araştırma. *Milli Eğitim Dergisi*, 210, 507-519.
- Knežević, L., Halupka-Rešetar, S., Mišeljin, I., & Milić, M. (2021). Millennials as dictionary users: A study of dictionary use habits of Serbian EFL students. *SAGE Open*, 11(2). <https://doi.org/10.1177/2158244021100842>
- Koca, S., Pojani, V., & Jashari-Cicko, A. (2014). Dictionary use by EFL university students a case-study at Korça University. *Mediterranean Journal of Social Sciences*, 5(19), 74.
- Özbay, M. ve Melanlıoğlu, D. (2013) Türkçe öğrenen yabancıların sözlük kullanma becerileri üzerine bir araştırma. *Ana Dili Eğitimi Dergisi*, 1(1), 13-23.
- Schmitt, N. (1997). Vocabulary learning strategies. N. Schmitt, & M. McCarthy içinde, *Vocabulary: Description, acquisition and pedagogy* (pp. 199-227). Cambridge: Cambridge University Press.
- Wolter, L. A. (2015). *Dictionary Use and Preferences of L2 English Learners in an Intensive English Context* [Unpublished master dissertation]. St. Cloud State University.
- Yıldırım, A., ve Şimşek, H. (2013). *Sosyal bilimlerde nitel araştırma yöntemleri*. Ankara: Seçkin Yayıncılık.



The Argument Structure of the Light Verb *hacer* as a Means for Incorporating English Borrowings Into Peninsular Spanish

Letizia D'ANDREA* 



*University of Salamanca, Department of Spanish Language, Salamanca, Spain

ORCID: L.D.A. 0000-0003-4784-1571

Corresponding author:

Letizia D'ANDREA,

University of Salamanca, Department of Spanish Language, Salamanca, Spain

E-mail: letiziadandrea@hotmail.com

Submitted: 23.06.2023

Revision Requested: 09.10.2023

Last Revision Received: 11.10.2023

Accepted: 02.11.2023

Published Online: 27.12.2023

Citation: D'Andrea, L. (2023). "The argument structure of the light verb *hacer* as a means for incorporating English borrowings into Peninsular Spanish. *Dilbilim Dergisi - Journal of Linguistics*, 40, 33-50. <https://doi.org/10.26650/jol.2023.1297224>

ABSTRACT

The present study explores a phenomenon of indirect language contact that shares similar properties with the so-called *bilingual complex verbs* that bilingual speakers produce spontaneously in code-switching. *Hacer el check in* 'to check in' and *hacer ghosting* 'to ghost' are some of the multi-word units made up of the Spanish light verb *hacer* 'to do'/'to make' and an Anglicism used in monolingual conversations and press texts in Peninsular Spanish. Still, these hybrid light verb constructions do not reproduce the syntactic pattern of their English counterparts. For example, *hacer el check in* corresponds to the phrasal verb *to check in*, while *hacer ghosting* to the simple verb *to ghost*. Through a qualitative-inductive method, this research aims to uncover the reasons behind the productivity of this lexical incorporation strategy in the monolingual oral and written discourse of Peninsular Spanish speakers. Additionally, it invites the Spanish-speaking community to reflect on the implications that the integration of unnecessary English borrowings may have on the reconfiguration of the Spanish language.

Keywords: Light verb constructions, *hacer*, lexical borrowing, Spanish, English



1. Introduction

Light verb constructions (LVCs), also known as *support verb constructions* (e.g., *to give advice, to make a statement, to set in motion*), are multi-word units made up of a semantically bleached verb (e.g., *to give, to make, to set*) and a predicate noun (e.g., *advice, statement, motion*). One of the main functions of light verbs is to serve as morphosyntactic support for predicate nouns (Alonso Ramos, 2004, p. 18). In addition to contributing to the syntactic configuration of the verb-noun construction, light verbs convey grammatical information such as mood, tense, and aspect. In contrast, the noun expresses most of the meaning of the multi-word unit.

These multi-word units involve a limited number of verbs combined with a wide range of nouns (Stevenson et al., 2004, p. 1) encompassed in noun phrases (e.g., *She can't make eye contact, I'll do some digging*) and prepositional phrases (e.g., *I'll take it into account, He got in trouble*). Although light verbs have a slight lexical meaning, they can convey semantic data consisting of “a modulation of the event description” of their coverbal elements (Butt & Geuder, 2001, p. 326). Therefore, the verb and the noun work as a joint predication (Butt, 2010). The most frequent light verbs in English are *to take, to have, to make, to do, and to give* (PropBank corpus/Palmer et al., 2005, as cited in Wittenberg et al., 2014, p. 65). The three most used light verbs in Spanish are *dar* ‘to give,’ *hacer* ‘to do’/‘to make,’ and *tener* ‘to have’ (Koike, 1993; Sanromán Vilas, 2009).

Light verb constructions have been studied from varied theoretical and applied perspectives, such as syntactic analysis (Giry-Schneider, 1987; Alba-Salas, 2002), lexical grammar analysis (Gross & Vives, 1986; Gross, 1998), corpus linguistics (Rácz et al., 2014; Xu et al., 2022), diachronic linguistics (Alba Salas, 2012; Butt & Lahiri, 2013), natural language processing (Tan et al., 2006; Wittenberg et al., 2014), first language acquisition (Barner, 2001; He & Wittenberg, 2020), foreign language learning (Buckingham, 2008; Tu & Roth, 2011), code-switching (González Vilbazo & López, 2011; Purmohammad et al., 2022), cognitive linguistics (Brugman, 2001; Wittenberg, 2016), and psychopathology of language (Koukouloti & Stavrakaki, 2017; Kintz & Wright, 2022). However, the strategy of resorting to the argument structure of light verbs to incorporate English borrowings into Spanish is still uncharted territory. The present study aims to fill this gap in the literature to determine the reasons behind the productivity of this lexical incorporation strategy in the monolingual written discourse of Peninsular Spanish speakers.

It is widely recognized that a significant portion of foreign words incorporated into Spanish in recent decades have been borrowed from English (see Teschner, 1974; Sánchez, 1992; De la Cruz Cabanillas & Tejedor Martínez, 2012, among others). The socioeconomic development of the United States after the Second World War, its implication in the Cold War, and the subsequent global reach of news agencies, industry, commerce, cinema, music, sports, and informatics are some of the reasons that explain the proliferation of Anglicisms in many languages (López Medina, 1998, pp. 11-12). As far as Spanish is concerned, the role of English as the new *lingua franca* (Kowner & Rosenhouse, 2008, p. 6) and the contact between English and Spanish in

North America (Poplack, 1993) have given rise to heterogeneous manifestations of lexical borrowing and assimilation. In this scenario, the direct language contact that has shaped the sociolinguistic regions of the Spanish of the United States (Escobar & Potowsky, 2015) must be distinguished from the indirect influence English has exerted in the varieties spoken in Spain and Latin America. However, even among the latter, the assimilation of the English vocabulary has been disparate. Indeed, the Anglicisms integrated into the varieties spoken in countries that had less contact with the United States underwent higher morphological adaptation than the borrowings incorporated in the varieties spoken in Mexico, the Caribbean, Central America, and Chile, with a higher North American influence (Haensch, 2005, p. 250).

On the other hand, echoes of the long lexicographic tradition of Peninsular Spanish, the unflagging efforts of the Royal Spanish Academy, the worldwide presence of the Cervantes Institute, and the initiatives of organizations such as Fundéu RAE help contain the contamination of European Spanish from unnecessary Anglicisms. However, the speed through which most neologisms circulate nowadays, primarily through the online press, makes the contingency task more difficult. Therefore, the equivalent words or adaptations proposed by Spanish lexicographers are not always accepted and included in the oral and written speech of real users.

In this context, the present study provides insight into a prolific lexical assimilation strategy used in Spanish, that is, the incorporation of English verbs and nouns through the argument structure of the light verb *hacer* ‘to do’/‘to make,’ as observed in the following examples:

- (1) *Hoy con Iberia puedes hacer el check in por WhatsApp.* (elmundo.es, 02/06/2020)
 Today, with Iberia you can^{-2sg present} do^{-infinitive} the check-in through WhatsApp.
 ‘With Iberia you can now check in on WhatsApp.’
- (2) *No tiene Windows Hello ni un lector de huellas dactilares para hacer login.* (elmundo.es, 01/25/2020)
 It does not have Windows Hello nor a fingerprint scanner to do^{-infinitive} login.
 ‘It does not have Windows Hello, nor does it have a fingerprint scanner to log in.’

Since lexical borrowing is contingent upon heterogenous interlinguistic factors, this study will only cover hybrid light verb constructions in Peninsular Spanish. Moreover, it is essential to point out that the following pages are for descriptive purposes. Therefore, I will not claim the correctness or incorrectness of these hybrid expressions or propose possible substitutions.

2. Background

2.1. Global-scale insight into light verb constructions

Light verb constructions are widespread in Romance, Germanic, Slavic, and Indo-Iranian languages such as Hindi (Vaidya et al., 2016) and Persian (Karimi-Dostaan, 1999), as well as in languages that do not have phylogenetic relations with the Indo-European family. To name a few, we find LVCs in Mandarin Chinese (Lin, 2001), Japanese (Miyamoto, 2000), Korean (Chae, 1997), Indonesian (Nugraha, 2022), Turkish (Uçar, 2010), Arabic (Ibrahim,

2005), and in the main languages of the Uralic family, like Hungarian (Vincze, 2012), Finnish (Nenonen et al., 2017), and Estonian (Kaalep & Muischnek, 2010).

The ubiquity of light verb constructions depends in part on their capacity to fill the predicative gap left by the lack of one-word verbs in given word families (Koike, 2001, p. 68). For example, the LVC *to make noise* and its Spanish equivalent LVC *hacer ruido* do not have a simple verb counterpart that shares the lexical stem of the nouns *noise* and *ruido*. However, many other light verb constructions do have one-word peers. In this instance, LVCs convey semantic nuances that the corresponding simple verb cannot always transfer independently. For example, the LVCs *hacer una llamada* and *to make a call* select only one of the meanings of the one-word counterpart *llamar* and *to call*. Indeed, these LVCs imply the use of an electronic device such as a telephone, while the referentiality spectrum of the simple verbs *llamar* and *to call* is much broader. Therefore, LVCs are very useful in cases where it is necessary to give accurate information while pursuing linguistic economy. In addition, LVCs allow semantic precision thanks to the incorporation of nominal modifiers such as determiners and adjectives (e.g., *dar un largo paseo - to take a long walk* vs. **pasear largamente - *to walk longly*).

The selection process between the light verb and the predicate noun is not entirely arbitrary. In fact, given verbs combine with nouns that belong to the same lexical field and/or share similar semantic properties. For instance, nouns denoting voluntary physical contact between X and Y that requires movement of X toward Y are selected primarily by the verbs *to give* and *dar* ‘to give’ (e.g., *to give a punch - dar un puñetazo*, *to give a kick - dar una patada*, *to give a kiss - dar un beso*). In these LVCs, the shift of X toward Y recalls the physical movement intrinsic to the meaning of the heavy verb *to give* (i.e., ‘to pass something that you are holding or that is near you to someone’ as in *Could you give me that book?*). This shows that light verbs are not entirely devoid of meaning. They are semantically light but not empty (see Gross, 1993; Sanromán Vilas, 2011; Fotopoulou et al., 2021; D’Andrea, 2022).

Now see how the syntactic roles are distributed between the light verb and the predicate noun in English and Spanish.

- (3) *Les hice una promesa.*
‘I made them a promise.’

The clause *Les hice una promesa* and its English translation *I made them a promise* are mainly formed by the LVCs *hacer una promesa* and *to make a promise*. In fact, the syntactic arguments that complete them are the subject (I/yo, which is tacit in Spanish) and the indirect complement (*les [a ellos]/them [to them]*). If we analyze the sentences by applying the rules of traditional syntax, we can consider the nouns *promesa* and *promise* direct objects, since they occupy the direct object position. Nevertheless, they are part of the predicate (Wittenberg et al., 2014).

To a lesser extent, LVCs also display the structure «verb + prepositional phrase» (e.g., *to put into practice - poner en práctica*, *to set in motion - poner en marcha*, *to take into account*

- *tomar en cuenta*). The light verbs that are more often combined with prepositional phrases are *to put*, *to set*, and *to take* in English, and *poner* and *tomar* in Spanish.

2.2. Borrowing: an unrestrained consequence for language contact

The process of transferring a word from a donor (or source) language to a recipient (or host) language without translating it takes the name of *lexical borrowing*. Once the borrowed word is integrated into the host language, it becomes a loanword. However, the incorporation of foreign vocabulary is not always immediate or official. Indeed, only a tiny percentage of the borrowed items end up figuring in dictionaries and published wordlists of the recipient language and are considered *attested* (or *bona fide*) *loanwords* (Poplack, 2017, p. 6). For this reason, linguists such as Poplack (2017) appeal to the criteria of *frequency*, *diffusion*, and *attestation history* to draw a line between loanwords and borrowings. In this paper, I will use the terminology of Poplack (2017), who considers *loanwords* the lexical items that are frequent, widespread in one or more speech communities and/or attested in lexicographic works, and *borrowings* the “items that have not (yet) achieved this status” (Poplack, 2017, p. 7).

Attested loanwords mainly involve lone words and are either transferred without undergoing morphological changes (e.g., the Anglicisms *party* and *software*, used in many languages, including Peninsular Spanish) or adapted to the morphology of the host language (e.g., the Peninsular Spanish nouns *rúter* and *cóctel* from the English *router* and *cocktail*, respectively).

Halfway between loanwords and calques¹, we find loanblends, namely, compound words or multi-word units formed by one or more lexemes of the donor language and one or more lexemes of the recipient language. In Haugen's words (1950, p. 215), “loanblends show morphemic substitution as well as importation” (e.g., in the Spanish noun phrase *acceso a internet* and in the German compound *Internetzugang* ‘internet access,’ the noun *internet/Internet* is an importation, while *acceso* and *-zugang* [> *Zugang*] represent a substitution).

Special attention must be paid to pseudo-loans or pseudo-borrowings. Since English is the new *lingua franca*, it is no surprise that most false borrowings are pseudo-Anglicisms. As all of these names suggest, pseudo-borrowings are not actual borrowings; indeed, they are words coined in a given language mainly by adopting the signifier—but not the meaning—of a word from a foreign language (e.g., the noun *lifting* ‘face-lift,’ attested in Peninsular Spanish, French, and Italian, among other languages) or by making up a compound word or a multi-word unit with words belonging to the source language (e.g., the compound noun *autostop* ‘hitchhiking,’ coined in French by mixing the Greek root *auto-* ‘self’ with the English noun *stop*, and the noun phrase *smart working* ‘remote work,’ widely used in Italian since the outbreak of the COVID-19 pandemic).

The literature on lexical borrowing makes a significant distinction between cultural and core borrowings (see Haspelmath, 2009). Cultural borrowings are words assimilated into a

1 A calque (or loan translation) is a neologism that originates from the direct translation of a foreign word into the recipient language (e.g., the compound nouns *gratte-ciel* (fr), *grattacielo* (it), *rascacielos* (sp), *arranha-céu(s)* (pt) from the English *skyscraper*).

recipient language by integrating a referent generated in the socioeconomic context in which the donor language is or was spoken. Cultural “loan-referents” can be prepared food (e.g., *sushi* from Japanese), spiritual concepts (*karma* from Sanskrit), or can be related to sports (e.g., *tai chi* from Chinese) and artistic manifestations (e.g., *soprano* from Italian), etc. Therefore, “borrowing that is motivated by gaps in the lexicon of the host language is generally considered acceptable or even necessary” (Smead, 1998, p. 118). As a matter of fact, cultural borrowings tend to be lemmatized as dictionary entries without facing much resistance from lexicographers.

Conversely, core borrowings are words incorporated into the recipient language despite the latter having equivalent lexemes that denote identical or similar referents and concepts. Indeed, most core borrowings refer to elements or activities that are considered essential in many societies. For this reason, they also receive the name of *luxury loanwords* (Onysko & Winter-Froemel, 2011). For example, the English adverb *OK*—“used to show that you agree with something or agree to do something” (*Cambridge Dictionary*, online)—expresses a basic transcultural concept for every person interacting with others. Therefore, its incorporation into other languages that already had a word conveying the same meaning was unnecessary.

As Haspelmath (2009, p. 35) states, two macro-factors explain why certain words are more likely to be borrowed: socio-attitudinal factors (for instance, the prestige of the donor language) and grammatical factors such as the suitability of a given word category or morphology (mainly, nouns) into the system of the recipient language.

Lexical borrowing in monolingual speech should not be confused with intrasentential code-switching, a manifestation of bilingual speech. In line with previous works on the subject, Poplack & Meechen (1998, p. 127) recall that “mixed discourse is overwhelmingly constituted of lone elements, usually major-class content words, of one language embedded in the syntax of another (Berk-Seligson, 1986; Nortier, 1989; Poplack, Sankoff & Miller, 1988; Treffers-Daller, 1994, to name but a few).” Suppose we do not have any information about the speech context and recognition that given words have in a speech community; in that case, lexical borrowing may be interpreted as a “single-word switch” (Haspelmath, 2009, p. 40).

Bearing in mind the difference between lexical borrowing and intrasentential code-switching is essential to understand the intrinsic nature of the hybrid light verb constructions dealt with in this study («Spanish *hacer* [^{to do/’to make’}] + borrowed English verb/noun»), in opposition to a similar morphological phenomenon that occurs in code-switching.

2.3. Hybrid light verb constructions in code-switching

The use of a light verb of the matrix language—mostly, an equivalent of *to do/to make*—as a means for incorporating verbs of the embedded language has been observed in several bilingual idiolects (see Muysken, 2000; Boumans, 2007; Versteegh, 2009; González-Vilbazo & López, 2011, among others). For this reason, Edwards & Gardner-Chloros (2007, p. 74) suggest that this hybrid linguistic phenomenon “may constitute a “universal” of C[ode]S[witching].”

Muysken (2000, pp. 184-185) refers to these code-switching realizations as *bilingual complex verbs* and argues that they “can be of three types: adjoined, nominalized complement in a compound, and infinitive complement.” The tripartition has its *raison d'être* in the different morphological strategies through which the embedded lexeme (primarily, a verb) is integrated into the matrix language:

- Adjunction: *overtake paṇṇi* (*to cause overtake) ‘to overtake,’ *use paṇṇi* (*to accomplish use) ‘to use,’ *watch paṇṇi* (*to accomplish watch) ‘to keep a watch’ are some of the hybrid constructions observed in the Tamil-English code-switching (cf. Pillai, 1968, as cited in Muysken, 2000, p. 204). As Muysken (2000, p. 204) states, “the verb *paṇṇi* in Tamil expresses causation or accomplishment, and in native monolingual compounds [...] can only be combined with nouns.” In these constructions, the embedded English verb modifies the Tamil helping verb taking the syntactic position of the noun but without formally becoming one.
- Nominalization of the complement: *fazer o save* (*to do the save) ‘to save,’ *fazer o find-out* (*to do the find-out) ‘to find out,’ *fazer o give up* (*to do the give up) ‘to give up’ are just three of the examples that Pap (1949, pp. 114-17, as cited in Muysken, 2000, p. 207) provides to show how several English verbs were integrated into the Portuguese-English code-switching of Brazilian immigrants mainly residing in New England (United States). In these hybrid constructions, the nominalization process of the English verbs is visible thanks to the use of the Portuguese masculine singular definite article *o*.
- Infinitive complement: *der uitstellen* (*to do postpone) ‘to postpone,’ *der voelen* (*to do feel) ‘to feel,’ *der voetballen* (*to do play football) ‘to play football’ are examples of bilingual verbs of the Moroccan Arabic/Dutch code-switching recollected by Boumans (1995, as cited in Muysken, 2000, p. 216), where the Arabic verb *der* ‘to do’ works as the helping verb of Dutch infinitives.

These hybrid constructions have also been identified in Belizean Spanish/English (Balam, 2015), New Mexican Spanish/English, and Puerto Rican Spanish/English code-switching (Balam et al., 2020). In these complex structures, the inflected light verb is mostly *hacer* ‘to do’/‘to make,’ while the lexeme that takes the place of the predicate noun and carries the semantic content of the whole construction is an English verb which is usually in an infinitive form (cf. Jenkins, 2003; Balam, 2015). In this regard, let us see an example of an English infinitive (*to own*) embedded in the syntax of the matrix language (here Northern Belizean Spanish):

- (4) *Supuestamente dicen que él hace own un island.*
 Supposedly say-^{3pl present} that he do-^{3sg present} own an island.
 ‘Supposedly, they say he owns an island.’ (Balam, 2015, p. 84)

Let us now contrast (4) with a fragment of an article published in the Spanish newspaper *El Mundo* in December 1995. The article dives into the novelty and benefits of the web by comparing web surfing with TV channel surfing.

- (5) *Es como hacer “zapping”, pero a lo bestia. (El Mundo, 12/25/1995)*
 It is like do-_{impersonal infinitive} zapping but like crazies.
 ‘It is like channel-surfing but like crazies.’

Sentence (4) is an example of intrasentential code-switching between two languages in contact in the speech community of Northern Belize. The conjugated hybrid LVC *hace own* is an individual creation of a bilingual speaker (or trilingual if we include the Kriol); in other words, it is a spontaneous manifestation of their idiolect. On the contrary, (5) contains a hybrid LVC formed by the native verb *hacer* and a borrowed word. *Hacer zapping* is a hybrid light verb construction reproduced in a monolingual written text, in which the Spanish verb *hacer* serves as a means for incorporating the English borrowing *zapping* (nominalization of the verb *to zap*). Indeed, *zapping* has been assimilated into Peninsular Spanish through a resemanticization process and constitutes a pseudo-Anglicism (see D’Andrea, 2019, pp. 141-142).

The syntactic structure and, possibly, the mechanisms underlying the creation of the linguistic forms in (4) and (5) are the same. However, when we zoom out, the context helps us determine the nature of each phraseological unit.

3. Method

The present study aims to determine the reasons that lie behind the incorporation of English borrowings into Peninsular Spanish through the support of the light verb *hacer* ‘to do’/‘to make.’ For this reason, the hybrid LVCs collected have been analyzed using a qualitative-inductive method.

Since lexical borrowing implies a one-way interaction between the donor and the host language, “any attempt to analyze its course must involve a comparison of the original pattern with its imitation” (Haugen, 1950, p. 212). More concretely, the analysis focused on the morphological and semantic features of the English borrowings incorporated into Peninsular Spanish.

Regarding the selection process of the lexical units, I did not consider hybrid light verb constructions like *hacer pull-ups* ‘to do pull-ups’ and *hacer un selfi* ‘to take a selfie,’ given that their English counterparts are light verb constructions themselves. Indeed, following Haugen (1950), they can be considered loanblends (see Section 2.2).

3.1. Materials

Extensive web searching has been essential to find magazine articles (e.g., *Hola* [Spain], *Grazia* [Spain], *Elle* [Spain]), newspaper articles (e.g., *El País*, *El Mundo*, *La Vanguardia*), and blog posts containing hybrid light verb constructions. At the same time, monolingual

and bilingual general dictionaries and online corpora have been instrumental in collecting Peninsular Spanish hybrid LVCs and detecting their English counterparts. More specifically, the monolingual dictionaries consulted are the following:

For English:

- *Cambridge Dictionary* (online)
- *McMillan Dictionary* (online)
- *Merriam-Webster Dictionary* (online)
- *Oxford Advanced Learner's Dictionary* (online).

For Spanish:

- *Diccionario de la lengua española (DLE)* – RAE (online)
- *Diccionario Anaya de la lengua española* (2019)
- *Diccionario de uso del español* - María Moliner (2007)
- *Diccionario Clave: de uso del español actual* (2012).

For the corpus-based search and the extraction of examples, I consulted the following corpora:

- *Corpus del español del siglo XXI (Corpes XXI)*
- *Corpus del español* - Davies
- *Corpus of Contemporary American English (COCA)*
- *The British National Corpus (BNC)*.

3.2. Procedure

This study arose from the observation of a particular use of Anglicisms in the monolingual oral speech of Peninsular Spanish speakers: the incorporation of English verbs and nouns through the argument structure of the light verb *hacer* ‘to do’/‘to make.’ Although *hacer* is not the only light verb used to incorporate Anglicisms, it is the most productive due to its bleached meaning. Indeed, the semantic nuances of ‘to perform,’ ‘to carry out’ (Herrero Ingelmo, 2002) encompassed by the verb *hacer* allow the agentization of the borrowed lexemes.

The first hybrid light verb constructions I detected appeared in monolingual oral productions of Peninsular Spanish speakers (e.g., *No me hagas spoiler* ‘Don’t spoil [the movie] for me’). However, the hybrid light verb constructions collected and the examples proposed throughout the article have been extracted from written texts.

The selection process focused exclusively on general Peninsular Spanish. For this reason, I did not consider hybrid LVCs used in specialized contexts (e.g., *hacer trading*, *hacer staking* from Economics/Marketing). In any case, even in the sample shown in Section 4, it is possible to identify borrowings that belong to domain-specific vocabulary. Nevertheless, they also appear in texts targeting the general audience (e.g., newspapers, magazines, and user manuals).

4. Results and Discussion

The table below contains a sample of the hybrid light verb constructions I gathered from the scrutinized corpora.

Table 1. Sample of hybrid light verb constructions in Peninsular Spanish

HYBRID LVC IN SPANISH	EQUIVALENT VERB IN ENGLISH
<i>hacer un back-up</i>	<i>to back up</i> (a computer, a smartphone, etc.)
<i>hacer un casting</i>	<i>to cast</i> (for a TV show, a commercial, etc.)
<i>hacer el check-in</i>	<i>to check in</i> (at an airport, hotel, etc.)
<i>hacer el check-out</i>	<i>to check out</i> (at a hotel, etc.)
<i>hacer (un) crowdfunding</i>	<i>to crowdfund</i>
<i>hacer footing</i>	<i>to jog</i> [low to moderate-intensity exercise]
<i>hacer gaslighting</i>	<i>to gaslight</i>
<i>hacer ghosting</i>	<i>to ghost</i>
<i>hacer journaling</i>	<i>to journal</i>
<i>hacer (el) login/log in</i>	<i>to log in</i>
<i>hacer (el) logout/log out</i>	<i>to log out</i>
<i>hacer mobbing</i>	<i>to harass</i> (in the workplace)
<i>hacer running</i>	<i>to run</i> [moderate to high-intensity exercise]
<i>hacer scroll</i>	<i>to scroll up/down</i>
<i>hacer spam</i>	<i>to spam</i>
<i>hacer spoiler</i>	<i>to spoil</i> (a movie/show/book) [for someone]
<i>hacer streaming</i>	<i>to livestream</i>
<i>hacer un upgrade</i>	<i>to upgrade</i> (a software or a service)
<i>hacer zapping</i>	<i>to flick/flip through the TV channels</i>
<i>hacer zoom</i>	<i>to zoom in/out</i> (an image)

The sample does not represent the frequency of use, diffusion, or lexicographic attestation of the hybrid LVCs. Indeed, only some of these borrowed words are included in the dictionaries consulted for this study. The analysis of the hybrid LVCs focused primarily on their morphosyntactic features (i.e., the morphology of the predicate noun, the presence/absence of the determiner) and their syntactic configuration (i.e., transitive or intransitive multi-word units).

Regarding the morphology of the nominalized borrowings, 10 of the 20 hybrid LVCs collected have a predicate noun ending in *-ing* (e.g., *hacer running* < *running*), the most visible mark of deverbal nouns. Five are synthetic forms of multi-word units such as phrasal verbs (e.g., *hacer login* < *to log in*). Four have \emptyset (zero) suffix (e.g., *hacer spam* < *to spam*). In contrast, one has an agentive suffix (*hacer spoiler* ‘to spoil a movie/show/book [for someone]’ < *spoiler*). Indeed, the English morpheme *-er* is a nominalizing suffix (Ryder, 1999) added to verbs and nouns to form agentive and instrumental nouns. In this case, the borrowed word has not been subject to a verb-to-noun recategorization since *spoiler* is already a noun in English—widely used in the noun phrase *spoiler alert* and sentences like *This review contains spoilers*.

The quantifiability of its referent determines the presence of the article in the noun phrase. Thus, hybrid LVCs that refer to activities tend to have \emptyset article when the noun is considered uncountable (e.g., *hacer ghosting*, *hacer running*, *hacer zapping*). Conversely, in LVCs like *hacer el check in* or *hacer el log out*, the definite article is needed to circumscribe the action. As far as the morphological gender, all the deverbal nouns observed are masculine, a tendency that is widespread even in other types of English borrowings (cf. Morin & Robles, 2020, p. 267). The use of the article may also depend on the semantic nuance given to the LVC. In this sense, the morphosyntactic system of Spanish helps to modulate the meaning of the borrowed word, as we can see in the following examples.

- (6) *¿Cómo hacer un crowdfunding para tu libro y conseguir que funcione?* (Jaume Gómez/
café delector.com, 03/24/2022)
How to do-impersonal infinitive a crowdfunding-quantified noun for your book and make it work?
'How to crowdfund your book and make it work.'
- (7) *Cómo hacer crowdfunding para que sea sostenible en el tiempo.* (Jorge González/
adrenalina.es, 06/30/2021).
How to do-impersonal infinitive crowdfunding-noun with \emptyset article so that it is sustainable over time.
'How crowdfunding can be sustainable over time.'

In (6), the borrowed noun is preceded by the indefinite article *un* 'an.' By doing so, the blog post's writer delimited the crowdfunding activity. The context helps us understand that the writer refers to crowdfunding as raising money for a specific project: publishing and selling a book. A more appropriate translation for *hacer un crowdfunding* is the collocation *to set up a crowdfunding campaign*. In (7), instead, the lexical unit is not quantified. The hybrid LVC has \emptyset (zero) article, and crowdfunding is regarded as the general activity of raising money from investors, donors, or lenders for different purposes.

As far as the syntactic structure is concerned, most of the collected hybrid LVCs are intransitive (e.g., *hacer ghosting* = \emptyset external direct object), while the English verbs they come from are transitive (i.e., they need to be complemented by a direct object). The reason that lies behind the shift of the argument structure from the English one-word verbs to the Spanish multi-word units is that the external transitivity of verbs like *to ghost* («to ghost someone») passes onto the internal structure of the LVC, as observed in *hacer ghosting*, where *ghosting* takes the function of the direct object. Consequently, the external argument necessarily has the syntactic role of the indirect object (e.g., «hacerle ghosting a alguien» [literally, *to do ghosting to someone]).

Following the classification parameters exposed in Section 2.2, the 20 predicate nouns are core (i.e., unnecessary) borrowings; indeed, they are not characteristic of a given culture but refer to actions and activities that, despite having originated in a given geographic context, have spread globally. For this reason, lexicographers have proposed alternatives—adaptations or morphosyntactic and semantic neologisms—for most of these hybrid constructions (see *Fundéu*

RAE/recomendaciones, online). In any case, determining the lexicographic status of foreignisms (e.g., claiming that a given foreign word is an attested loanword) is not straightforward. For example, in *Diccionario Anaya de la lengua española* (2019)—a descriptive dictionary for Spanish high-school students—we find *back-up*, *casting*, *clic*, *footing*, *spam*, *zapping*, *zoom*. For its part, *Diccionario de la lengua española* (online) of the Royal Spanish Academy—which has a purist and prescriptive tendency—only records *casting*, *clic*, *footing*, and *spam*; and, instead of *zapping*, it records the adaptation *zapeo*. Besides, it is noteworthy mentioning that *zapping* (see D’Andrea, 2019, pp. 141-142) and *footing*—but also *mobbing*—(see Rodríguez González, p. 2013, p. 129) have all the semantic and morphosyntactic properties of pseudo-Anglicisms.

At this point, it is inevitable to ask why the argument structure of the light verb *hacer* is so fruitful for borrowing incorporation. As shown in Section 2.1, one of the reasons that explain the high productivity of light verb constructions is the flexibility of their syntactic structure, which allows the speaker to fill the lexical gap generated by the absence of lone verbs in a given language. For instance, the LVC *to make noise* completes the word family headed by the noun *noise*, which does not have a one-word verb formed by the root *nois-*. The same happens with the Spanish LVC *hacer ruido* ‘to make noise’ and many other LVCs.

On the other hand, LVCs that have one-word counterparts/synonyms allow the speaker to be more specific in their oral and written communication thanks to (a) the narrow referentiality spectrum of the multi-word unit (e.g., *to make a call* - *hacer una llamada* vs. *to call* - *llamar*); (b) the semantic modulation that can be obtained by incorporating determiners and adjectives into the LVC structure (e.g., *They had a heated argument* - *Tuvieron una discusión acalorada*) (see D’Andrea, 2022, Section 1.2).

Based on the above considerations, I argue that the syntactic flexibility and the semantic specialization of LVCs are the reasons why the scaffolding of *hacer* light verb constructions has been widely used to incorporate English borrowings into the oral and written discourse of Peninsular Spanish speakers. For example, the hybrid LVC *hacer el check-in*—commonly used on the websites of Spanish airlines and, consequently, by travelers—fills a semantic-pragmatic gap not fully covered by the Spanish verb lexicographers have proposed as the translation of *to check in* (at an airport): *facturar* (see *English-Spanish Collins Dictionary*, online). If we take a look at the entry *facturar* in *Diccionario de la lengua española* (online), we read:

1. tr. Extender las facturas. ‘To issue invoices.’
2. tr. Incluir en una factura cada artículo, bulto u objeto. ‘To include each article, package or object in an invoice.’
3. tr. En estaciones de ferrocarril, aeropuertos, etc., registrar y entregar equipajes y mercancías para que sean remitidos a su destino. ‘In railway stations, airports, etc., to register and deliver luggage and goods so that they can be sent to their destination.’

As shown in Definition 3, *facturar* refers only to luggage registration and delivery, and not to the entire process entailed by the semantic extension of the verb *to check in*: “to report

your arrival, especially, at an airport or hotel, so that you can get the service you are paying for” (*Cambridge Dictionary*, online), the one that has been borrowed in Spanish.

To contextualize the LVC, let us consider the following sentences, extracted from the “online check-in” web page of the Spanish national airline Iberia.

- (8) *Reserva tu asiento, completa tu vuelo y obtén tu tarjeta de embarque Iberia.com.*
 ‘Book your seat, purchase additional services, and obtain your Iberia.com boarding pass.’
- (9) *Realiza tu check-in en el aeropuerto si: viajas con mascotas u otros animales; eres un menor viajando solo.*
 ‘Check in at the airport if you are traveling with pets or other animals or are an unaccompanied minor.’

Sentence (8) specifies what benefits online check-in includes (e.g., booking a seat, purchasing additional services, obtaining the boarding pass). Sentence (9), which contains the formal variant *realizar el check-in*, informs that online check-in is unavailable if the customer is traveling with animals or is an unaccompanied minor. From both sentences we can infer that the meaning of the hybrid light verb construction *hacer/realizar el check-in* entails the actions mentioned above. Therefore, the semantic extension of *facturar* (Definition 3) is not a full cross-linguistic counterpart of the verb *to check in*. For this reason, Spanish airlines find it more practical and linguistically economical to use the non-adapted English noun *check-in* and the hybrid light verb construction *hacer el check-in*, or its formal variant *realizar el check-in*.

5. Conclusions

The present research aimed to analyze a prolific means for incorporating English borrowings into Peninsular Spanish: the argument structure of the light verb *hacer* ‘to do’/‘to make,’ in which the verb carries the semantic nuances of ‘to perform,’ ‘to carry out’ (Herrero Ingelmo, 2002). From a cross-linguistic perspective, the resulting hybrid light verb constructions do not reproduce the syntactic pattern of the English counterparts. For example, *hacer spam* or *hacer login* do not correspond to light verb constructions but to the simple verb *to spam* and the phrasal verb *to log in*, respectively.

I argue that this lexical incorporation strategy, abundantly used by journalists and blog writers, is so fruitful due to the syntactic flexibility and the semantic specialization of light verb constructions. On the one hand, the syntactic structure of light verb constructions enables the speaker to fill the lexical gap produced by the absence of lone verbs in their native language. Instead of adapting an Anglicism to the morphology of Spanish—a step that would imply adding a native verbal suffix to the foreignism—the borrowed word is incorporated into the light verb argument structure without undergoing significant changes. On the other hand, the narrow referentiality spectrum of these multi-word units (e.g., *hacer el check-in* vs. *facturar*) and the semantic modulation that can be obtained by incorporating determiners and adjectives into their syntactic structure (e.g., *Su jefe le hizo un mobbing persistente* ‘His boss harassed him/

her relentlessly') allow the speaker to be more specific in their oral and written discourse. Besides, unlike in the formation of the so-called *bilingual complex verbs* (Muysken, 2000), the creation of the blend-word units under study is driven by the new social phenomenon, product, or trend to which they refer.

In future studies, I wish to dive deeper into this lexical borrowing and incorporation strategy, considering parameters such as *frequency*, *diffusion*, and *lexicographic attestation*. For now, I invite the Spanish-speaking community to reflect on whether it is worth trading self-sufficient Spanish words for unnecessary Anglicisms.

Peer-review: Externally peer-reviewed.

Conflict of Interest: The author has no conflict of interest to declare.

Grant Support: The author declared that this study has received no financial support.

References

- Alba-Salas, J. (2002). *Light verb constructions in Romance: a syntactic analysis*. Doctoral dissertation: Cornell University. Retrieved from: https://www.researchgate.net/profile/Josep-Alba-Salas/publication/238261157_Light_Verb_Constructions_in_Romance_A_Syntactic_Analysis/links/5defadd1299bf10bc34f02d2/Light-Verb-Constructions-in-Romance-A-Syntactic-Analysis.pdf.
- Alba-Salas, J. (2012). The origins and evolution of inchoative collocations with *dar* in Spanish. *Romance Philology*, 66(2), 365-395.
- Alonso Ramos, M. (2004). *Las construcciones con verbo de apoyo*. Madrid: Visor.
- Anaya Dictionary (2019). *Diccionario Anaya de la lengua española*. Barcelona: Larousse.
- Balam, O. (2015). Code-switching and linguistic evolution: The case of 'hacer + V' in Orange Walk, Northern Belize. *Lengua y migración/ Language and Migration*, 7(1), 83-109.
- Balam, O., Parafita Couto, M. D. C., & Stadthagen-González, H. (2020). Bilingual verbs in three Spanish/English code-switching communities. *International Journal of Bilingualism*, 24(5-6), 952-967.
- Barner, D. (2001). Light verbs and the flexible use of words as noun and verb in early language learning. Master's thesis: McGill University. Retrieved from: <https://escholarship.mcgill.ca/concern/theses/1544br26r>.
- Berk-Seligson, S. (1986). Linguistic constraints on intrasentential code-switching: A study of Spanish/Hebrew bilingualism. *Language in society*, 15(3), 313-348.
- Boumans, L. (1995). The integration of verbs in codeswitching. *Codeswitching and Language Contact*, 294-298.
- Boumans, L. (2007). The periphrastic bilingual verb construction as a marker of intense language contact. Evidence from Greek, Portuguese and Maghribian Arabic. In H. Motzki & E. Ditters (Eds.), *Approaches to Arabic Linguistics* (pp. 291-311). Leiden: Brill.
- Brugman, C. (2001). Light verbs and polysemy. *Language sciences*, 23(4-5), 551-578.
- Buckingham, L. (2008). Spanish verb support constructions from a learner perspective. *Elia: Estudios de lingüística inglesa aplicada*, 8, 151-179.
- Butt, M. (2010). The light verb jungle: Still hacking away. In M. Amberber, B. Baker & M. Harvey (Eds.), *Complex predicates in cross-linguistic perspective* (pp. 48-78). Cambridge: Cambridge University Press.

- Butt, M., & Geuder, W. (2001). On the (semi) lexical status of light verbs. In N. Corver & H. van Riemsdijk (Eds.), *Semilexical Categories: On the content of function words and the function of content words* (pp. 323-370). Berlin: de Gruyter.
- Butt, M., & Lahiri, A. (2013). Diachronic pertinacity of light verbs. *Lingua*, 135, 7-29.
- Cambridge (n.d.). *Cambridge Dictionary*. Cambridge University Press. Available at: <https://dictionary.cambridge.org/>.
- Chae, H. R. (1997). Verbal nouns and light verbs in Korean. *Language Research*, 33(4), 581-60.
- Clave Dictionary (2012). *Diccionario de uso del español actual*. Madrid: SM.
- Collins Dictionary (n.d.) *English-Spanish Collins Dictionary*. HarperCollins Publishers. Available at: <https://www.collinsdictionary.com/es/diccionario/ingles-espanol>.
- D'Andrea, L. (2019). *Las construcciones con verbo soporte en español y en italiano: Análisis contrastivo y aplicación didáctica a E/LE*. Doctoral dissertation: University of Salamanca. Retrieved from: <https://gedos.usal.es/handle/10366/143811>.
- D'Andrea, L. (2022). Las construcciones con verbo soporte en español y en italiano: asimetrías léxicas y morfosintácticas. *Neophilologica*, 34, 1-24.
- Davies, M. (n.d.). *Corpus del español*. Available at: <https://www.corpusdelespanol.org/>.
- Davies, M. (n.d.). *Corpus of Contemporary American English (COCA)*. Available at: <https://www.english-corpora.org/coca/>.
- De la Cruz Cabanillas, I., & Tejedor Martínez, C. (2012). Email or correo electrónico? Anglicisms in Spanish. *Revista española de lingüística aplicada*, 1, 95-118.
- Edwards, M., & Gardner-Chloros, P. (2007). Compound verbs in codeswitching: Bilinguals making do? *International Journal of Bilingualism*, 11(1), 73-91.
- Escobar, A. M., & Potowski, K. (2015). *El español de los Estados Unidos*. Cambridge: Cambridge University Press.
- Fotopoulou, A., Laporte, E., & Nakamura, T. (2021). Where Do Aspectual Variants of Light Verb Constructions Belong? In *Proceedings of the 17th Workshop on Multiword Expressions* (pp. 2-12). Online: MWE 2021.
- Fundéu RAE (n.d.). Recomendaciones. *Fundación del Español Urgente*. Available at: <https://www.fundeu.es/dudas/>.
- Giry-Schneider, J. (1987). *Les prédicats nominaux en français: les phrases simples à verbe support*, 18. Paris: Librairie Droz.
- González-Vilbazo, K., & López, L. (2011). Some properties of light verbs in code-switching. *Lingua*, 121(5), 832-850.
- Gross, G., & Vivès, R. (1986). Les constructions nominales et l'élaboration d'un lexique-grammaire. *Langue française*, (69), 5-27.
- Gross, M. (1998). La fonction sémantique des verbes supports. *Travaux de linguistique: revue internationale de linguistique française*, 37(1), 25-46.
- Haensch, G. (2005). Anglicismos en el español de América. *ELUA. Estudios de Lingüística*, 19, 243-251.
- Haspelmath, M. (2009). Lexical borrowing: Concepts and issues. In M. Haspelmath & U. Tadmor (Eds.), *Loanwords in the world's languages: A comparative handbook* (pp. 35-54). Berlin: de Gruyter.
- Haugen, E. (1950). The analysis of linguistic borrowing. *Language*, 26(2), 210-231.

- He, A. X., & Wittenberg, E. (2020). The acquisition of event nominals and light verb constructions. *Language and Linguistics Compass*, 14(2), e12363.
- Herrero Ingelmo, J. L. (2002). Los verbos soportes: el verbo *dar* en español. In M. González Pereira, M. Souto Gómez & A. Veiga Rodríguez (Eds.), *Léxico y Gramática. Colección: Linguas e Lingüística* (pp.189-202). Lugo: TrisTram.
- Ibrahim, A. H. (2005). Light verbs in standard and Egyptian Arabic. In A. T. Alhawary & E. Benmamoun (Eds.), *Perspectives on Arabic Linguistics XVII-XVIII: Papers from the seventeenth and eighteenth annual symposia on Arabic linguistics* (pp. 117-131). Amsterdam/New York: John Benjamins.
- Jenkins, D. L. (2003). Bilingual verb constructions in southwestern Spanish. *Bilingual Review/La Revista Bilingüe*, 195-204.
- Kaalep, H. J., Muischnek, K., Uiboaed, K., & Veskis, K. (2010). The Estonian Reference Corpus: its Composition and Morphology-aware User Interface. In I. Skadina & A. Vasiljevs (Eds.), *Human Language Technologies: The Baltic Perspective. Proceeding of the Fourth International Conference - Baltic HLT 2010* (pp. 143-146). Amsterdam: IOS Press.
- Karimi-Doostan, G. (1999). *Light verb constructions in Persian*. Doctoral thesis: University of Essex. Retrieved from: <https://ethos.bl.uk/OrderDetails.do?uin=uk.bl.ethos.388571>
- Kintz, S., & Wright, H. H. (2022). Light verb production in healthy ageing and dementia. *International Journal of Language & Communication Disorders*, 57(4), 796-807.
- Koike, K. (1993). Caracterización y estructuras del verbo compuesto. *Hispanica/Hispanica*, 37, 14-29.
- Koike, K. (2001). *Colocaciones léxicas en el español actual: estudio formal y léxico-semántico*. Alcalá de Henares: Universidad de Alcalá.
- Koukouloti, V., & Stavarakaki, S. (2017). Light verbs revisited: a comparative perspective of impaired language development and dementia. In L. Escobar, V. Torrens & T. Parodi (Eds.), *Language Processing and Disorders* (pp. 277-290). Cambridge: Cambridge Scholars Publishing.
- Kowner, R., & Rosenhouse, J. (2008). The hegemony of English and determinants of borrowing from its vocabulary. In J. Rosenhouse & R. Kowner (Eds.), *Globally Speaking. Motives for Adopting English Vocabulary in Other Languages*. Multilingual Matters Series 140(4) (pp. 4-18). Berlin: de Gruyter.
- Lin, T. H. (2001). *Light verb syntax and the theory of phrase structure*. Doctoral thesis: University of California, Irvine. Retrieved from: https://www.researchgate.net/profile/Jonah-Lin/publication/34523898_Light_Verb_Syntax_and_the_Theory_of_Phase_Structure/links/5c46adda6fdccd6b5bf2325/Light-Verb-Syntax-and-the-Theory-of-Phrase-Structure.pdf.
- López Medina, J. (1998). *El anglicismo en el español actual*. Madrid: Arco Libros.
- Macmillan (n.d). *Macmillan Dictionary*. Available at: <https://www.macmillandictionary.com/>.
- Merriam-Webster (n.d.). *Merriam-Webster Dictionary*. Encyclopædia Britannica, Inc. Available at: <https://www.merriam-webster.com/>.
- Miyamoto, T. (2000). *The Light Verb Construction in Japanese: the role of the verbal noun*. Amsterdam/New York: John Benjamins-
- Moliner, M. (2007). *Diccionario de uso del español*. Madrid: Gredos.
- Morin, R., & Robles, D. (2020). The differing behavior of loanwords in the Spanish of technology and of fashion and beauty. In A. Morales-Front, M. J. Ferreira, R. P. Leow & C. Sanz (Eds.), *Hispanic Linguistics: Current issues and new directions*, 26 (pp. 265-285). Amsterdam: John Benjamins.

- Muysken, P. (2000). *Bilingual speech: A typology of code-mixing*. Cambridge: Cambridge University Press.
- Nenonen, M., Mulli, J., Nikolaev, A., & Penttilä, E. (2017). How light can a light verb be? Predication patterns in V+NP constructions in English, Finnish, German and Russian. In M. Luodonpää-Manni, E. Penttilä & J. Viimaranta (Eds.), *Empirical Approaches to Cognitive Linguistics: Analyzing Real-Life Data* (pp. 75-106). Cambridge: Cambridge Scholars Publishing.
- Nortier, J. (1989). *Dutch and Moroccan Arabic in contact: Codeswitching among Moroccans in the Netherlands*. Doctoral dissertation: University of Amsterdam.
- Nugraha, D. S. (2022). Identifying Light Verb Constructions in Indonesian: a Direct Translation Approach. *International Journal of Language and Literary Studies*, 4(3), 298-311.
- Onysko, A., & Winter-Froemel, E. (2011). Necessary loans–luxury loans? Exploring the pragmatic dimension of borrowing. *Journal of pragmatics*, 43(6), 1550-1567.
- Oxford (n.d.). *Oxford Advanced Learner's Dictionary*. Oxford University Press. Available at: <https://www.oxfordlearnersdictionaries.com/>.
- Palmer, M., Gildea, D. & Kingsbury, P. (2005). The Proposition Bank: a Corpus Annotated with Semantic Roles. *Computational Linguistics Journal*, 31(1), 71-105.
- Pap, L. (1949). *Portuguese-American Speech: an Outline of Speech Conditions among Portuguese Immigrants in New England and elsewhere in the United States*. New York: King's Crown Press.
- Pillai, M. S. (1968). Fishermen Tamil of Kanyakumari. *Anthropological Linguistics*, 1-10.
- Poplack, S. (1993). Variation theory and language contact. In D. Preston (Ed.), *American dialect research: An anthology celebrating the 100th anniversary of the American Dialect Society* (pp. 251–286). Amsterdam: John Benjamins.
- Poplack, S. (2017). *Borrowing: Loanwords in the Speech Community and in the Grammar*. Oxford: Oxford University Press.
- Poplack, S., & Meechan, M. (1998). Introduction: How languages fit together in codemixing. *International journal of bilingualism*, 2(2), 127-138.
- Poplack, S., Sankoff, D., & Miller, C., (1988). The social correlates and linguistic processes of lexical borrowing and assimilation. *Linguistics*, 26, 47-104.
- Purmohammad, M., Vorweg, C., & Abutalebi, J. (2022). The processing of bilingual (switched) compound verbs: Competition of words from different categories for lexical selection. *Bilingualism: Language and Cognition*, 25(5), 755-767.
- Rác, A., Nagy, I., & Vincze, V. (2014). 4FX: Light verb constructions in a multilingual parallel corpus. In *Proceedings of the 9th International Conference on Language Resources and Evaluation* (pp. 710-715). Reykjavik: LREC 2014.
- Real Academia Española (n.d.). *Diccionario de la lengua española (DLE)*. <https://dle.rae.es/>.
- Real Academia Española (n.d.). *Corpus del español del siglo XXI (Corpes XXI)*. <https://www.rae.es/banco-de-datos/corpes-xxi>.
- Rodríguez González, F. (2013). Pseudoanglicismos en español actual. Revisión crítica y tratamiento lexicográfico. *Revista española de lingüística*, 43(1), 123-169.
- Ryder, M. E. (1999). Bankers and blue-chippers: an account of -er formations in present-day English. *English Language & Linguistics*, 3(2), 269-297.

- Sánchez, M. F. (1992). Clasificación y análisis de préstamos del inglés en la prensa de España y México. Doctoral dissertation: University of Massachusetts Amherst. Retrieved from https://scholar.google.es/scholar?cluster=9247591590482725557&hl=es&as_sdt=0,5.
- Sanromán Vilas, B. (2009). Diferencias semánticas entre construcciones con verbo de apoyo y sus correlatos verbales simples. *ELUA. Estudios de Lingüística*, 23, 289-314.
- Sanromán Vilas, B. (2011). The unbearable lightness of light verbs. Are they semantically empty verbs? In I. Boguslavsky & L. Wanner (Eds.), *Proceedings of the 5th International Conference on Meaning-Text Theory* (pp. 253-263). Barcelona: Observatoire de Linguistique Sens Text.
- Smead, R. N. (1998). English loanwords in Chicano Spanish: Characterization and rationale. *Bilingual Review/La Revista Bilingüe*, 23(2), 113-123.
- Stevenson, S., Fazly, A., & North, R. (2004). Statistical measures of the semi-productivity of light verb constructions. In *Proceedings of the Workshop on Multiword Expressions: Integrating Processing* (pp. 1-8). Barcelona: ACL.
- Tan, Y. F., Kan, M. Y., & Cui, H. (2006). Extending corpus-based identification of light verb constructions using a supervised learning framework. In *Proceedings of the Workshop on Multi-word-expressions in a multilingual context* (pp. 49-56). Trento: EACL 2006.
- Teschner, R. V. (1974). A critical annotated bibliography of Anglicisms in Spanish. *Hispania*, 57, 631-678.
- Treffers-Daller, J. (1994). *Mixing two languages: French-Dutch contact in a comparative perspective*. Berlin/New York: de Gruyter.
- Tu, Y., & Roth, D. (2011). Learning English light verb constructions: contextual or statistical. In *Proceedings of the Workshop on Multiword Expressions: from Parsing and Generation to the Real World* (pp. 31-39). Portland: ACL HLT 2011.
- Uçar, A. (2010). Light verb constructions in Turkish dictionaries: Are they sub-meanings of polysemous verbs. *Dil ve Edebiyat Dergisi*, 7(1), 1-17.
- University of Oxford (n.d.). *The British National Corpus (BNC)*. Available at: <http://www.natcorp.ox.ac.uk/>.
- Vaidya, A., Agarwal, S., & Palmer, M. (2016). Linguistic features for Hindi light verb construction identification. In *Proceedings of COLING 2016, the 26th International Conference on Computational Linguistics: Technical Papers* (pp. 1320-1329). Osaka: The COLING 2016 Organizing Committee.
- Versteegh, K. (2009). Loan verbs in Arabic and the DO-construction. *Studies in Semitic Languages and Linguistics*, 53, 187-200.
- Vincze, V. (2012). Light verb constructions in the SzegedParalellFX English-Hungarian parallel corpus. In *Proceedings of the Eight International Conference on Language Resources and Evaluation* (pp. 2381-2388). Istanbul: LREC'12.
- Weinreich, U. (1967). *Languages in contact: findings and problems*. London: Mouton.
- Wittenberg, E. (2016). *With light verb constructions from syntax to concepts*. Potsdam Cognitive Science Series, 7. Potsdam: Universitätsverlag Potsdam.
- Wittenberg, E., Jackendoff, R., Kuperberg, G., Paczynski, M., Snedeker, J., & Wiese, H. (2014). The processing and representation of light verb constructions. In A. Bachrach, I. Roy & L. Stockall (Eds.), *Structuring the argument* (pp. 61-80). Amsterdam/Philadelphia: John Benjamins.
- Xu, H., Jiang, M., Lin, J., & Huang, C. R. (2022). Light verb variations and varieties of Mandarin Chinese: Comparable corpus driven approaches to grammatical variations. *Corpus Linguistics and Linguistic Theory*, 18(1), 145-173.



Person Deixis in 2019 UK General Election Campaign: Analysis on the Use of *We* and *They* in Jeremy Corbyn's and Boris Johnson's Rally Speeches

Buse BİNİCİ* 



*Independent Scholar, Ankara, Türkiye

ORCID: B.B. 0009-0001-1884-5189

Corresponding author:

Buse BİNİCİ,
Independent Scholar, Ankara, Türkiye
E-mail: b.binic96@gmail.com

Submitted: 18.08.2022

Accepted: 20.12.2022

Published Online: 22.12.2023

Citation: Binici, B. (2023). "Person Deixis in 2019 UK General Election Campaign: Analysis on the use of *We* and *They* in Jeremy Corbyn's and Boris Johnson's Rally Speeches. *Dilbilim Dergisi - Journal of Linguistics*, 40, 51-60. <https://doi.org/10.26650/jol.2023.1316311>

ABSTRACT

Personal deixis is frequently employed and occasionally used discursively in political speeches. This article explores the use of the person deixes *we* and *they* in the 2019 rally speeches of Jeremy Corbyn and Boris Johnson. Drawing on Huang's (2014), Arroyo's (2015), Vladimirov's (2007), and Halliday's (2004) taxonomies, the study investigates person deixes to understand their rhetorical roles. The study utilizes a combination of qualitative and quantitative methods to analyze a self-compiled corpus. The objectives of the study are as follows: to identify instances of personal deixis, specifically the pronouns *we* and *they*; to calculate their frequency; to categorize and analyze the identified instances; and to compare the rhetorical styles of the two former candidates. The results indicate that both candidates employ persuasive discourse. They opt for the exclusive *we* to emphasize their plans and objects and for the inclusive *we* to foster a sense of unity with the British people. Johnson favors the opponent *they* to refer to opponents, distinguishing his approach from Corbyn's. The research contributes to the understanding of person deixis used discursively and rhetorical strategies employed in rally speeches.

Keywords: Person deixis, Jeremy Corbyn, Boris Johnson, rally speeches, deixis



1. Introduction

Election campaign speeches are designed to promote the candidate as the right fit for the presidency. While these speeches serve to introduce the candidate, their primary objective is often to establish a connection and bond between the speaker and the audience. The strategic choices of how candidates refer to their opponents, the public, and their parties play a crucial role in persuasion. Lyons (1977) defines deixis as follows:

By deixis is meant the location and identification of persons, objects, events, processes and activities talked about, or referred to, in relation to the spatio-temporal context created and sustained by the act of utterance and the participation in it, typically, of a single speaker and a least one addressee (1977, p.377)

Levinson (1983) describes personal deixis as the encoding of the roles of individuals involved in the speech event where the specific utterance is being communicated. Person deixes are often employed and sometimes discursively used in political speeches and political discourse. The intention of the candidate can also be observed by the person deixis they use, whether they advertise themselves, discredit their opponents, polarize the public, or create an inclusive environment. Several studies have been carried out regarding the functions and roles of person deixes in election campaign speeches and political discourse analysis. Van Dijk (1997), in his famous conceptualization of basic principles of political discourse analysis, explores possible manipulative and partisan uses of deictic pronouns. Zupnik (1994) analyzes the persuasive functions of deixis in political speeches. Arroyo (2000) explores the use of person deixis in the Spanish political-electoral debate of the 1993 general elections. Hamdaoui (2015) explores the persuasive power of person deixis in Obama's speeches during the financial crisis of 2007-2009. Hamdaoui's study shows that the deictic pronoun *we* is often used in political discourses for its persuasive purposes and inclusive functions which create a bond between the public and the speaker, including the audience as active participants of the speech. Ivanova (2015) studies deictic references and expressions in the political domain. Putri and Kurniawan (2015) analyze person deixis in the campaign speeches of Barack Obama and Mitt Romney. This present corpus study aims to analyze Jeremy Corbyn's and Boris Johnson's use of the person deixes *we* and *they* in their 2019 campaign rally speeches and to understand their rhetorical choices. The objectives of the study are to identify the instances of person deixes *we* and *they*, to calculate the frequency, to categorize and analyze the identified instances, and to compare the rhetorical styles of two former candidates.

2. Data & Methods

The data of this self-compiled corpus study are collected from the 2019 campaign speeches of Jeremy Corbyn and Boris Johnson. The study employs qualitative and quantitative methods for the analysis. Three speeches by each speaker on dates between October 2-December 9 were chosen for the analysis:

- (1) Jeremy Corbyn, October 31 (2019), London.
- (2) Jeremy Corbyn, November 18 (2019), London.
- (3) Jeremy Corbyn, December 9 (2019), Bristol.
- (4) Boris Johnson, October 2 (2019), Manchester.
- (5) Boris Johnson, November 6 (2019), London.
- (6) Boris Johnson, November 24 (2019), Telford.

3. Theoretical Framework

According to Huang “person deixis is concerned with the identification of the interlocutors or participant-roles in a speech event” (2014, p. 174). There are various taxonomies regarding the non-singular first-person pronoun. Van Dijk argues that

the use of the political plural *we* (or possessive *our*) has many implications for the political position, alliances, solidarity, and other socio-political position of the speaker, depending on the relevant ingroup being constructed in the present context: *We* in the West, *we* the people, *we* American citizens, *we* Democrats, *we* in the government, or indeed *we* the President (1997, pp. 33–34).

For the analysis of the use of the pronoun *we*, this study employs Huang’s (2014) taxonomy: “we-inclusive-of-addressee” and “we-exclusive-of-addressee” (p. 177). For further analysis and subcategories of *we*, the partisan *we* is borrowed from Arroyo’s (2000) classificational framework. According to Arroyo, the partisan *we* diffuses the speaker’s reference “in the area of the political and ideological community that the candidate represents” (Arroyo, 2000, p. 5). It is inclusive because “[partisan *we*] in which the other members of the same political side participate with the candidate” (Arroyo, 2000, p. 8). The semantic type of *we*-indefinite from Vladimirou’s (2007) taxonomy is borrowed. Vladimirou defines this particular category as “a generic first-person plural reference which includes people in general” (2007, p. 148). Finally, Halliday’s (2004) classification of the anaphoric *they* is borrowed. Halliday elaborates on the non-deictic *they*, which he refers to as anaphoric *they*:

‘They’ and ‘their’ do not necessarily have to refer to people, but can also refer to non-human referents, such as laws, regulations, etc. Secondly, the usage of the third person plural is very often used anaphorically, not deictically, referring to a concrete word mentioned earlier in the text or utterance (Halliday, 2004, pp. 534–535).

Van de Putte (2016) studies person deixis in relation to European citizenship policy. His conceptualization of the anaphoric *they* builds on Halliday’s definition: “As I will show later, ‘they’ or ‘them’ is used very often as an anaphoric reference to the word ‘citizens’ mentioned earlier in the text” (Van de Putte, 2016, p. 112). The remaining categories in this present study are named in accordance with their referents:

- (1) Inclusive *we*: speaker + audience: applies to those who listen to the speech.
- (2) Inclusive *we*: speaker + the British people: applies to British people.
- (3) Opponent *they*: applies to the opponent party/parties and their leaders.
- (4) Attributive *they* and *we*
- (5) Public *they*: applies to British people.
- (6) Partisan *they*: applies only to Boris Johnson, he refers to his party members/workers with the deictic *they*

There are occasions of Jeremy Corbyn quoting other people in his speech. The instances of *we* from quotes from other people are not taken into consideration in this study.

4. Quantitative Analysis

	Corpus Size (Word Count)	Number of items <i>we</i>	Normalized frequency <i>we</i> (1,000/w)	Number of items <i>they</i>	Normalized frequency <i>they</i> (1,000/w)
Jeremy Corbyn	5070	91	17.94	29	5.71
Boris Johnson	7373	211	28.61	37	5.01

Table 1 shows the normalized frequency of the instances of *we* and *they*. It should be noted that Johnson often refers to the opposition party and its leader Jeremy Corbyn by his name rather than using the opponent *they*. Johnson also uses *we* more than Corbyn does. The classification of subcategories can be seen in Table 2.

	Inclusive <i>we</i>	Exclusive <i>we</i>	Opponent <i>they</i>	Anaphoric <i>they</i>	Partisan <i>they</i>	Public <i>they</i>	Attributive <i>they</i>
Jeremy Corbyn	28	63	5	12	0	12	0
Boris Johnson	79	132	14	6	1	15	1

There is an instance where Boris Johnson refers to his party members by using the deictic pronoun *they*, therefore the classification “partisan *they*” is coined. As the table shows, exclusive *we* has been favored by both candidates with Johnson exhibiting a particularly strong inclination towards it. Both candidates employ a category referred to as public *they*, which has been introduced in this study when referring to the British people. Additional subcategories can be generated within the category of the public *they* since both candidates, but particularly Corbyn, use this pronoun to specifically refer to Conservatives (those who vote for or support

the Conservative Party), Labour supporters, and British society as a whole. Boris Johnson favors inclusive *we*: speaker + British people and inclusive *we*: speaker + audience more than Corbyn does. A more detailed analysis concerning further classifications of inclusive and exclusive *we* are shown in the following tables:

Type	Number of instances
<i>We</i> exclusive: partisan	63
<i>We</i> inclusive: speaker + audience	6
<i>We</i> inclusive: speaker + British people	19
<i>We</i> inclusive: <i>we</i> indefinite	3
Total:	91

Type	Number of instances
<i>We</i> exclusive: partisan	132
<i>We</i> inclusive: speaker + audience	24
<i>We</i> inclusive: speaker + British people	55
<i>We</i> inclusive: <i>we</i> indefinite	0
Total:	211

The most frequent use of *we* by both candidates is *we* exclusive: partisan. They both refer mostly to their parties; this may indicate their wish to advertise their electoral pledges to their audiences. The second most frequent use approached by both candidates is *we* inclusive: speaker + British people. They address the nation and Johnson sometimes personifies British statehood through his references to the British people. The implications of rhetoric strategies and styles will be analyzed in the next section.

5. Qualitative Analysis

5.1. Inclusive *we*

Inclusive *we* will be divided into three subcategories: speaker + the audience, speaker + the British people as a nation, and in some cases as a society, and *we* indefinite. Inclusive *we*: *speaker* + British people has the function to create a sense of inclusion and solidarity as in the example below:

(1) *We're young, we're old, we're black, we're white, we're straight, we're gay, we're women, we're men, we're people of all faiths and none, from the North and from the South. And when*

Labour wins, the nurse wins, the pensioner wins, the student wins, the office worker wins, the engineer wins. We all win. (Corbyn 2019)

In this example, Corbyn demonstrates his commitment to inclusion and emphasizes the value and equal rights of every member of British society. His strategic continuation reinforces the positive outcomes that would result from Labour's victory, with Corbyn arguing that these rewards would extend to everyone. Candidates sometimes make the audience active participants of their speeches, they address the immediate audience who listen to them. The example below, of the speaker + the audience subcategory, uses the strategy of rhetorical questions. These questions often have persuasive effects on the immediate audience.

(2) *Do we want that kind of leadership my friends? Do we want more delay? Do we want more dither and drift and deadlock and division?* (Johnson, 2019)

The last subcategory of the inclusive *we* is *we* indefinite, which refers to people in general:

(3) *We are facing a climate crisis.* (Corbyn 2019)

5.2. Exclusive *we*

The partisan *we* portrays the speaker as the representative of his party. It is often used when candidates advertise their parties and objectives of their campaign (4), mention its past actions/achievements (7) and the plans (8):

(4) *Today we are launching the most ambitious and radical campaign our country has ever seen to bring real change to our country.* (Corbyn 2019)

(5) *So, we're going after the tax dodgers. We're going after the dodgy landlords. We're going after the bad bosses. We're going after the big polluters. Because we know whose side we're on.* (Corbyn 2019)

(6) *We were in Wales yesterday, in the South West today, we're going to the Midlands, we're going to the North West, we're going to Scotland, we're going to the North East, we're going to the East Midlands and we'll finish off in London because we are a party with a message for the whole country.* (Corbyn 2019)

(7) *Well, I've got news for them, there is no health market. We shut that down in 1948 when we established the National Health Service. Health care is free at the point of being for all.* (Corbyn 2019)

(8) *So that we are not only recruiting more doctors and nurses, and training them but in the next 10 years we will build 40 new hospitals in the biggest investment in hospital infrastructure for a generation.* (Johnson, 2019)

It can be inferred that Johnson proclaims a condition while he addresses the future acts of his party, depending on the final decision of Brexit:

(9) *Get Brexit done – and **we** restore confidence and certainty to businesses and families. Get Brexit done – and **we** will see a pent-up tidal wave of investment into this country. Get Brexit done – and **we** can focus our hearts and minds on the priorities of the British people.* (Johnson, 2019)

5.3. Opponent *they*

Candidates, while criticizing opposition parties and oppositional leaders, use *they*. It does not necessarily have to refer to the main oppositional party (11):

(10) *as for Labour, **they** will plainly give in to Nicola Sturgeon and waste the whole of next year in two more referendums, one on Scotland and one on the EU.* (Johnson, 2019)

(11) *how **they** would refuse, every other party, to get Brexit done.* (Johnson, 2019)

(12) *Labour will put wealth and power in the hands of the many Boris Johnson's Conservatives, who think **they're** born to rule, will only look after the privileged few.* (Corbyn 2019)

(13) *They've slashed taxes for the richest and slashed vital services and support for everyone else. But real change is coming.* (Corbyn 2019)

5.4. Public *they*

Candidates, sometimes refer to British people, with the pronoun *they*:

(14) *I travel all around our country and listen to people. This is what I learn from them: **they** don't see politics like the media and political class do.* (Corbyn 2019)

Sometimes the candidate refers to the opponent party's supporters as *they*:

(15) *People who think it's OK to rip people off and hide their money in tax havens so **they** can have a new super yacht. Or are you on the side of the children with special educational needs who aren't getting the support **they** deserve because of Tory and Lib Dem government cuts?* (Corbyn 2019)

Particular uses of the public *they* may have polarizing effects on society:

(16) *One on Scotland – because he [Jeremy Corbyn] has done a deal with the Scots nationalists to assist the break up of the union if **they** sustain him in power.* (Johnson, 2019)

Scots who allegedly promised to support Jeremy Corbyn are referred to as *they* in contrast to Johnson's frequent use of *we* inclusive: speaker + British people.

5.5. Anaphoric *they*

The pronoun *they* replaces entities mentioned earlier in the speech.

(17) *Two thirds of businesses worry **they** won't be able to fill skilled posts in the future.* (Corbyn 2019)

(18) *What about real action on the climate crisis by creating hundreds of thousands of new, green energy jobs in communities where **they**'re most desperately needed.* (Corbyn 2019)

(19) (...) *when the chlorinated chickens waddle from the hencoop where **they** are hiding.* (Johnson, 2019)

5.6. *Partisan they*

This category includes party members or workers as referents. Boris Johnson refers to his team:

(20) *I want to thank everyone in the building behind me and across government for all the work, the wonderful work **they** have done over the last three months.*

5.7. *Attributive they*

This category includes hypothetical dialogues. Boris Johnson hypothetically creates a dialogue on his own to criticize and satirize Jeremy Corbyn:

(21) *What on earth are **they** supposed to think in Brussels? Bonjour monsieur Corbyn comment allez vous? tell us about this that deal you want...*

This is a rather ambiguous example that could be classified as the opponent *they*, however, *they* here also refers to Nicola Sturgeon and Brussels, a metaphor for the EU as many of its headquarters are located in Brussels.

Conclusion

To conclude, the choice of person deixis in political discourse has many purposes. Electoral campaigns are opportunities for politicians to articulate their ideas and plans, to be better understood by the immediate audience, and to use rhetorical styles to discursively persuade people. The quantitative and qualitative analysis demonstrates that both candidates opt for the exclusive *we* partisan as they highlight their parties' plans, stance on Brexit, and past achievements. Corbyn's rhetorical style of inclusion and emphasis on unity can be observed through his use of the inclusive *we*: *we + the British people*. Corbyn endeavors to evoke a sense of respect for the diversity among people and conveys his message of caring for every individual. When he opts for the opponent *they*, he mainly criticizes how Conservatives enrich the rich and while doing so, he conveys his message that he stands with the poor as well. His constructive criticism serves as a strategic means of highlighting his concerns for the less advantaged people, effectively showcasing his dedication to their well-being. Jeremy Corbyn does not favor the opponent *they* because his speeches focus more on his plans regarding the future of the nation. Johnson opts for the opponent *they*, however, he criticizes Jeremy Corbyn individually more often than he criticizes his party in general. Johnson also uses the partisan

they when he refers to his party members, and attributive *they* when he satirizes Corbyn. Inclusive *we* is mainly used by both Corbyn and Johnson to create a sense of unity. They use exclusive *we* when they mention their parties' past and plans. The opponent *they* is used to criticize the opposition. While the public *they* is used to refer to British people or the opponent party's supporters, there is an incident of the public *they* discursively used to polarize the society. Several studies conducted on person deixis in political speeches focused on campaign speeches from various countries, however, this particular study attempted to analyze the 2019 British election's rally speeches of Jeremy Corbyn and Boris Johnson. It is intended that this study contributes to the neglected field of person deixis in British rally speeches and opens the way for future research.

Peer-review: Externally peer-reviewed.

Conflict of Interest: The author has no conflict of interest to declare.

Grant Support: The author declared that this study has received no financial support.


References

- Arroyo, J. B. (2000). Mire usted Sr. González... Personal deixis in Spanish political-electoral debate. *Journal of Pragmatics*, 32(1), 1–27.
- Boris Johnson – 2019 Speech at Conservative Manifesto Launch. (2019, November 26). [Web Post]. Retrieved from <https://www.ukpol.co.uk/boris-johnson-2019-speech-at-conservative-manifesto-launch/>
- Boris Johnson – 2019 Speech Launching General Election. (2019, November 11). [Web Post]. Retrieved from <https://www.ukpol.co.uk/boris-johnson-2019-speech-launching-general-election/>
- Halliday, M.A.K. (2004). *An Introduction to functional grammar*. London: Arnold.
- Hamdaoui, M. (2015). The Persuasive Power of Person Deixis in Political Discourse: The Pronoun 'We' in Obama's Speeches About the 2007-2009 Financial Crisis as an Example. *The European Conference on Arts & Humanities 2015 Official Conference Proceedings*. Tunisia: University of Sfax.
- Huang, Y. (2014). *Pragmatics*. Oxford: Oxford University Press.
- Ivanova, A. (2016). Deixis and its role in defining rhetorical space. *Revista Signos*, 49(92), 329–349.
- Jeremy Corbyn – 2019 Speech Launching General Election Campaign. (2019, November 11). [Web Post]. Retrieved from <https://www.ukpol.co.uk/jeremy-corbyn-2019-speech-launching-general-election-campaign/>
- Jeremy Corbyn's speech at the Confederation of British Industry. (2019, November 18). [Web Post]. Retrieved from <https://labour.org.uk/press/jeremy-corbyns-speech-at-the-confederation-of-british-industry/>
- Levinson, S. C. (1983). *Pragmatics*. Cambridge: CUP.
- Lyons, J. (1977). *Semantics*. Cambridge: CUP. 637.
- Putri, N. A. & Kurniawan, E. (2015). Person deixis in USA presidential campaign speeches. *English Review: Journal of English Education*, 3(2), 190–200.
- READ IN FULL: Boris Johnson's speech to the 2019 Conservative Party conference. (2019, October 2). [Web Post]. Retrieved from <https://www.politicshome.com/news/article/read-in-full-boris-johnsons-speech-to-the-2019-conservative-party-conference>

- Van de Putte, T. (2016). European citizenship policy between building collectives and appealing to individuals: A study of person deixis. *Bulletin VALS-ASLA*, 104, 105–123.
- Van Dijk, T. A. (1997). What is political discourse analysis. *Belgian Journal of Linguistics*, 11(1), 11–52.
- Vladimirou, D. (2007). 'I suggest that we need more research' personal reference in linguistics journal articles. *Lancaster University Postgraduate Conference in Linguistics and Language Teaching*, 1, 139–157.
- Wilson, K. (2019, December 9). General Election 2019: Jeremy Corbyn's speech to Bristol Labour supporters in full. [Web post]. Retrieved from www.bristolpost.co.uk/news/bristol-news/general-election-2019-jeremy-corbyn-3625405
- Zupnik, Y. J. (1994). A pragmatic analysis of the use of person deixis in political discourse. *Journal of Pragmatics*, 21(4), 339–383.



Teaching the English Tense System through Systemic Theoretical Instruction and Cognitive Grammar: Investigating Students' Perceptions

Chi Wui NG* 



*The University of Hong Kong, Academic Unit of Social Contexts and Policies of Education, Hong Kong, China

ORCID: C.W.N. 0000-0001-6144-9256

Corresponding author:

Chi Wui NG,
The University of Hong Kong, Academic Unit of Social Contexts and Policies of Education, Hong Kong, China
E-mail: ngchiwui@connect.hku.hk

Submitted: 16.06.2023

Revision Requested: 16.11.2023

Last Revision Received: 16.11.2023

Accepted: 22.11.2023

Published Online: 29.12.2023

Citation: Ng, C.W. (2023). "Teaching the English Tense System through Systemic Theoretical Instruction and Cognitive Grammar: Investigating Students' Perceptions. *Dilbilim Dergisi - Journal of Linguistics*, 40, 61-88. <https://doi.org/10.26650/jol.2023.1315502>

ABSTRACT

The English tense system poses substantial challenges to second and foreign language learners in both morphological and semantic respects, and traditional grammar pedagogy conceptualizing grammar as rules of thumb fails to provide learners with comprehensive, accurate, or systematic knowledge about the English tense system. The present classroom-based study aims at investigating the application of an alternative pedagogical grammar method that integrates the pedagogical framework of systemic theoretical instruction grounded upon sociocultural theory with the linguistic framework of cognitive grammar, which is a hyponym of cognitive linguistics, for teaching the English tense system. Four instructional sessions were conducted in an English language classroom in a Hong Kong secondary school, and students' perceptions of the learning experience were examined by means of questionnaires and focus group interviews. While the students appreciated the novelty of the learning experience, they expressed concerns about complexity of the concepts taught, as well as the linkage between these concepts and examinations. The students felt mostly positive toward the learning experience and found it disparate from their previous experience of learning tenses, yet some held a negative attitude toward the learning experience and expressed their discontent over an inappropriate level of difficulty. Several factors ought to be taken into consideration when applying this pedagogy to second language grammar instruction.

Keywords: Systemic theoretical instruction, cognitive grammar, English tenses

Introduction

Drawing upon Halliday's (1978, 1985) systemic functional linguistics (SFL), Larsen-Freeman (2003, 2015) incorporated the dimensions of form, meaning, and use into her pedagogical framework for describing grammar and coined the term "grammaring," which denotes the ability to capitalize upon linguistic forms to convey meanings in appropriate social contexts, in order to challenge the conventional conceptualization of grammar as a static system with a finite set of rules of thumb.

In Hong Kong, the *English Language Education Key Learning Area Curriculum Guide* (Curriculum Development Council, 2017) suggests that English language teachers facilitate grammar instruction in meaningful contexts. The pedagogical methods prevalently employed by second language educators for grammar instruction (i.e., processing instruction, collaborative output tasks, and discourse-based grammar instruction) conceptualize grammar as rules of thumb dissociating syntax from semantics and segregating language use from human cognition. Such pedagogy is thereby inadequate at providing learners with comprehensive, accurate, or systematic grammatical knowledge, let alone genuinely equipping them with grammaring skills (Negueruela, 2008; Tyler, 2012). Therefore, pedagogical alternatives that provide learners with a precise conceptual understanding of grammar are warranted.

A combination of systemic theoretical instruction grounded upon sociocultural theory with cognitive grammar, which is a hyponym of cognitive linguistics, is capable of advancing students' conceptual development by means of introducing the semantic concepts underlying the structures of the target language. Therefore, this combination offers an alternative for instruction that complements the inadequacy of the three aforementioned pedagogical approaches. However, empirical support for such an alternative appears limited. The present study is an exploratory work that aimed at investigating the application of this alternative pedagogical approach to teaching the English tense system in the context of a Hong Kong secondary school.

Literature Review

The rationale for proposing a pedagogical alternative that integrates systemic theoretical instruction with cognitive grammar lies in the inadequacy of the existing pedagogy with regard to addressing second language learners' difficulties acquiring the English tense system.

Second Language Learners' Difficulties in Acquiring English Tenses

Defined as the "grammaticalized expression of location in time" (Comrie 1985, p. 9), tense is conceived by descriptive grammarians to be a "deictic category" closely correlated with time in descriptive grammar (de Haan 2013, p. 446). The English tense system poses substantial challenges to second language (L2) learners.

Morphologically, morphological variability entails the variable absence of verb inflections realizing tenses and is prevalent in learners' language production (Haznedar & Schwartz, 1997; Ionin & Wexler, 2002; Lardiere, 1998a, b; Law, 2005; McArthur, 2002). Generative linguistics

have put forward the missing surface inflection hypothesis, which contends that learners' failure to supply tense markers in obligatory contexts is attributable to their failure to map the abstract morphosyntactic feature of tense onto surface inflectional morphology (Prevost & White, 2000a, 2000b; White, 2003). Approaching learners' pitfalls from a processing-based perspective, VanPatten (1996, 2015) put forward the input processing theory, which asserts that learners possess a tendency to take heed of more salient lexical items in lieu of semantically redundant morphological inflections with regard to language processing.

Semantically, even though some advanced L2 learners exhibit high formal accuracy in their production of English tenses using accurate morphological markings of the present and past tenses of verbs, their appropriate use of tenses lags behind formal accuracy in that learners fail to produce correct tenses in appropriate contexts (Bardovi-Harlig, 1992; Bardovi-Harlig & Bofman, 1989).

From a developmental perspective, L2 learners' acquisition of English tenses could be intralingual. Both Brown's (1973) morpheme study and Pienemann's (1998, 2003) processability theory suggest that developmental sequences occur in language learners' language development. Functional linguists also comply with developmental sequences and contend that typical L2 learners' learning is contingent upon pragmatic and lexical devices for expressing the concept of time before learners can eventually master the usage of verb morphology to denote tense (Bardovi-Harlig, 2000). Andersen and Shirai's (1994, 1996) aspect hypothesis further postulates the acquisition of tense and aspect markers to be heavily influenced by verbs' inherent lexical aspects.

Cross-linguistic influences have also been found to be influential in L2 learners' difficulty in acquiring the English tense system. Drawing upon von Humboldt (1988) and Whorf's (1956) study on linguistic relativity, which conceives language and thought as inseparable from one another, Odlin (1989, 2005) contended that knowledge of the first language perhaps adversely influences learners' acquisition of an L2, especially when the two languages are significantly disparate from each other. Examining such cross-linguistic influences with respect to the English tense system, Collins (2007), Hong (2008), and Tickoo (2001), as well as Yang and Huang (2004), suggested that the lack of tense markings in certain languages such as Cantonese plausibly effectuates the difficulties of first language speakers of these languages with acquiring both the morphology and semantics of English tenses.

Instruction on the English Tense System

A number of methods are commonly exploited by second language educators for grammar instruction, yet they fail to address the aforementioned second language learners' difficulties with acquiring the English tense system.

First and foremost, by targeting learners' language processing pitfalls that result from their input processing strategies, processing instruction aims at assisting learners in processing target forms correctly for meaning by means of structured input activities (VanPatten 1996, 2004). For instance, when teaching the English past tense, temporal adverbs are removed to

hook learners' attention to the past tense suffixes of verbs in order to comprehend the meaning of the past tense as an indication of completed events (Benati, 2005). Processing instruction is confirmed to be efficacious in improving learners' performances at both interpreting and producing English past tense; however, such positive findings are confined merely to the usage of the past tense for describing completed events.

Collaborative output tasks (e.g., dictogloss tasks) are meaning-based communicative tasks intended to promote learning of target structures by providing primary language data and eliciting pushed output from learners (Wajnryb, 1990). For instance, when teaching the English past tense, the teacher reads a passage with abundant instances of past tense usage to students, who are subsequently required to reconstruct the passage and compare the reconstructed and original versions to notice the difference (Qin, 2008). Akin to processing instruction, collaborative output tasks manage to improve learners' production of the English past tense, but only one particular usage of the past tense (Benati, 2005).

By merging discourse analysis and grammar instruction, form-focused discourse hooks learners' attention to grammar usage in authentic language at a discourse level (Celce-Murcia & Olshtain, 2001). When teaching English verb tenses, the teacher presents specific usages of the present and past tenses (e.g., present tense for generalizations, past tense for specific examples) to learners using authentic texts such as academic writings in order to hook their attention to the actual contextual use of the language (Celce-Murcia & Yoo, 2014).

The one-to-one mapping of form and meaning as embraced by the three aforementioned instructional methods fails to reflect the polysemous nature of form-meaning mapping in the English tense system, where one form is mapped to multiple meanings, or the complexity of human cognition, where tense is used to convey not only time but also the relative immediacy of depicted situations. The proposed pedagogical approach enables students to integrate their knowledge of the English present and past tenses by using theoretical concepts to elucidate why one verb form (i.e., present simple or past simple) can be used to convey particular meanings.

Pedagogical Framework

Systemic theoretical instruction (STI) is a pedagogical model developed by Gal'perin (1969, 1979, 1989, 1992) and possesses four tenets: concepts as minimal units of instruction, materialization of concepts, verbalization of concepts, and interconnection among the categories of meaning (Negueruela, 2003, 2008). The pedagogical procedures Gal'perin (1969) proposed and Haenen (1996) outlined for STI are delineated below.

Following the motivational stage, where learners are motivated to learn target language structures by means of providing examples primary language data comprising instances of target structures, are the orienting and material(ized) stages (Haenen, 1996). In these stages, semantic and pragmatic concepts underlying target structures are presented through the schema of a complete orienting basis of an action (SCOBA), which provides learners with a holistic cognitive map to mediate their minds, and teachers assist learners in studying SCOBA and

comprehending the concepts that are involved (Gal'perin, 1989, 1992; Haenen, 1996; Lantolf & Poehner, 2014; Negueruela, 2008). Once students comprehend the semantic and pragmatic concepts underlying the target structures materialized in SCOPA, they proceed to stages of overt speech and covert speech, where they are provided with primary language data with instances of target language structures and respectively explicate their understanding of target forms in these examples to their peers and themselves in relation to learned concepts (Gal'perin, 1969; Haenen, 1996; Lantolf & Poehner, 2014). Once they have gained mastery of the concepts underlying the target language structures in the two stages of verbal action, students eventually reach the final stage of STI, the mental stage, where overt and covert speeches have been transformed into inner speech.

Linguistic Framework

The English tense system is conceived by cognitive grammar (CG) using an epistemic model (see Figure 1). English's present and past tenses are exploited to delineate reality (R), which is metaphorically compared to an expanding cylinder with growth occurring continuously at its leading face, representing current reality, and the human as the conceptualizer (C; Langacker, 2008). The portion of current reality the conceptualizer accepts to be real is known as immediate reality (IR), while the remaining portion of reality the conceptualizer accepts as real is known as conceived reality (R_c) or non-immediate reality. At any moment, a conceptualizer directs their attention to one particular situation, be it a state or an event, and that particular situation is known as the profiled occurrence (PO; Langacker, 2011). PO necessarily exists within the conceptualizer's immediate scope (IS), which is metaphorically conceived as an onstage region of the conceptualizer's attention within the maximal scope (MS), which comprises the overall content.

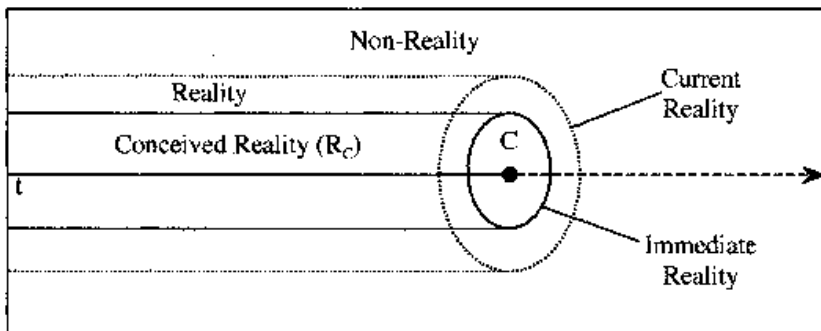


Figure 1. An epistemic model (Source: Langacker, 2008, p. 301)

The present and past tenses delineate profiled occurrences within immediate reality and non-immediate reality, respectively (Langacker, 2011). Apart from temporally not delineating profiled occurrences within immediate reality and non-immediate reality, the peripheral usages of the present tense (i.e., timeless truths and scheduled future) and those of the past tense

(i.e., imaginative conditionals and social distancing) are respectively applied when profiled occurrences virtually enter conceptualizers' immediate reality and non-immediate reality. The English present and past tenses can thereby be explicated using the semantic concept of epistemic reality, under which all usages of the present and past tenses are subsumed.

Integrating the Pedagogical and Linguistic Frameworks

Both STI and CG are meaning-focused and favor explicit instruction as well as graphical representation of language in that STI zeros in on instruction regarding the meaningful semantic concepts underlying language forms as well as the materialization of abstract concepts by means of concrete visual images whereas CG possesses a primacy of meaning over form and delineates language through meaning-based schematic patterns (Lantolf & Poehner, 2014; Masuda & Arnett, 2015); thus, integrating STI with CG in L2 grammar instruction is regarded as desirable and feasible, with the former providing a pedagogical framework organizing development and the latter providing a linguistic framework supporting the design of instructional materials.

Despite the huge potential for integrating STI and CG, only two studies to date have looked into implementing a blend of the two in authentic L2 classrooms. By structuring STI-based instruction and utilizing CG to inform the design of instructional materials, both Lee (2012) and White (2012) implemented this type of pedagogical method for instructing English verb + participle constructions, which are usually acquired by learners via rote learning, in university-level L2 classrooms. The learners were presented with a systematic picture of schematic patterns underlying the target particles and engaged in verbalization activities for internalizing the concepts. Both studies collected quantitative data comprised of the scores from multiple-choice tests assessing learners' usage accuracy of the target structures and qualitative data comprised of learners' responses to explanatory tasks requiring them to account for the usages of target structures in the given language data, as well as their feedback on the entirety of the instruction. Not only was the combination of STI and CL discovered to assist learners in producing verb + participle constructions more accurately in their language usage, but this combination also managed to advance their conceptual understanding of the target particles. More importantly, instructional procedures and materials were found to be valued and appreciated by the majority of participants (Lee, 2012; White, 2012).

Due to the limited number of empirical studies that have been conducted to date, more classroom-based research ought to be conducted, especially in classrooms in non-tertiary settings for the sake of further assessing the pedagogical efficacy of instruction integrating STI with CG. Both antecedent studies targeted English verb + particle constructions; thus, studies involving other target structures can be carried out to widen the scope of the literature. Moreover, the preceding studies were solely conducted from the perspective of educational providers by focusing on the pedagogical impacts on students' language performance. With reference to Cheng (1998)'s di-polarity of education, conducting studies from the perspective of educational recipients by focusing on students' perceptions of the pedagogy is in fact worthwhile.

Present Study

The present paper is a segment of a larger study exploring the application of a pedagogical method integrating STI with CG to instructing the English present and past tenses in an L2 classroom of a Hong Kong secondary school. Integrating the two assists learners in mapping one language form (i.e., the English present or past tense) to multiple meanings and aims to address learners' failure in order to map the forms and meanings of the English tense system.

Due to little being known about integrating STI and CG in L2 grammar instruction, the present study possesses an exploratory nature and aims at illuminating the strengths and weaknesses of such a pedagogical intervention, as well as what can be done to optimize its operation in L2 classrooms. The impacts of the pedagogical grammar method integrating STI with CG regarding learners' grammatical performance are presented in Ng (2020, 2022).

This paper focuses on the pedagogy from the educand's perspective. As motivation is a determinant of learning performance and L2 learning outcomes, it is worth studying learners' perceptions of the instructional experience with the hope of evaluating whether the pedagogy was able to heighten their learning motivation, which would positively impact their learning (Gardner, 2001; Gottfried, 1990). The current paper intends to address the following research question: "What are students' perceptions of instruction that integrates STI with CG?"

Methodology

The study employs an exploratory mixed-method design with quantification of qualitative data to analyze the impacts of instruction on students' conceptual development of the English present and past tenses.

Participants

Due to being exploratory in nature, the study used the convenience sampling to recruit the participants. The study was conducted in a 9th-grade L2 classroom in a Hong Kong secondary school, where the researcher conducted his 7-week English language teaching practice. The participants were taught the English tense system at a junior secondary level and mastered the overwhelming majority of its usages; thus, the goal of the instruction was to build upon their prior knowledge by means of introducing the semantic concepts underlying the English tense system with regard to grammar instruction. The study recruited 29 ninth-grade students, of whom 10 are male and 19 are female.

Instructional Instruments

The instructional instruments employed in the teaching sessions comprised a collection of SCOBAs and verbalization tasks. SCOBAs of the study were designed on the basis of Langacker's (2008) epistemic model and adapted from materials developed by Langacker (2011). The SCOBAs comprised three segments: (1) a simplified epistemic model (see Figure

2) for introducing the concept of epistemic reality, (2) three didactic charts presenting the four semantic concepts underlying the English tense system and mapping various usages of the two tenses onto the four concepts (see Figure 3), and (3) four diagrams elucidating the four semantic concepts in depth (see Figure 4). In-class verbalization tasks (see Table 1) and after-class written verbalization tasks (see Table 2) required the participants to explicate their understanding of verb tenses in the primary language data in relation to the four learned concepts. A complete set of tasks developed for the study can be found in Ng (2020).

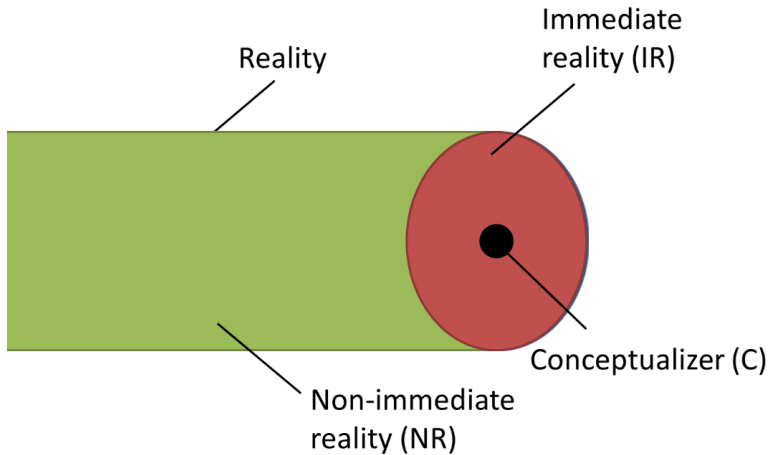


Figure 2. A simplified epistemic model

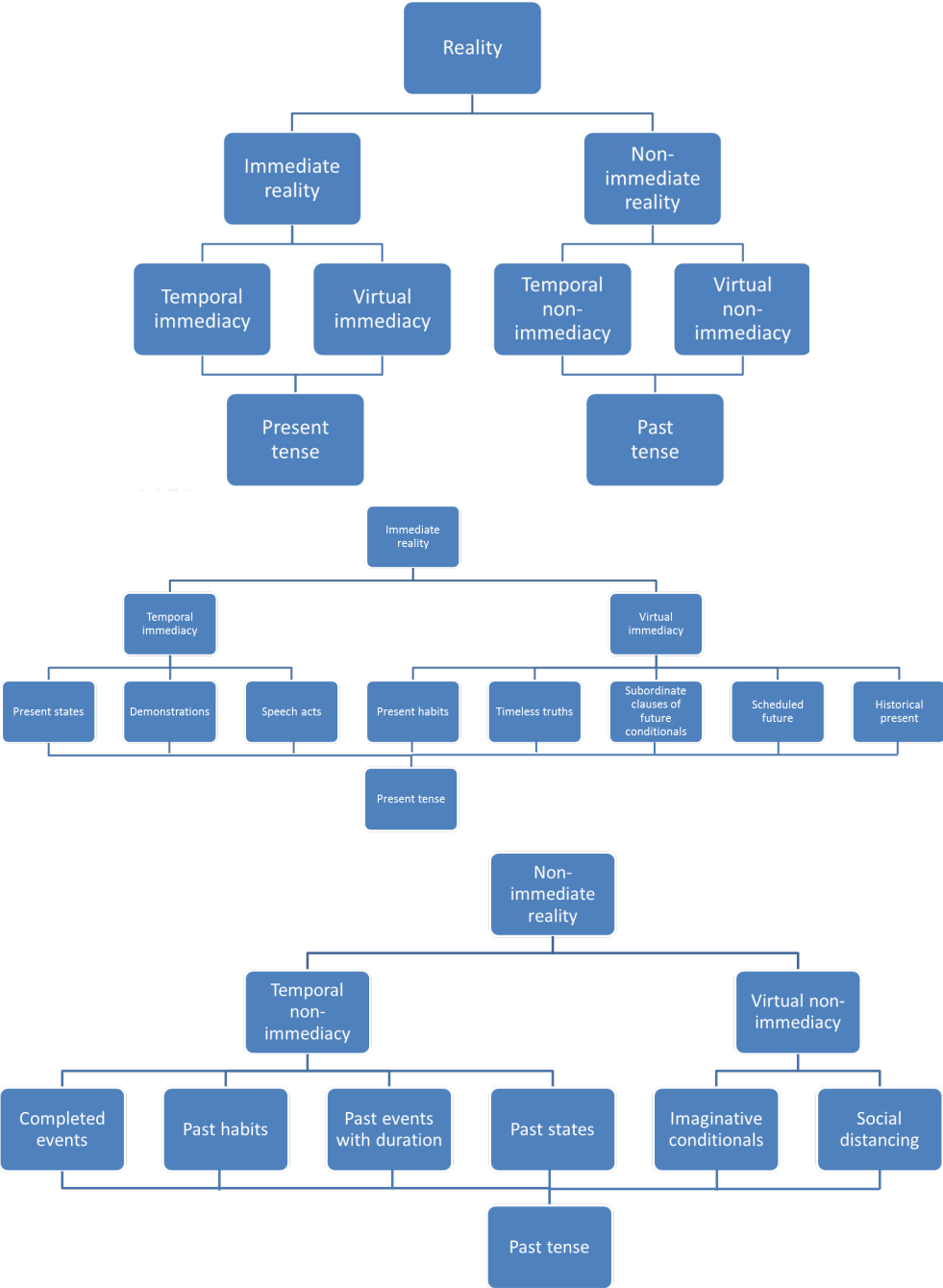


Figure 3. Three didactic charts

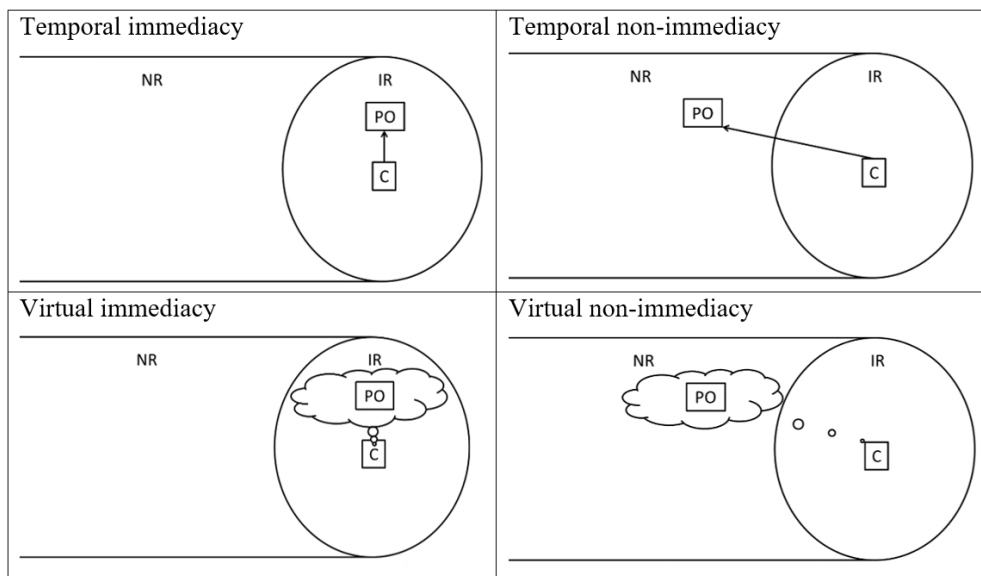


Figure 4. Four diagrams

Table 1. A Sample In-Class Verbalization Task
<p>Explain the tense of the underlined verb in each sentence to your partner using the given charts and diagrams. There <u>is</u> a large house on the corner.</p> <p style="text-align: right;">Source of sentence: Huddleston (2002)</p>

Table 2. A Sample After-Class Written Verbalization Task
<p>Explain the tense of the underlined verb in each sentence. You may use diagrams if necessary. The car <u>belongs</u> to Bill.</p> <p style="text-align: right;">Source of sentence: Huddleston (2002)</p>

Data Collection Instruments

Data were collected via an exit questionnaire and exit focus group interviews. The questionnaires managed to garner a considerable amount of data expeditiously and the interviews helped elaborate upon the participants' responses, thus the two instruments complemented each other to generate a thorough picture of the students' perceptions (Dornyei, 2010; Mackey & Gass, 2016).

The questionnaire comprised 10 rating scale questions adapted from Dornyei (2010) and Lee (2012) and designed on the basis of a five-point Likert-type scale, plus one short answer question about the learning experiences (Dornyei, 2010). The 10 questions covered four areas of the participants' perceptions of the learning experience: enjoyment of the instruction,

perceived usefulness of distinct stages of instruction, comparison between the instruction and previous learning experience, and perceived confidence regarding grammatical performance.

The study adopted an interview protocol with 11 predetermined questions based on Lee's (2012) study opining standardized open-ended semi-structured interviews to enhance the comparability of responses and to facilitate data analysis (Patton, 1980). Notwithstanding the existence of a list of questions, the researcher remained flexible and asked follow-up questions when necessary during interviews. The interviews were conducted in Cantonese, the students' first language, in order to eliminate the detrimental impacts of the learners' English proficiency levels on the quality and quantity of the provided data (Mackey & Gass, 2016).

The answers to the rating scale questions from the questionnaires were analyzed quantitatively, while the short answer question from the questionnaires and interview data were analyzed using qualitative content analysis, in which the interviews were transcribed, translated, pre-coded, and coded (Dornyei, 2007). Responses to the short answer question on the questionnaires and the contents from the interviews were interpreted and reported by identifying the recurring themes and extracting the quotes that provide evidence for each theme (Krippendorp, 2004). Validity and reliability checks were conducted by means of respondent feedback to ensure validity and reliability of the data (Dornyei, 2007).

Procedures

The entirety of the study lasted seven weeks. Instructional sessions were held on a weekly basis from the second week to the fifth week, with each session focusing on one of the four semantic concepts underlying the English tense system. As an exploratory study, the study only involved four instructional sessions of 100 minutes in total focusing on the concepts of temporal immediacy, virtual immediacy, temporal non-immediacy, and virtual non-immediacy. Each instructional session lasted 25 minutes and followed the pedagogical procedures of STI presented above.

Each instructional session began with a 5-minute lead-in stage, where primary language data were presented to students to inform them about the target tense. After the lead-in stage, a 10-minute materialization stage occurred where the target semantic concept of each instructional session was presented and elucidated upon to the students with the assistance of SCOBAs. After the materialization stage, a 10-minute verbalization stage occurred where students were required to explicate verb tenses in the primary language data in relation to the learned concept to their peers. Written verbalization tasks were also provided for completion after class as homework for students to verbalize on their own through covert speech. Both the in-class verbalization tasks and the after-class written verbalization tasks paved way for internalizing the concepts in the mental stage. An equal number of sentences was presented to students in each instructional session to ensure that the students were provided the same amount of input regarding the four concepts for a fair comparison.

Exit questionnaires and focus group interviews, both of which elicited students' perceptions of the instruction, were completed by the participants immediately after all instructional sessions; these were respectively conducted in the last two weeks of the research period.

Results

The exit questionnaire and focus group interviews were used to look into four areas of the participants' perceptions toward the learning experience. Their perceptions were also analyzed at distinct levels of English proficiency by dividing the participants into three groups of high, middle, and low levels of English proficiency based on their scores from the daily writing assignments.

Enjoyment of the instruction

One-way analysis of variance (ANOVA) was conducted to compare the participants' enjoyment of the instruction in terms of the three proficiency groups. Descriptive statistics are presented in Tables 3 and 4 and Figure 5.

Statement	Min	Max	Mean	SD	Skewness	Kurtosis	BCa bootstrapped 95% CI of mean
I enjoy the lessons on tenses.	3	4	3.46	.51	.15	-2.14	[3.29, 3.64]

Statement	Means (SD) for different levels of language proficiency		
	High (<i>n</i> = 10)	Mid (<i>n</i> = 9)	Low (<i>n</i> = 10)
I enjoy the lessons on tenses.	3.40 (.52)	3.44 (.53)	3.50 (.53)

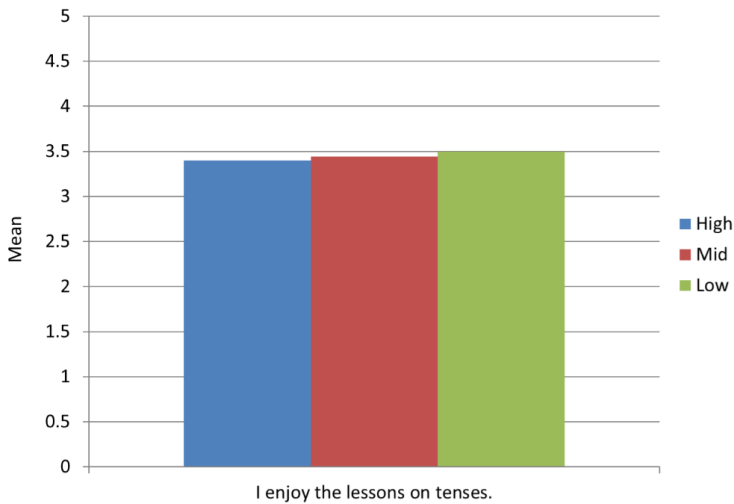


Figure 5. Descriptive statistics for the participants' enjoyment of the instruction at distinct levels of English proficiency.

The results from the one-way ANOVA ($F_2 = .12, p = .89, f = .10$) exhibit no statistical difference regarding participants' enjoyment of the instruction in terms of distinct levels of English proficiency.

Interpreted along with an inclination of mean scores toward positivity, such findings irrefutably possess a disposition to suggest that the participants felt positive toward the learning experience on the whole, irrespective of their level of English proficiency, chiefly due to its uniqueness and novelty, as expressed in the exit questionnaires and focus group interviews. Such sentiments have been discovered to be strongly correlated with intrinsic learning motivation (Hidi & Renninger, 2006).

That was [a] unique experience and I enjoyed it. (Exit Questionnaire, Student 2, Mid-Level)
An interesting learning experience on tenses! (Exit Questionnaire, Student 25, Low-Level)
In general, this instructional approach is good because... [it] is more comprehensive. (Focus Group 2, Student 1, Mid-Level)

All the same, some participants had negative attitudes toward the learning experience and expressed their discontent over an inappropriate level of difficulty. The instruction appears to have failed to target an appropriate level of L2 competence for some learners, and this might have triggered them to turn on their affective filter and react to the instruction pejoratively (Krashen, 1985).

A little bit difficult to follow as this method is not very easy for me [to] follow up. (Exit Questionnaire, Student 15, Low-Level)

... more difficult [tenses] can be chosen ... there are some difficult [tenses] which [we] do not know how to use when seeing. (Focus Group 1, Student 1, Low-Level)

Perceived Usefulness of the Distinct Stages of Instruction

Four one-way ANOVAs were conducted to compare the perceived usefulness of the four stages of instruction among the participants in the three proficiency groups. Descriptive statistics are presented in Tables 5 and 6 and Figure 6.

Statement	Min	Max	Mean	SD	Skewness	Kurtosis	BCa bootstrapped 95% CI of mean
The flow chart and diagrams helped me learn tenses.	1	4	3.00	.82	-0.44	-0.24	[2.68, 3.25]
The teacher's explanation helped me learn tenses.	2	5	3.54	.74	-0.13	-0.08	[3.25, 3.79]
Explaining the usage of tenses to my classmates orally in class helped me learn tenses.	2	5	3.43	.69	.64	.28	[3.18, 3.69]
The homework requiring me to explain the usage of tenses helped me learn tenses.	2	4	3.29	.54	.19	-0.42	[3.07, 3.46]

Statement	Mean (SD) of different levels of language proficiency		
	High (n = 10)	Mid (n = 9)	Low (n = 10)
The flow chart and diagrams helped me learn tenses.	3.30 (.68)	3.00 (.71)	2.70 (.95)
The teacher's explanation helped me learn tenses.	3.80 (.63)	3.56 (.53)	3.30 (.95)
Explaining the usage of tenses to my classmates orally in class helped me learn tenses.	3.70 (.82)	3.22 (.44)	3.30 (.68)
The homework requiring me to explain the usage of tenses helped me learn tenses.	3.50 (.53)	3.33 (.50)	3.10 (.57)

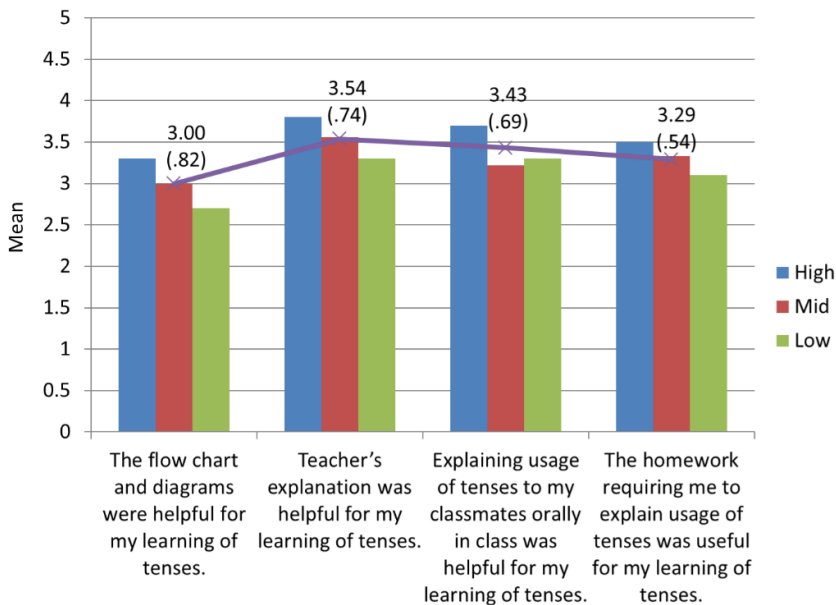


Figure 6. Descriptive statistics of perceived usefulness of distinct stages of instruction of participants at distinct levels of English proficiency

Statement	<i>F</i>	<i>p</i>	<i>f</i>
The flow chart and diagrams helped me learn tenses.	1.39	.27	.37
The teacher's explanation helped me learn tenses.	1.15	.33	.34
Explaining the usage of tenses to my classmates orally in class helped me learn tenses.	1.24	.31	.38
The homework requiring me to explain the usage of tenses helped me learn tenses.	1.48	.25	.38

Note: **p* < .05. ****f* > .4

The results from the one-way ANOVA in Table 7 reveal no statistical difference in the participants' perceived usefulness regarding the distinct stages of instruction in terms of their English proficiency levels. Among the four stages of instruction, the participants appear to favor most the material(ized) stage, where students listened to teacher's explanation. The interaction pattern in this stage is predominated by the teacher talking. This is the type of interaction pattern ubiquitously observed across English language classrooms in Hong Kong and mainland China and so is probably more familiar to students in Hong Kong, who are under the influence of the Confucius Heritage Culture (CHC; Hu, 2002; Tsui, 1985). Furthermore,

as a type of expert scaffolding, the teacher's explication of concepts at the material(ized) stage obviously helped the participants comprehend the target concepts and so was probably embraced by the participants who found comprehending the abstract concepts difficult on their own (Poehner & Infante, 2017).

The teacher gave a clear explanation, but some tenses may be hard. (Exit Questionnaire, Student 1, High-Level)

... when encountering something new, such as the diagram, I may not really understand but need somebody to help by providing examples. (Focus Group 2, Student 1, Mid-Level)

In contrast, the participants appeared to dislike the most the orienting stage, where students were presented with the SCOBA. This could be attributable to their difficulty in comprehending abstractness in learning. Having just reached the formal operational period of cognitive development, the participants might not have gotten used to abstraction in learning and found comprehending the abstract SCOBA presented to them in the orienting stage to be hard, in particular the simplified epistemic model and diagrams (Piaget, 1970).

I think the flow chart is useful, but I did not really understand the diagram. (Focus Group 1, Student 2, High-Level)

I think [the concepts] are not that useful ... Therefore, if we can find the usage, we will not find the concept. (Focus Group 3, Student 1, Mid-Level)

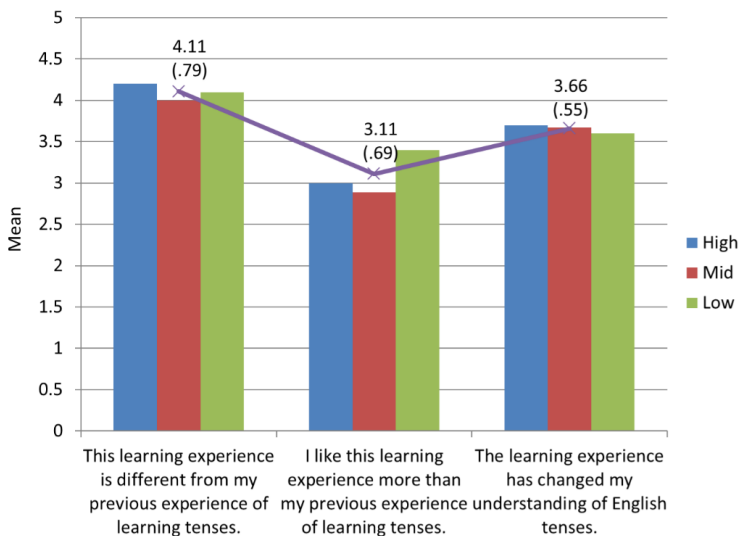
Comparing the Instruction with Previous Learning Experiences

The three one-way ANOVAs were conducted to compare the instruction with the participants' previous learning experiences in terms of the three proficiency groups. Descriptive statistics are presented in Tables 8 and 9 and Figure 7.

Statement	Min	Max	Mean	SD	Skewness	Kurtosis	BCa bootstrapped 95% CI of mean
This learning experience is different from my previous experience of learning tenses.	3	5	4.11	.79	-0.20	-1.32	[3.82, 4.39]
I like this learning experience more than my previous experience of learning tenses.	1	5	3.11	.69	-0.14	4.32	[2.86, 3.32]
The learning experience has changed my understanding of English tenses.	3	5	3.66	.55	.01	-0.72	[3.45, 3.86]

Table 9. Descriptive Statistics for the Comparison of the Instruction with the Participants' Previous Learning Experiences in Terms of Their Distinct Levels of English Proficiency

Statement	Mean (<i>SD</i>) of different levels of language proficiency		
	High (<i>n</i> = 10)	Mid (<i>n</i> = 9)	Low (<i>n</i> = 10)
This learning experience is different from my previous experience of learning tenses.	4.20 (.92)	4.00 (.76)	4.10 (.74)
I like this learning experience more than my previous experience of learning tenses.	3.00 (.47)	2.89 (.78)	3.40 (.70)
The learning experience has changed my understanding of English tenses.	3.70 (.48)	3.67 (.50)	3.60 (.70)

**Figure 7.** Descriptive statistics for comparing the instruction with the participants' previous learning experiences in terms of their distinct levels of English proficiency**Table 10. One-Way ANOVA of the Comparison between the Instruction and the Participants' Previous Learning Experiences in Terms of Their Distinct Levels of English Proficiency**

Statement	<i>F</i>	<i>P</i>	<i>f</i>
This learning experience is different from my previous experience of learning tenses.	.14	.87	.12
I like this learning experience more than my previous experience of learning tenses.	1.56	.23	.40**
The learning experience has changed my understanding of English tenses.	.08	.92	.09

Note: **p* < .05. ***f* > .4

The results from the one-way ANOVA in Table 10 demonstrate that no statistical difference in perceived usefulness of distinct stages of instruction occurred among the participants in terms of their distinct levels of English proficiency. The vast majority of participants agreed that the instruction integrating STI with CG was different from their previous experience of learning tenses, as the mean score from this statement was the highest among the mean scores for all the statements in the exit questionnaire. In the entry questionnaires and focus group interviews, the participants expressed how English verb tenses had predominantly been previously taught using traditional grammar pedagogy, such as by rules of thumb (e.g. Negueruela, 2008; Tyler, 2012), where fixed rules were presented deductively or inductively followed by drills; by the introduction of temporal adverbials (e.g. Bardovi-Harlig, 2000), where students were told that certain adverbials always go with certain tenses; and by rehearsal strategies (e.g. Ormrod, 2014), where irregular verbs are memorized. The integration of STI and CG thereby indisputably deviated substantially from participants' previous experience of learning the English tense system.

For example, type one [conditionals] must be like that. (Focus Group 1, Student 4, Low-Level)

Doing grammar exercises. (Entry Questionnaire, Student 4, Mid-Level)

In the past, teachers taught us to identify some key words. For example, the past tense has to be used for words such as yesterday. (Focus Group 1, Student 3, High-Level)

Memorizing the verb table. (Entry Questionnaire, Student 16, Mid-Level)

Despite finding the learning experience distinct from their previous ones, the participants seldom expressed any clear preference for the instruction integrating STI with CG, with the participants in the low English proficiency group expressing a slightly stronger preference for it than their counterparts. This could be accounted for by failure of the instruction to meet participants' educational aims. The students having been educated against a backdrop of CHC appears to have been rather instrumental in their education, in that their educational aims are more instrumental than intrinsic. As such, they value how pedagogy primes them for achieving instrumental aims such as examinations (Peters, 1973; Tang, 2009). Some participants did not recognize any relationship between the conceptual knowledge acquired in the instruction and their performance on the examinations and were thus reserved about the pedagogy.

I think it is better to cope with the aim first. Then, if more time is available, more can be taught. (Focus Group 1, Student 1, Low-Level)

It actually depends on whether you would like to learn how to use [tenses] or these two concepts. (Focus Group 1, Student 5, Mid-Level)

Perceived Confidence in Grammatical Performance

Paired-samples t-tests were conducted to compare the participants' perceived confidence in grammatical performance, which embodies grammatical comprehension and grammatical

production, before and after the instruction. Descriptive statistics are presented in Tables 11 and 12 and in Figures 8 and 9. The results from the t-tests regarding the participants' distinct levels of English proficiency are displayed in Table 13.

	<i>n</i>	Min	Max	Mean	<i>SD</i>	Skewness	Kurtosis	BCa bootstrapped 95% CI of mean
I can understand the meanings of English tenses correctly.								
Entry questionnaire	29	2	4	3.48	.57	-0.54	.43	[3.28, 3.66]
Exit questionnaire	29	2	5	3.38	.82	.42	.43	[3.10, 3.69]
I can use tenses correctly in my English writing and speaking.								
Entry questionnaire	29	2	5	3.24	.74	.14	-0.08	[2.97, 3.48]
Exit questionnaire	29	2	5	3.38	.73	.45	.23	[3.14, 3.66]

Statement		Mean (<i>SD</i>) of different levels of language proficiency		
		High (<i>n</i> = 10)	Mid (<i>n</i> = 9)	Low (<i>n</i> = 10)
I can understand the meanings of English tenses correctly.	Entry questionnaire	3.60 (.70)	3.56 (.53)	3.30 (.48)
	Exit questionnaire	3.60 (.84)	3.44 (.73)	3.10 (.88)
I can use tenses correctly in my English writing and speaking.	Entry questionnaire	3.60 (.84)	3.33 (.50)	2.80 (.63)
	Exit questionnaire	3.70 (.82)	3.22 (.67)	3.20 (.63)

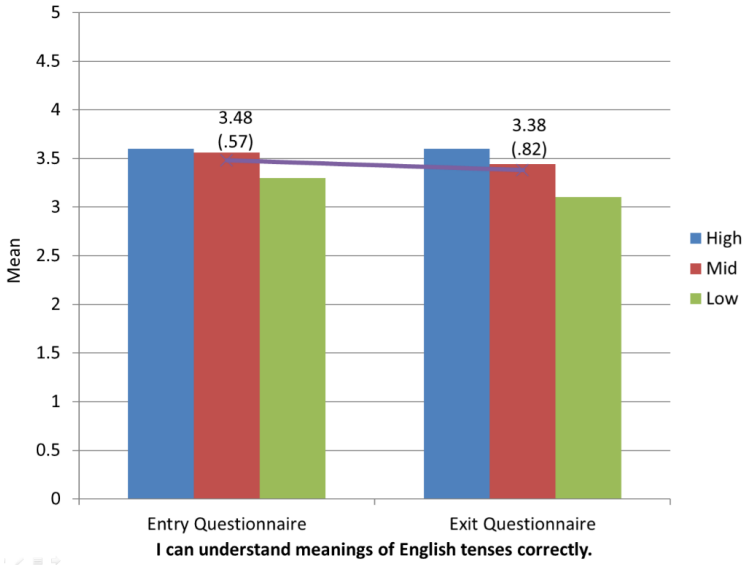


Figure 8. Descriptive statistics for the participants’ perceived confidence regarding their grammatical comprehension in terms of their distinct levels of English proficiency

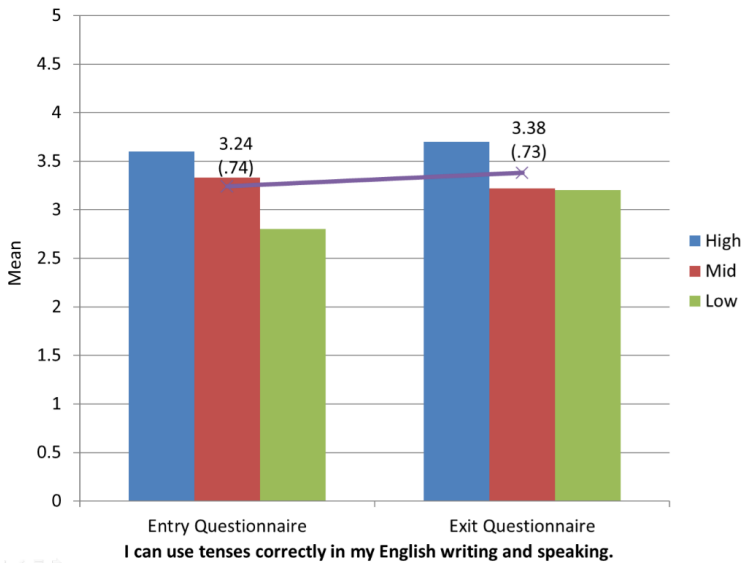


Figure 9. Descriptive statistics of the participants’ perceived confidence toward their grammatical production in terms of their distinct levels of English proficiency

Table 13. Paired-Samples *t*-Tests for the Participants' Perceived Confidence of Their Grammatical Performance in Terms of Their Distinct Levels of English Proficiency

Statement	Level of English proficiency	Mean difference	<i>t</i>	<i>p</i>	95% BCa CI	<i>d</i>
I can understand the meanings of English tenses correctly.	High	.00	.00	1.00	[-0.46, .56]	.00
	Mid	-0.11	-0.43	.68	[-0.60, .40]	.42
	Low	-0.20	-0.61	.56	[-0.74, .50]	.35
I can use tenses correctly in my English writing and speaking.	High	.10	.43	.68	[-0.33, .60]	.16
	Mid	-0.11	-0.43	.68	[-0.63, .43]	.46
	Low	.40	1.31	.22	[-0.17, 1.00]	141.42**

Note: **p* < .05. ***d* > .8

As for the participants' perceived confidence toward their grammatical comprehension, the results from the *t*-test ($t_{28} = -0.65, p = .52, 95\% \text{ BCa CI} = [-0.41, .26], d = .28$) manifested no statistical difference for this between the entry questionnaire and the exit questionnaire. Such findings apparently possess the propensity to suggest that the instruction had failed to beef up students' perceived confidence regarding their grammatical comprehension of the English tense system.

If there are no words such as "yesterday" or "now," [this teaching method] is helpful [in helping me understand] whether the event is happening now, is a habit, a fact, or something that happened in the past. (Focus Group 1, Student 3, High-Level)

For example, if there are things such as "If I were you" in [reading] comprehension, I might think that it was related to the past before learning about it. It is actually imaginative conditionals. (Focus Group 3, Student 1, Mid-Level)

As regards participants' perceived confidence in their grammatical production, the results from the *t*-test ($t_{28} = .14, p = .38, 95\% \text{ BCa CI} = [-0.15, .52], d = 9.90$) indicate no statistical difference in participants' perceived confidence in their grammatical production between the entry questionnaire and the exit questionnaire. Such findings are apt to suggest that the instruction is capable of beefing up students' confidence regarding their grammatical production of the English tense system. In particular, a frightfully large effect size was observed among students at a lower level of English proficiency. Participants in the focus group interviews expressed that the more comprehensive conceptual knowledge about English tenses that had been acquired in the instruction benefited their free production of English when they could no longer be dependent upon explicit cues.

This [teaching method] is more helpful for compositions. (Focus Group 1, Student 4, Low-Level)
That is because no key term such as 'now or 'today' is provided in compositions, and the

whole piece of paper is blank in compositions. Therefore, you have to comprehend whether to use the past tense, the present tense, the present perfect, or something else in individual sentences. (Focus Group 1, Student 3, High-Level)

Discussion

Teachers may lay more emphasis on the cognitive aspect of learning (i.e., pedagogical efficacy), whereas students may take more heed of the affective aspect of learning (i.e., motivation and affection). When examining a pedagogical method, students are chiefly concerned about factors pertaining to motivation; in other words, they yearn for pedagogy that is both motivating inasmuch as motivation energizes, directs, and sustains behaviors (Ormrod, 2014). Even though intrinsic motivation, which is inherent to the tasks performed, has been found to be more profitable than extrinsic motivation, which originates from factors external to the tasks performed, both types of motivation ought to be taken into consideration in lesson planning in a bid to motivate learners both extrinsically and intrinsically and eventually effectuate an ameliorated learning performance (Gottfried, 1990; Ormrod, 2014). The findings regarding the students' perceptions of instructing with STI and CG will thereby be elucidated upon with reference to the concept of motivation.

The overarching source of extrinsic motivation in secondary school students in Hong Kong is a need to cope with the examinations that are omnipresent in Hong Kong and the CHC context. Value being influential in motivation, learners are extrinsically motivated to perform tasks they conceive to be vital or possess utility. People view the examinations molded by the CHC culture as being vital, and students in Hong Kong possess highly instrumental educational aims and value achievements in examinations. Therefore, learning activities that prime them for excelling in examinations and shunning underachievement incontrovertibly have high value and are extrinsically motivating to them (Peters, 1973; Tang, 2009). For all their confessing that the instruction integrating STI with CG had enriched their knowledge about the English tense system and introduced a new perspective for conceptualizing the system, some students perceived that the instruction had little useful value to them. On one hand, having been exposed to the English present and past tenses since primary school, students saw no point devoting four instructional sessions to revising or reconceptualizing such learned knowledge when abundant new language items could be taught. Such a sentiment might also be attributable to their ignorance of Vygotsky's (1997) conceptualization of the developmental nature of education. On the other hand, the students saw no need to acquire the advanced conceptual knowledge that is not assessed in examinations, instead preferring to resort to traditional grammar pedagogy, which is less complicated and cognitively less demanding, in particular when they failed to recognize how such abstract conceptual knowledge could facilitate their language development and be profitable for their grammatical performance in examinations. Due to not being extrinsically motivating, some students did not favor instruction integrating STI and CG.

In regard to intrinsic motivation, one all-important factor was plainly interest. When instructional activities that pique students' interests, such as those that are novel, unexpected, and inherently interesting, and that are intrinsically motivating to students (Hidi & Renninger, 2006) are situational, interest is sustained for merely a short period of time. Only when situational interest is converted into personal interest by means of triggering students' interest in instructional content or subject in lieu of individual instructional activities can it remain stable. Despite finding the instructional approach itself novel and fascinating, the students appeared to be reserved about the abstract concepts that were presented. Therefore, instruction integrating STI with CG can hardly be expected to motivate students intrinsically in the long run. Having been exposed to novelty in terms of both instructional materials such as the SCOPA and instructional activities such as verbalization and written verbalization tasks, the students enjoyed the learning experience. However, such interest was largely considered situational. Having found the target concepts that were presented to be excessively abstract and beyond their level of language proficiency, students might have turned on their affective filter in L2 learning and even acquired a feeling of self-helplessness psychologically, without gaining a sense of personal interest (Krashen, 1985). Therefore, even though some students favored the learning experience, the instruction's level of difficulty ought to be refined and targeted at students' level of language proficiency for the sake of genuinely sustaining their learning interest and enhancing their intrinsic motivation.

Following the elucidation of findings regarding the students' perceptions of instructing with STI and CG in terms of the notions of extrinsic and intrinsic motivation, a comparison was made on the questionnaires between students' perceived confidence in their grammatical performance and their actual grammatical performance on tests. In accordance with the self-fulfilling prophecies put forward by Rosenthal and Jacobson (1968), self-belief exerts far-reaching impacts on performance. Therefore, their perceived confidence in grammatical performance ought to influence their actual grammatical performance. In contrast with Lee's (2012) study where learners possessed higher perceived confidence in grammatical instruction after receiving instruction integrating STI with CG, the present study has identified no statistical difference in students' perceived confidence regarding their grammatical performance after the instruction. This is akin to a lack of statistical difference regarding the students' actual grammatical performance. The large effect size the instruction had on students' perceived confidence in grammatical production also matched that regarding the instruction's impact on their actual grammatical performance. The interrelation between perceived confidence toward grammatical performance and actual grammatical performance thereby appears to be substantiated. In light of the correlation between the two, having L2 educators take heed of students' confidence in the course of instruction and attempting to beef up students' confidence by convincing them that the pedagogical approach is capable of facilitating language learning and promoting language development are vital.

Conclusion

By and large, the present paper has aimed at investigating students' perceptions of instruction integrating STI with CG in an attempt to expand the body of literature on applying STI and CG to authentic L2 classrooms and illuminate future development of the L2 grammar pedagogy on English tenses. Overall, while appreciating the novelty of the learning experience, the students expressed concerns about the complexity of the taught concepts, as well as the linkage between such concepts and examinations. However, such findings are tentative in view of the exploratory nature of the study.

The study has illuminated the appropriateness of STI and CG in L2 grammar instruction. The study possesses no intention to argue whether instruction integrating STI with CG should or should not be adopted in L2 classrooms. Instead, the study has identified several factors to be taken into consideration prior to implementing such a pedagogy. For instance, not all target structures are suitable to be taught using such a pedagogy. Accentuating interconnectedness among the concepts and generalization of language structures, STI and CG respectively favor language structures possessing a complex system (e.g., modality) and a polysemous nature (e.g., prepositions), for only when a language structure is inherently complex will students realize a need and possess extrinsic motivation to draw upon abstract concepts for comprehension and production (Yule, 1998). Level of input difficulty is another factor to contemplate in that learners will only be intrinsically motivated when instructional materials are comprehensible yet not too easy. For this reason, L2 educators are expected to evaluate the comprehensibility of input (i.e., SCOPA) presented to learners against their proficiency as well as age levels, with less abstract concepts needing to be utilized for younger learners. Finally, the limited instructional time detracts from the pedagogical efficacy of the pedagogy as a result of insufficient opportunities for mediation. Thus being able to devote sufficient time to instructing on one target structure is a premise for the successful implementation of the pedagogy in any L2 classroom. More studies integrating STI as a pedagogical framework with CG as a linguistic framework are hoped to be able to be conducted in the future so that the possibilities for integrating the two theories can be better illuminated, for then such an integration can also be promoted in the field of L2 grammar instruction.

Peer-review: Externally peer-reviewed.

Conflict of Interest: The author has no conflict of interest to declare.

Grant Support: The author declared that this study has received no financial support.

References

- Andersen, R. W., & Shirai, Y. (1994). Discourse motivation for some cognitive acquisition principles. *Studies in Second Language Acquisition*, 16, 133-56. Retrieved from <https://www.cambridge.org/core/services/aop-cambridge-core/content/view/S0272263100012845>

- Andersen, R. W., & Shirai, Y. (1996). The primacy of aspects in first and second language acquisition: The pidgin-creole connection. In W. C. Ritchie & T. K. Bhatia (Eds.), *Handbook of Second Language Acquisition* (pp. 527-70). San Diego, CA: Academic Press.
- Bardovi-Harlig, K. (1992). The relationship of form and meaning: A cross-sectional study of tense and aspect in the interlanguage of learners of English as a second language. *Applied Psycholinguistics*, 13 (3), 253-78. Retrieved from <https://www.cambridge.org/core/journals/applied-psycholinguistics/article/relationship-of-form-and-meaning-a-crosssectional-study-of-tense-and-aspect-in-the-interlanguage-of-learners-of-english-as-a-second-language/40CB1ABD1F5A0660AB389DF7ADAD0832>
- Bardovi-Harlig, K. (2000). *Tense and Aspect in Second Language Acquisition: Form, Meaning, and Use*. Oxford: Blackwell.
- Bardovi-Harlig, K., & Bofman, T. (1989). Attainment of Syntactic and Morphological Accuracy by Advanced Language Learners. *Studies in Second Language Acquisition*, 11 (1), 17-34. Retrieved from <https://www.cambridge.org/core/journals/studies-in-second-language-acquisition/article/attainment-of-syntactic-and-morphological-accuracy-by-advanced-language-learners/522F597BDC94567F70A90D74F9CC872E>
- Benati, A. (2005). The effects of processing instruction, traditional instruction and meaning-output instruction on the acquisition of the English past simple tense. *Language Teaching Research*, 9 (1), 67-93. Retrieved from <https://journals.sagepub.com/doi/10.1191/1362168805lr154oa>
- Brown, R. (1973). *A first language: The early stages*. Cambridge, MA: Harvard University Press.
- Celce-Murcia, M., & Olshain, E. (2001). *Discourse and context in language teaching: A guide for language teachers*. Cambridge: Cambridge University Press.
- Celce-Murcia, M., & Yoo, I. W. (2014). Discourse-based Grammar and the Teaching of Academic Reading and Writing in EFL Contexts. *English Teaching*, 69 (1), 3-21.
- Cheng, H. M. R. (1998). Hong Kong Education Under the View of Quality-Based Education: Cultivation of Hearts (Attitudes-Virtues) and Powers (Abilities-Excellences) in Educated Persons in Becoming Quality Persons for Personal and Social Well-Being. In Chan, S. S. H. (Ed.), *The Vision of Hong Kong* (pp. 203-30). Hong Kong: Chinese Christian Literature Council Limited.
- Collins, L. (2007). L1 differences and L2 similarities: teaching verb tenses in English. *ELT Journal*, 61 (4), 295-303. Retrieved from <https://academic.oup.com/eltj/article-abstract/61/4/295/371001/L1-differences-and-L2-similarities-teaching-verb>
- Comrie, B. (1985). *Tense*. Cambridge: Cambridge University Press.
- Curriculum Development Council. (2017). *English Language Education Key Learning Area Curriculum Guide (Primary 1 – Secondary 6)*. Retrieved from http://www.edb.gov.hk/attachment/en/curriculum-development/kla/eng-edu/Curriculum%20Document/ELE%20KLACG_2017.pdf
- de Haan, F. (2013). Typology of Tense, Aspect, and Modality Systems. In Song, J. J. (Ed.), *The Oxford Handbook of Linguistic Typology* (pp. 445-64). Oxford: Oxford University Press.
- Dornyei, Z. (2007). *Research methods in applied linguistics*. Oxford: Oxford University Press.
- Dornyei, Z. (2010). *Questionnaires in Second Language Research: Construction, Administration, and Processing*. London: Routledge.
- Gal'perin, P. I. (1969). Stages in the development of mental acts. In C. Cole & I. Maltzman (Eds.), *A Handbook of Contemporary Soviet Psychology* (pp. 249-73). New York: Basic Books.
- Gal'perin, P. I. (1979). The Role of Orientation in Thought. *Soviet Psychology*, 18 (2), 84-99. Retrieved from <http://www.tandfonline.com/doi/abs/10.2753/RPO1061-0405180284>

- Gal'perin, P. I. (1989). Organization of Mental Activity and the Effectiveness of Learning. *Soviet Psychology*, 27 (3), 65-82. Retrieved from <http://www.tandfonline.com/doi/abs/10.2753/RPO1061-0405270365>
- Gal'perin, P. I. (1992). Linguistic Consciousness and Some Questions of the Relationship between Language and Thought. *Journal of Russian & East European Psychology*, 30 (4), 81-92. Retrieved from <http://www.tandfonline.com/doi/abs/10.2753/RPO1061-0405300481>
- Gardner, R. (2001). Integrative motivation and second language acquisition. In Z. Dornyei & R. Schmidt (Eds.), *Motivation and second language acquisition* (pp. 1-19). Honolulu: Second Language Teaching and Curriculum Centre.
- Gottfried, A. E. (1990). Academic Intrinsic Motivation in Young Elementary School Children. *Journal of Educational Psychology*, 82 (3), 525-38. Retrieved from <http://psycnet.apa.org/journals/edu/82/3/525/>
- Haenen, J. (1996). *Piotr Gal'perin: psychologist in Vygotsky's footsteps*. Commack, NY: Nova Science Publishers.
- Halliday, M. A. K. (1978). *Language as Social Semiotic: The Social Interpretation of Language and Meaning*. Baltimore, MD: University Park Press.
- Halliday, M. A. K. (1985). *An introduction to functional grammar*. London: Edward Arnold.
- Haznedar, B., & Schwartz, B. D. (1997). Are there optional infinitives in child L2 acquisition?. In E. Hughes, M. Hughes, & A. Greenhill (Eds.), *Proceedings of the 21st Annual Boston University Conference on Language Development* (pp. 257-68). Somerville, MA: Cascadilla Press.
- Hidi, S., & Renninger, A. (2006). The Four-Phase Model of Interest Development. *Educational Psychologist*, 41 (2), 111-27. Retrieved from https://www.tandfonline.com/doi/abs/10.1207/s15326985ep4102_4
- Hong, W. (2008). *Lexical aspect and L1 influence on the acquisition of English verb tense and aspect among the Hong Kong secondary school learners* (Unpublished doctoral dissertation). The Hong Kong Polytechnic University, Hong Kong.
- Hu, G. (2002). Potential Cultural Resistance to Pedagogical Imports: The Case of Communicative Language Teaching in China. *Language, Culture and Curriculum*, 15 (2), 93-105. Retrieved from <https://www.tandfonline.com/doi/abs/10.1080/07908310208666636>
- Huddleston, R. D. (2002). The verb. In R. D. Huddleston, G. K. Pullum, & L. Bauer (Eds.), *The Cambridge Grammar of the English Language* (pp. 71-212). Cambridge: Cambridge University Press.
- Ionin, T., & Wexler, K. (2002). Why is 'is' easier than '-s'? acquisition of tense/agreement morphology by child second language learners of English. *Second Language Research*, 18 (2), 95-136. Retrieved from <http://journals.sagepub.com/doi/abs/10.1191/0267658302sr195oa>
- Krashen, S. (1985). *The input hypothesis: issues and implications*. Harlow: Longman.
- Krippendorp, K. (2004). *Content Analysis: An Introduction to its Methodology*. Thousand Oaks, CA: Sage.
- Langacker, R. W. (2008). *Cognitive Grammar: A Basic Introduction*. Oxford: Oxford University Press.
- Langacker, R. W. (2011). The English present: Temporal coincidence vs. epistemic immediacy. In A. Patard & F. Brisard (Eds.), *Cognitive Approaches to Tense, Aspect and Epistemic Modality* (pp. 45-86). Amsterdam: John Benjamins.
- Lantolf, J. P., & Poehner, M. E. (2014). *Sociocultural Theory and the Pedagogical Imperative in L2 Education: Vygotskian Praxis and the Research/Practice Divide*. New York: Routledge.
- Lardiere, D. (1998a). Case and Tense in the 'fossilized' steady state. *Second Language Research*, 14 (1), 1-26. Retrieved from <http://journals.sagepub.com/doi/abs/10.1191/026765898674105303>
- Lardiere, D. (1998b). Dissociating syntax from morphology in a divergent L2 end-state grammar. *Second Language Research*, 14 (4), 359-75. Retrieved from <http://journals.sagepub.com/doi/abs/10.1191/026765898672500216>

- Larsen-Freeman, D. (2003). *Teaching Language: From Grammar to Grammaticing*. Boston, MA: Heinle.
- Larsen-Freeman, D. (2015). Saying what we mean: Making a case for 'language acquisition' to become 'language development'. *Language Teaching*, 48 (4), 491-505. doi:10.1017/S0261444814000019
- Lee, H. (2012). *Concept-based approach to second language teaching and learning: Cognitive linguistics-inspired instruction of English phrasal verbs* (Unpublished doctoral dissertation). The Pennsylvania State University, University Park, PA.
- Mackey, A., & Gass, S. M. (2016). *Second Language Research: Methodology and Design* (2nd ed.). New York: Routledge.
- Masuda, K., & Arnett, C. (2015). Cognitive linguistics, Sociocultural Theory and language teaching: Introduction. In K. Masuda, C. Arnett, & A. Labarca (Eds.), *Cognitive Linguistics and Sociocultural Theory: Applications for Second and Foreign Language Teaching* (pp. 1-21). Berlin: De Gruyter Moulton.
- McArthur, T. (2002). *The Oxford Guide to World English*. Oxford: Oxford University Press.
- Negueruela, E. (2003). *Systemic-Theoretical Instruction and L2 Development: A Sociocultural Approach to Teaching-Learning and Researching L2 Learning* (Unpublished doctoral dissertation). The Pennsylvania State University, University Park, PA.
- Negueruela, E. (2008). Revolutionary Pedagogies: Learning that Leads (to) Second Language Development. In J. P. Lantolf & M. E. Poehner (Eds.), *Sociocultural Theory and the Teaching of Second Languages* (pp. 189-227). London: Equinox Publishing Ltd.
- Ng, C. W. (2020). Instruction on the English tense system through systemic theoretical instruction and cognitive grammar: Impacts on students' grammatical production. *New Waves - Education Research & Development*, 23 (1), 1-25. http://www.viethconsulting.com/members/publication/new_waves_article.php?aid=43262145
- Ng, C. W. (2022). Systemic theoretical instruction and cognitive grammar: Acquisition of the English tense system. In Chan, M., & Benati, A. G. (Eds.), *Challenges Encountered by Chinese ESL Learners* (pp.59-86). Singapore: Springer.
- Odlin, T. (1989). *Language Transfer*. New York, NY: Cambridge University Press.
- Odlin, T. (2005). Crosslinguistic Influence and Conceptual Transfer: What Are the Concepts?. *Annual Review of Applied Linguistics*, 25, 3-25. Retrieved from <https://www.cambridge.org/core/journals/annual-review-of-applied-linguistics/article/crosslinguistic-influence-and-conceptual-transfer-what-are-the-concepts/46B70679FCDAE9E9D5922C899EE8D0F7>
- Ormrod, J. E. (2014). *Essentials of educational psychology: Big ideas to guide effective teaching* (3rd ed.). Boston: Pearson.
- Patton, M. Q. (1980). *Qualitative Evaluation Methods*. Beverly Hills, CA: Sage.
- Peters, R. S. (1973). The Justification of Education. In R. S. Peters (Ed.), *The Philosophy of Education* (pp. 239-67). Oxford: Oxford University Press.
- Piaget, J. (1970). Piaget's theory. In P. H. Mussen (Ed.), *Carmichael's manual of psychology*. New York: Wiley.
- Pienemann, M. (1998). *Language processing and second language acquisition: Processability Theory*. Amsterdam: John Benamins.
- Pienemann, M. (2003). Language processing capacity. In C. Doughty & M. Long (Ed.), *The handbook of second language acquisition* (pp. 679-714). Malden, MA: Blackwell.
- Poehner, M. E., & Infante, P. (2017). Mediated Development: A Vygotskian Approach to Transforming Second Language Learner Abilities. *TESOL Quarterly*, 31 (2), 332-57. Retrieved from <http://onlinelibrary.wiley.com/doi/10.1002/tesq.308/full>

- Prevost, P., & White, L. (2000a). Accounting for morphological variation in L2 acquisition: truncation or missing inflection?. In M. A. Friedemann & L. Rizzi (Eds.), *The acquisition of syntax* (pp. 202-35). London: Longman.
- Prevost, P., & White, L. (2000b). Missing Surface Inflection or Impairment in second language acquisition? Evidence from tense and agreement. *Second Language Research*, 16 (2), 103-33. Retrieved from <http://journals.sagepub.com/doi/abs/10.1191/026765800677556046>
- Qin, J. (2008). The effect of processing instruction and dictogloss tasks on acquisition of the English passive voice. *Language Teaching Research*, 12 (1), 61-82. Retrieved from <https://journals.sagepub.com/doi/10.1177/1362168807084494>
- Rosenthal, R. & Jacobson, L. (1968). *Pygmalion in the classroom: Teacher expectation and pupils' intellectual development*. New York, NY, US: Holt, Rinehart & Winston.
- Tang, E. (2009). A Cultural Framework of “Chinese Learn English”: a critical review of and reflections on research. *English as International Language Journal*, 4, 7-43. Retrieved from http://asian-efl-journal.com/eilj/wp-content/uploads/2013/12/4-august_2009.pdf
- Tickoo, A. (2001). Re-examining the developmental sequence hypothesis for past tense marking in ESL: Transfer effects and implications. *Prospect*, 16 (1), 17-34. Retrieved from http://www.ameprc.mq.edu.au/docs/prospect_journal/volume_16_no_1/Prospect_16,1_April_Article_2.pdf
- Tsui, B. M. A. (1985). Analyzing input and Interaction in Second Language Classrooms. *RELC Journal*, 16 (1), 8-30. Retrieved from <http://journals.sagepub.com/doi/abs/10.1177/003368828501600102>
- Tyler, A. (2012). *Cognitive Linguistics and Second Language Learning: Theoretical Basics and Experimental Evidence*. New York: Routledge.
- VanPatten, B. (1996). *Input processing and grammar instruction second language acquisition*. Norwood, NJ: Ablex Publishing Corporation.
- VanPatten, B. (2004). Input processing in second language acquisition. In B. VanPatten (Ed.), *Processing instruction: Theory, research, and commentary* (pp. 5-31). Mahwah, NJ: Lawrence Erlbaum.
- VanPatten, B. (2015). Input Processing in Adult Second Language Acquisition. In B. VanPatten & J. Williams (Eds.), *Theories in Second Language Acquisition: an Introduction* (2nd ed., pp. 113-34). New York, NY: Routledge.
- von Humboldt, W. (1988). *On language*. Cambridge: Cambridge University Press.
- Vygotsky, L. S. (1997). *The collected works of L. S. Vygotsky: Volume 3: Problems of the theory and history of psychology*. New York: Plenum Press.
- Wajnryb, R. (1990). *Grammar dictation*. Oxford: Oxford University Press.
- White, L. (2003). *Second Language Acquisition and Universal Grammar*. Cambridge: Cambridge University Press.
- Whorf, B. L. (1956). *Language, thought, and reality*. Cambridge: Technology Press of Massachusetts Institute of Technology.
- Yang, S., & Huang, Y. Y. (2004). The impact of the absence of grammatical tense in L1 on the acquisition of the tense-aspect system in L2. *International Review of Applied Linguistics in Language Teaching*, 42 (1), 49-70. Retrieved from <https://www.degruyter.com/downloadpdf/j/iral.2004.42.issue-1/iral.2004.002/iral.2004.002.pdf>
- Yule, G. (1998). *Explaining English Grammar*. Oxford: Oxford University Press.



Orthographic Errors in English Abstracts Written by Turkish Researchers*

Dilara BAL** , Gözde DEMİREL FAKİROĞLU*** 



*This article is extracted from my master thesis "Error Analysis of English Abstracts Written by Turkish Authors in the Field of Linguistics", supervised by Assoc. Prof. Dr. Gözde Demirel Fakiroğlu (Master's Thesis/Istanbul University, İstanbul, Türkiye, 2023).

** (PhD Student), Translation Studies, Social Sciences Institute, Sakarya University, Sakarya, Türkiye

*** (Assoc. Prof. Dr.), Department of Linguistics, Istanbul University, İstanbul, Türkiye

ORCID: D.B. 0000-0002-3934-0681;
G.D.F. 0000-0003-4138-5528

Corresponding author:

Dilara BAL,
Translation Studies, Social Sciences Institute,
Sakarya University, Sakarya, Türkiye
E-mail: dilarabal@sakarya.edu.tr

Submitted: 15.11.2023

Revision Requested: 27.11.2023

Last Revision Received: 28.11.2023

Accepted: 22.12.2023

Published Online: 29.12.2023

Citation: Bal, G., & Demirel Fakiroglu, G. (2023). "Orthographic Errors in English Abstracts Written by Turkish Researchers. *Dilbilim Dergisi - Journal of Linguistics*, 40, 89-96. <https://doi.org/10.26650/jol.2023.1391550>

ABSTRACT

This study aims to analyze the orthographic errors in English abstracts written by Turkish authors. As foreign language learners, Turkish authors write the abstracts of their articles in English. The majority of journals make writing English abstracts obligatory, even for Turkish articles, and authors' academic writing competence is demonstrated through these abstracts. Half of the authors in this study are female, and half are male. This study's findings are partly based on a master's thesis, according to which foreign language users make different types of errors in their academic writing. The current study only evaluates the orthographic errors, which include spelling errors, consonant and vowel combination errors, and the misuse of articles and prepositions.

Keywords: Abstract, academic writing, error analysis, foreign language, orthographic errors



Introduction

Errors regarding various aspects of language learning and communication can have profound effects on comprehension, accuracy, and overall understanding. When considering the realm of language learning, errors can occur in diverse forms, such as phonology, morphology, syntax, semantics, and pragmatics, reflecting systematic deviations from the target language or community norms. Recognizing errors is instrumental for effective language teaching and learning strategies by aiding learners in their pursuit of proficiency (Corder, 1971).

Within the domain of foreign language learning, errors serve multiple purposes (Corder, 1967; He, 2016). They offer insights into learners' progress, highlight gaps in their understanding, provide researchers with valuable information on language acquisition, and furnish learners with a tool for gaining deeper linguistic insights. While mistakes and errors are an integral part of the language learning process, distinguishing between them and categorizing errors remains a complex endeavor, necessitating meticulous analysis for consistent correction.

The distinction between errors and mistakes in second language acquisition (SLA), as introduced by Corder (1967) has profoundly impacted the field. This differentiation spotlights competence errors and has prompted researchers to delve into the origins of these errors. Interference errors arising from native language influence, intralingual errors rooted in the faulty application of language rules, and developmental errors stemming from evolving language hypotheses have all been scrutinized in an effort to unravel the intricate mechanisms of second language learning.

When addressing error correction, a delicate balance must be struck. Direct and indirect correction techniques each have their merits, with direct correction explicitly addressing errors and indirect methods guiding learners to discover mistakes themselves. Individualization and a positive learning environment play pivotal roles, as learners' preferences for correction methods vary. Constructive feedback, positive reinforcement for correct language use, and contextual appropriateness all contribute to effective error correction (Woods, 1989).

Errors' impact on reading is equally significant. Both reader-based errors stemming from decoding, comprehension, and attention difficulties as well as text-based errors originating from the content itself influence the reading experience. These errors impede comprehension, slow down reading speed, and diminish engagement with the material. Addressing reading errors involves error analysis, targeted exercises to improve specific skills, and consistent practice to enhance fluency and comprehension.

In the realm of professional communication, errors can have far-reaching consequences. Inaccuracies in scientific papers can lead to misinterpretation of research findings and undermine credibility. Errors in proofreading articles or emails can compromise clarity and coherence, diminishing the intended message's effectiveness. Error-free reading is indispensable for maintaining professional integrity and facilitating accurate communication.

In essence, the intricate interplay of errors, their origins, and their effects traverses language learning, scientific research, and professional communication. By recognizing, analyzing, and addressing errors, learners, researchers, and professionals alike can navigate language complexities with greater proficiency, precision, and success.

Spelling and writing habits in foreign language writing often lead to frequent orthographic errors. These errors occur because native language users may encounter challenges due to distinct spelling rules and conventions in the target language.

The errors foreign language learners make in their writing reflect the development level of their language skills and cognitive processes. Spelling mistakes can arise from a lack of familiarity with the orthographic rules of the target language or from interference caused by the spelling patterns of their native language. Additionally, grammatical errors in writing frequently highlight the difficulties learners face in correctly using grammatical structures, including issues related to verb agreement, articles, prepositions, and word order.

Orthographic Errors

Orthographic errors in foreign language writing are a common challenge faced by learners as they grapple with the complexities of a new linguistic system. These errors primarily manifest as spelling mistakes and deviations from the writing conventions specific to the target language. A significant factor contributing to these errors is the learners' unfamiliarity with the intricate spelling rules, pronunciation guides, and exceptions inherent in the foreign language. This lack of familiarity can lead to errors that range from basic misspellings to subtler issues with diacritics and accent marks. Additionally, a learner's native language often plays a role, as interference from their mother tongue can lead them to inadvertently apply their native language's spelling patterns to the foreign language (Kazazoğlu, 2020). As words that sound or are spelt the same but have different meanings, homophones and homographs further compound the challenge (Drury, 1969). Phonetic confusion also comes into play, as learners may struggle with unfamiliar sounds and letter combinations, leading to phonetically accurate but orthographically incorrect spellings. Even typographical errors and overreliance on auto-correction software can introduce inaccuracies in their writing. However, recognizing that these orthographic errors are a natural part of the language learning journey is essential, and exposure to written texts and explicit instruction, learners through practice tend to improve their spelling proficiency over time.

Orthographic transparency can vary widely among languages in terms of both degree and features. Nonetheless, morphophonological awareness, letter identification, and quick letter-sound correspondence are among the fundamental reading abilities shared by all languages (Caravolas & Samara, 2015). The relative importance of these fundamental abilities varies among languages and is contingent upon the language's position on the orthographic transparency scale (Ziegler et al., 2010). Given that English and Turkish have the same basic literacy requirements, one can reasonably assume that the mental processes that result in spelling mistakes are comparable in both languages.

Error Types

Richard's 1971 study titled "A Non-Contrastive Approach to Error Analysis" investigated the origins of competence errors. He categorized these errors under three main types. The first are interference errors, and these occur when learners transfer elements from their native language (L1) to the target language (L2), resulting in interference and potentially leading to incorrect structures or usage patterns in the learning process. The second are intralingual errors stem from learners' faulty application of language rules within the target language itself. This may involve over-generalization or an incomplete understanding of the rules, leading to inaccuracies in language production (Murtiala, 2019). The third are developmental errors that arise during the learning process. Developmental errors occur as learners construct hypotheses about the L2. Some of these hypotheses may lead to errors initially, but they are gradually corrected over time as the learners refine their understanding (Richards, 1979).

Methodology

Research Design

This study uses a qualitative descriptive data analysis with the aim of identifying the orthographic errors made or committed in English abstracts written by Turkish authors.

Qualitative research contributes to an understanding of the human condition in different contexts and of a perceived situation. All qualitative research deals with some interpretation. However, the interpretations vary in depth and level of abstraction, depending on the method of analysis and on the researcher's ability to distance him/herself. (Bengtsson, p. 8)

Sampling

The abstracts have been collected from the articles of 50 different authors in the field of linguistics. Of the authors, 25 are female, and 25 are male. To ensure reliability in the study, single-author studies were selected using the random sampling method.

Data Analysis

This research has conducted a qualitative descriptive data analysis. Table 1 describes the errors and shows the recommended corrections. The corrections were offered based on the grammar rules of the English language and through the writing assistance tool *Grammarly* for better spelling and grammar use.

Findings

Abstract Code	Error	Corrected Version
1F	In the learning process	In learning,
3F, 5F, 15F, 1M, 4M, 7M, 20M, 24M	Key Words	Keywords
4F	makes mistakes and	makes mistakes, and
4F	to what extend	to what extent
4F	reserach	research
4F	what kind of mistakes, they make	what kinds of mistakes they make
4F	teories	theories
5F	attempts	attempts
6F	foreing	foreign
7F	conjunction	conjunction
8F	thebeginning	the beginning
8F	education, but had to return	education but had to return
8F	west	West
9F	beginner level language speakers	beginner-level language speakers
10F	literary Works	literary works
13F	Abstact	Abstract
13F	allomorpes	allomorphs
13F	Rooth	root
14F	intermediate level grammar books	intermediate-level grammar books
16F	drama teaching students	drama-teaching students
17F	reading-comprehension	reading comprehension
18F	onmeasuring	on measuring
20F	and attitudes especially	and attitudes, especially
21F	whicheach	which each
23F	sharin	sharing
1M	...,language training...	, language training
4M	not only in literature, but also every field of life	not only in literature but also in every field of life
4M	text-book	textbook
5M	making this challenging process more enjoyable and productive, and ensuring permanent learning	making this challenging process more enjoyable and productive and ensuring permanent learning
6M	interpreting in general is	interpreting, in general, is

6M	haw	how
6M	for these problems..	for these problems.
7M	one material to another just like translation	one material to another, just like translation
7M	texte	text
7M	from a perspective of translation studies, and to describe	from the perspective of translation studies and to describe
8M	“The Search for the Origin of Language” and animal communication is	“The Search for the Origin of Language”, and animal communication is
8M	in its relation to the the concept of proto-language	in relation to the concept of proto-languages
8M	cognitive capacitiesof animals	the cognitive capacities of animals
8M	hypotheses which take animal studies to the center are introduced	hypotheses, which take animal studies to the center, are introduced
9M	have been compiled and opposing theories	have been compiled, and opposing theories
9M	the issue is quite complex and complex in its own way and concrete evidence	the issue is quite complex and dense in its own way, and concrete evidence
11M	approach	approach
11F	societies’own languages	societies’ own languages
12M	determined and it has been	determined, and it has been
13M	structure, syntactic structure and lexical structure	structure, syntactic structure, and lexical structure
14M	In the first part of the study in which document analysis technique was used	In the first part of the study, in which the document analysis technique was used
16M	A 40-item questionnaire based on Sardegna and Kusey (2014) and Seyedabadi et al., (2014) was	A 40-item questionnaire based on Sardegna and Kusey (2014) and Seyedabadi et al. (2014) was
18M	everincreasing	ever-increasing
24M	In educational research the data are mostly collected	In educational research, the data are mostly collected

One common error within the autographical areas involves spelling mistakes. Words such as sharing, research, and approach were misspelled in these English abstracts. These types of errors could be an indicator that spelling tools are not commonly used, and possibly, revision or proofreading stages did not take place. The majority of errors shown in the table are due to the effect of the first language. A language element that does not exist in the first language is difficult to transfer to use in the second language (e.g., the use of articles, the misuse of prepositions, and consonant combinations). Turkish words do not have more than two back-to-back consonants, and Turkish words do not take separate articles or prepositions. Therefore, the structural and syntactical differences between Turkish and English affect the number of errors in foreign language writing. For this reason, some translation mistakes, negative transfers, or typing errors may occur.

Discussion and Conclusion

The reasons linguistic errors in speaking and writing are made depend on different variables. The errors can occur with regard to the language users' written or spoken phrases. Both native language users and foreign language users can make such errors. However, the level, type, and frequency of errors depend on the user's proficiency level with the language and competence with using the academic register in both the first and second language.

For such kinds of research, identifying authors' language levels is impossible. However, for an academician to write an article in a foreign language, they should at least have a B2-level of proficiency in that language according to the proficiency descriptions given by the Common European Framework.

Articles written in a second language need to be proofread by an expert in the field who is a proficient language user. Article abstracts give the first impression of an article, as well as a general overview of the contents and aim of the study. An abstract with many errors may demotivate readers from continuing to read the article.

Further studies can be conducted using empirical methods. The academic language proficiency of language users can be tested with regard to four language skills (i.e., reading, speaking, writing, listening) through different academic tasks. Furthermore, changing the language pair could provide different results.

Peer-review: Externally peer-reviewed.

Author Contributions: Conception/Design of Study- G.D.F.; Data Acquisition- V.T.; Data Analysis/Interpretation- G.D.F., D.B.; Drafting Manuscript- G.D.F., D.B.; Critical Revision of Manuscript- G.D.F.; Final Approval and Accountability- G.D.F., D.B.

Conflict of Interest: The authors have no conflict of interest to declare.

Grant Support: The authors declared that this study has received no financial support.

References

- Bengtsson, M. (2016). How to plan and perform a qualitative study using content analysis. *Nursingplus open*, 8 (14).
- Caravolas, M. ve Samara, A. (2015). Learning to read and spell words in different writing systems. A. Pollatsek & R. Treiman (Ed.), in *The Oxford handbook of reading* (s. 326-343). New York, NY: Oxford University Press.
- Corder, S. P. (1967). The significance of learner's errors. *IRAL - International Review of Applied Linguistics in Language Teaching*, 5(1-4). <https://doi.org/10.1515/iral.1967.5.1-4.161>
- Corder, S. P. (1971). *Error Analysis and Interlanguage*.
- Drury, D. A. (1969). Homographs and Pseudo-Homographs. *Word Ways*, 2 (3), 146-154.
- He, H. (2016). A Computer-aided analysis on word form errors in college English writing a corpus-based study. *International Journal of Emerging Technologies in Learning (IJET)*, 11(03), 4.
- Kazazoğlu, S. (2020). The Impact of L1 Interference on Foreign Language Writing: A Contrastive Analysis. *Journal of Language and Linguistic Studies*, 16(3), 1177-1188
- Murtiana, R. (2019). An Analysis of Interlingual and Intralingual Errors in EFL Learners' Composition. *Journal Educative: Journal of Educational Studies*. 4 (2), 204-216.

- Richard, J. C. (1971). A non-contrastive approach to error analysis.
- Richards J. C. (1974). *Error Analysis*. Longman
- Woods, D. (1989). Error correction and the improvement of language form. *TESL Canada Journal*, 6(2), 60-72.
- Ziegler, J. C., Stone, G. O. ve Jacobs, A. M. (1997). What is the pronunciation for -OUGH and the spelling for /u/? A database for computing feedforward and feedback consistency in English. *Behavior Research Methods, Instruments, and Computers*, 29(4), 600-618.



Türkçenin Yabancı Dil Olarak Öğretiminde Yaklaşım ve Yöntemler Kitap İncelemesi

Approaches and Methods in Teaching Turkish as a Foreign Language

Türkçenin Yabancı Dil Olarak Öğretiminde Yaklaşım ve Yöntemler. Latif İLTAR, Cihat Burak KORKMAZ (Ed.) Ankara, Pegem Akademi, 2023, 220 Sayfa, ISBN: 978-625-6357-67-9

Rukiye KALIN* 

Anahtar kelimeler

Yabancı dil olarak Türkçe öğretimi, yöntem ve teknik

Keywords

Teaching Turkish as a foreign language, method and technique



Ülkemizde son yıllarda özellikle artmakta olan ilgi sayesinde yabancı dil olarak Türkçe öğretimine de ilgi ve ihtiyaç artmıştır. Bu kapsamda bu alandaki eğitim-öğretim faaliyetleri de ivme kazanmıştır. Bir yabancı dilin öğretiminde en önemli kaynak kullanılan materyallerdir. Bu noktada hedef dilin kendine özgü dil özelliklerini de taşıması gereken materyallerin hazırlanmasında en önemli husus kullanılacak yöntem ve tekniklerdir.

Kitabın editörleri Dr. Latif İLTAR ve Dr. Cihat Burak KORKMAZ'ın da ön sözde belirttiği üzere bir yabancı dilin öğretiminde kullanılan ve faydalı olan yöntem ve teknikler başka bir dilin öğretiminde aynı başarılı sonucu göstermeyebilir. Bu kitap ile Türkçenin yabancı dil olarak öğretiminde hedef kitlenin yaşı, anadili, kültürü, dili

Başvuru/Submitted: 22.09.2023 • Revizyon Talebi/Revision Requested: 02.10.2023 •

Son Revizyon/Last Revision Received: 10.11.2023 • Kabul/Accepted: 27.11.2023 • Online Yayın/Published Online: 22.12.2023

Sorumlu yazar/Corresponding author: Rukiye KALIN (Yüksek Lisans Öğrencisi), İstanbul Üniversitesi, Sosyal Bilimler Enstitüsü, Yabancı Dil Olarak Türkçe Öğretim Programı, İstanbul, Türkiye E-posta: r_aydn@outlook.com, ORCID: 0009-0001-5552-5096

Atıf/Citation: Kalin, R (2023). "Türkçenin Yabancı Dil Olarak Öğretiminde Yaklaşım ve Yöntemler Kitap İncelemesi. *Dilbilim Dergisi - Journal of Linguistics*, 40, 97-103. <https://doi.org/10.26650/jol.2023.1364549>



öğrenme amacı, yeterlilikleri ve sınırlılıkları gibi özellikleri göz önünde bulundurularak hangi yöntem ve tekniğin daha faydalı olabileceği konusunda bilgi sağlanmaya çalışılmıştır. Türkçenin yabancı dil olarak öğretimi alanına katkı sağlamayı ilke edinmiş eğitimci, öğrencilere, Türkçe sevdalılarına ve alanda çalışanlara faydalı olması amacıyla hazırlanan bu kitap, halihazırda yabancı dil olarak Türkçenin öğretiminde kullanılan yöntem ve teknikleri olumlu ve olumsuz yönleriyle ele almaktadır.

Dr. Cihat Burak KORKMAZ ve Dr. Latif İLTAR'ın editörlüğünde hazırlanan bu eser “Ön Söz” ve “Sonuç” hariç on dört bölümden oluşmaktadır. Bu başlıklar şu şekildedir:

- Doç. Dr. Efecan KARAGÖL, Dr. Öğr. Üyesi Dilek YILDIRIM BİRGEN,
- *Dîvânu Lugâti't-Türk'te Kullanılan Yabancı Dil Öğretim Yöntemleri*” (s. 1-11)
- Öğr. Gör. Dr. Melike ERDİL , “Doğal Yaklaşım” (s. 13-22)
- Dr. Kürşat İLGÜN, “Kültürlerarası Yaklaşım” (s. 25-39)
- Doç. Dr. Umut BAŞAR, “İletişimsel Yaklaşım” (s. 43-54)
- Doç. Dr. Emrah BOYLU, “Eylem Odaklı Yaklaşım” (s. 57-68)
- Doç. Dr. Kübra ŞENGÜL, “Bilişsel Kod Öğrenme Yaklaşımı” (s. 71-77)
- Dr. Cihat Burak KORKMAZ, “Dil Bilgisi Çeviri Yöntemi” (s. 83-98)
- Doç. Dr. Önder ÇANGAL, “İşitsel- Dilsel Yöntem” (s. 103-113)
- Dr. Latif İLTAR, “Doğrudan Yöntem” (s.117-130)
- Dr. Dilek KOCAYANAK, “İşitsel-Görsel Yöntem” (s. 133-144)
- Doç. Dr. Mehmet Emre ÇELİK, “Tüm Fiziksel Tepki Yöntemi” (s. 147-159)
- Dr. Neşe KARA ÖZKAN, “Sessiz Yol Yöntemi” (s. 163-179)
- Dr. Öğretim Üyesi Ahmet AYCAN, “Telkin Yöntemi” (s. 181-195)
- Dr. Tarkan DEMİR, “Seçmecî Yöntem (Eklektik Yöntem)” (s. 199-212)

“*Dîvânu Lugâti't-Türk'te Kullanılan Yabancı Dil Öğretim Yöntemleri*” ismini taşıyan ilk bölüm Doç. Dr. Efecan KARAGÖL ve Dr. Öğr. Üyesi Dilek YILDIRIM BİRGEN tarafından yazılmıştır. Kitabın bu bölümünde *Dîvânu Lugâti't-Türk*'ün yazılma amacı, yapısı, içeriği, yabancı dil öğretimi açısından işlevi ve yabancı dil olarak Türkçe öğretimine dair genel ilkeleri ele alınmaktadır. Kaşgarlı Mahmüt'un *Dîvânu Lugâti't-Türk*'ü yazma amacının Araplara Türkçe öğretmek ve Türkçenin Arapça gibi zengin bir dil olduğunu göstermek olduğu ifade edilmekte ve “yumuşak güç” unsurlarını nasıl ele aldığı anlatılmaktadır. *Dîvânu Lugâti't-Türk*, “Türk dillerini toplayan kitap” olarak tanımlanmakta, ansiklopedik bir sözlük olarak nitelendirilmekte ve eserin bölümleri hakkında bilgi verilmektedir. Bölümün devamında ise *Dîvânu Lugâti't-Türk* yabancı dili öğretimi açısından ele alınmakta ve eserde dil bilgisi çeviri yönteminin izlerini gösteren örnekler paylaşılmaktadır. Bölümün son kısmında ise *Dîvânu Lugâti't-Türk*'ün öğrencilerin bildiği sözcüklere dayanarak yeni cümleler kurması, dil ile kültürün de verilmesi gibi ilkeleri barındırdığı açıklanmakta, eserin en önemli özelliğinin sözcük öğretimini ön plana çıkarmak olduğu ve Kaşgarlı Mahmüt'un Türkçeyi sözcüklerle ve halk edebiyatı ürünleriyle öğretmeyi hedeflediği vurgulanmaktadır.

Öğr. Gör. Dr. Melike ERDİL tarafından yazılan ikinci bölüm “Doğal Yaklaşım” adını taşımaktadır. Bu bölümde doğal yaklaşımın ne olduğu, hedefleri, varsayımları, ilkeleri ve özellikleri anlatılmış olup ayrıca yabancı dil sınıflarının özelliklerinin, eğitimci ve öğrenci niteliklerinin, yabancılara Türkçe öğretiminin doğal yaklaşımda nasıl ele alınması gerektiğinden bahsedilmiştir. Doğal yaklaşım "Dilin doğal ortamına müdahale etmeden hedef dilde iletişim kurmayı amaçlayan bir yaklaşım." şeklinde tanımlanmış olup yabancı dil olarak Türkçe sınıflarında öğretmenlerin rehber pozisyonunda kalarak öğrencilerin Türkçe konuşmalarını teşvik eden etkinlikler düzenlemesi gerektiği vurgulanmaktadır. Bu etkinlikler tanışma, alışveriş yapma, adres bilgisi sorma gibi hayatın içinden örnekler şeklinde olabilir. A1 ve A2 başlangıç seviyelerindeki öğrencilerin motivasyonlarını olumsuz etkilememek adına cümle kurmaya zorlamamak gerektiğinin altı çizilmiştir.

“Kültürlerarası Yaklaşım” ismini taşıyan üçüncü bölüm Dr. Kürşat İLGÜN tarafından kaleme alınmıştır. İlgün bu bölümde kültürler-arası yaklaşımı açıklamak için dil-kültür ilişkisi ve kültürel yeterlilik kavramları üzerinde durmuştur. Türkçenin yabancı dil olarak öğretiminde hedef kültür ve kaynak kültür öğelerinin yansıtıldığı bir öğretim ortamı oluşturmanın esas olması gerektiğini söyleyen İlgün bu bölümde kültürler arası yaklaşıma dair ders öğretim uygulamalarına da yer vermiştir. Ele aldığı konunun anlaşılması için kültürel öğeler ve alt öğelere dair tablolarla görsel destek sağlamış; kültürlerarası yaklaşıma dönük otantik materyal, karıştırılmış cümleler, dil oyunları, resimli uzun hikâyeler, rollü oyunlar gibi iletişim odaklı teknikler paylaşmıştır. Kültürel öğeler günlük yaşam, kişiler arası ilişkiler, değerler, eğitim, edebiyat, sanat, müzik, gelenekler, folklor, sosyal yaşam, coğrafya ve mekân gibi unsurları kapsamaktadır. Kitabın bu bölümünde kültürlerarası yaklaşıma uygun hazırlanmış örnek etkinlik planının paylaşılmasının yabancı dil olarak Türkçe öğretiminde “Kültürlerarası Yaklaşım” tekniğinden yararlanmak isteyen eğitimcilere son derece faydalı olacağı düşünülmektedir.

Doç. Dr. Umut BAŞAR tarafından kaleme alınan dördüncü bölüm “İletişimsel Yaklaşım” adını taşımaktadır. Kitabın bu bölümünde yabancı dil öğretiminde en sık başvurulan yaklaşımlardan biri olarak nitelendirilen iletişimsel yaklaşım "dil öğretiminde otantiklik aracılığıyla öğrencilerin gerçek ve doğal yaşamda başvuracakları dil becerilerine dayalı tüm etkinliklerin aktarımında daha anlaşılabilir, motivasyon güçlendirici, iletişimi esas alan ve öğrenci özerkliğine dayanan bir süreç" olarak tanımlanmaktadır. Kitabın bu bölümünde Diller için Ortak Başvuru Metni: Öğrenme, Öğretme ve Değerlendirme ile Yabancı Dil Olarak Türkçe Öğretimi Programı (Türkiye Maarif Vakfı, 2019) kazanımları baz alınarak iletişimsel yaklaşımla hazırlanmış etkinlik örnekleri derste uygulanmaya hazır hâlde paylaşılmıştır.

“Eylem Odaklı Yaklaşım” adını taşıyan beşinci bölüm Doç. Dr. Emrah BOYLU tarafından kaleme alınmıştır. Boylu bu bölümde “Yabancı dil öğrenimi hızlı ve etkili bir şekilde nasıl gerçekleşir?” sorusunun yanıtını vermektedir. Eylem odaklı yaklaşım dili kullanan ve öğrenenleri sadece dilsel görevleri yerine getirenler olarak değil belirli bir eylem alanı içinde hedef dili kullanarak bir görevi başarıyla tamamlayan sosyal aktörler olarak görmektedir. Eylem odaklı yaklaşımın zemini bu bölümde 21. yüzyıl ve Diller için Avrupa Ortak Başvuru Metni ile

Yabancı Dil Olarak Türkçe Öğretimi Programı üzerine oturtulmaktadır. İletişimsel ve eylem odaklı yaklaşım arasındaki farklar tablo hâlinde verilmiştir ve eylem odaklı yaklaşımda görev döngüsü üzerinde durulmuştur. Eylem odaklı yaklaşımda dil öğrenenlerin bilişsel yetkinlikleri ile eylem odaklı yaklaşımın temel ilkeleri öğrenci, öğretmen, sınıf, ders materyali, dilsel yetenekler, etkinlikler kazanımlar ve değerlendirme unsurları üzerinden anlatılmıştır.

Doç. Dr. Kübra ŞENGÜL tarafından yazılan altıncı bölüm “Bilişsel Kod Öğrenme Yaklaşımı” adını taşımaktadır. Bu bölümde dil bilgisi çeviri yönteminin uzun yıllar devam eden ağırlığına karşın teknoloji ve sanayi alanında meydana gelen hızlı gelişmeler ve işitsel dilsel yöntem eleştirileri sonucunda Caroll (1964) ve Chastain (1969) tarafından bilişsel kod öğrenme yaklaşımının ortaya çıkarılışı anlatılmaktadır. Bilişsel kod öğrenme yaklaşımında ikinci dil öğreniminde dil kurallarının bir kod şeklinde ve kural tabanlı sistem ile verilmesi gerektiği düşünülmektedir. Bu bölümde bilimsel kodla öğrenme yaklaşımının özellikleri, ilkeleri ve uygulanma şekli detaylı bir şekilde ele alınmaktadır. Bilişsel kod öğrenme yaklaşımında öğrencilerin dil becerilerinde yer alan soru sorma, rica, emir gibi alt becerileri gerçek iletişim etkinliklerine katılmadan önce öğrenmesi gerektiği söylenmektedir.

“Dil Bilgisi Çeviri Yöntemi” isimli yedinci bölüm kitabın editörlerinden Dr. Cihat Burak KORKMAZ tarafından kaleme alınmıştır. Dil bilgisi çeviri yönteminin temel prensiplerini, niteliklerini ve yabancı dil olarak Türkçe öğretiminde tekniğin uygulanma aşamasında takip edilmesi gereken incelikleri anlatmaktadır. Bu bölümde dil bilgisi çeviri yöntemine uygun öğretim seti örneği ve dil bilgisi çeviri yönteminin işlevsel şekilde kullanımına dair etkinlik örnekleri verilmektedir. 40+40 dakikalık iki ders saatine ait bu örnek ders planlarının paylaşılması öğrenciler için son derece faydalıdır.

Doç. Dr. Önder ÇANGAL tarafından ele alınan sekizinci bölüm “İşitsel-Dilsel Yöntem” başlığını taşımaktadır. Bu bölümde işitsel-dilsel yöntemin ne olduğu, öğrencilerin ve öğrencilerin yöneme göre konumu detaylı bir şekilde anlatılmıştır. Türkçede “ordu yöntemi, kulak-dil alışkanlığı yöntemi, işitme söyleme yöntemi” gibi isimlerle de adlandırılan işitsel-dilsel yöntem dinleme ve konuşma becerilerini merkeze koyar; öğrenmenin taklit ve ezberleme yoluyla gerçekleştiğini söyleyerek dil öğretiminde dil bilgisinden ziyade günlük dilde en çok kullanılan yapı ve deyimleri içeren diyalogların öğretilmesi gerektiğini savunur. İşitsel-dilsel yöntemde öğreticinin pozisyonunun daha anlaşılır olması adına örnek bir diyalog verilmiştir. Bu bölümde işitsel-dilsel yöntemde anlamlı diyaloglarla dilin öğrencilere verilmesinin öneminden dolayı dizi ve film kullanımından yararlanılması vurgulanmış olup yöntemin diğer bir materyali olan şarkılar için bir liste paylaşılmıştır. İşitsel-dilsel yöneme uygun ders uygulaması örneği de yabancı dil olarak Türkçe öğrencilerinin kullanımına sunulmuştur. Öneriler kısmı ile öğrencilere yol gösterilmeye çalışılmıştır.

“Doğrudan Yöntem” başlığını taşıyan dokuzuncu bölüm kitabın editörlerinden Dr. Latif İLTAR tarafından yazılmıştır. Bu bölümde İltar doğrudan yöneme temel oluşturan düşünceyi, yöntemin uygulanmasında gerekli olan ilkeleri, yöntemin uygulanmasına ilişkin yönergeleri ve doğrudan yöntemle ilgili eleştirileri anlatmaktadır. Dolaysız yöntem, düzvarım yöntemi,

direkt yöntem olarak tanımlanan doğal yöntem bilgi işleme modeli üzerinden anlatılmıştır. Bu bölümde yöntemlerin teorik bilgisinden çok uygulamada nasıl işleyeceğine dair bilgiler verildiği görülmektedir. Doğrudan yöntem öğretim süreçlerinde uygulanırken öğreticinin dikkat etmesi gereken yönergeler on üç madde hâlinde verilmiştir.

“İşitsel-Görsel Yöntem (Credif/St. Cloud Yöntemi)” başlıklı onuncu bölüm Dr. Dilek KOÇAYANAK tarafından kaleme alınmıştır. Bu bölüm işitsel-görsel yöntemin geliştirilme amacını detaylı bir şekilde açıklayarak yöntemin tarihî gelişimi ile başlamaktadır. Bölümün devamında ise işitsel-görsel yöntem ile ders işleme adımlarının nasıl olması gerektiğinin farklı bilim insanlarınınca nasıl ele alındığı anlatılmakta, bu aşamalar detaylı bir şekilde açıklanmakta ve yöntemin uygulanmasında önemli bir yere sahip olan teknolojik aletlerden ve kullanım şekillerinden bahsedilmektedir. İşitsel- görsel yöntemde konuşma ve dinleme becerisinin önemi açıklanmakta ve dilbilgisi ve kelime çalışmalarının işitsel-görsel yöntemde nasıl öğretildiği anlatılmaktadır. Bölümün sonunda ise işitsel-görsel yöntemin güçlü yanları ile bu yöntem ile ilgili yapılan eleştirilere gerekçeleriyle yer verilmektedir.

Doç. Dr. Mehmet Emre ÇELİK tarafından ele alınan on birinci bölüm “Tüm Fiziksel Tepki Yöntemi” başlığını taşımaktadır. Dr. James J. Asher tarafından geliştirilen ve hedef dilin öğrenimi için öğrencilerin ana dili dillerini edinme süreçlerinin göz önünde bulundurulması gerektiğini savunan tüm fiziksel tepki yöntemi konuşma ve eylem odaklıdır. Yöntemin olumlu ve olumsuz yanları detaylı bir şekilde açıklanmakta ve yöntemin yetişkinler ile çocuklar üzerindeki farklılıklarından bahsedilmektedir. Bu bölümde tüm fiziksel tepki yöntemin uygulama aşamasında kullanılabilir sekiz adet etkinliğe ve uygulama adımlarına yer verilmiştir. Bölümün sonunda ise tüm fiziksel tepki yöntemi doğrultusunda hazırlanmış yaş düzeyi, sınıf, beceri, konu, kazanım, materyal ve süreci detaylı bir şekilde gösteren örnek ders planlarına yer verilmiştir.

“Sessiz Yol Yöntemi” başlığıyla ele alınan on ikinci bölüm Dr. Neşe KARA ÖZKAN tarafından yazılmıştır. Özkan bu bölümde sessiz yol yönteminin kuramsal zeminini açıkladıktan sonra yöntemin kurucusu olan Gattegno’ya göre dört aşamalı öğrenme adımlarını ve yöntemin üç temel ilkesini açıklamaktadır. Bu bölümde sessiz yol yöntemi tümevarımsal bir yaklaşımla öğretmenin öğrenciye yol gösterdiği ama öğrencinin taklit etmeden kendi ürünlerini ortaya koyduğu sözel becerileri geliştirmeye yönelik bir yöntem olarak ifade edilmekte ve bu doğrultuda öğretimin nasıl gerçekleştirilmesi gerektiğinden ve ders materyallerinden bahsedilmektedir. Yöntemin unsurları olan sessizlik ve farkındalık kavramlarının yöntemin uygulama aşamasında nasıl bir öneme sahip olduğu anlatılmaktadır. Ayrıca yöntemde öğretmenlerin rolünün öğrencilerin kendi öğrenme sorumluluklarını almalarını sağlamak olduğu vurgulanmaktadır. Bölümün son kısmında ise yöntemin artı ve eksi yönlerine değinilmiştir. Buna göre öğrenci merkezli bir bakış açısıyla öğrencilerin keşfederek öğrendikleri bilgiyi kalıcı hale getirmelerini sağlamak gibi olumlu yönleri olan sessiz yol yönteminin öğrencilerin bireysel farklılıklarını göz ardı etmesi gibi eksi yönleri de bulunmaktadır. Ayrıca yazıya yöntemin uygulanışını gösteren 60 dakikalık bir ders planı da eklenmiştir. Bu ders planının yöntemin anlaşılmasına katkı sağlayacağı düşünülmektedir.

Kitabın on üçüncü bölümü olan “Telkin Yöntemi” Dr. Öğretim Üyesi Ahmet AYCAN tarafından kaleme alınmıştır. Aycan bölüme yöntemin geliştirilme sürecini ele alarak başlamış telkin yönteminin genel özelliklerinden bahsetmiştir. Farklı duyuşsal engellere sahip öğrencilerin sınıf ortamında telkin yöntemiyle rahatlatılarak öğrenmelerinin gerçekleştirilebileceğini savunan yöntemin UNESCO tarafından değerlendirme ve tavsiye edilme sürecinden de bahsetmektedir. Bu bölümde telkin yönteminde öğretmenin sahip olması gereken özelliklere ve öğrencilerin kaygı durumunun iyileştirilmesi için oluşturulması gereken sınıf düzenine ve kullanılan materyallere yer verilmektedir. Ayrıca telkin yöntemiyle öğrencinin nasıl güdülenmesi gerektiği, hata yaptığında geri bildirim şekli, ders kitabında yer alan etkinliklerin nasıl işlenmesi gerektiği anlatılmaktadır. Telkin yöntemine yöneltilen eleştirilerden sonra yabancı dil olarak Türkçe öğretiminde sıklıkla kullanılmadığı ancak uygun şartlar sağlandığında bu yöntemin kullanılabilirliği vurgulanmaktadır. Bölümün sonunda telkin yöntemine dair B1 düzeyinde örnek ders işleyişine yer verilmiştir. Söz konusu örneğin alanyazındaki ihtiyacı gidermekte faydalı olacağı düşünülmektedir.

Kitabın on dördüncü ve son bölümü olan “Seçmeci Yöntem (Eklektik Yöntem)” Dr. Tarık DEMİR tarafından yazılmıştır. Seçmeci yöntemin temelinde postmodernist bir anlayış yatmaktadır. 20. yüzyılda Sigmund Freud ve Albert Einstein’ın çağ atlatan çalışmaları, uçak, helikopter, radyo ve telefonun icadı ile Balkan, Traplusgarp, I. ve II. Dünya Savaşlarının sonucunda yaşanan sosyolojik ve teknolojik gelişmeler sayesinde özgürlük, rasyonellik ve evrensellik gibi kavramlar ortaya çıkmıştır. Bu anlayış psikoloji, eğitim ve dil öğretim sürecine de yansımış ve tek bir iyi yöntem yerine var olan yöntemlerin kuvvetli yanlarının bir araya getirildiği bir daha iyi bir metot arayışının ortaya çıkmasını sağlamıştır. Bu arayış neticesinde ortaya çıkan seçmeci yöntem -bir diğer adıyla eklektik yöntem- var olan yöntemlerin bilimsel birikimini ve geliştirilme süreçlerini yok saymak yerine onları sorgulayarak en iyi yanlarını seçmektedir. Bu bölümde seçmeci yöntemin teknik ve yaklaşım terimlerinin ne olduğu üzerinde detaylıca durulmuş seçmeci yöntemin uygulanabilmesi için hakkında donanımlı olunması gereken yöntemler tekrar kısa ve öz bir şekilde anlatılmıştır. Seçmeci yöntemde öğretmenin dil öğretim yöntemlerinin tamamına hakim olması beklenilmektedir. Ayrıca yabancı dil olarak Türkçe öğretimi konusunda seçmeci yöntemin nasıl uygulanması gerektiğine dair bilgiler eğitimciler için faydalı olacak şekilde paylaşılmıştır.

Yöntem ve tekniklere dair bölümlerin ardından eser kaynakça, editör ve yazarlar hakkında bilgi verilerek tamamlanmıştır. Dil öğretiminde öğretmenin öğrencilerinin seviyesine ve ilgi alanlarına uygun materyaller kullanması ve onları derse güdüleyebilmesi büyük bir öneme sahiptir. Öğretim materyalleri doğru yaklaşım ve yöntem ile öğrenci seviye ve ilgi alanlarına uygun bir şekilde tasarlanıp uygulandığında etkili sonuçlar doğurur. Bu bağlamda bu kitap yabancı dil olarak Türkçe öğretmenlerinin derslerini planlamalarında bir el kitabı işlevi görerek bu alandaki eksikliği giderecektir. Öğrenmenin kalıcı ve keyifli bir şekilde gerçekleşmesinin formülü olan yaklaşım ve yöntemler bu kitap sayesinde detaylı bir biçimde aktarılmıştır ancak

kitapta bazı bölüm sonlarında verilen örnek ders planlarının diğer bölümlerde ele alınan yaklaşım ve yöntemler için de eklenmesinin tekniklerin doğru bir şekilde uygulanmasında eğitimcilere daha çok ışık tutacağı düşünülmektedir. Söz konusu yaklaşım ve yöntemlerin anlaşılmasında teoriden ziyade uygulamaya yönelik içeriklerin sayısının artırılmasının daha isabetli olacağı düşünülmektedir. Genel olarak bakıldığında söz konusu eser için mutfağında yer eğitimcilere sağlayacağı fayda açısından son derece kıymetlidir. Bu bağlamda bu eseri bizlere kazandıran Sayın Dr. Latif İLTAR ve Dr. Cihat Burak KORKMAZ'a teşekkürü bir borç bilirim.

TANIM

İstanbul Üniversitesi, Edebiyat Fakültesi'nin yayını olan Dilbilim Dergisi, açık erişimli, hakemli, yılda iki kere yayınlanan, çok dilli bilimsel bir dergidir. 2009 yılında kurulmuştur.

AMAÇ VE KAPSAM

Dilbilim Dergisi, esas olarak sosyal bilimler ve beşeri bilimler alanlarında dilbilim ile ilgili konuların incelendiği, araştırıldığı bir platform sağlar. Derginin amacı dilbilim konusunda kaliteli makaleler yayınlamak alana ilişkin bilgiye katkıda bulunmaktır. Derginin hedef kitlesini akademisyenler, araştırmacılar, profesyoneller, öğrenciler ve ilgili mesleki, akademik kurum ve kuruluşlar oluşturur.

Dilbilim Dergisi'nin kapsamı dilbilim, göstergebilim, edebiyat, çeviri çalışmaları ve öğrenme bilimleri ve ilgili alanlardan oluşur. Dergi, Türkçe, Fransızca ve İngilizce araştırma, derleme, kısa bildiri makaleleri yayınlar.

EDİTORYAL POLİTİKALAR VE HAKEM SÜRECİ

Yayın Politikası

Dergiye yayınlanmak üzere gönderilen makalelerin içeriği derginin amaç ve kapsamı ile uyumlu olmalıdır. Dergi, orijinal araştırma niteliğindeki yazıları yayınlamaya öncelik vermektedir.

Daha önce yayınlanmamış ya da yayınlanmak üzere başka bir dergide halen değerlendirmede olmayan ve her bir yazar tarafından onaylanan makaleler değerlendirilmek üzere kabul edilir.

Ön değerlendirmeyi geçen yazılar iThenticate intihal tarama programından geçirilir. İntihal incelemesinden sonra, uygun makaleler Editör tarafından orijinaliteleri, metodolojileri, makalede ele alınan konunun önemi ve derginin kapsamına uygunluğu açısından değerlendirilir.

Bilimsel toplantılarda sunulan özet bildiriler, makalede belirtilmesi koşulu ile kaynak olarak kabul edilir. Editör, gönderilen makale biçimsel esaslara uygun ise, gelen yazıyı yurtiçinden ve / veya yurtdışından en az iki hakemin değerlendirmesine sunar, hakemler gerek gördüğü takdirde yazıda istenen değişiklikler yazarlar tarafından yapıldıktan sonra yayınlanmasına onay verir.

Makale yayınlanmak üzere dergiye gönderildikten sonra yazarlardan hiçbirinin ismi, tüm yazarların yazılı izni olmadan yazar listesinden silinemez ve yeni bir isim yazar olarak eklenemez ve yazar sırası değiştirilemez. Yayına kabul edilmeyen makale, resim ve fotoğraflar yazarlara geri gönderilmez.

Açık Erişim İlkesi

Dergi açık erişimlidir ve derginin tüm içeriği okura ya da okurun dahil olduğu kuruma ücretsiz olarak sunulur. Okurlar, ticari amaç haricinde, yayıncı ya da yazardan izin almadan dergi makalelerinin tam metnini okuyabilir, indirebilir, kopyalayabilir, arayabilir ve link sağlayabilir. Bu BOAI açık erişim tanımıyla uyumludur.

Derginin açık erişimli makaleleri Creative Commons Atıf-GayrıTicari 4.0 Uluslararası (CC BY-NC 4.0) olarak lisanslıdır.

İşleme Ücreti

Derginin tüm giderleri İstanbul Üniversitesi tarafından karşılanmaktadır. Dergide makale yayını ve makale süreçlerinin yürütülmesi ücrete tabi değildir. Dergiye gönderilen ya da yayın için kabul edilen makaleler için işleme ücreti ya da gönderim ücreti alınmaz.

Telif Hakkında

Yazarlar dergide yayınlanan çalışmalarının telif hakkına sahiptirler ve çalışmaları Creative Commons Atıf-GayrıTicari 4.0 Uluslararası (CC BY-NC 4.0) olarak lisanslıdır. CC BY-NC 4.0 lisansı, eserin ticari kullanım dışında her boyut ve formatta paylaşılmasına, kopyalanmasına, çoğaltılmasına ve orijinal esere uygun şekilde atıfta bulunmak kaydıyla yeniden düzenleme, dönüştürme ve eserin üzerine inşa etme dâhil adapte edilmesine izin verir.

Hakem Süreci

Daha önce yayınlanmamış ya da yayınlanmak üzere başka bir dergide halen değerlendirmede olmayan ve her bir yazar tarafından onaylanan makaleler değerlendirilmek üzere kabul edilir. Gönderilen ve ön kontrolü geçen makaleler iThenticate yazılımı kullanılarak intihal için taranır. İntihal kontrolünden sonra, uygun olan makaleler baş editör tarafından orijinallik, metodoloji, işlenen konunun önemi ve dergi kapsamı ile uyumluluğu açısından değerlendirilir. Baş editör, makaleleri, yazarların etnik kökeninden, cinsiyetinden, uyruğundan, dini inancından ve siyasi felsefesinden bağımsız olarak değerlendirir. Yayına gönderilen makalelerin adil bir şekilde çift taraflı kör hakem değerlendirmesinden geçmelerini sağlar.

Seçilen makaleler en az iki ulusal/uluslararası hakeme değerlendirmeye gönderilir; yayın kararı, hakemlerin talepleri doğrultusunda yazarların gerçekleştirdiği düzenlemelerin ve hakem sürecinin sonrasında baş editör tarafından verilir.

Hakemlerin değerlendirmeleri objektif olmalıdır. Hakem süreci sırasında hakemlerin aşağıdaki hususları dikkate alarak değerlendirmelerini yapmaları beklenir.

YAZARLARA BİLGİ

- Makale yeni ve önemli bir bilgi içeriyor mu?
- Öz, makalenin içeriğini net ve düzgün bir şekilde tanımlıyor mu?
- Yöntem bütünlüklü ve anlaşılır şekilde tanımlanmış mı?
- Yapılan yorum ve varılan sonuçlar bulgularla kanıtlanıyor mu?
- Alandaki diğer çalışmalara yeterli referans verilmiş mi?
- Dil kalitesi yeterli mi?

Hakemler, gönderilen makalelere ilişkin tüm bilginin, makale yayınlanana kadar gizli kalmasını sağlamalı ve yazar tarafında herhangi bir telif hakkı ihlali ve intihal fark ederlerse editöre raporlamalıdır. Hakem, makale konusu hakkında kendini vasıflı hissetmiyor ya da zamanında geri dönüş sağlaması mümkün görünmüyorsa, editöre bu durumu bildirmeli ve hakem sürecine kendisini dahil etmemesini istemelidir.

Değerlendirme sürecinde editör hakemlere gözden geçirme için gönderilen makalelerin, yazarların özel mülkü olduğunu ve bunun imtiyazlı bir iletişim olduğunu açıkça belirtir. Hakemler ve yayın kurulu üyeleri başka kişilerle makaleleri tartışamazlar. Hakemlerin kimliğinin gizli kalmasına özen gösterilmelidir.

Yayın Etiği ve İlkeler

Dilbilim Dergisi- Journal of Linguistics, yayın etiğinde en yüksek standartlara bağlıdır ve Committee on Publication Ethics (COPE), Directory of Open Access Journals (DOAJ), Open Access Scholarly Publishers Association (OASPA) ve World Association of Medical Editors (WAME) tarafından yayınlanan etik yayıncılık ilkelerini benimser; Principles of Transparency and Best Practice in Scholarly Publishing başlığı altında ifade edilen ilkeler için: <https://publicationethics.org/resources/guidelines-new/principles-transparency-and-best-practice-scholarly-publishing>

Gönderilen tüm makaleler orijinal, yayınlanmamış ve başka bir dergide değerlendirme sürecinde olmamalıdır. Her bir makale editörlerden biri ve en az iki hakem tarafından çift kör değerlendirilmeden geçirilir. İntihal, duplikasyon, sahte yazarlık/inkar edilen yazarlık, araştırma/veri fabrikasyonu, makale dilimleme, dilimleyerek yayın, telif hakları ihlali ve çıkar çatışmasının gizlenmesi, etik dışı davranışlar olarak kabul edilir.

Kabul edilen etik standartlara uygun olmayan tüm makaleler yayından çıkarılır. Buna yayından sonra tespit edilen olası kuraldışı, uygunsuzluklar içeren makaleler de dahildir.

Araştırma Etiği

Dilbilim Dergisi- Journal of Linguistics araştırma etiğinde en yüksek standartları gözetir ve aşağıda tanımlanan uluslararası araştırma etiği ilkelerini benimser. Makalelerin etik kurallara uygunluğu yazarların sorumluluğundadır.

YAZARLARA BİLGİ

- Araştırmanın tasarlanması, tasarımın gözden geçirilmesi ve araştırmanın yürütülmesinde, bütünlük, kalite ve şeffaflık ilkeleri sağlanmalıdır.
- Araştırma ekibi ve katılımcılar, araştırmanın amacı, yöntemleri ve öngörülen olası kullanımları; araştırmaya katılımın gerektirdikleri ve varsa riskleri hakkında tam olarak bilgilendirilmelidir.
- Araştırma katılımcılarının sağladığı bilgilerin gizliliği ve yanıt verenlerin gizliliği sağlanmalıdır. Araştırma katılımcıların özerkliğini ve saygınlığını koruyacak şekilde tasarlanmalıdır.
- Araştırma katılımcıları gönüllü olarak araştırmada yer almalı, herhangi bir zorlama altında olmamalıdır.
- Katılımcıların zarar görmesinden kaçınılmalıdır. Araştırma, katılımcıları riske sokmayacak şekilde planlanmalıdır.
- Araştırma bağımsızlığıyla ilgili açık ve net olunmalı; çıkar çatışması varsa belirtilmelidir.
- Deneysel çalışmalarda, araştırmaya katılmaya karar veren katılımcıların yazılı bilgilendirilmiş onayı alınmalıdır. Çocukların ve vesayet altındakilerin veya tasdiklenmiş akıl hastalığı bulunanların yasal vasisinin onayı alınmalıdır.
- Çalışma herhangi bir kurum ya da kuruluştan gerçekleştirilecekse bu kurum ya da kuruluştan çalışma yapılacağına dair onay alınmalıdır.
- İnsan ögesi bulunan çalışmalarda, "yöntem" bölümünde katılımcılardan "bilgilendirilmiş onam" alındığının ve çalışmanın yapıldığı kurumdan etik kurul onayı alındığı belirtilmesi gerekir.

Yazarların Sorumluluğu

Makalelerin bilimsel ve etik kurallara uygunluğu yazarların sorumluluğundadır. Yazar makalenin orijinal olduğu, daha önce başka bir yerde yayınlanmadığı ve başka bir yerde, başka bir dilde yayınlanmak üzere değerlendirilmediği konusunda teminat sağlamalıdır. Uygulamadaki telif kanunları ve anlaşmaları gözetilmelidir. Telifle bağlı materyaller (örneğin tablolar, şekiller veya büyük alıntılar) gerekli izin ve teşekkürle kullanılmalıdır. Başka yazarların, katkıda bulunanların çalışmaları ya da yararlanılan kaynaklar uygun biçimde kullanılmalı ve referanslarda belirtilmelidir.

Gönderilen makalede tüm yazarların akademik ve bilimsel olarak doğrudan katkısı olmalıdır, bu bağlamda "yazar" yayınlanan bir araştırmanın kavramsallaştırılmasına ve dizaynına, verilerin elde edilmesine, analizine ya da yorumlanmasına belirgin katkı yapan, yazının yazılması ya da bunun içerik açısından eleştirel biçimde gözden geçirilmesinde görev yapan birisi olarak görülür. Yazar olabilmenin diğer koşulları ise, makaledeki çalışmayı planlamak veya icra etmek ve / veya revize etmektir. Fon sağlanması, veri toplanması ya da araştırma grubunun genel süpervizyonu tek başına yazarlık hakkı kazandırmaz. Yazar olarak gösterilen tüm bireyler sayılan ölçütleri karşılamalıdır ve yukarıdaki ölçütleri karşılayan her birey yazar olarak gösterilebilir. Yazarların isim sıralaması ortak verilen bir karar olmalıdır. Tüm yazarlar yazar sıralamasını Telif Hakkı Anlaşması Formunda imzalı olarak belirtmek zorundadırlar.

Yazarlık için yeterli ölçütleri karşılamayan ancak çalışmaya katkısı olan tüm bireyler "teşekkür / bilgiler" kısmında sıralanmalıdır. Bunlara örnek olarak ise sadece teknik destek sağlayan, yazıma yardımcı olan ya da sadece genel bir destek sağlayan, finansal ve materyal desteği sunan kişiler verilebilir.

YAZARLARA BİLGİ

Bütün yazarlar, arařtırmanın sonuçlarını ya da bilimsel deęerlendirmeyi etkileyebilme potansiyeli olan finansal iliřkiler, ıkar atıřması ve ıkar rekabetini beyan etmelidirler. Bir yazar kendi yayınlanmıř yazısında belirgin bir hata ya da yanlıřlık tespit ederse, bu yanlıřlıklara iliřkin dzeltme ya da geri ekme iin editr ile hemen temasa geme ve iřbirlięi yapma sorumluluęunu tařır.

Editr ve Hakem Sorumlulukları

Bař editr, makaleleri, yazarların etnik kkeninden, cinsiyetinden, uyruęundan, dini inancından ve siyasi felsefesinden baęımsız olarak deęerlendirir. Yayına gnderilen makalelerin adil bir řekilde ift taraflı kr hakem deęerlendirmesinden gemelerini saęlar. Gnderilen makalelere iliřkin tm bilginin, makale yayınlanana kadar gizli kalacaęını garanti eder. Bař editr ierik ve yayının toplam kalitesinden sorumludur. Gereęinde hata sayfası yayınlamalı ya da dzeltme yapmalıdır.

Bař editr; yazarlar, editrler ve hakemler arasında ıkar atıřmasına izin vermez. Hakem atama konusunda tam yetkiye sahiptir ve dergide yayınlanacak makalelerle ilgili nihai kararı vermekle ykmldr.

Hakemlerin arařtırmayla ilgili, yazarlarla ve/veya arařtırmanın finansal destekileriyle ıkar atıřmaları olmamalıdır. Deęerlendirmelerinin sonucunda tarafsız bir yargıya varmalıdırlar. Gnderilmiř yazılara iliřkin tm bilginin gizli tutulmasını saęlamalı ve yazar tarafında herhangi bir telif hakkı ihlali ve intihal fark ederlerse editre raporlamalıdırlar. Hakem, makale konusu hakkında kendini vasıflı hissetmiyor ya da zamanında geri dnř saęlaması mmkn grnmyorsa, editre bu durumu bildirmeli ve hakem srecine kendisini dahil etmemesini istemelidir.

Deęerlendirme srecinde editr hakemlere gzden geirme iin gnderilen makalelerin, yazarların zel mlk olduęunu ve bunun imtiyazlı bir iletiřim olduęunu aıka belirtir. Hakemler ve yayın kurulu yeleri bařka kiřilerle makaleleri tartıřamazlar. Hakemlerin kimlięinin gizli kalmasına zen gsterilmelidir. Bazı durumlarda editrn kararıyla, ilgili hakemlerin makaleye ait yorumları aynı makaleyi yorumlayan dięer hakemlere gnderilerek hakemlerin bu srete aydınlatılması saęlanabilir.

YAZILARIN HAZIRLANMASI

Dil

Trke, İngilizce ve Fransızca makaleler yayınlanır. Gnderilen makalelerde makale dilinde z ve İngilizce z olmalıdır. Trke ve Fransızca makalelerde ayrıca İngilizce geniř zet istenebilir. Ancak makale İngilizce ise, İngilizce geniř zet istenmez.

Yazıların Hazırlanması ve Yazım Kuralları

Aksi belirtilmedike gnderilen yazılarla ilgili tm yazıřmalar ilk yazarla yapılacaktır. Makale gnderimi online olarak <https://dergipark.org.tr/tr/pub/iudilbilim> sayfasından eriřilen <http://dergipark.gov.tr/login>

üzerinden yapılmalıdır. Gönderilen yazılar, makale türünü belirten ve makaleyle ilgili detayları içeren (bkz: Son Kontrol Listesi) Kapak Sayfası; yazının elektronik formunu içeren Microsoft Word 2003 ve üzerindeki versiyonları ile yazılmış elektronik dosya ve tüm yazarların imzaladığı Telif Formu eklenerek gönderilmelidir.

1. Yazılar **Makale Şablonu** kullanılarak hazırlanmalıdır. Makale ana metninde, çift taraflı kör hakemlik süreci gereği, yazarın / yazarların kimlik bilgileri yer almamalıdır.
2. Yayınlanmak üzere gönderilen makale ile birlikte yazar bilgilerini içeren **Kapak Sayfası** gönderilmelidir. Kapak Sayfasında, makalenin başlığı, yazar veya yazarların bağlı oldukları kurum ve unvanları, kendilerine ulaşılabilecek adresler, cep, iş ve faks numaraları, ORCID ve e-posta adresleri yer almalıdır (bkz. Son Kontrol Listesi).
3. Giriş bölümünden önce 180-200 kelimelik çalışmanın kapsamını, amacını, ulaşılan sonuçları ve kullanılan yöntemi kaydeden makale dilinde öz ve İngilizce öz yer almalıdır. Türkçe ve Fransızca makalelerde özlerin yanısıra 600-800 kelimelik İngilizce geniş özet sunulması tercih edilir. Makale İngilizce ise İngilizce geniş özet istenmez. Özlerin altında çalışmanın içeriğini temsil eden, 5'er adet anahtar kelime yer almalıdır.
4. Çalışmaların başlıca şu unsurları içermesi gerekmektedir: Makale dilinde başlık, öz ve anahtar kelimeler; İngilizce başlık, öz ve anahtar kelimeler; geniş özet, ana metin bölümleri, kaynaklar, tablolar ve şekiller.
5. **Makale Türleri:**

Araştırma Makaleleri: Orijinal araştırma makaleleri derginin kapsamına uygun konularda önemli, özgün bilimsel sonuçlar sunan araştırmaları raporlayan yazılardır. Orijinal araştırma makaleleri, Öz, Anahtar Kelimeler, İngilizce Geniş Özet, Giriş, Yöntem, Bulgular, Tartışma, Sonuçlar, Kaynaklar bölümlerinden ve Tablo, Grafik ve Şekillerden oluşur.

Öz: Makale dilinde başlık ve İngilizce başlık öz'lerin üzerinde yer almalıdır. Araştırma yazılarında Türkçe ve İngilizce özetler 180-200 kelime arasında olmalı ve çalışmanın amacı, yöntemi, ana bulguları ve sonuçlarını ifade etmelidir. Ayrıca Türkçe ve Fransızca makaleler için özetlerden sonra 600-800 kelimelik İngilizce özet sunulması tercih edilir.

Giriş: Giriş bölümünde konunun önemi, tarihçe ve bugüne kadar yapılmış çalışmalar, hipotez ve çalışmanın amacından söz edilmelidir. Hem ana hem de ikincil amaçlar açıkça belirtilmelidir. Sadece gerçekten ilişkili kaynaklar gösterilmeli ve çalışmaya ait veri ya da sonuçlardan söz edilmemelidir. Giriş bölümünün sonunda çalışmanın amacı, araştırma soruları veya hipotezler yazılmalıdır.

Yöntem: Yöntem bölümünde, veri kaynakları, çalışmaya katılanlar, ölçekler, görüşme/değerlendirmeler ve temel ölçümler, yapılan işlemler ve istatistiksel yöntemler yer almalıdır. Yöntem bölümü, sadece çalışmanın planı ya da protokolü yazılırken bilinen bilgileri içermelidir; çalışma sırasında elde edilen tüm bilgiler bulgular kısmında verilmelidir.

Bulgular: Ana bulgular istatistiksel verilerle desteklenmiş olarak eksiksiz verilmeli ve bu bulgular uygun tablo, grafik ve şekillerle görsel olarak da belirtilmelidir. Bulgular yazıda, tablolarda ve şekillerde mantıklı bir sırayla önce en önemli sonuçlar olacak şekilde verilmelidir. Tablo ve şekillerdeki tüm veriyi yazıda vermemeli, sadece önemli noktaları vurgulanmalıdır.

Tartışma: Tartışma bölümünde o çalışmadan elde edilen veriler, kurulan hipotez doğrultusunda hipotezi destekleyen ve desteklemeyen bulgular ve sonuçlar irdelenmeli ve bu bulgu ve sonuçlar literatürde bulunan benzeri çalışmalarla kıyaslanmalı, farklılıklar varsa açıklanmalıdır. Çalışmanın yeni ve önemli yanları ve bunlardan çıkan sonuçları vurgulanmalıdır. Giriş ya da sonuçlar kısmında verilen bilgi ve veriler tekrarlanmamalıdır.

Sonuçlar: Çalışmadan elde edilen sonuçlar belirtilmelidir. Sonuçlar, çalışmanın amaçları ile bağlantılı olmalıdır, ancak veriler tarafından yeterince desteklenmeyen niteliksiz ifadeler ve sonuçlardan kaçınılmalıdır. Yeni hipotezler gerektiğinde belirtilmeli, ancak açıkça tanımlanmalıdır.

Şekil, Resim, Tablo ve Grafikler: Metin içinde kullanılan fotoğraf, plân, harita vb. materyallerin ".jpg / .tiff" uzantılı kayıtları gönderilecek dokümanlara eklenmelidir. Bu tür belgelerin baskı tekniğine uygun çözünürlükte (en az 300 piksel) ve sayfa alanını aşmayacak büyüklükte olmasına dikkat edilmelidir. Fotoğraf ve levhaların 10 sayfayı aşmamasına dikkat edilmeli ve metin içinde parantezle atıfta bulunulan resim, harita veya diğer ekler makalenin sonuna eklenmelidir.

Derleme: Yazının konusunda birikimi olan ve bu birikimleri uluslararası literatüre yayın ve atıf sayısı olarak yansıtmış uzmanlar tarafından hazırlanmış yazılar değerlendirmeye alınır. Yazarları dergi tarafından da davet edilebilir. Derleme yazısı, başlık, öz, anahtar kelimeler, İngilizce geniş özet (Türkçe makaleler için), ana metin bölümleri ve kaynaklardan oluşmalıdır.

6. Referanslar derginin benimsediği American Psychological Association (APA) 6 stiline uygun olarak hazırlanmalıdır.
7. Kurallar dâhilinde dergimize yayınlanmak üzere gönderilen çalışmaların her türlü sorumluluğu yazar/yazarlarına aittir.

Referans Stili ve Formatı

Dilbilim Dergisi, metin içi alıntılama ve kaynak gösterme için APA (American Psychological Association) kaynak sitilinin 6. edisyonunu benimser. APA 6.Edisyon hakkında bilgi için:

- American Psychological Association. (2010). Publication manual of the American Psychological Association (6th ed.). Washington, DC: APA.
- <http://www.apastyle.org/>

Kaynakların doğruluğundan yazar(lar) sorumludur. Tüm kaynaklar metinde belirtilmelidir. Kaynaklar aşağıdaki örneklerdeki gibi gösterilmelidir.

Metin İçinde Kaynak Gösterme

Kaynaklar metinde parantez içinde yazarların soyadı ve yayın tarihi yazılarak belirtilmelidir.

Birden fazla kaynak gösterilecekse kaynaklar arasında (;) işareti kullanılmalıdır. Kaynaklar alfabetik olarak sıralanmalıdır.

Örnekler:

Birden fazla kaynak;

(Esin ve ark., 2002; Karasar 1995)

Tek yazarlı kaynak;

(Akyolcu, 2007)

İki yazarlı kaynak;

(Sayiner ve Demirci 2007, s. 72)

Üç, dört ve beş yazarlı kaynak;

Metin içinde ilk kullanımda: (Ailen, Ciambur ve Welch 2000, s. 12–13) Metin içinde tekrarlayan kullanımlarda: (Ailen ve ark., 2000)

Altı ve daha çok yazarlı kaynak;

(Çavdar ve ark., 2003)

Kaynaklar Bölümünde Kaynak Gösterme

Kullanılan tüm kaynaklar metnin sonunda ayrı bir bölüm halinde yazar soyadlarına göre alfabetik olarak numaralandırılmadan verilmelidir.

Kaynak yazımı ile ilgili örnekler aşağıda verilmiştir.

Kitap

a) Türkçe Kitap

Karasar, N. (1995). *Araştırmalarda rapor hazırlama* (8.bs). Ankara: 3A Eğitim Danışmanlık Ltd.

b) Türkçeye Çevrilmiş Kitap

Mucchielli, A. (1991). *Zihniyetler* (A. Kotil, Çev.). İstanbul: İletişim Yayınları.

c) Editörlü Kitap

Ören, T., Üney, T. ve Çölkesen, R. (Ed.). (2006). *Türkiye bilişim ansiklopedisi*. İstanbul: Papatya Yayıncılık.

d) Çok Yazarlı Türkçe Kitap

Tonta, Y., Bitirim, Y. ve Sever, H. (2002). *Türkçe arama motorlarında performans değerlendirme*. Ankara: Total Bilişim.

e) İngilizce Kitap

Kamien R., & Kamien A. (2014). *Music: An appreciation*. New York, NY: McGraw-Hill Education.

f) İngilizce Kitap İçerisinde Bölüm

Bassett, C. (2006). Cultural studies and new media. In G. Hall & C. Birchall (Eds.), *New cultural studies: Adventures in theory* (pp. 220–237). Edinburgh, UK: Edinburgh University Press.

g) Türkçe Kitap İçerisinde Bölüm

Erkmen, T. (2012). Örgüt kültürü: Fonksiyonları, öğeleri, işletme yönetimi ve liderlikteki önemi. M. Zencirkıran (Ed.), *Örgüt sosyolojisi kitabı* içinde (s. 233–263). Bursa: Dora Basım Yayın.

h) Yayımcının ve Yazarın Kurum Olduğu Yayın

Türk Standartları Enstitüsü. (1974). *Adlandırma ilkeleri*. Ankara: Yazar.

Makale

a) Türkçe Makale

Mutlu, B. ve Savaşer, S. (2007). Çocuğu ameliyat sonrası yoğun bakımda olan ebeveynlerde stres

nedenleri ve azaltma girişimleri. *İstanbul Üniversitesi Florence Nightingale Hemşirelik Dergisi*, 15(60), 179–182.

b) İngilizce Makale

de Cillia, R., Reisiğl, M., & Wodak, R. (1999). The discursive construction of national identity. *Discourse and Society*, 10(2), 149–173. <http://dx.doi.org/10.1177/0957926599010002002>

c) Yediden Fazla Yazarlı Makale

Lal, H., Cunningham, A. L., Godeaux, O., Chlibek, R., Diez-Domingo, J., Hwang, S.-J. ... Heineman, T. C. (2015). Efficacy of an adjuvanted herpes zoster subunit vaccine in older adults. *New England Journal of Medicine*, 372, 2087–2096. <http://dx.doi.org/10.1056/NEJMoa1501184>

d) DOI'si Olmayan Online Edinilmiş Makale

Al, U. ve Doğan, G. (2012). Hacettepe Üniversitesi Bilgi ve Belge Yönetimi Bölümü tezlerinin atfı analizi. *Türk Kütüphaneciliği*, 26, 349–369. Erişim adresi: <http://www.tk.org.tr/>

e) DOI'si Olan Makale

Turner, S.J. (2010). Websitestatistics2.0: Using Google Analytics to measure library website effectiveness. *Technical Services Quarterly*, 27, 261–278. <http://dx.doi.org/10.1080/07317131003765910>

f) Advance Online Olarak Yayınlanmış Makale

Smith, J. A. (2010). Citing advance online publication: A review. *Journal of Psychology*. Advance online publication. <http://dx.doi.org/10.1037/a45d7867>

g) Popüler Dergi Makalesi

Semerçioğlu, C. (2015, Haziran). Sıradanlığın rayihası. *Sabit Fikir*, 52, 38–39.

Tez, Sunum, Bildiri

a) Türkçe Tezler

Sarı, E. (2008). *Kültür kimlik ve politika: Mardin'de kültürlerarasılık*. (Doktora Tezi). Ankara Üniversitesi Sosyal Bilimler Enstitüsü, Ankara.

b) Ticari Veritabanında Yer Alan Yüksek Lisans Ya da Doktora Tezi

Van Brunt, D. (1997). *Networked consumer health information systems* (Doctoral dissertation). Available from ProQuest Dissertations and Theses. (UMI No. 9943436)

c) Kurumsal Veritabanında Yer Alan İngilizce Yüksek Lisans/Doktora Tezi

Yaylalı-Yıldız, B. (2014). *University campuses as places of potential publicness: Exploring the political, social and cultural practices in Ege University* (Doctoral dissertation). Retrieved from Retrieved from: <http://library.iyte.edu.tr/tr/hizli-erisim/iyte-tez-portali>

d) Web'de Yer Alan İngilizce Yüksek Lisans/Doktora Tezi

Tonta, Y. A. (1992). *An analysis of search failures in online library catalogs* (Doctoral dissertation, University of California, Berkeley). Retrieved from <http://yunus.hacettepe.edu.tr/~tonta/yayinlar/phd/ickapak.html>

e) Dissertations Abstracts International'da Yer Alan Yüksek Lisans/Doktora Tezi

Appelbaum, L. G. (2005). Three studies of human information processing: Texture amplification, motion representation, and figure-ground segregation. *Dissertation Abstracts International: Section B. Sciences and Engineering*, 65(10), 5428.

f) Sempozyum Katkısı

Krinsky-McHale, S. J., Zigman, W. B. & Silverman, W. (2012, August). Are neuropsychiatric symptoms markers of prodromal Alzheimer's disease in adults with Down syndrome? In W. B. Zigman (Chair), *Predictors of mild cognitive impairment, dementia, and mortality in adults with Down syndrome*. Symposium conducted at American Psychological Association meeting, Orlando, FL.

g) Online Olarak Erişilen Konferans Bildiri Özeti

Çınar, M., Doğan, D. ve Seferoğlu, S. S. (2015, Şubat). *Eğitimde dijital araçlar: Google sınıf uygulaması üzerine bir değerlendirme* [Öz]. Akademik Bilişim Konferansında sunulan bildiri, Anadolu Üniversitesi, Eskişehir. Erişim adresi: <http://ab2015.anadolu.edu.tr/index.php?menu=5&submenu=27>

h) Düzenli Olarak Online Yayımlanan Bildiriler

Herculano-Houzel, S., Collins, C. E., Wong, P., Kaas, J. H., & Lent, R. (2008). The basic nonuniformity of the cerebral cortex. *Proceedings of the National Academy of Sciences*, 105, 12593–12598. <http://dx.doi.org/10.1073/pnas.0805417105>

i) Kitap Şeklinde Yayımlanan Bildiriler

Schneider, R. (2013). Research data literacy. S. Kurbanoglu ve ark. (Ed.), *Communications in Computer and Information Science: Vol. 397. Worldwide Communalities and Challenges in Information Literacy Research and Practice* içinde (s. 134–140) . Cham, İsviçre: Springer. <http://dx.doi.org/10.1007/978-3-319-03919-0>

j) Kongre Bildirisi

Çepni, S., Bacanak A. ve Özsevgeç T. (2001, Haziran). *Fen bilgisi öğretmen adaylarının fen branşlarına karşı tutumları ile fen branşlarındaki başarılarının ilişkisi*. X. Ulusal Eğitim Bilimleri Kongresi'nde sunulan bildiri, Abant İzzet Baysal Üniversitesi, Bolu

Diğer Kaynaklar**a) Gazete Yazısı**

Toker, Ç. (2015, 26 Haziran). 'Unutma' notları. *Cumhuriyet*, s. 13.

b) Online Gazete Yazısı

Tamer, M. (2015, 26 Haziran). E-ticaret hamle yapmak için tüketiciyi bekliyor. *Milliyet*. Erişim adresi: <http://www.milliyet>

c) Web Page/Blog Post

Bordwell, D. (2013, June 18). David Koepp: Making the world movie-sized [Web log post]. Retrieved from <http://www.davidbordwell.net/blog/page/27/>

d) Online Ansiklopedi/Sözlük

Bilgi mimarisi. (2014, 20 Aralık). Vikipedi içinde. Erişim adresi: http://tr.wikipedia.org/wiki/Bilgi_mimarisi

Marcoux, A. (2008). Business ethics. In E. N. Zalta (Ed.), *The Stanford encyclopedia of philosophy*. Retrieved from <http://plato.stanford.edu/entries/ethics-business/>

e) Podcast

Radyo ODTÜ (Yapımcı). (2015, 13 Nisan). *Modern sabahlar* [Podcast]. Erişim adresi: <http://www.radyoodtu.com.tr/>

f) Bir Televizyon Dizisinden Tek Bir Bölüm

Shore, D. (Senarist), Jackson, M. (Senarist) ve Bookstaver, S. (Yönetmen). (2012). *Runaways* [Televizyon dizisi bölümü]. D. Shore (Baş yapımcı), *House M.D.* içinde. New York, NY: Fox Broadcasting.

g) Müzik Kaydı

Say, F. (2009). Galata Kulesi. *İstanbul senfonisi* [CD] içinde. İstanbul: Ak Müzik.

SON KONTROL LİSTESİ

Aşağıdaki listede eksik olmadığından emin olun:

- ✓ Makalenin türünün belirtilmiş olduğu
- ✓ Başka bir dergiye gönderilmemiş olduğu
- ✓ Sponsor veya ticari bir firma ile ilişkisi varsa, bunun belirtildiği
- ✓ İngilizce yönünden kontrolünün yapıldığı
- ✓ Referansların derginin benimsediği APA 6 edisyonuna uygun olarak düzenlendiği
- ✓ Yazarlara Bilgide detaylı olarak anlatılan dergi politikalarının gözden geçirildiği
- Telif Hakkı Anlaşması Formu
- Daha önce basılmış materyal (yazı-resim-tablo) kullanılmış ise izin belgesi
- Kapak sayfası
 - ✓ Makalenin kategorisi
 - ✓ Makale dilinde ve İngilizce başlık
 - ✓ Yazarların isimsoyadı, unvanları ve bağlı oldukları kurumlar (üniversite ve fakülte bilgisinden sonra şehir ve ülke bilgisi), e-posta adresleri
 - ✓ Sorumlu yazarın e-posta adresi, açık yazışma adresi, iş telefonu, GSM, faks nosu
 - ✓ Tüm yazarların ORCID'leri
 - ✓ Finansal destek (varsa belirtiniz)
 - ✓ Çıkar çatışması (varsa belirtiniz)
 - ✓ Teşekkür (varsa belirtiniz)
- Makale ana metni
 - ✓ Önemli: Ana metinde yazarın / yazarların kimlik bilgilerinin yer almamış olması gerekir.
 - ✓ Makale dilinde ve İngilizce başlık
 - ✓ Öz: 180-200 kelime
 - ✓ Anahtar Kelimeler: 5 adet makale dilinde ve 5 adet İngilizce
 - ✓ Makale ana metin bölümleri
 - ✓ Kaynaklar
 - ✓ Tablolar-Resimler, Şekiller (başlık, tanım ve alt yazılarıyla)

DESCRIPTION

Journal of Linguistics which is the official publication of Istanbul University, Faculty of Letters is an open access, peer-reviewed, multilingual, scholarly and international journal published biannually. It was founded in 2009

AIM AND SCOPE

Journal of Linguistics provides a forum for studies exploring issues related to linguistics in the fields of social sciences and humanities. Journal aims to contribute to the scientific knowledge in linguistics by publishing high quality articles. The target group of the Journal consists of academicians, researchers, professionals, students, related professional and academic bodies, and institutions.

The scope of Journal of Linguistics includes linguistics, semiotics, literature, translation studies and learning sciences.

EDITORIAL POLICIES AND PEER REVIEW PROCESS

Publication Policy

The subjects covered in the manuscripts submitted to the journal for publication must be in accordance with the aim and scope of the journal. The journal gives priority to original research papers submitted for publication.

Only those manuscripts approved by its every individual author and that were not published before in or sent to another journal, are accepted for evaluation.

Submitted manuscripts that pass preliminary control are scanned for plagiarism using iThenticate software. After plagiarism check, the eligible ones are evaluated by editor-in-chief for their originality, methodology, the importance of the subject covered and compliance with the journal scope.

The editor hands over the papers matching the formal rules to at least two national/international referees for evaluation and gives green light for publication upon modification by the authors in accordance with the referees' claims. Changing the name of an author (omission, addition or order) in papers submitted to the journal requires written permission of all declared authors. Refused manuscripts and graphics are not returned to the author.

Open Access Statement

The journal is an open access journal and all content is freely available without charge to the user or his/her institution. Except for commercial purposes, users are allowed to read, download, copy,

print, search, or link to the full texts of the articles in this journal without asking prior permission from the publisher or the author. This is in accordance with the BOAI definition of open access.

The open access articles in the journal are licensed under the terms of the Creative Commons Attribution-NonCommercial 4.0 International (CC BY-NC 4.0) license.

Copyright Notice

Authors publishing with the journal retain the copyright to their work licensed under the Creative Commons Attribution-NonCommercial 4.0 International license (CC BY-NC 4.0) (<https://creativecommons.org/licenses/by-nc/4.0/>) and grant the Publisher non-exclusive commercial right to publish the work. CC BY-NC 4.0 license permits unrestricted, non-commercial use, distribution, and reproduction in any medium, provided the original work is properly cited.

Article Processing Charge

All expenses of the journal are covered by the Istanbul University. Processing and publication are free of charge with the journal. There is no article processing charges or submission fees for any submitted or accepted articles.

Peer Review Process

Only those manuscripts approved by its every individual author and that were not published before in or sent to another journal, are accepted for evaluation.

Submitted manuscripts that pass preliminary control are scanned for plagiarism using iThenticate software. After plagiarism check, the eligible ones are evaluated by Editor-in-Chief for their originality, methodology, the importance of the subject covered and compliance with the journal scope. Editor-in-Chief evaluates manuscripts for their scientific content without regard to ethnic origin, gender, citizenship, religious belief or political philosophy of the authors and ensures a fair double-blind peer review of the selected manuscripts.

The selected manuscripts are sent to at least two national/international external referees for evaluation and publication decision is given by Editor-in-Chief upon modification by the authors in accordance with the referees' claims.

Editor-in-Chief does not allow any conflicts of interest between the authors, editors and reviewers and is responsible for final decision for publication of the manuscripts in the journal.

Reviewers' judgments must be objective. Reviewers' comments on the following aspects are expected while conducting the review.

INFORMATION FOR AUTHORS

- Does the manuscript contain new and significant information?
- Does the abstract clearly and accurately describe the content of the manuscript?
- Is the problem significant and concisely stated?
- Are the methods described comprehensively?
- Are the interpretations and conclusions justified by the results?
- Is adequate references made to other Works in the field?
- Is the language acceptable?

Reviewers must ensure that all the information related to submitted manuscripts is kept as confidential and must report to the editor if they are aware of copyright infringement and plagiarism on the author's side.

A reviewer who feels unqualified to review the topic of a manuscript or knows that its prompt review will be impossible should notify the editor and excuse himself from the review process.

The editor informs the reviewers that the manuscripts are confidential information and that this is a privileged interaction. The reviewers and editorial board cannot discuss the manuscripts with other persons. The anonymity of the referees is important.

Publication Ethics and Publication Malpractice Statement

Journal of Linguistics –Dilbilim Dergisi is committed to upholding the highest standards of publication ethics and pays regard to Principles of Transparency and Best Practice in Scholarly Publishing published by the Committee on Publication Ethics (COPE), the Directory of Open Access Journals (DOAJ), to access the Open Access Scholarly Publishers Association (OASPA), and the World Association of Medical Editors (WAME) on <https://publicationethics.org/resources/guidelines-new/principles-transparency-and-best-practice-scholarly-publishing>

All parties involved in the publishing process (Editors, Reviewers, Authors and Publisher) are expected to agree on the following ethical principles.

All submissions must be original, unpublished (including as full text in conference proceedings), and not under the review of any other publication synchronously. Each manuscript is reviewed by one of the editors and at least two referees under double-blind peer review process. Plagiarism, duplication, fraud authorship/denied authorship, research/data fabrication, salami slicing/salami publication, breaching of copyrights, prevailing conflict of interest are unethical behaviors.

All manuscripts not in accordance with the accepted ethical standards will be removed from the publication. This also contains any possible malpractice discovered after the publication. In accordance with the code of conduct we will report any cases of suspected plagiarism or duplicate publishing.

Research Ethics

Journal of Linguistics –Dilbilim Dergisi adheres to the highest standards in research ethics and follows the principles of international research ethics as defined below. The authors are responsible for the compliance of the manuscripts with the ethical rules.

- Principles of integrity, quality and transparency should be sustained in designing the research, reviewing the design and conducting the research.
- The research team and participants should be fully informed about the aim, methods, possible uses and requirements of the research and risks of participation in research.
- The confidentiality of the information provided by the research participants and the confidentiality of the respondents should be ensured. The research should be designed to protect the autonomy and dignity of the participants.
- Research participants should participate in the research voluntarily, not under any coercion.
- Any possible harm to participants must be avoided. The research should be planned in such a way that the participants are not at risk.
- The independence of research must be clear; and any conflict of interest must be disclosed.
- In experimental studies with human subjects, written informed consent of the participants who decide to participate in the research must be obtained. In the case of children and those under wardship or with confirmed insanity, legal custodian's assent must be obtained.
- If the study is to be carried out in any institution or organization, approval must be obtained from this institution or organization.
- In studies with human subject, it must be noted in the method's section of the manuscript that the informed consent of the participants and ethics committee approval from the institution where the study has been conducted have been obtained.

Author Responsibilities

It is authors' responsibility to ensure that the article is in accordance with scientific and ethical standards and rules. And authors must ensure that submitted work is original. They must certify that the manuscript has not previously been published elsewhere or is not currently being considered for publication elsewhere, in any language. Applicable copyright laws and conventions must be followed. Copyright material (e.g. tables, figures or extensive quotations) must be reproduced only with appropriate permission and acknowledgement. Any work or words of other authors, contributors, or sources must be appropriately credited and referenced.

All the authors of a submitted manuscript must have direct scientific and academic contribution to the manuscript. The author(s) of the original research articles is defined as a person who is significantly involved in "conceptualization and design of the study", "collecting the data", "analyzing the data", "writing the manuscript", "reviewing the manuscript with a critical perspective" and "planning/ conducting the study of the manuscript and/or revising it". Fund raising, data collection or supervision of the research group are not sufficient roles to be accepted as an author. The author(s) must meet all

these criteria described above. The order of names in the author list of an article must be a co-decision and it must be indicated in the Copyright Agreement Form. The individuals who do not meet the authorship criteria but contributed to the study must take place in the acknowledgement section. Individuals providing technical support, assisting writing, providing a general support, providing material or financial support are examples to be indicated in acknowledgement section.

All authors must disclose all issues concerning financial relationship, conflict of interest, and competing interest that may potentially influence the results of the research or scientific judgment. When an author discovers a significant error or inaccuracy in his/her own published paper, it is the author's obligation to promptly cooperate with the Editor to provide retractions or corrections of mistakes.

Responsibility for the Editor and Reviewers

Editor-in-Chief evaluates manuscripts for their scientific content without regard to ethnic origin, gender, citizenship, religious belief or political philosophy of the authors. He/She provides a fair double-blind peer review of the submitted articles for publication and ensures that all the information related to submitted manuscripts is kept as confidential before publishing.

Editor-in-Chief is responsible for the contents and overall quality of the publication. He/She must publish errata pages or make corrections when needed.

Editor-in-Chief does not allow any conflicts of interest between the authors, editors and reviewers. Only he has the full authority to assign a reviewer and is responsible for final decision for publication of the manuscripts in the journal.

Reviewers must have no conflict of interest with respect to the research, the authors and/or the research funders. Their judgments must be objective.

Reviewers must ensure that all the information related to submitted manuscripts is kept as confidential and must report to the editor if they are aware of copyright infringement and plagiarism on the author's side.

A reviewer who feels unqualified to review the topic of a manuscript or knows that its prompt review will be impossible should notify the editor and excuse himself from the review process.

The editor informs the reviewers that the manuscripts are confidential information and that this is a privileged interaction. The reviewers and editorial board cannot discuss the manuscripts with other persons. The anonymity of the referees must be ensured. In particular situations, the editor may share the review of one reviewer with other reviewers to clarify a particular point.

MANUSCRIPT ORGANIZATION

Language

Articles in Turkish, English and French are published. Submitted manuscript must include an abstract both in the article language and in English, and an extended abstract in English is preferred for articles in Turkish and French.

Manuscript Organization and Submission

All correspondence will be sent to the first-named author unless otherwise specified. Manuscript is to be submitted online via <http://dergipark.gov.tr/login> that can be accessed at <https://dergipark.org.tr/tr/pub/iudilbilim> and it must be accompanied by a Title Page specifying the article category (i.e. research article, review etc.) and including information about the manuscript (see the Submission Checklist). Manuscripts should be prepared in Microsoft Word 2003 and upper versions. In addition, Copyright Agreement Form that has to be signed by all authors must be submitted.

1. Manuscripts should be prepared using the Article Template. Due to double blind peer review, manuscript file must not include any information about the author.
2. A title page including author information must be submitted together with the manuscript. The title page is to include fully descriptive title of the manuscript and, affiliation, title, e-mail address, ORCID, postal address, phone, mobile phone and fax number of the author(s) (see The Submission Checklist).
3. Before the introduction part, there should be an abstract of 180-200 words both in the language of the article and in English. An extended abstract in English between 600-800 words, summarizing the scope, the purpose, the results of the study and the methodology used is preferred to be included following the abstracts for articles in Turkish and French. If the manuscript is in English, extended abstract is not required. Underneath the abstracts, 5 keywords that inform the reader about the content of the study should be specified in the language of the article and in English.
4. The manuscripts should contain mainly these components: title, abstract and keywords; extended abstract, sections, references, tables and figures.

5. **Article Types**

Research Article: Original research articles report substantial and original scientific results within the journal scope. Original research articles are comprised of Abstract, Key Words, Introduction, Methods, Results, Discussion, Conclusion, References and Figures, Tables and Graphics.

Abstract: The abstracts in the language of the article and in English must be between 180- 200 words and state aim, method, result and conclusions of the study. If the article is in Turkish or French an extended abstract of 600-800 words in English is preferred to be included as well following the abstracts.

Introduction: This section must contain a clear statement of the general and specific objectives as well as the hypotheses which the work is designed to test. It should also give a brief account

of the reported literature. It should clearly state the primary and secondary purposes of the article. Only, the actual references related with the issues have to be indicated and data or findings related with the current study must not be included in this section.

Methods: This section must contain explicit, concise descriptions of all procedures, materials and methods (i.e. data sources, participants, scales, interviews/reviews, basic measurements, applications, statistical methods) used in the investigation to enable the reader to judge their accuracy, reproducibility, etc. This section should include the known findings at the beginning of the study and the findings during the study must be reported in results section.

Results: The results should be presented in logical sequence in the text, tables, and figures, giving the main or most important findings first. The all the data in the tables or figures should not be repeated in the text; only the most important observations must be emphasized or summarized.

Discussion: The findings of the study, the findings and results which support or do not support the hypothesis of the study should be discussed, results should be compared and contrasted with findings of other studies in the literature and the different findings from other studies should be explained. The new and important aspects of the study and the conclusions that follow from them should be emphasized. The data or other information given in the Introduction or the Results section should not be repeated in detail.

Conclusions: Conclusions derived from the study should be stated.. The conclusions should be linked with the goals of the study but unqualified statements and conclusions not adequately supported by the data should be avoided. New hypotheses should be stated when warranted, but should be labeled clearly as such.

Figures, Tables and Graphics: Figures, tables and graphics materials should be “.jpg, .tiff or .jpeg” format and they should be submitted with the article. These materials should be min. 300 pixels and they must not be bigger than page size. The illustrations should not exceed 10 pages. All illustrations should be labelled and a list of figures with captions, legends, and credits should be provided on a separate page.

Review Article: Reviews prepared by authors who have extensive knowledge on a particular field and whose scientific background has been translated into a high volume of publications with a high citation potential are welcomed. These authors may even be invited by the journal. Review article should contain title, abstract and keywords; body text with sections, and references.

6. References should be in accordance with American Psychological Association (APA) style 6th Edition.
7. Authors are responsible for all statements made in their work submitted to the journal for publication.

REFERENCES

Reference Style and Format

Journal of Linguistics –Dilbilim Dergisi complies with APA (American Psychological Association) style 6th Edition for referencing and quoting. For more information:

- American Psychological Association. (2010). Publication manual of the American Psychological Association (6th ed.). Washington, DC: APA.
- <http://www.apastyle.org>

Accuracy of citation is the author's responsibility. All references should be cited in text. Reference list must be in alphabetical order. Type references in the style shown below.

Citations in the Text

Citations must be indicated with the author surname and publication year within the parenthesis.

If more than one citation is made within the same parenthesis, separate them with (;).

Samples:

More than one citation;

(Esin et al., 2002; Karasar, 1995)

Citation with one author;

(Akyolcu, 2007)

Citation with two authors;

(Sayıner & Demirci, 2007)

Citation with three, four, five authors;

First citation in the text: (Ailen, Ciambune, & Welch, 2000) Subsequent citations in the text: (Ailen et al., 2000)

Citations with more than six authors;

(Çavdar et al., 2003)

Citations in the Reference

All the citations done in the text should be listed in the References section in alphabetical order of author surname without numbering. Below given examples should be considered in citing the references.

Basic Reference Types

Book

a) Turkish Book

Karasar, N. (1995). *Araştırmalarda rapor hazırlama* (8th ed.) [Preparing research reports]. Ankara, Türkiye: 3A Eğitim Danışmanlık Ltd.

b) Book Translated into Turkish

Mucchielli, A. (1991). *Zihniyetler* [Mindsets] (A. Kotil, Trans.). İstanbul, Türkiye: İletişim Yayınları.

c) Edited Book

Ören, T., Üney, T., & Çölkesen, R. (Eds.). (2006). *Türkiye bilişim ansiklopedisi* [Turkish Encyclopedia of Informatics]. İstanbul, Türkiye: Papatya Yayıncılık.

d) Turkish Book with Multiple Authors

Tonta, Y., Bitirim, Y., & Sever, H. (2002). *Türkçe arama motorlarında performans değerlendirme* [Performance evaluation in Turkish search engines]. Ankara, Türkiye: Total Bilişim.

e) Book in English

Kamien R., & Kamien A. (2014). *Music: An appreciation*. New York, NY: McGraw-Hill Education.

f) Chapter in an Edited Book

Bassett, C. (2006). Cultural studies and new media. In G. Hall & C. Birchall (Eds.), *New cultural studies: Adventures in theory* (pp. 220–237). Edinburgh, UK: Edinburgh University Press.

g) Chapter in an Edited Book in Turkish

Erkmen, T. (2012). Örgüt kültürü: Fonksiyonları, öğeleri, işletme yönetimi ve liderlikteki önemi [Organization culture: Its functions, elements and importance in leadership and business management]. In M. Zencirkıran (Ed.), *Örgüt sosyolojisi* [Organization sociology] (pp. 233–263). Bursa, Türkiye: Dora Basım Yayın.

h) Book with the same organization as author and publisher

American Psychological Association. (2009). *Publication manual of the American psychological association* (6th ed.). Washington, DC: Author.

Article

a) Turkish Article

Mutlu, B., & Savaşer, S. (2007). Çocuğu ameliyat sonrası yoğun bakımda olan ebeveynlerde stres nedenleri ve azaltma girişimleri [Source and intervention reduction of stress for parents whose children are in intensive care unit after surgery]. *Istanbul University Florence Nightingale Journal of Nursing*, 15(60), 179–182.

b) English Article

de Cillia, R., Reisigl, M., & Wodak, R. (1999). The discursive construction of national identity. *Discourse and Society*, 10(2), 149–173. <http://dx.doi.org/10.1177/0957926599010002002>

c) Journal Article with DOI and More Than Seven Authors

Lal, H., Cunningham, A. L., Godeaux, O., Chlibek, R., Diez-Domingo, J., Hwang, S.-J. ... Heineman, T. C. (2015). Efficacy of an adjuvanted herpes zoster subunit vaccine in older adults. *New England Journal of Medicine*, 372, 2087–2096. <http://dx.doi.org/10.1056/NEJMoa1501184>

d) Journal Article from Web, without DOI

Sidani, S. (2003). Enhancing the evaluation of nursing care effectiveness. *Canadian Journal of Nursing Research*, 35(3), 26–38. Retrieved from <http://cjr.mcgill.ca>

e) Journal Article with DOI

Turner, S.J. (2010). Website statistics 2.0: Using Google Analytics to measure library website effectiveness. *Technical Services Quarterly*, 27, 261–278. <http://dx.doi.org/10.1080/07317131003765910>

f) Advance Online Publication

Smith, J. A. (2010). Citing advance online publication: A review. *Journal of Psychology*. Advance online publication. <http://dx.doi.org/10.1037/a45d7867>

g) Article in a Magazine

Henry, W. A., III. (1990, April 9). Making the grade in today's schools. *Time*, 135, 28–31.

Doctoral Dissertation, Master's Thesis, Presentation, Proceeding

a) Dissertation/Thesis from a Commercial Database

Van Brunt, D. (1997). *Networked consumer health information systems* (Doctoral dissertation). Available from ProQuest Dissertations and Theses database. (UMI No. 9943436)

b) Dissertation/Thesis from an Institutional Database

Yaylali-Yıldız, B. (2014). *University campuses as places of potential publicness: Exploring the political, social and cultural practices in Ege University* (Doctoral dissertation). Retrieved from Retrieved from: <http://library.iyte.edu.tr/tr/hizli-erisim/iyte-tez-portali>

c) Dissertation/Thesis from Web

Tonta, Y. A. (1992). *An analysis of search failures in online library catalogs* (Doctoral dissertation, University of California, Berkeley). Retrieved from <http://yunus.hacettepe.edu.tr/~tonta/yayinlar/phd/ickapak.html>

d) Dissertation/Thesis abstracted in Dissertations Abstracts International

Appelbaum, L. G. (2005). Three studies of human information processing: Texture amplification, motion representation, and figure-ground segregation. *Dissertation Abstracts International: Section B. Sciences and Engineering*, 65(10), 5428.

e) Symposium Contribution

Krinsky-McHale, S. J., Zigman, W. B., & Silverman, W. (2012, August). Are neuropsychiatric symptoms markers of prodromal Alzheimer's disease in adults with Down syndrome? In W. B. Zigman (Chair), *Predictors of mild cognitive impairment, dementia, and mortality in adults with Down syndrome*. Symposium conducted at the meeting of the American Psychological Association, Orlando, FL.

f) Conference Paper Abstract Retrieved Online

Liu, S. (2005, May). *Defending against business crises with the help of intelligent agent based early warning solutions*. Paper presented at the Seventh International Conference on Enterprise Information Systems, Miami, FL. Abstract retrieved from http://www.iceis.org/iceis2005/abstracts_2005.htm

g) Conference Paper - In Regularly Published Proceedings and Retrieved Online

Herculano-Houzel, S., Collins, C. E., Wong, P., Kaas, J. H., & Lent, R. (2008). The basic nonuniformity of the cerebral cortex. *Proceedings of the National Academy of Sciences*, 105, 12593–12598. <http://dx.doi.org/10.1073/pnas.0805417105>

h) Proceeding in Book Form

Parsons, O. A., Pryzwansky, W. B., Weinstein, D. J., & Wiens, A. N. (1995). Taxonomy for psychology. In J. N. Reich, H. Sands, & A. N. Wiens (Eds.), *Education and training beyond the doctoral degree*:

Proceedings of the American Psychological Association National Conference on Postdoctoral Education and Training in Psychology (pp. 45–50). Washington, DC: American Psychological Association.

i) Paper Presentation

Nguyen, C. A. (2012, August). *Humor and deception in advertising: When laughter may not be the best medicine*. Paper presented at the meeting of the American Psychological Association, Orlando, FL.

Other Sources

a) Newspaper Article

Browne, R. (2010, March 21). This brainless patient is no dummy. *Sydney Morning Herald*, 45.

b) Newspaper Article with no Author

New drug appears to sharply cut risk of death from heart failure.(1993, July 15). *The Washington Post*, p. A12.

c) Web Page/Blog Post

Bordwell, D. (2013, June 18). David Koepp: Making the world movie-sized [Web log post]. Retrieved from <http://www.davidbordwell.net/blog/page/27/>

d) Online Encyclopedia/Dictionary

Ignition. (1989). In *Oxford English online dictionary* (2nd ed.). Retrieved from <http://dictionary.oed.com>

Marcoux, A. (2008). Business ethics. In E. N. Zalta (Ed.). *The Stanford encyclopedia of philosophy*. Retrieved from <http://plato.stanford.edu/entries/ethics-business/>

e) Podcast

Dunning, B. (Producer). (2011, January 12). *inFact: Conspiracy theories* [Video podcast]. Retrieved from <http://itunes.apple.com/>

f) Single Episode in a Television Series

Egan, D. (Writer), & Alexander, J. (Director). (2005). Failure to communicate. [Television series episode]. In D. Shore (Executive producer), *House*; New York, NY: Fox Broadcasting.

g) Music

Fuchs, G. (2004). Light the menorah. On *Eight nights of Hanukkah* [CD]. Brick, NJ: Kid Kosher.

SUBMISSION CHECKLIST

Ensure that the following items are present:

- ✓ Confirm that the category of the manuscript is specified.
- ✓ Confirm that “the paper is not under consideration for publication in another journal”.
- ✓ Confirm that disclosure of any commercial or financial involvement is provided.
- ✓ Confirm that last control for fluent English was done.
- ✓ Confirm that journal policies detailed in Information for Authors have been reviewed.
- ✓ Confirm that the references cited in the text and listed in the references section are in with APA 6th.
- Copyright Agreement Form
- Permission of previous published material if used in the present manuscript
- Title page
 - ✓ The category of the manuscript
 - ✓ The title of the manuscript both in the language of the article and in English
 - ✓ All authors' names and affiliations (institution, faculty/department, city, country), e-mail addresses
 - ✓ Corresponding author's email address, full postal address, telephone and fax number
 - ✓ ORCIDs of all authors.
 - ✓ Grant support (if exists)
 - ✓ Conflict of interest (if exists)
 - ✓ Acknowledgement (if exists)
- Main Manuscript Document
 - ✓ Important: Please avoid mentioning the the author (s) names in the manuscript
 - ✓ The title of the manuscript both in the language of the article and in English
 - ✓ Abstract (180-200 words)
 - ✓ Key words: 5 words
 - ✓ Body text sections
 - ✓ References
 - ✓ All tables, illustrations (figures) (including title, explanation, captions)

TELİF HAKKI ANLAŞMASI FORMU / COPYRIGHT AGREEMENT FORM



Istanbul Üniversitesi
Istanbul University

Dergi Adı: Dilbilim Dergisi
Journal name: Journal of Linguistics

Telif Hakkı Anlaşması Formu
Copyright Agreement Form

Sorumlu Yazar <i>Responsible/Corresponding Author</i>	
Makalenin Başlığı <i>Title of Manuscript</i>	
Kabul Tarihi <i>Acceptance date</i>	
Yazarların Listesi <i>List of authors</i>	

Sıra No	Adı-Soyadı Name - Surname	E-Posta E-mail	İmza Signature	Tarih Date
1				
2				
3				
4				
5				

Makalenin türü (Araştırma makalesi, Derleme, v.b.) <i>Manuscript Type (Research Article, Review, etc.)</i>	
--	--

Sorumlu Yazar: <i>Responsible/Corresponding Author</i>
--

Çalıştığı kurum	<i>University/company/institution</i>	
Posta adresi	<i>Address</i>	
E-posta	<i>E-mail</i>	
Telefon no; GSM no	<i>Phone; mobile phone</i>	

Yazar(lar) aşağıdaki hususları kabul eder:
Sunulan makalenin yazar(lar)ın orijinal çalışması olduğunu ve intihal yapmadıklarını,
Tüm yazarların bu çalışmaya aslı olarak katılmış olduklarını ve bu çalışma için her türlü sorumluluğu aldıklarını,
Tüm yazarların sunulan makalenin son halini gördüklerini ve onayladıklarını,
Makalenin başka bir yerde basılmadığını veya basılmak için sunulmadığını,
Makalede bulunan metnin, şekillerin ve dokümanların diğer şahıslara ait olan Telif Haklarını ihlal etmediğini kabul ve taahhüt ederler.
İSTANBUL ÜNİVERSİTESİ'nin bu fikri eseri, Creative Commons Atıf-GayriTicari 4.0 Uluslararası (CC BY-NC 4.0) lisansı ile yayımlanmasına izin verirler.
Creative Commons Atıf-GayriTicari 4.0 Uluslararası (CC BY-NC 4.0) lisansı, eserin ticari kullanım dışında her boyut ve formatta paylaşılmasına, kopyalanmasına, çoğaltılmasına ve orijinal esere uygun şekilde atıfı bulunmak kaydıyla yeniden düzenleme, dönüştürme ve eserin üzerine inşa etme dâhil adapte edilmesine izin verir.
Yazar(lar)ın veya varsa yazar(lar)ın işverenin telif dâhil patent hakları, fikri mülkiyet hakları saklıdır.
Ben/Biz, telif hakkı ihlali nedeniyle üçüncü şahıslara vuku bulacak hak talebi veya açılacak davalarda İSTANBUL ÜNİVERSİTESİ ve Dergi Editörlerinin hiçbir sorumluluğunun olmadığını, tüm sorumluluğun yazarlara ait olduğunu taahhüt ederim/ederiz.
Ayrıca Ben/Biz makalede hiçbir suç unsuru veya kanuna aykırı ifade bulunmadığını, araştırma yapılırken kanuna aykırı herhangi bir malzeme ve yöntem kullanılmadığını taahhüt ederim/ederiz.
Bu Telif Hakkı Anlaşması Formu tüm yazarlar tarafından imzalanmalıdır/onaylanmalıdır. Form farklı kurumlarda bulunan yazarlar tarafından ayrı kopyalar halinde doldurularak sunulabilir. Ancak, tüm imzaların orijinal veya kanıtlanabilir şekilde onaylı olması gerekir.

The author(s) agrees that:
The manuscript submitted is his/her/their own original work and has not been plagiarized from any prior work,
all authors participated in the work in a substantive way and are prepared to take public responsibility for the work,
all authors have seen and approved the manuscript as submitted,
the manuscript has not been published and is not being submitted or considered for publication elsewhere,
the text, illustrations, and any other materials included in the manuscript do not infringe upon any existing copyright or other rights of anyone.
İSTANBUL UNIVERSITY will publish the content under Creative Commons Attribution-NonCommercial 4.0 International (CC BY-NC 4.0) license that gives permission to copy and redistribute the material in any medium or format other than commercial purposes as well as remix, transform and build upon the material by providing appropriate credit to the original work.
The Contributor(s) or, if applicable the Contributor's Employer, retain(s) all proprietary rights in addition to copyright, patent rights.
I/We indemnify İSTANBUL UNIVERSITY and the Editors of the Journals, and hold them harmless from any loss, expense or damage occasioned by a claim or suit by a third party for copyright infringement, or any suit arising out of any breach of the foregoing warranties as a result of publication of my/our article. I/We also warrant that the article contains no libelous or unlawful statements and does not contain material or instructions that might cause harm or injury.
This Copyright Agreement Form must be signed/ratified by all authors. Separate copies of the form (completed in full) may be submitted by authors located at different institutions; however, all signatures must be original and authenticated.

Sorumlu Yazar; <i>Responsible/Corresponding Author</i>	İmza / Signature	Tarih / Date
	/...../.....