

A CASE STUDY ON RESOLVING THE CONCEPTUAL CONTRADICTION IN GRAMMAR TEACHING THROUGH QUESTIONS AND IMAGES

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Abstract

Should we teach grammar rules? If we should, how should we teach them? The answer to this question has been sought since the ancient Greece. This paper will not seek the answer to this question. With reference to the view that grammar rules should be taught through comprehension, this paper is aimed to present a case study on resolving the conceptual contradiction in grammar teaching. The unit where the study will be implemented is the Faculty of Education, Department of Turkish Language. This study Turkish education department will be implemented with thirty students in the second class. As the grammar topic, "verbal noun suffixes (isim-fiil ekleri)" have been adopted. It is aimed to have students comprehend the difference between verbal suffixes and other derivational affixes. Guiding questions, graphics and illustrations will be used while treating the subject.

Key Words: Grammar, comprehension, model application, verbal suffixes (fiilimsi ekleri)

DİL BİLGİSİ ÖĞRETİMİNDE KAVRAM KARGAŞASININ SORULAR VE GÖRSELLERLE GİDERİLMESİ ÜZERİNE ÖRNEK BİR ÇALIŞMA

Özet

Dil bilgisi kuralları öğretilmeli midir? Öğretilmeliyse nasıl öğretilmelidir? Bu soruların cevabı eski Yunan'dan beri aranmıştır. Bu yazıda bu soruların cevabı aranmayacaktır. Bu yazıda dil bilgisi kuralları kavratılarak öğretilmelidir görüşünden hareket ederek, dil bilgisi öğretiminde kavram kargaşasını gidermekle ilgili örnek bir çalışma yapılacaktır. Çalışmanın uygulanacağı birim Eğitim Fakültesi Türkçe Eğitimi Bölümüdür. Bu çalışma Türkçe eğitimi bölümü ikinci sınıfta otuz öğrenci ile uygulanacaktır Dil bilgisi konusu olarak isim-fiil ekleri seçilmiştir. Öğrencinin fiilimsi ekleri ile diğer yapım ekleri arasındaki farkı kavraması amaçlanmaktadır. Konu işlenirken yönlendirici sorulardan, grafik ve şekillerden yararlanılacaktır.

Anahtar kelimeler: Dil Bilgisi, kavrama, model uygulaması, fiilimsi ekleri

Introduction

In the Department of Turkish Language, *Phonetics* and *Morphology* courses are very difficult to teach for the Instructor of the courses especially in Grade I. Because students attend to the courses as brainwashed by various formulas in their previous educational life to solve more questions in less time during the exams and, they refuse to pull down the wall built by formulas in their minds. In other words, the students admitted to the Department do not know anything about grammar however they believe that they know so much about it and that you have nothing to teach them. Thus, the Instructor is thrown in at the deep since he/she first have to break the rules, then eliminate the misinformation and build the exact ones instead of those eliminated. Therefore; during the first year of education, there is always a constant conflict between the students and the Instructor. It becomes very hard for the students to leave the miraculous formulas and rules stored in a small package in a corner of their minds, and of course, it is more challenging for the Instructors aiming to overcome this difficult work. Keeping this thought in mind, a case study will be conducted in this paper in order to allow students to break the rules in their minds and find the exact knowledge by themselves. As the subject, the verbal *noun suffixes* (*isim-fiil ekleri*) will be taught.

Problem: Students' inability to distinguish between *verbal suffixes* (*filimsi ekleri*) and *fiilden kalıcı isim yapan ekler* (*nominalization suffixes*).

Purpose: To allow students to comprehend that *verbal suffixes* (*filimsi ekleri*) differ from *nominalization suffixes* (*fiilden kalıcı isim yapan ekler*).

Methodology: In this regard, Güner Gülsevin's study (1999; 37-44). *Türkçe Dil Bilgisi Öğretiminde Şartlandırılmış Yanlırların "Düşündürme-Sorgulama Soruları ile Düzeltmesi" Yöntemi Üzerine Bir Örnek (A Case Study on the Method "Correction of the Conditioned Wrongs through Thinking-Inquiring Questions" in Turkish Language Teaching)* will be used as guide. This case study, Faculty of Education, Department of Turkish language education second grade will be made with thirty students.

Should the suffixes "-mA, -mAk, -Xş" denominated by researches as *fiilden isim yapım eki* (*nominalization suffixes*) (Ergin,1972), *mastar ekleri* (*infinitive suffixes*) (Banguoğlu,1995), *ad-fiil ekleri* (*verbal noun suffixes*) (Kahraman,2005), *isim-fiil ekleri* (*verbal noun suffixes*) (Demir, 2005;195) and *ad-eylem ekleri* (*verbal noun suffixes*) (Gencan,1975;344) be included in inflectional suffixes or derivational affixes? Under which title should they be treated? Should they be treated under the title *nominalization suffixes* (*fiilden isim yapan ekler*) or *gerundial suffixes* (*fiilimsiler*)? The solution to this problem would be found only through conducting researches on these suffixes.

The different approaches by the researchers stand out not only in terms of the nomenclature but also in the classification. Ergin (1972; 184-185). treats the suffixes "-mA, -mAk, -Xş" denominated as *verbal noun*(isim-fiil) by us under the topic *nominalization(fiilden isim yapan) suffixes* however, states that unlikely to other nominalization suffixes, these suffixes produce verbal names through suffixing to all kinds of verbs, not object names

On the other hand, Korkmaz (2003, 91-95-106) uses the term verbal noun (ad-fiil) for these suffixes and studies these suffixes under the title *nominalization suffixes (fiilden ad yapan ekler)*, and states that these suffixes may be affixed to the roots and stems of almost all positive/negative and transitive/intransitive verbs.

Likewise, Kahraman (2005, 48-119).studies these suffixes both within the scope of *nominalization suffixes (fiilden ad yapım ekleri)* and **under the sub-title verbal noun (ad-fiil) [infinitive (eylemlik, mastar)] treated under a separate title gerundial nouns (fiilimsiler).**

After indicating the inflectional characteristics of these suffixes stating that, in addition to non-finite verbs, there are also **inflectional suffixes** that render the verbs they are affixed to as dependent units without changing their meaning, in general, they draw attention to the word-**derivative** characteristics of these suffixes stating "These suffixes are named respectively as *verbal noun* (isim-fiil), *verbal adjective* (sifat-fiil),*verbal adverb* (zarf-fiil) since they ensure the use of verbs they are affixed to as noun, adjective and adverb: *gel-mek, gel-en, gel-ip*. As can be seen, these are the suffixes deriving noun-originated words from verbs" (Demir 2005, 194).

Banguoğlu (1995, 265-269-419), however, treats the suffixes "-mAk, -mA, and -Xş" denominated as *verbal nouns* (ad-fiiller) by himself within the *gerundial nouns* (fiilimsiler) treated under the topic (Yatık Fiiller), and takes into consideration the derivative characteristics of these suffixes under the topic nouns derived from verbs (*fiilden yapılan isimler*).

Ediskun (1992, 247) clears it up as "verbal nouns (isim-fiiller) are both nouns since they constitute the name of an action and verbs since they take subjects, objects and complements. *Verbal nouns* (isim-fiiller) are also named as infinitive suffix (*mastar eki*)".

Gencan (1975, 344) defines the words with -mA, -mAk and -Xş suffixes as "A word which serves as a noun and a verb is called *verbal noun* (ad-eylem)".

On the other hand, Gülsevin (2004, 1267-1284) discusses these suffixes under four main topics in her classification proposal presented for the classification

of suffixes and treats the *gerundial suffixes* (fiilimsiler) in which *verbal noun suffixes* (isim-fiil ekleri), subject matter of our paper, are also included, under the topic Word Type-Modifying Suffixes (Tür Değiştirici Ekler). This proposal of Gülsevin would be able to resolve the uncertainty on this issue; representing a suffix under different topics in two different resources would give rise to confusion. Thus, it would be more appropriate to address these suffixes under the topic *gerundial nouns* (fiilimsiler) or under the sub-topic *gerundial nouns* (fiilimsiler) treated under the main topic 'Word Type-Modifying Suffixes (Tür Değiştirici Ekler)' as suggested by Gülsevin and to emphasize their permanent name-deriving characteristics.

- ✓ Since they constitute an action name, the words suffixed with these suffixes has the ability to receive parts of speech as in the verbal adjectives (sifat-fiiller) and verbal adverbs (zarf-fiiller).
- ✓ While other *nominalization suffixes* (fiilden isim yapan ekler) cannot be affixed to negative verbs, these suffixes can be easily affixed to negative verbs.
- ✓ While noun-to-noun derivational affixes (isimden isim yapım ekleri) and noun-to-verb derivational affixes (*isimden fiil yapım ekleri*) can be suffixed after suffixing a nominalization suffix (fiilden isim yapan ek), a word is rarely suffixed with a derivational affix following an *isim-fiil eki* (verbal noun suffix).
- ✓ While other nominalization suffixes (fiilden isim yapım ekleri) cannot be affixed to the verbs with voice suffixes, these suffixes can easily be affixed to the verbs with voice suffixes. In sum, since the words with these suffixes stand between nouns and verbs, they should be discussed under the topic nominalization suffixes (fiilden isim yapan ekler).

The fact that *verbal nouns* (isim-fiiller) and *nominalization suffixes* (fiilden isim yapım ekleri) are not clearly sorted by the researchers leads teachers and students not to distinguish between these two concepts. In this case study, students will be allowed to conclude that the *verbal noun suffixes* (isim-fiil ekleri) and *nominalization suffixes* (fiilden isim yapım ekleri) among the gerundial suffixes (fiilimsiler ekleri) are not of the same type of suffixes.

The Study Sample Processing:

1. The main topic of the subject written on the board: GERUNDIAL SUFFIXES (FİİLİMSİ EKLERİ)
2. Questions:

a) Questioning of their knowledge by the students:

Q.1. Do you think that *gerundial suffixes* (fiilimsi ekleri) are derivational affixes or inflectional suffixes?

A. Derivational affixes (thirty students).

Q.2. What are the characteristics of derivational affixes?

A. "Derivational affixes derive words" (thirty students).

Q.3. Don't they have any function other than deriving words?

A. They change the type of a word (First a student, then all the students).

Q. 4.Does a word derived by a derivational affix takes place as a lexical entry in dictionary? Namely, is a new concept created by this way?

A. Yes (thirty students).

Q. 5.Does a word affixed with an inflectional suffix take place as a lexical entry in dictionary?

A. No (First a student, then all the students)

Q.6. Following of which is higher in number in Turkish which is an additive language; inflectional suffixes or derivational affixes?

A. ???????

Q.7. What are the noun and verb inflections? Can you list them?

A. Noun inflections are: plural suffix (Çokluk eki) = 1, possessive suffixes (iyelik ekleri) =6, case suffixes (*hâl ekleri*) =4, 11 in total; noun inflections are: *mode suffixes* (*kip ekleri*) =9, *personal suffixes* (*şahıs ekleri*) =6, total=15; grand total: 26¹

Q.8.Well now, can you list the *noun-to-noun derivational suffixes* (isimden isim yapan ekler), *verb-to-noun derivational suffixes* (fiilden isim yapan ekler), *noun-to-verb derivational suffixes* (isimden fiil yapan ekler) and *verb-to-verb derivational suffixes* (fiilden fiil yapan ekler)?

¹ Numbers have been determined based on the information that the student were taught in high school.

A. All students: We cannot.

Q. 9. So what can we conclude?

A. They reached the following conclusion all students: In Turkish Language, the number of inflectional suffixes is higher than that of the derivational affixes.

Q.10. Which one is more practical; inflectional suffixes or derivational affixes?

In this question, the students are guided; they are asked to affix the *iyelik eki* (possessive suffix) *+m* to the names of all objects they can see in the classroom; and then they are asked to affix the *isimden isim yapım eki* (noun-to-noun derivational suffix) *+Cl /+CU* to the names of same objects. A similar exercise is performed by affixing inflectional suffixes and derivational affixes to the verbs. The same question is asked again:

Q.11. Which one is more practical; inflectional suffixes or derivational affixes?

A. All students: Inflectional suffixes are more practical.

Another question is posed in the light of the newly-learnt information.

Q. 12. What are the differences between inflectional suffixes and derivational affixes?

Together with the help of the teacher:

Derivational affixes produce new words that can be a lexical entry in dictionary while inflectional suffixes cannot do this. Derivational affixes change the type of the word but inflectional suffixes do not change it. Inflectional suffixes are more practical than the derivational affixes. Inflectional suffixes are higher than the derivational affixes in number.

Q.13. Are *gerundial suffixes* (filimsi ekleri) constitute inflectional suffixes or derivational affixes?

A. ????

Previously unwavering "Derivational affixes," said the student of knowledge to doubt the accuracy of the previous falls.

Let's seek the characteristics of derivational affixes on the *gerundial suffixes* (fiilimsi ekleri).

Q.13. Do they derive word? Namely, can we list the words with a *fiilimsi* (gerundial suffix) as a lexical entry in the dictionary?

A. No (twenty-student).

Q. Do they change the type of the word?

A. All students: Yes.

Q. Are *gerundial suffixes* (fiilimsi ekleri) practical?

A. All students: Yes.

Now, let's get through the comprehensive questions on the distinction between *verbal nouns* (*isim-fiil*) and *verb-to-noun derivational affixes* (fiilden isim yapım eki) which is our main topic:

After writing **a) fiilden isim yapan ek (verb-to-noun derivational affix) =isim-fiil eki (verbal noun suffix)** **b) isimden fiil yapan ek (noun-to-verb derivational affix) ≠ isim-fiil eki (verbal noun suffix)** on the board, the following questions are asked:

Q.14. Do you think that a *verbal noun suffix* (isim-fiil eki) is a (*verb-to-noun derivational affix* (fiilden isim yapan ek)? Which one of those written on the board is an exact implication?

A. Except for five students who prefer to stay silent: *Verbal noun suffixes* (isim-fiil ekleri) are called as *verb-to-noun derivational affixes* (fiilden isim yapan ekler). The item (a) on the board is true.

Q.15. Then let's look at the following examples:

The suffix /-t/ in the word *Um-u-t* is a *fiilden isim yapım eki* (verb-to-noun derivational affix). Does it take any *isimden fiil yapan ek* (noun-to-verb derivational affix) following this suffix?

A. A student: Yes, it can take *umut+la-n-* (All students involved in this response.)

Q.16. Does it takes any *noun-to-verb derivational affix* (isimden fiil yapan ek)?

A. Yes, *umut+suz+luk* (Everyone is of the same opinion.)

Q.17.Well, now then let's look at which inflectional suffixes can be affixed to the word *umut*:

Umutlarımı kırdın.

It is affixed with *plural suffix* (çokluk eki), *possessive suffix* (*iyelik eki*) and *case suffixes* (hâl ekleri), namely, it takes noun inflections.

Now let's look at the word affixed with *verbal noun suffix* (isim-fiil eki):

Q.18.Does the word *um-mak* can be affixed with *noun-to-verb and noun-to-noun derivational affixes* (*isimden fiil* and *isimden isim yapım ekleri*)?

-A.All students: No, it cannot.

Q.19. Can it be affixed with inflectional suffixes?

Ummaktan başka çare yok.

A. All students: Yes, it can.

Q.20. Do you think that there is a difference between the word *göz* which is a noun in the form of root and the word *umut* derived with a *verb-to-noun derivational suffix* (fiilden isim yapım eki) in terms of their use in a sentence?

Reminder:

gözlükçü / umutsuzluk; gözle-/ umutlan-

A. No, there isn't (twenty-three students).

Q. 21.Now, let's compare a word affixed with an *verbal noun suffix* (isim-fiil eki) and a word affixed with a *verb-to-noun derivational suffix* (fiilden isim yapım eki); is there any difference between the suffix *-mAk* and the suffix *-t*, a *fiilden isim yapım eki* (verb-to-noun derivational suffix)?

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A. Yes, the suffix *-mAk* can be affixed to all verb without any exceptions, however the suffix *-t* cannot be affixed to all verbs. For example; such words as **açıt, salıt, satıt, kokıt, gelıt** cannot be derived (Everyone is of the same opinion.).

Then we have found a very significant difference.

Q. 22. Now; what about affixing the suffixes *-mAk* and *-t* to negative verbs? Let's try to affix them.

Sark- \rightarrow *sarkıt/ sarkmat(?)*, *dik-* \rightarrow *dikit/ dikmet(?)*, *an-* \rightarrow *anıt / anmat(?)*

Sarkmamak, dikmemek, anmamak, görmemek, uçmamak, yazmamak etc.

Q.23. So what do you think about this?

A. The suffix *-t* cannot be affixed to negative verbs, however the suffix *-mAk* can.

We have found the second difference.

Q.24. Can a word affixed with the suffix *-t* be transitive or intransitive? Try the same case for a word affixed with the suffix *-mAk*.

A. The words *sarkıt, dikıt, anıt* cannot be transitive or intransitive. However *sarkmak* is intransitive, *anmak* is transitive and *dikmek* is transitive. In other words, the words affixed with the suffix *-mAk* have a voice.

Thus, we have found one more difference.

Q.25. What types of words have a voice?

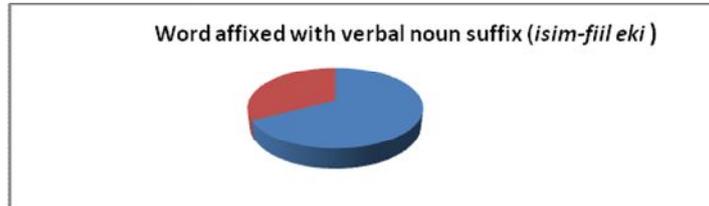
A. All students: Verbs.

Q. 26. In examples such as *balkondan sarkmak, 10 Kasım'da Atatürk'ü anmak, bahçeye çiçek dikmek*, the words affixed with the suffix *-mAk* takes parts of sentence dependent on them [YT (Complementizer)/ZT (Adverbial Clause)+N (Object)/YT (Complementizer)+N (Object)]. Try the same case for *-t* (*FİYE*). Does it take any part of sentence?

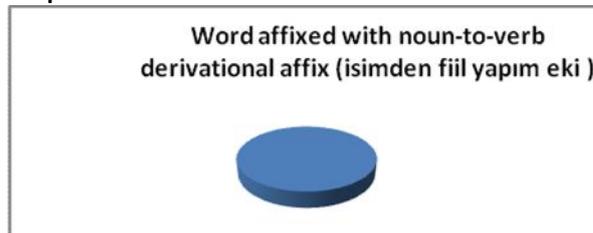
A. All students: No.

Now let's look at the words affixed with these two suffixes on the graphics:

Graphic 1: um-mgk



Graphic 2: um-ut



Red: Verbal characteristics **Blue:** Nounal characteristics

The same situation can be seen in another way:

Graphic 3: um-u-t



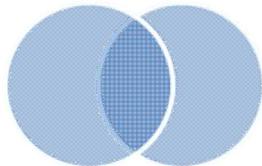
Graphic: 4 um-mak



Blue: Nounal characteristics

Red: Verbal characteristics

Graphic 5: Gerundial suffix (*Fiilimsi eki*)



In **Graphic 5** that the left circle represents the derivational suffixes and the right circle represents the inflectional suffixes while the part where they intersect represents the gerundial suffix (*fiilimsi eki*).

In order to summarize the results we conclude from all these questions-answers and graphics, *verbal nouns* (*isim-fiiller*) are similar to inflectional suffixes in

terms that they are few in number and practical and to derivational affixes in terms that they change a verb into a noun without leading them to lose its verbal characteristics even it is not permanent. Within the sentence, the words they are affixed to serve as a noun by being affixed with a noun inflection and as a verb for their characteristics as voice, negativity and taking parts of sentence. So, a *verbal noun suffix* (isim-fiil eki) constitutes a suffix standing between inflectional suffixes and derivational suffixes. In addition, a word affixed with a verbal *noun suffix* (isim-fiil eki) constitutes a word standing between a noun and a verb which has strong nounal characteristics but does not completely lose its verbal characteristics. This can be seen clearly on the above graphics. Then, a *verbal noun suffix* (isim-fiil eki) is not a *verb-to-noun derivational suffix* (fiilden isim yapım eki). Some suffixes in Turkish Language constitute "intermediate suffixes" standing between the inflectional suffixes and derivational suffixes; like other *gerundial suffixes* (filimsi ekleri), the *verbal noun suffixes* (isim-fiil ekleri) are also included in this group.

Through this study, students perceived that they indeed didn't know much about *verbal nouns* (isim fiiller) which they were taught through various formulas during their secondary education (!). Comprehensive questions helped students to reach the correct knowledge about *verbal nouns* (isim fiiller) by themselves. In other words, they achieved to produce the knowledge single-handedly. Moreover, this knowledge was concretized and strengthened through visual elements. In grammar teaching, students should be enabled to reach the knowledge by themselves through comprehensive questions instead of directly providing them with information and knowledge should be strengthened through visual elements. While "grammar" is a lesson encouraging us in reasoning, it has been transformed into a lesson of formulas which destroys reasoning. Beside its specific purposes, each lesson also has the purpose of enhancing student's grip strength and reasoning power. Teaching grammar lesson in this manner through questions and visual elements would both help students to improve their grip strength and reasoning and their knowledge to become permanent.

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