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Keynote Address #2

Professor Henryk Jankowski (*Adam Mickiewicz University, Poznań*)
“Some Gender-Related Features in Kazakh”

Keynote Address #3

Professor Gregory Anderson (*Living Tongues Institute*)
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Professor Saule Tazhibaeva (*L.N. Gumilyov Eurasian National University*)
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Professor Irina Nevskaya (*Frankfurt University and Berlin Free University & Institute of Philology, Siberian Division of the Russian Academy of Sciences, Novosibirsk and Tomsk State University*)
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“Әліпби жобаларының сингармо-теориялық және оқу-әдістемелік талданымы” [“A Theoretical and Practical Analysis of the Proposals for a Kazakh Latin Alphabet”]

ABSTRACTS OF THE PANEL TALKS

Friday, August 17, 2018

Section 2A: Documentation of Endangered Turkic Languages of Siberia-I (Chair: Andrey Filchenko)

Andrey Filchenko (Nazarbayev University)

“Documenting endangered languages in Siberia: long-term program”

Siberian languages, including Turkic idioms, may have fair research tradition comparable to other regions. However, this is by far not an even plain in terms of coverage of diverse local idioms, and analytical rigor of the existing accounts. Not unique to this region, but nevertheless a significant and recurrent problem in this respect has been the consistent lack of adequate empirical basis, i.e. representative primary data on the variety of the Siberian languages. In the late 20th and early 21st cc. there have been a few programs implemented aimed at bridging this empirical gap, notably so the set of projects pursuing documentation of Western Siberian languages of the so-called Ob-Yenisei area. These projects were able to produce important empirical and analytical outputs, combining existing local traditions and the modern international theoretical, methodological and technological achievements and rigor brought in with such endangered languages documentation initiatives as DOBES, ELDP, NSF DEL, FEL.

Some of the recent and ongoing documentation projects based out of Tomsk and Astana are particularly relevant for the discussion of lesser-known and endangered Turkic idioms of Siberia and their immediate contact environment. They offer an important empirical contribution to a number of conventional debates pertaining to the history, evolution, variation and change of Turkic languages. The experience of such projects is also useful as these projects operate on theoretical and methodological levels that may in some cases be more advanced than those practiced for the languages with much better sociolinguistic status and longer research tradition.

Denis Tokmashev,

“Language and Deciphering Field-Data Challenges (the case of Teleut)”

The Teleut language represents a typical “language-or-dialect” problem case. In the Czar and Soviet Turkic studies it has traditionally been referred to as a Southern dialect of the Altai language, which was misleading since geographically Teleut is placed to the north of all Altai dialectal varieties, both southern (Altai kizhi and Telengit) and northern (Chalkan, Qumandy and Tuba). From the 1860s till 1922 Teleut served as the basis for Altai literary language. In Soviet times due to a number of socioeconomic reasons Teleut was studied rather poorly and fragmentally.

The work held by SOAS ELDP activists on the documentation and analysis of Teleut aims at preserving the living speech “as is”, which sets forth a number of serious issues to deal with, especially when doing phonetic transcription. This ambiguity concerns the massive layer of Russian words occasionally used by the speakers making it sometimes difficult to differentiate between regular code switching and non-motivated insertion of Russian words (which are actually not adapted loanwords from Russian like škol ‘school’ or lošqo ‘spoon’) that replace the Teleut native words. Pretty often we get “mutated” phrases which are a chaotic mix of Russian and Teleut words

whose morphosyntax can be either of Russian or Teleut type as well. These phrases, especially elicited from semi-speakers are difficult both to regard them Teleut or Russian and to technically process them in linguistic software like FLEx. However it's a case for all Siberian minority languages.

Denis Tokmashev and Lemskaya Valeriya, “Tomsk Tatars: Who Indeed Are They? (Field Experience)”

The current ELDP – MDP 0330 project on documenting critically endangered Turkic varieties of Siberia enables work that has never been performed before – full documentation and analysis of Eushta/Chat Tatar, Melets Chulym, and Teleut languages. Previously, Tomsk Tatars have been studied but rarely by local scholars and researchers from Tatarstan, Russia. However, there is still need for full linguistic description of the Tomsk Tatar language(s) and/or dialect(s) that would satisfy the trends and methods of modern linguistic (typological) research. In the process of documentation, we have faced a peculiar situation with the so-called ‘Tatar language’ and ‘Tatar people’. Eushta and Chat (along with Kalmak) are considered to be sub-dialects of the Siberian Tatar dialect (language) of the Turkic language family. The local Tatar population is considered to have settled in the Tom River basin by the end of the 16th century.

However, there are a number of speakers representing a great many varieties of the Tatar language (both other Siberian and western, or even standard, dialects) that in fact consider themselves ‘true Tatars’ (or ‘true Siberian Tatars’). The tendency of self-identification is that the people identify themselves as ‘Tatars’ of the ‘common’ Tatar nation but do preserve distinctions like ‘me against the others’.

At the same time, many of those Tatars in the Tomsk region whose ancestry is not linked with Siberia, have no present connection with their ‘motherland’ and consider themselves Tomsk (Siberian) Tatars. The presentation will explore the question: who indeed may be considered ‘Tomsk Tatars’?

Section 2B (Chair: Hatice Sofu)

Betul Ertek and Mehmet-Ali Akinci, “Lexical comprehension and production strategies in L1 and L2 of Turkish-French bilingual children in France”

Previous studies (Backus, 2013) on Turkish bilingual children’s languages in European countries agree in affirming that these children face important problems at school language of the country in which they live. Indeed very young bilinguals encounter difficulties, but these are essentially limited to gaps in vocabulary (Akinci, 2017).

The purpose of this presentation is to compare lexical comprehension and production strategies in L1 (Turkish) and L2 (French) of Turkish-French bilingual children born of immigrant parents in France with those of monolinguals in France and Turkey. Children’s vocabulary is investigated with a standardized picture naming task (Glück, 2011) in both languages on a sample of N = 180 primary school pupils (aged 6 to 10). Strategies were analyzed according to question types: Type 1 “what is it?”, Type 2 “what is it all about?”, Type 3 “what does he do?”, Type 4 “what do they do?”, Type 5 “what is the opposite of this word?”, Type 6 “what happened to him?”.

Results show that bilingual children have better vocabulary level in L1 at the age of 6 and that they made well progress in L2 at the age of 10 and the lexical gaps between two languages are also significantly reduced for 10 years-old. Different strategies were used by bilinguals according to question types, mainly description,

substitution, categorization, approximation and translation for Types 1, 3 and 4; enumeration for Type 2; negation, overstatement and creation for Type 5; generalization in L2 and translation in L1 for Type 6.

Seda Gökmen and Dilek Peçenek,
“Perception of Associative Gender in Different Age Groups
in Turkish”

Turkish has no noun classes or grammatical gender. However, in terms of biological gender, it can be assumed that lexical gender is reflected to nouns lexically. Although Turkish has no grammatical gender, it does have various means based on semantic system in which nouns are assigned to a gender according to its referent's biological sex to recognize gender. It can also be said that there is a covert and associative gender marking that denote words as masculine or feminine. For instance, the word çocuk 'child' is lexically gender-indefinite, but is associated covertly with male referent according to linguistic context. Certain professions (for instance, otobüs şoförü 'bus driver', sekreter 'secretary' which are used to refer to female or male gender based on the social-psychological experience display the associative gender. The aim of this study is to describe the phenomenon of associative gender, which carries the social-psychological context, in the case of certain categories. For this aim, how students from different age groups such as primary school, middle school, high school and adult individuals perceive the associative gender in Turkish is researched. The participant group consisted of 100 female and 100 male (children, adolescents, adults). The categories of associative gender that are questioned are animal, body, vegetable/fruit, clothing, transportation, material, sports, profession, natural features/plants and colours. 20 words with the maximum frequency listed in the book entitled A Frequency Dictionary of Turkish selected for each category. A survey consisting of close-ended questions with 3 rating scale for each category was conducted

Feyza Altınkamış and Fatma Hülya Özcan,
“Home language lexicon of Turkish-Dutch successive
bilinguals: comparison to Turkish monolinguals”

Most studies investigating childhood bilingualism focus on the development of the second language. However, their L1 development from the very early periods should be investigated since linguistic interaction of two languages in childhood bilingualism is extremely important. Akoğlu and Yağmur (2016) studied 30 Turkish-Dutch speaking bilinguals and 30 Turkish-speaking monolinguals children around the age of 6 and found out that Turkish immigrant children were not as successful as their monolingual peers in terms of L1 skills. They proposed that these lower skills in their L1 may lead to lower skills in their L2. In line with this background, in this current study, we compare the composition of Turkish-Dutch successive bilinguals' early lexicon and Turkish monolinguals based on the lexical categories in the M-CDI-II. A total of 132 children were involved in the study (54 bilinguals and 78 monolinguals). The children were divided into three groups according to Home Language: a Monolingual Turkish Group (MonoTu, N = 78), a One Parent-One Language Group (OPOL, N = 18) and a Turkish Parents Group (TUP, N = 36). The preliminary results revealed individual differences among the children. As expected, there is a statistically significant difference among the groups in the overall size of the productive lexicon ($H=13.241$, $df=2$, $p < .05$). The MonoTu Group had a larger lexicon ($M=340$, $s.d.=273$) followed by the TUP Group ($M=215$, $s.d.=181$) and the OPOL Group ($M=106$, $s.d.=144$) respectively.

Hristo Kyuchukov,
“The Turkish narrative structure of bilingual German-
Turkish children”

The Turkish children in Berlin, Germany attend kindergarten from early age. At home they speak Turkish and in the kindergartens they learn German. Some kindergartens offer also Turkish language classes once a week as a private initiative.

The paper presents results from a research with two groups of kindergarten bilingual Turkish-German children from Berlin, Germany between 3;6-4;6 years old and between 4;6-5;6 years old. The total number of the children in the study is 40. In the kindergartens the children learn German and once a week they also learn Turkish as a mother tongue.

In the pretesting phase the children were asked to retell a story from a standardized Test of Early Language Development – 3rd ed. (TEDIL-3) (Topbaş and Güven, 2011) „Aşşenin doğum günü”. The narrative knowledge of the children in Turkish was tested with a series of pictures “Korkunç rüya”. There were two testing sessions with six months break between them. The children’s narrative structures are analyzed using the methodology for narrative analysis of C. Riessman (1993). The research question we try to answer is: Why the structure of children’s narratives in Turkish as a mother tongue with the growth of the age get worse.

References:

Riessman, C. (1993) Narrative analysis. Newbury Park, CA: SAGA Publications.

Topbaş, S. and Güven, S. (2011) Türkçe Erken Dil Gelişimi Testi. Ankara: Detay Yayıncılık

Section 3A: Documentation of Endangered Turkic Languages of Siberia-II (Chair: Olga Potanina)

Valeriya Lemskaya, “Chulym Turkic: Documentation of a Critically Endangered Language of Siberia”

Chulym Turkic has always been considered one of the minor Turkic languages. To date, only one dialect still remains with two variations, i.e. the Middle Chulym dialect with the Tatal and Melet sub-dialects. The last known speaker of the Lower Chulym dialect passed away in 2011.

The All-Russian National Census recorded 355 Chulym Turks in 2010. However, as the global tendency goes, the vast majority of them do not speak or even comprehend their ethnic language.

The Endangered Languages Documentation Project to record the remnants of Melets Chulym, along with other moribund Siberian Turkic varieties (ELDP – MDP 0330) has enabled not only comprehensive documentation of the tongue in question, it has given rise to another wave of the language development.

Due to the critical lack of speakers (we estimate not more than 10 speakers of the language with additional ca. 20 semi-speakers – those who understand but not speak), most work is being done with two consultants (who may as well be the last so-called 100% fluent speakers of the language): one speaker of the Melet and one speaker of the Tatal sub-dialects.

A large number of challenges occur when carrying out work on the above-mentioned documentation (technological, psychological, logistic, thematic, etc.). These challenges will be discussed in detail during presentation.

Elena Lilyavina, “Eushta Tatars and Chats: The experience of documentation field projects”

The population of the Tomsk-Ob region was first transformed due to the Turkicising of this territory: the

movement of the Altai Turks from the south, the Yenisei Kyrgyz from the south-east and the Kypchak tribes from the south-west, then Christianization and Islamization. Since the XVII century the Tomsk region was inhabited by different Turkic groups. Close to the city of Tomsk there were small groups (Basandais, Ashkineevtsy, Evaginsky, Tigeldievites) who united with the Eushta Tatars. Also other Tatar groups of Chats and Kalmaks began to penetrate this territory merging with Eushta Tatars, receiving the Russian name "Tomsk Tatars". Gradually Tomsk became a place for such ethnic groups as the Bukhara and Kazan Tatars. The next penetration, which contributed to a change in the livelihoods of the local population, in particular the Tomsk group of Tatars, is the Islamic religion. All these movements, of course, influenced the development of the local population. It perceived Turkic elements, then Islamic elements, which undoubtedly left their imprint in ritual activity and in language.

The collection of material on the topic of this work was carried out among representatives of the Tatar population of Tomsk and the surrounding settlements: in the villages of Eushta, Chernaya Rechka, Barabinka, Takhtamyshevo. We also collected family genealogy in order to gather information about family traditions. The methods of the included observation and interviewing were used along with audio, photo and video fixation.

Chris Lasse Däbritz,
“Internal and external topics in Dolgan”

Turkic languages are claimed to exhibit a sentence-initial topic position, Dolgan is no exception in this respect. From a generative perspective, however, the term 'sentence-initial' is not sufficient in so far, as it does not account for the hierarchical-structural position of topics in the clause. Internal topics (i.e. topics within the clause structure) are analyzed here as adjuncts to a functional phrase FP in the superstructure of the sentence higher than VP, external topics (i.e. topics outside the clause structure) are analyzed here as adjuncts to CP. The theoretical framework of the study is the so-called Leipzig Model of information structure (Junghanns 2002) which operates within a generative minimalist syntax.

Section 3B
(Chair: Hristo Kyuchukov)

**Mehmet-Ali Akinci, Emel Türker-Van Der Heiden,
Ingvild Nistov, Marte Nordanger, Yeşim Sevinç and
Cemre Kireç, “Three generations, two languages, one
family: The case of Turkish in France and Norway”**

Turkish is one of the most widely spoken immigrant languages in Europe (Backus 2013). Including first, second and third generations, there are about 18,000 Turks living in Norway (SSB, 2015), and 611,500 Turks living in France (Akinci, 2017).

This paper aims to explore language use, choice and maintenance and identity construction across three generations of Turkish immigrants in France and Norway. This is a presentation of two case studies. The outcome will contribute to the limited body of comparative research across three generations and between the two countries, and with one family in each country. We have collected data from both families in France and Norway through the same questionnaire and the same interview guide for three generations that were adapted specifically for them. The data were subject to content analysis. The paper addresses the following interrelated issues:

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

- 2) How do bilinguals' language choice and use relate to family members' identity construction?
 - 3) Does language maintenance begin to fade among third-generation immigrants?
 - 4) Is there a process of ongoing language shift towards L2 in Turkish families?
- Our results show that there is strong evidence for the maintenance of Turkish even among the third generation in both cases. The first generations are dominantly Turkish speakers, however, second and third generations report that they are bilinguals and they have positive attitudes towards both languages.

**Nurbanu Korkmaz and S. Nalan Büyükkantarçioğlu,
“On the Figurative Language Comprehension of Young
Adults with Down Syndrome: A Case for Turkish Idioms”**

Individuals suffering from different degrees of Down syndrome (DS) have been found somewhat impaired in both intellectual and linguistic abilities (Abbeduto, 2001; Chapman, 1997). However, not much is known about Turkish DS individuals concerning their achievements in interpreting idioms, which are an important part of figurative language use. This study explores the comprehension of the figurative language of 5 young adults with a mild degree of DS (Group 1), while comparing them with typically developing (a) chronological age peers (Group 2), and (b) mental age peers (Group 3). Following the Peabody Picture Vocabulary Test PPVT-III (Dunn & Dunn, 1997), used for mental age identification, three groups have been compared using context-free and context-bound visual and linguistic testing tools to see to what extent mild degree DS individuals differ from their chronological and mental age peers and to identify their level of achievement in the comprehension of idioms from a figurative perspective. The results, which seem to be in parallel with the Global Elaboration Model by Cacciari and Levorato (1992), indicate that the existence of visual or linguistic context is a cognitively supporting factor in the comprehension and interpretation of idioms, if not in their production.

**Özge Bakay, Elif Bozyiğit, Gülşah Sobucalı, Selin
Yıldırım and Yasemin Bayyurt,
“Non-native speakers' perceptions of the intelligibility of
Turkish in Turkey”**

Background: Over the last few decades, Turkish has become ever more important in different parts of the world. In this paper, we introduce a new debate focusing on the use of Turkish as an International Language (TIL) in mainland Turkey. Sociolinguistics of Turkish as a common language in Asia and Northern Europe has been widely investigated by scholars in the field (Bayyurt, 2010; Bayyurt and Marti, 2016). Whereas research on English as a Lingua Franca has been conducted (Breiteneder, 2009; Kirkpatrick, 2010), there is no debate considering the fact that Standard Turkish is used as an international language among native-nonnative/nonnative-nonnative speakers of Turkish in Turkey to fulfil various functions in different domains of language use. Purpose: Focusing on Smith and Nelson's (1985) first two layers of intelligibility, we investigate how different dialects of Turkish are perceived by non-native speakers of Turkish residing in Turkey (Bayyurt, in progress). Methods: Using qualitative methods, the data are collected from Turkish and/or English medium universities in the Marmara Region in Turkey. The participants are international university students doing a(n) BA/MA/PhD degree at a Turkish university. Discussion: The results of the study show that the students use Turkish in their everyday interactions to follow their courses offered in Turkish, to communicate with their Turkish or other international friends at the university, to do shopping and similar. This study has important pedagogical implications, informing L2 Turkish practitioners to design communicative language teaching tasks in Turkish as a foreign language (TFL) classrooms (Kural and Bayyurt, 2016).

Section 4A

(Chair: Henryk Jankowski)

Svetlana Prokopieva, “Convergent and Divergent Direction of Semantic Transfer in Yakut Phraseology”

When an author chooses a type of compound sentence, its expressive potential is taken into account. In the present paper, stylistic features of the use of multi-member composite sentences in the prose of E.P. Neymokhov. Predicative units of multi-member composite sentences are arranged according to the author's communicative task. A writer expresses his/her view through predicative relations of the narrative subjects or through relations of the subject to his/her reality. An attempt is made to reveal author's individuality through verbal constructs.

Every writer has its own type of text arrangement. Sentences by E.P. Neymokhov involve psychological analysis and lively depiction of events.

The author's view, his reflection of reality find their depiction in the whole structure of his speech, his choice of speech means. The choice of mostly simple or composite sentences by the author is determined by his pragmatic purpose: simple sentences are like bright colors, here there is no author's reflection of reality through explication of relation of the subjects of events, whereas in compound sentences and compound sentences of complicated structure the reader sees the author's view of reality through these or other relations of the subjects of events.

Nikolay Efremov, “Sentences with Space Semantics Formed by Figurative Verbs in the Yakut Language”

Structural-semantic characteristics of sentences with space semantics formed using figurative verbs of motion are considered. The analysis is illustrated by sentences, predicates or adverbial modifiers of which are expressed by word forms of the verbs баадай, баадьай, баакай. Such sentences occur when the predicate is represented by a figurative verb combined with an auxiliary verb туп- denoting duration. Therewith, the acting localizer is usually represented by a structure with semantics of motion direction of final point of motion. Such sentences denote direction of motion (directive finish) of the final point of motion.

Sentences with the verb баадай describe motion of a man who plods waddling with their heavy (especially, the top) body, e.g.: Луха Иванов дьэтин диэки баадайа турда [Great Dictionary of the Yakut Language, Vol. 2. Novosibirsk, 2005, p. 30]. ‘Luka Ivanov walked towards his house plodding, waddling with his heavy, fat figure’.

Sentences with the verb баадьай describe slow motion of a man with short crooked legs. This verb is used with the verb хаамп- ‘march’ as an adverbial participle ending with –а, e.g.: [Иван] хааман баадьайа турда. ‘Ivan (short-legged, crooked-legged) hobbled off slowly’.

Sentences with the verb баакай mean motion of an old man who walks slowly bending his knees, e.g.: Баскыһыанна кэннитэн ... Баакайан кирибитим. ‘After Sunday ... I walked slowly [into the office] bending my knees’.

The analysis of sentences with space meaning formed using these figurative verbs reveals that such structures describe human walk with distinctive features of their appearance (a bulky man, a man with short

crooked legs) as well as an old man.

Tuğba Sarıkaya Aksoy,
“The Analysis of a Tuvan Tale According to Structural
Analysis Method of Vladimir Propp: ‘Ak-Sağış Kara-Sağış
İyi Alışki’ ”

Oral literary products of the Tuvan Turks from the Southern Siberian Turkish communities started to be produced in the second half of the 19th century by Wilhelm Radloff, G. N. Potanin, N. F. Katanov, F. Ya. Kon. The studies on Tuvan folk tales are mostly in the written form of the compilation of the texts. There are also texts which analyze Tuvan tales.

In Tuvan oral literature, the tool term is used to express both tale and epic. This has caused to tale and epic type to be intermixed with each other and Tuvan researchers have started to use maadirlig tool “heroic epic” for epic to separate these two types. Epic and tale narraters have been called as toolçu.

In this study, Ak-Sağış Kara-Sağış İyi Alışki “Ak Sağış Kara Sağış Two Brothers” which is in the category of magical-extraordinary tales of the Tuvan Turks will be examined according to Structural Analysis Method of Vladimir Propp. This method has fallen into the structural folklore theory of the text which centers around folklore theories. In Morfolojiya Skazki “The Morphology of The Tales” which was published in 1928, V. Propp had examined the structural properties of the tales and found out the presence of “fixed” and “variable” components in the tales. According to him, the fixed components of the tales are behaviors and actions that persons have carried out. Propp has named these as the term “function”. He tells us that the functions of the tale characters are the same with each other. That is why, Propp has concluded that functions have been transferred from one tale character to another tale character (Çobanoğlu 2012: 215-216). He has specified 31 fixed functions in the tales. The variable components in the tales, on the other hand, are the persons whose names and tasks have changed. There are 7 functions in this category.

The magic-extraordinary Tuvan tale selected for this study will be examined in the light of the fixed and variable components determined by Propp, th existing categories and persons will be determined according to the Propp method, the suitability of the tale to this method will be evaluated. This Tuvan tale will be examined in the transferred form of Mehmet Aça’s “Tuvan Folk Tales” book.

Section 4B
(Chair: Mehmet-Ali Akinci)

Didar Akar and Leyla Marti,
“Negative Response Particles in Turkish”

In this study, we examine two negative response particles in Turkish, ‘yo(k)’ and ‘hayır’ and their use in naturally occurring conversation. Contrary to the generally held assumption, these two tokens are not always used as responses to polar questions. Instead, they are used for various other interactional purposes as well. Our aim is to provide a descriptive overview of Turkish speakers’ use of negative responses for disagreement, disalignment and repair purposes.

Previous studies on response particles in other languages suggest that there is grammatical preference for matched polarity in the response and an NRP following a negatively framed utterance performs the preferred action of affiliation, agreement and acknowledgement (Heinemann, 2005). Comparing British and American English, Jefferson (2002) claims that while Americans use ‘no’ for affiliation, British speakers use it for both acknowledgement and affiliation. Gardner (2001) emphasizes the topic management features of such forms.

Our data consist of 10 hours of conversations with 26 speakers. The transcriptions of these recordings have

been analyzed to identify tokens of NRPs using a conversation analytic approach. Preliminary findings indicate that 'yok' and 'hayır' are not usually responses to polar questions and they are not always interchangeable. Comparatively speaking, 'yok' occurs more frequently than 'hayır' and it has more functions. While 'hayır' seems to be limited to disagreements or more generally dispreferred responses, 'yok' has a wider usage pattern in repair situations. 'Hayır' seems to have the potential to mark discontinuation of topic; 'yok', on the other hand, usually prefaces clarification or correction sequences.

Ümit Deniz Turan, “Cognitive and Reporting Verbs as Epistemic Markers in Discourse”

Epistemic stance basically pertains to knowledge and evidence provided by the author. In this paper we aim to show the use of cognitive and reporting verbs used as markers of the writer's source of knowledge and the degree of commitment to their propositions. We investigate how the source of knowledge and author stance are reflected by the use of cognitive verbs (such as bilmek “to know”, düşünmek “to think”, sanmak “to assume”, etc.) as well as verbs of reporting (belirtmek “state”, sunmak, “to present” etc). Authors tend to represent their source of information along with their belief in the degree of certainty of their proposition and how they provide support for the claims to provide their claims. In Example (1), the author bases the knowledge on the results of the author's research results, while in (2), the source of knowledge is others' research results, as a well-established, objective fact, knowledge shared by many:

1. Bu özellik aşağıdaki tabloda sunulmaktadır.

2. Yapılan araştırmalar sonucunda ülkemizde tüketilen tuz oranının çok fazla olduğu bilinmektedir.

With this in mind, we seek to answer the following question:

1) How are cognitive and reporting verbs used in order to mark the source of information and the degree of certainty?

Our data are retrieved from research articles and newspaper opinion columns. Our initial findings show that authors tend to use the verbs of cognition and reporting in order to mark certainty or to attribute their knowledge to the experts.

Can Ozbey and Didar Akar, “Multiple Negation in Turkish and its pragmatic properties”

This study investigates multiple negation in Turkish with respect to their pragmatic properties within a general corpus linguistics framework. Such structures contain a finite embedded clause in which the verb is marked with the verbal negative morpheme and this clause is negated again by the sentential negative particle 'değil' (not). The following illustrates double negative construction:

(1) [[Bu-nu beğen-me-di-m] CP değil]CP

This-ACC like-NEG-past-1sg not

“It's not that I didn't like it”

Tura (1981) observes that they have backward reference and cannot be used discourse initially. They typically contradict and reject a preexisting proposition or expectation. However, she does not elaborate this observation any further. Erguvanlı-Taylan (1984) and Erk-Emeksiz (2010) provide detailed semantic accounts yet the discourse functions of these forms have remained largely unexplored.

In order to fill this gap, we extracted a corpus of one billion words from a popular website built on anonymous user contribution. The corpus yielded 40.000 tokens of double negation.

Findings indicate a significant portion of multiple negation instances involves psychological verbs such

cognitive activities (düşün), perception (gör), and emotion verbs (kork). These verbs comprise 95% of all tokens. Psychological verbs are followed by verbs of saying (iddia et) with 4.5%. Eventive verbs occur only in 0.5% of the data. This distribution seems to implicate that multiple negation marks the epistemic position the author assumes vis-avis an object of evaluation. This claim is also supported by other multiple negation strategies such as 'adjective+değil', minimizing NPs and expressions such 'x desem yalan olmaz'.

Saturday, August 18, 2018

**Section 6A-WORKSHOP: Ambiguous [V + V] sequences in Turkic and other
Transeurasian languages-I
(Chair: Saule Tazhibaeva)**

Martine Robbeets,

**"Actionality and viewpoint aspectual ambiguity in
Transeurasian reconstruction"**

My presentation will deal with the impact of the actional interpretation of the base verb on the viewpoint aspectual ambiguity of the verb marker in Transeurasian reconstruction. In contemporary and historically attested varieties of the Transeurasian languages, we find several instances whereby one and the same verb suffix leaves traces of an intraterminal and postterminal reading (Robbeets 2015), which remain inexplicable within a single language in isolation. For instance, the Middle Korean intraterminal adnominalizer MK -(u/o) behaves irregularly in certain petrified time expressions such as MK wo-nol 'today' and MK wol-hoy 'this year' deriving from *wo-[l]·nal (come-ADN day) and *wo-l-hoy (come-ADN year), respectively. Here, the adnominalizer gets "irregular" postterminal meaning in the sense of 'the day that has (just) come' and 'the year that has (just) come'.

I will suggest a diachronic explanation for such seemingly irregular cases of intraterminal-postterminal ambiguity by reconstructing an ancestral stage, at which the viewpoint aspectual reading of the verb marker was determined by the actional interpretation of the base verb. A certain verb marker expressed intraterminal meaning when it followed non-transformative verbs (i.e. habitual verbs and verbs of state in which there is no end implied), whereas the same marker would get a postterminal reading, following transformative verbs (i.e. verbs of achievement, accomplishment and activity verbs in which a temporal boundary is implied). The interdependence of viewpoint operators and the actional contents they apply to has been discussed in Johanson (2000: 145-169).

Birsel Karakoç,

"Ambiguity in Noghay multiverbal predications"

This paper studies linguistic ambiguities characteristic for certain multiverbal predications in Noghay (a South Kipchak Turkic language). Noghay has complex predications consisting of at least two verbal predicates formally connected by means of a nonfinite suffix, which can be (1) a converb in -(l)p or -A, (2) a verbal noun in -MAGA, or (3) a participial suffix, such as -GAn, -Atayan or -(A)yAK. In such constructions, the second verb following the lexical verb can potentially appear in its lexical meaning (pluripredicative readings). Moreover, as a result of typical Turkic grammaticalization processes, the verb in question can denote—in combination with the preceding nonfinite suffix—a grammatical notion (Karakoç 2005, 2007, 2017). For instance, some units consisting of a converb and a postverb can function as an actionality modifier or a viewpoint aspect operator (Johanson 1995a, 1995b, 2011). Furthermore, some of these constructions manifest ambiguity between intraterminal and postterminal viewpoint aspects. Since such morphemes often do not demonstrate any special morphological or

syntactic properties distinguishing them from the corresponding lexical items, we have to deal with ambiguity in many cases. The present paper will address the following questions: (1) What is the spectrum of ambiguities in the multiverbal predications including different types of nonfinite suffixes as given above? (2) Which morphosyntactic criteria should be taken into consideration for distinguishing between possible readings of morphemes? (3) To what degree does the actional content of the lexical verb play a role? (4) What is the role of the suprasegmental factors and prosodic features?

Irina Nevskaya, Uldanay Jumabai and Saule Tazhibayeva,
“Ambiguities in [V+V] sequences in Kazakh in comparison with
South Siberian Turkic”

This paper aims at revealing ambiguities in [V+V] sequences having the structure [V-(l)p + jat-/tur-/otir-/jür-/etc.] in Kazakh spoken in Kazakhstan and China in comparison with South Siberian Turkic.

We describe sequences consisting of two verbs: one in the -(l)p-converb form while the other bearing TAM morphology. They are ambiguous between pluripredicative and monopredicative readings (Johanson 1995a-b; Haspelmath 1995; Nevskaya 1990,1998; Nevskaya et al. 2009,2016; Demir 1993; Csató 2001; Karakoç 2007).

In case they are monopredicative, the predicate may be composites consisting of two roots (Kazakh kel-ip jat- ‘lie down at some place’); or verbs with actionality (Kazakh kel-ip jat- ‘continue to come’), or viewpoint Kazakh kel-ip jatti ‘was/were coming’) markers; these markers going back to auxiliary second verbs.

In pluripredicative sequences, both verbs are lexical ones. Such sequences may represent: a) constructions with two semantically independent predicates (Kazakh kel-ip jat-ti ‘s/he came and lay down’); b) depictive or resultative secondary predicate constructions (Kazakh ašiwlan-ip jat-ti ‘s/he lay down feeling angry’) (Schultze-Bernd&Himmelmann 2002; Schroeder 2004; Nevskaya 2008, 2014; Nevskaya&Tazhivaeva 2012); c) adverbial modifier constructions (Kazakh aqsanǵa-p ket-ti ‘s/he went away limping’).

Additionally, in South Siberian Turkic, synthesis of analytical constructions often makes their original structure unclear. Experimental phonetic research on such ambiguities shows (Seljutiva et al. 2006, 2008) that often only prosodic features can differentiate homonymous results of synthesis of diachronically different constructions.

Accentuation is often the only way to resolve all these ambiguities in Turkic languages. This paper strives at defining distinctive prosodic features of these construction types.

Andrej Malchukov and Patryk Czerwinski,
“VP-internal converbs in Tungusic languages from an areal-
typological perspective”

In Tungusic languages other than Manchu, the use of converbs VP-internally is much more restricted compared to Turkic. This is obviously related to the fact that verbal modifications, especially those pertaining to the actional and modal domains, are typically expressed through affixation rather than through auxiliaries. Viewpoint aspect markers such as postterminals/perfects are based on ‘be’-copulas (Malchukov 2000).

Still, there is variation among Tungusic languages in this respect – Manchu features a wide range of auxiliary constructions with aspectual, directional, benefactive, causative and modal meanings (Gorelova 2002). Many of these constructions show parallels with Turkic and Mongolic, and may be attributed to structural influence from Mongolian.

In our talk we will discuss VP-internal use of converbs in Tungusic languages, taking Even, Uilta (Orok) and Manchu as the representatives of Northern, Eastern and Southern Tungusic respectively. More generally, we will provide an overview of the formation of complex predicates in Tungusic in an areal-typological perspective, in comparison with Turkic, Mongolic, Korean and Japanese, as well as Paleosiberian languages. Within this broader areal-typological perspective, we will comment on some parallels with viewpoint aspect ambiguities of the type observed in Noghay

(see Csató and Karakoç, poster), which show intriguing similarity to the progressive-perfect ambiguity of the Japanese -te iru form.

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Section 6B

(Chair: Feyza Altunkamış)

Hatice Sofu and Özge Gül Zerey,

"The Influence of Transgression types on Apology Strategy Choices of Turkish Preschool Children"

Speech acts are remarked as "the most culture-specific aspect of language" (Nagy, 2007) because of dissimilarities among languages in their realizations. Investigating language users' preferences on form across various social variables contributes to our knowledge of their pragmatic competence. Apology is one of the mostly researched speech acts, since they are social tools which "can restore damaged relationships, mitigate loss of face and preserve social standing" (Ely & Gleason, 2006). Studies to date have been mainly conducted in the field of interlanguage pragmatics, and generally informed us about the teenage or adult strategy choices. There are also studies which explored adult native speaker usage of different languages, including Turkish (Çetinavcı, 2011; Özyıldırım, 2011; Hatipoğlu, 2003). However, little is known about children's competence on the use of apologies.

Hence, the aim of this study is to describe apology strategies of two groups of 100 Turkish speaking preschool children aged between 4;00 and 6;7 across three different transgression types; physical harm, verbal harm, and right violations. Since the participants of the study comprise children, a Cartoon Oral Production Task (Rose, 2000), including 8 offence situations of the three violation types with varying degrees of offence severity was developed. The tape-recorded responses were transcribed and coded using the modified version of apology coding scheme developed by Olshtain and Cohen (1983). Initial findings revealed that children are sensitive to the type of offence to mitigate especially the offence of physical harm and right violations, while they preferred to use simpler strategies for verbal harm.

Kutlay Yagmur and Gozde Demirel,

"The relationship between first and second language reading skills of Turkish immigrant children growing up in the Netherlands"

By using empirical evidence derived from a bilingual test of reading in Dutch-Turkish, French-Turkish and German-Turkish from 10 years-old and 15 years-old Turkish immigrant children growing up in the Netherlands, France and Germany, this presentation discusses the claimed link between first and second language skills of Turkish bilingual children. By using international testing programs, PIRLS & PISA tests, we tested the reading proficiency of 10 and 15 years-old Turkish immigrant children. The linguistic interdependence hypothesis of Jim Cummins (1979) is for the first time tested in the Netherlands in two different age groups. The findings support Cummins' hypothesis, that the level of the second language competence of a bilingual child is indeed partially a function of the type of competence the child has already developed in the first language. This research also concludes that the

competences in the first and second languages are more comparable for the 15 years-old Turkish immigrant children than for the 10 years-old children. Significant differences between the national contexts show the possible effects of integration policies on the cognitive outcomes of acculturation.

Hristo Kyuchukov,
“Acquisition of Turkish syntax in bilingual Bulgarian-Turkish context”

The Turkish community in Bulgaria is approximately 700 000. The children grow up bilingually and from very early age they acquire both languages Turkish and Bulgarian in communication with their parents, siblings and relatives. The paper focuses on the acquisition of Turkish syntax through spontaneous everyday communication between children and caregivers (Ochs and Schieffelin, 1983, Psathas, 1995).

The paper will present a longitudinal study with two bilingual Turkish children from Bulgaria (between the age of 1;6-2;6 years old). They were recorded for 6 months and the total hours of recordings are 24.

The research question which I try to answer is: What type of sentences in Turkish the bilingual children use in their communication between the age of 1;6 years old and 2;6 years old.

The paper examines the acquisition of the Turkish syntax and special attention is paid to complex syntactic structures and the types of the complex syntactic structures (Taylan, 1984; Kyuchukov, 2015)

Mary Ann Walter,
“Perception of whistled Turkish by Turkish speakers”

Turkish is one of approximately 70 languages worldwide which can be used in whistled form as well as spoken form. Such whistled speech is acoustically simplified and unintelligible to untrained speakers of the same language. As such, it represents a novel source of information on the nature of speech perception.

This study investigates the ability of untrained, non-whistling Turkish speakers to distinguish between whistled Turkish and the whistled forms of other languages. Natively Turkish-speaking participants (n=48) listened to 12 pairs of audio clips in random order. Each pair included one Turkish clip and one in another language (Spanish, Greek, Bearnese, or Chinantec). Listeners performed a forced-choice decision task in which they indicated which one in each pair was Turkish.

Participants are slightly but significantly above chance at identifying their native language versus other languages in whistled form. This difference was driven largely by enhanced discrimination between Turkish and French, and to a lesser extent, Turkish and the neighboring language Greek. Additional tests reveal that neither active nor passive L2 exposure to the other languages increases discriminability.

Just as newborns are able to discriminate between languages without intelligibility, based on the restricted phonetic information available to them while still in the womb, listeners are also able to discriminate between their native language and others based on the relatively restricted acoustic information and novel modality of whistled speech.

Section 7A-WORKSHOP: Ambiguous [V + V] sequences in Turkic and other Transeurasian languages II (Chair: Birsal Karakoç)

Camille Simon,
“Future vs reported speech ambiguity in Salar”

The Salar language, spoken in northeastern Tibet, Qinghai province, PRC, remains one of the least studied Turkic languages (Dwyer 2001). In this language, as in other Turkic languages, several [V+V] constructions are attested

(see e.g. Mehmet 2012, Simon 2016, Vaillant 2017), most of which being partially or fully grammaticalised: marking V1 with a converb is either optional (and only scarcely attested in my corpus) or even excluded. Thus, cases of semantic-syntactic ambiguity are rare. One construction, however, consists in two finite verbs, and is systematically ambiguous between two readings: 1) reported speech or 2) immediate, volitional future (ex. 1). After an overview of the V+V constructions attested in Salar, this presentation will focus on this future/reported speech construction, presumably developed in Salar on the model of similar constructions in the neighbouring Mongolic languages (Simon 2016). I will describe the morphosyntactic conditions for the ambiguity to occur: the immediate future reading requires a coreference between the subjects of V1 and V2, and is only possible with a limited verb inflections. On the other hand, some discourse features - most likely related to a different accentuation pattern - allow to disambiguate some occurrences: for instance, it seems that the repetition of V1 vs. V2 as an anaphoric discourse marker corresponds, rep. to an immediate future vs. reported speech (ex. 2).

Balázs Danka, “Ambiguous [V+V] sequences in a 17th century Turkic variety”

The aim of the talk is to present ambiguous V+V sequences (VS) which are disambiguated by pitch in modern languages. The corpus is a 17th century Volga-Turkī text. The examples will illustrate possible ambiguities between pluripredicate, actionality and viewpoint-aspect readings of the VSs. This can shed light on the main steps of the grammaticalization processes in a diachronic perspective.

In historical texts such disambiguation is impossible, since accentuation is not detectable in written sources. In such cases the context may help decide the validity of one or the other reading.

The main types of the ambiguous V+V sequences represented in the texts include:

1. V+V with parallel inflection in the past tense: ambiguous between actionality and pluripredicate meanings
dünyadin ötti ketti [world-ABL pass-PAST3 go-PAST3] ‘he passed away (definitely)’

The context makes clear that the VS in this example has an actionality reading.

2. V-CONVERB V sequences: ambiguous between actionality and pluripredicate meanings:

yıyılaşıb olturdılar [cry-COOP-CONVERB sit-PAST3-PL] ‘they sat down and crying together/ they cried together (for a long time)’

The context supposes that the pluripredicate reading is valid, but it is translated with actional meaning.

3. V-CONVERB V sequences: ambiguous between actionality and viewpoint-aspect, intraterminal, readings:

bir [...] oylan kelä turur erdi [a boy come-CONVERB stand-AOR be-PAST3] ‘a boy was coming’
tawñıñ başında olturub turur erdi [mountain top-PX3-loc sit-CONVERB stand-AOR be-PAST3] ‘he kept on sitting on the top of the mountain’

Although the two VSs have similar structures, the first one has viewpoint reading, while the second has actional reading.

Uli Schamiloglu, “Verb Serialization and Aktionsart in Chuvash: A Critical Overview”

The Chuvash language has always had a special place among the Turkic languages, whether one views it as an archaic language critical for reconstructing Proto-Turkic, or as an innovative language which has diverged substantially from Common Turkic. The study of verb serialization and Aktionsart in Chuvash allows us yet another window through which to view the place of Chuvash among the Turkic languages.

The Kandidat dissertation by Lebedev (2004) on Aktionsart in Chuvash and Turkish provides a useful basis for an overview of the verbs used to form serial verbal constructions expressing Aktionsart in Chuvash. Verb serialization is widespread across the Altaic languages of Eurasia and beyond (Nasilov 1978). We see that the specific

descriptive verbs cited by Lebedev are a subset of the descriptive verbs found in other Turkic languages. There are also some divergences between Chuvash and Common Turkic languages. We see furthermore that Lebedev classifies these serial verb constructions as falling into three categories: initial phase change, final phase change, and vectorial.

This paper proposes to summarize the verbs used in serial constructions to express Aktionsart in Chuvash, to highlight the differences as compared to Kazan Tatar (Schönig 1984) and Uzbek, and to examine the evidence cited by Lebedev for a vectorial category of Aktionsart. It concludes with a few thoughts on the implications of the case of Aktionsart in modern Chuvash for the history of Turkic languages as a whole.

Section 7B

(Chair: Gregory Anderson)

Annette Herkenrath,

“Impersonal constructions in Turkish: Comparing academic, literary, and spoken language”

This study attempts a genre comparison of impersonal constructions, considering three types of Turkish data: (1) language-biographical conversations (some 12 hours of transcribed recordings), (2) thematically related literary prose, pertaining to multilingual historical heritage, (3) academic publications discussing sociolinguistic topics. The topic of the oral data is linked to phenomena of impersonality via the discourse-analytical concept of ‘voice’ (Hymes 1996, Blommaert 2005): to what extent do informants express their own personal experientiality? To what extent do they employ impersonalising strategies of emotional mitigation? In academic registers, objectivisation and abstraction topic-independently form part of text type norms. Literary data can be assumed to creatively cover a transitional zone.

Functional concepts drawn upon are: subject- and agenthood (Siewierska 2008a, b), actant representation (Johanson 1990), agent demotion (Blevins 2003), and specificity (Johanson 2006). While bordering on phenomena of ‘generalisation’ or ‘vagueness’, which also feature nonspecific agents, ‘impersonalisation’ is characterised by the specificity of the surrounding situation. However, at the morphosyntactic level, construction types are often shared.

Cross-linguistic models of impersonality (Malchukov & Siewierska 2011, Malchukov & Ogawa 2011, Jahani & Viberg 2010, Jahani, Axenov, Delforooz & Nourzaei 2010, Jahani, Delforooz & Nourzaei 2012), inventories of constructions in Turkish (Akar 2011, Csató 2010), and discourse-/text-based approaches (Berman 2011, Hohenstein 2012, Kameyama 2012) are used to identify relevant constructional types for contextual analysis. A preliminary inventory of forms contains: (1) lexical nouns, such as insan ‘man, human’, (2) impersonal passives, (3) second-person impersonals, (4) third-person-plural impersonals, (5) abstract nominals in subject position.

Leyla Zidani-Eroglu,

“The DP/NP dichotomy: the case of Turkish”

Bošković (2005, 2008a, b, 2010) typologically classifies languages as either DP- or NP- languages. DP-languages have a DP projection on top of a traditional NP and have articles. NP- languages lack such a DP layer in the internal organization of a nominal expression and lack articles. Bošković & Şener (2014, B&S hereon) claim that Turkish qualifies as an NP-language because it patterns like NP-languages in some linguistic contexts. Based on two two-way generalizations, see (i) and (ii) below, we show that B&S are wrong in classifying Turkish as an NP-language.

Bošković’s two-way generalizations are phrased in absolute terms, i.e., DP- and NP- languages are expected to show unequivocal polar behavior with respect to a particular property:

(i) Languages without articles disallow inverse-scope.

Contra B&S, Turkish allows inverse scope: her > iki

1. İki Türk bayrağı her resmi bina-nın ön-ün-de dalgalan-malı. two Turkish flag-POSS every official building-GEN front-POSS-LOC wave-must

'Two Turkish flags should fly in front of every official building.'

(ii) Languages without articles disallow neg-raising and those with articles allow it.

Again, contra B&S, Turkish allows neg-raising structures.

We contribute to the cross-linguistic evidence seriously questioning Bosković's DP/NP dichotomy. However, unlike other studies (e.g., Lyutikova and Pereltsvaig 2015 for Tatar, Kornfilt 2017 for Turkish and German), we exclusively focus on two two-way generalizations. The chipping away from the absoluteness of these unexceptional generalizations unequivocally makes an empirically stronger case for the shortcomings of the dichotomy than one-way generalizations would make.

Özlem Ergelen, "Investigating the Structure and Phasehood of Turkish Nominal Phrases Based on Gapping"

In this study, I question what can escape deletion under forward gapping in Turkish and why. I agree with Ince (2009) in that in contrast with Johnson (2009), the whole CP is deleted under forward gapping and the remnants escape from this CP. However, this analysis does not fully capture why forward gapping is not licensed in some sentences, as seen in (1):

(1) a. Oya iki kırmızı şapka al-dı, Ayşe üç.

Oya two red hat buy-PAST.3SG Ayşe three

"Oya bought two red hats, Ayşe three"

b. *Oya iki kırmızı şapka al-dı, Ayşe üç yeşil.

Oya two red hat buy-PAST.3SG Ayşe three green

"Oya bought two red hats, Ayşe three green (ones)"

The CP deletion will not suffice to explain why (1b) is ungrammatical, when two adjuncts escape the CP. To explicate these observations, I will argue that Turkish NPs possess a DP layer, thus constituting a phase. Bošković (2016) argues that in phases, only the highest edge is available for further operations. (1a) is grammatical, where although there are two adjoined elements in the antecedent clause, only the highest adjunct moves out of the DP and CP phases before the coordinated CP is deleted. In (1b), however, both adjuncts try to escape the DP and the CP before the CP layer is deleted. This results in ungrammaticality because the Phase Impenetrability Condition is violated as moving two adjoined elements is not allowed. Therefore, I show evidence to the phasal status of DPs based on what can survive clausal deletion.

Kazuki Aoyama, "About Turkish N-N Compound "Adjectives"

Turkish NNCs (Noun-Noun Compound) sometimes behave as ajectival without any adjective-deriving suffixes. We can identify three major cases.

(1) [Altay tipi] tank, [merinos cinsi] koyun, [vitamin zengini] meyve, [AIDS benzeri] hastalık

(2) [Nevruz öncesi] operasyon, [emniyet önü] patlama, [kaza sonucu] ölüm, [benmari usulü] pişirme

First, the case where the NNC and the modified nominal have the relation of BE/LIKE as in (1). This case is properly explained by Kunduracı' (2013) model, because she claims the relation of BE/LIKE cannot be represented in compound form, but in A+N construction.

Second, the case where the NNC conveys meanings such as time, space, reason, manner, etc. as in (2). Such NNCs

also function as VP adverbial. In fact, they modify action nominals mostly. Hence these pseudo-adjectivals are licensed just like VP adverbials. Since they appear usually in news articles, the difference of styles is also considered.

Nevertheless, several examples can modify common nominals, as in (3). This is the third case, where the NNC is lexicalized and no longer considered to be NNC. The several tests show that the suffix *-sl* in *-arası*, *-dışı*, *-üstü*, *-usulü*, *-tarzı*, etc. is no longer separatable synchronically. They are analysed as part of neologism.

(3) [uluslararası] ilişki, [dilbilim dışı] problem, [İngiliz usulü] kahvaltı

The analysis for adjectival NNCs makes us return to the subject of parts of speech in Turkish. We will cast a new light on this old and new problem.

Section 9A: WORKSHOP: Ambiguous [V + V] sequences in Turkic and other Transeurasian languages III (Chair: Martine Robbeets)

Kyou-Dong Ahn, “Ambiguities in the Korean –ko and –iss and Grammaticalization into a Viewpoint Marker”

In Korean, the progressive meaning is expressed by the periphrastic imperfective marker *–ko iss*: *–ko* is a connective particle meaning ‘and then’ and *–iss* means ‘be’ or ‘exist’. A puzzle surrounding this marker is that it can produce not only a progressive reading but also what is called a result state reading (Kim 1986, Kim 1990, Lee 1991, Kim 2006, Ahn 1995). The ambiguity of *–ko iss* seems to be problematic for existing analyses (e.g. Lee 2008; Son 2004). This paper aims to account for the ambiguity of *–ko iss* by arguing for a non-uniform analysis of the periphrastic marker. The central claim is that the progressive marker *–ko iss* is now grammaticalizing into a perfective marker describing the circumstantial state of an individual, i.e., the subject. This semantic difference is claimed to follow from the semantic versatility and interplay between *–ko* and *–iss*.

Akiko Nagano and Masaharu Shimada, “Ambiguities of existential-based V+V sequences in Standard and Fukuoka Japanese”

This paper examines the ambiguities of [Verb + existential Verb] sequences in contemporary Standard Japanese (SJ) and Fukuoka Japanese (FJ). Japanese has three existential verbs *aru*, *iru*, and *oru*. Both SJ and FJ use *aru* for inanimate subjects, but for animate subjects, SJ uses *iru* while FJ uses *oru*. The use of *oru* in SJ and *iru* in FJ is limited. Our main claim is that *aru*-based sequences express actionality readings, while *iru/oru*-based sequences express viewpoint aspectual readings. We also show that the two dialects exhibit interesting differences in the range of ambiguity.

First, (1) [V-te + *aru*] sequence, where [V-te] is a converb form, is an actionality modification construction. In SJ, sequence (1) is purely transformative, highlighting the state after transformation, but in FJ, it can also highlight the nondynamic phase of an action. In both dialects, *aru* retains its original selectional property; the subject of (1) should be non-animate.

Second, we compare the viewpoint aspectual operators developed from the animate-existential verb: (2) [V-te-*iru*] in SJ and (3) (a) [V-*yoo*] and (b) [V-*too*] in FJ. (2) is ambiguous between intraterminal and postterminal readings, but the ambiguity is resolved morphologically in (3): (3a) is intraterminal, while (3b) is postterminal. (2) and (3) also differ in the degree of formal reduction of the existential verb; its original form

is retained in (2), but it is changed into suffixes in (3). Yet, both (2) and (3) are more grammaticalized than (1) in the sense that they are not limited to animate subjects.

Section 9B (Chair: Leyla Zidani-Eroglu)

Mahire Yakup and Dina Omanova, “The acquisition of English lexical stress by Kazakh-Russian bilinguals”

The present study investigates the cross-linguistic influence of the acquisition of English lexical stress in Kazakh-Russian bilinguals. There were no clear acoustic studies in English about the Kazakh language; however the stress/accent in Kazakh, as a Turkic language, is on the final position (Johnson, 1998) and was cued by pitch (Kirchner, 1998). Experiment 1 tests the acquisition of Russian stress using Kazakh-Russian bilinguals in which their dominant or native language is Russian. Although researchers (Hamilton, 1980; Kuznetsova, 2006) confirmed that in Russian, duration, intensity and vowel reduction are key cues for signing stress location in Russian, Kazakhstani Kazakh-Russian bilinguals may have a different pattern because of influencing of Kazakh language. We used 5 minimal pairs in Russian produced by 10 Russian bilinguals who claimed their native language is Russian and have limited Kazakh language knowledge. The results showed that unlike Russian native speakers as shown in the literature, Kazakh-Russian bilinguals produced Russian stress using duration (we did not include vowel reduction). They prefer to use high F0 on the first syllables. Experiment 2 focuses on the acquisition of stress pattern in English by Kazakh-Russian bilinguals. In this research, we used two different strong Kazakh and weak Kazakh trilingual groups, since many have Russian as the dominant language. However, both groups have the high level of English (IELTS= 6.5 and above). All participants from both groups produced the noun-verb stress pattern words in English sentences. We found that in participants from both groups, duration and intensity are stronger cues than F0.

Feyza Filiz, “A Comparison of Split Intransitivity in Turkish and Uyghur”

The two classes of intransitive verbs, i.e. unergatives and unaccusatives as defined by Perlmutter (1978) exhibit certain distributional patterns in Turkish. In this study, I will show that the distribution of unergatives and unaccusatives in Uyghur is also parallel to the one in Turkish, given the structural similarities of the two languages.

First, impersonal passivization targets unergatives in Turkish (1a) but not unaccusatives (1b). We observe the same pattern in Uyghur (2).

(1) a. Burada koş-ül-du.

here run-PASS-PST

“There was running here”

b. *Bu ev-de büyü- n-dü

this house-LOC grow-PASS-PST

“It was grown in this house”

(2) a. Bu yarda yugur-ül-di

here run-PASS-PST

“There was running here.”

b. *Bu öy-de qong bol-un-di

this house-LOC grow-PASS-PST

"It was grown in this house"

Özkaragöz (1980) proposes that the embedded verb taking -ArAk in Turkish and the main verb have to bear the same theta role as in (3a). Uyghur also patterns like (4a).

(3) a. Adam konuṣ-arak yürü-di
man speak-ArAk walk-PST

"The man, while speaking, walked."

b. *Adam yüz-erek boğul-du
man swim-ArAk drown-PST

"The man drowned while swimming."

(4) a. Adam gaplax-ıp yugur-di
man speak-lp walk-PST

"The man, while speaking, walked."

b. *Adam su uz-up bogil-di
man swim drown-PST

"The man drowned while swimming."

In conclusion, as predicted, the data in the present study shows that unaccusativity in Uyghur and Turkish is identical in all environments.

Yu Kuribayashi,

"Numeral Quantifier Floating in Turkish and Uyghur"

As a syntactic phenomenon, Numeral Quantifier Floating (NQF) has been discussed in several languages. The term "floating" refers to certain grammatical relations that relate the underlying position to a derived position through a modifying quantifier. While QF from subject and object QP's are accepted (Özyıldız 2017), NQF's are not allowed in Turkish, unless they combine with a classifier.

a. üç öğrenci koş-tu.

3 student run-PST

'Three students ran.'

b. *öğrenci üç koş-tu.

student 3 run-PST

NQF in Uyghur and Kirghiz occurs more freely than NQF in Turkish. Therefore, the derivational relation established between the head noun and floating quantifier can be assumed in Uyghur and Kirghiz. The aim of this presentation is to explore what kind of factors are involved in the asymmetries found between Turkish and Uyghur in terms of functional-typological approach:

i. In principle, NQF cannot be allowed in Turkish, because its constituent order of the noun phrase is strictly restricted. Contrarily, the constituent order of the noun phrase is somewhat relaxed in Uyghur and Kirghiz.

ii. While NQF of frequency adverbs are allowed from an intransitive subject or transitive object, NQF of those from a transitive subject is not allowed. From another point of view, the functional principle which restricts occurrence of focus positions to one in a given sentence is at work.

iii. By accusative marking assigned by causative suffix or noun phrase fronting, the noun and quantifier can be freely related. That is, when the head noun is semantically definite, NQF is allowed.

Section 8: Poster Presentations

Kutluk Kadeer Higashitotsu,

“Some similar points of Japanese and Uyghur Languages”

In this paper, we describe the similarities as well as differences between Japanese and Uyghur grammar. Especially Japanese and Uyghur particles and suffixes are studied from a comparative linguistic view point. In this paper, we will discuss the similarities and differences Japanese and Uyghur particles “mo” and suffixes “ya”.

1. Japanese a particle mo and Uyghur mu ((too; also; (not) ~either)) which indicates that a proposition about the preceding element X is also true when another similar proposition is true.

A. Subject

J: Watashi mo gakusei da / desu (I'm a student to)

U: (Men mu oqughuchi)

B. Topic (subject)+Direct Object

J: Watashi wa supeingo mo hanasu/ hanashimasu. (I speak Sapanish too.)

U: (Men ispanchini mu sozliyeleyen.)

C. Topic (subject)+Indirect Object

J: Watashi wa Murayama-san ni mo purezento o ageru/ agemasu

(I will give a present to Mr. Murayama, too)

U: (Men Murayama ependimgi mu sowgha berimen.)

Formation:

(i) Noun mo

J: watashi mo (I, too/ me (as direct object), too)

U: Men mu

(ii) Noun (Particle)

J: Nihon (ni) mo (in/to Japan, too)

U: Yapondi mu

(iii) Noun Particle

J: sensei ni mo (to/for the teacher, too(indirect object)

U: Oqutquchic ni mu

Ayşe İlker,

“Adaptation Processes of Students of Kazakh Linguistics to Standard Turkish”

It has been observed that students of Kazakh Linguistics, to whom I lectured Turkish lessons in N.A Gumilyev University Faculty of Linguistics during twelve days in November and December of 2016, produced structures different from standard Turkish structures in their wording of Turkish sentences which they created by using specified mode/ tense /person formulas during their practices of the lessons.

In a study adopting especially the use and semantic features of verbal adverbs, sentences which are formed through the style affirmation function of the verbal adverb suffixes which are, “-p”, “-ArAk” and “-A” in Turkish (meaning “by” / “as” / “because of” in Turkish language) have been exemplified and students whose native language is Kazakh Turkish have been asked to make similar sentences in Standard Turkish.

Students exemplified the following sentences based on their previous knowledge of Standard Turkish:

Müzikleri çok dinleyip besteci oldum. I became a composer by listening to music much.

Derste uzun dinleyerek az söyledim. I talked less as listening much at the lessons.

It is seen that there is a deviation from Standard Turkish in these sentences with regard to semantic and structural features.

The study will analyze the reasons of deviation from the standard structure with reference to verbal adverb suffixes used in Kazakh Turkish and their functions; and try to reveal how these standard structures can be

used in comparison with the usages in Standard Turkish.

Fazira Kakzhanova,
“Verb problems of the Kazakh language”

Verb is considered to be the main part of speech, which determines strategy,tactics of sentences. Having the highest valence, thanks to its several categories: aspect, tense, voice, mood, person, and number, verb becomes a center of proposition of any sentence, organizing syntactical relations with subject, object and adjuncts.

All verb categories: aspect, tense, voice, mood, person, having discrete planes of contents function in a single continuum of expression, for example, ‘works’ aspect –fact, tense-present, voice-active, mood-indicative, person –III, number-singular. Six different pieces of information function in one verb form, ‘works’ simultaneously makes it difficult to tease apart the meaning of each category separately. And it led to confusion; it was the reason of stating that the Kazakh language is temporal, not aspectual in spite of having a set of developed of aspects and sub –aspects, which have their planes of aspect contents and expressions, if a language has both of them, it means that this phenomenon exists. Objectively the aspect category exists in the verb matrix as we see it in the example above (works), but subjectively it is not found. The second problem of Kazakh verb is to have over thirty ‘tenses’instead of three : present, past, and future. The drawbacks of these ‘tenses’ are that they are named as tenses, but express meanings of verb categories: tense, aspect, modal and others.

These conceptual and terminological confusions are not dangerous to language, it is an objective phenomenon , but it is bad from the point of teaching it.

Nalan Kiziltan, İbrahim Kayacan and Emine Özlem Kilicaslan,
“Comprehension of Intercultural Discourse by Children through Cartoons”

The purpose of that study is to use cartoons for comprehension of intercultural discourse by cartoons. This study also aims to reveal the effect of age on acquisition of a second language for children. In language classrooms, culture is an integrated part of language learning. Therefore, learners are exposed to new culture through teaching methods. Culture should be presented in a discourse that it can take on different meanings in different contexts. Discourse is not limited to the written and spoken language, but it includes extralinguistic and semiotic processes. Cartoons as a visual are texts which can be read and understood and are influenced by cultures. Thus, they function outside of language and they are required to a process of analysis called as visual discourse analysis. Visual discourse analysis deepen decoding and understanding the meaning of visuals and what they are intended to represent as well as how the audience interprets them. In our study, primary and secondary school students analyze the discourse by reading and interpreting cartoons. Five cartoons showing culture have been chosen randomly for this study. One hundred-twenty students took part in this study. Based on the critical period hypothesis for language acquisition (CP), which proposes that the outcome of language acquisition is not uniform over the lifespan but rather is best during early childhood, 3rd, 4th, 5th and 6th grade students were chosen for this study. In this process, cartoons may help to extract meanings with the help of discourse to minimize the misunderstandings.

Gulsum Massakowa,
“Receptive Multilingualism in interturkic communication.

The subject of the present thesis is “receptive multilingualism in intercultural communication between speakers of Turkish and Kazakh (in Germany, Tur-key, and Kazakhstan)”. According to the definition given in Rehbein, ten Thije, and Verschik (2012, p. 248), “receptive multilingualism is a mode of multilingual communication in which interactants employ a language and/or a language variety different from their partner’s and still understand each other without the help of any additional lingua franca. Their mutual understanding is established while both recipients use their ‘passive’ knowledge of the language and/or variety of their interlocutor(s).” In view of the present study, receptive multilingualism is to be specified as a mode to effectively communicate between members of different branches of one and the same language family, with the relatedness between the respective languages helping to facilitate the process of understanding. Mutual understanding, however, presupposes that discourse interactants activate their receptive linguistic competences in other languages, namely in lan-guages which are either related to the hearer’s first language(s) or to her/his variety of foreign languages (Massakowa, 2012).

Neshe Pacaci,

“A Turkish variety spoken in Akçakayrak, Bulgaria”

There are more than six hundred thousand people in Bulgaria speaking a variety of Turkish. It is part of a dialect network stretching over the Balkans towards the north-east including Romania, Moldova and the Ukraine where Gagauz is spoken.

Despite the high number of Turkish speaking population, especially in Bulgaria, this complex linguistic area received marginal research interest. Most of the publications are from the early 20th century. Consequently, we have only limited knowledge about the current stage of the regional varieties and the changes they have undergone since then.

In this talk I will focus on subordination, word order and converb constructions in Turkish spoken in Akçakayrak, a Turkish village in Kardzhali Province in the south of Bulgaria. According to my observations, the use of non-finite verbs in subordinate clauses is changing in favour of finite forms. As a growing tendency, word order exhibits a verb initial pattern, which is obviously due to the Slavic influence, see e.g. *jänballaç bunä diyär artik jan vermämiz ilazim* ‘God tells that we need to give him spirit’. Another noteworthy finding is the -DXnA:n converb used in Gagauz as well, see e.g. *insanlar tä birbillärine söylüyöllä: sîrada bäklädinä:n* ‘People talk to each other while waiting in the queue’.

Any information and data used in the presentation have been collected during my field work expedition to the village in November 2014.

Alena Prokopieva,

“Multi-Member Composite Sentences in the prose of E.P. Neymokhov”

When an author chooses a type of compound sentence, its expressive potential is taken into account. In the present paper, stylistic features of the use of multi-member composite sentences in the prose of E.P. Neymokhov. Predicative units of multi-member composite sentences are arranged according to the author’s communicative task. A writer expresses his/her view through predicative relations of the narrative subjects or through relations of the subject to his/her reality. An attempt is made to reveal author’s individuality through verbal constructs.

Every writer has its own type of text arrangement. Sentences by E.P. Neymokhov involve psychological analysis and lively depiction of events.

The author’s view, his reflection of reality find their depiction in the whole structure of his speech, his choice of speech means. The choice of mostly simple or composite sentences by the author is determined by his

pragmatic purpose: simple sentences are like bright colors, here there is no author's reflection of reality through explication of relation of the subjects of events, whereas in compound sentences and compound sentences of complicated structure the reader sees the author's view of reality through these or other relations of the subjects of events.

Anastasia Shamaeva and Svetlana Prokopieva,
“The semantics of figurative cognate verbs in Yakut and Mongolian languages”

In this article we provide a semantic analysis of figurative cognate verbs of Yakut and Mongolian languages. We focus on the similarities and distinctive features of the cognate verbs describing a person's walk. There are universal and specific features in describing a person's walk in the Yakut and Mongolian languages. The cases of almost complete semantic coincidence and divergent development of figurative verbs describing a gait of a person were identified. These cases of similarity and difference are due to historical, linguistic and extra-linguistic reasons. Although this is a limited layer of modern Yakut and Mongolian languages, in the future, a layer of linguistic material should be expanded to establish an adequate world picture and to analyze background knowledge of native speakers from the point of view of cognitive linguistics.

Azhar Shaldarbekova and Zhazira Sayin,
“Peculiarities of Language of Turks of Kazakhstan: Elements Of The Kazakh Linguoculture”

The study and interpretation of the history, language and culture of the diasporas are conditioned by a multitude of factors related to the processes of globalization in the modern world. The relations of states in the economic, information and cultural fields lead to different linguistic changes. For many languages that are in constant and long-term communication with neighboring languages, the process of interaction is a way of indirect enrichment of the lexical composition of the language. Some new sentence under this process lose their immunity and cease to function, and gradually disappear.

Kazakhstan, being a part of this world, is also in the process of globalization and undergoes certain changes. Thanks to the Kazakh model of interethnic peace and harmony, which is based on a purposeful and balanced state policy of sovereign Kazakhstan, the atmosphere of friendship among peoples consisting of about one hundred and thirty ethnic groups in the country.

One of the determining factors for the preservation of interethnic relations based on mutual respect and maintenance of cultural values of the ethnic groups is the language policy of the state. Needs support much attention to the creation of an optimal language space for representatives of all ethnic groups of The Republic of Kazakhstan. It is obvious that with such a large number of ethnic groups, special attention must be paid to the questions of integration and interaction. In order to strengthen social ties in the society.

This article focuses on peculiarities of Turkic languages spoken by diasporas in Kazakhstan. More specifically, the characteristics of the colloquial Turkish spoken by the Ahiska Turks (as they have recently identified themselves) is presented. Also based on speech samples of the Turks living in Kazakhstan, Kazakh linguocultural borrowings denoting terms of kinship were recorded and analyzed.

Sunday, August 19, 2018

Section 11A: WORKSHOP: Ambiguous [V + V] sequences in Turkic and other Transeurasian languages IV

Noriko Ohsaki and Jakshylyk Akmatalieva, “Reduction of volitionality and auxiliary verbs in Kyrgyz”

One of the Kyrgyz auxiliary verb *jiber-*, whose lexical meaning is ‘to send,’ has been described as being used regarding a sudden or quick action (Akmataliyev 2015, Tokubek uulu 2006). In addition to the swiftness of action, the auxiliary verb *jiber-* seems to add a sense of unintentional, uncontrolled action, or, in other words, it seems to reduce the intentionality of the preceding main verb, e.g. *Akmak! dep bet-ke čaa-p jiber-di* (fool say-CVB face-DAT slap-CVB AUX-PAST.3) ‘S/he accidentally slapped (her/his) face, saying “Idiot!”.’ Not only the auxiliary *jiber-*, but also other auxiliary verbs such as *sal-*, originally meaning ‘to put’ and *al-*, ‘to take,’ seems to serve to reduce the intentionality or volitionality of the preceding main verb, e.g. *stakan-dī sindīr-īp sal-dī-m/al-dī-m* (glass-ACC break-CVB AUX-PAST-1SG) ‘I accidentally broke the glass.’ This paper explores how and under what conditions these auxiliary verbs express unintentional, uncontrolled action.

Abbreviations

ACC accusative, AUX auxiliary, CVB converb, DAT dative, PAST past, SG singular

References

Akmataliyev, Abdīldaĵan (2015). *Kirġiz tilinin sözdügü*. Bishkek: Abrasiya Press.

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Éva Á. Csató, Aynur Abish, and Lars Johanson, “Ambiguous V + *kör-* ‘to see’ sequences in Kazakh”

The talk will deal with Kazakh sequences of the type V + *kör-* ‘to see’, which may have several different readings.

1. The polysemic verb *kör-* may have an experiential lexical meaning. This usage is iconic.

Kazakh

Munday-dī burīn-soġdī bas-ī-nan keš-īp kör-me-gen.

like this-ACC never ever head-POSS3-ABL pass-IP.CONV see-NEG-POST3

‘S/he has never ever experienced such a thing.’

2. The sequence of a lexical verb and the auxiliary verb *kör-* is often, for example in imperative constructions, used in the sense of ‘to do it’ plus ‘to see’, i.e. to fulfill a given action and then to try to see what follows. This usage is close to an iconic usage and represents a relatively low degree of grammaticalization.

Kazakh

wÖziġ bar-īp kör!

self-POSS2SG go-IP.CONV SEE.POSTV.IMP

‘Go and find out yourself!’

3. The next usage is based on the meaning of *kör-* ‘to see to it’ = ‘to do it’ in the sense of trying hard and attentively. It implies a non-iconic reading of *kör-* and represents a higher degree of grammaticalization. This usage expresses effort and care to carry out the action (‘to make sure to do’, ‘to take care to do’) or an attempt to carry it out (‘to try to do’) (Johanson 2011: 758).

Kazakh

wÖz kol-īġ-men ĵasa-p kör!

self hand-POSS2SG-WITH.POSTP do-IP.CONV SEE.POSTV.IMP

‘Try to do it yourself!’

The accentuation patterns in the three types of usages will be compared with the aim to demonstrate whether they can disambiguate the different readings.

Natalya Popova, “Ambiguous VSs in Yakut”

In Yakut, verb sequences consisting of a converb + V are considered as special forms of postverbal constructions expressing actional modification. But most constructions are ambiguous for various reasons. For example, VSs based on the auxiliaries *bar-* and *tur-*.

Actionality

1. *aha-an bar-da*
eat-CONVERB go-PAST3SG

'started to eat'

Pluripredicate

2. *aha-an bar-da*
eat-CONVERB go-PAST3SG

'ate and left'

Pluripredicate

3. *taxc-an bar-da*
leave-CONVERB go-PAST3SG

'he went out and left'

Viewpoint

4. *taxc-an bar-da*
leave-CONVERB go-PAST3SG

'has left'

Construction with *bar-* give mostly the actionality value inchoative (1) or are read as pluripredicates (2). They do not have any viewpoint meaning. But when *bar-* is combined with verbs of the type *tagys-* 'exit', *kiir-* 'enter' no actionality meaning is detected and they get pluripredicate (3) or viewpoint (4) readings. Constructions with *tur-* in combination with dynamic verbs represent only different shades of actionality values.

Actionality

5. *bar-a tur-da*
go-CONVERB stand-PAST3SG

'kept going' But:

6. *bar-a tur-ar*
go-CONVERB stand-PRES3SG

'constantly (regularly) goes'

7. *süür-e tur-da*
run-CONVERB stand-PAST3SG

'runs'

The difference in actionality values is also affected by the tense form of the second verb. Converb- + *tur-* with verbs can be read as

Actionality

8. *kaps-ii tur-da*
tell-CONVERB stand-PAST3SG

'kept on telling'

Pluripredicate

9. *kaps-ii tur-da*
tell-converb stand-PAST3SG

'stood and spoke'

Viewpoint

10. kaps-ii tur-ar

tell-CONVERB stand-PRES3SG

'tells'

The different readings of the VSs depend on the context, semantics of the first verb, the tense of the second verb, and possibly the prosodic characteristics.

Section 11B

(Chair: Ayse Ilker)

Anaer Nulahan,

“The Direct and Indirect Causative Construction in Kazakh”

In this research, I explore the syntactic properties of causative constructions in Kazakh. The verbal causative morpheme /-Dlr/ and /-ırlz/ not only provide a ‘make/let’ dichotomy in semantics (see 1a, b), but also they show asymmetrical behaviours in syntax: the direct causative (/Dlr/) allows either the dative or the accusative argument to raise to the subject position when passivized, while the indirect causative (/ırlz/) only allows the dative argument to move.

(1) a. ol ma-gan maqala(-ni) jaz-Dlr-di-∅.

s/he. Nom I-Dat paper(-Acc) write-caus-past-3.sg

'S/he made me write (a /the) paper.'

b. ol ma-gan maqala(-ni) jaz-ırlz-di-∅.

s/he. Nom I-Dat paper(-Acc) write-caus-past-3.sg

'S/he let me write (a /the) paper.'

Assuming applicative structure (Baker 1988, Pykkänen 2000), phase structure (Chomsky 2008, Gallego 2010), and multiple specifiers (Pesetsky 2000), I argue that Kazakh direct causatives (/Dlr/) employ normal verbal structure, while indirect causatives (/ırlz/) are high applicative construction. In addition, the current working assumption is also able to accommodate the syntactic behaviour of Kazakh causative clusters such as /-T-Dlr/ (see 2), and thus allow us to offer a consistent analysis in the paper.

(2) sen bala-ni Dina-ga (bereu-ge) qara-T-Dlr-d-ıj

You child-Acc Dina-Dat (somebody-Dat) look-Caus-Caus-Past-2.sg

'You made Dina look after the child.'

or 'You made Dina make someone to look after the child.'

The contributions of this paper are twofold. On the descriptive side, it offers a systematic presentation of Kazakh causative in Distributed Morphology. Second, the data suggest that two structurally distinct causative constructions exist in the grammar of a single language.

Saule Abdramanova,

“Conceptualization of Time in Kazakh Idioms”

The category of time is considered to be one of the universal ones in cognition of the surrounding world by people and determination of their place there. Time is usually conceptualised in connection to space; both of them are found to be fundamental in people's lives. A notion of time at ancient Turks was investigated on the basis of historical texts of old manuscripts through the analysis of description of real facts and lives of real people.

Klyashtorny (1964) emphasises the cyclical nature of time in Turkic culture. Shaimerdinova (2007) defines the

concepts of epic time, of clan time, and heroic deeds of Kul-Tegin. Both authors note a close connection of Turks' worldview with nature.

In Kazakh linguistics the concept of time has become an object of research comparatively recently. The present study aims at identifying the concepts that structure the category of time in Kazakh idioms which have a reference to temporality, to parameters of duration, speed, age, and events. A linguistic analysis of Kazakh idioms showed that time is conceptualised as a cyclical process where days turn into nights, and autumns turn into winters, etc. Also, a life span is traditionally divided into three phases: birth, life, and death; the analysis revealed that the latter is the mostly conceptualised notion. The analysis showed that concepts of time are represented through temporally situated events which are culturally motivated, and also through the parameters of age which are ethnographically stipulated.

Assem Amirzhanova, “Causatives in Kazakh”

Being morphological in nature, causatives in Kazakhs are expressed with the following main suffixes and their allophones: -t, -Ar, -Ir, -It, -Dir and -Giz. The distribution of the latter two is the puzzle we have to solve. In the literature nothing has been said on the distribution of those affixes apart from morpho-phonological conditioning. I argue that the distribution of causative suffixes is rule-based despite highly irregular patterns they show and those irregularities are the results of the historical processes.

Most of the Kazakh verbs are flexible in the choice of the causative morpheme. Speakers of this language find both sentences (1) and (2) acceptable. Both sentences mean the same thing and both are grammatical.

(1) Men oġan ölen ajtQZdım

I He.dat poem say.Caus.Past.1sg

(2) Men oġan ölen ajtIRdım

I He.dat poem say.Caus.Past.1sg

“I made him tell a poem”

While some verbs give preference only to -Dir suffixes, others are only -Giz verbs, that is, these suffixes can never appear in each other's places.

(3) Ol meni quanDIRdi

He I.acc happy.caus.past

(4) Ol maġan üj salĠIZdi

He I.dat house put.caus.past

Examples in (3) is a verb assigning an experiencer theta role to its sole argument, while in (4) it is an agentive verb. Given that I propose that causative suffixes -Giz and -Dir are sensitive to the experience and agentive verbs distinction. There are other discrepancies in the behavior of those two suffixes. The further evidence comes from the idiomatic expressions, homophonous verbs and causativized unaccusative verbs.

Eszter Ótött-Kovács, “Clause Chaining in Kazakh”

The suffix -(l)p in Kazakh is claimed to be an adverbial non-finite clausal head (e.g., Žanpeyisov 2002: 529-531). This paper makes the novel claim based on native speaker judgments elicited by the author that -(l)p can head both subordinated adverbial and coordinated clauses. In the typological literature it is assumed that this is a special clause-type called “co-subordination” (Foley & Van Valin 1984). Under a certain interpretation (l)p-clauses are either subordinated or coordinated but never a combination of these. The following syntactic diagnostics are used to distinguish coordination and subordination:

1. Forming question in only one of the clauses is good in sentences containing a subordinated clause, but

unacceptable in case of coordinated clauses (Coordinated Structure Constraint);

2. Forming question in both clauses is ungrammatical in subordinated (in (1)) but grammatical in coordinated clauses (in (2)) (Across-the-Board movement);

(1) *[Qiz [ne kiy-ip] kim-ge bar-di]?

[girl [what wear-ADV] who-DAT go-PST.3]

'[Who did the girl go to [after putting on what]]?'

(2) [Asqar kim-men töbeles-ip], [Bolat kim-men söz-ge kel]-gen?

[Asqar who-INSTR fight-CRD] [Bolat who-INSTR word-DAT come]-PERF.3

'[Who did Askar have a fight with], and [who did Bolat argue with]?'

3. Functional categories (Negation, Modality, Tense) in the root clause take scope over both clauses, which is only possible if the two clauses are coordinated (cf. properties of clause chains in Nonato 2014). Illustrated by example (2), where the scope of -gen extends over both clauses. This phenomenon is well-documented in the literature, Johanson 1995, Yüce 1999, but so far has lacked explanation.

Section 11C

(Chair: Kutlay Yagmur)

Handan Kopkallı Yavuz,

"A phonetic analysis of Turkish mid front unrounded vowel /e/"

The mid front unrounded vowel /e/ in Standard Turkish is said to have different phonetic realizations based on the phonological environment in which it occurs (Ergenç and Uzun, 2017; Göksel and Kerslake, 2011; Operstein and Kütükçü, 2004 and references therein). However, there seems to be no agreement on the number of allophones and the determining phonological environment. Ergenç and Uzun (2017) state that /e/ is realized as [æ] in word final position (but in time, is turning into [ɛ]), as [ɛ] in one-syllable words, [e] in the first syllables of words with two or more syllables. Göksel and Kerslake (2011) state that the first vowel in 'dere', for example, is realized as [e] while the second as [ɛ]. They also state that when the syllable containing /e/ is closed by l, r, m, n, it is realized as [æ]. Operstein and Kütükçü (2004) also argue that /e/ has three allophones; open mid in closed syllables preceding l, r, m, n; close mid in other close syllables, and near open in open syllables. These claims are based on impressions rather than on phonetic analysis. This study investigates the phonetic realization of /e/ in different phonological environments. The test words were selected based on the number of syllables in a word, the syllable structure, and the consonantal environment (l, r, m, n vs. others). The preliminary results suggest that while syllable structure has an effect on the phonetic realization of /e/, number of syllables and the consonantal environment do not.

José Rafael Medeiros Coelho,

"The E Particle as a Discourse Marker in Turkish"

This work scrutinizes the nature of the E particle as a discourse marker in Turkish. The primal aim of this analysis is to demonstrate and classify how E, as a multi-functional discourse marker, supports Turkish speakers according to different discursive contexts and conversational goals in spoken conversations. This analysis is based on Deborah Schiffrin's premise that discourse markers are context-dependent discursive particles. Furthermore, works on the nature of Turkish discourse markers from Nurdan Özbek, Şükriye Ruhi and Erkan Yılmaz have been fundamental for the amalgamation of this inquiring. The methodology of this research is an eclectic combination of discourse analysis, conversation analysis and functional approaches. The corpus data analysis is based on 200 cases of E particles instances, from at least 5 hours of 5 different natural occurring transcribed conversations in Turkish. To

conclude, as a result of the corpus analysis, according to the distribution, placement, structural and intersubjective discursive characteristics of the E DM particle in Turkish it was possible to classify three general functions: Therefore, The E particle as a discourse marker in Turkish functions respectively as a “Repair Marker”, a “Reaction Marker” and a “Placeholder Marker”. Moreover, Due to its flexibility and multi-functionality, E Reaction DMs also can sub-function as an “Opening Frame Marker”, “Inquiring Marker” and “Confirmation Marker”. To sum up, E Reaction Markers win by being the most used E markers in Turkish, while E Repair and Placeholder Markers are averagely the least used ones in Turkish.

Gita Zareikar, “Bare Nominals and Telicity in Azeri”

Bare nouns (BN) as morphologically unmarked forms are not always semantically unmarked for number. They are expected to be number neutral (NN) due to the syntactic phenomenon of noun incorporation (NI). Incorporated nominals are expected to have narrow scope and are NN [1]. This paper proposes that Azeri bare nominals are not NN, although they have a narrow scope [4]. Number neutrality, however, arises under the effect of atelicity, (1b) [3]. We add to Dayal's analysis and conclude that number interpretation and specificity are not correlated and specific (+familiar) interpretation of a BN arises via the interaction with viewpoint aspect.

We argue that number interpretation of the BN correlates with the generation of an AspQ [2]. If AspQ gets projected, the corresponding structure will get a telic reading, (1a), and in the absence of it, an atelic reading will arise, (1b).

In indefinite contexts, the BN in perfective aspect (PFV) is always specific and familiar with a telic predicate and NN with an atelic predicate. Nonetheless, the BN in the habitual aspect (HAB) does not interact with telicity and the BN is non-specific in all its occurrences, (2).

(1) Aida (iki saat/saat-da) kitap oxudu

Aida (two hour/hour-in) book read.PFV.3SG

a. `Aida read a book in two hours.' [a specific book (telic)]

b. `Aida read books for two hours.' [any one or more books (atelic)] [Azeri]

(2) Aida her gün kitap oxu-yar

Aida every day book read.HAB.3SG

`Aida reads books everyday.' [any one book or more different books (a/telic)] [Azeri]

Jonathan Washington and Denis Tokmashev, “A phonetic study of the vowel system of Teleut”

This study is an instrumental investigation of the vowel system of Teleut, a moribund Turkic language of Southern Siberia with approximately 100 remaining speakers, mostly elderly. There is only one previous study of the vowel system, conducted by Gavrilin (1987).

Vowels are analysed in words that were collected in elicitation sessions in the field. Two speakers' productions are examined. Words in both isolation and in short phrases are examined. The first and second formants are measured in order to understand the formant space of the vowel system. The results are compared to those of Gavrilin to understand whether there have been some changes in the vowel system related to the language's ongoing attrition. Particular emphasis is given to the analysis of long vowels, to understand how their formant space is similar to or different from the formant space of short vowels, and also to try to determine whether their status as “two-headed” vowels versus “long single-headed vowels” can be determined. Additionally, the results are compared to those of the Turkic languages investigated by Washington (2016) to determine whether the tongue root might be playing a role in the vowel system of

Section 12A: WORKSHOP: Ambiguous [V + V] sequences in Turkic and other Transcaucasian languages V **(Chair: Éva Á. Csató)**

Alexander Sugar, **“Monoclausal Double Negation in Uyghur”**

This paper argues that Uyghur displays double negation through negating multiple verbal items in monoclausal auxiliary constructions.

It has been claimed that languages either exhibit negative concord, in which a single negative meaning is expressed by multiple negative items, or double negation, in which each negative item expresses a separate negation, but not both (Zeijlstra 2004). Uyghur indeed displays negative concord between negative concord items involving the héch prefix and verbal negation, as shown in (1).

When both a lexical verb and an auxiliary are negated, however, two negative meanings are expressed, yielding an overall positive reading. An auxiliary construction consists of a lexical verb suffixed by -(i)p or the negation marker -may in lieu of finite inflection, followed by one of a limited number of semantically bleached verbs that expresses aspectual-type meaning (Ibrahim 1995). Double negation of an auxiliary is shown in (2).

This finding would be unsurprising under an analysis in which each negated verb occupies a distinct clause with its own sentential negation marker (Bridges 2008). However, we show through passivization and adverb scope tests that both the negated lexical verb and auxiliary are part of the same clause. For example, the adverb in (3) takes scope between the two positions of negation. If (3) consisted of two clauses, we would expect multiple scope possibilities to be available for the adverb, contrary to fact.

Thus, Uyghur is a language capable of double negation as well as negative concord within a single clause.

Dávid Gyórfi, **“A Canonical Approach to Kazakh Multiverb Constructions”**

This lecture will focus on the application of Canonical Typology for a number of Kazakh multiverbs, in particular, converb + finite verb predicates. Canonical Typology allows us to incorporate a vast range of linguistic findings into a single map of features which describes the target phenomena by canonical extremes. Kazakh is an excellent candidate to display how the notions such as serial verbs, auxiliary verbs, light verbs and cliticized morphemes can be grasped. The first part will aim to provide a definition for each of the aforementioned verbal structures within the same set of criteria, from a cross-linguistic view. In accordance with the literature we will conclude that the canonical phenomena are clearly distinct objects. Here, a main but not exclusive idea will be Grammaticalization in the sense of Heine (1993). The second part will use this defined canonical space of phenomena and input Kazakh data. The analyzed constructions will align roughly with the canonical notions of serial verb constructions, light verbs and auxiliary verb constructions. We will see that five types of auxiliary constructions will be different as opposed to the canonical auxiliary verb, and their differences may be accounted for by ideas in grammaticalization. This study aims to propose the possibility of a formal framework to be applied in this part of verbal morphosyntax.

Section 12B

(Chair: Mahire Yakup)

Savaş Şahin, “Metaphors of Modality in Turkmen Turkish”

English modality system has its own rules while complexity and uncertainty also exist in the expression of modality meanings, manifested in a variety of means for modalization and modulation. Although modality is mainly expressed by modal verbs and other parts of predicate, they aren't the only means for that. Actually, clauses, nouns, verb phrases or even prepositional phrases can be employed to express modality. Halliday sums up, in systemic functional grammar, modality is made up of four subsystems: type, orientation, value, and polarity and he distinguishes modalisation from modulation as mentioned above. Then, he refers to two pairs of orientations, subjectivity and objectivity, in details, subjective implicit/explicit, objective implicit/ explicit. What happens is that, in order to state explicitly that the probability is subjective, or alternatively, at the other end, to claim explicitly that the probability is objective, the speaker projects the proposition as a fact and encodes the subjectivity (I think), or the objectivity (it is likely), in a projecting clause. (There are other forms intermediate between the explicit and implicit: subjective in my opinion, objective in all probability, where the modality is expressed as a prepositional phrase, which is a kind of halfway house between clausal and non-clausal status.)

In Turkmen Metaphors of Modality:

I. Subjective explicit: Men Myradyň gidendigini düşünyärin.

II. Subjective Implicit: Myrat gidendir. Myrat giden eken./ Myrat gitmeli eken /Myrat gidemiş.

II. Objective Implicit: Objective Implicit: Myrat, hökman gidendir./ Myrat, mümkin gidendir. Hut Myrat gitdi.

II. Objective Explicit: Men Myradyň hökman gitjegini garaşyaryn.

Taiki Yoshimura, “When does the Azerbaijani 'null' copula exist?”

The occurrence of the pronominal clitic or personal inflectional suffix is distinctive according to the type of tense or aspect of the verbal form in Turkish. Kornfilt (1996) argued that certain types of verbal forms are considered as a type of participle followed by a copula that has no sound and definite shape (hence, the term 'null'). Kornfilt (1996) highlighted the additional evidence of the existence of the null copula, namely that the interrogative clitic can also occur in the position adjacent to the null copular and that the existence of the null copula makes the so-called suspended affixation possible. However, in Azerbaijani, the interrogative clitic occurs in the rightmost position in the verbal complex, and, unlike Turkish, the other copula clitic -dlr is obligatory in the third personal non-verbal sentences. Consequently, there is the problem of assuming the existence of the null copula in the language. Therefore, in this presentation, I will argue that the null copula is recognized only in sentences with the first and second pronominal clitics. I will also argue that only the auxiliary verb imək can take a tense-aspect suffix; hence, it can also take a personal suffix. The null copula can only take a pronominal clitic as the finite copula, whereas the copula clitic -dlr cannot take a tense or aspect suffix and a pronominal suffix and/or clitic. In conclusion, there three different (and complementary) types of copular words; therefore, the distribution of the Azerbaijani null copula is narrower than that of Turkish.

Adam G. McCollum, Matthew Zaslansky and Nese Demir, “Round vowels and rounding harmony in the Osh dialect of Uzbek”

Though absent in standard Uzbek, some Uzbek dialects still possess front rounded vowels, [y ø], and exhibit

restricted vowel harmony (Ibrohimov 1967; Reshetov & Shoabdurahmonov 1978; Razhabov 1996). Two issues are noteworthy in this research. First, most Uzbek dialectological work has focused on varieties spoken in Uzbekistan; second, there are almost no experimental phonetic studies on the language. This paper provides a detailed acoustic investigation of front round vowels and rounding harmony in the Osh (Kyrgyzstan) dialect of Uzbek. Our results indicate three patterns of front vowel realization, full maintenance of [y ø] for all lexical items, lexically- and phonologically-conditioned variation between [y ~ u] and [ø ~ ɔ], and complete merger with [u o].

With respect to vowel harmony, high vowels undergo rounding harmony in non-final positions, as in (1). In (1a, b), the word-final high vowels do not undergo harmony, whereas in (1c, d), high vowels in the first and third person possessives undergo harmony since they occur word-medially

(1) a. kəl-i 'lake-POSS.3'

b. kəl-ni 'lake-ACC'

c. kəl-um 'lake-POSS.1'

d. kəl-u-ni 'lake-POSS.3-ACC'

This finding for rounding harmony parallels our findings for Uyghur spoken in Kazakhstan- high vowels undergo rounding harmony in non-final positions. This study contributes valuable acoustic data on an underdescribed dialect of Uzbek. The results not only allow us to better understand Uzbek, but also the historical trajectories of vowel merger and vowel harmony in Turkic.

Kentaro Suganuma,

“The prosodic systems of Turkish and Modern Uyghur: Towards a prosodic typology in Turkic languages”

This paper indicates that there are differences in the prosodic systems of Turkish and Modern Uyghur, and this paper attempts simple prosodic typology in Turkic languages.

When we look at previous studies (Nadzhip 1971, Göksel and Kerslake 2005, etc.), it can be said that the prosodic systems of Turkish and Modern Uyghur are the same, in the sense that, generally, word final syllables are accented. However, the results of this study revealed that these two languages are different in word-level prosody as well as in sentence-level prosody. Specifically, 1. Unlike Modern Uyghur, non-word-final syllables may be accented by lexical information in Turkish, 2. The accent of words other than interrogative or focused words is suppressed in Turkish, while such accent-suppression is not observed in Modern Uyghur.

In other words, these two languages were believed to have similar prosodic systems so far, but in fact they have different prosodic systems.

For prosodic typology in Turkic languages, this paper applies two binary parameters; [±lexical tone] and [±multiword AP (accentual phrases)], as proposed by Igarashi (2012). This paper indicates that Turkish is a language with [+lexical tone] and [+multiple AP], and Modern Uyghur is a language with [-lexical tone] and [-multiple AP].

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Monika Rind-Pawłowski,

“Dialectal variation in the inflection morphology among the Turkish groups deported to Kazakhstan from Georgia”

In 1944, different Turkish groups were deported from Georgia to Kazakhstan, Kyrgistan, and Uzbekistan. These

groups are a) the Akhiska (Mezkhethian Turks), b) the Khemshilli, and c) the Black Sea Turks (often referred to as "Laz"). The southern parts of Yuzhniy Kazakhstan, Zhambylskaya Oblast' and Almatinskaya Oblast' form their main settlement areas within Kazakhstan. Especially in Kazakhstan, these groups have been able to maintain their language and culture until today, so that an investigation of their dialectal peculiarities can be carried out only there.

As the latest research shows, there is notable dialectal variation between these groups, and also within the Akhiska, which subdivides into the Yerli (i.e. "local") Akhiska, and the Terekeme, which moved to Georgia via Azerbaijan some centuries later, and have therefore assimilated towards Azerbaijani. This is reflected e.g. in the verbal inflection morphology: The aorist in Yerli Akhiska as well as in Khemşilli and Black Sea Turkic is -ar/-är/-ur/-ür, but -ar/-är in Terekeme. The present tense in all these varieties goes back to the yeri-variant ,walk, go': -iyér in Yerli Akhiska, -ér/-or/-ör in Terekeme. The Black Sea Turks and the Khemshilli still show variation (conform to the aorist) in the converb part of the present tense, yeri- is reduced to y: -iy in verbs with aorist -Ur, -Ay in verbs with aorist -Ar. Perfect in -miş does not harmonize in Yerli Akhiska, Xemşilli and Black Sea Turkic. It shows full variation in Terekeme with an additional perfect in -(l) for 2nd and 3rd person.

Section 12C

(Chair: Handan Kopkallı Yavuz)

Hatice Sofu and Tuğba Şimşek, "Acquisition of Turkish Verb ol"

Children acquire their first language in a series of stages in which they progress from the simple structures to the complex. Even when the forms are similar on the surface, children acquire them at different points in time because of distinctive linguistic complexity of the elements. For example, in English, in the acquisition of auxiliary and copula "be", copula is acquired earlier than the auxiliary in both first and second language (Brown, 1973; Dulay & Burt 1974), since "be" used as an auxiliary precedes a content word, a verb and contributes information about tense, aspect, and person. On the other hand copula "be" functions as a verb itself and also carries the same grammatical information as an auxiliary does. A similar word in Turkish is "ol", which is very productively used as a verb, auxiliary, and copula in different contexts. Whether the order of acquisition of these different functions of "ol" follow a similar pattern in the acquisition of Turkish is a subject which has not been studied in detail yet. For that reason, we are going to investigate the use of "ol" by 35 Turkish speaking children between the ages of 1;4 and 4;8. The data partly comes from spontaneous speech samples compiled by the researchers and partly from CHILDES database. The analyses will be carried out to determine different functions of "ol" and the order of acquisition of these functions.

Fatih Ünal Bozdağ, "Time in interlanguage; chasing conceptual errors of Turkish EFL Learners"

On the account of cross-linguistics differences, language-specific characteristics, and particularly due to their internal complexity, tense – aspect system remains to be one such area of language instruction which presents great difficulty learners from all levels. Regarding interlanguage development, learners' native language may interfere with the acquisition of such structures. Though many forms included in English tense – aspect system have counterparts in other languages, there is no complete overlap among tense – aspect system across languages regarding how they are licensed regarding cross-cultural and intralingua differences. Therefore, along with premise of Cognitive Grammar (Langacker, 1987; 1991) this study, primarily, discusses the symbolic nature of

tense aspect system that is, as being pairings of form and meaning, they also carry meaning that can be identified with conceptualization. Focusing on semantic analysis of tense and aspect markings in Cognitive Grammar regarding both Turkish and English, it is aimed to provide in depth cognitive semantic-oriented descriptions of tense aspect systems of both language. Next, the study also will scrutinize Cambridge English Corpus (henceforth CEC), which covers a body of error annotated learner corpora from various native languages, to discover patterns of tense – aspect errors specific to Turkish EFL learners. Thus, it is aimed to trace contradicting and overlapping markers across two languages' tense – aspect structures which possibly result in conceptual errors (Danesi, 1996) in the learners' interlanguage systems. Consequently, through chasing errors in interlanguage, it is expected to investigate to what extent learners' native language interferes with their interlanguage development.

**Neslihan Kansu-Yetkiner and Lütfiye Oktar,
“A Corpus-based Approach to Conjunctive Explication in
Interpreting Studies: The Case of Turkish-English Language
Pairs”**

In translation studies, cohesive features as indicators for explication have been analyzed confined to Indo-European languages (Blum-Kulka 1986, Olohan & Baker 2000, among other), but have not yet addressed the complexities of Altaic languages. In an attempt to fill this conspicuous gap, the aim of this study, which is a part of a larger project, is to analyze the behaviour of conjunctions in learner corpora through the interpretation of quantitative (co-)occurrences and patterns of conjunctions in translations and their source texts as indicators of explication by drawing upon Halliday and Hasan's (1976) classifications of conjunctive relations. The study is based on a corpus of 232 recordings generated by 20 undergraduate senior students attending İzmir University of Economics, English Translation and Interpreting program. The recordings were based on 12 sets of designed, nonidentical, but similar in content, informative and expressive texts produced both in English and Turkish (+/- (25) 550 words each) through sight interpreting, consecutive interpreting and simultaneous interpreting. The results revealed that modes of interpreting, directionality and text type are determining parameters which partially support explication hypothesis.

**Alisa Esipova,
“Word-formative models of conversion in Turkic languages”**

Great interest and sharp disagreements among the Turkologists is caused by the study of identical material forms and similar in meaning words: alyg 'stupid' and alyg 'fool'. A.A.Yuldashev demonstrated the availability of conversion in the Bashkir language ("lexical-grammatical", "transposition, <...>), as a way of word formation associated with destruction of meaning and part of speech of the initial lexical unit and development of a new semasiological system led by a new word in the other part of speech according to linguistic norms of language, and the existence of models of conversion.

There is no word formation without a model. Models, as formal imitatives of full-valued lexical units or their communities, have a two-sided character, representing the form and meaning of the derivative or the complex of derivatives. As an analogue of the complex of words, the model has a more generalized character and is represented as a model of a part of speech:

T_n → T_a.

T – basis, a – adjective, n – noun, → – the direction of word formation. This model shows that by changing part of speech within one sound form the adjective is formed from the noun.

Generation of the value of a derivative is worthwhile to represent by means of lexical-semantic models, for example:

T_n=seas. → T_a=seas prop.

Seas. – 'season', seas prop. – 'property of the season'. Compare: shor. kÿskÿ 'autumn' and kÿskÿ'autumnal'. The model Tn → Ta has several lexical-semantic models.

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