Araştırma Makalesi / Research Paper

DURATIONAL ASPECT AND *-IYOR* '-ING' MORPHEME USAGE IN TURKISH CYPRIOT CHILDREN'S LANGUAGE

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Abstract

The aim of the study is to classify the verbs aspectually and investigate the durational aspect and the -Iyor '-Ing' morpheme in the verbal language sample of Turkish Cypriot children in their day-care setting by using Radden and Dirven's (2007) time schemas and 13 designated classes of aspect. The study is important in identifying the scarcity in -Iyor '-Ing' morpheme usage in Turkish Cypriot children. Moreover, the study proposes a new situation type: 'Bounded iterative activity'. According to aspectual verb classification studies on Turkey Turkish, iterative activity verbs were marked with -Iyor '-Ing' morpheme. However, they were not used with -Iyor '-Ing' morpheme, but with -Ir '-do/does' in Turkish Cypriot child language data. In order to accommodate these verbs, a new situation type category was formed, defined and a new time schema was drawn. Some situation types were encountered as having the same aspectual features but different time schemas in Radden and Dirven's (2007) approach. Three additional aspectual features for these situation types were written in order to promote verb classification process. Three aspectual features were formed as [±repetitive], [±revocable], [±endpoint oriented]. The rate of incidence of aspectual class in descending order

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were like the following: Achievements 40.7%, accomplishment 24.6%, indefinitely lasting state 16.0% (marked with -DI); bounded activity 8.1% (marked with -Ir); Accomplishing activity, unbounded activity, culminating activity, temporary states, and temporary habitual states 5.3% (marked with -Iyor). These findings and comparisons with research on Turkey Turkish points out to less usage of -Iyor '-Ing' morpheme in Turkish Cypriot children language data.

Keywords: Durational aspect, -Iyor, Turkish Cypriot children language, morpheme.

Kıbrıslı Türk Çocukların Dilinde Sürerlik Görünüşü ve -Iyor Biçim Birimi Kullanımları

Öz

Bu çalışmada Radden ve Dirven'in (2007) yaklaşımında kullanılan zaman şemaları ve belirlenen 13 hâl türü ulamı esas alınarak, Kıbrıslı Türk çocukların günlük konuşmalarında kullandıkları durum ve olaylar hâl türlerine göre ulamlara ayrılmıştır. Eylemlerin çocuk dili verisine göre hangi görünüş biçim birimleri ile işaretlendikleri belirlenmiştir. Bu çalışma Kıbrıslı Türk çocukların günlük konuşmalarında -Iyor biçim biriminin kullanım kısıtlılığını belirlemesi ve bu kısıtlılıklar için yeni bir hâl türü önermesi açısından önemlidir. Türkiye Türkçesi odak alınarak yapılan çalışmalarda -Iyor biçim birimi ile kullanılan yinelemeli edimsellik eylemlerinin, Kıbrıslı Türk çocuklardan elde edilen veride -Ir biçim birimi ile kullanılması sonucunda *sınırlı yinelemeli edimsellik* hâl türü ulamı bu çalışma çerçevesinde oluşturulmuş, tanımlanmış ve zaman şeması çizilmiştir.

Çalışma sırasında Radden ve Dirven'in (2007) yaklaşımındaki bazı hâl türü ulamlarının zaman şemaları farklı olmasına karşın aynı görünüşsel özellikleri taşıdıkları durumu ile karşı karşıya gelinmiş ve kullanılmakta olan görünüşsel özelliklere üç yeni özellik eklenerek hâl türlerinin ayırıcı özelliklerinin saptanmasına da katkıda bulunulmuştur. Eklenen özellikler [±yinelenmeli], [±vazgeçilebilir] ve [±bitirme noktası odaklı] olarak ortaya konmuştur.

Kıbrıslı Türk çocukların günlük konuşmalarında kullandıkları durum ve olayların hâl türlerine göre ulamlara ayrılması çalışmasının sonucunda ulaşılan en büyük üç hâl türü ulamındaki bitirme (%40,7), tamamlama (%24,6) ve kalıcılığı belirsiz durum (%16,0) eylemlerinin en sık -DI biçim birimi ile kullanıldığı saptanmıştır. Dördüncü en büyük ulam olan sınırlı edimsellik (% 8,1) eylemleri en sık -Ir biçim birimi ile kullanılmaktadır. En az kullanım sıklığı sınırlı edimsellik dışında kalan tüm edimsellik ve geçici durum eylemlerinin toplamı (%5,3) -Iyor biçim birimi ile kullanılmıştır. Bu saptamalar Kıbrıslı Türk çocukların günlük konuşmalarında -Iyor biçim biriminin kısıtlı kullanımına işaret etmektedir.

Anahtar Sözcükler: Sürerlik görünüşü, -Iyor, Kıbrıslı Türk çocuk dili, biçim birimi.

Introduction

The earliest studies concerning aspectual classification dates back to Aristotle and are based on perfective and imperfective features of the verbs. Ryle (1949), Kenny (1963), and Comrie (1976) are the well-known linguists following the Aristotelian approach. These studies identify accomplished verbs as perfective and unaccomplished ones as imperfective or durational. Aspectual classification studies based on the perfective and imperfective features of the verbs are still important for contemporary research.

Vendler's (1967) study, which takes Ryle's (1949) and Kenny's (1963) aspectual approaches into account, is known as the beginning of modern approaches. Vendler (1967: 103-120) investigated verbs in four aspectual classes. These are; state, activity, achievement, and accomplishment. The distinctive feature of Verkuyl's (1972: 16) approach is examining aspect in sentential structure. By adding three pairs of aspectual features to the Vendler's four classes of aspect, Dowty's (1979) approach stands as a connection between modern approaches and approaches with two components. Smith's (1991, 1997: 20) approach provides five aspectual classes: State, activity, achievement, accomplishment, and semelfactive. Xiao and McEnery (2004: 332) propose a corpus-based approach by modifying Smith's (1997) approach. The corpus-based approach of Xiao and McEnery (2004: 332-338) composed of two levels: the lexical and the sentential level. There are six verb classes at lexical level which are; activity, semelfactive, accomplishment, achievements, individual-level state and stage-level state. In sentential level there are six basic and five derived verb classes. The six basic verb classes in sentential level are: Individual-level state, stage-level state, accomplishment, activity, semelfactive, and achievement. The five derived verb classes are: Derived individual-level state, derived stage-level state, derived activity, derived semelfactive, and derived achievement.

Radden and Dirven's (2007: 175) approach views the situation by using viewing frames and provides 13 classes of aspect. These frames are maximal viewing frame and restricted viewing frame. Non-progressive aspect [V-Ing] is viewed by the maximal viewing frame with external view and includes bounded events and lasting states. Bounded events are accomplishment, bounded activity, achievement, and act. Lasting states with infinite view are indefinitely lasting states, habitual state, and everlasting state. Progressive aspect [V+Ing] is viewed by the restricted viewing frame with internal view and includes unbounded events and unbounded states. Unbounded events are as follows: Accomplishing activity, unbounded activity, culminating activity, and iterative activity. The unbounded states are

temporary state and temporary habitual state. The 13 classes of aspect are derived from the time schemas of three basic aspectual classes. These three aspectual classes are: Bounded events, unbounded events/states with implicit boundaries, and unbounded states.

Aspectual Studies in Turkish and Cypriot Turkish

Johanson's (1971) study is widely accepted as the first aspectual study concerning Turkish. The known aspectual studies in Turkish are based on the situation types determined by Vendler (1967) and Smith (1991). Notable aspectual studies in Turkish are: Dilaçar (1974), Aksan (1998, 2000), Johanson (1994, 2000), Gökmen (2000, 2003, 2004), Akcan (2005), Benzer (2008), Esmer (2008, 2011), Demirgüneş (2008, 2010), Güven (2012), and Ortaköylüoğlu (2015).

After reviewing the literature on aspectual studies on Cypriot Turkish, no direct aspectual studies investigating Cypriot Turkish were found. Nevertheless, there are some studies that discuss aspect indirectly. These studies are Demir (2002, 2008), and Johanson (2009). According to Demir's (2002, 2008) -Iyor '-Ing' morpheme is not used or not developed in Cypriot Turkish. Johanson (2009:97) calls for aspectual studies to investigate -Iyor '-Ing' morpheme aspectually to determine -Iyor '-Ing' morpheme in Cypriot Turkish language.

Method

The aim of this study is to examine usage of -Iyor '-Ing' morpheme and durational aspect in Turkish Cypriot children's verbal language by using Radden and Dirven's (2007) two viewing frames of situation: maximal viewing frame (non-progressive aspect) and restricted viewing frame (progressive aspect). After conducting pilot studies, it has been decided to use Radden and Dirven's (2007: 179) two viewing frames of situation, because the approach helps determining [V±Ing] usage easily. Another aim of the study is to form a proto-type of aspectual classes for Turkish Cypriot children's verbal language by using situation types based on Radden and Dirven's (2007) classification.

Data

The sample of the study is composed of 75 native Turkish Cypriot day-care children in Güzelyurt district of Northern Cyprus. Language data obtained from day-care children were used in order to gather objective data. Adult native speakers of Cypriot Turkish have a tendency to speak Turkey Turkish (standard Turkish) when speaking with someone outside their social circle. The day-care was carefully chosen according to nativity

of the staff. All the staff of the chosen day-care was native Turkish Cypriots. Nativity of the day-care workers is important, because any language interaction with non-native speakers of Cypriot Turkish may affect children's language output. Before the data collecting period, the investigator attended the activities of day-care once a week to gain familiarity with the children and vice versa.

The children were observed in their natural day-care setting in five age groups of 15 children as the following: Group 1: 2.0 - 2.5 age group; group 2: 2.5 - 3.0; group 3: 3.0 - 3.5; group 4: 3.5 - 4.0; group 5: 4.0 - 4.5.

Natural day-care environment interactions (children-children or caregiver-children) of the children were recorded on camera for six months.

Interactions of each group were recorded in their day-care room while following their regular day-care program. Nothing extra or different was added to the natural day-care programme in order to obtain data. The recorded data were transcribed as verbs, morphemes and sample sentences.

Procedure

The present study uses Radden and Dirven's (2007) approach in order to classify the verbs that were obtained from the native Turkish Cypriot children's spoken language data. Radden and Dirven's (2007) approach brings out the aspectual morphemes of the verbs as well as categorizing the verbs by the situation types. The approach classifies the verbs by using time schemas of three main aspectual classes by using maximal viewing frame [V-Ing] and restricted viewing frame [V+Ing]. Maximal viewing frame with external view determined bounded events. On the other hand, maximal viewing frame with infinite view determines lasting states. The restricted viewing frame determines unbounded events and unbounded states with implicit boundaries (Figure 1).

Figure 1. Time Schemas of the Three Basic Aspectual Classes
(Radden & Dirven 2007:178 Fig 8.2)

Maximal Viewing Frame External View	Restricted Viewing Frame Internal View	Maximal Viewing Frame Infinite View
Bounded event	Unbounded event/state With implicit boundaries	Unbounded state (Lasting state)
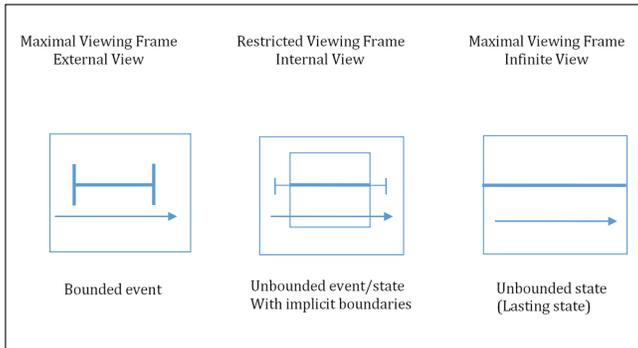
Typology of situation types in Radden and Dirven (2007: 196) are listed in two frames: The maximal viewing frame and the restricted viewing frame. The maximal viewing frame includes bounded events (accomplishment, bounded activity, achievement, and act) and lasting states (indefinitely lasting state, habitual state, and everlasting state) which are used with non-progressive aspect [V-Ing]. The restricted viewing frame includes unbounded events (accomplishing activity, unbounded activity, culminating activity, iterative activity) and temporary states (temporary state and temporary habitual state) which are used with progressive aspect [V+Ing] (Figure 2).

Figure 2. Typology of Situation Types
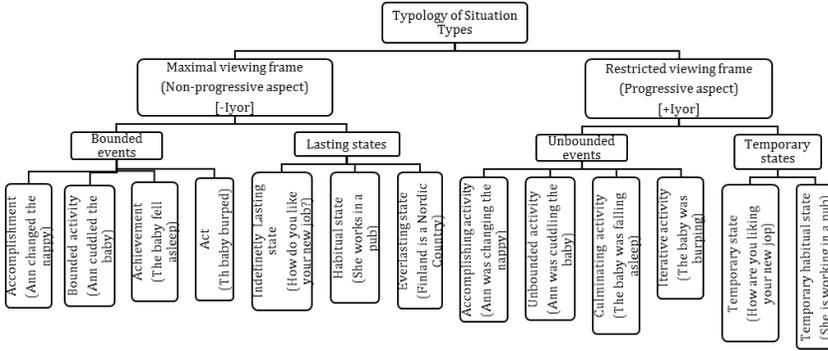
The aspectual features of the verb class are [±bounded], [±telic], [±durational], and [±Ing]. The events viewed with the maximal viewing frame are marked with [-Ing]. The aspectual features of the events viewed with the maximal viewing frame are like the following (the example sentences are from Radden and Dirven 2007: 196):

Accomplishment: [+bounded], [+telic], [+durational], [-Ing]

Bounded activity: [+bounded], [-telic], [+durational], [-Ing]

Achievement: [+bounded], [+telic], [-durational], [-Ing]

Act: [+bounded], [-telic], [-durational], [-Ing]

The states viewed with the maximal viewing frame are marked with [-Ing] except everlasting state. For everlasting states [±Ing] is not applicable, because their existence/truth is timeless and unchangeable (e.g. A square is a quadrilateral). The aspectual features of the states viewed with the maximal viewing frame are like the following:

Indefinitely lasting state: [-bounded], [-telic], [+durational], [-Ing]

Habitual state: [-bounded], [-telic], [+durational], [-Ing]

Everlasting states: [-bounded], [-telic], [+durational]

The events viewed with the restricted viewing frame are marked with [+Ing]. The aspectual features of the events viewed with the restricted viewing frame are like the following:

Accomplishing activity: [-bounded], [-telic], [+durational], [+Ing]

Unbounded activity: [-bounded], [-telic], [+durational], [+Ing]

Culminating activity: [-bounded], [-telic], [+durational], [+Ing]

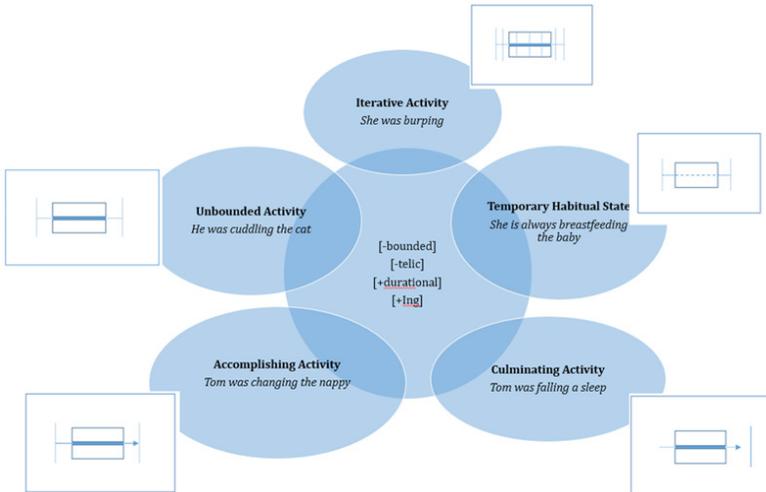Iterative activity: [-bounded], [-telic], [+durational], [+Ing]

The aspectual features of the states viewed with the restricted viewing frame are like the following:

Temporary state: [-bounded], [-telic], [-durational], [+Ing]

Temporary habitual state: [-bounded], [-telic], [+durational], [+Ing]

Certain verb classes have the same aspectual features but different time schemas. These verb classes are in two groups according to the aspectual features they carry. In group one: iterative activity, unbounded activity, accomplishing activity, culminating activity, and temporary habitual state carry [-bounded], [-telic], [+durational], [+Ing] (Figure 3).

Figure 3. The Same Aspectual Features but Different Time Schemas, GROUP 1

In the second group habitual state and indefinitely lasting state carry [-bounded], [-telic], [+durational], [-Ing]. (Figure 4).

Figure 4. The same aspectual features but different time schemas, GROUP 2
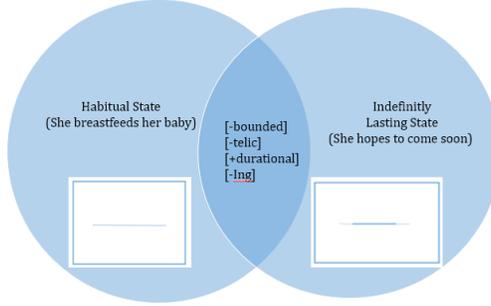
For quantitative analysis, SPSS 15.0 was used. Quantitative analysis was implemented to determine the usage of situation types, usage of [+Ing] and other morphemes used in the data. Number of participants, usage count of situation types, verbs, and morphemes were entered into SPSS 15.0 to get frequency percentage information of situation types, usage of [+Ing], and other morphemes.

The quantitative analysis contains results built upon the usage of verbs, morphemes, and situation types.

Results

Transcriptions of the data present that 277 different verbs, with 4681 repetitions, were used by the Turkish Cypriot children in the study. In order to classify the verbs according to situation types and determine morphemes, Radden and Dirven's (2007) Situation Types (Figure 2) were used. It should be kept in mind that a verb could be categorized in several verb categories depending on the speaker's usage. For example ısır- (bite-) (1a, 1b).

(1) a. ısır- 'bite-' as habitual state:

Ben-im köpeğ-im ısır-ır yabancı-lar-ı

1.SG.POSS dog-POSS-SG bite-PRS foreigner-PL-ACC

"My dog bites the foreigners."

b. ısır- 'bite-' as achievement:

Ben-i da ısır-dı bu.

1.SG- ACC too bite-PST this-DEM

"This bit me too."

The category with the highest verb usage is the achievement situation type; 1904 verbs were used in the category including repetitions. The se-

cond highest verb usage was in accomplishment situation type; 1153 verbs were used in the category including repetitions. Indefinitely Lasting State category has the third highest verb usage; 747 verbs were used in the category including repetitions. According to descending order, the usage of situation types appeared as follows: Bounded activity verb usage was 377 including repetitions, habitual states' usage was 194 including repetitions, culminating activity verb usage was 107 including repetitions, accomplishing activity verb usage was 84 including repetitions, Act's usage was 38 including repetitions, temporary state's usage was 30 including repetitions, unbounded activity verb usage was 29 including repetitions, everlasting states' usage was 10 including repetitions, and temporary habitual state's usage was 4 including repetitions. Within the used data, no verbs were categorized as iterative activity verbs (Figure 5)

Figure 5. Verb Count with Repetition.
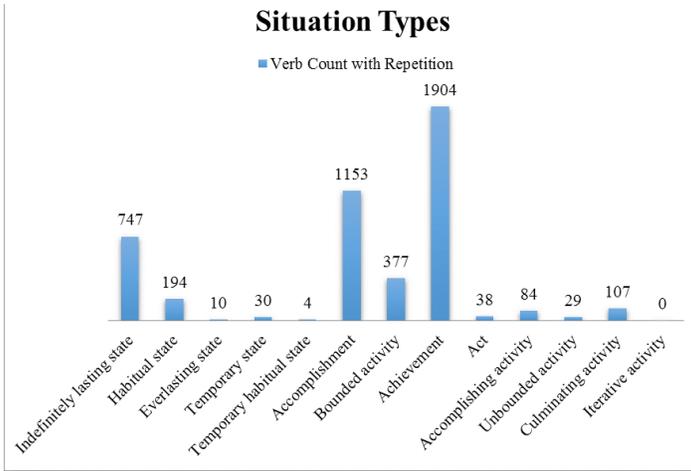
Situation Types

On the other hand, there are some verbs (e.g. *alkışla-* 'clap-') that could not be categorized by the present situation types. These verbs were expected to be used with [+Ing] morpheme. However, these verbs were not used with [+Ing] within the data. Since these verbs were used with -Ir '-do/does' morpheme instead of -Iyor '-Ing', they were placed in maximal viewing frame and could not be categorized with the present situation types. In order to accommodate these verbs, a new situation type category was formed. The new category is called bounded iterative activity. Bounded iterative activity verbs do not have an aim towards the completion of the event. Instead, the iteration of the verb is very frequent. These verbs are *alkışla-* 'clap-' (2a), çal- 'knock-' (2b), *sık-* 'squeeze' (2c).

(2) a. Bak bebe-cik alkışla-r.

Look baby-DIM clap-PRS

"Look, the little baby claps."

(2) b. Kapı çalar, duya-n?

door knock-PRS hear-PRS-2.SG-Q?

"The door knocks, do you hear?"

(2) c. Sık-ar elin-i (inek) sağ-ar gibi.

Squeeze-PRS hand-POSS.2.ACC (cow) milk-PRS as

"He squeezes his hand as he milks the cow."

The time schema of bounded iterative activity verbs is designed as follows: The absence of an arrow to point the vertical line on the horizontal line shows that there is no progress towards the completion of the event. The vertical lines formed with dots show the iterations of the event (Figure 6).

Figure 6. Time Schema of Bounded Iterative Activity.

After defining and adding the new situation type category to Radden and Dirven's (2007) Situation Types, the expanded Typology of Situation Types is formed as follows (Figure 7).

Figure 7. The Expanded Typology of Situation Types
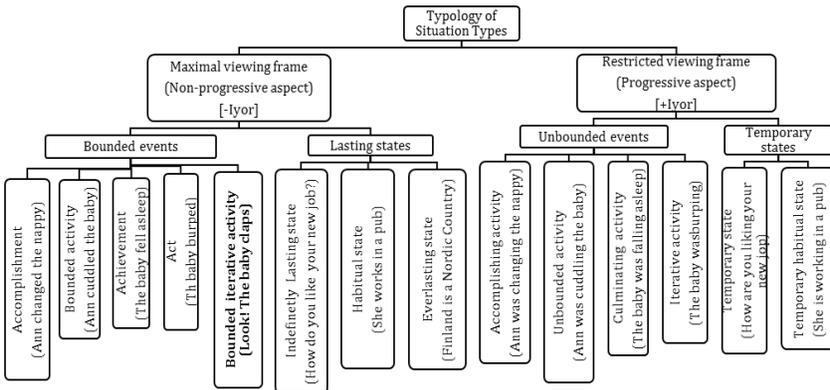
Situation Types for Turkish Cypriot Child Language

The verbs obtained from the child language data were categorized according to expanded Radden and Dirven's (2007) Typology of Situation Types and aspectual features. The count numbers of each verb category with repetition are as follows (Figure 8):

Figure 8. The Usage Distribution of Situation Types
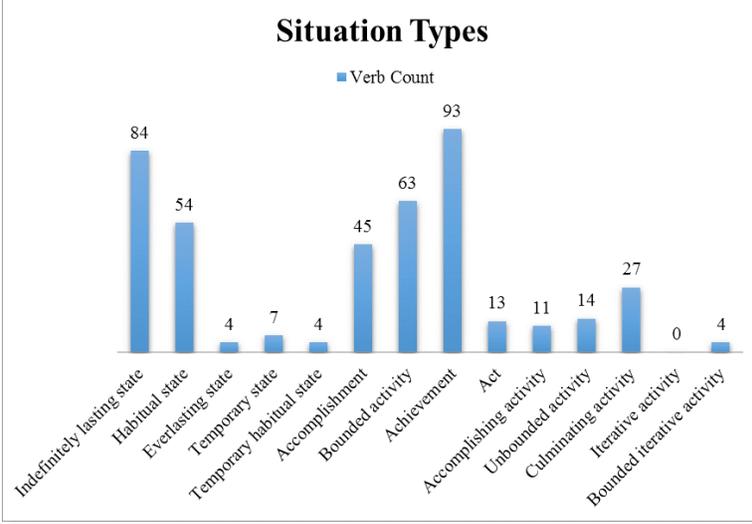
• Indefinitely Lasting State: 84 verbs with 747 repetitions were categorized as indefinitely lasting state verbs in the database.

(3) *Acı-ma-dı.*

Hurt-NEG-3.SG

"It didn't hurt."

• Habitual State: 54 verbs with 194 repetitions were categorized as habitual state verbs in the database.

(4) *Yemiş, baba-m al-ır hep.*

snack, father-POSS-1.SG buy-PRS always-ADV

"My father always buys the snack."

• Everlasting State: 4 verbs with 10 repetitions were categorized as everlasting state verbs in the database.

(5) *Yılan sürün-ür.*

Snake crawl-PRS

"The snake crawls."

• Temporary State: Within the database 7 verbs with 30 repetitions were categorized as temporary state verbs.

(6) *Bir kutu-da yaşı-yor-muş*

One box-LOC live-PROG-PRF-3.SG.

"He/she/it had been living in one/a box."

• Temporary Habitual State: Within the database 4 verbs with 4 frequency of occurrence were categorized as temporary state verbs.

(7) *Saçmalık yapı-yo-n gene.*

Nonsense do-PROG-2.SG again-ADV

"You are doing nonsense again."

• Accomplishment: Within the database 45 different verbs with 1143 repetitions were categorized as accomplishment verbs.

(8) *Ben güneş yap-tım,* öğretmen-im

I sun make.PST-1.SG teacher-POSS-1.SG

"I made sun, my teacher."

• Bounded Activity: Within the database 63 different verbs with 388 repetitions were categorized as bounded activity verbs.

(9) *Yemek yer-im bekle.*

Food eat-PR1.SG wait-IMP

"Wait, I eat food."

• Achievement: Within the database 93 different verbs with 1904 repetitions were categorized as achievement verbs.

(10) *Servis gel-di.*

school bus arrive.PST

"The school bus arrived."

• Act: Within the database 13 different verbs with 37 repetitions were categorized as act verbs.

(11) *Bir kere-cik zıpla-dım.*

one time- DIM hop-PST-1.SG

"I hopped only once."

• Accomplishing activity: Within the database 11 different verbs with 84 repetitions were categorized as accomplishing activity verbs.

(12) *Ben annem-e* çiçek *yap-ıyom*.

 I-1.SG mother-POSS-1SG- DAT flower make-PROG-1.SG.

 "I am making a flower for my mother."

• Unbounded activity: Within the database 14 different verbs with 29 repetitions were categorized as unbounded activity verbs.

(13) *Anne-m araba-yı sürü-yor*

mother-POSS-1SG car-ACC drive-PROG-3.SG

"My mother is driving the car."

• Culminating activity: Within the database 27 different verbs with 107 repetitions were categorized as unbounded activity verbs.

(14) *Koş-maz, yakala-y-ıyor-um.*

Run- NEG-3.SG catch-PROG-1.SG

"He doesn't run, I am catching (him)."

• Iterative activity: Within the database, there is not any verb categorized as iterative activity verb.

• Bounded iterative activity: Within the database 4 verbs with 4 frequency of occurrence were categorized as bounded iterative activity verbs.

(15) *Kapı* çal-ar.

door knock-PRS

"The door knocks."

[*E+Iyor*] '[V+Ing]' usage

Within the used data, distribution of [*E+Iyor*] '[V+Ing]' usage with unbounded events and temporary states in percentage occurred as follows: Accomplishing activity verbs usage was 1.79%; unbounded activity was 0.26%; culminating activity was 2.24%. Iterative activity verb usage was not seen within the child language data. Temporary states usage in percentage was like the following: Temporary state was 0.60%; temporary habitual state was 0.09% (Figure 9).

Figure 9. [E+Iyor] '[V+Ing]' Usage %
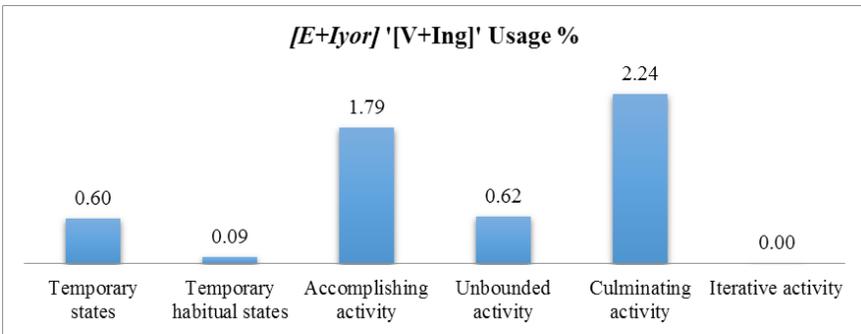
According to these results, [E+Iyor] '[V+Ing]' usage within the used data was in total 5.3%. Since the usage of iterative activity verbs was 0%, the total usage did not include iterative activity verbs. The results of studies on Turkey Turkish points out that [E+Iyor] '[V+Ing]' usage is higher comparing to Turkish Cypriot children language usage. For example usage of

[E+Iyor] '[V+Ing]' in Ortaköylüoğlu's (2015: 234-236) study was 8.75%, in Demirgüneş's (2010: 234-236) was 7.62%. These results on [E+Iyor] '[V+Ing]' usage in Turkey Turkish point out to the general acceptance that durational aspect is coded with [E+Iyor] '[V+Ing]' morpheme in Turkey Turkish. On the other hand, the scarcity in usage of [E+Iyor] '[V+Ing]' in Turkish Cypriot child language data, could be interpreted as the absence of iterative activity verb usage. Moreover, the formation of bounded iterative activity verb category raises questions on the durational aspect representation in Cypriot Turkish children's verbal language.

Discussion and Conclusions

Naturalistic observation is used to investigate -Iyor '-Ing' morpheme and durational aspect aspectual formation of Turkish Cypriot children's language use in their day-care setting. Radden and Dirven's (2007) maximal and restricted viewing frames, in addition to the time schemas and aspectual features were used to classify actives and statives according to situation types. Durational aspect and situation types of the verbs in Turkish Cypriot children's language were specified, based on Radden and Dirven's (2007) approach. Within the border of this study, Radden and Dirven's (2007) "Typology of Situation Types" was expanded by the formation of the new verb category: Bounded iterative activity (See p.7-8). The bounded iterative activity category is expected to be helpful in determining the verbs' aspectual category in Turkish Cypriot children's language. During the classification process, it came forward that certain verb classes have the same aspectual features but different time schemas. These verb classes are in two groups according to the aspectual features they carry: Iterative activity, unbounded activity, accomplishing activity, culminating activity, and temporary habitual state in one group (Figure 3) and habitual state and indefinitely lasting state in another group (Figure 4).

The definition, time schemas and features of these seven situation types in two related groups were compared. As a result, [±repetitive], [±revocable], and [± endpoint oriented] features were added. Additional features were written to these situation types to provide more distinctive typology for verbs and to provide ease in the classifying process. The verb classes in first group carries [-bounded], [-telic], [+durational], and [+Ing] aspectual features. Three additional aspectual features: [±repetitive], [±revocable], and [± endpoint oriented] were added to promote the verb classification process. (Figure 10)

Figure 10. Additional Aspectual Features and Time Schemas.
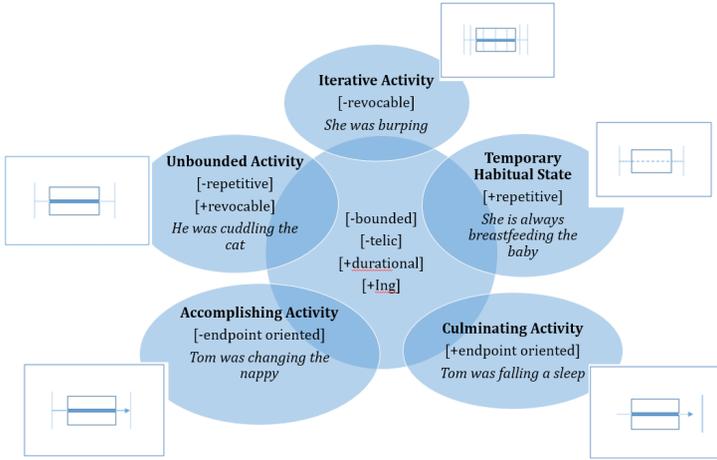
The verb classes in the second group carries [-bounded], [-telic], [+durational], and [-Ing] aspectual features. [±repetitive] feature was added to show the difference between these two verb types. The time line formed with dots shows the iterations of the event in the time schema of habitual state; it shows that the event starts and ends several times on the time line. The horizontal thick line of indefinitely lasting state's time schema shows that events like "hug" are not iterative, but a whole durational event (Figure 11).

Figure 11. Additional Aspectual Features and Time Schemas.
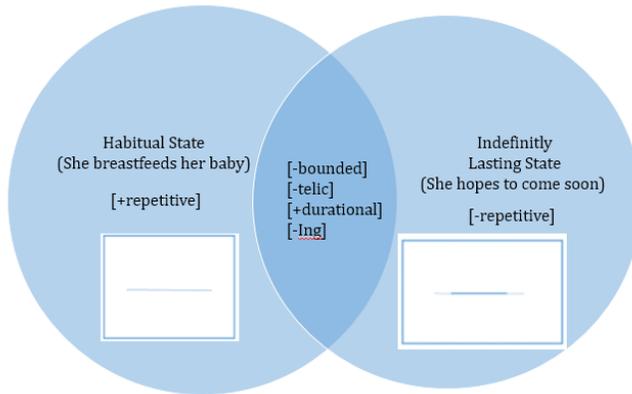
The largest aspectual classes reached in this research were achievements with 40.7% usage. The second largest aspectual class is accomplishment with 24.6% usage; and Indefinitely Lasting State is the third largest aspectual class with 16.0% usage. According to language data of Turkish

Cypriot children, the three largest groups of situation types, listed above, were marked with -DI (V+ed). The fourth largest situation type group, which is bounded activity verbs with 8.1% usage, were marked with -Ir (do/does) morpheme. The smallest situation type group composed of all the activities (Accomplishing activity, unbounded activity, and culminating activity) and temporary states (Temporary states, and temporary habitual states). The total usage of all activities except bounded activities was only 5.3% of the total verb usage. -Iyor '-Ing' morpheme was used to mark activities except bounded activities. These findings and comparisons with research on Turkey Turkish point out to less usage of -Iyor '-Ing' morpheme in Turkish Cypriot children language data (See p.12). The usage of verbs listed in bounded iterative activity and the meaning of morphemes in Turkish Cypriot child language should be taken into consideration in the development of educational materials for Turkish Cypriot children.

This study could act as a starting point for the proto-type studies on the language of Turkish Cypriot adults. Durational aspect representation in the language of Turkish Cypriot adults could be a subject of the future aspectual studies.

Abbreviations

1	first person
2	second person
ACC	accusative
ADV	adverb(ial)
DEM	demonstrative
DIM	diminutive
IMP	imperative
LOC	locative
NEG	negation, negative
PL	plural
POSS	possessive
PRF	perfect
PROG	progressive
PRS	present
SG	singular

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Extended Summary

The earliest studies concerning aspectual classification dates back to Aristotle and are based on perfective and imperfective features of the verbs. Ryle (1949), Kenny (1963), and Comrie (1976) are well-known followers of the Aristotelian approach among other linguists. Vendler's (1967) study is accepted as the beginning of modern approaches. Vendler's (1967:103-120) study took Ryle's (1949) and Kenny's (1963) aspectual approaches into account and investigated verbs in four aspectual classes (state, activity, achievement and accomplishment). Verkuyl's (1972: 16) approach is distinctive by examining aspect in sentential structure. Dowty's (1979) approach stands as a connection between approaches with two components and modern approaches by adding three pairs of aspectual features to the Vendler's approach. Smith's (1991, 1997: 20) approach provides five aspectual classes: State, activity, achievement, accomplishment, and semelfactive. Xiao and McEnery (2004: 332) modified Smith's (1997) approach in order to establish two levels (the lexical and the sentential level) corpus-based approach.

Radden and Dirven's (2007:175) approach views the situation by using viewing frames and time schemas to provide 13 classes of aspect. These frames are maximal viewing frame and restricted viewing frame. Non-progressive aspect [V-Ing] is viewed by the maximal viewing frame with external view and includes bounded events and lasting states. Bounded events are accomplishment, bounded activity, achievement, and act. Lasting states with infinite view are indefinitely lasting states, habitual state, and everlasting state. Progressive aspect [V+Ing] is viewed by the restricted viewing frame with internal view and includes unbounded events and unbounded (temporary) states. Unbounded events are as follows: Accomplishing activity, unbounded activity, culminating activity, and iterative activity. The unbounded (temporary) states are temporary state and temporary habitual state. The 13 classes of aspect are derived from the time schemas of three basic aspectual classes. These three aspectual classes are: Bounded events, unbounded events/states with implicit boundaries, and unbounded states.

Notable aspectual studies in Turkish are: Johanson (1971), Dilaçar (1974), Aksan (1998, 2000), Johanson (1994, 2000), Gökmen (2000, 2003, 2004), Akcan (2005), Benzer (2008), Esmer (2008, 2011), Demirgüneş (2008, 2010), Güven (2012), and Ortaköylüoğlu (2015). No direct aspectual studies investigating Cypriot Turkish could be found. Nevertheless, there are some studies that discuss aspect indirectly. These studies are Demir (2002, 2008), and Johanson (2009). According to Demir's (2002, 2008) -Iyor '-Ing' morpheme is not used or not developed in Cypriot Turkish. Johanson (2009:97) calls for aspectual studies to investigate -Iyor '-Ing' morpheme aspectually to determine -Iyor '-Ing' morpheme in Cypriot Turkish language.

The aim of the study is to classify the verbs aspectually and investigate the durational aspect and the -Iyor '-Ing' morpheme in the verbal language sample of Turkish Cypriot children in their day-care setting by using Radden and Dirven's (2007) time schemas and situation types. The sample of the study is composed of 75 native Turkish Cypriot day-care children in Güzelyurt district of Northern

Cyprus. Language data obtained from day-care children were used in order to gather objective data. Adult native speakers of Cypriot Turkish have a tendency to speak Turkey Turkish (standard Turkish) when speaking with someone outside their social circle. The study is important in identifying the scarcity in -Iyor '-Ing' morpheme usage in Turkish Cypriot children. Moreover, the study proposes a new situation type: 'Bounded iterative activity'. According to aspectual verb classification studies on Turkey Turkish, iterative activity verbs were marked with -Iyor '-Ing' morpheme. However, they were not used with -Iyor '-Ing' morpheme, but with -Ir '-do/does' in Turkish Cypriot child language data. In order to accommodate these verbs, a new situation type category was formed, defined and a new time schema was drawn. Some situation types were encountered as having the same aspectual features but different time schemas in Radden and Dirven's (2007) approach. Three additional aspectual features for these situation types were written in order to promote verb classification process. Three aspectual features were formed as [±repetitive], [±revocable], [±endpoint oriented]. The rate of incidence of aspectual class in descending order were like the following: Achievements 40.7%, accomplishment 24.6%, indefinitely lasting state 16.0% (marked with -DI); bounded activity 8.1% (marked with -Ir); Accomplishing activity, unbounded activity, culminating activity, temporary states, and temporary habitual states 5.3% (marked with -Iyor). These findings and comparisons with research on Turkey Turkish point out to less usage of -Iyor '-Ing' morpheme in Turkish Cypriot children language data.

Geniş Özet

Eylemlerin, bitmişlik ve bitmemişlik görünüşsel özellikleri taşıma durumlarına bağlı olarak hâl türlerine göre ulamlanmalarını konu alan ilk çalışmalar Aristo'ya kadar dayanmaktadır. Aristo'nun yaklaşımını izleyen önde gelen dilbilimciler arasında Ryle (1949), Kenny (19639 ve Comrie (1976) yer almaktadır. Vendler'in (1967) çalışması modern yaklaşımların başlangıcı olarak kabul edilmektedir. Vendler (1967:103-120), Ryle'ın (1949) ve Kenny'nin (1963) yaklaşımlarını dikkate alarak, eylemleri dört ulamda incelemiştir. Bu ulamlar durum, edimsellik, bitirme ve tamamlamadır. Verkuyl'nin (1972: 16) yaklaşımı, görünüşü tümcesel yapıda ele alması ile diğer çalışmalardan ayrılmaktadır. Dowty'nin (1979) yaklaşımı, modern yaklaşımların başlangıcı olarak kabul edilen, Vendler'in yaklaşımına, üç tane ikili görünüş özelliği çifti katarak, modern çalışmalar ve iki bileşenli yaklaşımlar arasında birleştirici köprü görevi yapmaktadır. Smith'in (1991, 1997: 20) yaklaşımı durum, edimsellik, bitirme ve tamamlama ve anlık gerçekleşim olmak üzere beş hâl türü ulamı sunmaktadır. Xiao ve McEnery'nin (2004: 332) doğal bağlam yaklaşımı, Smith'in (1997) yaklaşımını ele alarak, sözcüksel ve tümcesel düzeyden oluşan, iki aşamalı bakışaçısı görünüşü oluşturmak amacı ile değiştirmiştir.

Radden ve Dirven (2007:175) hâlleri bakış açısı çerçeveleri ve zaman şemaları ile ele alarak 13 hâl türü ulamı sunmaktadır. Bu çerçeveler: Büyükçül bakış açısı çerçevesi ve kısıtlı bakış açısı çerçevesidir. Sürerli olmayan görünüş [E-Iyor] büyükçül bakış açısı çerçevesi aracılığı ile dışsal olarak ele alınmakta ve

sınırlı olaylar ile kalıcı durumları içermektedir. Sınırlı olaylar tamamlama, sınırlı edimsellik, bitirme ve anlıkgerçekleşim olarak tanımlanmaktadır. Kalıcı durumlar ise kalıcılığı belirsiz durum, alışılagelmiş durum, ve değişmeyen durum olarak karşımıza çıkmaktadır. Sürerlik görünüşü [E+Iyor] kısıtlı bakış açısı çerçevesi aracılığı ile içsel olarak ele alınmakta ve sınırı olmayan olaylar ve sınırlı olmayan durumlar (geçici) durumları içermektedir. Sınırı olmayan olaylar şöyledir: Tamamlanmakta olan edimsellik, -sınırlı edimsellik, sonnoktaya erişmekte olan edimsellik ve yinelemeli edimsellik. Geçici durumlar ise geçici durum ve geçici alışılagelmiş durumdan oluşmaktadır. Radden ve Dirven'in (2007:175) yaklaşımında yer alan 13 hâl türü ulamının türetiminde kullanılan zaman şemaları ise üç temel görünüşsel ulamın zaman şemalarıdır. Bu üç temel görünüşsel ulam ise: [+sınırlı] olaylar, [-sınırlı] olaylar ve [-sınırlı] durumlardan oluşmaktadır.

Türkçedeki başlıca görünüş çalışmaları arasında Johanson (1971), Dilaçar (1974), Aksan (1998, 2000), Johanson (1994, 2000), Gökmen (2000, 2003, 2004), Akcan (2005), Benzer (2008), Esmer (2008, 2011), Demirgüneş (2008, 2010), Güven (2012), and Ortaköylüoğlu (2015) sayılabilmektedir. Bu çalışmanın çerçevesinde, Kıbrıs Türkçesi odak alınarak görünüş araştırmaları yapan çalışmalara ulaşılamamıştır. Ancak alanyazında doğrudan doğruya Kıbrıs Türkçesinin odak alındığı görünüş çalışması bulunamasa da, Kıbrıs Türkçesinde görünüşten söz eden bazı çalışmalara rastlanmıştır. Kıbrıs Türkçesinde görünüşten söz eden çalışmalar arasında Demir'in (2002, 2008) çalışmaları göze çarpmaktadır. Ayrıca Johanson'ın (2009) çalışması da Kıbrıs Türkçesinde görünüş çalışmalarının yokluğuna dikkat çekmektedir. Demir (2002, 2008) -Iyor biçim biriminin Kıbrıs Türkçesinde kullanılmadığını veya gelişmediğinden söz etmektedir. Johanson (2009: 97) Kıbrıs Türkçesinde görünüş çalışmaları yapılması için çağrı yapmaktadır. Johanson'un (2009) bu çağırsnda özellikle -Iyor biçim biriminin güncel durumunun belirlenmesi için görünüşsel çalışmaların yapılması gerektiğine dikkat çekilmektedir.

Bu çalışmada Radden ve Dirven'in (2007) yaklaşımında kullanılan zaman şemaları ve belirlenen 13 hâl türü ulamı esas alınarak, Kıbrıslı Türk çocukların günlük konuşmalarında kullandıkları durum ve olaylar hâl türlerine göre ulamlara ayrılmıştır. Eylemlerin çocuk dili verisine göre hangi görünüş biçim birimleri ile işaretlendikleri belirlenmiştir. Bu çalışma Kıbrıslı Türk çocukların günlük konuşmalarında -Iyor biçim biriminin kullanım kısıtlılığını belirlemesi ve bu kısıtlılıklar için yeni bir hâl türü önermesi açısından önemlidir. Türkiye Türkçesi odak alınarak yapılan çalışmalarda -Iyor biçim birimi ile kullanılan yinelemeli edimsellik eylemlerinin, Kıbrıslı Türk çocuklardan elde edilen veride -Ir biçim birimi ile kullanılması sonucunda sınırlı yinelemeli edimsellik hâl türü ulamı bu çalışma çerçevesinde oluşturulmuş, tanımlanmış ve zaman şeması çizilmiştir.

Çalışma sırasında Radden ve Dirven'in (2007) yaklaşımındaki bazı hâl türü ulamlarının zaman şemaları farklı olmasına karşın aynı görünüşsel özellikleri taşıdıkları durumu ile karşı karşıya gelinmiş ve kullanılmakta olan görünüşsel özelliklere üç yeni özellik eklenerek hâl türlerinin ayırıcı özelliklerinin

saptanmasına da katkıda bulunulmuştur. Eklenen özellikler [±yinelenmeli], [±vazgeçilebilir] ve [±bitirme noktası odaklı] olarak ortaya konmuştur.

Kıbrıslı Türk çocukların günlük konuşmalarında kullandıkları durum ve olayların hâl türlerine göre ulamlara ayrılması çalışmasının sonucunda ulaşılan en büyük üç hâl türü ulamını azalan kullanım oranına göre aşağıdaki gibidir: Bitirme (%40,7), tamamlama (%24,6) ve kalıcılığı belirsiz durum (%16,0). Yukarıda sözü edilen en büyük üç hâl türü ulamındaki eylemlerin en sık -DI biçim birimi ile kullanıldığı saptanmıştır. Dördüncü en büyük hâl türü ulamı olan sınırlı edimsellik hâl türü ulamının kullanım oranı % 8,1 olarak belirlenmiştir. Edimsellik eylemleri en sık -Ir biçim birimi ile kullanılmaktadır. En az kullanım sıklığı sınırlı edimsellik dışında kalan tüm edimsellik ve geçici durum eylemlerinin -Iyor biçim birimi ile toplam kullanımı %5,3 oranı ile karşımıza çıkmaktadır. Bu saptamalar Kıbrıslı Türk çocukların günlük konuşmalarında -Iyor biçim biriminin kısıtlı kullanımına işaret etmektedir.