

METHODOLOGICAL VARIATIONS IN TEXTBOOKS OF TURKISH GRAMMAR AND SYNTAX USED IN TURKISH UNIVERSITIES

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Textbooks of Turkish grammar and syntax that are commonly used in Turkish universities demonstrate certain differences of approach, interpretation and terminology of syntax. In this article, I analyze the syntactic approaches that are implemented in the grammar works of Muharrem Ergin, Tahsin Banguoğlu and Tahir Nejat Gencan, and in the syntax works of Leyla Karahan, Mustafa Özkan & Veysi Sevinçli and H. İbrahim Delice as the most commonly used textbooks, and determine resemblances and variations of syntactic approaches between them. It is concluded that, among others, the most prominent differences between these works concern the constructions of the non-finite subordination, the *ki*-subordination and compound sentences.

Keywords: Turkish grammar, Turkish syntax, syntactic methodologies, Turkish grammar and syntax books, textbooks of the Turkish language in higher education in Turkey.

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INTRODUCTION

Monographs on the grammar and syntax of modern Turkish that are used as textbooks in the undergraduate and postgraduate degree programs of departments of Turkish language and literature in Turkey demonstrate considerable differences in their approach, interpretation and overall methodologies in the depiction of Turkish syntax. Although its number is growing year by year, currently there are 185 universities in Turkey.¹ Two-thirds of these are state-run and one-third are endowment universities. Among these, some universities have two departments of Turkish language and literature; one specializing in the general field of Turkish language and literature based within the Faculty of Arts and Letters (Edebiyat Fakültesi) or in the Faculty of Science, Arts and Letters (Fen-Edebiyat Fakültesi), and the other concentrating on the teaching skills and techniques of Turkish language and literature based within the Faculty of Education (Eğitim Fakültesi). In addition, some universities have long-distance and evening programs in these fields. Approximately 118,000 students are enrolled in undergraduate programs and 9000 students in post-graduate programs in Turkish language and literature, studying Turkish as their major area of concentration.² The curricula followed by these departments demonstrate a great level of similarity, since the list of compulsory and elective courses and their syllabi have to be designed and overseen according to the benchmarks put together by the Higher Education Council (YÖK). In the curricula of undergraduate departments, compulsory courses in modern Turkish grammar are offered for the first two years in four courses. These are i) Turkish phonetics and phonology (*ses bilgisi*, covering both phonetics and phonology) offered in the first semester, ii) Turkish morphology (*şekil bilgisi ~ yapı bilgisi*) in the second semester, iii) Turkish word groups and phraseology (*kelime grupları ~ sözcük öbekleri*) in the third semester, and iv) Turkish syntax (*cümle bilgisi ~ söz dizimi*) in the fourth semester. Thus, the courses in modern Turkish language in the second

¹ Statistics on the number of universities and their undergraduate and postgraduate programs in Turkey are regularly published by the Higher Education Council of Turkey (YÖK), and for the latest figures on Turkish universities and programs of Turkish language and literature see <http://www.yok.gov.tr/web/guest/universitelerimiz> (accessed on 20/04/2018). However, we should add that the Turkish government submitted a legal bill to parliament on the establishment of 15 new universities on April 20, 2018, which is expected to be finalised in a short time. On the details of this proposed legislation, see *Hürriyet Daily News* (20/04/2018): <http://www.hurriyetdailynews.com/turkish-govt-to-establish-new-universities-by-splitting-10-existing-colleges-130643> (accessed on 21/04/2018).

² The figures are taken from the statistics of the Higher Education Council (YÖK) at: <https://yokatlas.yok.gov.tr/lisans-anasayfa.php> (accessed on 22/04/2018).

year are on Turkish syntax including phrase structures, sentence types and elements of the sentence, which are offered in the first and the second semester consecutively. Therefore, grammar and syntax books that are studied in these courses have a great impact on the formation of the overall concept of and outlook on Turkish grammar and syntax among the student population in higher education in Turkey as a necessary corollary. In addition, because these books are also widely used by language and literature teachers as complementary study sources in grammar lessons in secondary and high schools, they have an impact on the creation and development of the grammar knowledge of young students throughout Turkey as well.

Thus, it is clear that these grammar and syntax books concern the grammar and syntax education of many millions of people including specialists, students and those interested in the population in this biggest Turkic speaking country. Yet, however great their impact may be, so far, no substantial and comprehensive studies have been carried out on the methodologies and overall outlooks of these monographs. Based on their impact on and importance for the language education of such a substantial number of people, therefore, these language works deserve a due analysis and study in order to demonstrate their common features on the one hand and their specific attributes on the other. To this end, my main purpose in this paper is to analyze and demonstrate how six selected leading grammar and syntax books that are used as university textbooks in Turkey treat Turkish syntax and to what degree they agree and disagree on explaining the types and elements of the syntactic structures of Turkish.

In doing my analysis, I will use the traditional terminology of grammar and syntax that is included and explained in major dictionaries of language and linguistics.³ In this context, I will use the terms *simple sentence* for a sentence consisting of one subject-predicate unit, *compound sentence* for a sentence consisting of two or more main clauses, and *complex sentence* for a sentence consisting of one main clause and at least one subordinate clause. In addition, I use the terms *subordinate clause* and *dependent clause* with the same meaning, which define one or more segments of the main clause in a complex sentence.⁴ In this context, I prefer using the term *kei-subordination* for a

³ The meanings of these terms are briefly defined in the dictionaries of language and linguistics by Crystal 1991 and Bussmann 2006.

⁴ In this context my understanding and interpretation of sentence classes and their sub-categories are as follows:

1. Simple sentences are made of one independent sentence including one subject and predicate as the minimum required elements, which may also be joined by objects and adverbial elements. In simple sentences, there is only one verbal or non-verbal predicate while subject, object and other elements may

subordinate clause introduced by the relative pronoun *ki*, which creates Persian style right-branching dependent clauses as opposed to the Turkic left-branching subordinate clauses that are made of verbal noun, participle and converb suffixes, which I call *non-finite subordination*. I also employ the term *quoted speech sentence* for a sentence including one or more full quoted sentences embedded within it.

TURKISH GRAMMAR BOOKS ON TURKISH SYNTAX

As there are more than a hundred departments where lessons on Turkish grammar and syntax are compulsory, there is a big demand for textbooks and complementary reading materials for courses in Turkish universities. Two canonical grammar books *Türk Dil Bilgisi (Turkish Grammar)* by Muharrem Ergin and *Türkçenin Grameri (A Grammar of Turkish)* by Tahsin Banguoğlu are the most widely used monographs in these courses as either the main textbook or the secondary course book, although they are not written in the format of textbooks as they have no review parts, exercises and study drills. Apart from these two, another grammar work entitled *Dilbilgisi (A Gram-*

be more than one. Simple sentences are analyzed under the rubrics declarative, interrogative, optative, imperative and exclamatory sentences.

2. Compound sentences are made of two or more independent sentences joined to each other in certain structural and semantic relationships. Compound sentences are analyzed under copulative, disjunctive, adversative and illative sentences. Compound sentences can be analyzed under the following rubrics:

i) Copulative sentences: the second sentence is either the result of the first sentence, or it shares the subject or the predicate of the first sentence (introduced by *ve, dA, dA...dA, gab...gab, hem...hem, bazen...bazen*, or is formed asyndetically).

ii) Disjunctive sentences: second sentence is the alternative premise or situation (introduced by *ya, veya, ya da, ya..ya, ne..ne, gerek..gerek, ister...ister*, or those created asyndetically).

iii) Adversative clauses: the second sentence shows contrast to the assumption or the fact that is stated in the preceding clause (introduced by *ama, ancak, fakat, lakin*, etc.).

iv) Illative clauses: the second sentence shows inference based on what is said in the first sentence. (introduced by *bundan dolayı, bunun için, bu sebepten, bu nedenle, öyleyse*, etc.).

3. Complex sentences consist of one main clause and one or more dependent clauses. Dependent clauses are sentence like constructions that explain one or more parts of the main clause. In Turkish, dependent clauses can be made of either finite verbs (introduced by *ki, çünkü, gerçi, eğer*, etc.), or of non-finite verbs (verbal nouns, participles, converbs or conditional -sA). In complex sentences, according to their sentential functions, dependent clauses are analyzed under the rubrics subject, object, attributive, adverbial and predicate clauses. Among these five clauses, attributive clauses function as adjective or modifier for an element of the main clause, while adverbial clauses modify the predicate in terms of place, time, manner, purpose, cause, result, degree, condition and concession.

mar [of Turkish]) by Tahir Nejat Gencan is also used, albeit to a lesser degree. These three monographs have had an influence on later works published in the field in one way or another. These books, which are mostly used singly in Turkish courses, differ from each other especially in the treatment of syntax.⁵

Ergin's work *Türk Dil Bilgisi* was first published in 1962, and since then, it has commonly been used and studied in the Department of Turkish Language and Literature in Istanbul University and in some other universities where Turkish courses are mostly taught by the professors who have an educational background in Istanbul University, having studied this book in their courses when they were students. Although Ergin's book has parts on phonetics, morphology, phraseology and syntax, it mainly explains Turkish phonetics and morphology in great detail by putting special emphasis on the historical development of suffix morphology. The author also focuses in detail on word groups and phrasal structures explaining and classifying almost all major phrasal patterns with relevant examples. However, he is very concise in treating Turkish syntax (*kelime grupları ve cümleler* 'word groups and sentences,' pp. 360-392) as he gives a brief summary of the complex sentence with basic dependent clauses (*sarth cümle* 'conditional,' *ki'li cümle* 'dependent clause with the relative pronoun *ki*,' *içiçe birleşik cümleler* 'sentence with quoted full sentence'), which amounts to about 10 pages. In this work, the non-finite structures, i.e. the verbal noun, participial and converbial constructions, are not considered dependent syntactic components for complex sentences, but rather they are treated only as morphological constructions without due consideration of their subject, object and verbal features and their relationship with other parts of the sentence.

Banguoğlu taught Turkish language and literature courses at Gazi and Ankara universities during the 1940s and 1950s, and his work *Türkçenin Grameri* was first published in 1974, although a shorter version of it had already been published under the title *Ana Hatlarıyla Türk Grameri* (*Turkish Grammar with Its General Features*) as early as 1940. *Türkçenin Grameri* treats the grammatical structure of Turkish more comprehensively than other grammar works of the period. The author extensively explains

5 I analyze in this article the most commonly used grammar and syntax works, even though many other invaluable studies have been produced and are currently used as textbooks for Turkish courses in Turkish universities. Among the works that are not analyzed here, the following ones are significant: Bilgegil 1984, Bozkurt 2004, Dizdaroğlu 1976, Emre 1951, Hatipoğlu 1972, Hengirmen 1988, Karaağaç 2009, Karaağaç 2013, Karaörs 1993, Toparlı et al. 1996, Şimşek 1987, Özçelik 1999. The authors of the majority of these works are university teachers, who themselves have used these works as textbooks for their own courses.

phonetics and phonological processes under the rubric *ses bilgisi* (pp. 23-140), and the morphology of word classes *yapı bilgisi* (pp. 141-494). The final chapter of the work is on Turkish syntax, and he classifies phrase structure and the sentence on both structural and semantic levels under a number of sub-rubrics in this chapter entitled *söz dizimi* (“Syntax,” pp. 495-586). In this chapter, word groups and other phrasal structures are also explained, and they are treated under the heading *belirtme öbekleri*, whereas sentence types are presented under the heading *yargı öbekleri*. Banguoğlu makes rather a comprehensive classification of the Turkish sentence by coining a new term for each type of sentence that he classifies, while also providing in brackets the Latin/French linguistic equivalent of each topic in order to clarify his terminology. He also renders sample sentences in full for each type of phrase and sentence, and sums up all his classifications with a diagram, although neither his newly coined terms nor his classifications of the sentence have found wide support in the grammar works of later generations. Given the level of grammar studies in his time, his classifications present a rather unique and new approach. He is the only grammarian who sums up his classification of sentences in a diagram provided at the end of the sentence section. A short look at his diagram may give a brief idea about how comprehensive his system is (Banguoğlu 1974, 586).

Gencan, on the other hand, follows rather a middle ground by explaining common forms in both word groups and sentence types. Because the word groups are not given a special chapter or part, he chooses to explain only the most common types of word groups within the parts of word classes. In this context, for example, genitival phrases are explained under the noun, repetitive (hendiadys) word groups under the adjective, and compound words are treated under compound nouns and adjectives. He doesn't present many details about the subordinate clause with the relative pronoun *ki*, which, as a borrowed form from Persian, creates a widely used sentence type with right-branching subordinate clauses both in literary and spoken idioms. The term *bileşik cümle* (integrated sentence) is assigned to a sentence with verbal-noun, participial and converbial structures, which mainly make Turkic-type nominalized subordinate clauses and compound sentences. The table below demonstrates the differences in classification of Turkish compound and complex sentences observed in these three grammar books.

Differences in the Classification of Compound and Complex Sentences
in Three Selected Grammar Books

<i>Türk Dil Bilgisi</i> by M. Ergin	<i>Türkçenin Grameri</i> by T. Banguoğlu	<i>Dilbilgisi</i> by T. N. Gencan
<p><i>Birleşik cümle</i> (united sentence) Meaning: complex sentence i) <i>Şartlı birleşik cümle</i> (conditional sentence) ii) <i>keî'li birleşik cümle</i> (sentence with <i>keî</i>-subordination), iii) <i>İç içe birleşik cümle</i> 'sentence with a quotation of a full sentence.'</p>	<p><i>Birleşik cümle</i> (united sentence) Meaning: compound and complex sentences 1. <i>Tümleme birleşik cümle</i> (completing united sentence) Meaning: sentence with dependent clauses: i) <i>Şart</i> (conditional), ii) <i>İlinti zamiri</i> (relative pronoun: <i>keî, hanı</i>), iii) <i>Bağlam cümlesi</i> (bound sentence), Meaning: compound sentence and adverbial clauses including: a. <i>Yan yana bağlam</i> (compound sentence), b. <i>Alt alta bağlam</i> (adverbial clauses) 2. <i>Karmaşık birleşik cümle</i> (complicated sentence), Meaning: sentence including non-finite verbal noun, participle, converb constructions: i) <i>Adfiil cümlesi</i> (verbal noun sentence), ii) <i>Sıfatfiil cümlesi</i> (participial sentence), iii) <i>Zarfıil cümlesi</i> (converbial and postpositional sentences)</p>	<p><i>Birleşmiş / bileşik cümleler</i> (united / integrated sentence) Meaning: compound and complex sentences: 1. <i>Bağlı önermeler</i> (bound propositions) Meaning: dependent clauses within asyndetic relations or with the relative pronoun <i>keî</i>, i.e. complex sentence with right branching clauses. 2. <i>Bağımsız önermeli birleşmiş tümce</i> (united sentence with independent propositions), Meaning: compound sentence. 3. <i>Bileşik tümce</i> (integrated sentence), Meaning: complex sentence with dependent verbal noun, participle converb and conditional constructions. 4. <i>Girişik tümce</i> (sentence with a quotation of a full sentence)</p>
<p>Terminology: <i>cümle</i> (sentence) <i>asıl cümle</i> (main clause) <i>yardımcı cümle</i> (dependent / subordinate clause)</p>	<p>Terminology: <i>cümle</i> (sentence) <i>başcümle</i> (main clause) <i>ikincil cümle</i> (dependent / subordinate clause)</p>	<p>Terminology: <i>tümce</i> (sentence) <i>temel önerme</i> (main clause) <i>yan önerme</i> (dependent / subordinate clause)</p>

MONOGRAPHS OF TURKISH SYNTAX USED AS TEXTBOOKS

Currently the most commonly used books on Turkish syntax in Turkish universities are *Türkçede Söz Dizimi* (*Syntax in Turkish*) written by Leyla Karahan, *Türkiye Türkçesi Söz Dizimi* (*Syntax of Turkey Turkish*) by Mustafa Özkan & Veysi Sevinçli and *Türkçe Sözdizimi* (*Turkish Syntax*) by İbrahim Delice. All these three works are designed as textbooks and study materials for Turkish syntax lessons, as after due description, definition and explanations of word groups, phrase structures and sentence types, the sample sentences are analyzed according to their set formulations provided in the beginning parts. Karahan's *Türkçede Söz Dizimi* has reached its 17th printing with several substantial additions and revisions. That the other two works have also had many new printings in a short time demonstrates their wide use in language courses. The three books agree in general on the perception and definition of a simple sentence, but they differ in perceiving and classifying compound and complex sentences. In these three works, the term *birleşik cümle* (united sentence) is mostly used for complex sentences, although it is understood differently as to what elements, clauses and types of sentence these consist of. Karahan assigns conditional and quoted speech sentences to the form *birleşik cümle* (united sentence), while assigning *ki*-sentences and some other subordinate structures to the term *bağlı cümleler* (bound sentences) and certain compound sentences to *sıralı cümleler* (ordered sentences). Thus, she explains the types of complex sentences under two different rubrics (*birleşik* and *bağlı*).

M. Özkan & V. Sevinçli, on the other hand, perceive the term *birleşik cümle* in the sense of subordinate sentences including the conditional, quoted speech, *ki*-subordination and non-finite structures, i.e. verbal noun, converb and participle structures. They classify other types of sentences under the terms *sıralı cümle* (ordered sentence, i.e. compound sentence), *bağlı cümle* (bound sentence, i.e. compound sentence with conjunctions), *ara sözlü cümle* (sentence with parenthetical phrase) and *eksitili cümle* (elliptic or unfinished sentence). Thus, they use the term *birleşik cümle* only for complex sentences and explain a sentence with quoted speech as a separate class of sentence alone.

As for İbrahim Delice's work, he assigns all types of compound and complex sentences to the rubric *birleşik cümle* by dividing it into the sub-headings *sıralı birleşik cümle* (ordered united sentence, i.e. compound sentence), *girişik birleşik cümle* (embedded united sentence, i.e. complex sentence with non-finite subordinate clauses including verbal noun, participles, converb), *şartlı birleşik cümle* (conditional sentence), *edatlı birleşik cümle* (united sentence with a particle, i.e. compound sentence with conjunc-

tions), *iç içe birleşik cümle* (sentence with quotation of a full sentence) and *karmaşık birleşik cümle* (complicated united sentence, i.e. sentence with multi-compounds and subordinate constructions). He also has a separate heading for elliptic sentences. However, as opposed to the other grammarians analyzed here, he uses *birleşik cümle* (united sentences) for all types of sentences except for the simple sentence, and prefers neither the heading *bağlı cümle* (bound sentence) nor the class *ke'li cümle* (sentence with the relative pronoun *ke*) for his classification.

Differences in the Classification of Compound and Complex Sentences in Three Selected Syntax Books

<i>Türkçede söz dizimi</i> by L. Karahan	<i>Türkiye Türkçesi söz dizimi</i> by M. Özkan & V. Sevinçli	<i>Türkçe sözdizimi</i> by İ. Delice.
<p><i>Birleşik cümle</i> (united sentence) Meaning: complex and partly compound sentences including: 1. <i>Şartlı birleşik cümle</i> (conditional sentences) 2. <i>İç içe birleşik cümle</i> (sentence with a full quoted sentence)</p>	<p><i>Birleşik cümle</i> (united sentence) Meaning: complex sentences including: 1. <i>Şartlı cümle</i> (conditional sentence) 2. <i>İç içe cümle</i> (sentence with a full quoted sentence) 3. <i>ke'li cümle</i> (sentence with ki-subordination) 4. <i>Girişik cümle</i> (non-finite, i.e. verbal noun, participal, converb, constructions)</p>	<p><i>Birleşik cümle</i> (united sentence) Meaning: compound and complex sentences including: 1. <i>Sıralı birleşik cümle</i> (ordered united sentence) Meaning: compound sentences with ve 'and' or without conjunctions including: i) <i>Bağlı sıralı cümle</i> (bound compound sentences), ii) <i>Bağımsız sıralı cümle</i> (unbound compound sentences) 2. <i>Girişik birleşik cümle</i> (non-finite, i.e. verbal noun, participal, converb, constructions) 3. <i>Şartlı birleşik cümle</i> (conditional sentence) 4. <i>Edatlı birleşik cümle</i> (compound sentences with conjunctions, (not including ve 'and')) 5. <i>İç içe birleşik cümle</i> (sentence with a full quoted sentence) 6. <i>Karmaşık birleşik cümle</i> (complicated sentence) Meaning: sentence having at least two compound sentences and / or dependent structures.</p>

<p><i>Bağlı cümleler</i> (bound sentences) Meaning: compound and complex sentences including: 1. <i>keî'li bağlı cümle</i> (sentence with <i>keî</i>-subordination) 2. <i>Diğer bağlama edatlarıyla bağlı cümleler</i> (sentence with other subordinations, i.e. compound sentence with conjunctions that make copulative, disjunctive, adversative, etc. clauses)</p>	<p><i>Sıralı cümle</i> (ordered sentence) Meaning: compound sentence without conjunctions including: 1. <i>Bağimli sıralı cümle</i> (bound compound sentence) 2. <i>Bağımsız sıralı cümle</i> (unbound compound sentence)</p>	
<p><i>Sıralı cümleler</i> (ordered sentences) Meaning: compound sentences without conjunctions.</p>	<p><i>Bağlı cümle</i> (bound sentence, i.e. compound sentence with conjunctions that make copulative, disjunctive, adversative, etc. clauses)</p>	
	<p><i>Ara sözlü (cümleli) cümle</i> (parenthetical sentence)</p>	
	<p><i>Eksiltili cümle</i> (elliptic or unfinished sentence)</p>	<p><i>Eksiltili cümle</i> (elliptic or unfinished sentence)</p>

APPROACHES TO PHRASE STRUCTURES

The approaches that Turkish grammarians have formed and applied to Turkish phrase structures demonstrate the same degree of differences as in the sentence types, and this includes the extent, interpretation, classification and terminology of free and bound phrases. In this context, the terms *kelime gurubu / gurupları / grubu / grupları* (used by Ergin 1977, Karahan 2000, Özkan & Sevinçli 2013) and *kelime öbeği* (used by Banguoğlu 1995, Delice 2001) are employed for free and bound phrasal units in grammar and syntax books. Phrasal units are explained under 17 rubrics in Ergin's work, beginning with *tekrarlar* (the repetitive word group) and ending with *kısaltma*

gurubu (the abbreviated set phrase). He does not include the extended genitive construction and the genitive compound without suffix among the word groups. However, he positions the term *taksız isim tamlaması* (nominal phrase without suffix) in the realm of the adjectival phrase. Despite a shortcoming in presenting sufficient sample sentences, Ergin's explanation, classification and terminology of the Turkish phrase are very comprehensive and his model has been widely favored and followed to a great extent by later grammarians.⁶ In this context, Gencan uses the term *taksız tümleme* (phrase without suffix) for this type of phrase, although this term later created debates among grammar writers on its logic and suitability as a grammar term. However, following this line, the writers of later works, such as the one by Delice, use the term *eksiz isim tamlaması* (nominal phrase without suffix) for this type of phrase (Kerimoğlu 2006a).⁷

⁶ As Ergin's definition, logic and model of the Turkish phrase have been widely accepted by later Turkish grammarians and are extensively studied, a summary of his classification may give a general idea about the extent and system of phrase structures in Turkish grammar and syntax works. His model is as follows: 1. *Tekrar gurubu* (hendiadys, repetitive): *ağır ağır* (slowly slowly), *iyi kötü* (somehow), *masa falan* (table and its like), etc. 2. *Bağlama gurubu* (conjunctive phrases): *sen ve ben* (you and I), *hem sen hem ben* (both you and I, either you and I). 3. *Sıfat tamlaması* (adjectival phrase): *güzel yazı* (beautiful writing), *demir kapı* (iron gate). 4. *İyelik gurubu ve isim tamlaması* (genitive phrase, nominal phrase): *iyelik grubu: benim kalemim* (possessive phrase: my book), *belirli isim tamlaması: çocuğun kalemi* (focused genitive phrase: pencil of the child), *belirsiz isim tamlaması: pencere cam* (non-focused genitive phrase: a window glass). 5. *Atıf gurubu* (associative phrase): *tarihten önceki* (of the pre-history). 6. *Birleşik isim* (compound nouns): *Afyon Karahisar* (a place name in compound), *Abmet Hamdi Tanpınar* (proper noun in compound). 7. *Birleşik fiil* (compound verbs): *yok et-* (to remove, eliminate, etc.). 8. *Ünvan gurubu* (appellative phrase): *Abmet Bey* (Mister Ahmet), *Hasan Efendi* (Mister Hasan), *Kerim amca* (Uncle Kerim). 9. *Ünlem gurubu* (exclamative phrase): *a beyim* (Oh my sir), *be birader* (Oh brother), *hey Allahın kulu* (Oh God's servant). 10. *Sayı gurubu* (numerative phrase): *on iki* (twelve), *yirmi dört* (twenty four), *bin yüz on* (one thousand one hundred and ten). 11. *Edat gurubu* (postpositional phrase): *dün geceye dâir* (about last night), *senin gibi* (like you), *eve doğru* (towards the house). 12. *İsnat gurubu* (inverted nominal phrase): *başı boş* (strayed one), *camı tez* (swift and impatient one). 13. *Genitif, datif, lokatif, ablatif gurupları* (genitive, dative, locative, ablative phrases), *genitif: bizim kız* (genitive: our daughter), *Abmet dayının oğlan* (genitive: son of Uncle Ahmet), *datif: dile kolay, keyfine düşkün* (dative: easy to say, freeliver), *lokatif: yükte hafif* (locative: light in weight), etc. 14. *Fiil gurubu* (verbal phrase): *yazı yazmak* (writing a transcript), *gök gürültüsünden korkmak* (to fear thunder), *güzel konuşma* (speaking nicely). 15. *Partisip gurubu* (participial phrase): *denize giren* (one who is entering sea), *modası geçmiş* (that which is outmoded). 16. *Gerundium gurubu* (converbial phrase): *sağa sola koşa koşu* (running to right and left), *kadın bütün camları temizleyerek* (woman by cleaning all windows). 17. *Kısaltma gurupları* (abbreviated set phrases): *gün aydın* (good morning), *eller yukarı* (hands up). 18. *Akkuşatif gurubu* (accusative phrase), *yapılanı tenkit* (criticizing what has been done).

⁷ Some other grammarians including Hikmet Dizdaroğlu and Nurettin Koç use *sözcük öbeği* for phrase and phrasal units. Among them, Nurettin Koç uses the tree structure of structural linguistics in analyzing sentences. In this, he employs the term *sözcük öbeği* both for sentential phrase structures, which

Banguoğlu uses the term *zincirleme isim tamlaması* (chain possessive construction) for the extended genitive construction. He is also the one who gives due consideration to appositive phrases among the word groups. However, none of these three grammar writers talk about adverbial phrases with the comparative and superlative particles *daha* (more) and *en* (most) (as part of the adverbial clause *zarf grubu* ~ *zarf öbeği*, as in *daha çabuk* ‘more rapidly,’ *en hızlı* ‘fastest’), which were later treated as phrases by some other grammarians such as Delice. Similarly, the emphatic particles *bile*, *da / de*, *dahi* (also, even, too) are considered phrase-making words in such examples as *Ali bile* (Ali too) and *Ahmet de* (even Ahmet) in recent grammar books, and this is termed *pekîştirme edatı öbeği* (emphasis phrase) by Delice (2001, 36).

CONCLUSION

The methods involved in the study, interpretation and classification of sentence types and phrase structures are some of the most divergent and controversial areas in Turkish grammar and syntax books. The reasons for this disagreement vary. One of the reasons is that in traditional Arabic grammar theory, sentence study in general and sentence types in particular did not have much place, and the 19th century Turkish grammarians, who followed this grammar tradition, did not give much attention to phrase and sentence structures. In the early 20th century, however, when Turkish grammarians began writing Turkish grammar according to the Latin / French grammar model, they at first did not include the language-specific non-finite verbal noun, converb and participle constructions as constitutional syntactic elements. Similarly, the Persian style subordinate constructions with the relative pronoun *ki* and other types of dependent formations in complex sentences did not receive comprehensive analyses in the early grammars written during the first part of the 20th century.

As a consequence of this unsettled and divergent set of approaches, Turkish grammar and syntax books that were published in the second part of the 20th century and used as textbooks for lessons in the Turkish language in departments of Turkish language and literature in Turkish universities have continued to hold methodologi-

may be one word within the context of generative syntax, and for the word groups including at least two words in the sense of classical grammar tradition. He aims to synthesise these two approaches in his work, but he doesn't provide due analyses and explanations to demonstrate the differences between the noun phrase (*ad öbeği*) made of only one word and the noun phrase made of two or more words (Koç 1996, 342-343).

cal variations in interpretation, classification and description of syntactic forms and constructions. These syntactic forms and constructions especially include types of compound and complex constructions and certain phrase formations. By analyzing the grammar works of Ergin, Banguoğlu and Gencan, and the syntax works of Karahan, Özkan & Sevinçli and Delice as the most commonly used textbooks, the following variations and differences can be observed in their methods, interpretation and terminology:

I. Although compound and complex sentences are analyzed under the rubric *birleşik cümle* by all the authors, they differ in interpreting their extent and the constituents of the syntactic forms and constructions in the following ways:

i. Banguoğlu and Delice interpret *birleşik cümle* as a sentence type consisting of both compound and complex sentences including conditional clauses, quoted speech sentences, non-finite subordination and the *ki*-subordination.

ii. Ergin views the *birleşik cümle* in the realm of complex sentences including conditional clauses, quoted speech sentences and *ki*-subordination, but not including non-finite subordinations and compound sentences.

iii. Özkan & Sevinçli use *birleşik cümle* for complex sentences including conditional clauses, quoted speech sentences, non-finite subordination and/or *ki*-subordination, but not including compound sentence.

iv. Karahan employs the term *birleşik cümle* for conditional and quoted speech sentences, while using another related term *bağlı cümle* for *ki*-subordination and compound sentences with conjunctions, but neither rubric includes the compound sentence without sentence conjunctions (asyndetic compound sentences).

v. Gencan prefers the term *birleşmiş tümce* instead of *birleşik cümle* for compound sentences and complex sentences with *ki*-subordination, whereas, apart from *birleşmiş tümce*, he employs the term *bileşik tümce* for non-finite constructions and conditional sentences.

II. The compound sentence without conjunctions (asyndetic compound sentences) is treated as a separate class outside *birleşik cümle* by Karahan and Özkan & Sevinçli under the rubric *sıralı cümle*, whereas Delice explains it under *sıralı birleşik cümle*.

III. The compound sentence with sentence conjunctions is one area of serious contention as Karahan positions it under *bağlı cümleler*, viewing it as a subordinate structure. Özkan & Sevinçli view it as a compound and place it under the *bağlı cümle* outside subordinate construction. Delice, on the other hand, sees it as both a compound and complex structure and places it under *edatlı birleşik cümle*.

IV. Non-finite constructions are interpreted as a construction of a complex sentence and explained under *karmaşık birleşik cümle* by Banguoğlu, under *bileşik tümce* by Gencan, and under *girişik cümle* by Delice and Özkan & Sevinçli, whereas neither Ergin nor Karahan views these structures as a class of syntactic construction.

V. A quoted speech sentence is treated as a separate class of sentence and placed under the rubric *iç içe cümle* by Ergin, Karahan, Özkan & Sevinçli, and Delice and under *girişik cümle* by Gencan, while Banguoğlu does not consider it a syntactic class.

VI. A sentence with non-finite constructions is interpreted under the term *karmaşık birleşik cümle* by Banguoğlu, whereas this term is employed specifically for a sentence with multi-compounds and subordinate structures by Delice.

VII. An elliptic sentence is viewed as a syntactic class by Delice and Özkan & Sevinçli and explained under the term *eksiltili cümle*.

VIII. A parenthetic sentence is viewed as a sentence class and explained under *ara sözlü cümle* only by Özkan & Sevinçli.

IX. On phrase structures, the authors mostly disagree on the extended genitive construction, the genitive compound without suffix, comparative-superlative phrases and emphasis phrases.

All this demonstrates that Turkish grammarians and linguists mostly disagree on the constituents of the term *birleşik cümle* (compound and complex sentence) on the one hand and the place of non-finite constructions in it on the other. It is clear that differences in their approach to and overall methodology for Turkish syntax mainly stem from their understanding and appropriation of functional, semantic and structural properties of syntactic and morpho-syntactic forms, all of which may represent in varying degrees the contest between morphology and syntax, Arabic and Latin grammar theories and an assumed original Turkic syntactic approach and traditional methods.

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