A new evidential in Turkish?

The online use and interpretation of

–mışımdır and –ıyorumdur marked sentences

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Abstract

The Turkish tense-aspect-modality system and its complexity has been the topic of many previous studies (Csato, 2000; Johanson, 2016; Slobin & Aksu, 1982) and there are many arguments on whether some of the tense-aspect-modality markers should be categorized as such in the first place, as well as what they express when used in combination with different grammatical markers. This thesis focuses on two sentence types; (i) those that have predicates marked by the primarily evidentiality marking *–mış* and (ii) those marked by the imperfective marking *–ıyor*. These predicates are also marked with the first person marker *–ım* and the generalizing modality marker *–dır*. The aim of the thesis is to explore whether or not there is a new use of such sentences on the internet, and if yes, how this new use can be described. This is based on their use on the internet that deviates from the standard desriptions in Turkish grammars (Göksel & Kerslake, 2005) of these sentences with predicates marked as such. The study further examines the influence of age, gender, education, L2 level, and social media use on the acceptability, interpretation, and use of these constructions. The method is quantiative and qualitative, using non-elicited online data and elicited data in the form of a questionnaire in order to answer the research questions. The quantitative analysis has shown that there a correlation between age, education, highest self-identified L2 level, and social media use and the perception of these constructions. Most significantly, it was found that these structures are more acceptable for younger respondents and less acceptable for older respondents. The qualitative analysis illustrated different attitudes of the respondents towards these types of sentences and their users. There were also contradictory findings regarding gender, L2 and education level, which call for further analyses of the social implications of these constructions and their use.

Key words: sociolinguistics, Turkish grammar, language change, age variation, gender, evidentiality, Turkish language, social media

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ABBREVIATIONS

ABL ablative case
ACC accusative case
ADJ adjective/adjectival/adjectivizer
ADV adverb/adverbializer
AOR aorist
AUX auxiliary verb
COM comitative
COND conditional
CONJ conjunction/connective
COP copula
CV converb marker
DAT dative case
DEF definite
DET determiner
EV.COP evidential copula
EV/PF evidential/perfective
FUT future
GEN genitive case
GM generalizing modality
IMP imperative
IMPF imperfective
INF infinitival
INFL inflectional suffix
INT interrogative
LOC locative case
N noun
NC noun compound
NEG negative
NEG.AOR negative aorist
OBL oblique case
OBLG obligative
OPT optative
PART participle
P.COP past copula
PF perfective
PL plural
POSS possessive
PROG progressive
PSB possibility
REF reflexive
SG singular
SUB subordinator
TAM tense/aspect/modality
V vowel
VN verbal noun marker
1 first person
2 second person
3 third person

Disclaimer: All examples in this thesis that are given without a source or reference are written originally by me.

1. Introduction

The functions of the Turkish marker of generalizing modality *-dır* and the grammatical items it creates by attaching to various other markers such as the evidential *-mış* and perfective *-ıyor* have been established in previous literature such as Göksel & Kerslake (2005), Erguvanlı-Taylan (2015), Johanson (2016), and Csato (2000). A verb that is inflected with the grammatical marker *–mış* expresses indirect experience or non-involvement regarding an event. The event is conveyed in its resultant state as indirect or unwitnessed. Thus the *–mış* suffix expresses past reference, imperfective aspect, and evidential modality (Erguvanlı-Taylan, 2015).

(1)

Git	-mış	-im
Go	EV.PF	1SG

'I seem to have gone (somewhere).'

These types of sentences are often marked also with an adverbial such as *herhalde* 'probably'. They can also express an assumption when the person marker following the evidential is followed by the generalizing modality marker *-dır*.

This could be an answer to a question:

(2)

   A: Dün beni neden aramadın?

   'Why didn't you call me yesterday?'

   B:

Unut	-muş	-um	-dur
Forget	EV.PF	1SG	GM

'I must have forgotten.'

There are also *–mıştır* items, within which the *–mış* has no evidential quality. It is purely past/perfective. The modal function of *-dır* in these verbal sentences is to indicate that a claim of some significance that has permanence is being made (Göksel & Kerslake, 2005), which is one of the functions of the generalizing modality marker.

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Johanson (2016) also treats '–mıştır items'as gramamticalized items rather than the evidential and the generalizing modality marker. Johanson sees the integrated function of *–mışımdır,* which is *-mıştır* items marked with the first person, as bringing together diagnostic events, often marked with an adverbial such as *daima* 'always', *yıllarca* 'for years', *şimdiye kadar* 'until now' or *her defa* 'everytime'. Csato (2000, 41) also notes that when used in the first person as *–mışımdır*, a *–mıştır* item serves the function of summing up "…in a diagnostic way events which took place, often discontinuously."

A verb that is marked with *–ıyor,* the second suffix that concerns the study, marks the event as simultaneous with the moment of speech.

(3)

Ahmet	okul	-a	gid	-iyor
Ahmet	school	DAT	go	IMPF

   'Ahmet is going to school.'

It can also be used with the past tense marker *–dı* , expressing the ongoing feature of an event at the time of reference in past. In these cases it marks for imperfectivity. Modally, the suffix *-–ıyor* conveys that a factive event. Overall, it can be described as a 'general imperfective marker in Turkish' (Erguvanlı-Taylan, 2015, p. 181). The generalizing modality *–dır* can also be attached to the imperfective *–ıyor.* When an imperfective verb is marked with the first person *–ım* and generalizing modality marker *–dır* along with an adverbial, it expresses an assumption, as illustrated in the following example:

(4)

Kesin	yalan	söylü	-yor	-um	-dur
Definitely	lie	tell-	IMPF	1SG	GM

'Sure, I'm lying.'
(*in the context where the speaker is responding to being falsely accused of lying*)

These types of sentences are rather colloquial in use, often used in sarcastic expressions. Another context could be where the person is unsure if they are going to do something, but mainly because they are undecided on the matter.

(5)

Ben	de	gel	-iyor	-um	-dur	herhalde
Me	too	come	IMPF	1SG	GM	probably

'I am probably coming too.' or 'I guess I am coming too.'

(*in the context where the speaker is responding to the question 'Are you coming too?' and they are undecided in the moment*)

-mışımdır marked sentences will be further described in section 2.1.4.3.6.. *–ıyorumdur* marked sentences will not be further discussed as a single item, as relevant literature was not found, potentially due to the colloquial nature of the grammatical item.

These suffixes are interesting in their various functions of expressing evidentiality, inferences and assumptions about one's self, declaration of information, and narratives of stories or other art works. There have been studies fleshing out the Turkish system of tense, aspect, and modality, and those focusing on how consciousness or different types of narratives are expressed through them (Johanson 2016; Csato 2000; Slobin and Aksu 1982)

The internet, which has been changing our use of language in different ways, and more specifically social media seems to be a new context in which Turkish speakers are expanding the uses of these grammatical items. They are being used on social media in ways that are both in accordance with their pre-established functions, and in ways that lack the significant features of sentences that are constructed using these items.

1.1. Aim of the study

The present study aims to look at the following constructions, which are both used on social media in ways that are deviating from the described standard:

(a) V *-mışımdır* or (V- EV (-mış) - 1SG (-*Im*) - GM (-*dır*)
(b) V- *ıyorumdur* or (V- IMPF(-*Iyor*) – 1SG (-*Im*)- GM (-dır)

These constructions are special because they seem not to be expressed with adverbials that indicate the strength of the expression. They also do not have adverbials that express that there is a summary of diagnostic events. They can be used to express one time experiences (such as doing something for the first time) and for that reason also they can not be argued to express summary and diagnosticity. They differ from the third standard use in that they are not used by anyone claiming to have any authority, and the sentences are not declarations

claims of significance such as historical or official declarations, as the literature exemplifies. For the purposes of the study these constructions will be referred to as *–mışımdır* and *–ıyorumdur* sentences from this point on.

The main objective of the study is to understand if and how two types of sentences with suffix sequences inflecting verbs in Turkish are different grammatically and semantically in their 'new' online language use.

1.2. Research questions

The main issues that concern this study are *–mışımdır* and *–ıyorumdur* items as grammatical markers, whether or not the observed change in their use on social media is existant, and if there is any correlation between their use and various sociolinguistic characteristics of speakers.

RQ1: Do sentences with predicates marked with the following Turkish suffix combinations take on a new function, specifically in online contexts?

a) V *-mışımdır* or (V-*mış*+ *-ım* + *-dır*) / *-mışımdır* sentences
b) V *–ıyorumdur* or (V-*ıyor-ım-dır*) / *-ıyorumdur* sentences

RQ1-2: If yes, how can this new function be described within the framework of language change?

RQ-2: How are these constructions received and used?

RQ2-2: Is there a sociolinguistic difference in how they are received and used; depending on age, gender, educational background, and social media use ?

The research questions are motivated by my native speaker observations on social media, as the researcher. Based on my native speaker observations I have formulated the following broad hyheses which underlie these research questions:

Hypothesis 1: Sentences with predicates marked with *–mışımdır* and *–ıyorumdur* are used in a different way on social media than they are in standard use of Turkish and from how they are described in standard grammars.

Hypothesis 2: This new use is controversial and less acceptable for older users and more acceptable to younger users.

These broad hypotheses will be revisited in the discussion of the results. The study is designed to be allow for both a qualitative and quantitative analysis as it will inlude data collection illustrating the construction in use, as well as a questionnaire for L1 speakers of Turkish.

Chapter 2 will cover the theoretical background on the morphology of Turkish, language variation and change, language and the internet, internet memes, and social media in Turkey. Chapter 3 will describe the methodology of the study, including the data and how it was collected. In Chapter 4, the qualitative and quantitative results will be described and analysed. Finally, in Chapter 5, the study will be concluded with final observations, arguments, and further research ideas presented.

2. Theoretical Background

2.1. Turkish

The Turkish language belongs to the Southwestern/Oghuz branch of the Turkic language family. Other languages in the family include Uighur, Uzbek, and Kazakh. Turkish shares the Southwestern branch with its closest relatives Azerbaijani, Gagauz, and Turkmen. (Göksel & Kerslake, 2005)

Standard Modern Turkish is the official language of the Republic of Turkey, where it is predominantly spoken. Göksel & Kerslake (2005) estimate that Turkish is at present the first language of 55–60 million of Turkey's citizens, with another few million people speaking it with equal fluency to their native language.

2.1.1. Morphology

Turkish is a classic example of agglutinative languages (Velupillai, 2012, p. 96). As an agglutinative language the main word formation in Turkish is suffixation: The formation of a new word by attaching an affix to the right of a root. Any linguistic item that can be subjected to suffixation, a simple root or a combination of root plus suffix(es), is referred to as a stem. The same principles that apply to the attachment of a suffix to a stem apply to some of the clitics that can be placed after the final suffix of a phrase (Göksel & Kerslake, 2005).

Almost all suffixes in Turkish have multiple forms. The initial consonant of some suffixes, and the vowels of almost all suffixes depend on the preceeding consonants or vowels. The particular vowel is selected on the basis of vowel harmony rules (Göksel & Kerslake, 2005, p.

43). The suffixes that are relevant to the thesis; -ıyor (PF), -mış (EV), -ım (1SG), -dır (GM), can thus alternate with various vowels and consonants, i.e. –iyor (PF), -müş (EV), -üm (1SG), -tır (GM).

Vowels do not occur next to each other in Turkish. If a vowel-initial suffix is attached to a stem with a vowel in the final position, either the initial vowel of the suffix is deleted or the consonant 'y' is added as a buffer. Suffixes are divided into two groups accordingly: those which can lose their initial vowel and those which acquire the buffer. Examples for these rules will not be given due to their irrelevance and the scope of the study.

A consonant-initial suffix is directly attached to a root or stem ending in a consonant, with three exceptions: the genitive suffix, the 3rd person possessive suffix, and the distributive suffix. The consonants of these suffixes only appear in order to avoid vowel sequences (Göksel & Kerslake, 2005). These are not relevant to the present study, thus further examples will not be presented.

2.1.1.1. Suffixation

A word in Turkish can be nominal (noun, pronoun, adjective or adverb), verb, postposition, conjunction or discourse connective, interjection. The language allows a large number of suffixes and clitics to be added to a single root. In the majority of cases, derivational suffixes precede inflectional suffixes and clitics occur after inflectional suffixes.

Section on cases removed and title changed

2.1.2. Verbs
2.1.2.1. Finite verb forms

Verb forms in Turkish can be finite or non-finite.

Finite verbs obligatorily contain a person marker which indicates the subject and can be inflected with voice suffixes, the negative marker, the tense, aspect, and modality, from here on referred to as TAM (Erguvanlı-Taylan, 2015) markers, copular markers, and person markers.

(1)

Gid   eceğ   im

Go   FUT   1SG

'I'm going to go.'

The 3rd person singular subject is indicated by the absence of a person marker.

In all forms except the 2nd person imperative and the 3rd person optative, the verb contains one of the following TAM markers *–dı* (perfective), *-mış* (perfective/evidential), *-sa* (conditional) or *-(a/ı)r/z* (aorist), which will be covered in a following section.

(2)

Oku-yor-uz.

Read-IMPF- 1PL

'We are reading.'

The order in which suffixes appear on a finite verb form is:

ROOT	-VOICE	-NEG	-TAM	-COP. MARK.	-PERSON MARK.	-GM

As in;

(3) (from Göksel & Kerslake 2005, p. 70)

Döğ	-üş	-tür	-t	-ül	-me	-yebil	-iyor	-muş	-sunuz	-dur
Beat	REC	CAUS	CAUS	PASS	NEG	PSB	IMPF	EV.COP	2PL	GM

'It is presumably the case that you sometimes were not made to fight.'

2.1.2.2. Non-finite verb forms

Non-finite verbs obligatorily contain a subordinating suffix (Göksel & Kerslake, 2005). These are nominalized forms, most of which can be followed by nominal suffixes. Turkish non-finite verbs can be inflected with voice suffixes, the negative marker, one of the following

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TAM markers; *-(y)a*, *-(y)abil* (possibility), *-(y)ıver/-(y)agel/–(y)ayaz* (non-premeditative), subordinating suffixes, and nominal inflectional suffixes.

The order in which suffixes appear on a non-finite verb form is:

ROOT -VOICE -NEGATION -SUBORDINATOR -NOM.INFL.
MARKERS

As in;

(4) from Göksel & Kerslake (2005, p. 70)

Bak	-tır	-ma	-dığ	-ın	-dan
Check	CAUS	NEG	SUB	2SG.POSS	ABL

'because you haven't had (it) checked' or 'from the one you didn't have checked'

2.1.3. Person markers

Person markers are attached to verbal and nominal predicates to indicate the grammatical person of the subject. They are preceeded by all other suffixes, except in the following cases, in which they optionally or obligatorily precede another suffix (Göksel & Kerslake 2005, p. 81):

(i)   1st and 2nd person forms which contain *–dır*
(ii)   Verb forms with *–dı* followed by *–(y)dı* or (y)*sa*
(iii)   The 3rd person plural suffix *–lar*

Göksel & Kerslake's (2005) categorization of person markers according to which position in the word they are used in and where they can attach is not relevant for the purposes of this study.

2.1.4. Tense, Aspect, and Modality Markers

Tense, aspect, and modality mainly affect the verbal constituent of a clause, but adverbials can also contribute to their expression. TAM are marked by a combination of suffixes from the following categories:

(i)   Verbal TAM markers: the causative, passive, reflexive and reciprocal

(i)　　Copular markers and generalizing modality marker *–dır*

TAM are only fully articulated in finite verbs in Turkish. It must be noted that there is considerable overlap between the articulation of the three categories. Majority of the TAM markers can simultaneously have more than one function.

Co-ocurring TAM markers appear in the following order. Note that suffixes in the same column cannot co-occur on a single stem:

1	2	3	4	5
-(y)a *(possibility)*	*-(y)abil* (possibility)	*-dı* (perfective)	Copular markers	*-dır* (generalizing modality)
	-(y)ıver (nonpremeditative)	*-mış* (perfective/evidential)	*-(y)dı* (past cop.)	
	-(y)agel	*-sa* (conditional)	*-(y)mış* (ev. cop.)	
	-(y)ayaz	*-(A/I)r/-z* (aorist)	*-(y)sa* (conditional cop.)	

Suffixes in the same column cannot co-occur on a single stem, and finite verbs, except for the imperative and 3rd person optative forms, obligatorily contain a suffix from position 3 (*-dı (perfective), -mış (perfective/evidential), -sa (conditional), -(a/ı)r/z (aorist)*).

2.1.4.1. Tense

Tense expresses the temporal location of the situation, whether it is before, during, or after a particular reference point, which may or may not be the moment of speech.

(5)

Kedi	dün	ev	-den	kaç	-tı
Cat	yesterday	house	ABL	escape	PF

'The cat escaped the house yesterday.'

(6)

Kütüphane	yarın	aç	-ıl	-acak
Library	tomorrow	open	PASS	FUT

'The library will open tomorrow.'

When used strictly in the sense of the grammatical marking of location in time, the primary differentiation in Turkish is between past and non-past (Göksel & Kerslake, 2005).

The suffixes involved in the expression of present tense with *-(I)yor* and *–makta,* and future tense with *-(y)acak* are markers of *relative tense*, meaning the expression of absolute present and future tense is dependent on the absence of any other tense marker (such as the past copula, indicating a reference point other than the moment of speech).

The *past tense* is marked by the verbal suffixes *–dı* and *–mış* and the copular marker *–(y)dı.* These suffixes express both past tense and perfective aspect, expressing past events viewed as a complete whole.

For example;

(7)

Tekne	-yi	sat	-tı	-nız	mı?
Boat	ACC	sell	PF	2PL	INT

'Did/Have you sold the boat?'

(8)

Turgut'	-un	hala	-sı	o	-na	biraz	para	ver	-mış
Turgut	POSS	aunt	GEN	him	DAT	some	money	give	EV.PF

'Apparently Turgut's aunt gave/has given him some money.'

-dı and *-mış* can also express the completion of entry into a state, and thus the existence of that state of affairs at the moment of speech. The perfective forms can also express maintenance of that state over a period of time (from Göksel & Kerslake 2005, p. 292):

(9)

Sekiz	saat	uyu	-muş	-um
Eight	hour	sleep	-EV.PF	1SG

'I seem to have slept for eight hours.'

(10)

Bütün	gün	ev	-de	otur	-du	-k
Whole	day	home	LOC	sit	PF	1PL

'We sat at home all day.'

The *present tense* is not overtly marked in Turkish. In verbal sentences, it is indicated by a combination of a marker of progressive aspect, often *–(I)yor*, less commonly *–makta,* and the absence of the past copular marker *–(y)dı.*

(11)

Fanni	kahve	yap	-ıyor
Fanni	coffee	make	IMPF.3SG

'Fanni is making coffee.'

The *future tense* is explicitly marked only by the verbal suffix *–(y)AcAk:*

(12)

Güzel	gün	-ler	gel	-ecek
Beautiful	day	PL	come	FUT

'Better days will come.'

In nominal sentences, the auxiliary *ol-* bears the same future tense marking suffix.

The imperfective aspect marker *–(I)yor* can also be used for future reference when talking about scheduled or fixed events. In these cases, the speaker's use of *–(I)yor* indicates a strong confidence that the event(s) will run according to the schedule. In its future tense function, the suffix is usually a marker of relative tense and narration, and the combination *–(I)yordu* expresses a scheduled event anticipated at some reference point in the past.

2.1.4.2. Aspect

Aspect expresses the temporal viewpoint from which a situation is presented. It indicates whether the situation is presented as;

      (a) a completed pattern

(13)

Balint	şarap	iç	-ti
Balint	wine	drink	PF

 'Balint drank wine.'

      (b) an ongoing pattern

                                  (14)

Balint	şarap	iç	-iyor	-du
Balint	wine	drink	IMPF	P.COP

'Balint was drinking wine.'

      (c) a recurring pattern

(15)

Balint	akşam	-lar	-ı	şarap	iç	-er	-di
Balint	evening	PL	ACC	wine	drink	AOR	P.COP

 'Balint used to drink wine in the evenings.' or 'Balint would drink wine in the evenings.'

In Turkish, aspect is categorized into perfective and imperfective. A situation that is viewed from the outside, as a completed whole, with a visible starting and ending point is called perfective aspect. A situation that is viewed 'from the inside' as being incomplete and ongoing at the time in question is the imperfective aspect. The imperfective aspect is also the typical viewpoint for the presentation of static situations (states) and presenting any kind of situation (event or state) as occurring habitually, or as a general rule or pattern. (Göksel & Kerslake, 2005)

In Turkish, the perfective aspect is expressed by the verbal suffixes *-dı* and *–mış,* and the imperfective aspect is expressed by the verbal suffixes *-(I)yor, -makta* and *–(a/ı)r,* and by the past copular marker *–(y)dı.*

2.1.4.2.1. Progressive and habitual

The imperfective aspect is distinguished between progressive and habitual, applying to both past and non-past contexts. The progressive aspect views a specific situation as incomplete, ongoing, or continuing at the temporal reference point. The habitual aspect indicates that a stiuation is part of a recurrent pattern which is ongoing at the temporal reference point. Of the previously noted markers *-(I)yor* and *-makta* the first occurs with both progressive and habitual meaning, while the second generally expresses progressive aspect but can occur with habitual meaning in formal contexts. The difference between the two markers is largely stylistic (Göksel & Kerslake, 2005).

The progressive use of *–(I)yor* can be exemplified as in example (16):

(16)

Şu	an	-da	kitap	oku	-yor	-um
Right_now		LOC	book	read	IMPF	1SG

'I am reading right now.'

(17)

Sen	ben	-den	daha	iyi	gitar	çal	-ıyor	-sun
You	me	ABL	more	good	guitar	play	IMPF	2SG

'You play the guitar better than I do.'

The habitual use of *–(I)yor* can be exemplified as follows:

(18)

İdil	sabah	-lar	-i	genelde	çay	iç	-iyor
İdil	morning	PL	ACC	usually	tea	drink	IMPF.3SG

'İdil usually drinks tea in the mornings.'

2.1.4.4. Modality

Modality is concerned with possibility and necessity, the speaker's degree of commitment to the factuality of a statement, and desire for something to happen or not happen. Only the relevant modalities of Turkish will be covered in this section.

(19)

Eren	kılıc	-ı	getir	-ebil	-ir
Eren	sword	ACC	bring	PSB	AOR

'Eren *can/could/may* bring the sword.'

(20)

Eren	kılıc	-ı	getir	-mış	-tir
Eren	sword	ACC	bring	PF	GM

'*Presumably* Eren has brought the sword.'

(21)

Eren	kılıc	-ı	getir	-sin
Eren	sword	ACC	bring	OPT.3SG

'*I want* Eren to bring the sword.'

The main difference modality has from tense and aspect is that it is not related to the concept of time. Modality is concerned with whether a situation is presented as a directly known fact, or some other way.

A main clause is modally neutral, reflecting a fact directly known to the speaker, when it is marked by one of the following TAM markers:

i)   In verbal sentences: *-dı, -(I)yor, -makta*
ii)   In nominal sentences: no marker or *–(y)dı*

Modalized utterances that are not neutral may represent the following:

(i)   a generalization, general rule, or statement of principle: *-(A/I)r/ -maz, -dır*
(ii)   an assumption or hypothesis: *-(a/ı)r/-maz, -dır, olacak, olmali*

(iii) a statement concerning the possibility or necessity of the occurrence of an event or state: *-(y)abil/-(y)ama, -malı*

(iv) a statement based upon knowledge acquired indirectly: *-mış, -(y)mış*

(v) an expression of desire or willingness for an event or state to occur: imperative, optative, conditional and aorist forms.

The suffixes *-mış* and *-(y)acak* can have modal force as well. The modal force of *-mış* is grammatically determined: *-mış* becomes purely a tense/aspect marker when followed by *-(y)dı, -dır* or *ol-*. By contrast, whether *-(y)acak* is to be understood as marking (unmodally) future tense or (modally) an assumption or an instruction depends on the speech context in a more general way.

2.1.4.4.1. Generalizations and hypotheses

The Turkish system of modality marking distinguishes between (*neutral*) statements that reflect the direct experience, knowledge or observation of the speaker, and (*modal*) statements that make assertions of a more general, theoretical nature, or express assumptions or hypotheses. The grammatical markers that express these types of modality are predominantly the aorist forms *-(a/ı)r/-maz* in verbal sentences and the generalizing modality marker *-dır* in nominal sentences. The four main types of generalization expressed by the aorist are; scientific and moral axioms, normative or prescriptive statements, generic statements about the characteristic qualities or behaviour of a class, and statements about the characteristic qualities or behaviour of an individual.

2.1.4.4.3. The generalizing modality marker –dır

The generalizing modality marker follows person markers, except in the case of the 3rd person plural suffix –lar, which it can precede or follow. In the following cases, when attached to the imperfective followed by a person marker, -dır indicates an assumption:

1st person singular	gid-iyor-um-dur	'I'm presumably going'
2nd person singular	gid-iyor-sun-durs	'You're presumably going'
3rd person singular	gid-iyor-dur	'They're (3SG) presumably going'
1st person plural	gid-iyor-uz-dur	'We're presumably going'
2nd person plural	gid-iyor-sunuz-dur	'You're (pl.) presumably going'
3rd person plural	gid-iyor-lar-dır	'They're presumably going'
	(alternative) gid-iyor-um-dur	

-dır occurs in;

    i)   verbal forms containing one of suffixes -mış, -(y)acak, -(I)yor, -malı, -makta

    ii)   verbal forms which have the -(I)yormuş combination made of the imperfective suffix and the evidential copula, occurring in colloquial registers as bitiriyormuştur 'She must have been finishing [it]' (Göksel & Kerslake 2005, p. 81)

iii)   nominal predicates, as in *yırtıcı bir kuştur* 'it's a bird of prey', *güzelsindir* 'you are surely pretty', *burdadır* 'they (3SG) are probably here' or *vardır* 'there is/must be' (Göksel & Kerslake 2005, p. 81)

iv)   expressions that denote sa period of time, such as; *bunca zamandır* 'for all this time' (Gökel & Kerslake 2005, p. 81)

(information about emphasizing the scale of an event removed because it is not actually relevant)

The generalizing modality marker *-dır* in a nominal sentence can define or classify a subject, or ascribe certain permanent qualities or inherent characteristics to it. However, this usage of *-dır* is nowadays largely confined to formal language (Göksel & Kerslake, 2005).

(22)   from Göksel & Kerslake (2005, p. 297)

Antropoloji	insan	topluluk	-lar	-ı	-nı	incele	-yen
Anthropology	human	community	PL	GEN	ACC	study	PART

bir	bilim	-dır
a	science	GM

 'Anthropology is a science which studies human communities.'

In academic and other formal writing, and in official Fannouncements made orally *-dır* is also regularly affixed to the following finite verbal forms: -mış, -(y)*acak*, *-malı* , *-makta*.

(23)   from Göksel & Kerslake (2005, p. 297)

Osmanlı	Türk	-ler	-i	de	bu	kültür	-e
Ottoman	Turk	PL	POSS.	too	this	culture	DAT

katkıda	bulun	-muş	-lar	-dır
contribute		EV	1PL	GM

'And the Ottoman Turks contributed to this culture.'

In terms of their tense/aspect values, the following correspondences hold:

-mıştır	*-dı*	Past tense, perfective aspect
-(y)acaktır	*-(y)acak*	Future tense
-maktadır	*-(I)yor, -makta*	Present tense, progressive or habitual aspect

At this point, it must be noted that the *-mış* component of *-mıştır* has no evidential modality value of its own. The modal function of *-dır* in these verbal sentences is to indicate that a claim of some significance is being made, and that this is based on some well-founded authority which gives it a permanence that transcends the explicit tense marking of its content (Göksel & Kerslake, 2005).

2.1.4.4.4. Assumptions

The principal markers of non-factual probability judgements in Turkish are the aorist and -*dır*. When assumptions are expressed with these forms, they are usually also marked by a modal adverbial such as 'kesinlikle' *definitely*, 'herhalde' *probably*, *presumably*, *I expect*, or 'belki' *perhaps*, which expresses the strength of the speaker's confidence in the soundness of the assumption. Where no modal adverbial is used the utterance will be understood as having the medium strength of an assumption marked by 'herhalde' *probably*.

In Turkish, assumptions do not have to be grammatically marked. The non-factual modality of such utterances is often indicated simply by the presence of a modal adverbial. Göksel & Kerslake (2005) include expressions of hope marked by the modal adverbial umarım 'I hope' or 'inşallah' *God willing*, *hopefully* within the category of assumptions. Assumptions can be expressed with various markers but for the purposes of the study only nominal and verbal sentences with –*dır* are relevant.

(i)   Nominal and verbal sentences with *-dır*:

'A striking feature of assumptions expressed with –*dır*' (Göksel & Kerslake 2005, p. 299) is that in these types of utterances *-dır* is attached not only to 3rd person but also can be attached to 1st and 2nd person predicates (examples 24 and 25 from Göksel & Kerslake 2005, p. 299).

(24)

İnşallah	hasta	değil	-im	-dır
Hopefully	ill	not	1SG	GM

 'I hope I'm not ill.'

(25)

Herhalde	bir	yer	-ler	-de	karşılaş	-mış	-ız	-dır
Probably	a	place	PL	LOC	meet	PF	1PL	GM

'We have probably met somewhere or other.'

In example (29) the speaker is expressing a hope in response to an indication that they might be ill. In example (30) the speaker is expressing an assumption, there might be indications that the addresser and the addressee have met before, but the speaker has no conscious memory of it.

2.1.4.4.5.   Evidential modality

The linguistic category of evidentiality primarily expresses source of information. If a language has grammatical evidentiality, marking how the speaker knows an information has to be expressed. Evidentials can acquire secondary meanings such as reliability, probability, and possibility. Different languages express evidentiality in different ways depending on their morphological typological characteristics. In some languages evidentiality is marked by affixes or clitics or by fusing it with another category. Languages that have evidentiality can be fusional, agglutinating, isolating, synthetic or polysynthetic (Aikhenvald, 2006).

Aikhenvald (2006) notes that there is often a correlation between choice of evidentiality and person. There may be evidentials that do not occur in a first person context. The idea that one would not need to use reported or inferred evidential when talking about oneself may sound intuitive, however, evidentiality in some languages does occur in a first person context. In these 'unusual' (Aikhenvald 2006, p. 9) uses of the evidential, there may be additional semantic effects, for example an inferential or reported evidential may be describing something that the speaker did inadvertently or does not want to take responsilibity, or something that the speaker simply cannot remember.

In Turkish, evidentiality is marked by the verbal suffix *-mış*, which also marks relative past tense and perfective, and the copular suffix -(y)*mış* which is purely a marker of evidential modality. The source of the indirect knowledge expressed in these statements is usually a statement made by someone else in speech or writing, or a resultant state (e.g. coffee on the floor as an indicator of the coffee being spilled). In the case of -(y)*mış* the modality marker 'sometimes simply indicates that the statement expresses a new discovery on the part of the speaker, which has not yet been fully assimilated to his/her existing stock of knowledge' (Göksel & Kerslake, 2005, p. 309). It can be followed by person markers, any of the copular markers, and by the generalizing modality marker –*dır*.

The perfective/evidential –*mış* indicates only perfectivity when it is followed by an auxiliary verb in compound verb forms or when followed by a copular marker or -dır as in the following example (from Göksel & Kerslake, 2005, p. 75):

(26)

Gör	-müş	-ler	-dir
See	PRF	3PL	GM

'They must have seen it.'

2.1.4.4.5.1.   Information-based evidential statements

When transmitting information received verbally from any other source, the speaker gives their statement with evidential marking. The use of the evidential marker is not optional, 'failure to use it when making a statement about a situation of which one has no direct knowledge is a breach of conversational conventions, because it suggests that a different kind of knowledge (personal experience or observation) is involved' (Göksel & Kerslake 2005, p. 309) The English equivalents of –*mış*/-(y)*mış* in this usage are expressions like 'apparently', 'it seems', 'I gather' (Göksel & Kerslake 2005, p. 309)

The way in which the verbal suffix *-mış* replaces *-dı* in the verbal transmission of information is illustrated in the following example (32).

This represents three separate but consecutive encounters between the individuals involved.

(27)   from Göksel & Kerslake (2005, p. 309)

(a)

(Ali, to Gül):

Bahçe	-ye	bir	meşe	ağac	-ı	dik	-ti	-m
Garden	DAT	an	oak	tree	NC	plant	PF	1SG

'I've planted an oak tree in the garden.'

(b)

(Gül, to Orhan):

Ali	bahçe	-si	-ne	bir	meşe	ağac	-ı	dik	-mış
Ali	garden	3SG.POSS	DAT	an	oak	tree	ACC	plant	EV/PF

'Ali has apparently planted an oak tree in his garden.'

(c)

(Orhan, to Ali):

Sen	bir	meşe	ağac	ı	dik	-mış	-sin	ban	-a	göster	-sene
You	an	oak	tree	ACC	plant	EV/PF	2SG	me	DAT	show	2SG.OPT

'I've heard you've planted an oak tree; why don't you show it to me?'

The next example (28) could be from a newspaper report, then reported by a speaker to someone else:

(28)

(a)

Başbakan	Hong Kong	-u	ziyaret	et	-ti
Prime_minister	Hong Kong	ACC	visit		3SG-PRF

'The prime minister visited Hong Kong.'

(b)

(Zeynep, having read this news, relaying it to Mehmet)

Başbakan	Hong Kong	-u	ziyaret	et	-mış
Prime_minister	Hong Kong	ACC	visit		EV.3SG

'The prime minister has apparently visited Hong Kong.'

When the received and transmitted information is anything other than a completed past-tense event, the evidential copular marker -(y)*mış* is used. The main difference from the verbal suffix –*mış* is that the copular -(y)*mış* has no tense or aspect content. 'The aspectual meaning of a sentence with -(y)*mış* is identical with that of the same sentence without evidential marking. However, the fact that not more than one copular marker may appear together on one verb gives rise to an ambiguity of tense reference (non-past/past) in -(y)*mış* sentences (Göksel & Kerslake 2005, p. 310). This can be resolved only by a time adverbial or by the discourse context, as illustrated in examples (29)-(a) and (b) and (30)-(a) and (b) from Göksel & Kerslake (2005, p. 310).

(29)
(a) (Ayşe, to Çiğdem):

Anne	-m	biraz	rahatsız
Mother	1SG.POSS	a_little	unwell

'My mother is not very well.'

(b) (Çiğdem, to Nesrin):

Ayşe	-nin	anne	-si	biraz	rahatsız	-mış
Mother	1SG.POSS	mother	GEN	a_little	unwell	3SG.EV.COP.

'It seems/Apparently Ayşe's mother is not very well'

(30)

(a)

(Ayşe, to Çiğdem):

O	gün	anne	-m	biraz	rahatsız	-dı
That	day	mother	1SG.POSS	a_little	unwell	3SG.PF

'My mother was not very well that day.'

(b)

(Çiğdem, to Nesrin):

O	gün	Ayşe	-nin	anne	-si	biraz	rahatsız	-mış
That	day	Ayşe	3SG.GEN	mother	3SG.POSS	a_little	unwell	3SG.EV.COP.

'Apparently Ayşe's mother was not very well that day.'

The information-based evidential is relatively uncommon in the 1st and 2nd persons. In 1st person utterances it may express information that the speaker has acquired from others about what they themselves did when too young to remember, or while asleep or unconscious, exemplified in the following examples from Göksel & Kerslake (2005, p. 310) which have been slightly modified in their translation:

(31)

Bir	yaş	-ın	-da	-yken	kalp	ameliyat	-ı	ol	-muş	-um
One	age	NC	LOC	CV	heart	operation	NC	AUX	EV.COP.	1SG

'I had a heart operation [when I was a year old].'

It may also express what the speaker presents as others' view of them (1SG):

(32)

Sözde   inatçı-ymış-ım.

supposedly stubborn-EV.COP-1SG

'I am supposedly stubborn.'

An information-based 2nd person evidential utterance presents information about the addressee that the speaker has acquired from another source.

(33)

Siz	dede	-m	-le	tanış	-ıyor	-muş	-sunuz
You (polite)	grandfather	1SG.POSS.	COM	meet	IMPF	EV	2PL

diye	duy	-dum
that	hear	1SG.PF

'I heard that you knew/had met my grandfather.'

2.1.4.4.5.2.   Result-based evidential statements

The verbal suffix *-mış* can also be used to express the occurrence of an event that the speaker did not witness but infers from its result, to which they have direct access.

(34)   (from Göksel & Kerslake, 2005, p. 311)

(Commenting on a painting)

Ressam	iki	figür	ün	ara	sı	nı	boş	bırak	mış
Painter	two	figure	GEN	space_between	POSS	ACC	empty	leave	EV

'The painter has left the space between the two figures empty.'

(35)   (from Göksel & Kerslake, 2005, p. 311)

(On finding one's glasses are not in one's bag/pocket)

Gözlüğ	-üm	-ü	yan	-ım	-a	al	-ma	-mış	-ım
Glasses	POSS	ACC	side	POSS	DAT	take	NEG	EV	1SG

'It seems I haven't taken my glasses with me.'

Another use of the evidential copula *-(y)mış* is to indicate that the state of affairs described is a new discovery for the speaker.

(36)   (from Göksel & Kerslake, 2005, p. 311)

(On opening the fridge)

Aa	yiyecek	hiçbir	şey	yok	-muş
Oh	food	no	thing	non_existant	EV

'Oh, there's absolutely nothing to eat.'

Compound forms in which the lexical verb is marked with –mış and the resultative use of compound verb forms with –mış will not be covered in this section, as they are not relevant within the scope of the study.

2.1.4.4.6.   The evidential and consciousness

Slobin & Aksu (1982) attempt to acount for the diversity of the TAM functions of the *evidential particle encoding indirect experience*, with '…an implicit theory of the nature of conscious experience which underlies the use of the two past tense morphemes.' (Slobin & Aksu 1982, p. 185)

According to Slobin & Aksu (1982) the issue is one of conscious involvement, not simply speaker involvement. In the case of inference, the speaker's assertion presupposes the event, while in the case of hearsay it presupposes the report of the event. They further discuss the pragmatic extension of ironic use. In communicative terms, the –mış particle functions to indicate to the listener the source of currently relevant information. Psychologically, information which has been stored for some time becomes assimilated to one's own knowledge, often losing the qualification as to its source. Such information becomes part of the speaker's general mental set, and can no longer be reported as something which has entered an 'unprepared mind'. Slobin & Aksu (1982) rely heavily on what they refer to as 'involvement of speaker's consciousness', 'mental sets of the moment', 'premonitory consciousness', and 'prepared mind'. They argue that the range of pragmatic extensions goes beyond the issue of the speaker's direct or indirect experience of an event, but rather there is a general psychological or phenomenological stance towards experience that underlies the entire range of functions of the two past tense forms. They refer to the 'neutral expectation', which is encoded by the –dı particle, as marking events which can be assimilated into existing assumptions and expectations. They refer to this netural, background mental set as a 'prepared mind'. However, when a mind is unprepared, events can not be as immediately assimilated

into the network. An unprepared mind has not had normal premonitory consciousness of the event in question. The event has become apparent through its consequences, or through report, or the experienced event is radically different from the consciousness that preceded the experience. The speaker feels distanced from the situation he is describing. Such events which, according to Slobin & Aksu enter the 'unprepared' mind, are thus encoded by the –*mış* article. It is not a matter of placement of events on a time line, but rather one of relative closeness of events to one's ongoing feeling of participation in the here- and- now.

2.1.4.4.7.   The combination of *mış + dır* and *-mıştır* items

It was discussed in section 2.1.4.3.2. that within –*mıştır* items, the –*mış* has no evidential quality, but is purely past/perfective (Göksel & Kerslake, 2005). Johanson agrees that *-mış* combined with *dir* is not 'just an insignificant complementary verb in terms of its content' (Kißling 1941 in Johanson 2016), but has the effect of removing nuances of modality (Johanson, 2016). According to Elöve (1941 as cited in Johanson, 2016) the presence of *-dır* causes a change from "unconscious" (*mış*) to "conscious" (*mıştır*). Deny (1959 as cited in Johanson 2016) mentions "affirmative use" and "reinforcement" in relation to this, and Ergin (1962 as cited in Johanson 2016) mentions "certainty" and "strengthening" that comes with the generalizing modality marker. According to Johanson, the affirmation and assumption that is observed in *mış + dır* is based on style. While in written language it strengthens the predicate and marks the end of the sentence, in spoken language it expresses guessing, assumption (Lewis 1967 as cited in Johanson 2016). This unsureness that exists in the spoken language is 'often comparable to the similar inconsistency of verbal adverbs such as herhalde 'probably', çoğu zaman 'often', tahminen 'according to my guess' …' (p. 241)

Johanson also handles *-mıştır* items in combination with different person markers. He refers to the following examples by Lewis (1967 as cited in Johanson 2016, p. 241);

     (37)

Uyu   -muş   -um   -dur

Sleep   EV   1SG   GM

'*I must have slept*'

(38)

Uyu	-muş	-um
Sleep	EV	1SG

'*I gather that I have slept*'

Lewis claimed that –*mışım* expresses a guess based on inference, while –*mışımdır* expresses a guess that is not based on any 'proof' (Johanson 2016, p. 241).

Johanson sees the integrated function of -*mışımdır* as bringing together diagnostic events, often marked with an adverbial such as *daima* 'always', *yıllarca* 'for years', *şimdiye kadar* 'until now' or *her defa* 'everytime'. Johanson (2016) notes that Weinreich (1964) claims that these "narrator" perspectives can also spread to one time events such as:

(39)   (from Weinreich, 1964 as cited in Johanson, 2016)

Kanıma göre biz yabancı sermayeden faydalanmayı bilemediğimizden bu duruma düşmüşüzdür. (Cumhuriyet, 1969, May 1, p. 7)

'*According to me, we have ended up in this situation because we have failed to take advantage of foreign capital.*'

Csato (2000) also notes the diagnostic function of -*mışımdır*. According to Csato, diagnostic use is 'typical' of items such as finite verb forms based on the –*mış* suffix, which have the viewpoint that 'directs attention towards a point at which the relevant limit of the event is regarded as having taken place'. In these types of phrases, the –*mış* form implies that the event has at least begun, but the form directs the attention to a time after the beginning of the event. Verb forms that are based on the –*mış* suffix include verbs inflected with –*mıştır* items. When used in the first person, –*mıştır* item serves the function of summing up "…in a diagnostic way events which took place, often discontinuously." (Csato 2000, p. 41) These types of phrases often are marked with adverbials such as 'defalarca' *many times*, 'tekrar tekrar' *again and again,* 'hayatım boyunca' *throughout my life*. These express that the event has happened in the past more than once, and could happen again. This could be habitual or not.

In the following example from Csato (2000, p. 42) (glossing and translation revised by myself) the speaker is talking about something that has occurred more than once throughout their lifetime:

(40)

O	balkon	-lu	oda	-ya	rüya	-lar	-ım	-da
That	balcony	-COM	room	DAT	dream	PL	1SG.POSS	LOC

hep	gir	-mış	çık	-mış	-ım	-dır
always	enter	PF	leave	PF	1SG.POSS	GM

'In my dreams, I have entered and left that room with a balcony again and again.'

In the next example (45) B makes an inference about themselves on the basis of the observation of A.

(41)   from Csato (2000, p. 42)

A:

Dün	çok	düşünceli	dur	-uyor	-dun	Ne	ol	-du
yesterday	very	thoughtful	seem	IMPF	2SG.PF	what	happen	PF

B:

Yorul	-muş	-um	-dur
Get_tired	EV	1SG	GM

A: "You seemed very pensive yesterday. What happened?"

B: "I must have gotten tired."

Speaker B hears the observation of an outsider and then makes (Csato, 2000), an assumption about themselves.

It is unclear which meaning the *–mışımdır* and *–ıyorumdur* sentences that are the focus of this study express, but the non-elicited and elicited data will hopefully illustrate this in a clear manner. Once this is established, it will be possible to make a statement on whether or not there is any potential language change taking place.

2.2. Language variation and change

The present study will describe if and how Turkish verbs marked with *–mışımdır* and *–ıyorumdur* are used in a new way in online usage. In the case of the new usage they have a different, nuanced meeting that is not necessarily about perfectivity or evidentiality, neither an assumption or an official statement. An observation of myself, as the researcher and a native speaker of Turkish has been that those familiar with the Turkish language but unfamiliar with the online community and its practices find this new use *strange* or *unacceptable* at times. This observation, along with the distinctive features such as the lack of a modal adverbial has motivated this study.

In the study of language change, there is interest in 'how and why changes begin, what type of person or social group is likely to be an originator of change, and how new forms spread at the expense of older ones' (Mesthrie et al., 2009, p. 111). Weinreich, Labov and Herzog (1968) illustrated that to track changes changes in language required not only close attention to the language system but also the social system (Weinreich et al.,1968 in Mesthrie et al., 2009). All change is preceded by variation, but not all variation leads to change. The language change model of Weinreich et al. (1968) is principally concerned with sound change, which is not relevant to the present study. However '… with minor modification, the model could be used to describe long-term grammatical changes in a language.' (Mesthrie et al. 2009, p. 111).

(1) The basis for linguistic change lies in the ever-present 'low-level' phonetic variability of ordinary speech. 'Low level' refers to the minute phonetic differences between sounds which are often not noticed by members of the speech community.

(2) A given phonetic variable becomes socially significant as a marker of group identification and stylistic level for seemingly linguistically arbitrary reasons.

(3) The 'new' variant may also be extended to new social groups.

(4) The variant may eventually spread through the vocabulary system of the language and throughout the whole speech community (though opposing social processes might block the generalising of some rules).

(5) The variant then becomes part of the community's repertoire: the sound change has been completed. (Adapted from Hock 1991: 648, in Mesthrie et al. 2009)

The model will be revisited in the discussion section as necessary and applied to the present study.

2.3. Language and the internet

A relatively new space where our language is changing is the internet. Crystal (2006) describes the essential difference of the electronic medium as presenting us 'with a channel which facilitates and constrains our ability to communicate in ways that are fundamentally different from those found in other semiotic situations' (Crystal, 2006, p. 5). According to Crystal understanding how '…the Internet is emerging as a homogenous linguistic medium, whether it is a collection of distinct dialects, reflecting the different backgrounds, needs, purposes, and attitudes of its users, or whether it is an aggregation of trends and idiosyncratic usages which as yet defy classification' (2006, p. 6) is an important task for the linguist who is trying to understand the language of the internet.

Crystal further argues that the concept of language variety is helpful in the setting of the internet, where linguistic differences are "likely to loom large" (Crystal, 2006, p. 6). Language variety refers to 'a system of linguistic expressions whose use is governed by situational factors' (Crystal, 2006, p. 6) that is to some extent systematic and predictable. This system includes speech and writing, regional and class dialects, occupational genres such as the language of law and science, and creative linguistic expression such as literature, as well as many other 'styles of expression' (Crystal, 2006, p. 6). Crystal (2006) lists several distinctive features of the written language of a language variety, recognized by many stylistic approaches. These are graphic features, ortographic features, grammatical, lexical and discourse features. While these may mostly apply for written language, "whatever else the Internet culture may be, it is still largely a text-based affair." (Wilbur, 1996 as cited in Crystal, 2006, p. 6). Despite the predictable and systematic nature of language varieties, it is not possible to say that "…all users of the Internet present themselves through their messages, contributions, and pages, with the same kind of graphic, ortographic, grammatical, lexical, and discourse features…" (Crystal, 2006, p. 10)

Today, spoken language certainly has a stronger presence on the internet, for the scope of this study that presence will not be discussed. Nonetheless, it is important to compare briefly the nature of spoken and written language. Spoken language "… is time-bound, spontaneous, face-to-face, socially interactive, loosely structured, immediately revisable, and prosodically rich.", while written language "…is typically space-bound, contrived, visually decontextualized, factually communicative, elaborately structured, repeatedly revisable, and graphically rich." (Crystal, 2006, p. 9) It is difficult to say whether the language of the internet has more the characteristics of the spoken or written medium. The writing that is done on the internet is "…time-governed, expecting or demanding an immediate response; they are transient, in the sense that messages may be immediately deleted (as in e-mails) or be lost to attention as they scroll off the screen (as in chatgroups); and their utterances display much of the urgency and energetic force which is characteristic of face-to-face conversation" (Crystal, 2006, p. 32).

"What happens, linguistically, when the members of the human race use a technology enabling any of them to be in routine contact with anyone else?" asks Crystal (2006, p. 5). The present study is part of the complex answer. It aims to describe the features of two suffix combinations used by Turkish speaking users of the internet. This attempt at describing and understanding the usage of these constructions will deepen our understanding of the language of the internet, and how the internet medium affects language use in the context of Turkish. In the next section, the focus will be internet memes, a specific context and format in which language is used in different ways.

2.3.1. Internet memes

Internet memes are relevant to the present study because the two Turkish suffix combinations that the present study focuses on, *-mışımdır* and *–ıyorumdur* are often used in creating a specific type of internet meme (see section 3.2.2.), as the non-elicited data will illustrate.

The term "meme" was coined by biologist Richard Dawkins in his 1976 book 'The Selfish Gene'., used to describe small units of culture that spread from person to person by copying or imitation. Dawkin's examples of memes include cultural artifacts, catchphrases, fashion, and abstract beliefs. According to Dawkin's definition, memes are replicators that undergo variation, competition, selection, and retention, just like genes. Only memes suited to their sociocultural environment spread successfully, while others become extinct (Dawkins, 1976).

Memes relate to each other in complex and creative ways, they are intertextual. They "…diffuse from person to person, but shape and reflect general social mindsets." (Shifman, 2014, p. 4).

While the concept of a meme has been "…the subject of constant academic debate, derision, and even outright dismissal" (Shifman, 2014, p. 2), the term has returned as part of the language of Internet users. Shifman (2014, p. 2) writes that in the vernacular discourse of internet users the term "Internet meme" describes "the propagation of items such as jokes, rumors, videos, and websites from person to person via the Internet". Internet users employ the word 'meme' to describe "the rapid uptake and spread of a particular idea presented as a written text, image, language 'move,' or some other unit of cultural 'stuff.'" (Lankshear and Knobel, 2007, p. 202)

The term meme originally describes cultural reproduction driven by various means of copying and imitation. According to Shifman these are essential practices in contemporary digital culture. Within contemporary digital culture, "…user-driven imitation and remixing are not just prevalent practices: they have become highly valued pillars of a so-called participatory culture." (Shifman, 2014, p. 4). According to Dawkins (Dawkins, 1976) memes that spread successfully incorporate three basic properties—longevity, fecundity (the number of copies made in a time unit), and copy fidelity (accuracy in transfer). All three of these properties are enhanced by the Internet (Shifman, 2014).

In relation to language change, a new usage emerging in an internet meme may spread faster than a new usage in spoken or written language that is not used on the internet. Memes spread on a micro basis, but their impact is on the macro level. They "…shape the mindsets, forms of behavior, and actions of social groups" (Shifman, 2014, p. 18). Shifman highlights that this attribute is highly compatible with how culture is formed in the Web 2.0 era which is marked by platforms for creating and exchanging user generated content such as YouTube, Twitter, Facebook, Wikipedia, and other similar applications and sites are based on propagation of content. These platforms allow for extremely fast meme diffusion because content that is spread through the social networks of individuals can scale up to mass levels in a very short period of time (Shifman, 2014). These platforms are also referred to as *social media*.

2.4. Social media in Turkey

There are more than 35 million active Internet users in Turkey (about 45% of the population), and a significant portion of them, which is still increasing, use social media platforms (Internet World Stats, 2013 as cited in Kurtuluş et al., 2015). For Turkish users "…social media use for information search and entertainment purposes is in the forefront. (Kurtuluş et al., 2015, p. 356). They have a great interest in social networks such as Facebook and LinkedIn and in blogs and micro-blogs such as Twitter. Social media use is common among the younger population for two reasons: the high proportion of youths in the Turkish population and that Turkish people were introduced to social media after the year 2007 (Kurtuluş et al. 2015, p. 356).

As of January 2020, of the 83.88 million population of the country, 54 million are active social media users. The percentage of social media users compared to the total population is 64%. The five most-used social media platforms, based on the percentage of internet users aged 16 to 64 who report using each platform in the month of January 2020, are Youtube (90%), Instagram (83%), Whatsapp (81%), Facebook (76%), and Twitter (61%) percent. Instagram, Twitter, and TikTok were the sources of data for the present study. TikTok is the 10th most-used social media platform, with 27% percent. These numbers are relevant to discussing the findings of this study since the use of social media and specific platforms are one of the potential variables that influence the use and interpretations of the structures in question.

3. Methodology

3.1. Research questions and approach

RQ1: Do sentences with predicates marked with the following Turkish suffix combinations take on a new function, specifically in online contexts?

(a) V *-mışımdır* or (V-mış+ *-Im + -dır*) / *-mışımdır* sentences
(b) V *–ıyorumdur* or (V-*Iyor-Im-dır*) / *-ıyorumdur* sentences

RQ1-2: If yes, how can this new function be described within the framework of language change?

RQ-2: How are these constructions received and used?

RQ2-2: Is there a sociolinguistic difference in how they are received and used; depending on age, gender, educational background, and social media use ?

The main objective of the study is to understand if and how two suffix sequences inflecting verbs in Turkish are changing semantically in online language use. Part of this is to understand who uses these constructions and what meaning do they give it. The second research question guiding the study is regarding the language attitudes towards the constructions, which will help understand the usage better. The aim is to describe and understand a potential language change that is ongoing, or a variety that is emerging in the online use of language. The study is designed to allow for both a qualitative and quantitative analysis as it will inlude data collection illustrating the construction in use, as well as a questionnaire for L1 speakers of Turkish. The approach of the study is descriptive. A descriptive approach in linguistics does not bring any 'preconceived notions of correctness' (Mesthrie et al., 2009, p. 12) to the study. It does not tell what language *should* be but merely what it is, without judgement, but with an intention of understanding and describing.

All language change is based on variation (Mesthrie et al., 2009). The variationist paradigm, within descriptive linguistics, is based on the research methods and analytic techniques developed by William Labov (Labov, 1966), 'on the critique of current linguistics set out by Weinreich, Labov, and Herzog (1968), and on ideas developed in several papers by Labov himself' (Milroy & Milroy, 1998, p. 45). The methods of the variationist paradigm are empirical. They depend on collecting naturalistic speech from speaker and demand full accountability to the data that is collected, independent of how 'messy' it may be (Milroy & Milroy, 1998, 45). The present study is not concerned with variation in speech and thus the method does not include collecting natural speech data. Nonetheless, the non-elicited data collection does include naturalistic language use from the internet. It is debatable how 'natural' language use on the internet is, however, in relevance to this study, it is not elicited by the researcher, but simply taken as it is, thus can be considered natural.

As the research questions imply, the study is based on the hypothesis that these constructions have a new usage, and this hypothesis is based mainly on previous literature including an established grammar of Turkish lacking the description of this usage. The new usage does not fit with the conventional uses of these grammatial markers. It also seems to expand on the features of these suffixes that are referred to in at least one grammar of Turkish as 'striking'

(Göksel & Kerslake, 2005, p. 299 see section 2.1.4.3.3). As further discussed in the theoretical background –*mışımdır* sentences serve the function of summing up discontinous diagnostic events, or as a response to an outside observation about themselves, which they were previously unaware of (Csato, 2000, p. 41). In both cases, again, there are adverbial modals marking these features of discontinous diagnosticity or unawareness. I have personally observed during my own use of social media, that predicates marked with the evidential or imperfective, followed by the generalizing modality marker are not marked by any modal adverbial, and do not express an assumption but rather a statement.

There are two sentence type that this study is focusing on, those marked with –*mışımdır* and those marked with –*ıyorumdur*. The following example from Tiktok is illustrating the first type. All examples from social media will be presented with information such as the username or the profile picture, as well as the video which the example is the caption of, having been removed. For all non-elicited data, see Appendix A.

We can not quite say that the speaker is unaware of what they are doing or do not remember it, because they themselves are present in the visual that is a video in this specific case. It can be argued that it is a summary of discontinous diagnostic events, however in either case there is no adverbial modal marker.
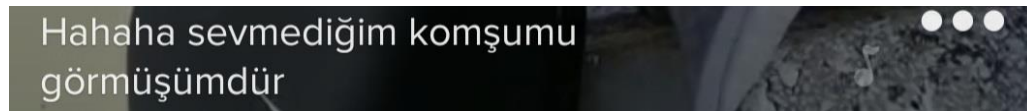
Figure 1. *A screenshot of the caption of a video posted on TikTok*

The sentence can be glossed and translated, as follows:

    (42)

Hahaha	sev	-me	-diğ	-im	komşu	-m	-u	gör	-müş	-üm	-dür
Hahaha	like	NEG	VN	1SG	neighbour	1SG.POSS	ACC	see	EV.PF	1SG	GM

'Hahaha I have seen my neighbour who I dislike.'

According to the standard use of the generalizing modality marker as a marker of non-factual probability judgments, this sentence would also be marked with any modal adverbial. Let us say it is marked with the modal adverbial 'herhalde' *probably*. Note that, the modal adverbial

could be placed either in the beginning of the sentence preceding all else, before or after the predicate.

In that case, the glossing and translation of the sentence would be:

(43)

Hahaha	sev	-me	-diğ	-im	komşu	-m	-u
Hahaha	like	NEG	VN	1SG	neighbour	1SG.POSS	ACC

gör	-müş	-üm	dür	*herhalde*
see	-EV.PF	-1SG	-GM	*probably*

'Hahaha I have *probably* seen my neighbour who I dislike.'

This sentence could be the answer to a question such as 'Why were you pouring water down your balcony?' .

Without the adverbial modal it is unclear what this sentence indicates, and as it is used in caption form, with a visual that at least symbolizes the speaker, it is also unclear whether or not the sentence indicates a reaction to an outside observation.

The following example is of the second type, marked with *–ıyorumdur,* from Twitter.

Figure 2. A screenshot of a meme with the –ıyorumdur sentence from Twitter

The sentence can be glossed and translated as follows:

(44)

Kabul	gör	-me	-yeceğ	-I	-ni	bile bile	32.
Be_accepted		NEG	FUT	GEN	ACC	knowingly	32nd

iş	başvuru	-m	-u	yap	-ıyor	-um	-dur
job	application	1SG.POSS	ACC	do	IMPF	1SG	GM

'I am applying for a job for the 32nd time knowing that I won't be hired.'

The sentence once more lacks a modal adverbial, and there is a visual that can be interpreted as referring to the speaker's state expressed in the sentence.

3.2.   Data

The data used in the study is non-elicited and elicited. The non-elicited data consists of example sentences collected from social media. These sentences illustrate that the structure in question exist and are widespread. The non-elicited data will also be used to give an overview of their use and meaning. The elicited data consists of the results of a questionnaire on acceptability, interpretation and usage, which has 650 respondents in total.

3.2.1.   Non-elicited data

200 examples were collected from Twitter, Instagram, and TikTok, of varying numbers (see Appendix A). The examples were collected by taking screenshots using an Android mobile phone.

On February 9th 2021 sentences from Twitter were collected. The sentences collected from Twitter were found by using the advanced search option. Some of the most basic and common verbs such as 'yapmak' *to do,* 'gitmek' *to go,* 'almak' *to take,* 'yemek' *to eat'* were searched for. These verbs were chosen because they are basic, simple and commonly used and thus if there were sentences of the structure in question for these simple verbs, that would be a good starting point. The settings were set so that only Tweets with the searched word that have at least a 100 likes by users would appear. This decision was made in order to view Tweets that have had at least 100 interactions, which include retweets and likes. This would indicate that

this sentence and the use of it resonates with and is causing a reaction in at least 100 Twitter users. The Tweets usually followed by visuals such as images or videos, if they end with a colon. These visuals were sometimes taken from other social media platforms such as TikTok and attached to the Tweet, or uploaded by the user themselves.

On February 15th 2021, I asked on my personal Instagram account via the story posting option, for my followers to send me memes with these sentence types. I asked for memes, knowing from personal observation that that is where these sentence types seem to be often used. This attempt was not successfull as my followers sent me memes that they thought were funny rather than the relevant ones. In response to this, I asked them to send me Turkish meme accounts that they follow. These are accounts that post Turkish internet memes of various formats on their profile. This attempt was more helpful in collecting examples. The next step was to go through the posts of these accounts in order to collect sentences that had the IMPF-1SG-GM or EV-1SG-GM structure. The examples I came across were often screenshots of Tweets shared by the Instagram account. When they were not, they were captions of images posted on Instagram.

On February 17th 2021 further examples were collected from the social media platform TikTok. TikTok differs most from the other two, as users can only share videos, or if they share images, they are in the format of slideshow videos. Users are able to write captions for videos, or write texts over the videos. The example sentences were in both formats; captions and over-video texts. The examples were found by simply searching the construction in different verb forms.

While manually searching for terms, common verbs such as *to do*, *to go*, *to take* and *to eat* were searched for initially, again, for the reason that they are simple and common. I manually went through examples to filter those who have the minimum of a 100 interactions, including likes, comments and shares. The TikToks that had enough interactions and more importantly the relevant sentence structures as caption or as text over the videos that were shared were collected by taking their screenshots.

Collection of the non-elicited data from social media was completed on February 17th 2021. The screenshots of all examples were saved in one document, and transformed into written form as a list. The list of examples was then changed to fit writing conventions of Turkish, as the it is not important for the study to keep them as they are modified (i.e. shortened) online.

For example, the example sentence taken from Twitter:

(45)

Güzel	*bi'*	rüya	gör	-üyor	-um	-dur
Nice	a	dream	see	IMPF	1SG	GM

'I am having a nice dream.' or 'Me as I am having a nice dream.'

The word '*bi''* is contracted version of the word 'bir', meaning *one* or *a*, by removing the final consonant. Such contracted words have been changed into their standard form.

Next, the list of examples collected as data were glossed in accordance with the Leipzig Glossing Rules and Göksel & Kerslake's abbreviations used in 'A Comprehensive Grammar of Turkish' (2005). Finally, they were translated into English to be able to use them as examples within the study.

3.2.2.   The new usage

In order to formulate certain questions in the questionnaire, the meaning of the 'new' use of the suffix sequences was deduced via a qualitative analysis of the non-elicited data. This meaning was deduced by interpreting the non-elicited data existing on social media, and based on the Morphology section of Göksel & Kerslake's 'A Comprehensive Grammar of Turkish' (2005).

The first step to understanding what the sentences with the suffix sequences –*ıyorumdur* and -*mışımdır* mean and how they are used is investigating the context in which they are used. As it was not possible due to the circumstances surrounding the study, it was not possible to observe if they are used in spoken language. However, it seems the sentences are very common online. There are hundreds of examples on social media with this construction, 200 of which were collected for the study.

First of all, these sentences occur online, on social media. Their most significant second characteristic is that they caption visuals. This visual may be an image or a video, often not one of the writer of the post itself, but a scene from a movie or a TV show, a 'funny' picture of a cat or a child, or an existing internet meme. In some examples, the writer even clearly states that this is a representation by adding '(Temsili)' *representational, symbolic, simulated* to the end of the sentence preceding the visual. The sentences of these two types are often marked with the 1st person singular, indicating that the writer of the post is the one

experiencing that which is stated in the sentence. So this construction seems to be used recurrently used to describe one's own experiences, sometimes in an ironic, sarcastic or funny way. The visual that comes with it makes the experience of the person more concrete, 'relatable' and 'funny' to the reader.

While trying to describe this construction and how it may be used, it is imperative to consider a frequently used meme format in English. This meme is referred to as 'When X/ X When' on the meme archive 'Know Your Meme' (knowyourmeme.co/memes/when-x-x-when) and shows similarities to the relevant Turkish memes. The website http://www.knowyourmeme.com provides the names, descriptions, meanings and backgrounds of various meme types that exist on the internet. On May 4th 2021 I searched for this meme on the website, the only similar format I came across was 'mfw' referring to 'My face when…'. On the same date, I signed up on the website and wrote in their forum '… that I was looking for the description of this meme specific meme format, which is illustrated below. I got a reply on the same day that there have been many requests about this meme format from users, and there will be a new entry soon (*Me when ... types of memes, what are they called?: Meme research discussion* 2021 Know Your Meme). Later on May 4th 2021 there was a new entry with information on the meme that I was looking for to compare to Turkish. It is described as such (*When X / X When* 2021 Know Your Meme);

'***When X / X When*** *is a common* <u>meme template</u> *used in a myriad of other* <u>meme</u> *templates to convey or imply how strongly or in what way someone, a group, or something(s) would or did react under a specified circumstance, such as "when the guac is extra" or "when the impostor is sus". This meme appears as a* <u>snowclone</u> *in titles of* <u>image macros</u>/*videos, and in images as text before or after a* <u>reaction image</u> *inside the image.*'

The term snowclone (*Snowclone* 2011 Know Your Meme) refers to a type of phrasal template in which certain words can be replaced with another in order to produce new variations with new meanings. 'Although freeform <u>parody</u> of quotes from popular films, music and TV shows is a fairly common theme in <u>Internet</u> humor, snowclones usually adhere to a particular format or arrangement order which may be reduced down to a grammatical formula with one or more custom variables…' The term "snowclone" was coined by American linguists Geoffrey K. Pullum and Glen Whitman through a series of short columns published via Language Log, (Pullum & Whitman, *Language log*) the earliest which was published on 2004 (Pullum, *SNOWCLONES: LEXICOGRAPHICAL DATING TO THE SECOND* 2004).

According to 'Know Your Meme, the first documented example of the 'When X / X When' meme template being used on the Internet as a meme was on January 10th, 2008. It is highlighted that "When X / X When" 'as a meme template may predate the Internet due to its broad format for humor and mockery' (*When X / X When* 2021 Know Your Meme).

An example of this meme type compared with the Turkish meme will more clearly illustrate the similarities between their structure and content.

Figure 3. *Example of a 'When X / X When' meme from https://www.universitystudent.org/ a website that shares 'university student memes'*
https://www.universitystudent.org/memes/when-someone-tries-to-wake-me-up-before-10am-3359

Figure 4. *Example of a meme in Turkish which is semantically and format-wise the equivalent of the English meme. Screenshot taken from Twitter.*

The sentence "Diyet yapıcam diye gece dolabın başına git-*mişimdir*;…" could be translated as "Me having gone to the fridge at night after saying I am going on a diet;…".

It can also be translated directly as 'Me *when* I go to the fridge at night after saying I will go on a diet' which corresponds to the 'When X / X When' meme template which has been discussed above.

In both the Turkish and English examples, the sentence is decribing a situation that the speaker is experiencing first hand. Also in both language examples the sentence is followed by a visual that seems to represent a reaction that the speaker has in the situation that is described in the preceding sentence.

The similarity in the format and meaning of these memes in the two different languages is undisputable. As discussed in the theoretical background section, memes that are strong spread, meme formats that allow creativity and are adaptable spread more through the internet and inevitably from one language to the other.

In the case that the Turkish version is a translation of the English meme structure, this translation made with –*mışımdır* or –*ıyorumdur* marked predicates is not the simplest or most direct translation. The simples and most direct translation exists as such:

Mesaj attığını **gördüğümde ben**

Figure 5. *Example of a 'When X / X When' meme equivalent in Turkish. Screenshot from Twitter.*

(46)

Mesaj	at	-tığı	-nı	gör	-düğ	-üm	-de	ben
Message	send	3SG.VN	ACC	see	VN	1SG	LOC	me

 'Me when I see you/they (3SG person) sent a message:…'

The fact that Turkish users choose to mark the predicates with *-mışımdır* or *-ıyorumdur* to give the same meaning while there is an existing, simple and direct way of forming sentences for the same meme format, makes them more interesting for the present study. This suggests that the predicate marked as such perhaps gives more nuance to these sentences, so much so that the simple and direct translation is not enough.

Johanson (2016) discusses '-ir based narrative's as a narrative as an example of Non-Deictic Expression of the Present which can be marked by *–ir*, *-mektedir*, or *–mıştır*. Johanson (2016) treats an '*–ir* based narrative' of the present as being marked by *–ir* or *–mektedir,* or with *–mıştır* as marking for the past. Non-Deictic Expressions of the Present have the common attribute of the narrative not being based at the same time as the moment of communication. In *–ir* based narratives, an event that is marked with *-ir* as such does not have to actually have happened in the past. Such a discourse may have developed in the context of a play, novel, the text of a picture or something similar, or in a completely hypothetical context. Johanson (2016)'s example of such a construction is the following which is taken from a novel by Tarık Dursun K. (translation by myself):

(47)

'*Kadın, gözlerini masa üzerine dik-mıştir. Erkek de bir eli çenesinde kadına bakmaktadır. Elini çenesinden indirir, kadına bakarak konuşur*.' (TDK, Aşkın dünü, 35)

'*The woman has her eyes on the table. The man is looking at the woman with his one hand on his chin. He lowers his hand from his chin, talks while looking at the woman*.' (TDK, Aşkın dünü, 35)

This type of discourse can be found as historical present tense (*praesens historicum*), in content statements, summaries, picture or painting descriptions, drafts, stage directives (stage present tense *praesens scenicum)*, time scales or chronicles (table present tense (*praesens tabulare*). In many other languages, according to Johanson, the 'present tense' has similar functions. The –*ir* narrative in Turkey Turkish is used for events that are in the "forefront" (Johanson, 2016).

This narrative use may be spreading to the context of picture descriptions in social media, with an additional marking of the first person. In that case it should be acceptable to Turkish speakers, as a context of use which they can identify. Furthermore, these constructions must be resolved not as marked with the generalizing modality –*dır* but the aorist/present tense –*ir*.

To summarize, when the -*mışımdır* and –*ıyorumdur* markings are used without the adverbial modals and usually preceding some kind of visual, they seem to describe a hypothetical scenario or state that a person has experienced habitually or once. This meaning will be revisited after the questionnaire results are qualitatively analyzed.

3.2.3. Elicited Data

3.2.3.1.Questionnaire design

The methodology chosen to get the attitudes and perspective of users was a questionnaire design. The questionnaire was chosen as a way to get information from speakers because it is "… an economical way to gather large amounts of data." The methodology chosen to get the attitudes and perspective of users was a questionnaire design. The questionnaire was chosen as a way to get information from speakers because it is "… an economical way to gather large amounts of data that are relatively easy to feed into databases, whereas sociolinguistic face-to-face interviews allow for more flexibility, a deeper insight into a person's attitudes and control over the reliability of stements and, above all, provide the researher with real and

ideally relaxed speech." (Creswell, 2009 as cited in Krug & Schlüter, 2013, p. 71-72). The purpose of this study is to see if there really is a new meaning that these constructions are taking on, rather than a deep insight into speakers' attitudes towards the use of these constructions. The qualitative analysis may still allow for insight on attitudes, but it is not the priority of this study or within its scope. Questionnaire is a format that allows for, as previously mentioned, larger amounts of data and different types of questions to be included. A questionnaire can include both multiple choice questions and open ended questions which help for a fruitful analysis on various aspects of the phenomenon that is being studied. A large amount of data can help with testing the hypothesis that there is a new use of these construction. Quantitative methods of analysis enable the researcher to propose 'socially based explanations for aspects of language variation in time, space, and social space'(Milroy and Milroy, 1998, p. 47).

The questionnaire was prepared by using Google forms and distributed to respondents online, due to the COVID-19 related circumstances, not allowing the researcher to get in contact with a large number of people, however this is also an advantage, as the questionnaire could be distributed to more people online. An English translation of the questionnaire was also prepared to collaborate with the supervisor and for reference purposes (see Appendix E).

The most important ethical guidelines to prepare a questionnaire are (Krug & Schlüter, 2013):

(a) providing a brief description of the aim and the context of the study;

(b) obtaining consent for recording or using the questionnaire data;

(c) guaranteeing anonymity of the informants;

(d) ensuring voluntary participation; and

(e) providing informants with researcher's contact details and access to the research findings

Prior to the questions, the respondents were presented with the necessary information regarding the questionnaire and the study, and an informed consent form. No respondent could proceed to the questionnaire without giving informed consent.

Putting prescriptive pressure on the respondents was a valid concern due to the nature of the constructions that are being studied. 'Social Desirability Effect' had to be taken into consideration (Diekmann, 2007: 448 as cited in Krug and Schlüter, 2013). "Answers are often a compromise between actual usage and the socially desired answer…" (Krug & Schlüter, 2013, p. 75). For the present study, there are questions that ask the participants what they think a sentence means or if they would use a specific structure. The non-elicited data shows that the structure is being investigated is used online quite often. If it is assumed that this is not a standard usage, the social desirability effect might influence the respondents. According to Krug & Schlüter (2013) this effect might not be 'dangerous' in every case but it certainly is "…in the investigation of stigmatized linguistic phenomena" (p. 75). It may be an overstatement to label the constructions in question as 'stigmatized' but the social desirability effect is still relevant. Krug & Schlüter (2013, p. 75) suggests certain measures in order to avoid socially desirable responses. The researcher can ask neutral or impersonal questions or suggest norm-deviant as normal or desirable behavior. Based on these suggestions, it was clearly stated and emphasized in the information section that the study has no aim of measuring any language abilities and that it is critical to the analysis of the results that respondents are honest and personal in their answers. The guidelines were written in straigthforward language in order to avoid ambiguity. The example sentences which the respondents were asked to judge according to acceptability were ensured to not include words or concepts that would cause language-external knowledge to impact their judgment.

The questionnaire was made up of acceptability judgment questions, questions with multiple-choice answers, and questions with open answers. The questions were in predetermined order and prescribed form. They were formulated to be as neutral as possible. The response categories were formulated to be disjunct and unambigous. The socio-demographic questions were placed at the end of the questionnaire in order to maintain the participant's interest in the questions. These questions were asking the respodents' age, gender identification, highest level of completed education, highest self-identified L2 level, native language, and social media use. The relationship between the age group a respondent belongs to and how acceptable they find the constructions, how they interpret them, and how much they would use them can reveal an ongoing language change. The individual speaker or age cohort of speakers at any given moment in time represents a place in history and stage of life, therefore, age stratification of linguistic variables can reflect the change in speech that is ongoing within the community through time, or the individual's change in speech throughout their life

(Eckert, 1998). Eckert (1998, 152) refers to community studies of change in real time such as Hermann (1929) in Charmey (Suisse Romande), Cedergren (1984) in Panama, Fowler (1986) in New York, and Trudgill (1988) in Norwich as confirming that many, although not all, age-stratified variables represent change in progress. Increased conservatism has been the primary linguistic change that is attributed to adults, however, this also is not universal. There are many factors that may be interacting with age, such as gender and one's social position, that can influence conservatism in language. If speakers are put in age groups without any attention to other factors, a difference that is more specifically located can be faultily attributed to age difference. (Eckert, 1998)

The age groups in the present study have been chosen so they represent young adults (18-24), adults (25-44), older adults (45-65) and more elderly native speakers (65+). While being aware of the interaction of age with other factors, this study will not further examine them due to its scope. The aim with the age groups is mainly to have a profile of the users and to see if there are any implications of a potential language change.

The respondents were also asked to identify their gender. They were given the options Female, Male, Does not want to specify, and Other… allowing the respondent to write in their own answer. The issue with this question is obviously the definition of gender. According to the definitions of British sociologist Anthony Giddens "sex" is the "biological or anatomical differences between men and women," whereas "gender" "concerns the psychological, social and cultural differences between males and females" (Giddens, 1989 as cited in Wodak and Benke, 1998). However, the distinction between these categories may not be as easy depending on the cultural context. In Turkish the word for *sex* is 'cinsiyet' and the word for *gender* is 'toplumsal cinsiyet' lit. 'societal sex'. The term 'toplumsal cinsiyet' referring to *gender* carries a lot of political connotations within the Modern Turkish context, as it can be argued that the word *gender* does in the English-speaking world. In order to not influence the respondents' view of the study and the questionnaire in one way or another, the question was posed as asking for their 'cinsiyet' *sex*. Nonetheless, the option to not disclose their gender identification and the option to self-describe implicitly refers to gender.

Sociolinguistic studies on gender and sex, which started in the early 1970s, focused on speech behavior of men and women on the phonological level and the interactional behavior between men and women (Wodak and Benke, 1998). Research on gender-specific variation has often presented contradictory findings which depend on the author's implicit assumptions about sex and gender, the methodology, the samples used, etc. The investigation of gender-specific language variation was pioneered by William Labov and his sociophonological surveys,

especially his study on Martha's Vineyard (Labov 1972) and his New York study (Labov, 1966). Labov considered sex as one of the many factors influencing variation in language behavior. He used the sociological concept of "prestige," to explain sociophonological variation, emphasizing language attitudes as a causal factor in choosing a certain lect from the beginning. In the 80s, the studies of the Milroys introduced a qualitatively new approach to gender and language variation (Milroy, 1980). Their research was focused more on the internal variation within a certain group rather than the language community as a whole. The results of Milroy (1980) confirmed previous tendencies in the field, that women use more standard forms than men and men use more non-standard variables compared to women. However these tendencies also interact with age, ethnic identity, community identity etc. If the results illustrate any significance of gender on the acceptability, interpretation and use of the constructions, these findings will be compared to previous research. The present study is concerned with a most simple difference in gender, and will not look at more specific context-dependent, psychological, or sociological factors influencing variation, mainly due to it's scope.

The most widely used speaker variable in researches within the variationist paradigm is socioeconomic class. Social class can be quantitatively measured based on income, trade or profession, and educational level (Milroy and Milroy, 1998). For this study, highest level of completed education was chosen as a third demographic categorizer. Al-Wer (2002) argues that '…in the Arabic-speaking communities it is not level of education *per se* which correlates with linguistic usage, rather that level of education is actually an indicator of the nature and the extent of the speakers' social contacts.' (Al-Wer 2002, p. 42). She further explains that access to education at the higher level significantly alters the socialisation patterns of individuals as 'it involves leaving one's home town, changes in familial links, expansion in social contacts, interaction with speakers of other dialects, exposure to different social values…' (Al-Wer 2002, p. 43) While this claim is made for members of Arabic-speaking communities, it can be argued very broadly that they hold for the Turkish community of Turkey as well. As Al-Wer highlights, all of these and other factors shape an individual's linguistic behavior significantly. Other indicators of some kind of social 'class' or social grouping can either cause the respondent to be defensive or not be very relevant to the study.

Questions on native language and the level highest self-identified L2 level were necessary to have a language profile of the respondents and also to be aware of a potential relationship that might emerge between second language competency and any other variable. Since the

sentences that are presented as exmples of the relevant suffix use are found on the internet and are tied to online meme culture, it could be argued that speaking a second or third language might have led to a person having more exposure to memes since they would have access to a bigger variety of internet content. While letting the respondent identify their own L2 may be problematic, it is is a better option than giving international language examination levels because not all respondents may be familiar with these thus have difficulty responding.

3.2.3.2.Pilot study

A pilot group was recruited and the questionnaire was sent to them in order to gather feedback on clarity of expressions. The members of the pilot group were a biased group as they were recruited by the researcher, however they did not have any additional information on the aim and topic of the study than the one presented in the survey. It was a group mixed in terms their academic backgrounds regarding linguistics from linguistics majors to those who lack any education on linguistics specifically. The questionnaire was made up of three categories with question measuring the following: Acceptability, Interpretation and Usage, Demographic Information. See Appendix D for the pilot questionnaire and its results.

3.2.3.2.1. Feedback and modifications

The feedback from the pilot group did not include any report of technical issues. There were some misspellings reported, which were immediately corrected. Two respondents commented that the similar grammatical structure of the sentences caused them to think it was a bit repetitive but since the number of sentences in total was not excessive, it did not bore them. It was noted by myself, however, after getting the results that some of the questions did not have some of the options other questions did. This would have affected the answers of the respondents. For this reason, the results will not be taken into consideration, but only other relevant feedback.

One participant noted that filling the questionnaire did not take longer than 15 minutes and suggested a change in the information section regarding this. This suggestion was taken and the approximate duration of the questionnaire was changed from a maximum of 30 minutes to a maximum of 15 minutes.

A noteworthy feedback that is open to qualitative analysis is the unprompted comments on how strange, ungrammatical and 'wrong' these usages are. This feedback came from one respondent in the pilot study, and later on from at least 1 respondent of the main study.

The questionnaire was edited significantly after the pilot study. This editing process of each section and the final version of the questionnaire ready for the main study can be found in Appendix E along with the final version of the questionnaire that was distributed.

3.2.3.3. Distribution of the questionnaire

The questionnaire was distributed initially through my own personal social network. A text was prepared to share the questionnaire URL along with. The purpose of this text was to get the attention of potential participants. I shared link to the questionnaire on my personal social media accounts on Facebook, Twitter, and LinkedIn, as well as in various Facebook groups that I am a member of. I also sent the link to different Whatsapp messenger groups including family members and friends. Sharing and forwarding the message with the link to the questionnaire was encouraged.

3.2.3.4. Limitations, issues and solutions

The overarching limitation of the method is that all data is gathered online. This more specifically poses an issue for the questionnaire. The questionnaire being distributed online limits control over the participants. Anyone with a link can have access to the questionnaire and they do not have to give any personal information or log in to any platform. This allows one respondent to fill in the questionnaire more than once, leading to a potential skew in the results. Moreover, it is not possible to make sure that a respondent quits the questionnaire in the middle and simply restarts. Respondents may also be speakers of Turkish who have lived in different countries for long periods of time, which may have an effect on their answers. However this is not relevant to the focus of this study and since the constructions in question are frequently used online, this does not necessarily pose a problem. People could still have access and exposure to the usage without living in Turkey. The only viable solution to all of these issues is to ensure that the questionnaire reaches as many people as possible.

Another related issue is that older respondents will most likely not be as accustomed to online surveys or simply using technological devices as younger respondents are. Therefore it will be less likely that the questionnaire reaches them, and more likely that they will have difficulty completing it. The solution to this could be that they are assisted by younger people close to them. It is clearly stated in the information section that in case of assistance, the assistance should not be any more than technical and the respondent should not be influenced. However, as discussed previously, there is no way to have control over this.

On the other hand, the questionnaire being online allows for a lot more people in both number and variety to access it. This is a significant advantage. In addition to this, due to the circumstances related to COVID-19 throughout the design and execution of this study, the online aspects have made the study safer and executable.

3.2.3.4.1. Biased sample

The initial distribution of the questionnaire was done by myself, the researcher. It was posted on my personal social media accounts as well as various Facebook groups, and sent to people via email. All of these platforms and people are those that I have access to and people that I personally know. When I shared the questionnaire, I highlighted that it is very desirable that the questionnaire reaches more people and people are welcome to share it. However this does not secure that it will reach a high variety of people since it is being distributed starting from my social circle which contains people with common social backgrounds. Once more, to battle this issue, pushing for the questionnaire to get to as many people as possible is the best solution.

3.2.3.4.2. The priming effect

Structural priming has been observed in both naturalistic and experimental settings. It has been evident in utterances produced to communicate or support memory. It is a phenomenon that manifests itself in different settings, languages, and with different linguistic structures (Ferreira and Bock 2006). Ferreira and Bock have noted that "… structural is priming is insensitive to whether prime and target sentences have similar or distinct inflectional or closed-class lexical content (Bock, 1989; Ferreira, 2003; Pickering & Branigan, 1998 as cited in Ferreira and Bock, 2006, p. 113). In the case of this study, the structures or lexical content of the sentences are not necessarily significantly similar overall, however the morphological structure (the infections) repeats itself. Respondents from the pilot study have already noted that the inflection repeating itself was noticeable. The results also illustrated the effect, as discussed previously. However it is difficult to find a way to minimize the priming effect for the purposes of the study. One solution could have been to add filler sentences to the questions, however this added the risk of making the questionnaire longer and more tedious for the respondent. The respondents did underline that while it did get slightly repetitive, the questionnaire did not become boring because the number of questions not too high. Moreover, the suffix sequences in question are not frequently used enough to blend in with fillers.

A respondent qualified to answer these questions (adul native speakers of Turkish) would fairly easily recognize the repetitive pattern of specific verb inflections.

3.2.3.4.3. Defining the non-standard meaning

In the second section of the questionnaire where the respondents are asked to interpret the sentences, they are given options. The options include the Standard Turkish meaning which is established in grammars of Turkish, a description of the non-standard meaning, and an open answer option. The glaring issue with this is that while trying to understand what this construction means to people and how they use it, they are already given a meaning. The non-standard meaning has been defined by myself, a native Turkish speaker. It has been described by analyzing the non-elicited data from social media, based on the established meanings of the suffixes in question. Since it is being used, at least on the internet, there must be a consensus on a meaning.

The decision to give the participants options rather than let them write their own answers was first of all based on future ease in interpretation of the results. Allowing the respondent to describe their own opinion on what the sentence means would be ideal since there would be no influencing or leading them to any answer. However getting more answers from more people was prioritized. The respondents were also free to write their own meaning if they disagreed with the existing options, and one pilot participant already did this, despite the standard meaning being among the options. This shows, hopefully, that respondents will explicitly give their own interpretation if they have it. Since there would be no controling of the number of respondents, evaluating and discussing all open answers would be very time consuming and difficult. A potential solution to this is that the information section clearly underlines the importance of honest and personal answers.

4. Analysis of Results

The analysis of results will be divided into two: Analysis of the quantitative results and analysis of the qualitative answers. The qualitative answers are those given by respondents to the questions on interpretation. The respondents were able to write their own interpretation or comment as a third option to the interpretation questions. These answers were separated from the quantitative results and removed from the quantitative analysis. The quantitative results will be analysed in terms of percentages and correlation, while the qualitative answers will be analysed in terms of attitudes that are expressed through word use.

4.1. Quantitative findings

The questionnaire was closed when it reached 650 responses. This number of responses was not pre-determined but chosen as a point to close the questionnaire to responses due to the scope of the study. The answers for the last two interpretation questions were removed from the final analysis of the data due to the lack of the open answer option for the one with a visual. This question pair was the final pair in the questionnaire before the respondent was presented the demographic questions, so the lack of the option would not have a significant effect on the rest of the questionnaire.

The questionnaire results present correlations between age, gender, education, highest L2 level, social media use and acceptability judgments of *-ıyorumdur* and *–mışımdır* sentences, interpretation of the *–ıyorumdur* and *–mışımdır* sentences with and without visuals. The correlation analyses were run using the program Jamovi by transforming data into numericals as necessary. For all descriptive results see Appendix H, for all correlation figures see Appendix I.

4.1.1. Age

49.1% of the 650 respondents were in the youngest age group, that is 18-24. The second largest age group that responded to the questionnaire is 25-44 with 34.2%. The percentage of respondents over the age of 65 is only 1,8%. This was expected due to the online nature of the study. The acceptability judgments are calculated as the mean of all acceptability judgments of each respondent.
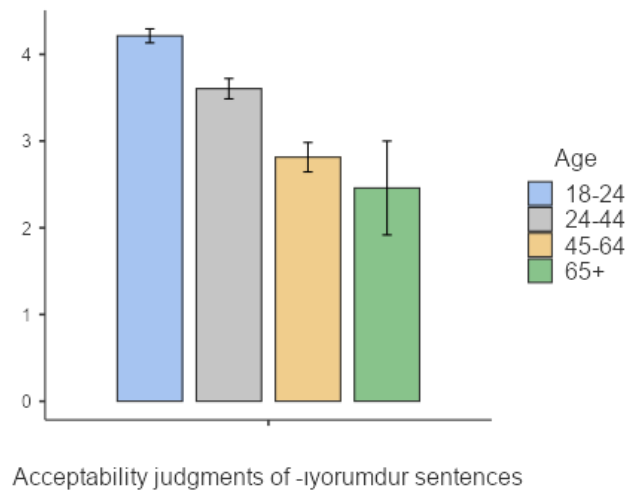
Figure 6. *Acceptability judgments for –ıyorumdur sentences and age*

As age increases the acceptability judgments of *-ıyorumdur* sentences decreases. Respondents between the ages 45-64 and 65+ have found the *-ıyorumdur* sentences less acceptable than those in the age groups 18-24 and 25-44. There is a significant negative correlation between age and the average acceptability judgments of imperfective sentences, as well as age and the average acceptability judgments of *-mışımdır* sentences (See Appendix I).

Acceptability judgments of -mışımdır sentences
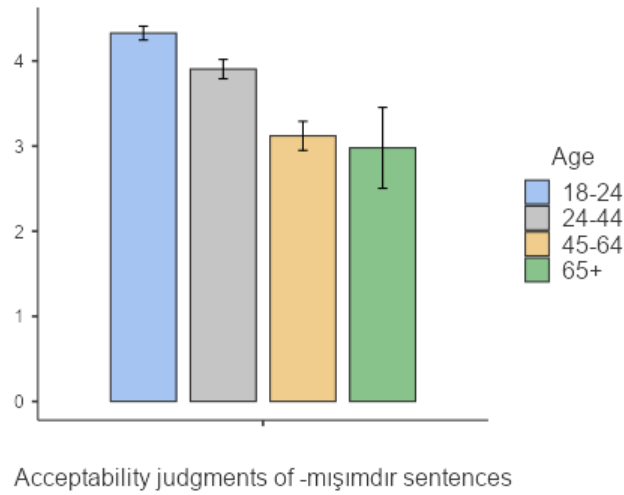
Figure 7. *Acceptability judgments for –mışımdır sentences and age*

As illustrated in Figure 7, as age increases the acceptability judgments of *-mışımdır* sentences decreases, just as in *-ıyorumdur* sentences. It must be noted that the *-mışımdır* sentences were not judged to be as unacceptable by older respondents as the *–ıyorumdur* sentences.

The sum of interpretations per respondent have been calculated separately for interpretation answers for both *–mışımdır* and *-ıyorumdur* sentences with visuals and without visuals.

Interpretations of -ıyorumdur sentences with visuals
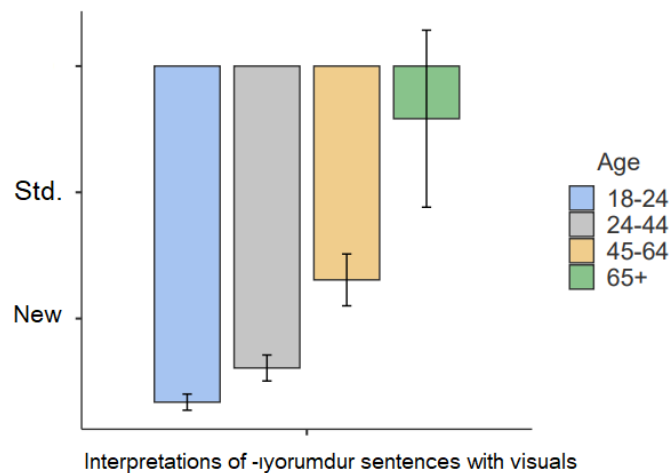
Figure 8. *Interpretations of –ıyorumdur sentences with visuals*

In both sentences with a visual and without a visual, the older respondents leaned towards the standard interpretation, as Figure 8 and 9 illustrate.
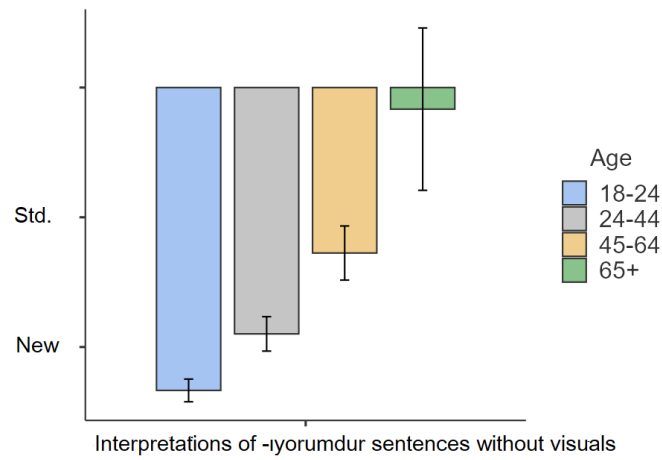
Figure 9. *Interpretations of –ıyorumdur sentences without visuals*

There is a significant positive correlation between age and the average interpretations of -*ıyorumdur* sentences and *-mışımdır* sentences (see Appendix I). A significant positive correlation was also found between age and the sum of interpretations of the imperfective sentences presented with a visual. There is a very similar significant positive correlation holds between age and the sum of interpretations of the *–mışımdır* sentences presented with a visual. It seems that older respondents still interpret the sentences as having the standard meaning, even when there is a visual.
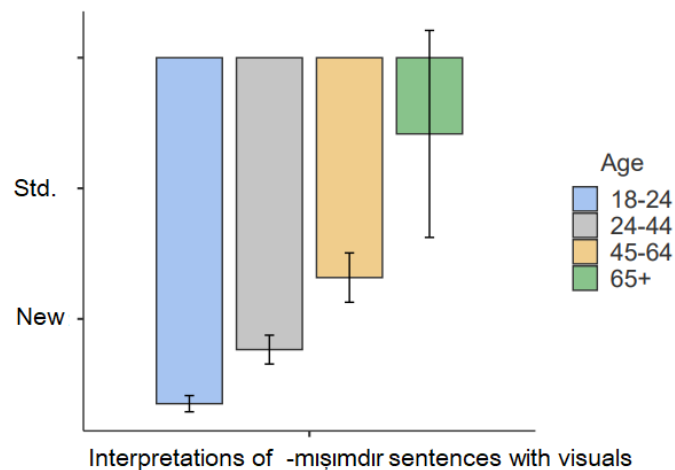
Figure 10. *Interpretations of -mışımdır sentences with visuals*

This is in order with the previous acceptability judgments. Older respondents of the questionnaire seem to have found the sentences less acceptable than younger respondents, and when asked to interpret them, they have leaned towards the standard meaning.
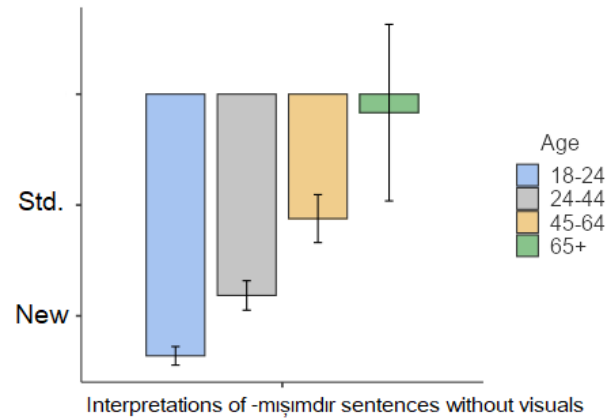
Figure 11. *Interpretations of –mışımdır sentences without visuals*

When it comes to the use of both sentence types, older respondents use the *-ıyorumdur* marked constructions less and/or in fewer contexts.
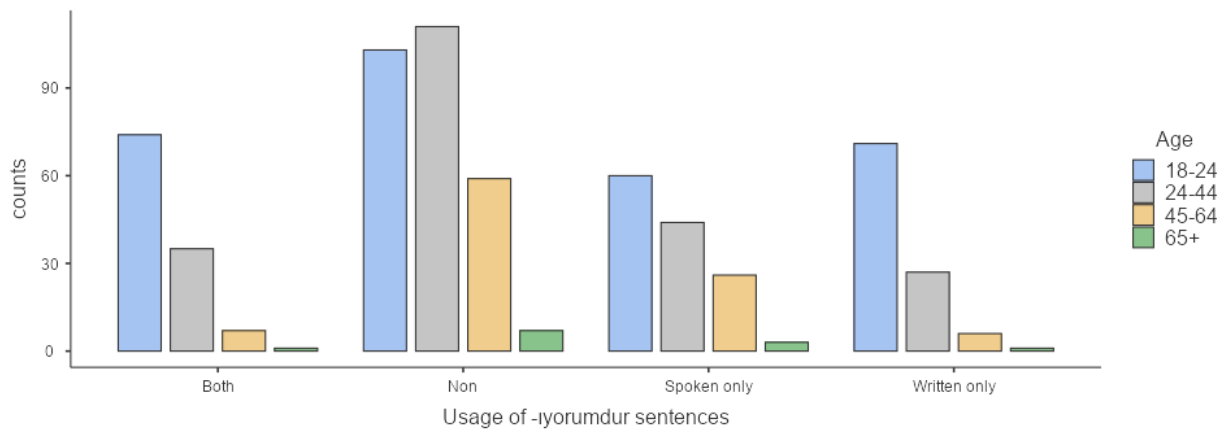
Figure 12. *Usage of –ıyorumdur sentences and age*

There is a significant negative correlation between use of *-mışımdır* sentences and age, indicating that the older respondents use the *-mışımdır* sentences even slightly less than -

ıyorumdur and/or in fewer contexts. (See Appendix I.)

Figure 13. *Usage of –mışımdır sentences*

For both *-ıyorumdur* sentences and *–mışımdır* sentences, The older respondents who stated that they do/would use them, use them less frequently.

4.1.2. Gender

Majority of the respondents identified themselves as female (70.9%). The remaining percentiles are made up male respondents (26.9%) and those who chose not to express their gender (1.4%), or who identify as non-binary (0.8%). This im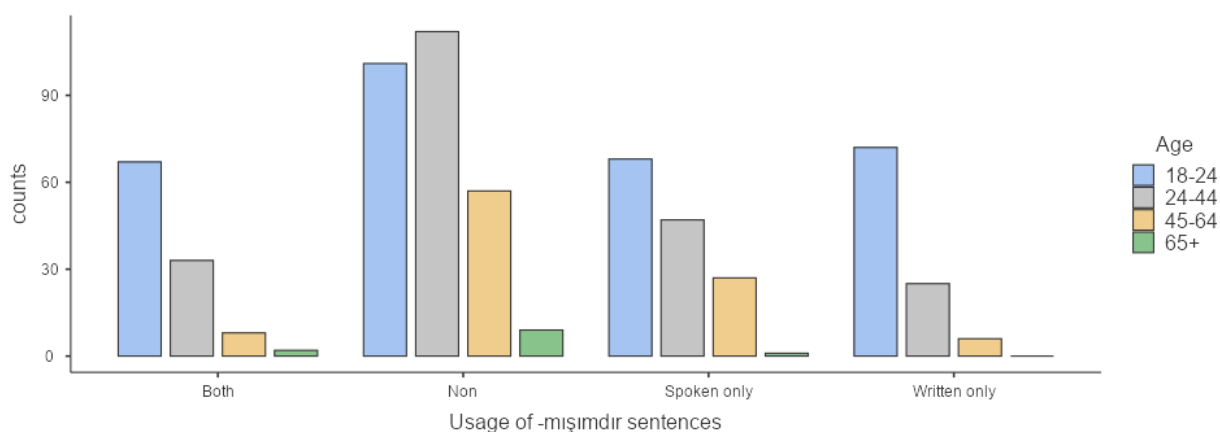balance in the gender of the respondents could be explained in the simplest way as interest. It could be the case that female-identifying people clicked on the questionnaire and set aside the time to fill it for various reasons. First of all, going through these reasons would not have a central relevance to the study, moreover it would require a more in-depth review of language and gender studies.

The t-tests were run only for female and male respondents and their answers. All answers refering to non-binary identification of gender or unspecified were left out from the tests.

Plots and statistics for gender in relation to acceptability judgments, interpretation, and usage questions show that there is no significant difference between the answers of female and male respondents. (See Appendix I) Further figures will not be provided due to the limitations of the text, and due to the lack of any significant correlations, as illustrated in Appendix I.

4.1.3. L2 Level

L2 Level 72.3% of the respondents self-identified as advanced speakers of one other language than their native language(s). 20% self-identify as intermediate level speakers of one other language and 5.4% as beginner level speakers. 2.3% do not speak any other language but their native language(s).
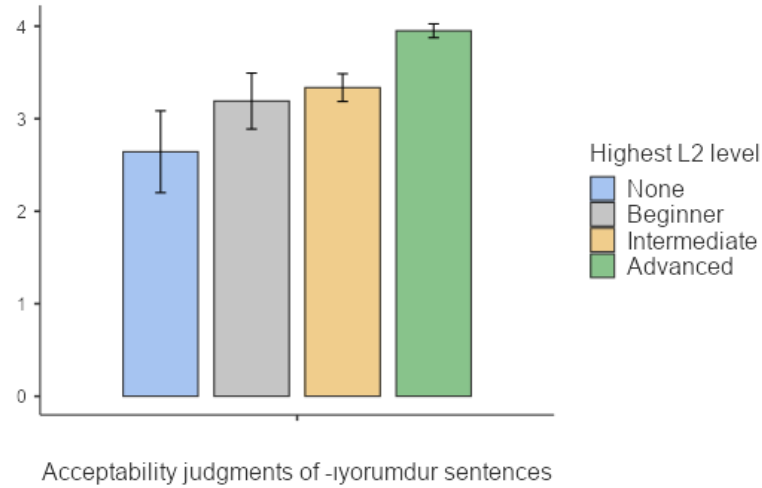
Figure 14. *Acceptability judgments of –ıyorumdur sentences and highest L2 level*

As Figure 13 and 14 illustrate, the higher the level of L2 the higher the respondents judgment of both types of sentences.
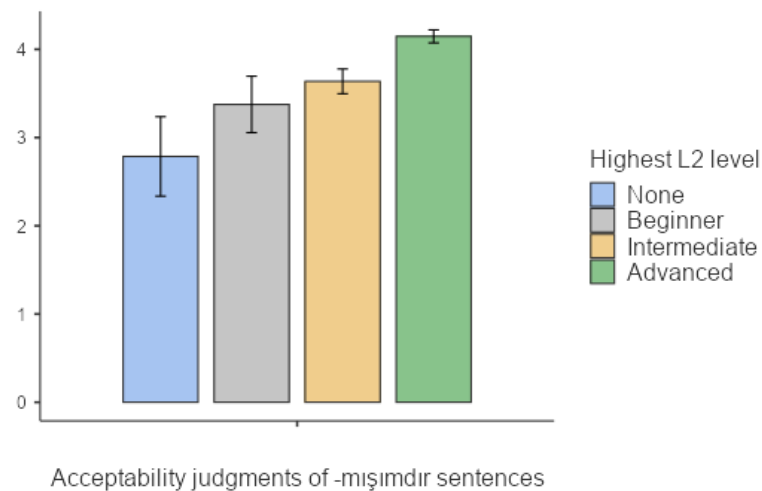
Figure 15. *Acceptability judgments of –mışımdır sentences and highest L2 level*

For acceptability judgments for both *-ıyorumdur* sentences and *-mışımdır* sentences, there is a significant positive correlation between the L2 levels and acceptability judgments. No significant correlation was found between the highest L2 level of respondents and their interpretation of both types of sentences with or without visuals, or their usage and usage frequencies. (See Appendix I)

4.1.4.Education

64.9% of the respondents have finished some type of higher education. 29.8% have graduated from high school. All respondents have either completed highschool or higher education.
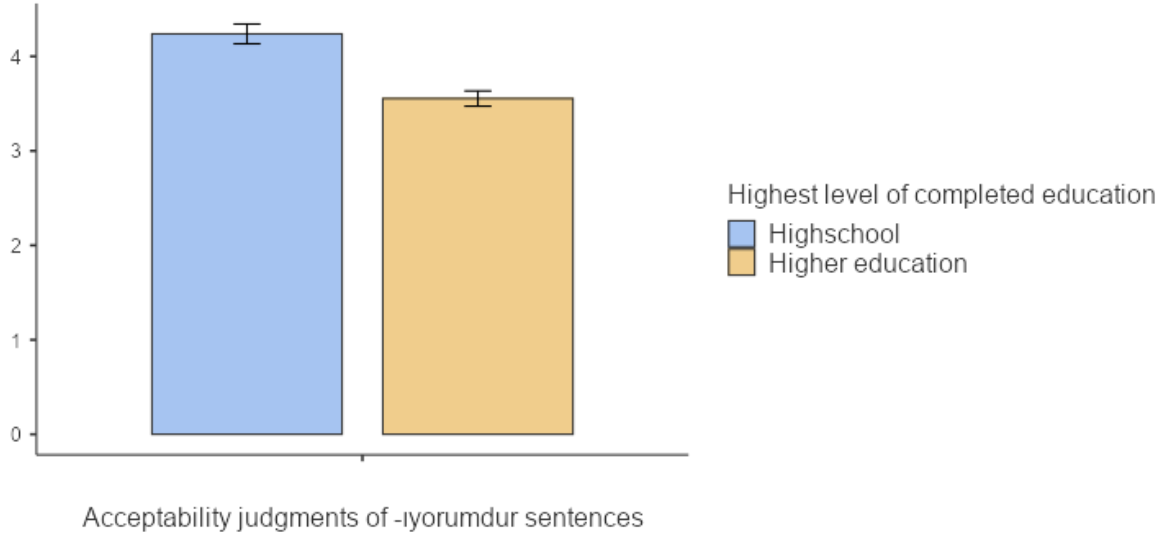
Figure 16. *Acceptability judgments of –ıyorumdur sentences and education*
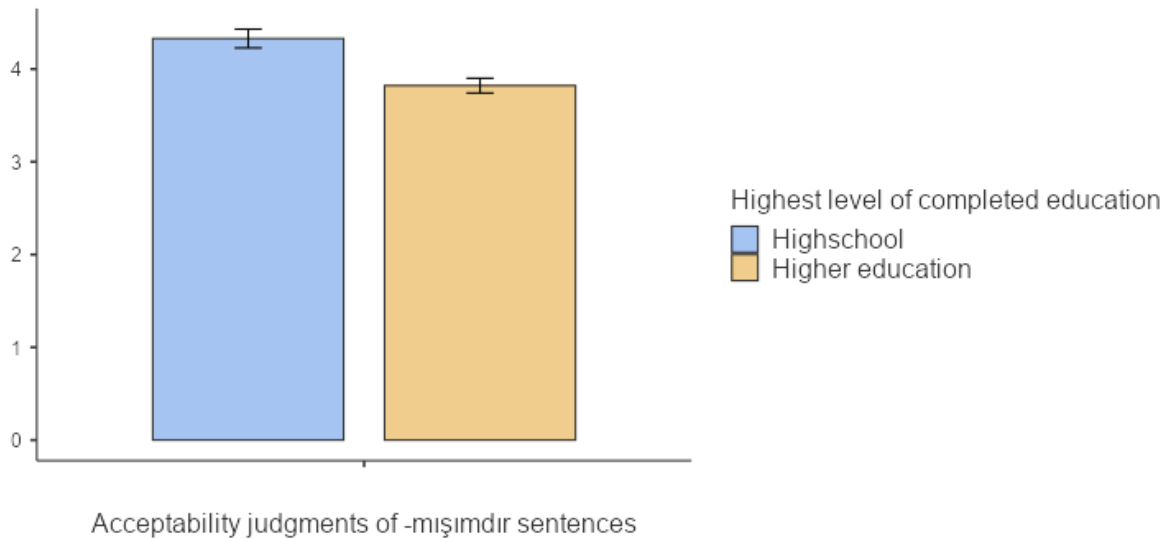
Figure 17. *Acceptability judgments of –mışımdır sentences and education*

The results in Figure 16 and 17 indicate that respondents who have completed higher education have rated the sentences lower on the Likert scale. There is a significant negative correlation between education and acceptability judgments for both *-mışımdır* and *–ıyorumdur* sentences. (See Appendix I) Respondents with higher completed education interpreted the sentences as having the standard meaning, with and without visuals.

For *-ıyorumdur* as well as *-mışımdır* sentences, a significant positive correlation between interpretation and level of education was found (See Appendix I).

Regarding use, there is a significant correlation between education level and usage, and usage frequency of *-ıyorumdur* sentences. Respondents who have completed higher education have responded that they use these sentences less frequently even when they do use them.
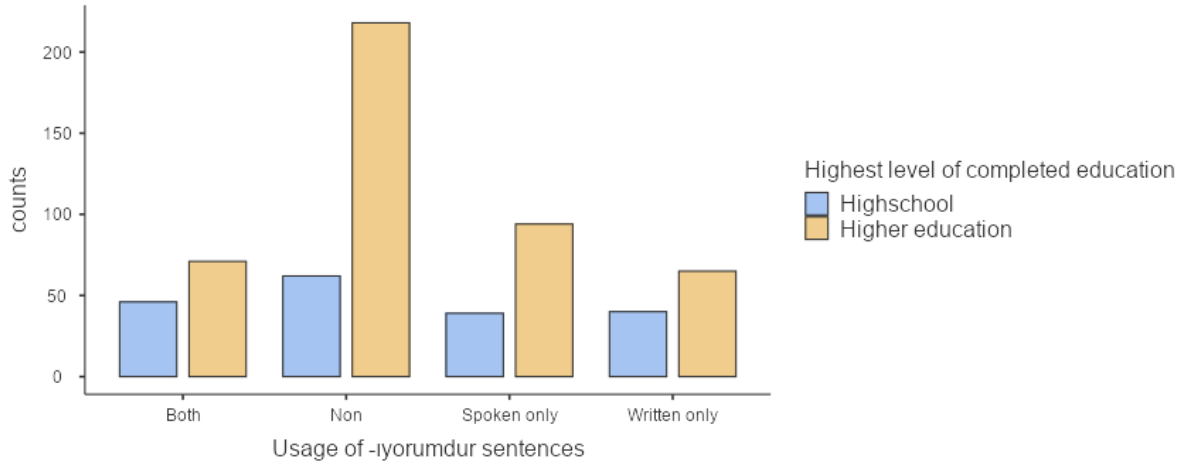
Figure 18. *Usage of –ıyorumdur sentences and education*
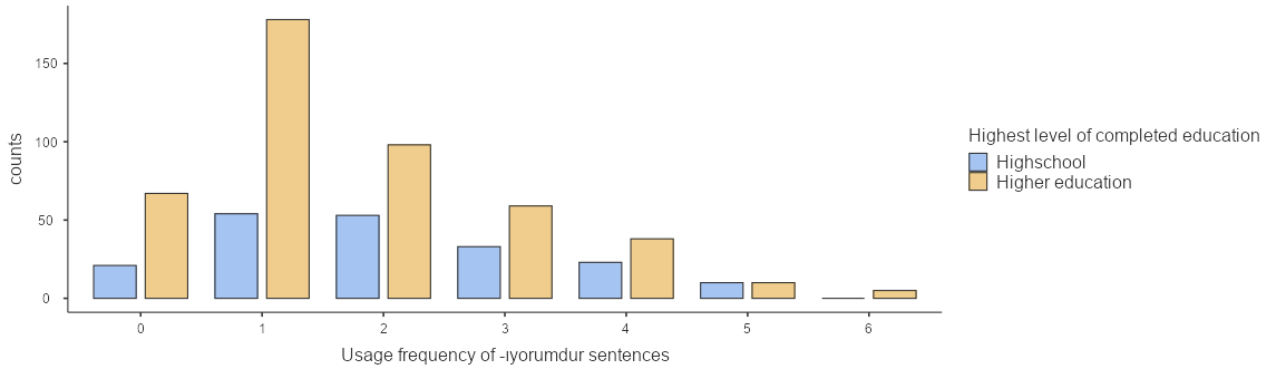
Figure 19. *Usage frequency of -ıyorumdur sentences and education*

There is also a significant negative correlation between education level and *-mışımdır* usage and usage frequency. However *–mışımdır* sentences seem to be used less frequently than *–ıyorumdur* sentences.
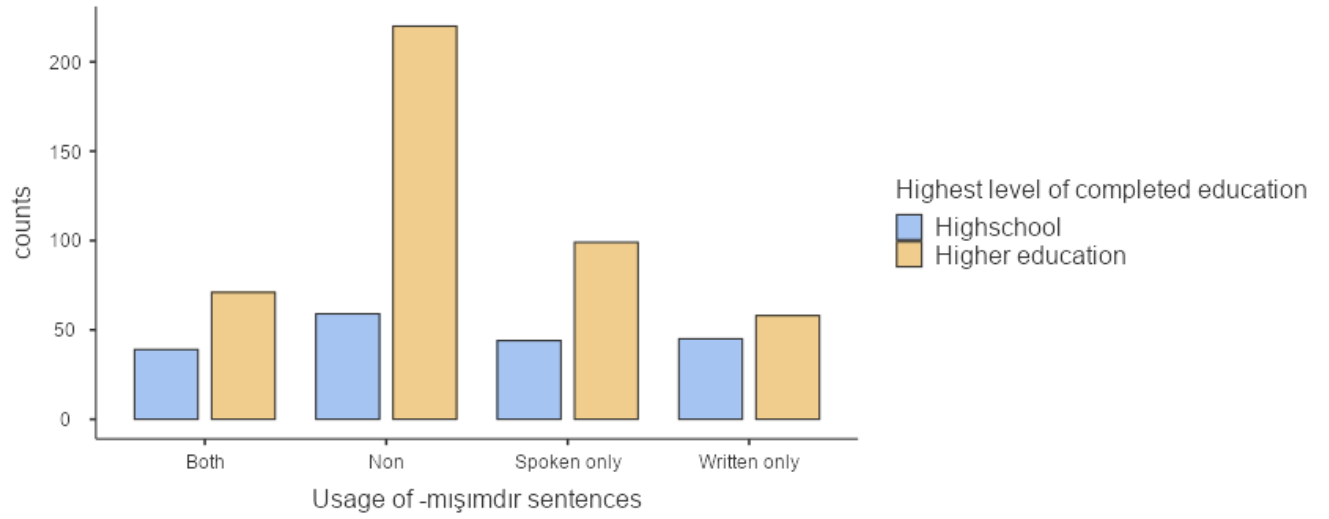
Figure 20. *Usage of –mışımdır sentences and education*
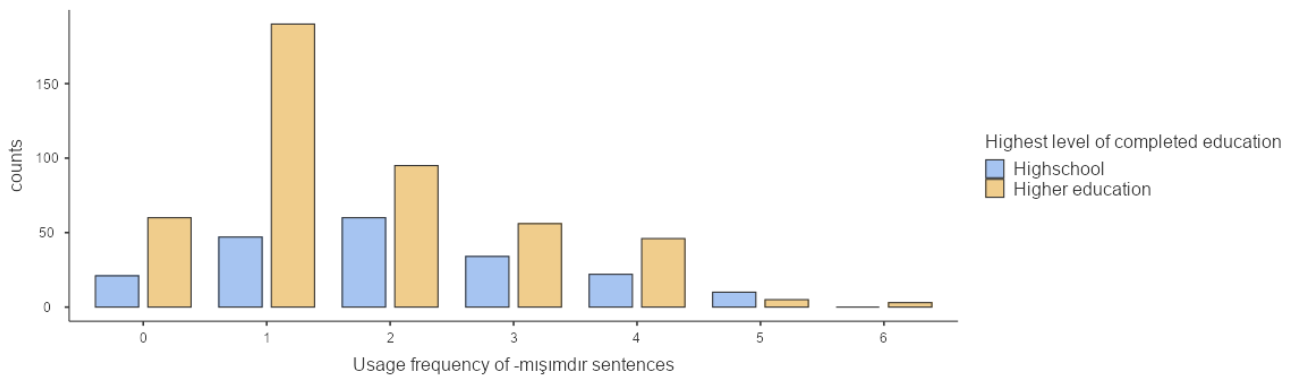
Figure 21. *Usage frequency of -mışımdır sentences and education*

4.1.5. Social media use

While there does not seem to be a significant correlation between acceptability judgments of –*ıyorumdur* sentences and social media use, there does seem to be a somewhat significant positive correlation between the judgments of –*mışımdır* sentences and social media use.
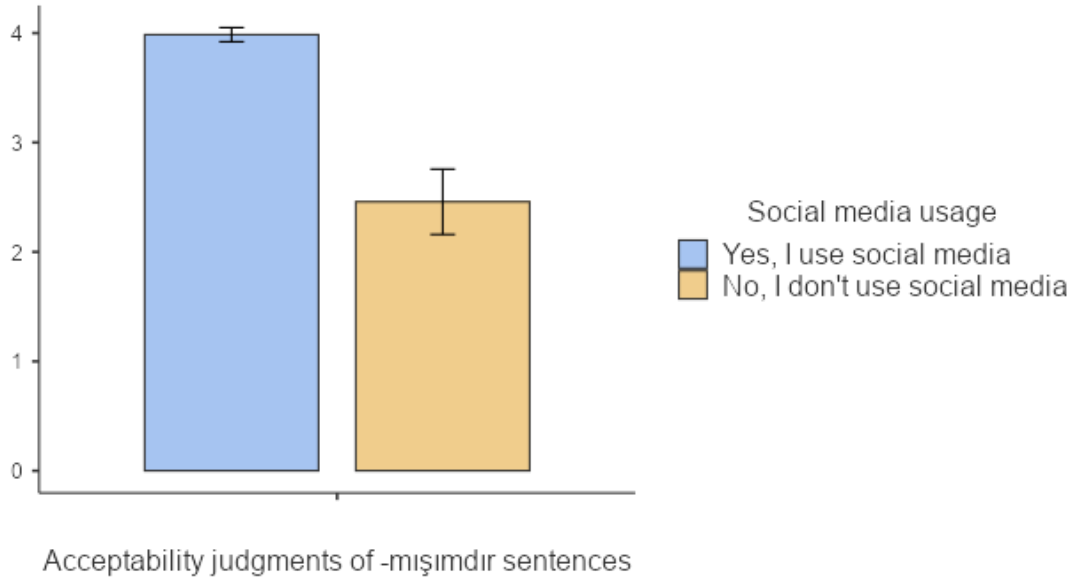
Figure 22. *Acceptability judgments of -mışımdır sentences and social media use*

Interestingly, no significant correlation between social media use and the interpretations of –*ıyorumdur* or –*mışımdır* sentences with or without visuals, or their use and use frequency. This is interesting, as it was expected that the visuals were given in order to activate a potential association between the sentences and internet memes found on social media.

4.1.6. Summary of quantitative results

It was previously discussed how while there are many studies that correlate increasing age with increasing conservatism in speech, there are many other factors to consider such as gender and prestige. Labov found in his 1963 study of Martha's Vineyard that the phonetic change was a social marker of loyalty to the speakers' community. In such apparent time studies, the set of speakers who are interviewed are selected to be representatives of all age groups within the community and then the correlations of linguistic variations with age are calculated (McMahon, 1994). In the present study respondents belonging to older age groups have judged the sentences as less acceptable than younger respondents. Older respondents also chose the standard interpretation of these sentences. This might be primarily because they are not constructed according to their standard structure, with adverbials that specify the expression, and also because it is less likely for them to be using social media to the same

extent that younger respondents do. This would lead them to be less exposed to the sentences in the context of memes. In apparent-time studies such as the present one where one set of interviews, in this case questionnaire, is done, the speakers are selected to represent all the age groups in a community and the corelations between age and linguistic variants are calculated (McMahon, 1994). When variation is found in these correlations, it is interpreted as an indicator of ongoing change, and the speech of older people is taken as a characteristic of earlier stages of the language (McMahon, 1994). However, this is based on a lot of assumptions such as adult speakers maintaining their language from early adulthood on (McMahon, 1994). In the case of the present study we can perhaps take the online use as a new variant and the standard interpretation of these sentences would be the 'older' variant. There is no evidence yet that this use is widespread in spoken language, it could be reserved to online written language, and therefore not considered by older speakers who are unfamiliar with it.

The general descriptives of the interpretation results of both *-ıyorumdur* and *-mışımdır* sentences with and without visuals show that respondents are overall leaning towards the new and visual related interpretations.

The new interpretation increases with sentences that have visuals. There is approximately a 0.200 difference between *-ıyorumdur* and *–mışımdır* sentences which is that people are more leaning towards the new interpretation with *-ıyorumdur* sentences. It can also be seen that people lean more towards the new meaning when there is a visual along with the sentence. The first implication of this could be that the visual gives more of a context to the sentence and reinforces the new meaning that is present online. It becomes more familiar to the respondents when it is presented with a visual, because that fits the format they are probably used to seeing online.

There was no significant correlation found between gender and any of the responses, which is interesting in relation to previous literature that suggests trends of women and men having different tendencies regarding use of vernaculars or forms that lack prestige. However in the scope of this study it is unclear whether these sentences are vernacular or what social prestige they hold. The lack of a correlation here could be due to many factors such as the number of female respondents being fairly higher than male respondents, or that there is no strong association with these form and prestige. These sentences seem to carry no political or social weight that would influence the use of different genders.

The respondents' highest self-identified level of an L2 seems to have not influenced anything significantly, except for acceptability judgments. Advanced speakers of an L2 might be more

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exposed to the English equivalents of these sentences which were discussed in section 3.4. More exposure to the English memes might help them identify the format of these posts faster and recognize that they are used in specific online contexts. Whether or not the respondents speak English as a second language is not information that was collected within the questionnaire, however 72.3% are advanced speakers of a second language and English is the most commonly taught second language.

Education is also a significant variable. Respondents who have completed higher levels of education have been less accepting of the constructions and they have preferred the standard interpretation. Acccording to the statistics of the Turkish Statistical Institute (TurkStat, Survey on Information and Communication Technology (ICT) Usage in Households and by Individuals, 2004-2020) higher education correlates with higher internet use. This contradicts the implicit hypothesis that speakers with higher internet use would be more familiar with –*ıyorumdur* and –*mışımdır* constructions and their new use. This also contradicts with the findings about L2 level and acceptability judgments. If the implicit assumption is that speakers with higher education have higher L2 levels, the findings that speakers with higher L2 levels find the constructions acceptable, but those that have higher education don't is contradicting one another. Therefore there must be something else than higher education influences with regards to the use of these constructions.

Finally, social media use did not seem to influence anything significantly except for the acceptability judgments of -*mışımdır* sentences. This could suggest that how the –*ıyorumdur* sentences are used on social media do not deviate from their standard use as much as the evidential, potentially, does. The evidential sentences could be more associated with the social media language and they might have taken on a newer meaning through their use on social media.

4.2. Qualitative answers

The qualitative answers to the questions regarding interpretation can be categorized into three based on their content:

1. Disapproval
2. Answer to a question
3. Social media related

The ones who lie outside of these three can be placed into the following smaller categories: description of a past event, image description, narrative, declaration, and humor.

There are many answers which do not fit into any of these categories and are not necessarily significant to the analysis. These include answers such as 'Both interpretations apply' or 'I don't get it' and they will not be the focus of this analysis, mainly because the categorized answers are more contentious and have more material to analyse. All categories will be discussed and analysed in relation to example answers from each. Word use, identity construction, attitudes in the broadest sense towards other speakers and entities in the qualitative answers will be analyzed in order to understand how respondents interpret and view the *–mışımdır* and *–ıyorumdur* marked constructions. All responses are translated into English by myself and only presented in English (see Appendix G for original Turkish answers).

4.2.1.Disapproval

A large amount of responses to each of the interpretation questions disapprove of these usages, giving their reasons for their disapproval and suggestions on how to 'correct' it. While there are over 15 answers that express disapproval, answers that are representative of several and are the most contentious will be presented.

In both of the following examples, the respondent is pointing at the use of the *–dır* suffix as the root of the problem.

'*It could be the second option but there should be no 'dır' suffix there'.*

<div align="right">

Respondent #521 for *–mışımdır* sentence 4- Non-visual

</div>

In the answer from respondent #647 it is noted that a person who has just taken a shower must be aware of that and therefore can not use the *–dır* suffix, implying that *–dır* expresses unconscious behavior.

'*The person who has just taken a shower is aware of that and should not use the –dır suffix.'*

<div align="right">

Respondent #647 for *–mışımdır* sentence 4- Visual

</div>

The following example also includes corrections for the sentences:

'*that doesn't happen unconsciously. The description of a situation ends with 'aldım'…'yattım'*

<div align="right">

Respondent #346 for *–mışımdır* sentence 4 – Non-Visual

</div>

The next answer from respondent #276 focuses on the 'faultiness' of this usage and does not point at any specific suffix as the source. They note that this use has emerged recently.

'There is no such usage in Turkish. It has emerged in the recent years as a faulty usage.'

Respondent #276 for –*ıyorumdur* sentence 3- Non-visual

Through expressing that '*there is no such usage in Turkish',* the respondent seems to attribute some kind of authority to themselves as having knowledge of what exists within the Turkish language. It is connecting the faultiness of the sentence to an unknown cause that has started to have an effect on the language in '*the recent years',* further implying that there is a change that leads to 'non-existant and wrong' uses of the language to emerge.

Another respondent also 'excluded' this use from Turkish by saying:

'There is actually no such usage in Turkish, but those who use this use it to describe a situation in which they are reading a message from someone.'

Respondent #276 for –*ıyorumdur* sentence 1- Non-visual

The second part of respondent #276's statement already exists as option 2 among the multiple-choice answers: The person is about to describe a situation in which …

Despite agreeing with the existing interpretation in the second option, they seem to have seen it necessary to express that 'there is actually no such usage in Turkish' thus have chosen the third option to write their own answer. A final example of these types of comments can be seen in the following response:

'The person does not know Turkish, has not understood what they are reading.'

Respondent #542 for –*ıyorumdur* sentence 1- Non-visual

The next example of disapproval of the constructions is a very strong one. It implicitly disapproves of the construction, but explicitly disapproves and shows contempt of the user of these constructions:

'It means the person wants to get attention. The person thinks it is cool to comply to all kinds of popular culture. The speech of someone who has a clearly low IQ.'

Respondent #458 for –*mışımdır* sentence 1- Non-visual

According to respondent #458, someone who 'complies to popular culture' is someone who wants attention, has a low level of intelligence and this type of a sentence identifies such a person. There is no mention of social media, but a bigger context of popular culture.

Many respondents seem to not see this use as existing within the Turkish language, so much so that they attempt to correct it or express contempt for its users. Some, while disapproving of it, still express that they are able to interpret it in one way or another.

4.2.2. Answer to a question

Another frequent theme in the interpretations of the respondents is that these type of sentences are actually answers to a question. These answers include elaborations on the hypothetical interaction that includes sentences with –*ıyorumdur*, including adverbials such as 'probably' and 'perhaps'. The respondents using modal adverbials in their interpretations suggests that they think of these sentences as expressing an assumption.

'*The person is describing a situation that they don't know about but are guessing. The question: Are your writings receiving attention abroad? Answer: I don't know, I probably am receiving attention.*'

Respondent #75 for -*ıyorumdur* sentence 2- Non-visual

Respondent #75 explicitly wrote that the person is implicitly expressing an assumption. They go on to construct a scenario in which this sentence would be used and expand on the sentence in the question by using adverbials. In the following example, the respondent interpreted the sentence not as assumption but as an expression of some kind of sarcastic response to a question.

'*It is the answer to the judgmental question 'Why are you closed up in your room?': One responds 'Perhaps I don't want to talk to anyone, couldn't it be?'*'

Respondent #47 for -*ıyorumdur* sentence 3 - Non-visual

4.2.3. Social media related

Many respondents associated the sentences with social media, sometimes with a seemingly negative, sometimes neutral, or positive attitude. In some responses social media is the 'culprit' of the corruption that is happening in the language. In others, it is merely the source of change. The following example illustrates a more neutral attitude:

'due to social media, the second option has become widespred, before I saw it on social media, I wouldn't interpret any sentence as having the second meaning'

<div align="right">Respondent #355 for *–ıyorumdur* sentence 1 - Non-visual</div>

A neutral attitude can not be observed in the next example.

'I have not witnessed this template used in relation to visuals on social media being used in daily spoken language. The person is expressing that they are a twitter addict and that they are slowly losing their daily speaking abilities'

<div align="right">Respondent #275 for *-mışımdır* sentence 4 – Non-visual</div>

The respondent starts by associating this 'template' with social media, expressing that they have not heard it being used in spoken language. In the second part, the respondent seems to imply that Twitter use can damage one's speaking abilities, and identifies individuals who use this type of sentences as 'Twitter addicts'. Two other respondents have associated the sentences with Twitter:

'*Twitter dialect'*

<div align="right">Respondent #624 for *–mışımdır* sentence 4 – Visual</div>

'*this questionnaire turned into twitter'*

<div align="right">Respondent #683 for *–mışımdır* sentence 3 – Non-visual</div>

Whether or not the sentence is presented with a visual, as corresponding to the meme template that can be found on social media including Twitter, respondents have associated it with Twitter.

The next response in this category has a 'softer' negative attitude.

'This is not used like this in Turkish. This use has emerged among young people in the recent years in their comments under pictures shared on social media.'

<div align="right">Respondent #276 for *-mışımdır* sentence 2 - Non-visual</div>

The respondent implies that there is a change in the language with the words '*This use has emerged among young people in the recent years…'*. While there is no strong negative attitude towards these 'young people' the respondent once more takes on some kind of authority in how suffixes in Turkish are and should be used.

In the next example, the respondent describes explicitly in what situations this type of a sentence is used. It aligns with the previous description of the memes in section 3.4.

'These are texts written on a 'post'. It is said in the face of a specific situation. As in saying this is what it is like when I drink. It should be interpreted according to its context.'

<div align="right">Respondent #380 for -mışımdır 1 sentence - Non-visual</div>

4.2.4. Other responses

In this section examples of the previously mentioned smaller categories of answers will be discussed. These categories are; related to a past event, image description, narrative, declaration, and humor which have been decided upon their 'ability' to encompass a large number of answers as corresponding to the category.

4.2.4.1. Related to a past event

The first example fits with the function of *-mışımdır* identified by Johanson (2016) and Csato (2000), bringing together diagnostic events, often marked with an adverbial such as *daima* 'always', *yıllarca* 'for years', *şimdiye kadar* 'until now' or *her defa* 'everytime'.

'I have surely been complimented/must have been complimented until now (original '*şimdiye kadar*') (throughout my life)'

<div align="right">Respondent #53 for –mışımdır sentence 3 – Non-visual</div>

The respondent marks the sentence with *şimdiye kadar* 'until now', one of the adverbials mentioned by Johanson, as an expression of something that has happened to the person more than once throughout their life. However, the respondent also uses the word 'surely' and 'must have been', expressing an assumption regarding them being complimented. It is another way of saying 'I must have been complimented at least once in my life, although I can not/will not refer to a specific instance.'

The next example simply states that the sentence is expressing an assumption about a past event, a function of the evidential and generalizing modality marker that has been discussed.

'The person is talking about a time in the past that they are not sure of.'

<div align="right">Respondent #275 for –ıyorumdur sentence 1 – Non-visual</div>

4.2.4.2. Image description

The next example falls into the small category of image description, which is a function of the –*ir* based narrative introduced by Johanson (2016) in section 3.4.

'*Such expressions can only be the subtext of a photograph. Even if it is used in the sense of the second option, there should be no such usage.*'

<div align="right">Respondent #624 for –ıyorumdur sentence 3 – Visual</div>

The respondent's comment both identifies this expression as the description of an image, and marks it as a 'wrong' use of the language, by using the word '*should*'. Their identification of it as corresponds to the use of the –*ir* based narrative described by Johanson (2016) which is a narrative of the present marked by –*ir* and –*mektedir*, or with –*miştir* as referred to the past. This can be in the context of the text of a picture as well as a play or novel.

In the next example, the respondent once more connects the sentence to what the image shows:

'*Looking at the picture, the person is guessing what the agent of the picture must be experiencing.*'

<div align="right">Respondent #219 for –ıyorumdur sentence 3 - Visual</div>

In the next example, the image is a representation of the content of the sentence, but another image could also represent it, so rather than the sentence describing the image for what it is, it is using the image as a representation for what the sentence is saying.

'*The person could be in the state that is illustrated, but the sentence could also be used with another image.*'

<div align="right">Respondent #588 for -mışımdır sentence 2 – Visual</div>

'*I interpret this as something the person wrote for a picture or a video they mean to share on social media.*'

<div align="right">Respondent #630 for -mışımdır sentence 1 – Non-visual</div>

These three examples are all responses to interpretation questions presented with visuals. All responses indicate that when presented –*mışımdır* or –*ıyorumdur* sentences with a visual, at least some people saw some connection between the image and the sentence as describing or representing one another in one or both directions.

4.2.4.3. Narrative

The following examples fit into the category of *–ir* based narratives because they refer to scripts or novels as contexts for these sentences, or that the speaker is telling a story.

'*I interpreted these as sentence structures that are used in scripts, stories, books etc.*'

<div align="right">Respondent #29 for -mışımdır 1 - Non-visual</div>

'*I think that this is used more in stories where the narrator is talking about themselves as a third person singular.*'

<div align="right">Respondent #135 for -mışımdır 1 - Visual</div>

This identification of a third person singular story teller who is referring to themselves is made by another respondent for another question as well:

'*The person is going to describe the situation/event of seeing the person that they like, from a third person perspective.*'

<div align="right">Respondent #282 for -mışımdır - 2 Visual</div>

4.2.4.4. Declaration

The next small category to look at is declaration. This corresponds to the use of the generalizing modality marker *–dır* affixed to some finite verbal forms including *–mış* in academic or formal writing, as well as orally made official announcements.

In the following example the respondent explicitly uses the word 'declaration':

'*The person is declaring that they have had coffee with sugar.*'

<div align="right">Respondent #437 for –mışımdır sentence 1 - Visual</div>

In a second example, the respondent refers to both declaration and informing, as well as conscious or unconsciousness regarding the event:

'*The person is informing others that they* (the speaker) *is having coffee with sugar, the person is aware of the situation.*'

<div align="right">Respondent #342 for –mışımdır sentence 1 - Visual</div>

In both of these examples, as well as the examples under the category 'Answer to question' imply the existence of an audience, or an addressee. This addressee is not always singular

either but can be a crowd. This makes sense in the context of social media as users often post images for their 'followers' or 'friends' to see. They can also be using social media to make declarations, or 'updates' about their lives to others.

4.2.4.5. Humor

Several respondents have described these sentences as use of humorous language:

'The person will express the feelings they have when they see the person they like in a humorous language.'

<div align="right">Respondent #207 for –mışımdır sentence 2 – Non-visual</div>

'The person likening the reaction they have when they receive a compliment to the siutation in the picture with a humorous language.'

<div align="right">Respondent #621 for -mışımdır sentence 3 - Visual</div>

The last example of this category has a very meta approach to the question and expresses opinions on the interpretation and the emergence of these sentences:

 'I think it is the second option, so there will be a description of a situation. I've been seeing this type of sentence template recently on social media. I laugh when the posts are ironic and humorous. I realized during this study: What is the complementary verb doing on the predicate of a sentence in present tense? ☺ The language is alive. I guess by changing with time it has taken on a third function ☺'

<div align="right">Respondent #575 for –mışımdır sentence 1 – Non-visual</div>

The respondent also seems to express a neutral-leaning-positive attitude towards the change they think the language might be going through by using smileys and writing 'The language is alive' instead of expressing that the language is becoming worse. Interestingly, the respondent also writes of a 'third function' but it is unclear what this third function is.

One respondent, whose answer will not be separately categorized due to the lack of any other responses of the same content, has suggested that the sentence is some kind of a translation error:

#643 Google translate yapmış anlaşılmaz bir çeviri olmuş   (imperfective 1, non visual)

'The person used Google translate and ended up with a translation that is impossible to understand.'

4.2.5. Summary of qualitative answers

The qualitative answers suggest that at least according to some native speakers of Turkish there is a change in the language with regards to sentences marked with *–ıyorumdur* and *–mışımdır.* The only source of this change that is identified by those who participated in this study is social media. This does not indicate that it is without a doubt the source of change or triggering factor, it is a starting point suggesting that some native speakers of Turkish see social media as having an effect of language. This effect for some is harmful, and for others it is simply change. Interestingly, while most users seem to identify these constructions one way or another, they still find them unusual and even unacceptable.

Aside from the personal opinions expressed in these answers, the various interpretations correspond to previous literature on these grammatical markers. There is no consensus among respondents on whether *–mış* has an evidential function in these constructions, or if *–mışımdır* is taken as a whole unit and has the corresponding functions, or for the case of *–ıyorumdur* if it has an assuming meaning or something else. There seems to be a merge of the various functions of the evidential modality, the present and perfective markers, as well as other expressions such as narratives and declarations when people are trying to interpret these sentences.

4.3. *–mışımdır* and *–ıyorumdur* compared

The individual grammatical components that make up *–mışımdır* and *–ıyorumdur* items have varying functions. The only differing component in these two items are *–mış* and *–ıyor,* which respectively express indirect past and progressive present tense or habitual aspect. Despite this difference, sentences that are marked with either seem to be used interchangeably in their online use. The quantitative or qualitative analysis did not include a comparison of them, mainly because it fell outside of the scope of this study. However, the respondents of the questionnaire also did not express any non-elicited comments on their difference. It is interesting that while their disected functions differ significantly, their functions as an item in the online context seems to be interchangeable. It was discussed previously that sentences marked with these items both can be used to express an assumption the person makes about

themselves. The online meaning of these sentences can be described as a hypothetical scenario of a first person experience that the person is imagining and describing, an assumption.

It can be further examined if it is the imperfective marker that is gaining some characteristics of the evidential that allows them to be used in this first person, narrator-styled function used online.

5. Conclusion and future research

The present study has investigated the potentially new use of two Turkish suffix combinations made up of evidential marker or present tense marker combined with the first person singular and generalizing modality. These structures have been referred to as *–ıyorumdur* and *–mışımdır* sentences for the purposes of the study. The study has aimed to describe the use of these constructions from a grammatical and semantic point of view, as well as understand how native Turkish speakers interpret them and use them, if they use them at all. The framework has been language change and the approach has been sociolinguistic and descriptive.

The quantitative analysis has shown that there is no correlation between gender and the acceptability or interpretation of these structures, while age, education, highest self-identified L2 level, and social media use seem to have an effect. Most significantly, the correlation between age and acceptability judgments has shown that these structures are more acceptable for younger respondents and less acceptable for older respondents. In relation to this, younger respondents have leaned towards the new and/or visual related interpretations of sentences with these structures. Self-identified advanced speakers of a second language have found both constructions more acceptable, and speakers of a higher educational background have been less accepting of the sentences, and preferring of the standard interpretations. Social media has not correlated with anything but judgments of *–mışımdır* sentences.

The qualitative answers have been categorized into three main categories and five smaller categories depending on the main themes they express. The categories description of a past event, image description, narrative and declaration correspond to previous literature on the function of these grammatical markers. Some respondents express their belief that the language is changing. In some instances they connect this change to social media, with references to specific platforms such as Twitter. Respondents have differing opinions on these

constructions and their users which range from highly negative to positive. There seems to be no consensus with regards to the structures and functions of these *–mışımdır* and *–ıyorumdur* sentences.

The following functions of the grammatical modality markers *–mış*, *-ıyor* and *–dır*, as well as the grammaticalized item *–mıştır*; evidentiality, assumption, declaration, diagnosticity of events, generalizations and hypotheses, image description have all surfaced in the qualitative analysis of the responses. There has also been a suggestion of these constructions being translations, by one respondent, which was also discussed in relation to a meme format in English.

While there is no consensus among respondents on how to interpret these sentences and the functions of *–mışımdır* and *–ıyorumdur* sentences in the context of memes in social media, or any context for that matter, I would like to present my own argument after reviewing all the findings.

I will argue for interpreting these structures and this use as the use of the *–ir* based narrative described by Johanson (2016), rather than the evidential, imperfective or any other modality marker, spreading to new contexts. Johanson (2016) describes the *–ir* based narrative as used in descriptions of images, as well as plays, novels, hypothetical scenarios. In addition to several respondents expressing such interpretations, including image description and hypothetical scenarios, it also is relevant to the social media context where users share pictures. I will further argue that the diagnostic function of *–mışımdır* may also be merging into this new use along with the previously listed functions of the grammatical markers, as these *–mışımdır* and *–ıyorumdur* marked sentences used as memes on social media are not expressing narratives that are simultaneous with the moment of communication but they refer to events that have happened before either once, or those that can also happen repetitively or habitually. The hypothetical, or third person narrative is relevant to the social media context as well. Users exist as abstract entities on the social media rather than physical persons as they do in 'real life'. In this sense, the way they describe their experiences on the internet could be taking the form of conventional ways of storytelling. The analysis of the results led to the study focusing on *–mışımdır* rather than *–ıyorumdur* marked sentences. If, the new function is an expansion of Johanson's *–ir* based narrative, it could be directly connected to the evidential or grammaticalized *–mıştır* items, rather than the imperfective *–ıyor*. If that is the case, it must be investigated how and why *–ıyorumdur* marking is merging with *–mışımdır* in terms of function and use. Moreover, if such expressions can be formed in other languages with the

evidential marker, it could indicate that what is happening is a new use of the evidential based on change of the medium in which language is used.

In relation to Weinrich's (1968) model of language change, the new 'variant' could be the new use which is spreading within the online community and potentially outside of it. It is difficult to come up with a term for this new use, but it could perhaps be referred to as narrative of the self. On the other hand, another model than that of Weinreich's (1968) could fit better to the issue at hand, since there seems not enough evidence that there is language change, but rather an expansion of use that comes with a change in the medium.

The present study has attempted to look at two different constructions and several variables that might have influenced them. There has also been a discussion of internet memes, as well as language and the internet in relation to language change. The study has also utilized quantitative and qualitative methods. Future studies could use a new model to look at this new use. A solely qualitative method could also yield more fruitful results in terms of how to describe this potentially new function of *–mışımdır* and *–ıyorumdur* sentences. Future studies could also look at if and how this use is present in daily spoken language or if it is remaining in the context of social media. First person narratives on social media, the Turkish evidential marker (which has already been the topic of much discussion within the field), different Turkish speakers' attitude towards language change and Turkish are all potential research topics that have emerged or strengthened through this study. As respondent #575 has expressed; 'Language is alive' which means there is a lot more for us to explore as our language changes along with the world in which we use it expands and changes as well.

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APPENDIX A: NON-ELICITED DATA

All non-elicited data are listed. Most examples were taken along with a visual that it captions on social media, however the images are not presented in this list in order to be economical with space and lack of direct relevance to the study. The relevant suffixes have been marked with bold. The '…'s indicate a visual and the lack of them indicate that the sentence is either posted without a visual or as the caption of a TikTok video.

1.

Mesajı herkesten sil yapmam gerekirken benden sil yap**mışımdır**

2.

Hiçbir arkadaşımın kullanmadığı Twitter'a ilk kez giriş yap**mışımdı**r

3.

Odamda ağladıktan sonra hiçbir sorun yok gibi ailemin yanına git**mişimdir**.

4.

Diyet yapacağım deyip gece dolabın başına git**mişimdir**

5.

Sevmediğim birini gör**müşümdür**

6.

Yine aynı hatayı tekrar yap**mışımdır**…

Beynim:

7.

*bir hatayı 47. Kez yap**mışımdır***

Ben: Öğrenmiş olduk yapmayız bir daha

8.

Annem söylemeden evde bir iş yap**mışımdır**

9.

8.30 dersine herkes makyajsız giderken ben full makyajlı git**mişimdir**

10.

Sigara kullanan arkadaşlarımın yanına git**mişimdir**.

11.

Kar tanesi gör**müşümdür**

12.

Sokaktaki sevdiğim kedilerin beni hatırlayıp yanıma geldiğini gör**müşümdür**

13.

Hoşlandığım kişiyi gör**müşümdür**

14.

Babama Playstation 5 alacağımı söyle**mişimdir**…

Babam: …

15.

Birinin hoşuna gitmeyen bir şey söyle**mişimdir**

Biri: Bir de doktor olacaksın

16.

Dersten 5 dk önce kalkıp dersin olduğunu farket**mişimdir** #OnlineEğitim

17.

Meditasyon yap**ıyorumdur**

18.

Sevdiğim biri(n)den ince düşünceli bir davranış gör**müşümdür**

19.

Sokaktaki kediyi sevmek iste**mişimdir.**

Kedi: ….

20.

Birine yardım etmek iste**mişimdir**:

21.

Annem beni izlerken bir iş yap**ıyorumdur**; …

22.

Kabul görmeyeceğini bile bile 32. iş başvurumu yap**ıyorumdur**: …

23.

*etrafa gülücükler saçıp espriler yap**ıyorumdur***

O sırada içim: …

24.

Stalk yap**ıyorumdur**

#Halka: …

25.

Yanlış kararlar vermeye gid**iyorumdur**: …

26.

İlk buluşmaya gid**iyorumdur:** …

27.

Manitayla buluşmaya gid**iyorumdur**: …

28.

Konuları nasıl yetiştireceğimi düşün**üyorumdur**:…

29.

Çok sert bir mesaj atmışımdır ve görülmeden silsem mi diye düşün**üyorumdur:** …

30.

*story atmak ist**iyorumdur***

Ön kamerayı açarım

*story atmak istem**iyorumdur***

31.

*Hata yap**mışımdır***

Ben:

Yine ben: ölmedikçe devam siktir et

32.

*bir hatayı 47. kez yap**mışımdır***

Ben: öğrenmiş olduk yapmayız bir daha

33.

Kedili evde maket yap**mışımdır**: …

34.

Korona sürecinde kafeye git**mişimdir**: …

35.

Maske takıp markete git**mişimdir**: …

36.

*iş görüşmesine git**mişimdir***

İnsan kaynakları: seni neden işe alalım

Ben: lütfen

37.

Arkadaşımın annesinin yanına git**mişimdir**: …

38.

Bilmediğim kuaföre maniküre git**mişimdir**: …

39.

Arkadaşımın evine git**mişimdir** ve o sırada ailesiyle tartışıyordur:…

40.

Dersinden kaldığım hocanın odasına not istemeye git**mişimdir**: …

41.

Caz müzik eşliğinde sade bir düğün iste**mişimdir**.

O esnada akrabalar: …

42.

Seçmen Şapka Slytherin demesine rağmen Gryffindor iste**mişimdir**: …

43.

*kedimle fotoğraf çekmek iste**mişimdir***

Kedim: …

44.

*para iste**mişimdir***: …

45.

Son geceden çalıştığım vizeden yüksek al**mışımdır**:

46.

Sadece ismimin yazılı olduğu bir mesaj al**mışımdır**: …

47.

Yeni parfüm al**mışımdır**

Arkadaşlarım:…

48.

*ehliyeti yeni al**mışımdır***

Polis: ehliyet ruhsat lütfen

Ben:

49.

İltifat almışımdır: …

50.

Ben: *bir şeyin olacağını zaten bil**iyorumdur***

o şey olur

Ben:

51.

Marketteki fiyatları gördükten sonra yemek yap**ıyorumdur**: …

52.

Flörtsüz biri olarak attığınız tweetleri ok**uyorumdur**: #WhatsApp …

53.

Attığın mesajları ok**uyorumdur**: …

54.

Twitleri ok**uyorumdur** #ifşa: …

55.

Biri : ne yapıyorsun

*kahve iç**iyorumdur***

Ben: oturuyorum sen

*kitap ok**uyorumdur***

Ben: oturuyorum sen

*yolculuk yap**ıyorumdur***

Ben: Oturuyorum sen

*yat**ıyorumdur***

Ben: oturuyorum sen

*film izl**iyorumdur***

Ben: oturuyorum sen

56.

Üç beş matematik bilgimle sınavda ne yapacağımı düşün**üyorumdur** #DGS2020: …

57.

Tüm sezonu bir gecede bitirmişimdir ve yeni sezon gelene kadar nasıl sabredeceğimi düşün**üyorumdur** #Atiye: …

58.

Güz döneminde okulların online olabilme ihtimalini düşün**üyorumdur** #eyuldeuniversiteleracilsin: …

59.

Odamı temizlediğim için tüm hayatımın düzene girdiğini düşün**üyorumdur**: …

60.

Telefonum yanımdayken bir şey satın almayı sesli düşün**müşümdür**:

61.

* çişim varken su iç**mişimdir** *: …

62.

*bir yudum filtresiz iç**mişimdir***

Ben: Yaza ne kadar kaldı ya, zaten şubat oldu bile 2 ay sonra temmuzdur: …

63.

İki dakika balkonda sigara iç**mişimdir**..

64.

Şekerli kahve iç**mişimdir**: …

65.

Kelle paça iç**mişimdir**.

Coronavirus: …

66.

Birisi: günde 48 öğün yemek yiyorum yediklerime içtiklerime hiç dikkat etmiyorum ama kilo alamıyorum

Ben: *sadece su iç**mişimdir*** …

67.

Aşık ol**uyorumdur**

"bok yolundayım meşgul etmeyin"

68.

Online sınav ol**uyorumdur**: …

69.

Yabancı bir ortamda tarih konuşulunca kulak misafiri ol**uyorumdur** [Temsili]

70.

*Hayatımın bomboş geçip gitmesine şahit ol**uyorumdur***

Allah: …

71.

*87. Kez aşık ol**uyorumdur***…

72.

*mevsimsel geçiş yüzünden sadece alerji ol**muşumdur***

vaka sayısındaki artışı gördükten sonra psikolojik olarak coronayımdır

73.

Birine aşık ol**muşumdur** ve her şey yolunda gidiyordur

Güven sorunum: …

74.

35 derece yaz sıcağında regl ol**muşumdur**: …

75.

*boş boş yat**ıyorumdur***

Sınav tarihleri açıklanmıştır.

*stresli bir şekilde yat**ıyorumdur***

76.

Öylece yat**ıyorumdur**

Vücudum: aga ben yoruldum

77.

Eyelinerimi silmeden yat**mışımdır**. …

78.

*tüm gün yat**mışımdır***

Vücudum:

79.

yeni duş almışımdır ve temiz soğuk çarşaflara yat**mışımdır**: ...

80.

Aileme politik tartışma bitince gönüllerini almak için "çay içiyor musunuz?" diye sor**muşumdur**: ...

81.

Mekanda budweiser olmadığını bile bile garsona sor**muşumdur**:

82.

mağazada yanlışlıkla çok pahalı bir şeyin fiyatını sormuşumdur****

bunun çimen kökü rengi yokmuş üzüldüm kolay gelsin

83.

*birine yol tarifi sor**muşumdur***

Biri:

Buradan devam edin ilk ışıklardan sağ yapın 200 m ilerde göbek var göbeği döndükten sonra düz devam edin sol yapın taksi durağı var taksi durağından da sol yapın 500 m ilerde sağa dönünce……

Beynimin algıladığı: fıçıfişubıdıdıdıfıtıfıtı

84.

Aklımda kalacağına midemde kalsın deyip bir tabak daha ye**mişimdir**:

85.

Üninin açılmasını beklerken aile evine müebbet ye**mişimdir** #yasaklar:

86.

*Babamdan sofrada azar ye**mişimdir** ama hala aç**ımdır***:

87.

maddi ve manevi sorunlar yaşarken dizinin yeni sezonunun yayınlandığını gör**müşümdür**:
…

88.

Çocuk sesi yaparak sevgilisiyle konuşan çift gör**müşümdür**: …

89.

eski sevgilimin yeni kız arkadaşını gör**müşümdür**. : …

90.

14 şubatta birine hediye veren çiftleri gör**müşümdür**: …

91.

İlgi gör**üyorumdur**: …

92.

Güzel bir rüya gör**üyorumdur**: …

93.

Ben: Sabahtan akşama kadar ders çalışıp her gece sabah 5'e kadar yaz**ıyorumdur**

Belim: …

94.

Times New Roman, 12 punto ve 1,5 satır aralıklı 10. ödevimi yaz**ıyorumdur**: ...

95.

CV'me ingilizcem çok iyi yaz**mışımdır**

Mülakatta ben: …

96.

Tıp fakültesi ilk senemde ismimin yanına Dr. yaz**mışımdır**: …

97.

allah yazarken a harfini küçük yaz**mışımdır**: ...

98.

Arkadaşımın derdini dinle**mişimdir**; #KirmiziOda…

99.

Annem: Sakın onlara dokunma

Ben: Çok güzel söz dinle**mişimdir**:

100.

Sevgililer günü olduğunu storylerden anla**mışımdır**. #14Şubat: …

101.

Karşımdakinin iflah olmaz ve eğitilemez olduğunu anla**mışımdır** #Atiye : …

102.

BÜTten geçemeyeceğimi anla**mışımdır**:

103.

Birine gereğinden çok değer verdiğimi anla**mışımdır**: …

104.

Google'a herhangi bir bitki ismi yaz**mışımdır**:

FAYDALARI SAYMAKLA BİTMİYOR

105.

Çok çeşitli kaynakları kullanarak derleme bir makale yaz**mışımdır**:…

106.

Erasmus'a giden arkadaşımı kıskan**mışımdır**: …

107.

Sevdiğim beyi kıskan**mışımdır**: …

108.

Arkadaşlarımla dışarı çıkmayı planl**ıyorumdur**.

Annem: …

109.

Arkadaşım bizde kalıyordur (gece saat 4 biz)

110.

*Sınıfın eziğinden cetvel ist**iyorumdur***

111.

Kargoyu alırken kedi kaçmasın diye uğraş**ıyorumdur**: …

112.

Birinin arkasından demediğini bırakmayıp yan yana gelince de sarmaş dolaş olan birilerini gör**müşümdür**: …

113.

POV Kapıyı biraz sert kapat**mışımdır** annemin gördüğü

114.

Insta'da attığım hikayeyi defalarca kez izl**iyorumdur**: …

115.

12 yaşındaki ben ödev için sunum hazırl**ıyorumdur**:…

116.

Beni çok üzen bir olaydan sonra türkçe pop playlisti aç**mışımdır**: …

117.

Sevgilimle kavga ederken sıkış**mışımdır**:..

118.

30 yaşında hala bekarsak birbirimizle evleneceğiz anlaşmasını kaç tane arkadaşımla yaptığımı hatırlayam**ıyorumdur**: …

119.

Eski sevgilimle tekrar konuşmaya başla**mışımdır**: …

120.

Hiç oğlu olmayan yengemlerde kal**mışımdır**

121.

2 sezon peaky blinders izle**mişimdir**: …

122.

Kimseyle konuşmak istem**iyorumdur**: …

123.

Eve yeni tanıştığım bi arkadaşımı getir**mişimdir**

Kedim:

124.

Pencereyi açtığımda yağmur yağdığını gör**müşümdür**

125.

Canlı yayında hediye gönderen yabancı takipçimin adını ok**uyorumdur**

126.

Hac'dan yeni gelen dedemle konuş**uyorumdur**.

127.

Makyaj yap**mışımdır** anlık aynanın karşısında şarkı söylerim ahahhaha

128.

Arkadaşlara yemek yap**mışımdır**

129.

Yıllar sonra bir kız arkadaş yap**mışımdır** o da ayrılmak istemiştir

130.

Bir hata yap**mışımdır**

131.

Yatmadan önce buzdolabını aç**mışımdır**

132.

Birkaç günlüğüne Ordudan İstanbula gel**mişimdir**

133.

Ders yap**ıyorumdur**

134.

Baya fotojen**iğimdir**

135.

Pov: Kardeşim istemediğim şeyleri yapmak istemiştir izin verme**mişimdir**

136.

Bildiğim doğruların yalanlarını dinl**iyorumdur**

137.

Pov: Aşı olacak çocuğun annesi ile konuşmasını dinl**iyorumdur**

138.

POV: Annemle mescide gitmişimdir ama arabadaki şarkı aklımdan çık**mıyordur**

139.

Saatliğine arkadaşa git**mişimdir**

140.

Kahveyi sıcak iç**mişimdir**

141.

Pov: Arkadaşımın morali bozuktur ona moral vermek için gidip onun derdine ondan çok iç**mişimdir**

142.

Yanlışlıkla doğruluk iksiri iç**mişimdir**

143.

Biriyle video at**mışımdır** ve yorumları ok**uyorumdur**

144.

Yorumları ok**uyorumdur**

145.

Eski sevgilimi gör**müşümdür**

146.

Hahaha sevmediğim komşumu görm**üşümdür**

147.

Düğünümde herşey yolunda giderken sevmediğim birini gör**müşümdür**

148.

POV: Sevdiğim beyi gör**müşümdür**

149.

Kur yap**ıyorumdur**

150.

Kavgada haklı çıkmak için o hareketi yap**ıyorumdur**

151.

Pov: sevgilimle kavga etmişimdir barışmak için ona seranat yap**ıyorumdur**.

152.

POV: Arka kamerayı açmak iste**mişimdir** ama ön kamera açılmıştır

153.

Kocamdan sevgililer gününde robot süpürge iste**mişimdir**

154.

Kardeşimin video çekmesini iste**mişimdir**

155.

POV: Sosyete pazarına gelip indirim iste**mişimdir**

156.

Eşimden temizlik için yardım iste**mişimdir**

157.

Kocamdan kredi kartı iste**mişimdir**

158.

Cool bir ortamda kemençe duy**muşumdur**

159.

Yolda yürürken birinin hakkımda konuştuğunu duy**muşumdur**

160.

Kendimi çok kuğul hissed**iyorumdur**

161.

Kuğu gibi hissed**iyorumdur**

162.

Yaz tatilinde okuldan arkadaşımla karşılaş**mışımdır**

163.

Akşam yemeğinde kuru fasulye ye**mişimdir**

164.

Diyetteyken tatlı ye**mişimdir**

165.

Karantinada kafayı ye**mişimdi**r

166.

Her akşam aynada kendimle konuş**uyorumdur**

167.

POV: Bipolar olan ben eski sevgilimle konuş**uyorumdur**

168.

Aynada kendimle konuş**uyorumdur**

169.

2020 hakkında konuş**uyorumdur**

170.

Erkek arkadaşımın konumu gece 5te en yakın kız arkadaşımın evinde görünüyordur. Ne olduğunu çok sonradan anla**mışımdır**.

171.

2021'in 2020'nin dEVamı olduğunu anla**mışımdır**

172.

POV: Sinirlendiğim arkadaşımın numarasını sil**mişimdir** ve beni aramıştır.

173.

POV: Misafir çocuğunu ağlat**mışımdır**

Annesi kızmasın diye onu güldürmeye çalış**ıyorumdur**.

174.

Sevgilim telefonu açmıyordur ve ben saçma sapan şeyler kurgul**uyorumdur** aklımda

175.

POV: Önceden inandığım yalanlarını tekrar dinliyor ve aptallığını seyredip gül**üyorumdur**

176.

Battaniyecileri izl**iyorumdur**

177.

Duygusal film izl**iyorumdur**

178.

Asla evlenmem diyenlerin Nişan/Düğün storylerini izl**iyorumdur**

179.

Sevgilimden ayrılmak için bahane ar**ıyorumdur**

180.

Sürekli suçu başkalarında ar**ıyorumdur**

181.

Olmayan sevgilimi ar**ıyorumdur**

182.

Makine farklı gelmiştir öğrenmek için annemi ar**ıyorumdur**

183.

Sahil kenarında yakışıklı ar**ıyorumdur**

184.

Şanlıurfa'da güzel kız ar**ıyorumdur**

185.

10 yaşımda korku filmi izl**iyorumdur** korkuyorum ama merak da ed**iyorumdur**

186.

Tepsiden kork**uyorumdur**

187.

2021'e bak**ıyorumdur**

188.

Sabah sabah fal bak**ıyorumdur**

189.

Karantinada tıkınırken suçluluk hisset**mişimdir**

190.

Bütün gün evde kendimi çiz**iyorumdur**

191.

Dans etmeyi öğrenmeye çalış**ıyorumdur**

192.

500 kere çekmişizdir ve Yasine halay çekiyorsun diye kız**mışımdır**

193.

Kız**mışımdır**

194.

Pov: Bana biraz yardım et de**mişimdir**!

195.

Oradan kalk artık biraz da ders çalış de**mişimdir** ancak Barış kalkmamıştır

196.

Söylemek istediklerimi söyleyip içimi dök**müşümdür**

197.

Yeni sildiğim halıya kahve dök**müşümdür**

198.

Beni izleyeni farkedince utan**mışımdır**

199.

Yumurta kızart**mışımdır**

200.

Asla cevap vermek istemediğim bir mesajı yanlışlıkla aç**mışımdır**

APPENDIX B: PILOT QUESTIONNAIRE (TR)

Türkçe'de eklerin kullanımı

İsmim Selçuk Defne Kartal. Gönüllü olarak katılmanız teklif edilen anket İsveç'te bulunan Lund Üniverstesi'nin Genel Dilbilim Yüksek Lisans programı için yazdığım tez araştırmasının bir parçasıdır.

Araştırma kendim ve akademik danışmanım Gerd Carling rehberliğinde yürütülmektedir. Araştırmanın amacı Türkçe'deki bazı eklerin nasıl kullanıldığını daha iyi anlamaktır. Araştırma gerekliliklerini yerine getirmek için anket üzerinde harcayacağınız zaman 15 - 30 dakika arasında olacaktır.

Katılacağınız araştırma, Türkçe'yi ve kullanımını daha iyi anlamada katkı sağlayacaktır.

Sizden istenen, belirli sayıda soruyu normal bir hızda, kişisel yargılarınıza göre cevaplamanızdır. Sorular sizin herhangi bir dilbilgisel becerinizi ölçmeyi amaçlamamaktadır. Cevaplarınızın dürüst olması araştırma sonuçlarının analizi ve geçerliliği açısından önemlidir.

Soruların cevapları çoktan seçmeli ve açık uçlu olarak değişmektedir. Soruların hiç biri sizden teşhis edilebilir kimlik bilgileri talep etmeyecektir. Kabul ettiğiniz takdirde kimliğiniz anonim kalacaktır. Yaşınız, cinsiyetiniz, mesleğiniz, eğitim seviyeniz, ailenizin eğitim seviyesi, anadiliniz hakkındaki demografik bilgiler sadece araştırmacı tarafından, araştırmanın amacı için kullanılacaktır.

Bu ankete cevap vererek araştırmada yer almak tamamen gönüllülük esasına dayalıdır. Anketi cevaplamayı reddedebilirsiniz ya da başladıktan sonra herhangi bir zamanda bırakabilirsiniz.

Araştırmanın sonuçları sadece bilimsel ve eğitim amaçları ile kullanılacaktır. Sizden elde edilen tüm bilgiler tamamen araştırma amacı ile kullanılacak, gizli tutulacak, araştırma yayınlandığı takdirde varsa kimlik bilgilerinizin gizliliği korunacaktır.

Araştırma ile ilgili bilgi almak için ulaşabileceğiniz kişinin iletişim bilgileri:
S. Defne Kartal
Email adresi: sdefnekartal@gmail.com

* Required

Bilgilendirilmiş rıza

> Lütfen aşağıdaki kısmı dikkatlice okuyunuz.

1. Yukarıda konusu ve amacı belirtilen araştırmaya ilişkin bilgilendirme bölümünü okudum ve imzası olan ilgili tarafından yazılı olarak bilgilendirildim. Katılmam istenen çalışmanın kapsamını ve amacını, gönüllü olarak üzerime düşen sorumlulukları tamamen anladım. Araştırmaya gönüllü olarak katıldığımı, istediğim zaman gerekçeli veya gerekçesiz olarak araştırmadan ayrılabileceğimi ve kendi isteğime bakılmaksızın cevaplarımın araştırmacı tarafından araştırma dışı bırakılabileceğimi biliyorum. Bu koşullarda; 1) Çalışmada elde edilen bilgilerin akademik yayın için kullanılma, arşivleme ve bilimsel katkı amacı ile ülke dışında kullanılmasına onay veriyorum. 2) Söz konusu araştırmaya hiçbir baskı ve zorlama olmaksızın, ek bir açıklamaya gerek duymadan, kendi rızamla katılmayı kabul ediyorum. *

    Check all that apply.

    ☐ Onaylıyorum.

Lütfen aşağıdaki cümleleri sizce ne kadar kabul edilebilir olduklarına göre puanlayınız.	(5= kesinlikle kabul edilebilir) (1= kesinlikle kabul edilemez)

2. Çocuklarınkinden okulunu gidiyorkendir. *

    Mark only one oval.

	0	1	2	3	4	5	
Kesinlikle kabul edilemez.	◯	◯	◯	◯	◯	◯	Kesinlikle kabul edilebilir.

3. Çocuk okula gidiyor. *

    Mark only one oval.

	0	1	2	3	4	5	
Kesinlikle kabul edilemez.	◯	◯	◯	◯	◯	◯	Kesinlikle kabul edilebilir.

101

4. Yemek yiyorumdur. *

Mark only one oval.

	0	1	2	3	4	5	
Kesinlikle kabul edilemez.	◯	◯	◯	◯	◯	◯	Kesinlikle kabul edilebilir.

5. Kahve içiyorumdur. *

Mark only one oval.

	0	1	2	3	4	5	
Kesinlikle kabul edilemez.	◯	◯	◯	◯	◯	◯	Kesinlikle kabul edilebilir.

6. Yürüyüşe çıkmak istemişimdir. *

Mark only one oval.

	0	1	2	3	4	5	
Kesinlikle kabul edilemez.	◯	◯	◯	◯	◯	◯	Kesinlikle kabul edilebilir.

7. Pencereyi açtığımda yağmur yağdığını görmüşümdür. *

Mark only one oval.

	0	1	2	3	4	5	
Kesinlikle kabul edilemez.	◯	◯	◯	◯	◯	◯	Kesinlikle kabul edilebilir.

8. Arkadaşımın annesinin yanına gitmişimdir. *

   Mark only one oval.

	0	1	2	3	4	5	
Kesinlikle kabul edilemez.	◯	◯	◯	◯	◯	◯	Kesinlikle kabul edilebilir.

9. Sokakta yürürken bir tanıdığa rastlamışımdır. *

   Mark only one oval.

	0	1	2	3	4	5	
Kesinlikle kabul edilemez.	◯	◯	◯	◯	◯	◯	Kesinlikle kabul edilebilir.

10. Dans etmeyi öğrenmeye çalışıyorumdur. *

    Mark only one oval.

	0	1	2	3	4	5	
Kesinlikle kabul edilemez.	◯	◯	◯	◯	◯	◯	Kesinlikle kabul edilebilir.

11. Yeni sildiğim halıya kahve dökmüşümdür. *

    Mark only one oval.

	0	1	2	3	4	5	
Kesinlikle kabul edilemez.	◯	◯	◯	◯	◯	◯	Kesinlikle kabul edilebilir.

Aşağıdaki cümleler sizce ne anlama geliyor ? Seçeneklerden birini işaretleyiniz.

12. Şekerli kahve içmişimdir. *

Mark only one oval.

- ⬭ Kişi muhtemelen şekerli kahve içmiştir.
- ⬭ Kişi şekerli kahve içtiği bir durumu tarif edecektir.
- ⬭ Other: _____

13. Şekerli kahve içmişimdir. *

Mark only one oval.

- ⬭ Kişi muhtemelen şekerli kahve içmiştir.
- ⬭ Kişi şekerli kahve içtiğinde görselde resmedilen durumdadır.

14. Hoşlandığım kişiyi görmüşümdür. *

Mark only one oval.

- ⬭ Kişinin muhtemelen hoşlandığı kişiyi görmüştür.
- ⬭ Kişi hoşlandığı kişiyi gördüğü bir durumu tarif edecektir.
- ⬭ Other: _____

104

15. Hoşlandığım kişiyi görmüşümdür. *

Mark only one oval.

( ) Kişinin muhtemelen hoşlandığı kişiyi görmüştür.

( ) Kişi hoşlandığı kişiyi gördüğünde görselde resmedilen durumdadır.

( ) Other: _____

16. İltifat almışımdır. *

Mark only one oval.

( ) Kişinin muhtemelen iltifat almıştır.

( ) Kişi iltifat aldığı bir durumu tarif edecektir.

( ) Other: _____

105

17. İltifat almışımdır. *

Mark only one oval.

◯ Kişi muhtemelen iltifat almıştır.

◯ Kişi iltifat aldığında görselde resmedilen durumdadır.

◯ Other: _____

18. Yeni duş almışımdır ve temiz soğuk çarşaflara yatmışımdır. *

Mark only one oval.

◯ Kişi muhtemelen yeni duş almıştır ve temiz soğuk çarşaflara yatmıştır.

◯ Kişi yeni duş aldığında ve temiz soğuk çarşaflara yattığı bir durumu tarif edecektir.

◯ Other: _____

19. Yeni duş almışımdır ve temiz soğuk çarşaflara yatmışımdır. *

Mark only one oval.

◯ Kişi muhtemelen yeni duş almıştır ve temiz soğuk çarşaflara yatmıştır.

◯ Kişi yeni duş aldığında ve temiz soğuk çarşaflara yattığında görselde resmedilen durumdadır.

◯ Other: _____

20. Siz bu yapıda bir cümleyi kullanır mısınız? *

Mark only one oval.

◯ Evet, kullanırım.

◯ Hayır, kullanmam.

21. Cevabınız evet ya da belki ise, bu yapıda bir cümleyi ne sıklıkla kullanırsınız?

Mark only one oval.

	0	1	2	3	4	5	
Nadiren	◯	◯	◯	◯	◯	◯	Her zaman

107

22.   Onun attığı mesajları okuyorumdur. *

Mark only one oval.

◯ Kişi muhtemelen bir başkasının attığı mesajları okuyordur.

◯ Kişi bir başkasının attığı mesajları okuduğu bir durumu tarif edecektir.

◯ Other: _____

23.   Onun attığı mesajları okuyorumdur. *

Mark only one oval.

◯ Kişi muhtemelen bir başkasının attığı mesajları okuyordur.

◯ Kişi bir başkasının attığı mesajları okuduğu durumda görselde resmedilen durumdadır.

◯ Other: _____

24.   İlgi görüyorumdur. *

Mark only one oval.

◯ Kişi muhtemelen ilgi görüyordur.

◯ Kişi ilgi gördüğü bir durumu tarif edecektir.

◯ Other: _____

25.   İlgi görüyorumdur. *

Mark only one oval.

◯ Kişi muhtemelen ilgi görüyordur.

◯ Kişi ilgi gördüğünde görselde resmedilen durumdadır.

◯ Other: _____

26.   Kimseyle konuşmak istemiyorumdur. *

Mark only one oval.

◯ Kişi muhtemelen kimseyle konuşmak istemiyordur.

◯ Kişi kimse ile konuşmak istemediği bir durumu tarif edecektir.

◯ Other: _____

27.   Kimseyle konuşmak istemiyorumdur. *

Mark only one oval.

⬭ Kişi muhtemelen kimse ile konuşmak istemiyordur.

⬭ Kişi kimseyle konuşmak istemediğinde görselde resmedilen durumdadır.

⬭ Other: _____

28.   Güzel bir rüya görüyorumdur. *

Mark only one oval.

⬭ Kişi muhtemelen güzel bir rüya görüyordur.

⬭ Kişi güzel bir rüya gördüğü bir durumu tarif edecektir.

⬭ Other: _____

29.   Güzel bir rüya görüyorumdur *

Mark only one oval.

◯ Kişi muhtemelen güzel bir rüya görüyordur.

◯ Kişi güzel bir rüya gördüğünde görselde resmedilen durumdadır.

30.   Siz bu yapıda bir cümleyi kullanır mısınız? *

Mark only one oval.

◯ Evet, kullanırım.

◯ Hayır, kullanmam.

31.   Cevabınız evet ya da belki ise, bu yapıda bir cümleyi ne sıklıkla kullanırsınız?

Mark only one oval.

	0	1	2	3	4	5	
Nadiren	◯	◯	◯	◯	◯	◯	Her zaman

111

32. Ait olduğunuz yaş grubunu işaretleyiniz. *

Mark only one oval.

◯ 18-24

◯ 25-44

◯ 45-64

◯ 65+

33. Cinsiyetiniz. *

Mark only one oval.

◯ Kadın

◯ Erkek

◯ Belirtmek istemiyorum.

◯ Other: _____

34. Tamamlamış olduğunuz eğitim seviyesini işaretleyiniz. *

Mark only one oval.

◯ İlkokul (1. sınıf- 5. sınıf)

◯ Ortaokul (6. sınıf- 8. sınıf)

◯ Lise

◯ Lisans

◯ Yüksek Lisans

◯ Doktora

◯ Hiçbiri

◯ Other: _____

112

35. Ana diliniz nedir? *

_____

_____

_____

_____

_____

36. Var ise lütfen konuştuğunuz diğer dilleri seviyeleri belirtiniz. *

_____

_____

_____

_____

_____

37. Sosyal medya kullanıyor musunuz? *

Mark only one oval.

⬯ Evet.

⬯ Hayır.

113

38. Cevabınız evet ise, lütfen kullandığınız sosyal medya platformlarını işaretleyiniz. Birden fazla seçenek işaretleyebilirsiniz.

Check all that apply.

- ☐ Youtube
- ☐ Instagram
- ☐ Whatsapp
- ☐ Facebook
- ☐ Twitter
- ☐ Facebook Messenger
- ☐ Pinterest
- ☐ LinkedIn
- ☐ Snapchat
- ☐ TikTok
- ☐ Skype
- ☐ Twitch
- ☐ Tumblr
- ☐ Reddit
- ☐ WeChat
- ☐ Line

Other: ☐ _____

APPENDIX C: PILOT QUESTIONNAIRE (ENG)

Survey for Master's Thesis

My name is Selçuk Defne Kartal. The survey that you are asked to take voluntarily is for the study that is my Master's Thesis in General Linguistics at Lund's University, Sweden.

The study is conducted by myself, under the supervising of Gerd Carling.

The purpose of the study is to better understand how some of the affixes in Turkish are used. In the case of you accepting to participate, the time you will need to spend in order to fulfill the requirements of the study will not be more than 15 minutes. Your participation in the study will contribute a better understanding of the Turkish language and its usage.

You will be asked to answer a specific number of questions in normal speed, according to your own personal judgment. The questions are not meant to measure any language abilities. It is important for the validity and analysis of the results that you answer honestly.

The answer options will vary from multiple choice to open-ended. None of the questions will ask you for personal information that will make you identifiable. If you accept to take the survey, your identity will remain anonymous. The demographic information such as your age, gender, occupation, education level, and mother tongue will only be used by the researcher for academic purposes.

Contributing to the study by taking the survey is completely on a voluntary basis. You may reject taking part in the survey or abandon it at any point.
The results of the study will be used only for scientific and academic purposes. In case the study is published, the anonymity of the participants will remain protected.

For any further information or questions, the contact information is as follows:
S. Defne Kartal
Email adresi: sdefnekartal@gmail.com
* Required

1. I have read the information section on the subject and purpose of the study and informed by the researcher in written form. I fully understand the scope and purpose of the study that I am asked to take part in, and the responsibility that I take on voluntarily. I am aware that I am taking the survey voluntarily and can abandon the survey without justification at any point. Under these circumstances, I agree to; 1) The information collected from the survey being used for academic publishing, archived and used abroad for scientific purposes, 2) Voluntarily participate in this study, without any pressure or force, or need for further information. *

   Mark only one oval.

   ◯ I accept.

115

Please grade the following sentences according to have acceptable you think they are.

(5= Completely acceptable.) (0= Completely unacceptable.)

2. Çocuklarınkinden okulunu gidiyorkendir.

    Mark only one oval.

	0	1	2	3	4	5	
Completely unacceptable.	◯	◯	◯	◯	◯	◯	Completely acceptable.

3. Çocuk okula gidiyor.

    Mark only one oval.

	0	1	2	3	4	5	
Completely unacceptable.	◯	◯	◯	◯	◯	◯	Completely acceptable.

4. Yemek yiyorumdur.

    Mark only one oval.

	0	1	2	3	4	5	
Completely unacceptable.	◯	◯	◯	◯	◯	◯	Completely acceptable.

5. Kahve içiyorumdur.

    Mark only one oval.

	0	1	2	3	4	5	
Completely unacceptable.	◯	◯	◯	◯	◯	◯	Completely acceptable.

116

6. Yürüyüşe çıkmak istemişimdir.

Mark only one oval.

	0	1	2	3	4	5	
Completely unacceptable.	◯	◯	◯	◯	◯	◯	Completely acceptable.

7. Pencereyi açtığımda yağmur yağdığını görmüşümdür.

Mark only one oval.

	0	1	2	3	4	5	
Completely unnaceptable.	◯	◯	◯	◯	◯	◯	Completely acceptable.

8. Arkadaşımın annesinin yanına gitmişimdir.

Mark only one oval.

	0	1	2	3	4	5	
Completely unacceptable.	◯	◯	◯	◯	◯	◯	Completely acceptable.

9. Sokakta yürürken bir tanıdığa rastlamışımdır.

Mark only one oval.

	0	1	2	3	4	5	
Completely unacceptable.	◯	◯	◯	◯	◯	◯	Completely acceptable.

117

10. Dans etmeyi öğrenmeye çalışıyorumdur.

Mark only one oval.

	0	1	2	3	4	5	
Kesinlikle kabul edilemez.	◯	◯	◯	◯	◯	◯	Kesinlikle kabul edilebilir.

11. Yeni sildiğim halıya kahve dökmüşümdür.

Mark only one oval.

	0	1	2	3	4	5	
Kesinlikle kabul edilemez.	◯	◯	◯	◯	◯	◯	Kesinlikle kabul edilebilir.

What do you think the following sentences mean? Choose one of the options.

12. Şekerli kahve içmişimdir.

Mark only one oval.

◯ The person guesses that he/she has had coffee without being conscious of it.
(Standard)

◯ The person is in a situation where they have had coffee with sugar.

◯ Other: _____

118

13. Şekerli kahve içmişimdir.

Mark only one oval.

◯ The person guesses that he/she has had coffee without being conscious of it. (Standard)

◯ The person is in the state illustrated by the visual when they have coffee with sugar.

◯ Other: _____

14. Hoşlandığım kişiyi görmüşümdür. *

Mark only one oval.

◯ The person guesses that he/she has seen the person they have a crush on without being conscious of it.

◯ The person is in a situation where they have seen the person they have a crush on.

◯ Other: _____

119

15. Hoşlandığım kişiyi görmüşümdür. *

Mark only one oval.

○ The person guesses that he/she has seen the person they have a crush on without being conscious of it.

○ The person is in the state illustrated by the visual when they see the person they have a crush on.

○ Other: _____

16. İltifat almışımdır. *

Mark only one oval.

○ The person guesses that he/she has received a compliment without being conscious of it.

○ The person is in a situation where they have received a compliment.

○ Other: _____

120

17.   İltifat almışımdır. *

Mark only one oval.

◯ The person guesses that he/she has received a compliment without being conscious of it.

◯ The person is in a state illustrated by the visual when they receive a compliment.

◯ Other: _____

18.   Yeni duş almışımdır ve temiz soğuk çarşaflara yatmışımdır.

Mark only one oval.

◯ The person guesses he/she just showered and lied down on clean cold bedsheets without being conscious of it.

◯ The person is in a situation where they have just showered and lied down on clean cold bedsheets.

◯ Other: _____

121

19. Yeni duş almışımdır ve temiz soğuk çarşaflara yatmışımdır.

Mark only one oval.

◯ The person guesses he/she just showered and lied down on clean cold bedsheets without being conscious of it.

◯ The person is in a state illustrated by the visual when they have just showered and lied down on clean cold bedsheets.

◯ Other: _____

20. Would you use a sentence of this structure that has the -mışımdır suffix? *

Mark only one oval.

◯ I would only use it in written language.

◯ I would only use it in spoken language.

◯ I would use it in both spoken and written language.

◯ I would not use it.

122

21. If you would use it any way, how often would you use this construction?

Mark only one oval.

	0	1	2	3	4	5	
Rarely.	◯	◯	◯	◯	◯	◯	Always.

22. Onun attığı mesajları okuyorumdur.

Mark only one oval.

◯ The person guesses he/she is reading the messages another third person has sent, without being conscious of it.

◯ The person is in a situation where they are reading the messages of another person.

◯ Other: _____

123

23. Onun attığı mesajları okuyorumdur.

Mark only one oval.

◯ The person guesses he/she is eading the messages another third person has sent, without being conscious of it.

◯ The person is in a state illustrated by the visual when they are reading the messages of another person.

◯ Other: _____

24. İlgi görüyorumdur.

Mark only one oval.

◯ The person is guessing he/she is receiving attention without being conscious of it.

◯ The person is in a situation where they are receiving attention.

◯ Other: _____

25. İlgi görüyorumdur.

Mark only one oval.

◯ The person is guessing he/she is receiving attention without being conscious of it.

◯ The person is in a state illustrated by the visual when they are receiving attention.

◯ Other: _____

26. Kimseyle konuşmak istemiyorumdur.

Mark only one oval.

◯ The person guesses that without being conscious of it, he/she does not want to talk to anyone.

◯ The person is in a state where they do not want to talk to anyone.

◯ Other: _____

125

27. Kimseyle konuşmak istemiyorumdur.

Mark only one oval.

- The person guesses that without being conscious of it, he/she does not want to talk to anyone.
- The visual illustrates a situation where the person does not want to talk to anyone.
- Other: _____

28. Güzel bir rüya görüyorumdur.

Mark only one oval.

- The person is guessing he/she is having a nice dream without being conscious of it.
- The person is in a situation where they are having a nice dream.
- Other: _____

126

29. Güzel bir rüya görüyorumdur

Mark only one oval.

- ◯ The person is guessing he/she is having a nice dream without being conscious of it.
- ◯ The visual illustrates a situation in which the person is having a nice dream.

30. Would you use a sentence of this structure that has the -ıyorumdur suffix? *

Mark only one oval.

- ◯ I would only use it in written language.
- ◯ I would only use it in spoken language.
- ◯ I would use it in both written and spoken language.
- ◯ I would not use it.

31. If you would use it any way, how often would you use this construction?

Mark only one oval.

	0	1	2	3	4	5	
Rarely.	◯	◯	◯	◯	◯	◯	Always.

127

32. Please select the age group you belong to.

Mark only one oval.

⬭ 18-25

⬭ 25-40

⬭ 40-65

⬭ 65+

33. Your gender.

Mark only one oval.

⬭ Female

⬭ Male

⬭ Prefer not to say

⬭ Other: _____

34. Please mark the highest level of education you have completed.

Mark only one oval.

⬭ Primary school (1st grade - 5th grade)

⬭ Middle school (6th grade- 8th grade)

⬭ Highschool

⬭ Bachelor's

⬭ Master's

⬭ Phd

⬭ None

⬭ Other: _____

128

35. What is your native language(s)?

_____

_____

_____

_____

_____

36. If you speak any other language(s), what is the level of the language you are most competent at?

Mark only one oval.

◯ Beginner

◯ Intermediate

◯ Advanced

37. Do you use social media?

Mark only one oval.

◯ Yes.

◯ No.

129

38. If your answer to the previous question is yes, please mark the social media applications that you use. You may mark more than one.

Check all that apply.

- ☐ Youtube
- ☐ Instagram
- ☐ Whatsapp
- ☐ Facebook
- ☐ Twitter
- ☐ Facebook Messenger
- ☐ Pinterest
- ☐ LinkedIn
- ☐ Snapchat
- ☐ TikTok
- ☐ Skype
- ☐ Twitch
- ☐ Tumblr
- ☐ Reddit
- ☐ WeChat
- ☐ Line
- Other: ☐ _____

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APPENDIX D: POST-PILOT MODIFICATIONS OF THE QUESTIONNAIRE

1. Acceptability Judgments

For the initial section of the pilot questionnaire where the respondents were asked to give acceptability judgments, the results showed that two respondents rated the unacceptable control sentence as a 1. In response to the pilot group, the likert scale was changed from 0-5 to 1-6, considering that people might associate the point 0 with complete incomprehensibility, as in the sentence being absolutely unrecognizable to a speaker of the Turkish language. The respondents were given definitions of the point 1 and 6 as 'Completely unacceptable' and 'Completely acceptable' respectively.

[Example of Likert Scale used for acceptability questions. 1=Definitely unacceptable 6= Definitely acceptable]

The likert scale was modified to be a 6 point scale, with no neutral or middle category for the following reasons (Nemoto and Beglar, 2014);

1. The likert scale measurements should be conceptualized the same way as physical measurement.
2. Middle categories cause statistical problems when it comes to analysis.
3. A neutral category should be unnecessary because a questionnaire 'should only include items on a questionnaire that respondents can answer, and this should be confirmed through piloting' (Nemoto and Beglar, 2014, p. 5).

A drawback of letting the respondent judge the acceptability of the control sentences could be that it produces more extreme reactions to unacceptability since the respondents will be primed to think there should be a big difference between sentences. However presenting the respondents with these two sentences and assigning them specific number rates could lead the respondents to answer according to a 'rule' they have just been taught, rather than their intuitive judgments. The information section of the questionnaire clearly highlights that the

questionnaire does not aim to measure any language skills and that the answers should be honest and personal. Anything to jeapordize this would be an issue.

2. Interpretation and Usage

The sentence pairs that the respondents were asked to interpret were presented together as the text-only and text-with-visual version. After the pilot study, this was changed as it can influence their initial interpretation of the sentence when they see the image with the same sentence in advance, as a result of the priming effect. The priming effect usually refers to structural priming, however it could be semantic or morphological priming as well. Structural priming is the tendency speakers have to use utterances that show likeness of form to sentences they have previously encountered (Ferreira and Bock 2006). In the final version of the questionnaire, the sentence with the visual did not appear on the screen before the respondent answered for the text-only version. The visual made the sentences more alike to a meme format, and could enhance their comprehension of the sentence as having the non-standard meaning.

One participant chose to write their answer to the question regarding the meanings of the sentences as the Other:… option for the EV-1SG-GM sentences. The participant who wrote their interpretation gave a more detailed and specific definition of the standard meaning. It was decided that in all questions of the same category, it would be best to change the standard meaning option into the format of the answer given by this participant. This decision was made because one respondent thinking that the existing option was not accurate enough is important. It pointed out a way that the standard meaning of these constructions can be described in a clearer way. The change was made from: "The person has probably … (Standard meaning)" to "The person is guessing that … without being aware of it…" which more specifically describes the standard meaning conveyed by the evidential marker in Turkish.

In the same section, the question "Would you use a sentence of this structure?" was changed to be more specific about what construction it is asking about, specifying the suffixes that are in question. It was changed from "Would you use a sentence of this structure?" to "Would you use a sentence of this structure with the X suffix combination?". While this may give the respondent an idea about what the study is more specifically about, at this point they will not come across any more judgment or interpetation questions. The following question to this one, regarding their usage of these constructions was edited as well. The options were

changed from "I would use it." and "I would not use it." to "I would use it in spoken language only" , "… written language only", "both", "none".

3. Demographic Information

In the final section of the questionnaire the respondents were presented with a set of questions on some demographic information including age, gender, language(s) and educational background.

For age and gender, no changes were made to the pilot study versions of the questions.

The questions regarding language background were modified. The questions regarding the participant's native language and second language use were changed from asking about their L1 and other languages with their levels, to simply asking for their L1 and the highest level of the foreign language they are most competent at. The first question regarding their L1 was an open question, while the second question was a multiple-choice one. The options given were 'Beginner', 'Intermediate', 'Advanced' and 'I speak no other language than my native language(s).' The change from asking which L2 the respondents speak to the self-identified level of their most advanced L2 was made because it is not relevant to the present study which second or third language the participant speaks, as asked in the pilot questionnaire.

The measurement of social background, that is educational level, was modified after the pilot study. The highest level of education options were reduced in number in order to cover broader education levels, as in from "bachelor's" and "master's" as separate options, to simply "higher education" as one option to cover all education post-highschool.

APPENDIX E : FINAL QUESTIONNAIRE (TR)

The questions that are crossed out with a red marker have been removed due to the reasons discussed.

Türkçede eklerin kullanımı

İsmim Selçuk Defne Kartal. Gönüllü olarak katılmanız istenen anket İsveç'te bulunan Lund Üniversitesi'nin Genel Dilbilim Yüksek Lisans programı için yazdığım tez araştırmasının bir parçasıdır.
Araştırma kendim ve akademik danışmanım Gerd Carling rehberliğinde yürütülmektedir.
Araştırmanın amacı Türkçedeki bazı eklerin nasıl kullanıldığını daha iyi anlamaktır.
Araştırma gerekliliklerini yerine getirmek için anket üzerinde harcayacağınız zaman 15 dakikayı aşmayacaktır.
Katılacağınız araştırma, Türkçeyi ve kullanımını daha iyi anlamaya katkı sağlayacaktır.

Sizden istenen, belirli sayıda soruyu normal bir hızda, kişisel yargılarınıza göre cevaplamanızdır. Sorular sizin herhangi bir dil becerinizi ölçmeyi amaçlamamaktadır ve soruların doğru veya yanlış cevabı yoktur.
Eğer anketi dolduran bir yakınınıza yardımcı oluyorsanız, bir sonraki adımda rıza vermesi gereken kişi kendisidir. Sadece teknik konularda yardım etmeniz kabul edilebilir. Her katılımcının cevaplarının dürüst ve kişisel olması araştırma sonuçlarının analizi ve geçerliliği açısından çok önemlidir.

Soruların cevapları çoktan seçmeli ve açık uçlu olarak değişmektedir. Soruların hiç biri sizden teşhis edilebilir kimlik bilgileri talep etmeyecektir. Kabul ettiğiniz takdirde kimliğiniz anonim kalacaktır. Yaşınız, cinsiyetiniz, mesleğiniz, eğitim seviyeniz, konuştuğunuz diller hakkındaki demografik bilgiler sadece araştırmacı tarafından, bilimsel ve akademik amaçlar için kullanılacaktır.

Bu ankete cevap vererek araştırmada yer almak tamamen gönüllülük esasına dayalıdır. Anketi cevaplamayı reddedebilirsiniz ya da başladıktan sonra herhangi bir zamanda bırakabilirsiniz.

Araştırmanın sonuçları sadece bilimsel ve eğitim amaçları ile kullanılacaktır. Sizden elde edilen tüm bilgiler tamamen araştırma amacı ile kullanılacak, gizli tutulacak, araştırma yayınlandığı takdirde gereken bilgiler gizliliği korunacaktır.

Ankette kullanılan cümlelerden bazıları ve görsel içeriklerin tamamı kamuya açık sosyal medya hesaplarından alınmıştır. Sadece bilimsel amaçlar ile kullanılacaktır.

Araştırma ile ilgili bilgi almak için ulaşabileceğiniz kişinin iletişim bilgileri:
S. Defne Kartal
Email adresi: sdefnekartal@gmail.com

S. Defne Kartal

* Required

1. Yukarıda konusu ve amacı belirtilen araştırmaya ilişkin bilgilendirme bölümünü okudum ve imzası olan ilgili tarafından yazılı olarak bilgilendirildim. Katılmam istenen çalışmanın kapsamını, amacını ve gönüllü olarak üzerime düşen sorumlulukları tamamen anladım. Araştırmaya gönüllü olarak katıldığımı, istediğim zaman gerekçeli veya gerekçesiz olarak araştırmadan ayrılabileceğimi biliyorum. Kendi isteğime bakılmaksızın cevaplarımın araştırmacı tarafından araştırma dışı bırakılabileceğinin farkındayım. Bu koşullarda; 1) Çalışmada elde edilen bilgilerin akademik yayın için kullanılma, arşivleme ve bilimsel katkı amacı ile ülke dışında kullanılmasına onay veriyorum. 2) Söz konusu araştırmaya hiçbir baskı ve zorlama olmaksızın, ek bir açıklamaya gerek duymadan, kendi rızamla katılmayı kabul ediyorum. *

Check all that apply.

☐ Onaylıyorum.

Lütfen aşağıdaki cümleleri sizin için ne kadar kabul edilebilir olduklarına göre puanlayınız.

(1= Kesinlikle kabul edilemez.) (6= Kesinlikle kabul edilebilir.)

2. Çocuklarınkinden okulunuya gidiyorkendir. *

Mark only one oval.

	1	2	3	4	5	6	
Kesinlikle kabul edilemez.	◯	◯	◯	◯	◯	◯	Kesinlikle kabul edilebilir.

3. Çocuk okula gidiyor. *

Mark only one oval.

	1	2	3	4	5	6	
Kesinlikle kabul edilemez.	◯	◯	◯	◯	◯	◯	Kesinlikle kabul edilebilir.

135

4. Yemek yiyorumdur. *

Mark only one oval.

	1	2	3	4	5	6	
Kesinlikle kabul edilemez.	◯	◯	◯	◯	◯	◯	Kesinlikle kabul edilebilir.

5. Yürüyüşe çıkmak istemişimdir. *

Mark only one oval.

	1	2	3	4	5	6	
Kesinlikle kabul edilemez.	◯	◯	◯	◯	◯	◯	Kesinlikle kabul edilebilir.

6. Kahve içiyorumdur. *

Mark only one oval.

	1	2	3	4	5	6	
Kesinlikle kabul edilemez.	◯	◯	◯	◯	◯	◯	Kesinlikle kabul edilebilir.

7. Pencereyi açtığımda yağmur yağdığını görmüşümdür. *

Mark only one oval.

	1	2	3	4	5	6	
Kesinlikle kabul edilemez.	◯	◯	◯	◯	◯	◯	Kesinlikle kabul edilebilir.

8. Arkadaşımın annesinin yanına gidiyorumdur. *

Mark only one oval.

	1	2	3	4	5	6	
Kesinlikle kabul edilemez.	◯	◯	◯	◯	◯	◯	Kesinlikle kabul edilebilir.

9. Sokakta yürürken bir tanıdığa rastlamışımdır. *

Mark only one oval.

	1	2	3	4	5	6	
Kesinlikle kabul edilemez.	◯	◯	◯	◯	◯	◯	Kesinlikle kabul edilebilir.

10. Dans etmeyi öğrenmeye çalışıyorumdur. *

Mark only one oval.

	1	2	3	4	5	6	
Kesinlikle kabul edilemez.	◯	◯	◯	◯	◯	◯	Kesinlikle kabul edilebilir.

11. Yeni sildiğim halıya kahve dökmüşümdür. *

Mark only one oval.

	1	2	3	4	5	6	
Kesinlikle kabul edilemez.	◯	◯	◯	◯	◯	◯	Kesinlikle kabul edilebilir.

Aşağıdaki cümleler sizce ne anlama geliyor? Seçeneklerden birini işaretleyiniz ya da Diğer seçeneğini doldurunuz.

137

12. Şekerli kahve içmişimdir. *

Mark only one oval.

- ◯ Kişi farkında olmadan kahve içtiğini tahmin ediyor.
- ◯ Kişi şekerli kahve içtiği bir durumu tarif edecektir.
- ◯ Other: _____

Untitled Section

13. Şekerli kahve içmişimdir. *

Mark only one oval.

- ◯ Kişi farkında olmadan kahve içtiğini tahmin ediyor.
- ◯ Kişi şekerli kahve içtiğinde görselde resmedilen durumdadır.
- ◯ Other: _____

Untitled Section

138

14. Hoşlandığım kişiyi görmüşümdür. *

Mark only one oval.

◯ Kişi farkında olmadan hoşlandığı kişiyi gördüğünü tahmin ediyor.

◯ Kişi hoşlandığı kişiyi gördüğü bir durumu tarif edecektir.

◯ Other: _____

Untitled Section

15. Hoşlandığım kişiyi görmüşümdür. *

Mark only one oval.

◯ Kişi farkında olmadan hoşlandığı kişiyi gördüğünü tahmin ediyor.

◯ Kişi hoşlandığı kişiyi gördüğünde görselde resmedilen durumdadır.

◯ Other: _____

Untitled Section

16. İltifat almışımdır. *

Mark only one oval.

◯ Kişi farkında olmadan iltifat aldığını tahmin ediyor.

◯ Kişi iltifat aldığı bir durumu tarif edecektir.

◯ Other: _____

Untitled Section

17. İltifat almışımdır. *

Mark only one oval.

◯ Kişi farkında olmadan iltifat aldığını tahmin ediyor.

◯ Kişi iltifat aldığında görselde resmedilen durumdadır.

◯ Other: _____

Untitled Section

18. Yeni duş almışımdır ve temiz soğuk çarşaflara yatmışımdır. *

Mark only one oval.

◯ Kişi farkında olmadan yeni duş aldığını ve temiz soğuk çarşaflara yattığını tahmin ediyor.

◯ Kişi yeni duş aldığında ve temiz soğuk çarşaflara yattığı bir durumu tarif edecektir.

◯ Other: _____

Untitled Section

19. Yeni duş almışımdır ve temiz soğuk çarşaflara yatmışımdır. *

Mark only one oval.

◯ Kişi farkında olmadan yeni duş aldığını ve temiz soğuk çarşaflara yattığını tahmin ediyor.

◯ Kişi yeni duş aldığında ve temiz soğuk çarşaflara yattığında görselde resmedilen durumdadır.

◯ Other: _____

Untitled Section

141

20.   Siz -mışımdır eklerine sahip bu yapıda cümleleri kullanır mısınız? *

Mark only one oval.

◯ Sadece yazılı dilde kullanırım.

◯ Sadece konuşma dilinde kullanırım.

◯ Hem yazı dilde hem konuşma dilinde kullanırım.

◯ Kullanmam.

21.   Bu yapıyı herhangi bir şekilde kullanıyorsanız ne sıklıkla kullanırsınız?

Mark only one oval.

	1	2	3	4	5	6	
Nadiren	◯	◯	◯	◯	◯	◯	Her zaman

Aşağıdaki cümleler sizce ne anlama geliyor? Seçeneklerden birini işaretleyiniz ya da Diğer seçeneğini doldurunuz.

22.   Onun attığı mesajları okuyorumdur. *

Mark only one oval.

◯ Kişi farkında olmadan bir başkasının attığı mesajları okuduğunu tahmin ediyor.

◯ Kişi bir başkasının attığı mesajları okuduğu bir durumu tarif edecektir.

◯ Other: _____

Untitled Section

142

23. Onun attığı mesajları okuyorumdur. *

Mark only one oval.

⚪ Kişi farkında olmadan bir başkasının attığı mesajları okuduğunu tahmin ediyor.

⚪ Kişi bir başkasının attığı mesajları okuduğu durumda görselde resmedilen durumdadır.

⚪ Other: _____

Untitled Section

24. İlgi görüyorumdur. *

Mark only one oval.

⚪ Kişi farkında olmadan ilgi gördüğünü tahmin ediyor.

⚪ Kişi ilgi gördüğü bir durumu tarif edecektir.

⚪ Other: _____

Untitled Section

143

25. İlgi görüyorumdur. *

Mark only one oval.

◯ Kişi farkında olmadan ilgi gördüğünü tahmin ediyor.

◯ Kişi ilgi gördüğünde görselde resmedilen durumdadır.

◯ Other: _____

Untitled Section

26. Kimseyle konuşmak istemiyorumdur. *

Mark only one oval.

◯ Kişi farkında olmadan kimse ile konuşmak istemediğini tahmin ediyor.

◯ Kişi kimse ile konuşmak istemediği bir durumu tarif edecektir.

◯ Other: _____

Untitled Section

144

27. Kimseyle konuşmak istemiyorumdur. *

Mark only one oval.

◯ Kişi farkında olmadan kimse ile konuşmak istemediğini tahmin ediyor.

◯ Kişi kimseyle konuşmak istemediğinde görselde resmedilen durumdadır.

◯ Other: _____

Untitled Section

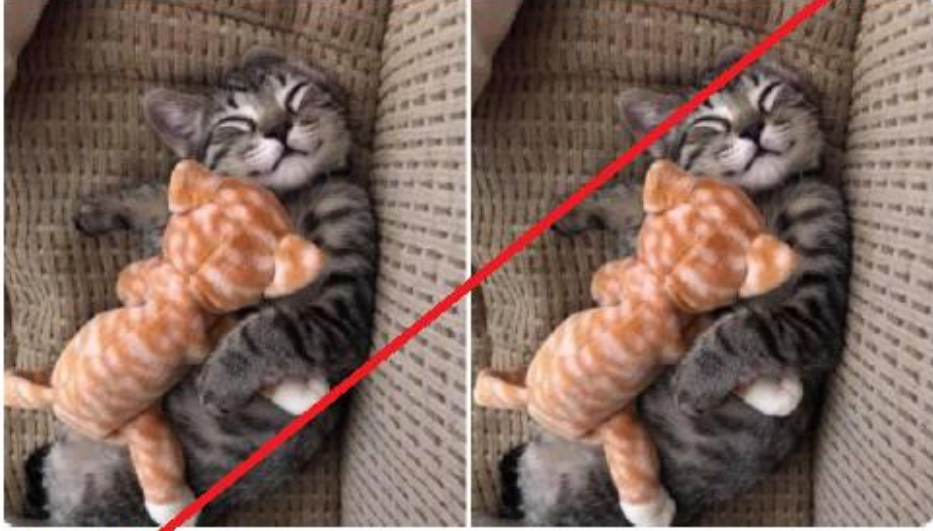28. Güzel bir rüya görüyorumdur. *

Mark only one oval.

◯ Kişi farkında olmadan güzel bir rüya gördüğünü tahmin ediyor.

◯ Kişi güzel bir rüya gördüğü bu durumu tarif edecektir.

◯ Other: _____

Untitled Section

145

29.   Güzel bir rüya görüyorumdur. *

Mark only one oval.

◯ Kişi farkında olmadan güzel bir rüya gördüğünü tahmin ediyor.

◯ Kişi güzel bir rüya gördüğünde görselde resmedilen durumdadır.

◯ Other: _____

Untitled Section

30.   Siz –ıyorumdur eklerine sahip bu yapıda cümleleri kullanır mısınız? *

Mark only one oval.

◯ Sadece yazılı dilde kullanırım.

◯ Sadece konuşma dilinde kullanırım.

◯ Hem yazılı dilde hem konuşma dilinde kullanırım.

◯ Kullanmam.

146

31. Bu yapıyı herhangi bir şekilde kullanıyorsanız ne sıklıkla kullanırsınız?

Mark only one oval.

	1	2	3	4	5	6	
Nadiren	◯	◯	◯	◯	◯	◯	Her zaman

32. Ait olduğunuz yaş grubunu işaretleyiniz. *

Mark only one oval.

◯ 18-24

◯ 25-44

◯ 45-64

◯ 65+

33. Cinsiyetiniz. *

Mark only one oval.

◯ Kadın

◯ Erkek

◯ Belirtmek istemiyorum.

◯ Other: _____

34. Lütfen tamamlamış olduğunuz en yüksek eğitim seviyesini işaretleyiniz. *

Mark only one oval.

◯ İlkokul (1. sınıf- 5. sınıf)

◯ Ortaokul (6. sınıf- 8. sınıf)

◯ Lise

◯ Yükseköğretim

◯ Hiçbiri

◯ Other: _____

147

35. Ana diliniz/dilleriniz nedir? *

_____

_____

_____

_____

_____

36. Anadiliniz/Anadilleriniz haricinde en iyi seviyede konuştuğunuz dilin seviyesi nedir? *

Mark only one oval.

◯ Başlangıç

◯ Orta

◯ İleri

◯ Anadilim/anadillerim haricinde dil konuşmuyorum.

37. Sosyal medya kullanıyor musunuz? *

Mark only one oval.

◯ Evet.

◯ Hayır.

148

38. Cevabınız evet ise, lütfen kullandığınız sosyal medya platformlarını işaretleyiniz. Birden fazla seçenek işaretleyebilirsiniz.

Check all that apply.

- [ ] Youtube
- [ ] Instagram
- [ ] Whatsapp
- [ ] Facebook
- [ ] Twitter
- [ ] Facebook Messenger
- [ ] Pinterest
- [ ] LinkedIn
- [ ] Snapchat
- [ ] TikTok
- [ ] Skype
- [ ] Twitch
- [ ] Tumblr
- [ ] Reddit
- [ ] WeChat
- [ ] Line

Other: [ ] _____

149

APPENDIX F: FINAL QUESTIONNAIRE (ENG)

The questions that are crossed out with a red marker have been removed due to the reasons discussed.

The use of Turkish suffixes

My name is Selçuk Defne Kartal. The survey that you are asked to take voluntarily is for the study that is my Master's Thesis in General Linguistics at Lund's University, Sweden. The study is conducted by myself, under the supervising of Gerd Carling.

The purpose of the study is to better understand how some of the affixes in Turkish are used. In the case of you accepting to participate, the time you will need to spend in order to fulfill the requirements of the study will not be more than 15 minutes. Your participation in the study will contribute a better understanding of the Turkish language and its usage.

You will be asked to answer a specific number of questions in normal speed, according to your personal judgment. The questions are not meant to measure any language abilities. If you are helping someone do the survey, the person you are helping is the one to give consent in the next section. It is only acceptable for you to help with technical issues. It is important for the validity and analysis of the results that each participant gives their honest and personal answers.

The answer options will vary from multiple choice to open-ended. None of the questions will ask you for personal information that will make you identifiable. If you accept to take the survey, your identity will remain anonymous. The demographic information such as your age, gender, occupation, education level, and mother tongue will only be used by the researcher for academic purposes.

Contributing to the study by taking the survey is completely on a voluntary basis. You may reject taking part in the survey or abandon it at any point.
The results of the study, and all information gathered from you will be used only for scientific and academic purposes. In case the study is published, your anonymity will remain protected.

For any further information or questions, the contact information is as follows:
S. Defne Kartal
Email adress: sdefnekartal@gmail.com
* Required

1. I have read the information section on the subject and purpose of the study and informed by the researcher in written form. I fully understand the scope and purpose of the study that I am asked to take part in, and the responsibility that I take on voluntarily. I am aware that I am taking the survey voluntarily and can abandon the survey with or without justification at any point. I understand that the researcher can exclude my answers from the study without my knowledge. Under these circumstances, I agree to; 1) The information collected from the survey being used for academic publishing, archived and used abroad for scientific purposes, 2) Voluntarily participate in this study, without any pressure or force, or need for further information. *

Check all that apply.

☐ I accept.

Please grade the following sentences according to how acceptable you think they are.

(0= Completely unacceptable)(5= Completely acceptable)

2. Çocuklarınkinden okulunu gidiyorkendir. *

Mark only one oval.

	1	2	3	4	5	6	
Completely unacceptable.	◯	◯	◯	◯	◯	◯	Completely acceptable.

3. Çocuk okula gidiyor. *

Mark only one oval.

	1	2	3	4	5	6	
Completely unacceptable.	◯	◯	◯	◯	◯	◯	Completely acceptable.

Untitled Section

4. Yemek yiyorumdur. *

    Mark only one oval.

	1	2	3	4	5	6	
Completely unacceptable.	◯	◯	◯	◯	◯	◯	Completely acceptable.

5. Kahve içiyorumdur. *

    Mark only one oval.

	1	2	3	4	5	6	
Completely unacceptable.	◯	◯	◯	◯	◯	◯	Completely acceptable.

6. Yürüyüşe çıkmak istemişimdir. *

    Mark only one oval.

	1	2	3	4	5	6	
Completely unacceptable.	◯	◯	◯	◯	◯	◯	Completely acceptable.

7. Pencereyi açtığımda yağmur yağdığını görmüşümdür. *

    Mark only one oval.

	1	2	3	4	5	6	
Completely unnaceptable.	◯	◯	◯	◯	◯	◯	Completely acceptable.

152

8.   Arkadaşımın annesinin yanına gitmişimdir. *

     Mark only one oval.

	1	2	3	4	5	6	
Completely unacceptable.	◯	◯	◯	◯	◯	◯	Completely acceptable.

9.   Sokakta yürürken bir tanıdığa rastlamışımdır. *

     Mark only one oval.

	1	2	3	4	5	6	
Completely unacceptable.	◯	◯	◯	◯	◯	◯	Completely acceptable.

10. Dans etmeyi öğrenmeye çalışıyorumdur. *

     Mark only one oval.

	1	2	3	4	5	6	
Completely unacceptable.	◯	◯	◯	◯	◯	◯	Completely acceptable.

11. Yeni sildiğim halıya kahve dökmüşümdür. *

     Mark only one oval.

	1	2	3	4	5	6	
Completely unacceptable.	◯	◯	◯	◯	◯	◯	Completely acceptable.

What do you think the following sentences mean? Choose one of the options.

153

12.   Şekerli kahve içmişimdir. *

   Mark only one oval.

   ◯ The person guesses that he/she has had coffee without being conscious of it.

   ◯ The person is going to describe a situation where they have had coffee with sugar.

   ◯ Other: _____

   Untitled Section

13.   Şekerli kahve içmişimdir. *

   Mark only one oval.

   ◯ The person guesses that he/she has had coffee without being conscious of it.

   ◯ The person is in the state illustrated by the visual when they have coffee with sugar.

   ◯ Other: _____

   Untitled Section

154

14. Hoşlandığım kişiyi görmüşümdür. *

Mark only one oval.

⬭ The person guesses that he/she has seen the person they have a crush on without being conscious of it.

⬭ The person is going to describe a situation where they have seen the person they have a crush on.

⬭ Other: _____

Untitled Section

15. Hoşlandığım kişiyi görmüşümdür. *

Mark only one oval.

⬭ The person guesses that he/she has seen the person they have a crush on without being conscious of it.

⬭ The person is in the state illustrated by the visual when they see the person they have a crush on.

⬭ Other: _____

Untitled Section

155

16. İltifat almışımdır. *

Mark only one oval.

◯ The person guesses that he/she has received a compliment without being conscious of it.

◯ The person is going to describe a situation where they have received a compliment.

◯ Other: _____

Untitled Section

17. İltifat almışımdır. *

Mark only one oval.

◯ The person guesses that he/she has received a compliment without being conscious of it.

◯ The person is in a state illustrated by the visual when they receive a compliment.

◯ Other: _____

Untitled Section

156

18. Yeni duş almışımdır ve temiz soğuk çarşaflara yatmışımdır. *

Mark only one oval.

⬭ The person guesses he/she just showered and lied down on clean cold bedsheets without being conscious of it.

⬭ The person is going to describe a situation where they have just showered and lied down on clean cold bedsheets.

⬭ Other: _____

Untitled Section

19. Yeni duş almışımdır ve temiz soğuk çarşaflara yatmışımdır. *

Mark only one oval.

⬭ The person guesses he/she just showered and lied down on clean cold bedsheets without being conscious of it.

⬭ The person is in a state illustrated by the visual when they have just showered and lied down on clean cold bedsheets.

⬭ Other: _____

Untitled Section

157

20.   Would you use a sentence of this structure that has the -mışımdır suffix? *

Mark only one oval.

◯ I would only use it in written language.

◯ I would only use it in spoken language.

◯ I would use it in both spoken and written language.

◯ I would not use it.

21.   If you would use it any way, how often would you use this construction? *

Mark only one oval.

	1	2	3	4	5	6	
Rarely.	◯	◯	◯	◯	◯	◯	Always.

Untitled Section

22.   Onun attığı mesajları okuyorumdur. *

Mark only one oval.

◯ The person guesses he/she is reading the messages another third person has sent, without being conscious of it.

◯ The person is going to describe a situation where they are reading the messages of another person.

◯ Other: _____

Untitled Section

158

23. Onun attığı mesajları okuyorumdur. *

Mark only one oval.

◯ The person guesses he/she is reading the messages another person has sent, without being conscious of it.

◯ The person is in a state illustrated by the visual when they are reading the messages of another person.

◯ Other: _____

Untitled Section

24. İlgi görüyorumdur. *

Mark only one oval.

◯ The person is guessing he/she is receiving attention without being conscious of it.

◯ The person is going to describe a situation where they are receiving attention.

◯ Other: _____

Untitled Section

159

25. İlgi görüyorumdur. *

Mark only one oval.

◯ The person is guessing he/she is receiving attention without being conscious of it.

◯ The person is in a state illustrated by the visual when they are receiving attention.

◯ Other: _____

Untitled Section

26. Kimseyle konuşmak istemiyorumdur. *

Mark only one oval.

◯ The person guesses that without being conscious of it, he/she does not want to talk to anyone.

◯ The person is going to describe a state where they do not want to talk to anyone.

◯ Other: _____

Untitled Section

160

27.   Kimseyle konuşmak istemiyorumdur. *

Mark only one oval.

    ◯ The person guesses that without being conscious of it, he/she does not want to talk to anyone.

    ◯ The visual illustrates a situation where the person does not want to talk to anyone.

    ◯ Other: _____

Untitled Section

28.   Güzel bir rüya görüyorumdur. *

Mark only one oval.

    ◯ The person is guessing he/she is having a nice dream without being conscious of it.

    ◯ The person is going to describe a situation where they are having a nice dream.

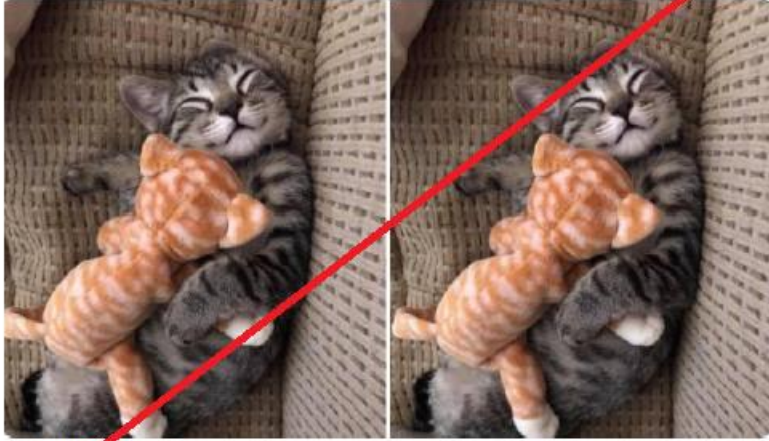   ◯ Other: _____

Untitled Section

161

29.   Güzel bir rüya görüyorumdur *

Mark only one oval.

- ◯ The person is guessing he/she is having a nice dream without being conscious of it.
- ◯ The visual illustrates a situation in which the person is having a nice dream.

Untitled Section

30.   Would you use a sentence of this structure that has the -ıyorumdur suffix? *

Mark only one oval.

- ◯ I would only use it in written language.
- ◯ I would only use it in spoken language.
- ◯ I would use it in both written and spoken language.
- ◯ I would not use it.

162

31. If you would use it any way, how often would you use this construction? *

Mark only one oval.

	1	2	3	4	5	6	
Rarely.	◯	◯	◯	◯	◯	◯	Always.

Untitled Section

32. Please select the age group you belong to. *

Mark only one oval.

- ◯ 18-24
- ◯ 25-44
- ◯ 45-64
- ◯ 65+

33. Your gender. *

Mark only one oval.

- ◯ Female
- ◯ Male
- ◯ Prefer not to say
- ◯ Other: _____

163

34. Please mark the highest level of education you have completed. *

Mark only one oval.

◯ Primary school (1st grade - 5th grade)

◯ Middle school (6th grade- 8th grade)

◯ Highschool

◯ Higher education

◯ None

◯ Other: _____

35. What is your native language(s)? *

_____

_____

_____

_____

_____

36. If you speak any other language(s), what is the level of the language you are most competent at? *

Mark only one oval.

◯ Beginner

◯ Intermediate

◯ Advanced

37. Do you use social media? *

Mark only one oval.

◯ Yes.

◯ No.

38. If your answer to the previous question is yes, please mark the social media
applications that you use. You may mark more than one. *

Check all that apply.

☐ Youtube
☐ Instagram
☐ Whatsapp
☐ Facebook
☐ Twitter
☐ Facebook Messenger
☐ Pinterest
☐ LinkedIn
☐ Snapchat
☐ TikTok
☐ Skype
☐ Twitch
☐ Tumblr
☐ Reddit
☐ WeChat
☐ Line
Other: ☐ _____

165

APPENDIX G: ORIGINAL QUALITATIVE ANSWERS (TR)

"İkinci şık olabilir ama orada "dır" eki olmamalı."

<div align="right">Respondent #521 for –mışımdır sentence 4- Non-visual</div>

"Yeni duş alan kişi farkındadır ve dır ekini kullanmaması lâzım"

<div align="right">Respondent #647 for –mışımdır sentence 4- Visual</div>

"farkında olmadan olmaz. Durum tarifi "aldım"..."yattım" ile biter."

<div align="right">Respondent #346 for –mışımdır sentence 4 – Non-Visual</div>

"Türkçe'de böyle bir kullanım şekli yok. Son yıllarda hatalı olarak bu şekilde bir kullanım ortaya çıktı."

<div align="right">Respondent #276 for –ıyorumdur sentence 3- Non-visual</div>

"Türkçe'de bu şekilde bir kullanım yok aslında, ancak kullananlar başkasının attığı mesajları okudukları bir durumu tarif etmek için kullanıyorlar."

<div align="right">Respondent #276 for –ıyorumdur sentence 1- Non-visual</div>

"Kişi Türkçe bilmiyor, okuduğunu anlamamıştır"

<div align="right">Respondent #542 for –ıyorumdur sentence 1- Non-visual</div>

"İlgi çekmek istediği anlamına geliyor. Her popüler kültüre uyum sağlamanın havalı olduğunu düşünüyor. Bariz IQ seviyesi düşük insan konuşması."

<div align="right">Respondent #458 for –mışımdır sentence 1- Non-visual</div>

"Bilmidiği ancak tahmin ettiği bir durumu tarif ediyordur. Soru: Yazdıklarınıza yurt dışında ilgi gösteriyorlar mu? Cevap: Bilmiyorum, ilgi görüyorumdur herhalde"

<div align="right">Respondent #75 for -ıyorumdur sentence 2- Non-visual</div>

""Neden odana kapandın?" yargılamasına verilen cevaptır. : belki kimseyle konuşmak istemiyorumdur olamaz mı ? Denilir"

<div align="right">Respondent #47 for -ıyorumdur sentence 3 - Non-visual</div>

"sosyal medya sayesinde 2. seçenek yaygınlaştı gibi, sosyal medyada görmeden önce hiçbir cümleyi 2. anlamda algılamazdım."

<div align="right">Respondent #355 for *–ıyorumdur* sentence 1 - Non-visual</div>

"Günlük konuşma dilinde, sosyal medyada bir görselle ilişkilendirilerek kullanılan bu kalıbın kullanıldığına şahit olmadım. Kişi twitter bağımlısı olduğunu ve gündelik konuşma kabiliyetlerinin yavaş yavaş köreldiğini anlatıyor"

<div align="right">Respondent #275 for -*mışımdır* sentence 4 – Non-visual</div>

"Twitter ağzı"

<div align="right">Respondent #624 for *–mışımdır* sentence 4 – Visual</div>

"anket twittera döndü"

<div align="right">Respondent #683 for *–mışımdır* sentence 3 – Non-visual</div>

"Türkçe'de bu haliyle kullanılmıyor. Son yıllarda gençler arasında sosyal medyada fotoğraf paylaşımının altına yazılan yorumlarda böyle bir kullanım şekli ortaya çıktı."

<div align="right">Respondent #276 for -*mışımdır* sentence 2 - Non-visual</div>

"Postun üstüne yazılan yazılar bunlar. Belirli bir durum karşısında söyleniyor. İçtiğimde böyle oluyor gibi. Kullanım alanına göre yorumlamak gerekir."

<div align="right">Respondent #380 for -*mışımdır* 1 sentence - Non-visual</div>

"Şimdiye kadar bana mutlaka bir iltifat edildi/edilmistir"

<div align="right">Respondent #53 for *–mışımdır* sentence 3 – Non-visual</div>

"Geçmiş zamanda emin olamadağı bir zamandan bahsediyor."

<div align="right">Respondent #275 for *–ıyorumdur* sentence 1 – Non-visual</div>

"Bu tip ifadelerin hepsi bir fotoğrafın alt yazısı olabilir sadece.
İkinci şıktaki anlamda kullanılsa da böyle bir kullanım olmamalı."

<div align="right">Respondent #624 for –ıyorumdur sentence 3 – Visual</div>

"Resme baktığında ne yaşadığını tahmin ediyor"

<div align="right">Respondent #219 for –ıyorumdur sentence 3 – Visual</div>

"Resmedilen durumda olabilir, fakat cümle baska bir görselle de kullanılabilir."

<div align="right">Respondent #588 for -mışımdır sentence 2 – Visual</div>

"Sosyal medyada paylaşmak amacıyla çektiği fotoğraf ya da video için yazdığı bir yazı olarak değerlendiriyorum."

<div align="right">Respondent #630 for -mışımdır sentence 1 – Non-visual</div>

"Senaryo, hikaye, kitap vb yerlerde kullanılan cümle yapıları olarak yorumladım."

<div align="right">Respondent #29 for -mışımdır 1 - Non-visual</div>

"Daha çok kendinden üçüncü tekil şahis olarak bahsedilen hikayelerde kullanildigini dusunuyorum"

<div align="right">Respondent #135 for -mışımdır 1 – Visual</div>

"Kişi hoşlandığı kişiyi gördüğü durumu/olayı 3. bir şahıs bakışından tasvir edecektir"

<div align="right">Respondent #282 for -mışımdır - 2 Visual</div>

"Sekerli kahve içtiğini beyan ediyor"

<div align="right">Respondent #437 for –mışımdır sentence 1 – Visual</div>

"Şekerli kahve içtiğini diğerlerine bildiriyor,durumun farkında."

<div align="right">Respondent #342 for –mışımdır sentence 1 - Visual</div>

"Esprili bir dille hoşlandığı kişiyi gördüğü andaki duygularını ifade edecektir."

<div align="right">Respondent #207 for –mışımdır sentence 2 – Non-visual</div>

"Kişi bir durumu kimseyle konusmak istemediği duruma benzetiyor mizahi bir yolla"

<div align="right">Respondent #621 for -mışımdır sentence 3 – Visual</div>

"Sanırım 2. Seçenek, yani bir durum tasviri gelecek. Bu cümle tarzı kalıbını son zamanlarda sosyal medyada görüyorum. Paylaşımlar ironk ve espiritüel olunca gülüyorum, gülümsüyorum. Araştırma esnasında farkettim: Ekgfiikin geniş zamanının fiil cümlesinin yükleminde ne işi var? :) Dil canlı. Sanırım değişen zamanla kendine 3.bir görev edinmiş. :)"

Respondent #575 for *–mışımdır* sentence 1 – Non-visual
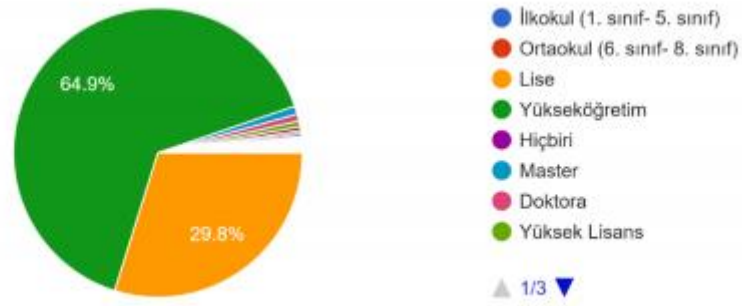
"Google translate yapmış anlaşılmaz bir çeviri olmuş"

Respondent #643 for *–ıyorumdur* sentence 1 – Non-visual

APPENDIX H: DESCRIPTIVE RESULTS
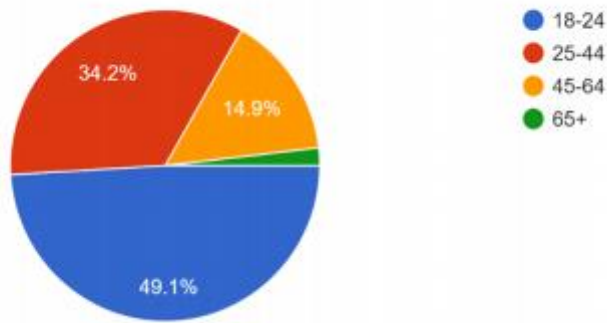
Figure 23. *Age of respondents per group in percentages*

Figure 24. *Highest level of completed education of respondents*

'İlkokul (1. Sınıf-5. Sınıf)' : Primary school (1st grade- 5th grade)

'Ortaokul (6. Sınıf- 8. Sınıf) : Middle school (6th grade- 8th grade)
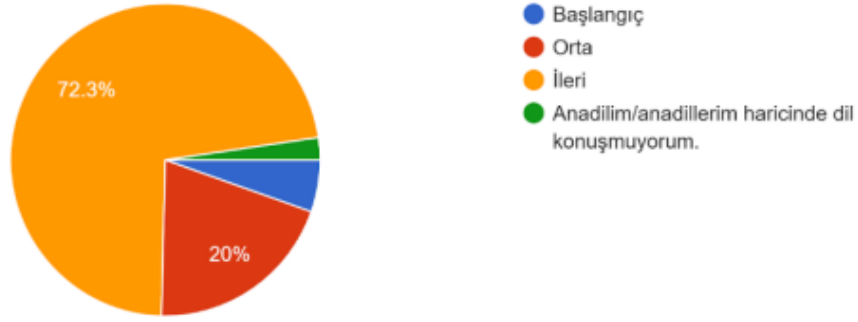
'Lise': Highschool

'Yükseköğretim': Higher education

'Hiçbiri': None
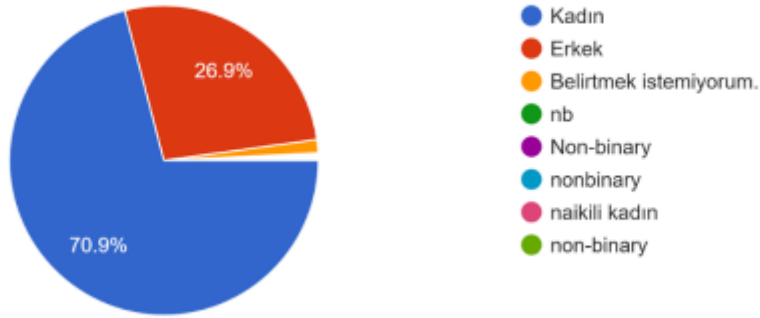
'Master': Master's degree

'Doktora': Doctorate

'Yüksek Lisans': Master's degree

Figure 25. *The self-identified level of the most competent second language of respondents*

'Başlangıç': Beginner, 'Orta': Intermediate, 'İleri': Advanced, 'Anadilim/dillerim haricinde dil konuşmuyorum': I do not speak any language other than my native language(s).

Figure 26. *Gender of respondents*

'Kadın': Female

'Erkek': Male

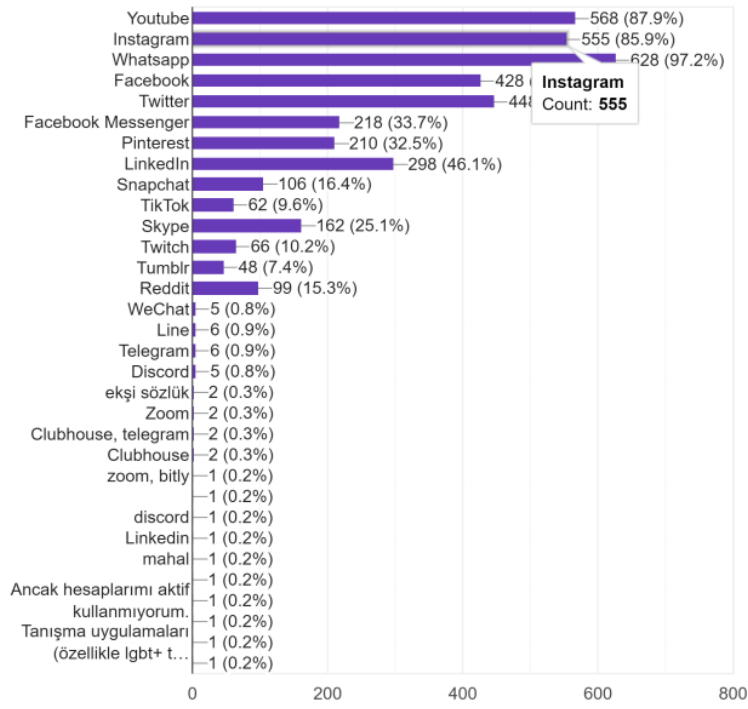*'Belirtmek istemiyorum': 'Do not want to specify'*

'nb': non binary

Figure 27. *Social media use*

'Evet': Yes

'Hayır': No

Figure 28. *Social media platforms used by respondents*

APPENDIX I: CORRELATION TABLES

Tables illustrate correlation relationships between acceptability judgments, interpretation questions, and questions on usage, and age, education level, highest L2 level, and social media use.

	Age
Average –ıyorumdur judgements	-0.322***
Average –mışımdır judgements	-0.266***
Average –ıyorumdur interpretations	0.276***
Sum of -ıyorumdur non-vis. interpretations	0.242***
Sum of -ıyorumdur vis. interpretations	0.273***
Average –mışımdır interpretations	0.308***
Sum of -mışımdır non-vis. interpretations	0.278***
Sum of -mışımdır vis. interpretations	0.286***
-ıyorumdur usage	-0.209***
-ıyorumdur usage frequency	-0.203***
-mışımdır usage	-0.220***
-mışımdır usage frequency	-0.223***
	*Note. * $p < .05$, ** $p < .01$, *** $p < .001$*

***Figure 29.** Results correlated with age*

The average judgment of each respondent for each judgment question has been calculated and correlated with age. The interpretation results have been converted to 1 for the standard interpretation and -1 for the new interpretation and correlated with age as such. The average and sum of these responses for each respondent have also calculated in terms of their correlation with age. The results of the usage questions were in numerical form as the responses were on the Likert scale. These calculations apply to the following correlation calculations as well.

	L2 level
Average –ıyorumdur judgements	0.179***
Average –mışımdır judgements	0.180***
Average –ıyorumdur interpretations	-0.025
Sum of -ıyorumdur non-vis. interpretations	-0.027
Sum of -ıyorumdur vis. interpretations	-0.019
Average –mışımdır interpretations	0.030
Sum of -mışımdır non-vis. interpretations	0.013
Sum of -mışımdır vis. interpretations	0.042
-ıyorumdur usage	0.027
-ıyorumdur usage frequency	0.051
-mışımdır usage	0.004
-mışımdır usage frequency	0064
	*Note. * p < .05, ** p < .01, *** p < .001*

Figure 30. *Results correlated with highest self identified L2 level.*

	Education
Average –ıyorumdur judgements	-0.184***
Average –mışımdır judgements	-0.143***
Average –ıyorumdur interpretations	0.156***
Sum of -ıyorumdur non-vis. interpretations	0.137***
Sum of -ıyorumdur vis. interpretations	0.153***
Average –mışımdır interpretations	0.199***
Sum of -mışımdır non-vis. interpretations	0.181***
Sum of -mışımdır vis. interpretations	0.184***
-ıyorumdur usage	-0.150***
-ıyorumdur usage frequency	-0.119**
-mışımdır usage	-0.153***
-mışımdır usage frequency	-0.140***
	*Note. * p < .05, ** p < .01, *** p < .001*

Figure 31. *Results correlated with education level*

	Social media use
Average –ıyorumdur judg.	0.064
Average –mışımdır judg.	0.091*
Average –ıyorumdur interpr.	-0.017
Sum of -ıyorumdur non-vis. interpr.	-0.035
Sum of -ıyorumdur vis. interpr.	0.007
Average –mışımdır interpr.	-0.003
Sum of -mışımdır non-vis. interpr.	-0.023
Sum of -mışımdır vis. interpr.	0.022
-ıyorumdur usage	0.053
-ıyorumdur usage frequency	0.060
-mışımdır usage	0.075
-mışımdır usage frequency	0.049
	Note. * p < .05, ** p < .01, *** p < .001

Figure 32. *Results correlated with social media use*

		Statistic	df	p
Avg. –ıyorumdur judgments	*Student's t*	1.47	633	0.141
	Welch's t	1.45	305	0.148
Avg. –mışımdır judgments	S	1.53	633	0.127
	W	1.50	303	0.135
Avg. –ıyorumdur int.	S	2.46*	633	0.014
	W	2.27	272	0.024
Sum of -ıyorumdur non-vis. int.	S	2.85*	633	0.004
	W	2.62	269	0.009
Sum of -ıyorumdur vis. int.	S	1.59*	633	0.113
	W	1.47	274	0.142
Avg. –mışımdır int.	S	2.53*	633	0.012
	W	2.35	275	0.019
Sum of -mışımdır non-vis. int.	S	3.03*	633	0.003
	W	2.77	268	0.006
Sum of -mışımdır vis. int.	S	1.46*	633	0.146
	W	1.35	275	0.177
-ıyorumdur usage	S	1.315	633	0.189
	W	1.304	309	0.193
-ıyorumdur usage freq.	S	1.722	633	0.086
	W	1.810	348	0.71
-mışımdır usage	S	0.292*	633	0.770
	W	0.282	294	0.778
-mışımdır usage freq.	S	0.902	633	0.367
	W	0.924	330	.0356

Figure 33. *Independent t-tests for gender: Independent t-tests for gender have been checked via Welch's test in order to account for unequal variance.*