

## Verbs Associated with the Time Focused Adverbs in Turkish Course Books

Assoc. Prof. Dr. Tuğba Çelik  
Ömer Halisdemir University, Department of Turkish Education, Turkey

Onur Taşdemir  
Dokuz Eylül University, Department of Linguistics (MAH Student), Turkey

Dilşah Ünlü  
Dokuz Eylül University, Department of Linguistics (PhD Student), Turkey

### Abstract

Time adverbs are represented by words or phrases more than morphemes in Turkish. Many studies in the literature have revealed that the frequency of the usage of adverbs of time is higher than the frequency of the usage of other adverbs by Turkish speakers of all ages. In this study, by using path/connection analysis method, the usage frequency of time adverbials in Turkish course books and which verbs these adverbs are associated with, is brought into focus. For this purpose, all the texts in the 5th, 6th, 7th and 8th grade Turkish course books were examined. At the end of the study, it was seen that the time adverbials in the Turkish coursebooks are mostly associated to the stative verb "to be". In Turkish course books, time shows a frequency order from the general to the specific. The adverbs "year" and "time" are used more frequently than the adverbs such as "month" and "week". The fact that "second" and "minute" are used so rarely in comparison to "hour" also supports the view that the texts in these books have a general sense of time.

**Keywords:** time adverbials, acquisition of vocabulary, Turkish education, coursebooks.

### INTRODUCTION

Adverbs are classified more than once by more than one researcher (Comrie, 1985) has analysed the adverbs in three groups: word combinations, single word adverbs and time adverbials. In Smith's classification (Smith 1991), the adverbs have been described in four ways according to the universal linguistic theory: time-based adverbs, process adverbs, accomplishment adverbs, and frequency adverbs. In Smith's classification (Smith 1991), the adverbs have been described in four ways according to the universal linguistic theory: time adverbials, adverbs of process, adverbs of accomplishment and adverbs of frequency. Time focused adverbs are more frequently used in Turkish than most other languages; this state arises from the morphological uncertainty of the sense of time in Turkish, on condition of the morpheme 'was/were' is excluded. This deficiency has led to the formation of time-based adverbs in the form of words or phrases and their placement in the language as: first, now, then, etc. (Demirgüneş, 2008).

Gökmen (2004), in her study on the adverb usage of Turkish-speaking adults in spoken language, found that the rate of the usage of the time focused adverbs is significantly different from the usage of the adverbs of frequency, duration, and accomplishment by 90%. In the study which was performed on the time adverbials usage of Turkish speaking teenagers by (Esmer, 2008) showed that % 80 of the teenagers use time adverbials. Regarding the reader's understanding the text, the existence of morphological structures also increases the sense of understanding (Demirgüneş, 2015).

Among the findings of their study (Esmer, 2008 and Gökmen, 2004) considering the usage of time adverbials in Turkish children's language shows that the rate of the children's time adverbials usage is %80 in comparison with the other types of adverbs. In her study on the pre-school Turkish books, Ortaköylüoğlu (2015) determined that the adverbs mentioned in these books were mainly seen as time adverbials supporting (Esmer, 2008 and Gökmen, 2004).

All these findings, as Demirgüneş (2008) pointed out, should be seen as a consequence of the deficiency of morphology that directly codes time in Turkish. He presents a quartet classification based on the verb class in Vendler (1967):

**Achievement** verbs are actions that take up space in time momentarily (to die- to reach peak ...).

**Accomplishment** verbs are actions that have a natural ending point and indicate a process (to make chairs, to build houses ...).

**Activity** verbs are actions with an arbitrary ending point, and has homogeneous distributions in its structure. For example, in the act of running, the internal features of running are equally distributed (-to run,- to walk ...).

**State** verbs are actions that proceed without requiring any effort and that do not display a dynamic structure within them (-to like, -to want ...) (Shirai, 1998).

These four types of verbs are semantically identified as three features; ± dynamicity, ± punctuality and ± telicity.

While achievement and completing +ending point (has an internal ending point), the states and pragmatics have an ending point value. While achievements are +momentary, the others are -momentary. States are -dynamics, while the others are +dynamics, (Shirai, 1998; Shirai and Andersen, 1995).

When it is described which types of verbs are associated with the time adverbials, it will be possible to reveal how the time perception is presented in Turkish course books.

### The Aim of the Study

The aim of this study is to reveal which types of verbs are associated with the time adverbials in the texts in Turkish course books, particularly in the Turkish course books of 9-12 age levels.

In the light of this aim, the answer for the following questions will be searched:

- What is the prevalence level of the time adverbials seen in Ministry of Education (2015) Turkish Course Books (5, 6, 7, 8. grade)?
- Which verbs are the time adverbials most commonly associated with when presenting in the 5th, 6th, 7th and 8th grade Turkish course books?

### Data base

The database of the study is originated from the Turkish course book for Ministry of Education (2015) proposed by the Board of Education and Discipline in 2014-2015 academic year.

In this study all time-focused adverbs mentioned in texts in Ministry of Education (2015) are listed; and for this listing the classification of Demirgüneş (2008) which was designated for the adverbs in Turkish was benefited. The associations of listed adverbs and their referred names and verbs will be resolved.

### Method

Aiming to describe the research object as it exists within its own circumstances, this study which was made according to the general screening pattern, has a descriptive feature. Time adverbials in Turkish course books were resolved with the contingency analysis method which is a content analysis technique that examines the relationships between items rather than individual items in a conversation, developed by Osgood (1959). According to this, time focused adverbs mentioned in all the texts in the 4 Turkish course books were selected and to which verbs and names they were associated was revealed. At the last stage, the time-focused adverbs contained in each grade level books were interpreted with the associated verbs / verb phrases.

### Findings

The findings of the study were formed in tabular form to respond the two research questions. While searching for answers to this research question, the time adverbials are divided into 9 sets. 9 tables were created according to the usage frequency of 9 time-adverb sets in course books and the verbs they are associated with.

According to this, the frequency of the adverbs of time in the 5th, 6th, 7th and 8th grade Turkish course books and which verbs these adverbs are the most frequently associated with are listed in the following nine tables.

**Table 1: The Usage Frequency of second, minute and hour adverbs and the Verbs Most Frequently Associated with Them**

Second	Minute	Hour
To pass (1 times)	To pass (4 times)	To walk (times 3)
	To stop (2 times)	To stop(1 times)
<b>3 times</b>	<b>10 times</b>	<b>35 times</b>

The most frequently used from the set of second, minute, and hour time adverbs was 'hour', 'minute's usage frequency was in the second level and 'second' usage frequency was in the third level. The "second" time adverb was never used.

The most frequently associated verbs to these time adverbs are " to pass" (5) "to walk" (3) "to stop" (3).To pass is a verb of accomplishment, to walk is a verb of modality, to stop is a verb of achievement.

**Table 2: The usage frequency of time adverbs of morning, noon, evening and night and the Verbs Most Frequently Associated With Them**

Morning	Noon	Evening	Night
To be (13 times)	To come (2 times)	To be (6 times)	To be (12 times)
To return (1times)	To be (2 times)	To return (2 times)	To return (3 times)
			To come(2 times)
<b>46 times</b>	<b>9 times</b>	<b>21 times</b>	<b>58 times</b>

The most frequently used time adverbs from the set of morning, noon, evening, and night time adverbials is "night"; the second level frequently used time adverb is "morning", the third level frequently used time adverb is "evening" and fourth level frequently used time adverb is "night".

The verbs that are most frequently associated with time adverbials in this cluster are; to be (33 times), to return (6 times), to come (4 times). To be is an verb of state to return is an verb of achievement, to come is an verb of accomplishment.

**Table 3: The usage frequency of the time adverbs of yesterday, today, tomorrow, and the Verbs Most Frequently Associated With Them**

Yesterday	Today	Tomorrow
To be (1 times)	To be (10 times)	To see(1 times)
To come (1 times)	To exist (5 times)	To be (1 times)
To see (1 times)		
<b>4 times</b>	<b>54 times</b>	<b>4 times</b>

The most frequently used time adverbs from the set of yesterday, today, and tomorrow time adverbials is "today"; the other time adverbs "yesterday" and "tomorrow" present the second level usage frequency. The verbs that are most frequently associated with time adverbials in this set are; to be (13 times), to exist (5 times), to come (2 times) and to see (2 times). To be and to exist are verbs of state; to come is an verb of accomplishment; to see is an verb of achievement.

**Table 4: The usage frequency of the time adverbs of week, the days of the week and the Verbs Most Frequently Associated with Them**

Week	Thursday	Wednesday	Friday	Saturday
To be (7 times)	To be	To come	To come	To be
To come		To pass	To pass	
To participate(3times)			To be	
To pass				
<b>30 times</b>	<b>2 times</b>	<b>3 times</b>	<b>5 times</b>	<b>2 times</b>

The most frequently used time adverbs from the week and the days of the week (Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday) is the "week". The second level frequently used time adverb is "Friday", the second level frequently used time adverb is "wednesday", the third level most frequently used time adverbs are "thursday" and "saturday", the time adverbials "tuesday" and "sunday" are not mentioned.

The verbs that are most frequently associated with time adverbials in this set are; to be (10 times), to come(3 times), to pass (3 times) and to participate (3 times). To be is an verb of state; to come, to pass and to participate are verbs of completing.

**Table 5: The usage frequency of the time adverbs of month, the names of the months and the Verbs Most Frequently Associated with Them**

<b>Month</b>	<b>To be(3 times)</b> <b>To be hanged (3)</b> <b>To win (2 times)</b>	<b>29 times</b>
<b>February</b>	To come	1 time
<b>March</b>	To take an verb To born To start	3 times
<b>April</b>	To blossom	1 time
<b>May</b>	To go To give up To be obliged to	3 times
<b>June</b>	To come into roses To leave	2 times
<b>July</b>	To be done	1 time
<b>September</b>	To look	1 time
<b>October</b>	To come To be chosen To announce	3 times
<b>November</b>	Not to die To continue	3 times
<b>December</b>	To publish	1 time

The most frequently used time adverbs from the month and the names of the months is "month", the second most frequently used time adverbials are "march", "may", "october" and "november"; the third most

commonly used adverb of time is “June”; the fourth most commonly used time adverbs are “February”, “April”, “July”, “September” and “December”. “January” and “August” time adverbs are never found.

The verbs that are most frequently associated with the time adverbials in this set are to be (3 times), to be hanged (3 times) and to win (2 times) and to come (2 times). To be is an verb of state, to be hanged is an verb to achievement, to win and to come are verbs of accomplishment.

**Table 6: The usage frequency of the time adverbs of seasons and the Verbs Most Frequently Associated with Them**

Season	Spring	Summer	Autumn	Winter
<b>To be</b>	To be	To be	To look (2 times)	To come (3times)
<b>To come</b>	To come	To come (2times)		To be
<b>9 times</b>	<b>3 times</b>	<b>10 times</b>	<b>8 times</b>	<b>6 times</b>

Among the time adverbs of season and season time, the most frequently used adverb of time is "season". The second most frequently used adverb of time is "summer" the third level frequently used time adverb is "autumn" the fourth level frequently used time adverb is "winter" and the fifth level frequently used time adverb is "spring".

The verbs that are most frequently associated with the time adverbials in this set are to come (5 times), to be (4 times), and to pass (2 times). To come and to pass are verbs of accomplishment; to be is an verb of state.

**Table 7: The usage frequency of the time adverb of year and the Verbs Most Frequently Associated with it**

Year
<b>To be(25 times)</b>
<b>To pass(11 times)</b>
<b>To be found (6 times)</b>
<b>To die (4 times)</b>
<b>To come (4 times)</b>
<b>183 times</b>

The verb that is most frequently associated with the time adverb "year" is to be (25). The second most frequently associated adverb of time is to pass (11), the third most frequently associated verb is to be found (6), the fourth most commonly associated verbs are to die (4) and to come (4). To be and to be found are the verbs of state; to die is achievement; to come and to pass are the verbs of accomplishment.

**Table 8: The usage frequency of the time adverbs and the Verbs Most Frequently Associated with them**

Time
<b>To be (26 times)</b>
<b>To take (8 times)</b>
<b>To come (5 times)</b>
<b>To understand (4 times)</b>
<b>To lose (3) times</b>
<b>To improve (3 times)</b>
<b>To pass (3 times)</b>
<b>To think (3 times)</b>
<b>73 times</b>

The verb that is most frequently associated with the time adverb "time" is to be (26 times). The second level most frequently associated adverb of time is to take (8 times); the third level most frequently associated verb is to come (5 times); the fourth level most frequently associated verb is to understand(4 times); the fifth level most frequently associated verbs are to to lose (3 times), to improve (3 times), to pass (3 times) and to think (3 times).

**Table 9: The usage frequency of the time adverbs first, now and then and the Verbs Most Frequently Associated with them**

First	Now	Then
<b>To be (2 times)</b>	To be (3 times)	To be (2 times)
	To do (3 times)	To tell (2 times)
	To return (2 times)	To open (2 times)
	To come (2 times)	To go(2 times)
	To continue (2 times)	
<b>11 times</b>	<b>32 times</b>	<b>25 times</b>

The most frequently used adverb of time from the set of adverbs of time "first, now and then" is "then". The second level most frequently associated adverb of time is "now" the third level most frequently associated adverb of time is "first". The most frequently associated verb in this set is to be (25 times). The

second level most frequently associated verb is to do (3 times) The third level most frequently associated verbs are to return (2 times), to say (2 times), to open (2 times), to come (2 times) and to continue (2 times). To be is an verb of state; to return and to come are verbs of accomplishment; to open and to say are the verbs of achievement; To continue is verb of activity (also a speech-act).

### Conclusion and Discussion

At the end of this study a number of formal and semantic results have been achieved considering the presentation of the time. While the formal results enable us to make inferences about how the time is presented in Turkish language, the semantic results enable us to derive conclusions about the meanings that have been attributed to the periods of time in Turkish course books. For formal results, the following can be said.

It is seen that the most frequently used time adverbials in the 5th, 6th, 7th and 8th grade Turkish course books are associated to the state verb "to be" totally 139 times. This result proves that time adverbials in Turkish course books take on the task of "finalization" which mainly indicates the time of the events and states and they display a static structure rather than a dynamic one. This is not a weakness, it should be seen as a way that Turkish language choose when coding time. It is seen that the time adverbs that are most frequently associated in the second level are associated with the verbs as; to come (27 times) and to pass (24 times) which are verbs of accomplishment. This state reflects the fact that the beginning and the ending of the time frame in Turkish is predominantly represented by these verbs.

The semantic conclusions in the end of the study provide some clues in sociolinguistic terms. On the other hand, these results lead to some considerations such as the lack of being attentive in selecting texts for Turkish course books. These semantic results can be summarized such as following.

It is understood that the most frequently used time adverb in Turkish course books is "year" (183 times). It is seen that the the second level most frequently used time adverb is the "time" (73 times).It is discovered that the least used time adverbs are "December" (1 time) and "Second" (3 times).

This result indicates that the time in texts in Turkish course books are perceived from the general to the specific. The numerical gap between the most and the least frequent used time adverbs cause to think that that the smaller units of time are overlooked and they are trapped in a very general sense of time in the process of making the concept of time understood. However, in the contemporary world "time" is divided into small pieces and it is expected that the students would be able to keep up with this age of speed and know the value of each unit of time.

Taking into account that; the most frequently associated verb to the time adverbials set (seconds, minutes, hours) that covers the smallest time unit is "to pass"(5 times), it will be seen that this concern is not pointless. Small units of time in Turkish course books refer to a process of time that is "passed" in other words that can not be caught. The night's (58 times) and the morning's (46 times) being the most frequent used time adverbs in the set of morning, afternoon, evening, supports this state.

The adverb of time "lunch" reached a very low usage frequency (9 times) against the "night" and the "morning".

In the set of the week and the days of the week, it indicates the same problem; the fact that the most frequently used adverb of time is "week" (30 times), whereas the days "Sunday" and "Tuesday" are never used. In the secondary school language teaching books vocabulary acquisition is in the forefront; infact in these books inconsistencies and carelessness are seen in the attempt of acquisition of vocabulary. "Summer" (10 times) is the most frequently used season and "winter" season is used as half of summer (5 times); moreover, it has always been associated with verbs (not being able to melt, is not easy, etc.) that involve difficulties. Therefore, in the memory of students and the future adults, "summer" will be coded positively and "winter" will be coded negatively. When choosing texts for course books, attention should be paid to the meanings that are attributed to the concepts.

When Turkish course books are analysed, in the set of time adverbials consisting yesterday, today and tomorrow, it is seen that adverb of time "today" (54 times) is used most frequently. "Yesterday" and "tomorrow" time adverbials (4 times) appear to be used very little opposing it. Although, living the life focused on "today" allows to seize the time, the past can not be controlled without "yesterday"; nothing can be dreamt without "tomorrow". There is a similar disparity in the set of first, now and then.

The most frequently used adverb of time in this set is "now" (32 times); the frequency of the usage of the time adverb "then" (25 times) is at the second level. However, the frequency of usage of the time adverb "first" (11 times) is very low compared to the other two. It should be considered that this state may affect the intuition of the evaluation of the past adversely which is actually the function of time adverbs as "yesterday" and "first".

At the end of this study, it was deduced that the time in Turkish language was mostly represented at the "state" dimension. At the secondary level, it was seen that "accomplishment" verbs were used with accomplishment verbs such as "to come" and "to pass". In other respects, at the end of this research, which is a

course book analysis study, it is revealed that there are some problems in intuitive teaching of texts in Turkish course books. The course books used by the teachers leave a great deal of trace on the students. The texts in the course books should present an objective and a balanced vocabulary towards the concepts.

### References

- Comrie, B. (1985). *Tense*. Cambridge: CUP.
- Demirgüneş, S. (2008). An Experimental Study on Classification and Founding of Time adverbials in Turkish Language, *Turkish Studies International Periodical For the Languages, Literature and History of Turkish or Turkic* Volume 3/2 (278-293), Spring.
- Demirgüneş, S. (2015). Acquisition Order of Coherence Relations in Turkish, *Education*, Vol.: 135/4. 405-419.
- Esmer, E. (2008). Interaction of types of time adverbials-case in written texts of teenager language. 142, 18-31.
- Gökmen, S. (2004). Interaction of types of time adverbials-case in Adult Language Verbal Narrative Texts: *Language Journal*, Number: 125, Ankara University Pub., Ankara, 7-23.
- Ministry of National Education. (2015). *Turkish Course Book of Grade 5*, Ankara: Ministry of Education Publications.
- Ministry of National Education. (2015). *Turkish Course Book of Grade 6*, Ankara: Ministry of National Education Publications.
- Ministry of National Education. (2015). *Turkish Course Book of Grade 7*, Ankara: Ministry of National Education Publications.
- Ministry of National Education. (2015). *Turkish Course Book of Grade 8*, Ankara: Ministry of National Education Publications.
- Ortaköylüoğlu, H. (2015). Aspect in Turkish: interaction between types of verbs, argument structure, morphological structure and adverbs in the pre-school storybooks. *International Journal of Language Academy*. 3 (1), 224-240.
- Osgood, C. E. (1959). *The Representation Model and Relevant Research Methods*, I. Des. Pool (ed.). *Trends in Content Analysis*, University of Illinois Press, Urbana.
- Shirai, Y. (1998). "The emergence of tense-aspect morphology in Japanese: Universal pre-disposition?" *First Language*, S. 18, s. 281-309.
- Shirai, Y. and Andersen, R. (1995). "The acquisition of tense- aspect morphology- A prototype account". *Language*, S. 71, s. 743-762.
- Smith, C. (1991). *The Parameter of Aspect*, Kluwer Academic Publishers, Netherlands.
- Vendler, Z. (1967). "Vebs and Times", *Linguistic in Philosopy*, Vendler, Z. (ed.), Ithaca Cornell University Press, New York.