

Foreword

Anyone who met Hatice Hoca knows her great energy, motivation, warm heart and inspiration. We are very lucky that our paths have crossed. She set the bar in the field of Turkish language acquisition very high, with her innovative work and productivity. Her work is categorized as the basis for many many language acquisition studies in Turkish and her publications have been a pillar of many subsequent research in the field. She sowed starting seeds in her research field in Çukurova and its environment on which we are internationally growing now.

Hatice Hoca has always been a trendsetter, with her different roles. Being a teacher, she is not only talented but also extremely patient, and she can make everyone understand the most difficult topic by providing a great explanation and unique examples. She always makes students form great questions, which always lead to new research questions and new publications. Her academic background from different fields has given her a broad perspective to develop interdisciplinary approach into her studies, which also guided her MA and Ph.D. students in the long run.

Being a great researcher and scholar herself, she always bases her findings on data and her works form the backbone of many research in Turkish language acquisition. That's why we decided to dedicate this special issue of *Dilbilim Araştırmaları* to Hatice Hoca, as many of the research in this volume are also based on her previous studies or her inspiring related work. Some papers in this special edition offer new analyses to linguistic issues that have long been discussed and others raise new questions. Emel Uçar in her article titled 'Semantic Content of Turkish Children's Private Speech' investigated the content of private speech that Turkish monolingual children produced in a play context. By categorizing private speech into semantic categories, the study revealed that children use private speech in Turkish mostly for description of the task category followed by *questions to the self*, *plans* and *descriptions of own activity* categories. The study also investigates how the use of these categories vary as children get older, comparing the results to similar studies in English.

Özge Gül Zerey explores Turkish preschool children's pragmatic competence with regard to their apology realization patterns in her work titled 'Turkish Preschool Children's Pragmatic Competence on Apologies: The Influence of Sociolinguistic Factors and Contextual Variables'. In this study, children's meta-pragmatic knowledge of apologies was tested and two different age groups (4;0-4;11 and 5;0-6;0) (N=100) were compared to trace possible developmental trends with increasing age in terms of complexity, variety and type of strategies they utilized. The study further investigatesthe range of children's socio-pragmatic skills by analyzing the severity of the offense and children's apologizing strategies. To test this, eight offence scenarios were designed and implemented

in the form of Oral Discourse Completion Task. The results indicate that preschool-aged children can classify incidents depending on their degree of severity and use apologies accordingly. The differences in apologies according to age and gender of the children are quite interesting.

Hande Ilgaz, Aslı Altan & Serap Hařımođlu Ertař in their study with the title ‘Turkish Mothers’ Use of Complementation in Storytelling’ worked on how the nominalizing complements Turkish vary in storytelling by age of the child. This is an interesting addition to this special issue prepared in honor of Prof. Hatice Sofu as the first work in the field on complement clauses in Turkish Child Directed Speech was the work titled ‘Properties of Complement Clauses in Child Directed Speech’ presented at 27th National Turkish Linguistics Conference and later published in 2014 by Feyza Altınkamyř, Aslı Altan and Hatice Sofu. That was the first work (at least to our knowledge) that focused on the rarity of these complex structures in Child Directed Speech, and linking the low usage of these structures to their rarity data. All the previous work underlined that the rarity of these structures was due to syntactic complexity. Altınkamyř, Altan & Sofu (2014) focused on natural data collected by Trkay (2005) and Sofu (1995), focusing on child directed speech to a limited number of children between ages 1;0-3;0. Their study found that object complement clauses are more common in CDS compared to subject complement clauses. They also underlined the important factor of context in speech, and how context and pragmatics determines the structures. This was the reason mothers’ preferred -ki structures to talk about things present in the context of speech.

Based on that study, Ilgaz, Altan and Ertař wanted to take it a step forward and focused on the use of complement clauses in child directed speech. They had a much bigger data (85 Turkish- speaking mothers and their children between the ages of 3 and 5) and they also investigated the link between complement clauses and theory of mind, focusing whether the verbs were mental state verbs or not. Their findings indicate that there no a main effect of age, in other words the number of complement clauses used by mothers did not increase as the child got older. Similarly, there was no main effect of children’s gender and there was also no interaction of age and gender on mothers’ total use of complementation. Their analysis of data revealed that some complement suffixes are used more than others, and this might be linked to syntactic complexity. Their findings support the findings of Altınkamyř, Altan & Sofu (2014) in that mothers prefer syntactically easier structures while speaking or reading to their children.

In addition to her work on the acquisition of Turkish as a first language from various aspects, Prof. Dr. Hatice Sofu has also been interested in bilingualism. Reflecting the sociolinguistic reality of southern part of Turkey, she has investigated language maintenance and shift patterns in three Turkish-Arabic-speaking families (Sofu, 2009) and a unique language contact situation involving

Turkish and Arabic (Sofu & Cubukcu, 2019). In line with her research interests, we have included two studies with bilingual groups in this special issue.

In their work titled ‘At the syntax-pragmatics interface: Acquisition of Turkish word order by Turkish-English, Turkish-German and Turkish-Russian bilingual children’, Çiğdem Sağın Şimşek & Elena Antonova Ünlü investigate syntactic and pragmatic features of Turkish word order as acquired by Turkish-English, Turkish-German and Turkish-Russian bilingual children. Their findings reveal that the Turkish monolingual children adopt the use of SOV order as canonical, but they also show sensitivity to the pragmatics of Turkish and use other orders from an early age. Turkish-German, Turkish-English and Turkish-Russian simultaneous bilingual children, on the other hand, showed different patterns of word order acquisition than their Turkish monolingual counterparts.

The results obtained from the Turkish monolingual children’s data revealed that the Turkish monolingual children from early ages on used both canonical SOV order and noncanonical orders appropriately; though SOV was preferred as the underlying one. However, as for word order preferences of the Turkish-German and Turkish-English bilingual children, the study showed that acquisition of Turkish word order as a syntax-pragmatics interface phenomenon seem to differ from the monolinguals. Unlike the monolinguals, the Turkish-German and Turkish-English bilinguals did not use possible noncanonical word orders with the same frequency of the Turkish monolinguals. This finding suggests that acquisition of pragmatic notions seems to lag behind at the syntactic development in the Turkish-German and Turkish-English bilingual children. Contrary to the Turkish-German and Turkish-English bilingual children, the Turkish-Russian bilingual children followed a similar word order pattern with those of the Turkish monolingual children when they were between the ages 2 and 3. Based on these results, the authors suggest that word order acquisition of the bilingual participants at the syntax-pragmatic interface seems to differ from that of the monolingual Turkish children. They attribute this non-monolingual-like pattern to several factors like restricted input, transfer from L1, limited use of language and processing strategies the monolinguals and bilinguals used in order to integrate information from internal and external language modules, i.e. syntax and pragmatics.

With his work titled ‘Cognate and non-cognate lexical access in Turkish of bilingual and monolingual 5 years-old nursery school children’ Mehmet Ali Akıncı investigates the influence of lexical proximities between cognate and non-cognate words on conceptual access in Turkish and French of bilingual children from Turkish immigrant families in France. With a group of 16 French-Turkish bilinguals, 16 French monolinguals and 20 Turkish monolingual 5-year-old preschool children, Akıncı administers a picture-naming test composed of cognate and non-cognate nouns in both languages. The findings reveal a high

level of performance in cognate word recognition for French-Turkish bilinguals, proving that these bilingual children implicitly knew these common words.

In this special issue, taking Prof. Dr. Sofu's related works at the center, we would like to shed light on the studies with a focus on Turkish with bilingual and monolingual populations.

We are thankful to all the authors who contributed to this special edition. We owe special thanks to Prof. Deniz Zeyrek, who shared our enthusiasm from the very start and always supported us with her feedback. Last but not least, our thanks go to Umut Ufuk, who patiently answered all of our questions and accompanied our first editorship experience. We also had a great team of reviewers, who contributed to this special edition. There were times where the light of at the end of the tunnel could not be seen, there were too many revisions or there were too many pandemic concerns. But the motivation and hard work standards were set so high by our beloved Hatice Hoca that we somehow found the light.