**MORPHOLOGY ÜNİTE 5 – SEMANTICS**

**SEMANTICS**

Semantics is the study of meaning in language items such as morphemes, words, clauses, and sentences.

A- Lexical Semantics: The branch of linguistics that studies word meaning.

B- Sentence Semantics: The branch of linguistics that studies the sentence meaning.

**Denotation and Connotation**

Denotation is the literal, referential meaning

Connotation is the meaning with a positive or negative emotional association of the word

Example:

House: A building which people, usually one family, live in.

Home: The house, apartment, etc.. where you live, especially with your family.

Ev: Bir kimsenin veya ailenin içinde yaşadığı yer, konut, hane.

Yuva: Genellikle ailenin oturduğu ev.

**Lexical Relations**

Lexicon can be defined as a person's mental dictonary.

The speaker knows;

- how a word is pronounced

- its syntactic properties

- its collocations

- its use

**Hyponymy**

Hypo- is a prefix that comes from Greek meaning under, beneath, below, lower and -nym mean name.

Therefore, hyponyms are specific word meanings that are included under a word with a more general meaning.

Example:

The word white is a hyponym of the word color.

Example:

Co-hyponyms and Superordinate (Hpernym)

Meyva - Fruits (Superordinate / Hypernym)

Elma - Apples / Şeftali - Peaches / Armut - Pears / Muz - Banana / Portakal - Oranges (co-hyponym)

**Synonymy**

Synonyms are words that are supposed to have the same meaning.

Example:

glad, happy, and felicitous in English

mesut, bahtiyar, and mutlu in Turkish

Synonyms do not overlap in all contexts because of collocational constraints and stylistic variation associated with the meaning of the word.

**Collocational Constraints**

Collocation is a term that is used to refer to the possibility of using two or more words together. The prefix co means together and locate means takes place.

Example:

drink and coffee can collocate but

drink stone is not a possible phrase

**Stylistic Variation (euphemistic, formal and informal styles)**

Euphemism is a term that is used to replace a term that can be offensive or a taboo.

Example:

öl-, vefat et-, are synonyms but the latter is more euphemistic.

**Antonymy**

Antonyms are two words that have opposite meanings.

Example:

siyah and beyaz or yükselmek and alçalmak ...

There are three types or antonyms:

1- Binary antonyms: are words with two opposite ends. There is no continuum between these two ends. There are only two opposing points.

Example:

ölü-canlı and evli-bekar

2- Gradable antonyms: show the meaning of words that are at the opposite ends of gradable terms.

Example:

küçük and büyük

3- Converse antonyms: are pairs that describe the relationship from opposite perspectives.

Example:

anne-çocuk / işçi-patron / öğretmen-öğrenci / asker-subay ..

**Homonymy**

Homonyms are words that are pronounced the same way but have completely different meanings. The word comes from Greek homos (same) + nym (name), meaning the same name.

Example:

acı: bitter / spicy hot

aç: hungry / open

kart: card / not fresh

kur: currency / set

yüz: face / a hundred

**Polysemy**

Polysemy is the case when the same word refers to many different things in different contexts.

Polysemy: poly (many) + semeion (sign)

While polysemy is one word with several meanings, homonymy is several words with the same spelling and pronunciation.

Example:

baş (head) is a case of polysemy in both Turkish and English. It is the part of a human body and other uses are: şirketin başı / sürünün başı

**Sentence Level Semantics: Basic Concepts**

Proposition: is a term that is used in semantics and philosophy. It covers the meaning or the content of a sentence that is represented in the mind of a person.

Example:

John is a new student.

**Entailment:** is the meaning of a proposition that is necessarily conveyed in another proposition.

Example:

Ben Eskişehir'de oturuyorum. ==> P

Ben Türkiye'de oturuyorum. ==> Q

P ==> Q (Eskişehirde isem Türkiyedeyim ama Türkiyedeyim deyince Eskişehirdeyim demek olmaz)

**Presupposition:** is used to refer to the part / parts of a proposition taken for granted.

Example:

Sigarayı bıraktın.

Sigarayı bırakmadın.

Sigarayı bıraktın mı?

Eğer sigarayı bıraksaydın ...

Bunların tümü ===> You used to smoke ..

There is a group of linguistic items that bring presupposition to the sentence they are used. These known as presupposition triggers.

Example:

Some verbs: anla (realize), fark et (notice), bil (know), pişman ol (regret), farkına var (become aware of), hallet (manage), bitir (finish), devam et (continue), başar (succeed) ...

Some adverbials: yeniden (again), bir kez daha (one more time), bir tane daha (one more), biraz daha (some more), artık (any more)...

**MORPHOLOGY ÜNİTE 6 – PRAGMATICS**

**Defining Pragmatics**

Pragmatics studies how people comprehend and produce a communicative act or speech in a concrete situation.

It distinguishes two intents or meanings in each utterance or communicative act of verbal communication:

- One is the informative intent or the sentence meaning

- The other is the communicative intent or speaker meaning.

Semantics focuses on linguistic meaning without broader context

Pragmatics focuses on contextualized meaning.

Example:

Two people come into a library and they are talking really loud. They sit at your table and continue their babling. So, you look up at them and say;

1- Afedersiniz. Ne konuştuğunuzu anlayamadım. Lütfen biraz daha yüksek sesle konuşur musunuz?

Example: "Karanlık oluyor"

(Semantic Level):

It is getting dark and the day is drawing in.

(Pragmatic Level):

(A) A mother talking to her son who has been playing outside with his friends from the sunrise to the sunset.

Intended meaning: You shall come back home since you have played for a long time.

(B) Husband who is not willing to go to the supermarket with his wife in the evening.

Intended meaning: We can go shopping tomorrow morning.

(C) A girl talking to her boyfriend who wants to spend more time with her on the beach.

Intended meaning: I must go back home, since my father might get angry with me.

(D) A grandmother talking to her granddaughter who has been doing her homework on the dining table.

Intended meaning: Stop doing your homework and/or turn the light on.

(E) A child talking to her mother who is closing the sun blinds or the sitting room.

Intended meaning: Don't close the curtains down.

**The Features of Pragmatics**

Context: in order to figure out the implicit meaning from what the speaker says, we need various types of information to understand the context of an utterance.

Physical context: Where the conversation is taking place, what objects are present, what actions are occurring and so forth.

Epistemic context: What speakers know about the world. For example, what background knowledge is shared by the speakers is a crucial part.

Linguistic context: What has been said already in the utterance. What the word means is decided by the certain rules or regular usage.

Social context: The social context refers to the socio-cultural realities of the setting and social relationship among speakers and hearers.

Example:

"Afedersiniz. Ne konuştuğunuzu anlayamadım. Lütfen biraz daha yüksek sesle konuşur musunuz?"

What factors make us understand the intended meaning rather than literal meaning?

Physical: The conversation occurs in a library.

Epistemic: Libraries are quiet places.

Linguistic: Sarcastic tone of voice (intonation cues are linguistic)

Social: You have the right to ask someone to be quiet in a place.

**Speech Acts**

We perform speech acts when we offer an apology, greeting, request, complaint, invitation, compliment, or refusal. A speech act is an utterance that serves a function in communication.

Example:

A speech act might contain just one word or several words or clauses, as in

"Afedersin!" --> to perform an apology

"Doğum gününü unuttuğum için çok özür dilerim" --> to perform an apology

In speech act theory, an utterance may comprise three different speech acts:

\* The performance of an utterance is a locutionary act with its phonetic, syntactic and semantic features.

\* The intended meaning of an utterance depending on the temporal condition and speakers' purpose is called illocutionary act.

\* In certain cases the actual effect of the utterance on the hearer comprises the perlocutionary act, that is how the hearer treats what he or she has heard.

Example:

"Sakın sobaya dokunma"

\* I am performing a locutionary act by producing this utterance with all the phonetic and syntactic properties.

\* This utterance is a warning to you and tells you not to touch the stove, the illocutionary act.

\* If you listen to my warning and do not touch the stove I have managed to persuade you act upon hearing my warning, the perlocutionary act.

**Direct Speech Acts**

The direct speech acts can be declarative, interrogative or imperative.

\* Declaratives: There are propositions such as: "Ali'nin arabası var."

\* Interrogative: Basically, these seek information, and "interrogative" is thus just another term for question, as in "Istanbul'a gidiyor musun?"

\* Imperatives: These have the property of attempting to cause others to behave in particular ways. They are known more colloquially as commands. An example would be "Gel."

**Performative Verbs**

There is a special class of verbs which are special in that they name speech acts, and when they are uttered they perform the speech acts they name. Thus they are a direct indication of the power of language to perform various tasks.

Examples:

I request that you stop that.

I order you to go to your room.

I bet you hundred liras Fenerbahçe will win the cup.

I fine you 100 liras for smoking in your office.

I nominate Mickey Mouse for Oscar Awards.

I promise to improve.

I pronounce you man and wife.

Seni ömür boyu seveceğime söz veriyorum

Seninle takım elbisesine bahse giriyorum.

**Felicity Conditions**

The notion of situational inappropriateness is described in terms of felicity conditions. The basic idea here is that felicity conditions allow us to determine under what circumstances it is appropriate to ask questions, give commands, and so on..

Example:

A asks B the following question on Anadolu University Campus:

A- Burası Eskişehir mi?

B- ???

A asks B the same question looking at some holiday snapshots:

A- Burası Eskişehir mi?

B- Evet. Ne kadar güzel değil mi?

What is going on with the felicity conditions for questioning? We can say that appropriate use of questions must satisfy a number of criteria:

1- If someone asks you a question, you assume that he/she doesn't know the answer to the question.

2- If someone asks you, they actually want to know the truth.

3- If someone asks you, they think you may know the truth (or answer).

**Indirect Speech Acts**

Indirect speech is fundamental to the way in which we communicate, because much more is communicated than the literal meaning of our utterances when we use a language. Indirect speech acts are mainly used to reject offers and to make requests.

Example:

"Could you give me a ride to the mall?"

This is a question literally, but intended as a request. It is an indirect speech act.

**Conversational Maxims (Gricean Maxims)**

The Gricean maxims are a framework for understanding how humans co-operate socially in their use of language. A speaker and a hearer are guided by some "conversational principles" in order to make the right references and interpret meaning beyond the linguistics content of an utterance.

Example:

1- A: Sana dondurma alayım mı?

B: Annem bana kedi alacak.

2- A: Bu akşam sinemaya gidelim.

B: Benim yarın sınavım var.

Gricean Maxims help us understand why such conversations seem bizarre and / or funny, while we accept the following exchanges as mean the conversational principle operates with some "maxims" in the assumption that the speaker doesn't say what is false or irrelevant, or too much or too little. Those maxims are quality, quantity, relation, and manner.

**Implicature**

It is a component of speaker meaning that constitutes an aspect of what is meant necessarily being part of what is said. Interestingly, speakers usually mean more than they say, especially drawing upon the context of the utterance.

Example:

"a child is a child"

Implicature actually occurs when the conversational maxims are violated.

**Deixis**

Some words like "us", "there", "this evening", "burada", "orada" and "bu akşam" etc .. are used to identify particular persons, time or place associated with utterances. These expressions are called deictic expressions.

Example:

Orda mısın? - Are you there?

Buradayım - I am here.

Onda bunda şundadır.

Şunda bunda ondadır.

All languages have deixis, and it is only through linguistic analysis we can capture the contextual meaning of a deictic expression. The most common and important types of deixis in Turkish, like in other languages, are grouped under the headings like adverbs, pronouns, adjectives and verbs.

**Deictic Reference**

The deictic references are used as pointers to persons, place or time the speaker has in mind. It is important that it is the context of utterances that again gives meaning to deictic expressions like "you", "here", "now", or "there".

Examples:

1- You, you and you, see me in my office.

2- You don't come here often, do you?

3- When you pick up the book, you don't know whether to read the entire text or a few chapters

4- Now is the right place to meet them.

**Types of Deictic References**

\* Person deixis is used to point to persons (ben, o, biz, him, we, you, I...)

\* Place deixis is used to point to locations (burası, orası, here, there...)

\* Demonstrative deixis is used to point things (bu, bunlar, şunlar, o, onlar, this, that...)

\* Time deixis is used to point to time (şimdi, yarın, dün, now, then, this evening, tomorrow...)

**Presupposition**

What the writer assumes the reader already knows about the subject and the context of the information is known as presupposition. Inference is actually based on presupposition because whether inference is right or wrong, the reader is acting upon some relevant information.

Example: "Uğur Mumcu'yu kim öldürdü?"

a- the writer and reader know who Uğur Mumcu was

b- both know that Uğur Mumcu actually got killed and that his killers are unknown

c- the unknown assassins might be discovered

d- the reader has the right to know and may do something about information he gets.

**Politeness Principle**

Politeness is not just about giving compliments, it is rather the exercise of language choice to create a context intended to match addressee's notion of how he or she should be addressed. Thus, being "polite" is simply a way a speaker implicates a context that matches the one assumed by the hearer.

Example:

Look at the examples below showing expressions of politeness phenomena:

- Size zahmet olmazsa bir bardak su rica edebilir miyim?

- Bana su ver.

**Face-Saving**

The concept of "face" in pragmatics refers to someone's self image. Your face, therefore, is your emotional and social sense of self worththat you expect someone else to recognize.

Example:

1- Çekil git!

(If anyone says something that constitutes a threat to your self image, that is called a face-threatening act)

2- Geçmeme müsade eder misiniz lütfen?

(The speaker has removed any potential face threatening act and thus has performed a face-saving act)

**Conversation Analysis**

Conversation Analysis (CA) is the study of talk in interaction (both verbal and nonverbal in situations of everyday life). It is an approach to the study of natural conversation, especially with a view to determine the following:

Participants' methods of

1- turn-taking

2- constructing sequences or utterances across turns

3- identifying and repairing problems, and

4- employing gaze and movement as well as conversation works in different conventional settings.

**MORPHOLOGY ÜNİTE 7 – DISCOURSE ANALYSIS**

**Discourse Analysis**

Discourse Analysis is the study of how sentences in spoken and written language form larger meaningful units such as paragraphs, conversations, interviews, etc. It also deals with:

a- how the choices of articles, pronouns, and tenses affect the structures of the discourse

b- the relationship between utterances in a discourse, and

c- the moves made by speakers to introduce a new topic, change the topic, or insert a higher role relationship to the other participants.

Example1: Girilmez işareti

Example2: Sigara içilmez işareti

Example in (1) and (2) are non-verbal messages that convey particular meaning but they still are considered to be discourses. Example (1) means "Do not enter" even without a written message. Example (2) by the same logic provides a message, which means "Do not smoke".

**Pragmatics vs. Discourse Analysis**

Discourse analysis makes use of pragmatic concepts while accounting for human communication. Discourse analysis is related to pragmatics on the one hand, and their fields of investigation are quite different on the other.

Pragmatics is traditionally labelled in contrast with semantics, and primarily concerned with language in use. In modern linguistics, pragmatics is applied to the study of language from the point of view of language users, especially of the choices they make, the constraints they encounter in using language in social interaction.

**Properties of Discourse / Text**

Cohesion refers to the ties and connections which exist within texts that link different parts of sentences or larger units of discourse. Phenomena such as conjunction, ellipsis, anaphora or cataphora, etc.. are basic devices of cohesion.

**Cohesion**

- Reference

--- Anaphora (referring to the previous entity)

--- Cataphora (referring to the following entity)

--- Exophora (referring to the entity in the surrounding)

- Substitution

--- Nominal Substitution

--- Clausal Substitution

--- Verbal Substitution

- Ellipsis

--- Nominal Ellipsis

--- Verbal Ellipsis

- Conjunction

--- Additive Conjunction

--- Adversative Conjunction

--- Causal Conjunction

--- Temporal Conjunction

- Lexical Cohesion

--- Reiteration

--- Collocation

**Components of Cohesion**

**1- Reference:**

It can be described as the use of words in the text which do not have meaning of their own, such as pronouns, but they contribute greatly to the connectedness of the text. To infer their meaning the reader has to refer to some entity within the text.

Example:

A: How do you like my new Mercedes Vito?

B: It is a nice van. I'm also thinking of buying one of them.

**Types of Reference**

\* Anaphoric Reference: Anaphora points back in the text and there is a pronoun after the entity that it refers to.

Examples:

1- Last week Ali went to Istanbul. He went to Bon Jovi concert there.

2- Ayşe benim yalan söylediğimi iddia ediyormuş. Doğrusu ona hiç yakışmıyor.

\* Cataphoric Reference: Cataphora points forward in the text and the entity that gives its reference comes after the pronoun. Cataphora means referring forward.

Examples:

1- A week before he left the town, my friend came to my birthday party.

2- This is how you get the best resulta: fry onions first, and then ...

3- Şunları yapmalısın: ilaçlarını zamanında al, yemene dikkat et ...

\* Exophoric Reference: It takes place when the referent doesn't appear in the text, but rather it is situated in the real world. That is to say, the textual element points outside the text to the context of situation in which it is embedded.

Example:

Şunu bana uzatıversene...

**2- Substitution:**

It is another device for cohesion. It is used in order to avoid repeating the same word several times in one paragraph it occurs, most often by words, such as one, do or so.

Substitution

\* Nominal Substitution: It replaces nouns / noun phrases with one, ones, same etc..

Example: Judy has a dog. I want one of my own.

\* Verbal Substitution: It replaces verb / verb phrases with do or do so.

Example: A: Did Ayşe feed the cat?

B: Yes, she did.

\* Clausal Substitution: It replaces clauses with so; replaces and negates with not

Example: A: The newspaper says it's going to rain.

B: But I don't think so.

A: Has Judy already left for London?

B: I certainly hope not.

**3- Ellipsis:**

Ellipsis is very similar to substitution; however, a phrase or a clause is deleted. There are two types of ellipsis:

**Types of Ellipsis**

\* Nominal Ellipsis

1- Ayşe mavi elbiseyi denedi. Sonra kırmızıyı aldı.

2- Peter wrote this book. Then he wrote that.

3- A: Ayla'yı ziyarete gittin mi?

B: Gittim.

\* Verbal Ellipsis

1- A: Have you been swimming?

B: Yes, I have.

2- Ali Adana'ya gidecek. Ben de.

**4- Conjunctions:**

They specify the relationship between clauses or sentences in the creation pf a text.

**Types of Conjunctions**

\* Additive Conjunctions: They add one statement to another. Some examples of additive conjunctions are: ve, dahasu, ayrıca, bunun yanı sıra, benzer şekilde, artı, etc... (and, furthermore-, moreover, in addition, besides that, incidetally, by the way, similarly, on the other hand, etc...)

Examples:

1- Jill said she was leaving. And out she went.

2- Benimle kavga etti. Ve çekip gitti.

\* Adversative Conjunctions: These show contrast and concession. Examples are: fakat, ama, yine de, her şeye rağmen, lakin, halbuki, etc.. but, yet, still, nevertheless, however, actullay, on the contrary; anyhow, at any rate, in any case, etc..

Examples:

1- Judy keeps failing but she never gives up.

2- Herkes Sedat'a bunu yapamayacağını söyledi. Ama o başardı.

\* Causal Conjunctions: These show cause and reason. Examples are bundan dolayı, çünkü, sonuç olarak, bunun için, dolayısıyla, madem, öyleyse, etc.. so, thus, hence, therefore, as a result, because, on the grounds of, etc..

Examples:

1- Sally left. Therefore, George was free to go.

2- Düşünüyorum. Öyleyse varım.

\* Temporal Conjunctions: These show time relations between sentences. Namely; sonra, önce, nihayet, en sonunda, ilk olarak, etc.. then, next, afterwards; at once, immediately; soon, later etc..

1- Sue got up. Next she looked around. Later she made plans.

2- Önce yumurtaları kır. Sonra şeker ilave et ..

**5- Lexical Cohesion**

It denotes links between words which are semantically related. Two types of cohesion are differentiated.

\* Reiteration: It is observed in various forms, particularly synonymy, repetition, hyponymy or antonymy.

Examples:

1- Alice saw a mushroom. The mushroom was enormous.

2- Alice saw a pine. The tree was wet with dew.

3- Alice saw a deer. The creature was beautiful.

\* Collocation: It is another dimension of lexical cohesion. Collocation is the way in which certain words occur together.

Examples: denize girmek, mayo giymek, güneşlenip yüzmek, etc .. form collocations.

**Properties of Discourse**

**Coherence**

Coherence is a notion that unifies discourse in terms of the meaning of sentences and their organzation in an orderly manner to make the discourse totally comprehensible.

Coherence derives from the speaker's / writer's cooperation to produce and understand the aim, topic and direction of the ongoing discourse.

Coherence is related to contextual - referring to the outside world and the background knowledge known as schmata (schema-schemata) which are not included in the communicative product itself.

Coherence understood by using schemata is the whole set of factors which distinguish a chunk of discourse from a collection of urelated sentences. Speakers / writers signal and produce and listeners and readers interpret the foregoing discourse within the contect. These acts constitute coherence.

**Parallelism**

Sometimes, repeated or parallel sentence patterns can help the reader / hearer follow along and keep ideas tied together. By parallelism, it is meant any repetition of a syntactic pattern.

Example:

a- I have a dream that one day this nation will rise up..

b- I have a dream that one day on the red hills of Georgia the sons of former slaves and the sons of former slave-owners will be able to sit down together at a table of brotherhood.

c- I have a dream that one day even the state of Mississippi, a desert state, sweltering with the heat of injustice and oppression, will be transformed into an oasis of freedom and justice.

d- I have a dream that one day my four children will one day live in a nation where they will not be judged by the color of their skin but by the content of their character.

**Other Aspects of Discourse**

Discourse deals with performance rather than competence.

Each discourse / text has the following properties:

1- Discourse participants (a speaker / writer and a hearer / reader)

2- It conveys some information. Therefore, it is informative in certain ways.

3- Each text / discourse is produced with some intention, such as informing, entertaining, convincing, arguing, etc.. Therefore, it has intentionality.

4- Each text / discourse takes place in a context of situation, not in a vacuum.

5- The hearer / reader accepts or rejects the message. That aspect of discourse is related to the notion of acceptability.

6- Each text / discourse must have certain features knwon as cohesion and coherence as discussed above.

7- Finally, eact text / discours is shaped by other texts. It can include an author's borrowing and transformation of a prior text. This is known as intertexuality.

**Summary of Discourse Properties**

1- Cohesion, conjunctions, ellipsis, anaphora, cataphora.

2- Coherence:

3- Intentionality:

4- Acceptability:

5- Informativity:

6- Situationoality:

7: Intertextuality:

**Spoken Discourse Analysis**

Spoken discourse can be a monologue or a dialogue. Monologues include lectures, propaganda speech, formal presentations, sermons, etc .. Dialogues are interactional in nature; they are conversations.

Turn-Taking: Conversation is an enterprise in which one person speaks, and another listens. Discourse analysts who study conversations note that speakers have systems for determining when one person's turn is over and the next person's turn begins.

Discourse markers: They are the terms linguists give to the words like "well", "ohh", "but", and "and" that break our speech into parts and show the relation between parts.