A TEXT LINGUISTIC APPROACH TO THE ANALYSIS OF TURKISH LITERARY NARRATIVES WITH SPECIFIC EMPHASIS ON COHERENCE

Gülsev   Pakkan

Hacettepe University
Institute of Social Sciences

A Doctoral Dissertation
Submitted to the
Division of Western Languages and Literatures
Department of Linguistics
in Accordance with the Regulations of the Institute of Social
Sciences

Ankara

1991

Sosyal Bilimler Enstitusu Mudurluğu'ne

İşbu çalışma, jurimiz tarafından Dilbilim Bilim Dalında DOKTORA TEZİ olarak kabul edilmiştir.

Başkan ....
Prof. Dr. Ahmet Kocaman
(Danışman)

Uye ....
Doç. Dr. Guray König

Uye ....
Doç. Dr. Zulal Balpınar

Uye ....
Doç. Dr. Aysu Erden

Uye ....
Doç. Dr. Oya Kulebi

Onay

Yukarıdaki imzaların adı geçen öğretim uyelerine ait oldugunu onaylarım

4 / 10 / 1991

Prof. Dr. Süleyman Yıldız
Enstitü Mudürü

ACKNOWLEDGEMENT

ÖZET

Bu çalışma, metindilbilim ilkelerini ve Beaugrande ve Dressler tarafından geliştirilmiş modeli örnek olarak seçilmiş Türkçe hikayelerin analizine uygulamak amacıyla hazırlanmıştır. Bu çalışmanın temel amacı, Türkçe hikayelerin derin yapılarında varolduğu düşünülen kavramlar ve kavramlar arası ilişkilerden oluşan anlam ağını ortaya çıkarmak ve Türkçe hikayelerin anlaşılması ve değerlendirilmesi konusunda yeni bir görüş açısı sunmaktır.

Çalışmanın birinci bölümü, hızla gelişmekte olan dilbilim çalışmalarından ve bu çalışmaların günümüzde hangi konumda olduğundan bahsetmektedir. Ayrıca, bu bölümde, araştırma için temel oluşturabilecek bazı terimlerin tanıtımı yapılmış ve konu ile ilgili problem, amaç ve varsayımlar belirtilmiştir.

Çalışmanın ikinci bölümü, metindilbilim çalışmaları ile ilgili kaynak taramasına ayrılmıştır. Bu bölümde, öncelikle daha geleneksel görüşler vurgulanmış ve bu görüşlerin günümüzdeki metindilbilim çalışmalarına katkıları tartışılmıştır. Daha sonra, metindilbilimin tarihsel gelişimi önemli dilbilimcilerin görüşleri ile birlikte verilmiştir.

Çalışmanın üçüncü bölümü, örnek olarak seçilmiş Türkçe hikayelerin, derin yapılarında varolduğu varsayılan kavramlar ve kavramlar arası

ilişkilerden oluşan anlam ağının, işlemci yaklaşımın ortaya koyduğu ilkeler ve özellikle bağdaşıklık standardı açısından incelenmesine ayrılmıştır. Bu bölüm, çalışmanın temelini oluşturmaktadır; ayrıca hikayelerin, bugüne gelinceye kadar hangi yaklaşımlara göre, nasıl incelendiğini açıklayan bir kısmı da içermektedir.

Dördüncü ve son bölüm, araştırma sonucunda varılan sonuçları açıklamaktadır. Bu bölümde, Türkçe hikayelerin metindilbilim ilkeleri çerçevesinde incelendiği zaman ne gibi özelliklerin önem kazandığı ve bağdaşıklık ilkesinin bu metinlerde nasıl ortaya çıktığı belirtilmektedir.

SUMMARY

This study is designed to apply the principles of text linguistics and Beaugrande and Dressler model to the analysis of Turkish narrative texts. The basic purpose of this dissertation is to reveal the underlying concepts and relations assumed to exist in the deep structure of Turkish narrative texts and to show how these concepts and relations come together to form a conceptual/relational network.

Chapter I of the dissertation gives a background for the study which naturally brings forth the problem to be discussed throughout the dissertation. The hypotheses of the problem are also given in Chapter I.

Chapter II is a review of the relevant literature in which traditional views are emphasized and their contributions to more recent studies are discussed. This chapter tries to display the historical background and the development of the recent text linguistic studies.

Chapter III, which is the core of the present study, starts with the evaluation of the different approaches to narrative analysis. It is believed that these studies have contributed a lot to the present research done in the field of narrative analysis. This chapter tries

to apply the principles of text linguistics and Beaugrande and Dressler model to the analysis of Turkish narrative texts in which the concepts and relations in the deep structure of the texts are sought. This means that the analysis done in this chapter is a search for coherence in Turkish narrative texts. After the analysis, the general conclusions drawn are displayed. Chapter IV is the conclusion part that summarizes the research carried out in this dissertation.

CONTENTS

CHAPTER I

INTRODUCTION

I.1. <u>BACKGROUND TO THE STUDY</u>

Language has always provided a fascinating object of study and it has been an important subject of research for more than 2,000 years. From the earliest periods, language attracted an increasing number of investigators and at the end of the 18th century, it was possible to mark the emergence of a new field of scientific research with language analysis as its focus. Today, this new field of study is called 'linguistics'. Since that time, several attempts have been made to develop a unified theory of language. Several schools of thought have emerged around several outstanding linguists, major centers of linguistic study, and leading concepts and principles some of which have attained a great deal of support.

In linguistics of the past, the concern of language analysis has usually focused on sounds and forms of a language or languages. Linguists tried to set up typologies for the sounds and forms in languages. For example, one of the pioneers in linguistics, Bloomfield, argued that " linguistics is only concerned with those phonological, lexical, and syntactic features which the utterances share-..." (Coulthard, 1977: 2). After Bloomfield, most of the American linguists concentrated highly on problems within phonology and morphology, and tried to find out procedures for

isolating phonemes and morphemes in languages. In their study, these earlier linguists had used collections of speech or writing as a source of examples.

Later Chomsky, in 1950s, asserted that it was unnecessary to study such a corpus because it will never contain examples of all possible structures and will actually contain misleading data full of performance errors. He suggested that the study of the 'competence' of the ideal speaker-hearer should be the primary concern of linguistic investigation. According to Chomsky, competence contains the system of rules and symbols that provides an explicit representation of the underlying syntactic, semantic, and phonological structure of sentences (Coulthard, 1977: 3). For him, the most important goal of the linguistic theory should be the description of the rules governing the structure of this competence.

The contributions of Chomsky were enormous and revolutionary but as time passed it became apparent that there was not in fact a uniform native speaker competence. Thus the different limitations that either Bloomfield or later Chomsky had imposed upon the study of language were no longer so defensible and consequently new approaches began to develop. For example, in 1960s, McCawley and Lakoff began arguing that one cannot describe grammar in isolation from 'meaning'. Thus linguists have been forced to recognize the importance of 'context' in language studies. In fact, the contribution of the concept 'context' was not new. Around 1950s J. R. Firth emphasized the importance of context in linguistic investigation. He asserted that language was only meaningful in its context of situation and suggested that the descriptive process of linguistic investigation must begin with the

collection of a set of contextually defined texts and the aim of description should be to explain how the sentences or utterances are meaningful in their contexts. Some sociologists, also, voiced their opposition to the context-free abstractness of the linguistic methods being used in linguistic investigation. They pointed out the importance of social interaction in language groups. Linguists were led to realize that language cannot be studied in isolation from the communicative intentions of language users and the context within which they use language. Linguistic analysis, therefore, should take into account the social and situational contexts and the language user's intentions and perceptions. As a natural outcome of these new ideas, linguists started to examine how addressers construct linguistic messages and how addressees work on these messages in order to decipher and interpret them. This kind of investigation led linguists to relate the study of language to the external reality and to the language user's psychological state.

Parallel to these studies, linguists also realized that normal linguistic behavior does not consist of separate sentences but of sentences which create larger coherent pieces of language (Widdowson, 1980: 131). Around 1968, a group of linguists started to talk about 'linguistics beyond the sentence' and researchers directed their attention to 'texts' which were considered as units beyond sentences. At the beginning, texts were defined as 'sentence sequences' and researchers tried to investigate the features of language that bind sentences when they are used in sequences in texts and the study of texts became a defining feature of a branch of linguistics often referred to as 'text linguistics'.

For some time texts were treated simply as units larger than sentences, or as sequences of sentences. But, later, linguists realized that such an approach to the study of texts was too narrow. It is now fairly clear that we cannot treat texts simply as units larger than sentences, or as sequences of sentences. The prime characteristic of texts is rather their occurrence in communication, and they might consist of a single word, a sentence, a set of fragments, or a mixture of surface structures. Hence, we can summarize the historical development of linguistic analysis as follows:

	1930-1950	1950-1960	1960-
FOCUS of ATTENTION	phonemes, morphemes, sentence formation	syntactic structure of sentences	units larger than sentences, context of situation
DATA STUDIED	speech or writing of language users	competence of the ideal speaker/ hearer	texts

Fig. 1. The historical development of linguistic analysis

As soon as the level of linguistic analysis has been extended to the level of 'text', linguists directed their attention to the investigation of different types of texts. In their search for new areas of investigation, linguists realized that 'literature' offers a corpus of

material for linguistic study. Eventually, linguists started to approach literary texts and literary texts became important for linguistic studies. For many years literature and linguistics have remained as two opponent disciplines. After the emergence of structuralist principles in linguistics, there have been some attempts to apply some of the principles and techniques of linguistic analysis into the description of literary texts. These studies are known under the name 'French Structuralism' (see Chapter III.1.). Some time after the application of structural principles to literary texts, nowadays linguists are again trying to approach literary texts from a linguistic point of view and study the literary texts in terms of the principles of text linguistics. But before we deal with this contemporary trend of applying text linguistic techniques to literary texts, it may be useful to devote a section of this study to the definition and description of this new level of study and display the different judgements about the notion of 'text'.

I.2. RECENT ADVANCES IN LINGUISTICS: DISCOURSE AND TEXT

The most interesting development in linguistics since 1960s has been the expanded research in the study of 'discourse' and/or 'text'. For several years, text linguistic studies have been evaluated within the studies of discourse and the use of these two terms 'discourse' and 'text' has often been ambiguous and confusing. These two terms were sometimes considered identical, sometimes dissimilar, and sometimes unrelated. In any case, the disagreement of the scholars over the definitions of 'discourse' and 'text' rests upon their respective theoretical and methodological approaches. In other words, every definition presupposes a theory

and/or a method. Thus, definitions from different points of view(linguistic, pragmatic, philosophical, logical, sociological, psychological, etc.) are put forward by several scholars.

Some of the definitions below may imply the ambiguity in defining the terms 'discourse' and 'text' and may reflect the various definitions and approaches in these fields:

> We shall use text as a technical term, to refer to the verbal
> record of a communicative act (Brown and Yule, 1983: 6).

> Any sequences of sentences temporally or spacially
> arranged in a way to suggest a whole will be considered
> to be a text... Any text (or parts of a text) having mani-
> festations of a particular theme in common will be
> considered to be a discourse (Koch, 1966 in Vitacolonna,
> 1988: 423).

> A text is an operational unit of language, as a sentence
> is a syntactic unit; it may be spoken or written, long or
> short; and it includes as a special instance a literary
> text..., ... It is the text and not some super-sentence that
> is the relevant unit for stylistic studies; this is a functional-
> semantic concept and is not definable by size. And there-
> fore the 'textual' function is not limited to the establishment
> of relations between sentences; it is concerned just as much
> with the internal organization of the sentence, with its
> meaning as a message both in itself and in relation to the
> context (Halliday, 1973: 107 in Vitacolonna, 1988: 425-26).

> ... A text is a social event whose primary mode of unfolding
> is linguistic. If text can be seen as a bridge between the
> verbal symbolic system and the culture, this is because of
> the relationship between text and social context: text is
> 'in language' as well as 'in culture'. It follows from this
> relationship between text and context, that the specification

of structural formulae for distinct genres requires a model
of language in which context is a well-defined category,
not just an ad hoc stand-by to which appeal can be made in
analysing sentences which might otherwise prove
recalcitrant (Hasan, 1978: 229 in Vitacolonna, 1988: 426).

I do not intend to draw any important distinction between
text and discourse. As these two terms are normally used,
they often imply a difference in emphasis, but nothing of
theoretical importance need hang on distinction. A
distinction is sometimes implied between written text and
spoken discourse. Alternatively discourse refers to the
interactive language versus text as non-interactive mono-
logue, whether spoken or written. By discourse analysis
I mean therefore the linguistic or sociolinguistic analysis
of naturally occurring discourse, or text, spoken or written
(Stubbs, 1984: 206).

A set of mutually relevant texts can be said to constitute
discourse, a progression of occurrences that may be
continued at a later time (Beaugrande, 1980: 2).

Sentences combine to form texts and the relations between
sentences are aspects of grammatical cohesion; utterances
combine to form discourses and the relations between them
are aspects of discourse coherence (Coulthard, 1977: 6).

A definition of the terms 'text' or 'discourse' requires the
definition of the term 'sentence', since text and discourse
cover any coherent set of sentences (Wirrer, 1979: 126 in
Vitacolonna, 1988: 428).

The place of the actual occurrence of the transsystematic
enity text is in discourse. A discourse may include only one
text, as in the case of the novel; or many texts, as in a
conversation. The text is delimited by the intention of its
producer to supply a set of mutually relevant elements, and
not simply by its grammatical completeness (Beaugrande,
1979: 472 in Vitacolonna, 1988: 428).

Thus, among these individual positions what is important is the relationship between text and discourse and it is possible to distinguish between:

(1) those who directly oppose text to discourse, so that 'text' is very often considered to be an abstract construct, while 'discourse' is viewed as the concrete or observational datum or vice versa;

(2) those who look at 'text' as a unit of 'discourse';

(3) those who consider 'discourse' to be the place of the actual occurrence of 'text';

(4) those who see 'discourse' as a set of 'texts'.

(Vitacolonna, 1988: 435)

But, still, all these definitions do not give a complete picture. The investigation of texts has been the object of study of literary studies (literature) for many years and no consistent or explicit theoretical models of texts and no language theories to describe the structure of the texts have been originated. When linguists extended the methods of linguistic analysis to the level of 'text', researchers started to emphasize the importance of originating an explicit theory that would define and explain a text completely. But some researchers stated that no formal definition could be given in purely linguistic terms. Thus, researchers in some other fields of study like psychology and sociology started to deal with texts. This multidisciplinary interest for texts required a multidisciplinary definition and finally this definition was introduced by Beaugrande and Dressler:

A TEXT will be defined as a COMMUNICATIVE OCCURRENCE which meets seven standards of TEXTUALITY (1981:3).

This definiton in a way integrated the findings of linguistics, literary studies, psychology, and sociology and contributed a lot to the evaluation and analysis of texts (In this study, this definition

of Beaugrande and Dressler will be taken as the basis and the sample texts will be analyzed in terms of this definition.) But in order to understand Beaugrande and Dressler's concept of text better, it is necessary to examine Beaugrande and Dressler's concept of textuality. In the following section, the concept of 'textuality' will be studied and evaluated and their multidisciplinary approach to text will be revealed.

I.3. <u>TEXTUALITY</u>

As has been mentioned earlier, Beaugrande and Dressler define a text as a communicative occurrence which meets seven standards of textuality. According to Beaugrande and Dressler, the first standard is called COHESION and:

> ... concerns the ways in which the components of the
> SURFACE TEXT, i.e. the actual words we hear or see, are
> *mutually connected within a sequence.* The surface
> components **depend** upon each other according to
> grammatical forms and conventions. The GRAMMATI-
> CAL DEPENDENCIES in the surface text are major signals
> for sorting out meanings and uses. All of the functions
> which can be used to signal relations among surface
> elements are included under the notion of cohesion
> (1981: 3).

The second standard is called COHERENCE and:

> ... concerns the ways in which the components of the
> TEXTUAL WORLD, i.e. the configuration of CONCEPTS
> and RELATIONS which *underlie* the surface text are
> mutually *accessible* and *relevant* (1981: 4)

Beaugrande and Dressler state that coherence illustrates the nature of a science of texts as human activities. A text does not make sense by itself, but rather by the interaction of text-presented knowledge with people's stored knowledge of the world.

The third standard of textuality is called INTENTIONALITY and concerns the:

> ... text **producer's** attitude that the set of occurrences
> should constitute a cohesive and coherent text instrumental
> in fulfilling the producer's intentions ... (1981:7)

The fourth standard of textuality is ACCEPTABILITY and concerns:

> ... the text **receiver's** attitude that the set of occurrences
> should constitute a cohesive and coherent text having
> some use or relevance for the receiver (1981:7)

The fifth standard is called INFORMATIVITY and concerns:

> ... the extent to which the occurrences of the presented
> text are expected vs. unexpected or known vs. unknown-
> certain (1981:8-9)

The sixth standard of textuality is called SITUATIONALITY and concerns:

> ... the factors which make a text RELEVANT to a SITUATION
> of occurrence (1981:9)

The seventh standard of textuality is called
INTERTEXTUALITY and concerns:

> ... the factors which make the utilization of one text
> dependent upon knowledge of one or more pre-
> viously encountered texts (1981: 10)

According to Beaugrande, of these seven standards, two of them
are text-oriented (cohesion and coherence), two are psychological
(intentionality and acceptability), two are social (situationality and
intertextuality), and the last, computational (informativity) (1980:
21).

STANDARDS OF TEXTUALITY

text-oriented	psychological	social	computational
- cohesion	- intentionality	- situationality	- informativity
- coherence	- acceptability	- intertextuality	

Fig. 2: Classification of the standards of textuality

But Beaugrande continues and states that "close investigation
shows that none of the criteria can be appreciated without
considering all four factors: language, mind, society, and
processing" (1980: 21), and this requires an interdisciplinary
research.

Later Beaugrande and Dressler distinguish between constitution and regulation of textual activity: the above mentioned standards of textuality figure as CONSTITUTIVE PRINCIPLES and should create and define the activity. These principles should be supplemented by REGULATIVE PRINCIPLES. They identify three regulative principles:

(1) efficiency (refers to the minimum expenditure of effort by the participants in comunication);

(2) effectiveness (refers to the quality of text, leaving a strong impression on the receiver and thus contributing to his judgements);

(3) appropriateness (regulates the activity so that the setting and the ways of upholding textual standards would agree for a successful communication) (1981: 11).

We can display the features of 'text' in terms of Beaugrande and Dressler's point of view as in Fig. 3.

I.4. PROBLEM

After linguists had extended the linguistic analysis to the level of text, the main problem of linguistic research was to understand the connectivity and continuity in texts. For many years, it has been believed that the successive sentences of texts and some linguistic structures and items used in these sentences indicate the connectivity and continuity of texts. In other words, certain linguistic items of a text refer to another item in the text, or are replaced by another in the following sentences. As a result of this, linguistic research used to focus on the study of surface structures

of texts. But, later, in the light of more recent developments in text linguistics, it became evident that the components of texts are not only combined at the surface level, but also in their deep structure.

TEXT
(communicative occurrence)

_____

CONSTITUTIVE PRINCIPLES REGULATIVE PRINCIPLES
(Standards of textuality)   - efficiency
               - effectiveness
_____ - appropriateness

text-
oriented
- cohesion
- coherence
    psychological
    - intentionality
    - acceptability
       social
       - situationality
       - intertextuality

           computational
           - informativity

Fig.3: The features of text in Beaugrande & Dressler approach

It has been seen that certain relations constructed among the concepts presented in texts signal a kind of connectivity and continuity in the deep structure of texts. To make a distinction between these two kinds of connectivity and continuity, Beaugrande (1980) presented the terms 'surface connectivity' and 'conceptual connectivity' and labelled the first as 'cohesion' and the second as 'coherence'. He suggested that one should evaluate the elements of the surface structure of a text as the indicators of the concepts and relations underlying the deep structure of a text. Thus, in any textual communication, a text receiver should be able to construct relations among the concepts presented in the underlying structure of a text.

Besides this, the investigation of texts required the investigation of different types of texts and as a result, linguists faced the problem of 'text typology'. In the past, in the domain of linguistic typology, several efforts were powerful. For example, in descriptive linguistics, typology used to center on minimal pairs, i.e. on distinctive features, phonemes, morphemes, etc. In transformational-generative grammar, typology centered on a set of basic sentence patterns and classes of rules for building other patterns. Related to text typology, as Biber states, numerous studies have attempted to document the nature and extent of linguistic similarities and differences among various kinds of texts (1989: 3), but none of these studies could offer a means of classifying texts as occurrences in communicative interaction. While concentrating on the problem of text typology, linguists also realized the importance of defining a 'text type' and several scholars presented different definitions. Among these scholars, Beaugrande has made an important contribution and defined a text type as follows:

> A text type is a distinctive configuration of relational
> dominances obtaining between or among elements of:
> (1) the surface text; (2) the textual world; (3) stored
> knowledge patterns; and (4) a situation of occurrence
> (1980: 197).

According to Beaugrande, the relevant dominances can apply to elements of any size, according to circumstances and without stipulating exactly what a text must look like for a given type, these dominances powerfully influence the preferences for selecting, arranging, and mapping options during the production and processing of the text (1980: 197). Beaugrande identifies basically eight types of texts and calls them 'conventional categories' of texts.

In the first category of texts we have DESCRIPTIVE texts. In descriptive texts, the control centers in the textual world are in the main 'object' and 'situation' concepts whose environments are to be enriched with a 'multiple directionality' of linkage. The link types of 'state', 'attribute', 'instance', and 'specification' are frequent. The surface text reflects a corresponding density of 'modifier' dependencies. The most commonly applied global knowledge pattern is the 'frame'.

In NARRATIVE texts, the control centers in the textual world are in the main 'event' and 'action' concepts which are arranged in an 'ordered directionality' of linkage. The link types of 'cause', 'reason', 'enablement', 'purpose', and 'time proximity' are frequent. The surface text reflects a corresponding density of 'subordinative' dependencies. The most commonly applied global knowledge pattern is the 'schema'.

In ARGUMENTATIVE texts, the control centers in the textual world are 'entire propositions' which are assigned values of truthfulness andf reasons for belief as facts; often there is an opposition between propositions with conflicting value and truth assignment. The link types of 'value', 'significance', 'cognition', 'volition', and 'reason' are frequent. The surface text contains a density of 'evaluative expressions'. The most commonly applied global knowledge pattern is the 'plan'.

In LITERARY texts, the textual world stands in a principled alternativity relationship to matchable patterns of knowledge about the accepted real world. The intention is to motivate, via contrasts and rearrangements, some new insights into the organization of the real world.

In POETIC texts, the alternativity principle of literary texts is extended to the 'interlevel mapping of options', e.g. sounds, syntax, concepts/relations, plans, and so on. The increase of producer motivation and receiver focus is more intense, so that text elements are assignable 'multiple functions'.

In SCIENTIFIC texts, the textual world is expected to provide an optimal match with the accepted real world unless there are explicit signals to the contrary. A more exact and detailed insight into the established organization of the real world is intended.

In DIDACTIC texts, the textual world must be presented via a process of gradual integration, because the text receiver is not assumed to already have the matchable knowledge spaces that a scientific text would require.

In CONVERSATIONAL texts, there is an especially episodic and diverse range of sources for knowledge. The surface organization assumes a characteristic mode because of the changes of 'speaking turn' (1980: 197-98).

In the light of these considerations, narrative text type will be investigated in this study and Turkish narratives will be analyzed in a text linguistic framework with specific emphasis on coherence, i.e. the underlying concepts and relations found in narrative text type will be analyzed. In the analysis of Turkish narratives from a text linguistic viewpoint, the writer of this study will try to find answers to the following questions:

(1) What are the features that characterize Turkish narrative as a text type when analyzed in terms of coherence? and,

(2) What constitutes coherence in Turkish narratives - what sort of deep structure relations are involved in Turkish narratives?

1.5. AIM AND SCOPE

The basic aim of this study is to analyze Turkish narrative texts from a text linguistic point of view. In this analysis, the features of Turkish narrative text type will be displayed and the problem of coherence within narrative texts will be discussed. Therefore, this

study also aims to identify the concepts and relations that establish coherence in Turkish narrative texts, and the work of Beaugrande and Dressler (1981) will be taken as the basis of all the analyses and discussions in this study. The study will try to represent the narrative text content as a conceptual/relational semantic network.

In this dissertation, only written Turkish narrative texts will be taken into consideration; oral narratives are left out of the scope of the study because the writer believes that the analysis of oral narratives requires perhaps a somewhat different way of investigation. Also, in this analysis, only the standard of coherence will be emphasized; the other standards of textuality will not be taken into consideration as we believe that the connectivity and continuity of narrative texts can be revealed through the study of the underlying concepts/relations in narrative texts and these concepts and relations can only be displayed with specific emphasis on the standard of coherence.

1.6. HYPOTHESES

The writer of this study assumes that when Turkish narrative texts are analyzed in the framework of text linguistics, the following dominances can be encountered:

(1) arrangement of actions and events in a particular sequential order,

(2) a frequency of conceptual relations for cause, reason, purpose, enablement, and time proximity,

(3) density of subordinations in the surface text, and

(4) application of schema as a global knowledge pattern.
This study will try to show the above mentioned dominances in Turkish narrative texts.

It is also assumed that in any textual communication, the whole communication process, i.e. the production and reception of any text, depends on the existence or non-existence of coherence, that is to say, the mutual dependence of concepts and relations underlying the constitution of texts. It is assumed that there exists such an underlying conceptual/relational network in Turkish narrative texts.

This study also assumes that if narrative texts are investigated and analyzed in a text linguistic framework, such studies will provide new insights to our understanding of literary texts.

CHAPTER II

REVIEW OF LITERATURE

Since the beginning of the early 1960s, some linguists have turned their interest away from the 'sentence' as the upper limit of linguistic analysis and started to deal with a larger unit 'text' as the basic unit of language and linguistic analysis, and consequently, we see the emergence of a new field of study often referred to as 'text linguistics' today.

Before we deal with some contemporary studies in text linguistics, it may be necessary to give a brief historical background and evaluate the more traditional approaches to assess the development of the notion of text in a historical perspective. Therefore, the following section will be a quick review of the more traditional approaches that have contributed a lot to the development of text linguistics.

II.1. HISTORICAL BACKGROUND FOR TEXT LINGUISTICS

One major historical source for text linguistic studies is usually considered to be 'classical rhetoric'. Linguists talk about a close parallel between rhetoric and modern text linguistic studies.

Rhetoric is a discipline that emphasizes the 'creative aspect' of language. The main assumption of rhetoric is that there is a right way to put arguments and other kinds of discourses together. Rhetoric tries to teach trainee orators how to use the possibilities of language in an effective way in a formal oral discourse. Scholars dealing with rhetoric believe that the use of language in an effective way can be taught to people; in this sense rhetoric can be considered 'prescriptive' in nature.

The contribution of classical rhetoric to text linguistics lies in the fact that it was the first text-based discipline to take into consideration various aspects of texts, the participants, and the textual elements (Durmusoglu, 1983: 36). The importance of rhetoric for the modern text linguist lies in the following factors:
(1) its rather precise definition of the possible linguistic operations underlying the production of 'well-formed' texts, and
(2) its localization of the text in the entire communication process and its formation of a rudimentary text typology
(Durmusoglu, 1983: 36-7).

As a summary, it can be said that rhetoric puts considerable emphasis on the formation of different text types in accordance with the pragmatic aspects of text production but it does this in a prescriptive manner.

Another discipline which is also concerned with the production and evaluation of texts is 'literary criticism'. Literary critics, in their analysis of literary texts, have usually followed subjective methods and used highly impressionalistic terminology. They believe that each work of art is unique and therefore requires a

unique explanation and the critic should try to explicate the message of the writer as he understands it in terms that can make the significance of the writer. Literary critics tried to explain the whole text from an aesthetic point of view.

Although the investigative unit of both literary criticism and text linguistics seems to be the text, the concern of literary studies is the production and aesthetic evaluation of texts as literature, whereas the study of text linguistics is an adequate, descriptive and explanatory study of texts which occur in natural languages.

Rhetoric has been influential between the 12th and 18th centuries but lost much of its popularity at the beginning of the 19th century because of the emergence of comparative linguistics and the birth of structural-descriptive analysis of language at the beginning of the 20th century.

After the emergence of structural linguistics, the analysis of language focused on the sounds and forms in languages, and the 'sentence' soon became the central entity of linguistic theory. Linguists tried to find out the structures that are grammatical or acceptable but did not study the larger units such as sentence sequences, paragraphs, or texts. Studies on structure led linguists away from the consideration of meaning, and did not help much to the development of textual studies.

Another group of linguists known as 'the Prague School' linguists, on the other hand, tried to deal with a wider spectrum of language problems. These linguists started to emphasize the study of meaning and the function of texts.

The most important contribution of the Prague School to text linguistics can be seen in the studies taking into consideration the textual factors such as 'newness' and 'oldness' of information in context. The Prague School linguists studies have become known in the current linguistic literature under the title 'Functional Sentence Perspective' (FSP). This designation suggests that sentence elements can function by setting the knowledge they activate into a perspective of importance or newness (Beaugrande and Dressler, 1981: 20). The general assumption of FSP can be summarized as follows:

(1) it is possible to draw a distinction between 'new' and 'old' information in any sentence;

(2) there are segments in a sentence that are dependent on previous and subsequent discourse;

(3) some segments are of greater communicative importance than others;

(4) there is a neutral and an emphatic way of saying something, the two are distinguishable through word order and stress (Palkova and Palek. 1977: 213).

The main points mentioned above may be giving an impression that linguists of FSP have directed their attention to the description of the sentence form from the point of view of its use or function in a given situation. But later, some scholars like Danes tried to formulate an interrelation between FSP and the organization of text on the basis of the concept of 'theme' (old information) and 'rheme' (new information). Danes introduces his notion of 'thematic progression' as follows:

The text connexity is represented, *inter alia*, by the *thematic progression* (TP). By this term we mean the

choice ordering of utterance themes, their mutual
concatenations and hierarchy, as well as their
relationship to the hyperthemes of the superior text
units (such as paragraphs and chapter ..) to the whole
text. and to the situation. Thematic progression might be
viewed as the skeleton of the plot. (1974 qtd in
Durmusoglu. 1983.58)

However, the Prague School linguists have been highly
criticized since their analysis of texts in terms of theme and rheme
and thematic progression is not considered very straightforward.
Their way of analyzing texts does not take into consideration the
semantic ties between the successive sentences of texts. Linguists
criticizing the Prague School linguists believe that these semantic
ties cannot be analyzed in terms of theme and rheme relations, and
therefore the nature of texts cannot be explained in terms of
information structure and theme progression alone.

Around 1950s, some of the American structuralists started to
talk about the incompleteness of descriptive linguistics at the
sentence level, and emphasized the importance of the studies going
beyond the level of sentence. The first linguist to go beyond the
level of sentence in his analyses is Z. Harris. He proposed to
analyze the distribution of morphemes in texts according to
'equivalences': relationships in which elements were the same or
had the same environments (Beaugrande and Dressler, 1981: 21).
Harris was also criticized as he did not pay any attention to the
meaning of the elements of the sentence and their function in a
communicative situation. Later, his pupil N. Chomsky, redirected
linguistic analysis towards the study of sentence structure and
linguists once again started to concentrate on the problems of
grammaticality and the function and organization of language

above the sentence level was ignored. Transformational-Generative Grammar (TGG) presented by Chomsky failed to help the development of textual studies as it has ignored the semantic aspects of language.

After reviewing the more traditional approaches, taking into consideration the level of text, we can now have a look at the development of text linguistics as a field of study.

II.2. THE DEVELOPMENT OF TEXT LINGUISTICS

Beaugrande identifies three main phases of text linguistics as follows:
(1) the earliest phase (lasting into the later 1960s); only a few sharp proposals that the text ought to be the main object of linguistic study;
(2) linguistics beyond the sentence (around 1968); the tendency to look at texts as sentence sequences;
(3) the interdisciplinary approach (after 1970s); the concern with texts in fields like sociology, computer science, and psychology studying the processes by which language is utilized by human beings (1980: xi-xiv).

In the first phase we can mention the names like Coseriu and Hjelmslev. Even though these two linguists cannot be considered to be the founders of text linguistics, yet their definitions deserve attention.

In the middle of the fifties, Coseriu acknowledged the existence of text linguistics. He asserted that research on language demands the investigation not only of speakers' knowledge of a language, but also of techniques for converting linguistic knowledge into linguistic activity (Beaugrande and Dressler, 1981: 22). Beaugrande and Dressler state that Coseriu employs the notion of 'determination' to show how word meanings can be applied, e.g. via 'discrimination'' (picking among possible referents of an expression), "delimitation" (singling out certain aspects of meaning), and "actualization" (making potential knowledge currently active), each of these having subtypes dealing with identities, individualities, quantities, class inclusions, specifications, distinctions, and specializations. Coseriu then presents an elaborate classification of "settings" based on such factors as cultural, social, cognitive, and historical surroundings, degree of mediation between text and situation, and range of content being addressed (Beaugrande and Dressler, 1981:22).

If, however, we want to look for more concrete points, we have to turn to Hjelmslev. He claims that the "objects of interest to linguistic theory are texts" (1961: 16 qtd. in Vitacolonna, 1988: 422). Yet, he does not exactly define what a text is. He only mentions that "the text is a chain and all the parts (e.g. clauses, words, syllables, and so on) are likewise chains..." and emphasizes that the analysis of a text is a "constantly continued partition" (qtd. in Durmusoglu, 1983: 63). He suggests that a 'whole text' should be the main focus of any linguistic analysis and in this analysis one should use various criteria of partitioning in dividing the different units of the text. Hjelmslev states that it is impossible to have a text without a language lying behind it. He defines language as "... a paradigmatic whose paradigms are manifested by all purports" (1961: 109 qtd. in Vitacolonna, 1988: 422)

Hjelmslev was not actually interested in explaining what a text is, but he dealt with the description of the system lying behind the text, i.e. his theory is not a theory of the text, but a theory through the text, as Conte states (1977: 25 qtd. in Vitacolonna, 1988: 422).

The studies mentioned above reveal that until the middle of the 60s, text linguistics was not undertaken seriously. But around 1964 Hartmann, who is often referred to as the pioneer of text linguistics, wrote his famous paper "Text, Texte, Klassen von Texten" which is usually considered to be the starter of text linguistics.

Hartmann's paper has been very influential in the field of text linguistics because in his paper he empasized the transition from sentence linguistics to text linguistics and mentioned the need for an explicit text study within linguistic studies. According to Hartmann, a text is "a fundamental linguistic sign and the principal occurrence of language" (qtd. in Durmusoglu, 1983: 63). Besides the formal units of language (texts), he was also interested in the communicative interaction in spoken and written forms of language. For him, a process of communication consists of a sequence of sentences related to each other and these sentences together form a text, and therefore the texts should be examined analytically and these studies can bring explicitness to the formal study of language.

After the presentation of this paper by Hartmann, text linguistics entered the second phase of its development during which texts were considered as sentence sequences. In this period, many models and methods emerged but we can only review a few of these methods in this short review.

Undoubtedly the contribution of Harweg to text linguistics is very important. Among the text linguistic studies, some analyses have structural nature and Harweg's analysis represents this structural view.

In 1968, Harweg introduced his model which is today known as 'substitutional text linguistics'. (Harweg states that there were some other substitutional models before his own model but those models cannot be models for text linguistics). Harweg believes that the traditional substitution models like 'the restricted substitutional model' and 'the unrestricted substitutional model' cannot be of any use for the explanation of text linguistic phenomena, particularly the explanation of text constitution (qtd. in Harweg, 1977: 249). For this purpose, Harweg suggests a substitutional model within which the terms 'substituendum' and 'substituens' do not, within the matrix of a text, occur instead of each other, but one after the other- a model which, by this fact is able to account for the syntagmaticalness of text constitution. Harweg says " I have designated the notion of substitution underlying this model by the term 'syntagmatic substitution' " (1977: 249). Hence, as a reaction to Hjelmslev's paradigmatic analysis Harweg introduces a syntagmatic analysis. In his model, Harweg tries to uncover structural mechanisms that bind a text together and thus assure its coherence.

According to Harweg, text coherence is achieved through substitution of certain linguistic items for others in a sequence of sentences. In other words, text coherence is established by a series of substitutions of 'pro-forms' and Harweg defines a pro-form as follows:

> expressions of identical or different morphological
> form designating the same object and replacing each
> other in texts under certain conditions (qtd. in Rieser
> 1977: 7).

Rieser states that Harweg's ideas did not explain the properties that a piece of natural language must have to constitute a text (1977: 8). On the other hand, Harweg states that he had based a definition of text on his syntagmatic substitution as follows:

> ... a text is a succession of linguistic units (or more
> precisely of grammatical sentences) that is built up
> by an uninterrupted chain of syntagmatic substitutions
> (qtd. in Harweg, 1977: 253)

Harweg also suggests that the substituenda have the function of marking the beginning of a text, whereas the substituentia function as a means of connecting successive sentences and have the function of continuing the text.

As Harweg himself states, his syntagmatic substitution model has been repeatedly criticized (1977: 254). He is usually criticized because his model cannot explain (and is not sufficient for) the constitution of texts. Rieser states that Harweg's proposal resulted in an 'open' taxonomy of pro-forms, nevertheless, it has to be mentioned that Harweg has made a valuable contribution to research into mechanisms of text structure (1977: 9). His description of pro-forms can be used to explain how sentences within a text link together to form a coherent text.

Another very important structural model has been presented by Weinrich. He bases his textual analysis on an extension of the structural analysis of sentences, and he suggests that the task of the text linguist is to find out whether a sequence of sentences is coherent or not. For him, surface elements are responsible for the coherence of a text and coherence can be analyzed in terms of the 'verbs' used in a text. He proposes different parameters for verbs like, the verb being active, passive, present, past, affirmative, negative, whether the verb is in the subjunctive or indicative mood, how many nouns it dominates, etc. (Durmusoglu, 1983: 66).

Although Weinrich's model had an originality to some extent, it cannot be accepted as an explicit model that would explain the coherence of texts as coherence cannot always be achieved through verbs. Another point that has to be mentioned is that Weinrich's model does not pay any attention to the semantic factors that play an important role in text constitution and the textual analysis of texts.

Up to the 70s, linguists insisted on the idea that texts should be the ultimate unit for linguistic investigation, and they treated texts as sequences of sentences. At the beginning of the 70s, different theories began to have influences upon text linguistic research and linguists felt the need to turn attention towards the different theories presented in fields like sociology, psychology, and computer science and these studies start the third phase of text linguistics.

At the end of the 60s and at the beginning of the 70s, a common feature of linguistics was to devise an 'integrated theory' that

would explain the different aspects of language. Petofi (1977:35) states that main trends in linguistics can serve as an introduction into a particular scope of integration in linguistic studies and gives a short characterization of those trends as follows:

(1) By applying the method of American descriptive linguistics or of other structuralist schools the scope of aspects investigated is from the outset limited to the analysis of certain oppositions occurring on various levels; research is based on a *corpus* and results in a taxonomy.

(2) The method used in generative linguistics enables one to integrate descriptions of the phonological, syntactic, and linguistico-semantic aspects. Research in generative linguistics deals with the notion 'competence' which also requires psychological explanation.

(3) Speech act theory can be seen as a necessary addition to (and modification of) generative linguistic theory. Research concentrates on the different *conventions* on which speech acts are based.

(4) Montague grammar can be seen as a correction of generative linguistic theory. Montague extended the scope of generative grammar to include logico-semantics and formal-pragmatics into his theory.

(5) Text linguistics deals with the question whether it is necessary to analyze *structures beyond the frame of the sentence*. With respect to the methods used, the different text linguistic programs vary as do the various schools of sentence-centered grammars.

(6) The main concern of the theory of verbal communication and of non-formal pragmatic studies is the analysis of natural languages in communicational settings, including the treatment of intentional meaning. In this context it is usual to speak of so-called 'communicative competence'.

(7) The theory of verbal communication was further expanded by its application to the analysis of literature to include research in

and description of *text production and text production* (1977:35-6). Petofi emphasizes that if one wants to formulate an integrated theory, he has to establish one that goes beyond the scopes of the above mentioned trends.

Following this line, Rieser, Petofi, and van Dijk tried to construct text linguistic theories based on transformational-generative theory and today they are known as 'text grammarians'.

Text grammarians tried to extend the scope of generative grammar by postulating that not sentences but texts should be considered the natural domain of generative grammar (Rieser, 1977: 8), and this presupposes that basic concepts in linguistic theory such as 'competence' and 'performance' would have to be formulated in relation to texts- sentence competence and sentence performance should be based on text competence and text performance. They also suggest that text grammar consists of rules which allow a text symbol to expand into symbols for sentence sequences. These symbols for sentence sequences could then be expanded into sentence symbols. These rules were supposed to reflect the 'hierarchical' organization of supra-sentential structures (Rieser, 1977: 9). In other words, according to text grammarians 'text' is the basic element of grammar; therefore, the grammar of a language must be able to generate all the possible well-formed texts.

Petofi, in his attempt to redirect transformational-generative grammar, presents a formal semiotic text theory: the so-called 'text-structure world-structure theory' (TeSWeST) (1977: 38). He summarizes his theory as follows:

(a) the assigning of (all possible) syntactic (intensional-semantic) representations to natural language texts,

(b) the world-semantic (extensional-semantic) interpretation of the individual intensional-semantic representations,

(c) the generating of syntactic (intensional-semantic) representations, and

(d) the comparing of a text of the intensional-semantic representation, and of the extensional-semantic representations of a text with other texts, the intensional-semantic representations of other texts, and the extensional-semantic representations of other texts, respectively (1977: 38).

Petofi introduces the main components of TeSWeST as follows:

the Text Grammatical Component (TGrC),

the World-Semantic Component (WSeC), and

the Lexicon Component (1977: 38).

According to Petofi, WSeC dominates the structure of the TeSWeST.

Under the influence of Generative Semanticists, Petofi (1971) added a semantic component to his theory of TeSWeST (qtd in Rieser,1977: 10), and in 1972 he tried to develop a machinery for the description of text coherence and his revised ideas appeared in 1975 where a text semantic representation consists of the following components:

the set of descriptions of objects referred to in the text,
the set of propositions represented in the text,
the set of text sentences;
the set of the so-called 'thematic nets' a thematic net
contains all the propositions describing some property
of a discourse object,
the net of time reference,
the set of communicative nets; a communicative net
contains all the propositions realized in a communication
situation,

the reference-relation-diagram, which fixes the relation-
ship between the discourse objects (qtd. in Rieser, 1977: 13)

We can summarize the rules of Petofi's theory as follows:
(1) a formation rule system,
(2) a transformational rule system,
(3) a lexicon,
(4) an algorithm for the analysis of texts- to analyze a text means
to assign to any given text... all of its possible syntactico-semantic
representations,
(5) an algorithm for the synthesis of texts- to synthesize texts
means to generate all types of text-bases,
(6) an algorithm for the comparison of texts- to compare texts
means to establish the syntactico-semantic relations between any
two given texts unambiguously (qtd. in Durmusoglu, 1983: 70).

In conclusion, in Petofi's model texts are taken as the
combinatory product of a lexicon that makes use of the formation
rules which generate abstract, non-linear structures, which are
then in turn transformed into the surface text. But Petofi has been
highly criticized as he has not stated clearly how these components
worked together in the analysis of actual texts.

Another attempt to construct an integrated language theory can
be seen in the studies trying to bring together text linguistic
theories and communication theories. The assumption underlying
these attempts is that languages are communication-oriented and
therefore the linguistic investigation of the languages must be able

to describe and explain the internal structure of sentences and texts as well as the conditions and rules underlying successful communication (Schmidt, 1977: 47). In other words, language is a form of social interaction primarily realized through verbal communication in the form of texts and these texts cannot be analyzed sufficiently if one does not pay any attention to the analysis of the factors like 'situation', 'the speaker', his 'intention', his 'background knowledge', his 'knowledge of the communication partner(s), the social relations and norms, etc. as these are the major factors that influence the whole communication process.

Schmidt, one of the representatives of communicative text theories, explains the reasons that led linguists to try to construct communicative text theories as follows:

(1) the restricted models of language of structuralist and generative linguistics,

(2) the works of philosophers of language like Wittgenstein, Austin, and Searle and works by Marxist psychologists like Seve, Wygotski and Leont'eve that gave way to 'verbal communication' studies,

(3) this new approach to language as a form of social interaction encouraged empirical research in spoken everyday language, its rules, conventions and special features,

(4) the hypothesis that a natural language is not at all a homogeneous system but a framework that integrates very different kinds of 'languages', i.e. ways to communicating by means of verbal signs (1977: 48).

Schmidt explains the important tasks of a communicative text theory as follows:

(1) to define the context of communication as clearly as possible,

(2) to describe socially formed and acknowledged types of texts, and

(3) to offer an adequate explanation of the process of verbal communication, i.e. an account of the process of understanding verbal texts (1977: 51-2).

Schmidt also introduces a communicative text theory which is often referred to as 'Marxist communicative text theory'. Here, Schmidt presents the concept of 'communication strategy' and defines it as follows:

> By communication strategy we understand a plan for an optimal relization of communicational intentions, a plan which represents the objective and subjective elements and conditions involved in processes of communication and which determines the internal and external structure of a text; the verbal text is derived from this strategy (qtd. in Schmidt, 1978. 53).

Durmusoglu summarizes the basic principles of the Marxist communicative text theory as follows:

(1) linguistic communicative activity is always a part of superordinate human activity;

(2) social relations and the corresponding social activities determine the communicative requirements;

(3) the superordinate activity, its aim and the communicative conditions determine the nature of the communicative task;

(4) communicative intentions are closely connected with the text producer;

(5) any text produced consciously is structured in content and form according to a communicative plan which is defined as a strategy (1983: 74).

Schmidt's approach to text analysis starts from the text as a whole rather than the elements of the text, and the basic task is to analyze the communicative acts in terms of the situational elements of communication and the concepts like intention, receiver, sender, etc.

In the meantime, the British linguists Halliday and Hasan approached the problem of text from a different theoretical viewpoint and started their text studies from a 'functional' approach.

According to Halliday, language is related to the social structure and therefore the nature of language should be explained in terms of its function in the society. He distinguishes three functions of language:

(1) interpersonal- the function of establishing maintenance and specifying relations between members of societies,

(2) ideational- the function of transmitting information between members of societies, and

(3) textual- the function of providing texture, the organization of discourse as relevant to the situation.

Halliday (1973) provided definition of text on the basis of the above mentioned functions of language. Among these functions, textual function is concerned with the creation of text and Halliday states that:

> ... it is through this function that language makes links
> with itself and with the situation; and discourse becomes
> possible because the speaker or writer can produce a text
> and the listener or reader can recognize one. A text is an
> operational unit of language... the 'textual' function is not
> limited to the establishment of relation between sentences:
> it is concerned just as much with the internal organization
> of the sentence. with its meaning as a message both in
> itself and in relation to the context (qtd. in Vitacolonna,
> 1988: 425-26)

According to Halliday, the textual component is the significant part of any language study because this textual component contains the 'semantic component' that creates text. (However, Halliday cannot be considered the first linguist to recognize the textual component of language. Prague School linguists had identified this component of language long ago. See pg) According to Hasan, this semantic component is achieved through 'cohesion' and cohesion refers to relations of meaning that exist within the text and provides 'texture'. Hasan defines her concept of texture as follows:

> Texture is the technical term used to refer to the fact that
> the lexicogrammatical units representing a text hang
> together- that there exists linguistic cohesion within the
> passage (1977: 228).

Halliday and Hasan's concept of cohesion has an important place in their functional model for texts. According to Halliday and Hasan, there is only one principle that binds a text together, and that is cohesion: "... cohesive ties between sentences stand out more clearly because thay are the ONLY source of texture" (1976: 2), and they define cohesion as follows:

> Cohesion occurs where the interpretation of some element
> in the discourse is dependent on that of another. The one
> that presupposes the other in the sense that it cannot be
> effectively decoded except by recourse to it (1976 4).

Halliday and Hasan (1976) distinguish different categories of cohesion: reference, substitution, ellipsis, conjunction, and lexical cohesion. Later (1977) Halliday distinguishes four categories of cohesion: referential cohesion, substitutive-elliptical cohesion, conjunctive cohesion, and lexical cohesion.

(1) Referential Cohesion

Referential cohesion is achieved by the use of personal pronouns (he, she; his; hers, etc.), demonstratives (this, those, etc.), and comparatives (better, more, worse, etc.). They are the items which are interpretable only by 'reference' to something other than themselves.

(2) Substitutive-elliptical Cohesion

This kind of cohesion occurs when a certain item in the text is replaced by another or ommitted altogether in order to avoid the repetition of the same item. Halliday and Hasan (1976) distinguish three types of substitution and ellipsis in English: (a) nominal, (b) verbal, and (c) clausal.

(3) Conjunctive Cohesion

It is a form of cohesion that links any pair of neighboring sentences with the help of conjunctives. One can study this kind of cohesion under four headings: (a) additive, (b) adversative, (c) causal, and (d) temporal.

(4) Lexical Cohesion

Lexical cohesion is distinguished as another type of cohesion by Halliday. It is thought to be achieved in two ways: (a) reiteration (repetition of a lexical item or use of a general word, synonym,

etc. to refer to the same object) and (b) collocation (use of lexical items that generally co-occur, e.g. hair, comb, curl, cut, etc.)

Halliday and Hasan's approach has been critisized because of its being surface grammatical and in some ways structural. It is believed that their model cannot describe the semantic relations in a text and does not pay any attention to the psychological factors in the process of communication and text formation. Although Halliday and Hasan state that the model of cohesion they have originated is semantic in nature, it is limited to the relations on the surface level of a text and cannot describe the underlying semantic relation.

Another attempt to extend the principles of Transformational-Generative grammar can be seen in the studies of T. van Dijk and his grammar called 'text grammar'. van Dijk played a pioneering role in applying transformational- generative principles to textual studies. van Dijk claims that texts should be regarded as the natural domain of grammar, and that a text grammar should be able to "generate all and only the grammatical texts of a language" (1972: 17). He states that "syntax and especially semantics could not be limited to an account of sentences in isolation" and this results "in attempts to elaborate so-called 'text-grammars' " (1981: 4). In the light of the ideas of transformational-generative grammarians, van Dijk introduced his terms 'text competence' and 'text performance' which remind us the famous competence-performance distinction of transformational-generative grammar.

According to van Dijk, the main function of a text grammar should be to identify the grammatical texts of a language and a text grammar should be able to assign structural descriptions to these

well-formed, i.e. grammatical texts. In addition to this, such a grammar must also formulate rules for the semantic relations between the sentences of a text (1981: 4).

The below six principles constitute van Dijk's text grammar:
(1) generating all and only the grammatical texts of a language,
(2) assigning structural descriptions to these generated texts,
(3) formulating rules and conditions to explain the properties of inter-sentential relations,
(4) setting up rules for the description of 'macro-structure' of texts,
(5) relating macro-structures with sequential structures of the text through a set of transformational rules,
(6) formulating rules to form and relate semantic structures with phonological structures of texts of a language (qtd. in Durmusoglu, 1983: 71).

The early studies of van Dijk were very formal and very close to transformational-generative theory. However, these early studies of van Dijk were significant contributions to text linguistics and gave way to his later studies. In his later studies, van Dijk tried to work on the cognitive and pragmatic aspects of processing texts but he mostly concentrated on storage and recalling of information in text reception. His studies together with Kintsch became famous in this framework (for details see chapter III,p:75).

In Text and Context (1977) van Dijk tried to explore fundamental topics of discourse studies, coherence, topic of discourse and relations between the semantic and pragmatic aspects of discourse. He suggested that the theoretical description of utterances at the levels of syntax and semantics should be complemented by the level of pragmatics, and the pragmatic

description should emphasize the concept of appropriateness and communicative context.

In the exploration of the problems in discourse studies, van Dijk's suggestion is a propositional analysis; the analysis of semantic relations between the propositions of the discourse. In his analysis of connectivity, van Dijk puts emphasis on the natural language connectives and states that the formal logical languages are too far away from explicating the semantic relations between the sentences or propositions of a discourse, because natural languages combine their sentences pragmatically (1977: 88-9). According to van Dijk, propositions determine the semantic structure and coherence of a discourse and this takes place at two levels: (1) microstructure- the local level of discourse or text where the structure of individual propositions and their relations are analyzed, and (2) macrostructure- a more global level of analysis describing the discourse as a whole. He also asserts that there is also a set of rules, namely macrorules, whose purpose is to relate the analyses carried out on these two levels. Macrorules are of three types:

(1) deletion (propositions that do not contribute directly to the coherent text base may be deleted),

(2) generalization (a general proposition indicating an immediate superset may be substituted for a set of propositions),

(3) construction (a sequence of propositions constituting a proposition that denotes a global fact may be ommitted). van Dijk states that 'world knowledge' is required for the appropriate operation of macrorules necessary to establish coherent text base (1978: 68-9). In his book Macrostructures, van Dijk defines macrostructures as "... higher-level semantic or conceptual structures that organize the 'local' microstructures of discourse, interaction, and their cognitive processing" (1980: v). According to van Dijk, macrostructures are distinguished from other global

structures of a more schematic nature, which he calls 'superstructures'; they are the global 'form' of the macro structural 'content' (1980: v).

On the way of finding an integrated method to describe and observe texts of natural languages, Beaugrande and Dressler's approach can be considered as the most comprehensive. Their approach is referred to as 'procedural approach' and it is 'interdisciplinary' in nature mostly drawing on a variety of related disciplines, including cognitive psychology, sociology, anthropology, and artificial intelligence.

In a procedural approach, Beaugrande and Dressler say, instead of breaking language studies into branches like syntax, semantics, or pragmatics, one can study all the levels of language and describe them in terms of their 'utilization'. For them, the discovery of units and structural patterns, though still a central activity for investigation, is not a goal in itself; instead, they say:

> we are concerned with the operations which manipulate units and patterns during the utilization of language systems in application (1981: 33)

and they believe that the TEXT figures as the actual outcome of these operations. Hence, a text cannot be explained as a configuration of morphemes or sentences, rather, they say "... morphemes and sentences function as operational units and patterns for signalling meanings and purposes during communication" (1981: 33).

The advances on the social aspects of communication have brought a new perspective to text linguistic studies. Scholars dealing with texts realized that it is not enough to handle the problems of textual communication only at the level of organization but rather they should refer to the 'human processes' that govern the 'production' and the 'utilization' of text in communicative situations. The procedural approach, following this line, studies texts in terms of their function in human interaction and the emphasis is on the human processes of actualization and utilization of texts in communication. Before we deal with these problems, it may be necessary to have a quick look at the ideas of Beaugrande related to the concept of text.

Beaugrande (1980) asserts that " ... the multi-level entity of language must be the TEXT, composed of FRAGMENTS which may or may not be formatted as sentences (1980: 11). Later, Beaugrande gives the essential distinctions between text and sentence in which he reveals most of the important features of the procedural approach. We can summarize these distinctions as follows:

(1) The text is an ACTUAL system, while sentences are elements of a VIRTUAL system. For him, a virtual system is the intersystem of a natural language composed of elements like sounds, grammatical forms, sentence patterns, etc. whose potential is not yet put to use; a text, on the other hand, is an actual system, i.e. a functional unity created through processes of decision and selection among options of virtual systems (1980: 16).

(2) The sentence is a purely grammatical entity to be defined only on the level of SYNTAX. The text must be defined according to the complete standards of TEXTUALITY (for details see p: 9-11).

(3) Sentences are graded as "grammatical" or "ungrammatical", but a text is "acceptable" or "nonacceptable" according to a complex 'gradation' (Beaugrande states that the gradations of EFFICIENCY,

EFFECTIVENESS, and APPROPRIATENESS are factors which control what people say. According to him, the efficiency of a text results from its utilization in communication with the *greatest returns for the least effort,* so that PROCESSING EASE is promoted. The effectiveness of the text depends upon its intensity of impact on text receivers, promoting PROCESSING DEPTH, and upon its *contribution toward the producer's goal* constituting the RELEVANCE of text materials to *steps in a plan* The appropriateness of a text depends on the *proportionality between the demands of a communicative situation and the degree to which standards of textuality are upheld*(1980: 21)

(4) A text must be relevant to a SITUATION of OCCURRENCE, in which a constellation of STRATEGIES, EXPECTATIONS, and KNOWLEDGE is active. This wide environment can be called CONTEXT (1980:12).

(5) A text is manifestation of a human ACTION in which a person intends to create a text and INSTRUCTS the text receivers to build relationships of various kinds. The sentence is not an action, and hence has a limited role in human situations (1980:13).

(6) A text is a PROGRESSION between STATES: the knowledge state, emotional state, social state, etc. The production and comprehension of a text are enacted as progressive occurrences. In contrast, sentences are the elements of a stable synchronic system (i.e. a system seen in a single, ideal state free of time) (1980:13)

(7) SOCIAL CONVENTIONS apply more directly to texts than to sentences. People's social awareness applies to occurrences, not to grammatical rule systems (1980:13).

(8) PSYCHOLOGICAL FACTORS are more relevent to texts than to sentences (1980:14).

These points have important implications for the development of Beaugrande and Dressler approach and these features can be

considered as the bases of their so-called procedural approach. Beaugrande (1980) implies the basic features of this approach as follows:

(1) MAPPING PROCEDURES (control the interaction of entities on different language levels),

(2) DEFAULTS (assumptions made when no specifications are given) and PREFERENCES (disposititons toward one option over others),

(3) TYPES OF TEXTS,

(4) TEXTUALITY,

(5) TEXT UTILIZATION,

(6) TEXT COMPETENCE,

(7) INTERDISCIPLINARY CO-OPERATION (1980:14-5).

Besides their attempts to define and describe naturally occurring texts, Beaugrande and Dressler are more interested in the 'production', and 'reception' of texts in a communication process and this is the main aim of their procedural approach.

Beaugrande states that the activities involved in the production and comprehension of a text can be explored in terms of 'model-building' (1980: 24) and the participants in communication are said to be building a 'text-world model'. Beaugrande defines the textual world as follows:

> The textual world is the cognitive correlate of the knowledge conveyed and activated by a text in use... it is in fact only present in the minds of language users (1980: 24)

According to Beaugrande and Dressler, the first phase of text

production is PLANNING. In the communication process, a text producer has the intention of conducting some goal via the text and through 'means-end analysis' the producer tries to calculate which of various possible texts would make the greatest contribution (1981: 39), and the chosen texts are integrated into the plan through PLAN ATTACHMENT.

The setting of the goal and the choice of a text type is closely followed by a phase of IDEATION. According to Beaugrande and Dressler, "an idea is an internally initiated configuration of content providing control centers for productive, meaningful behavior, including text production" (1981: 39).

Following ideation, a text producer enters a phase of DEVELOPMENT. This phase helps him to expand, specify, elaborate, and interconnect the ideas obtained in the phase of ideation. It is like a search for stored 'knowledge spaces', i.e. internally organized configurations of content in mind (1981: 40).

Then comes a phase of EXPRESSION to which the content accruing so far is relayed (1981: 40) and the search for expressions to be used is a special instance of 'problem-solving'. Already active expressions will be taken as PREFERENCES.

The final phase of production is PARSING, i.e. putting the expressions relayed from the last phase into GRAMMATICAL DEPENDENCIES and arranging them in a LINEAR format for the SURFACE TEXT. (By linear, Beaugrande and Dressler mean that the elements in a grammatical dependency are arranged next to each other in the progressive series (1981: 41)).

Beaugrande and Dressler, after outlining the process of text production, state that the phases mentioned above should not be envisioned as running in a neat time sequence with clear-cut boundaries (1981: 42) because the 'intention of the text' can always affect these phases; therefore, the production must be considered as an open-ended process whose termination is carried out only when a threshold of satisfaction is attained according to the intention of the text producer.

The RECEIVING of the texts follows a model of reversed direction, i.e. the receiver has to begin with the surface text and work downwards to reach the deeper phases. On receiving the text, the surface text is parsed from the linear string into grammatical dependencies by the receiver (1981: 43) and the elements in those dependencies are the expressions which ACTIVATE concepts and relations in mental storage. This phase is called CONCEPT RECOVERY. Then comes the IDEA RECOVERY phase in which the main ideas are extracted as the conceptual configurations. After the discovery of the ideas comes the PLAN RECOVERY phase in which the plans of the text producer are extracted. Beaugrande and Dressler once again state that the phases of reception, like those of production, need not be separated by rigid boundaries (1981: 43). They mention the following factors that would create variation in the intensity and duration of the phases:

a) the receiver's judgement of the text's quality;

(b) the degree to which the text's content should be integrated into the receiver's store of prior knowledge; and,

(c) the receiver's cognitive and emotional involvement in the communicative situation.

(Beaugrande and Dressler suggest that text reception involves a THRESHOLD of TERMINATION where the comprehension and

integration of the text is deemed satisfactory; if the text is important for the receiver, the threshold will be high (1981: 43).

Another essential occupation of the procedural approach is the notion of TEXTUALITY. Beaugrande and Dressler state that one who studies texts ought to find out what standards texts must fulfill as texts are communicative occurrences which meet seven standards of textuality (1981: 3). The standards of textuality are : (1) cohesion, (1) coherence, (3) intentionality, (4) acceptability, (5) informativity, (6) situationality, and (7) intertextuality (for details see chapter I, p:9-13). Beaugrande and Dressler state that these standards function as CONSTITUTIVE PRINCIPLES of textual communication, but these are not enough to define the behavior in a textual communication. They suggest that there must also exist REGULATIVE PRINCIPLES that control textual communication (1981: 11). These regulative principles are: (1) efficiency, (2) effectiveness, and (3) appropriateness (for details see p:44-5).

To sum up, in the procedural approach of Beaugrande and Dressler, texts are considered as units of language in which linguistic items are organized on the surface level via grammatical dependencies and in their deep structure there are concepts and relations which are signalled by the surface structure (Aksan, 1988: 87). To use texts effectively, efficiently, and appropriately without disturbing the standards of textuality in a communication process is a human activation and requires a knowledge of textual communication which is found in the textual competence of the humans. The textual competence consists of the following knowledge and procedures:
(1) knowledge of the systemic constraints on the selection and combination of options,

(2) knowledge of the beliefs, knowledge, and expectations shared by the communicative group or society about the real world.

(3) knowledge of the repertories of options in virtual systems of language,

(4) knowledge of text types,

(5) procedures for utilizing virtual systems during actualization,

(6) procedures for producing texts,

(7) procedures for receiving texts,

(8) procedures for maintaining textuality,

(9) procedures for regulating informativity,

(10) procedures for optimizing efficiency, effectiveness, and appropriateness,

(11) procedures for re-utilizing text-acquired knowledge from mental storage in tasks like recalling, reporting, summarizing, or evaluating,

(12) procedures for monitoring and managing situations by using texts,

(13) procedures for building, implementing, and revising plans toward goals,

(14) procedures for predicting the activities of other participants in communication and regulating one's discourse actions accordingly,

(15) procedures for maintaining communication despite discrepancies, discontinuities, ambiguities, or non-expected occurrences (Beaugrande, 1980: 25-6).

In this chapter we have reviewed some of the important contributors to text linguistics and tried to summarize their theories/models.

CHAPTER III

THE ANALYSIS OF NARRATIVES

Traditionally, the areas that have been most closely associated
with narratives and narrative analyses have been literature,
anthropology, and psychology. In recent years, the increased
interest in applying linguistic approaches to literary studies have
led to the emergence of modern linguistic theory as a contributing
discipline to literature and especially narrative analyses. The first
attempts to analyze narratives linguistically hold structural
principles and analyses. The following section is a review of the
structural analyses of narratives.

III.1. STRUCTURAL (SEMIOTIC) APPROACHES TO NARRATIVES

After the abandonment of the traditional subjective approach
'impressionalism' in literary studies in favor of more objective
methods, scholars thought that structural linguistics might provide
a unified methodology for literary studies (Pavel, 1985: 85). As a
result of the attempts to find an objective methodology and under
the influence of structuralism in linguistics, a number of techniques
have been developed for the structural analysis of narratives.
Among these, the work of Propp can be considered as a pioneer
work and it is believed that his work has provided background for
what is, today, commonly known as 'French Structuralism'.

Vladimir Propp belonged to the school known as 'Russian Formalism' and wrote his famous work <u>Morphology of the Folk Tale</u> (1928, first English translation 1958) under the influence of the notions of this school. According to Formalists, 'form' is a concept comprising all the component parts which make up a work of art and the process of creating a work of art involves the interaction of forms. The Formalist's task is to observe and explain how the forms interact. With this understanding, the Formalists try to find analytic tools with which they can understand the interaction of forms (Propp uses functions as analytic tools). The Formalists try to understand 'content' of a work of art by examining its surface structure. For them, the analysis of the surface structure is a way of penetrating the content of a work of art (qtd. in Zeyrek, 1990: 16-7).

Propp, as a Formalist, analyzed a group of Russian folk tales and discovered that folk tales have two types of components: (1) roles which may be filled by a variety of characters, and (2) functions which constitute the plot (Culler, 1975: 208). In his analysis, Propp realized that there are a fixed number of thematic units, functions, in the formal organization of the folk tales. He tried to show that the linear ordering of these functions could account for the narrative structure of the Russian folk tales. By function, Propp refers to "an act of dramatic personae which is defined from the point of view of its significance for the course of the action, of the tale as a whole" (qtd. in Culler, 1975: 208). For Propp, functions are the essential elements of a tale and the agents, the means, the intentions, play only a secondary role. He observes the following regarding the functions:

(1) Functions of characters serve as stable, constant elements in a tale, independent of how and by whom they are fulfilled.

(2) The number of functions known to the tale is limited. (He noted 31 functions.)
(3) The sequence of functions is always identical.
(4) All tales are of one type in regard to their structure (qtd. in Zeyrek, 1990: 20).

To conclude, Propp's analysis of Russian folk tales is an analysis based on the structural components and the relationship of these components to the whole. As a Formalist who believes that a work of art can best be described in terms of its various component parts, Propp seeks a formal unit of analysis which he can extract from within the tale itself. The function serves this purpose and following the linear sequencing of functions in a tale, he describes the narrative structure of the Russian folk tales.

Propp has been highly critisized because of his over-emphasis on the form and of his leaving content aside, and not relating his findings to the socio-cultural context.

To some extent inspired by Propp and to some extent by the further development of Structural Linguistics in Europe, Levi-Strauss appeared as another contributor to French structuralism. Strauss has become famous for his analysis of 'myths'. In his analysis of myth, Levi-Strauss has text-analytic procedures and uses the principles derived from the linguistic model of phonology: in analogy to the phonological analysis of distinctive features, Levi-Strauss analyzes the recurrence of binary oppositions of semantic units in texts. Also in analogy to phoneme-analysis a minimal unit of textual analysis is introduced which is called the 'mytheme' (Noth, 1977: 26).

Inspired by the work of Propp and Levi-Strauss' analysis of myths, French structuralism in 1960s developed and the developments were often studied under the label of 'semiotics' or 'semiology' to which is associated the names of Barthes, Greimas, and Todorov who were especially interested in the structural analysis of narratives. In order to evaluate the recent models and theories in narrative analysis better, it may be useful to review these more traditional approaches.

One of the pioneer scholars in the development of French structuralism is considered to be Barthes. Keeping the Proppian term 'function' for the narrative units, Barthes makes an insightful distribution of narrative units. According to Barthes, functions are divided into two categories:

(1) cardinal functions- or nuclei (these are the important functions and they constitute hinge points of the narrative),

(2) catalyses (these functions fill in the narrative space) (Grosse, 1977: 167).

Barthes states that the cardinal functions have direct consequences for the subsequent development of the story and catalyses depend on cardinal functions and are specifications of details or of unimportant actions. Barthes also adds that besides these functions, a narrative contains 'indices' and these indices inform the reader about the circumstances of the story. Indices are of two types:

(1) Indices proper (describe the personality of a narrative agent, an atmosphere, a philosophical stand),

(2) Informants (identify the space and the time of the action) (Grosse, 1977: 167).

According to Pavel, Barthes' taxonomy has the merit of giving attention to elements other than the nuclei, elements which were often neglected by other structuralist models (1985: 93) and it stresses the role of non-narrative elements, such as descriptions, characterizations, and philosophical ideas. Barthes' model offers a more general view of what happens in a story than structural analysis. Therefore, Grosse says, Barthes' model should be regarded in the framework of semiotics or semiology (1977:168).

Another contributor to French structuralism is Greimas. Greimas tried to develop the Levi-Straussian view of myth and observed narratives in a semiotic framework. As Pavel states, Greimas' semiotic theory is a general theory of meaning presented following the principles of a generative model (1985:91). He divides a narrative into two levels: deep level and surface level. According to Greimas, in the deep level of a narrative, meaning is organized as a semiotic square, that is a four-term structure containing two semantic features or 'semes', s1 and s2, organized as a 'semantic axis' S, and three types of 'relations': (1) conrariety, (2) contradiction, and (3) complementarity:
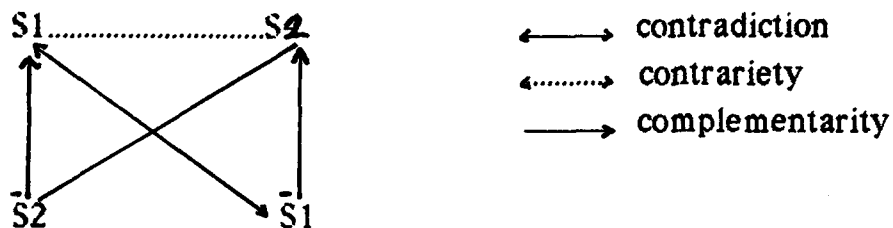
This semiotic square is a pure form which, invested with concrete semes, becomes a semantic micro-universe. The deep level contains also a set of syntactic operations: conjunctions and disjunctions, which relate the four elements of the semiotic square

among themselves (Pavel, 1985: 91). According to Greimas, the semiotic square, together with the syntactic operations is formally connected to a second level: the surface organization of the semio-narrative structures. While at the deep level the relations are purely conceptual, at the surface level one meets with 'figurative' relations. At this level, to the deep syntactic operations corresponds what Greimas calls the syntactic doing. In Greimas' view, the transition from deep to surface structures of meaning is a transition from logico-semantic schemata to narrative organization. Indeed, according to Greimas, narrative structures are not to be found only in narrative texts; rather these structures constitute a universally present level in the production of meaning (Pavel, 1985: 91).

In Greimas' model, narrative syntax is supplemented with a typology of the 'actants'; this notion of actants is designed to replace the traditional dramatis personae; actants are more abstract and less related to definite roles or characters. In Greimas' notion, an actant may assume several 'actantial roles' during the course of a text, in opposition to other roles, held by other actants (Grosse, 1977: 161).

Although Greimas has tried to elaborate Propp's and Levi-Strauss' theories, Pavel says, Greimas' theory still has some problems:
(1) the semantic universality of narrative structures is a postulate which diminishes the specificity of narrative forms and may hinder research on the differences between narrative and non-narrative meaning,
(2) the design of the theory does not include much space for empirical checking of the theoretical propositions (1985: 92).

When we review the theories of French structuralism, we have to go over the ideas of Todorov who has contributed a lot to French structuralism.

Todorov's narrative theory assumes that narratives behave like a language. A story has a semantic, a syntactic, and a verbal aspect. The unit of narrative syntax is the narrative sentence, composed of a subject and a predicate. Narrative sentences are linked to one another in sequences. The main categories of the sentence are the proper name, the adjective, and the verb. Proper names designate characters or agents (Hendricks, 1973: 127). The information related to the characters can be found in the adjectives and these adjectives define attributes related to states, properties, and status; the verbs, on the other hand, define actions.

In Todorov's system, in addition to the indicative mode of narration, one can find two voluntary modes: (1) optative mode, and (2) the obligative mode, and two hypothetical modes: (1) the conditional, and (2) the predictive. In this system, we can also find various types of relations between the sentences of a narrative sequence:
(1) Logical relations (such as modification, desire, motivation, result, punishment),
(2) Temporal relations (such as emphasis and inversion) (Pavel, 1985: 94).

The basic principles of Todorov's narrative analysis can be summarized as follows:

(1) He tried to present the structure of narratives in the form of a grammar.

(2) His concern is with the universe evoked by narratives, not with them as linguistic entities.

(3) He claims that the proposition is the basic unit of narrative structure.

(4) The proposition has an internal structure constituted of the 'narrative parts of speech', which are three in number: proper noun, verb, and adjective.

(5) He claims that the notions of grammar and syntax can have a precise meaning when applied to narration.

(6) He makes a distinction between two planes: syntax and semantics.

(7) His syntactic unit corresponds to Propp's function.

(8) His semantic units correspond to particular actions which manifest a function.

(9) He states that on the syntactic plane, propositions are decomposed into agent and predicate, whereas on the semantic plane they are decomposed into the various narrative parts of speech.

(10) He regards his narrative syntactic units to be universal, but not necessarily the semantic ones.

(11) He differentiates proper nouns and adjectives in terms of denomination and description. The narrative proper noun, which in a proposition functions as agent, serves primarily to denote or identify an individual. All descriptive information is given by the adjective, which forms the predicate.

(12) He alludes to the notion of sphere of action; he states that when one studies a particular story, one must take account of the relative stability in the association of a particular agent with certain predicates.

(13) He deals with the integration of propositions into sequences. He first deals with elementary relations into which propositions

can enter. Each relation is given an arbitrary name: 'desire', 'modification', etc. There are two main classes: temporal and causal, each with several varieties. These relations can also be grouped according to the role they have in the sequences- either obligatory, optional, or alternative (Hendricks, 1973: 128-150).

The last scholar we have to mention in the framework of French structuralism is Bremond. In constructing his theory, Bremond tried to generalize Propp's method and said that every narrative integrates a succession of events of human interest oriented toward a goal (Hendricks, 1973: 154). Bremond classifies these events into two categories: (1) amelioration, and (2) degradation. We can explain his theory with the following diagram:

State of Deficiency   -   Amelioration to be Obtained
↑   ↓
Process of Degradation   Process of Amelioration
↑   ↓
Degradation Possible   -   Satisfactory State

(The equal sign (=) indicates that the same event simultaneously fulfills, from the perspective of the same role, to distinct functions) (Hendricks, 1973: 154).
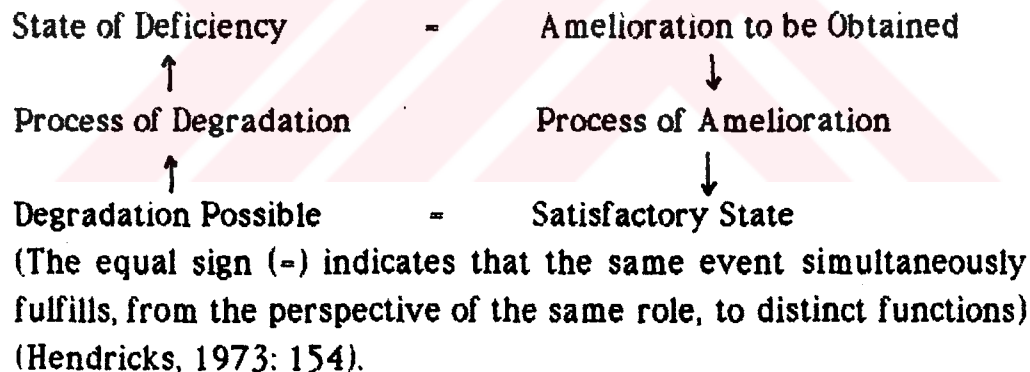
Following Propp, Bremond (1977) constructs a theory by which he tries to analyze the episode structure of the French fairy tale. He agrees with Propp that the permanent elements in the fairy tale are functions, the number of functions comprising the fairy tale is limited, and that the sequencing of the functions is always identical. Yet, he believes that the number of functions can be considerably reduced, namely to six, because several of Propp's functions designate the same type of event. On the basis of these

ideas, he formulates his model which describes the overall structure of the episode:

(1) Deterioration ⟶ Improvement

(2) Merit ⟶ Reward

(3) Unworthiness ⟶ Punishment

(qtd. in Zeyrek 1990, 27-8)

In current French narrative research, Bremond's conception of a narrative grammar has become important. The main reason for this is to be seen in its importance for the syntagmatic dimension of narrative macro-structures. This dimension is seen in the elementary narrative sequence and in the sequence combination types. Furthermore, the elementary narrative sequence provides two kinds of possibilities for an author: not only his possibilities while writing a part of a plot, but also his choices in the construction of the whole plot.

According to Bremond, the elementary narrative sequence is a 'triadic' succession of functions:
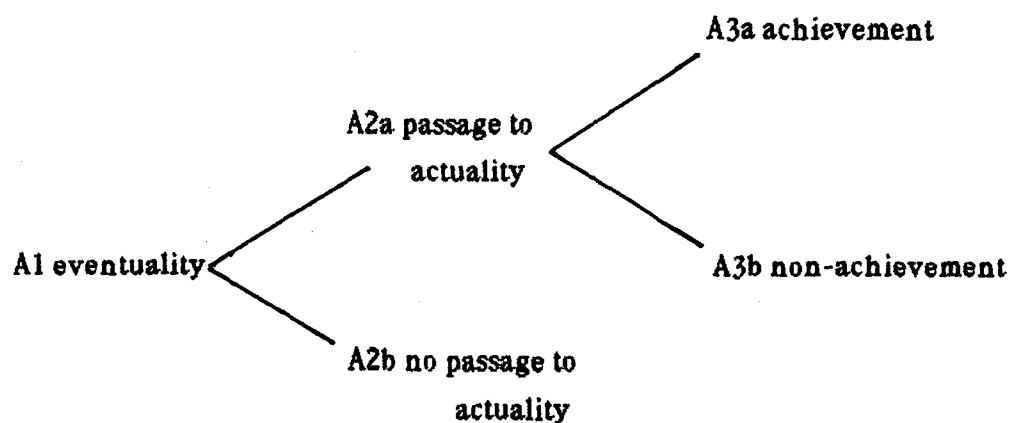
Each function opens an alternative which, according to Bremond, can only be dyadic. For example, at the beginning of a story, a character called Sam feels he is in a dangerous situation (= eventuality). He makes measures to defend himself (= passage to actuality) or does not (= no passage to actuality, no complete elementary sequence in this case). Eventually, his defensive measures prove successful (= achievement) or ineffective (= non-achievement): thus it is basically either a story with a happy end or a tragic story. By introducing alternatives into his narrative grammar, Bremond has linked together two fundamental ideas: narrative necessity and narrative liberty (Grosse, 1977: 164).

Although there have been significant controversies among the different methods of analyses of various structuralists, it is worth noting that there have been some general tendencies. van Dijk summarizes these tendencies as follows:

(1) The earlier analysis of folk tales by Propp and of myth by Levi-Strauss had stimulated the interest for several 'popular' discourse forms.

(2) Increasing attention was being paid to the more 'mundane' forms of language and discourse, such as those of the mass media.

(3) Language and discourse themselves were increasingly considered to be only one dimension in the wide spectrum of semiotic practices. In other words, from Russian formalism to French structuralism, we witness an increasing tendency towards the integration of poetics, linguistics, discourse analysis, and other disciplines within an overall study of semiotic practices. (1985: 3-4).

III. 2. TRANSFORMATIONAL- GENERATIVE APPROACHES TO NARRATIVES

After structuralism had lost much of its popularity, transformational-generative grammar developed by N. Chomsky started to gain popularity and scholars began to apply its principles to literary texts, especially narratives. In this section, we will have a look at some narrative analyses which have transformational-generative basis.

A scholar trying to apply the rules of transformational-generative grammar to narratives is G. Prince (1973). He is famous for his notion of 'minimal stories'. According to Prince, minimal stories are conjunctions of sentences expressing three events: the first and the third of these events, Prince says, are 'stative', while the second is 'active' and these events and the sentences are arranged in a temporal succession (Pavel, 1985: 96). Prince suggests that a minimal story is the axiom of an elaborated transformational-generative grammar of stories. It first generates the 'kernel simple stories', which are minimal stories plus some non-narrative events chronologically arranged, then the 'simple stories' are produced where the chronological order of the events is not reproduced by the order of the sentences, and finally 'complex stories are produced which combine out of simple stories via generalized transformations (Pavel, 1985: 96).

Two other scholars trying to apply transformational-generative principles to narratives are T. A. van Dijk and T. G. Pavel. These two scholars agreed that a 'text grammar' should specify the notion

of text in a language and they attempted to use the theoretical framework provided by generative grammar to achieve this aim (Rieser, 1977: 8). Inspired by the notions of generative grammar they tried to distinguish between texts and non-texts and acceptable and non-acceptable texts. They also suggested that basic concepts in linguistic theory such as 'competence' and 'performance' would have to be formulated in relation to texts and introduced the terms 'text competence' and 'text performance'. Based on these terms, van Dijk later introduced the notion of narrative structure theory and stated that a narrative structure theory must be productive and in order to account for the text's structure, van Dijk introduced a complex structural variable S which functions on several levels: phonological, syntactic, and semantic. According to van Dijk, one has to distinguish between the deep structure and the surface structure of a text. Pavel states that van Dijk puts together purely narrative units with higher order units of the story, such as Moral or Evaluation. Below is a typical tree generated by his grammar:

```
                        Narrative
              /             |              \
         Story          entails             Moral
        /    \
  /        \
Introduction  and        Episode
                       /      |      \
                Happening  followed by  Evaluation
               /    |    \
        Complication  followed  Resolution
                      by
```

(1985: 96)
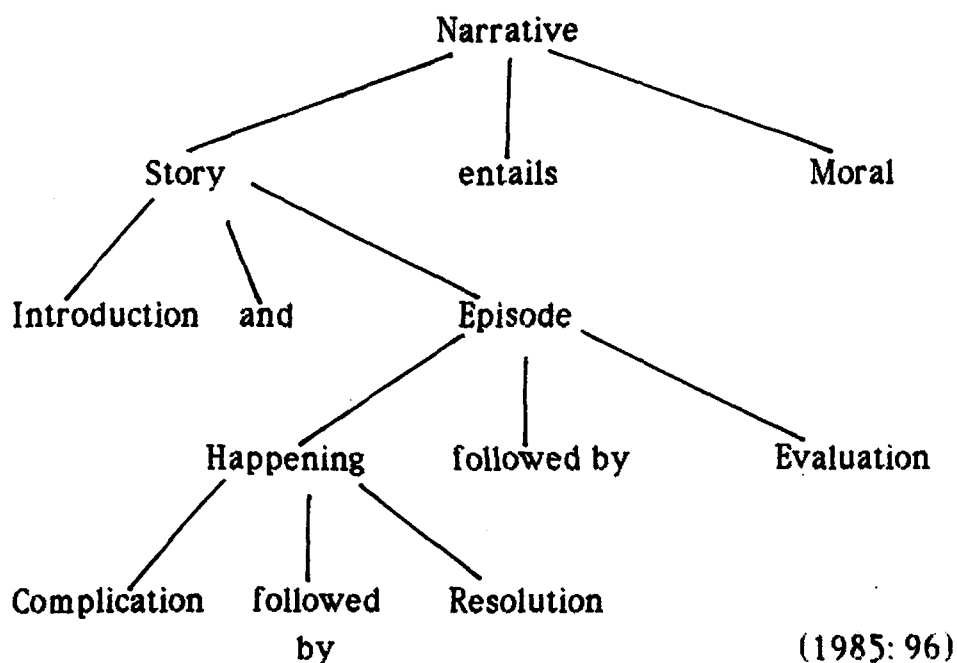
According to Pavel (1976), the grammar has a recursive base, the axiom of which is NS (narrative structure). NS is made up of Troubled Universe (Initial Situation plus Violation) and a

Lack

Reestablished Universe (Mediation plus Denouement); the grammar has thus a categorial component which obtains complex stories via recursive rules, which can embed the NS (qtd. in Pavel, 1985: 96).

Usually, in the analyses we have discussed so far, the semantic aspects of narratives have been neglected. Although, Levi-Strauss' and Greimas' models do have semantic bases, they are abstract in nature and the categories used are quite general. Let us now have a look at a theory which gives more importance to semantic aspects of narratives.

III. 3. GENERATIVE SEMANTIC APPROACHES TO NARRATIVES

A scholar who is famous in his attempts to study the semantic aspects of narratives is L. Dolezel. His narrative semantics is articulated in two main levels: (1) the theory of 'narrative motifs', and (2) the global constraints on narratives (Pavel, 1985: 97). According to Dolezel, a 'motif' is the semantic representation of narrated states or events and has the form of a 'predicate' with one or more arguments. Motifs representing states are called 'static motifs' and those representing events are called 'dynamic motifs'; the semantic subcategorization of motifs divides them into: (1) physical motifs, (2) mental motifs, (3) private motifs, and (4) social motifs (Pavel, 1985: 97).

The global constraints of Dolezel's narrative semantics are defined in terms of logical modalities. At this point, he introduces his notion of 'atomic story'. For him, an atomic story is a string of motifs which enjoys modal homogeneity and is of four classes:

(1) alethic stories (expressing possibility, necessity, and impossibility),

(2) deontic stories (expressing permission, prohibition, and obligation),

(3) axiological stories (expressing goodness, badness, and indifference), and

(4) episdemic stories (expressing knowledge, ignorance, and belief) (Pavel 1985: 97).

(According to Dolezel, new classes can be added as the system is open.) Dolezels contribution to narrative anlysis has a logico-philosophical basis rather than textual.

III. 4. TEXT LINGUISTIC APPROACHES TO NARRATIVES

Under the influence of structuralism and transformational-generative grammar, narrative analysis has been synonymous with the description of narrative structures. This is also true for the first text linguistic approaches. According to Gulich and Quasthoff:

> There are two different lines of interest in early text linguistic approaches to narrative analysis: on the one hand, singular structural phenomena like tenses, connectives, and discourse markers, or beginning sentences of texts are studied; on the other hand, there are more global attempts toward theories including structural models designed to analyze entire narratives within a text grammatical framework (1985: 170).

For example, van Dijk, who has started the first text linguistic analyses of narratives, has given first priority to the underlying structure of the narrative and attempted to describe narrative structure in terms of semantic macro-structure using text grammatical categories. (In his earliest studies, van Dijk tried to combine structural grammars and the principles of transformational-generative grammar in the notion of text grammar and narrative structure.) There are a lot of scholars who have done research on the structure of narratives but, here, we can only display a few of these studies.

The following section will exemplify the structurally based text linguistic approaches to narrative analysis and only a few significant studies paying attention to different aspects of narratives will be reviewed.

III.4.1. <u>STRUCTURALLY BASED TEXT LINGUISTIC APPROACHES TO NARRATIVE ANALYSIS</u>

Norman Price, who has done research in Nchimburu, which is a language spoken in east central Ghana, has tried to find out the structural and temporal relationships of events in Nchimburu narratives. The type of narrative he uses describes a 'personal experience' of the narrator, and according to Price, the personal narrative has three 'time-oriented' parts: first, the narrator gives the narration a 'time setting'; then he relates a sequence of events; and finally he relates the whole back to the present in coda (1978: 76-7). The narrative time setting is a past event and establishes a separation in time from the present, and all the subsequent events

in the narrative follow from this event. The time setting event is introduced by a time related phrase or clause and the author declares the principal participant/s in this introductory part (1978: 77).

In the narrative, all events are presented sequentially as they actually occur in time, and there are two levels of organization: at the first level, the narrative is organized into 'paragraphs' which relate different phases of the story and according to Price, each paragraph in the narrative begins with a time setting (1978: 79). At the second level, information is organized into time-oriented groups of clauses. Time reference is signalled by time setting information in the narrative, by always presenting events in a narrative in the order in which they actually occurred. As can be seen, Price tries to give the structure (form) of a story putting emphasis on the aspect of 'time' and sequence of the events in a story.

Another aspect of stories has been studied by Ennulat in Fali stories. (Fali is a language spoken in the north of Cameroun, between Garoua and Dourbey.) Ennulat tried to show how 'participants' are worked out in stories. After studying the animal stories in Fali, Ennulat has found out that there are five categories of participants in stories: main, secondary, plural, impersonal, and closing (1978: 143).

According to Ennulat, the main participant is the one who acts throughout the whole story and is usually introduced by his proper name in the first noun phrase that is subject of a sentence (1978: 143), and maintained throughout the story by referring to him by pronouns.

Secondary participants play a minor role in events in Fali stories and may engage in any type of action except the action appropriate to the character of the main participant (1978: 145). The secondary participant is never introduced first in a story.

To place events in a community setting and also to add some excitement to a story, Fali favors making group participants appear and act as plural participants (1978: 147). Plural participant identification is maintained usually by a plural pronoun.

Impersonal participants are members of an acting group or a general assembly, who speak out on behalf of the others- that is, their acting is usually limited to speech introductions and are introduced in noun phrase form (1978: 147).

The closing participants are the participants who do not have any connection with the participants of the actual story (1978: 148).

Ennulat, in his analysis of Fali stories, has tried to give the structure of a story in the way the participants are introduced and how they are maintained throughout the story.

The overall structure of narratives has been studied by Schottelndreyer in his research on Sherpa narratives. (Sherpa is a language spoken in Eastern Nepal.) Narratives in Sherpa, can be divided into three parts: an introduction, a corpus, and a closure (1978: 248).

According to Schottelndreyer, a Sherpa narrator typically begins his story with an identificational setting, which may or may not be accompanied by explanatory information (1978: 251). The identificational setting provides information regarding time, place, and the main participants of the plot (1978: 252).

The corpus of a Sherpa narrative is a sequence of events which is coherent in time and space with respect to the participants involved; the corpus breaks down into paragraphs (1978: 257).

The closure part identifies the end of the story.

All the above mentioned studies bring our minds an important question: Are these aspects and the structure of stories universal? In other words, can we find some general characteristics which identify narratives as texts having universal features? To answer this question, it is useful to have a look at the narrative studies which have 'cognitive' bases.

III.4.2. COGNITIVELY BASED TEXT LINGUISTIC APPROACHES TO NARRATIVE ANALYSIS

In the framework of cognitive psychology- that is, how people acquire and represent knowledge about the world and how they organize and use that knowledge, the 'schema theory' has been formulated to emphasize that texts are processed and comprehended by making use of the schemata which are higher-

level complex knowledge structures existing in minds of comprehenders (qtd. in Brown and Yule, 1983: 247). Schema theory tries to explain text processing as a series of processes which involve the retrieval of background knowledge and relating it to text and schemata are considered to be this background knowledge which leads people to predict the structural and semantic aspects of a text. According to Giora, a schema is "a cognitive structure- an organized representation of a body of knowledge- which is spatially and/or temporally organized" (1990:115), and Luke emphasizes that "... readers use 'background knowledge' to contend with semantic structures coded in texts" (1989: 59-60), and continues that "the presupposition of the schema theoretic model is that readers apprehend text much as they make sense of daily experience, matching and testing new information against the known (1989: 60). Readers use their stock of interrelated schemata to constitute and make sense of the text. Luke states that "as one becomes more capable of comprehending a wide range of text, her or his familiarity with the lexical, syntactic and semantic structures of different genres of text grows: the reader acquires a developing 'schematic repertoire' "(1989: 60).

The schema theory has also a significant role in the analysis of narratives. This theory assumes that the structure of a text can only be accounted for if the schemata can be represented and Rumelhart's 'story grammar' is an attempt to emphasize this aspect. Rumelhart (1980) states that:

> There are schemata representing our knowledge about
> all concepts: those underlying objects, situations, events,
> sequences of events, actions and sequences of actions. A
> schema contains as part of its specification, the network of
> interrelations that is believed to normally hold among the
> constituents of the concept in question (qtd. in Luke, 1989: 60).

According to Hoppe-Graff (1984: 17), schemata have certain specific features:

> - schemata are classified hierarchically in the memory
> according to their degree of generality;
> - schemata contain a number of variables or gaps which
> are filled as soon as the schema is activated by input data;
> - activated schemata arouse expectations via further data
> which conforms to the schemata concerned;
> - schemata are created inductively as the generic notion
> is filled within a concrete situation, thereby becòming
> more and more precise (qtd. in Meyszies, 1990: 513).

Building his story grammar on these views, Rumelhart tries to explain the structure of stories using 'rules' and makes a distinction between the syntactic and semantic rules which are responsible for explaining the structure of stories. Rumelhart's rules of a story grammar are displayed in Fig. 4.

According to Rumelhart, the analysis of a story following this model has several steps. First, the text has to be parsed into lines containing single propositions. In his demonstration, Rumelhart uses the Margie Story:

> Margie was holding tightly to the string of her beautiful
> baloon. Suddenly, a gust of wind caught it and carried
> it into a tree. It hit a branch and burst. Margie cried
> and cried.

and designates the propositions of this story as follows:
1. Margie was holding tightly to the string of her beautiful baloon.
2. Suddenly, a gust of wind caught it
3. and carried it into a tree.

4. It hit a branch
5. and burst.
6. [sadness]
7. Margie cried and cried.

Rules of a Story Grammar

The Syntactic Rules	The Semantic Rules
1. Story → Setting + Episode	1. Setting ALLOWS episode, i.e., makes it possible
2. Setting → (State) (i.e. an arbitrary number of states)	2. State AND state AND ... , i.e., logical conjunction of the states
3. Episode → Event + Reaction	3. Event INITIATES reaction, i.e., an external event causes a mental reaction
4. Event → { Episode, Change-of-state, Action, Event-Event }	4. Event CAUSES event or, event ALLOWS event. (No semantic rule is required for the first three options in the syntactic rule.)
5. Reaction → Internal Response + Overt Response	5. Internal Response MOTIVATES overt response, i.e., the response is a result of the internal response.
6. Internal Respose → { Emotion, Desire }	6. No semantic rule required.

Fig. 4: Rumelhart's rules of a story grammar (qtd. in Zeyrek, 1990: 34-5)

The next step is to provide syntactic and semantic descriptions of the stories and this is done by the use of tree diagrams as follows:

Syntactic Structure:

```
                          Story
                         /     \
                        /       \
                 Setting         Episode
                    |           /       \
                    |          /         \
                    |      Event          Reaction
                    |     /     \        /        \
                    |  Event  Change of  Internal  External
                    |  /   \   State     Response  Response
                    | Event Event  |        |         |
                    |  |     |     |        |         |
 Margie             |  |     |     |        |         |
 was      Suddenly  |  |     |     |        |         |
 holding     a     and |     |     |        |      Margie
 to the    gust  carried|    |     |        |       cried
 string     of     it   it   |     |        |        and
 of her    wind   into  hit  and   |        |       cried
 beautiful caught  a     a   burst [ sadness ]
 baloon     it    tree branch
```
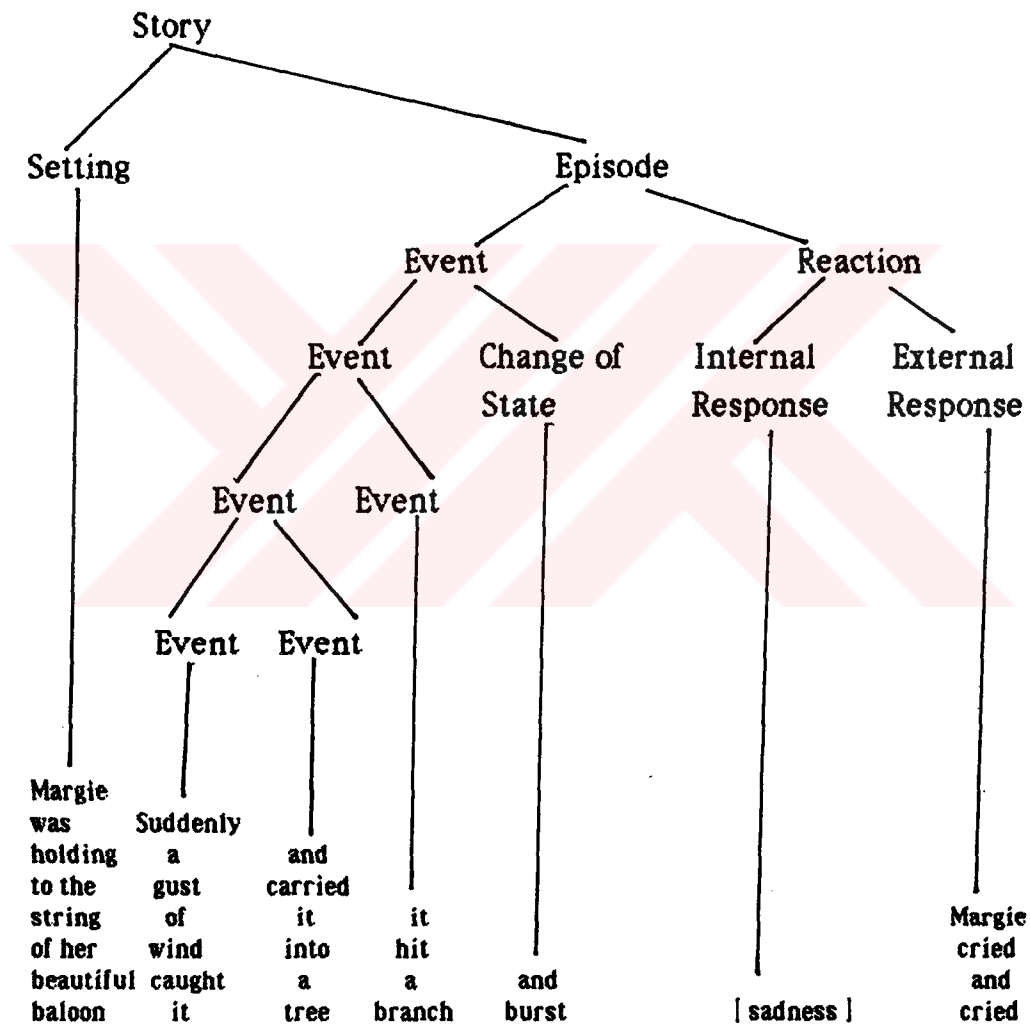
(qtd. in Zeyrek, 1990: 36)

Semantic Structure:

ALLOWS

Margie was holding tightly
to the string of her beautiful
baloon

INITIATES

(CAUSES)   MOTIVATES

CAUSES   and
burst | sadness| Margie
                          cried and
                          cried

ALLOWS   it hit a
           branch

Suddenly, a gust   and carried
of wind caught   it into a
it   tree
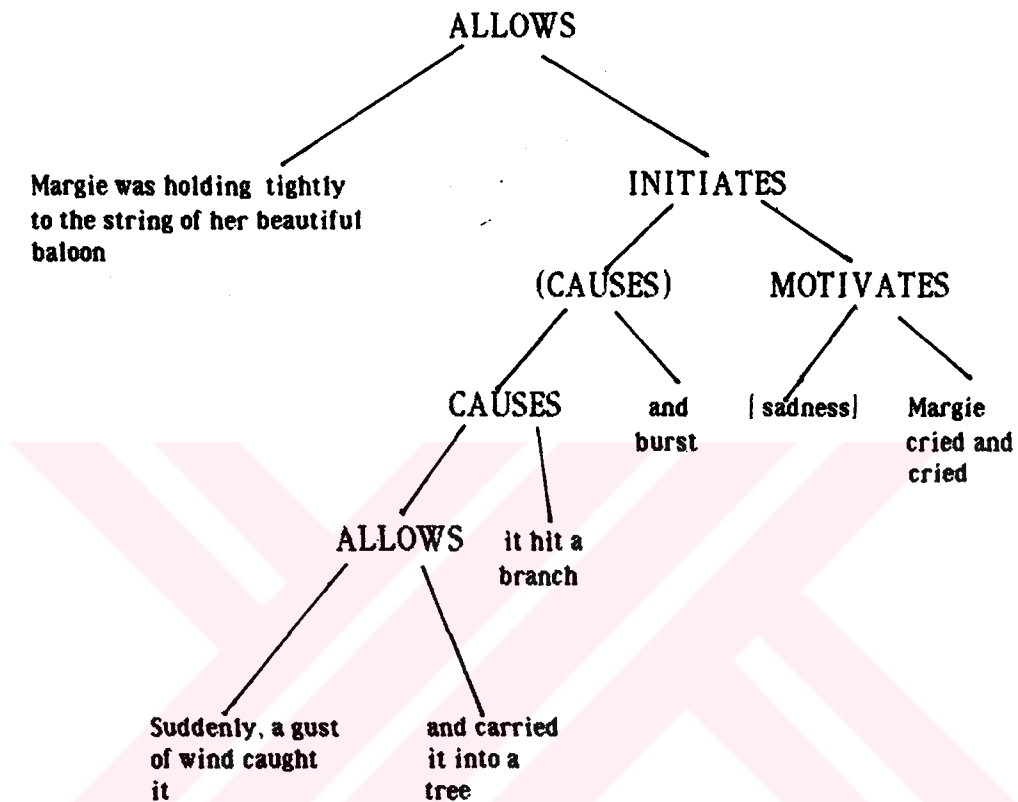
(qtd. in Zeyrek, 1990: 37)

Rumelhart's story grammar can be considered as one of the first attempts to find out the 'regularities' in story processing and comprehension. But, this model has been critisized as it can only describe a set of stories and cannot handle more complex stories having more than one character. Another criticism lies in the sujectivity of the model. It is argued that in this kind of analysis, the analysis relies on the analyst's understanding of the story and, therefore, cannot be objective.

In another model, set up by van Dijk and Kintsch, the narrative schemata are characterized as 'superstructures' (1983:54). The superstructure is the abstract text schema which determines the global organization of the text, and in the process of understanding it is the cognitive schema which is fleshed out in text reception to create the semantic macrostructure (1983:189). Macrostructures are characterized by the following features:

(1) macrostructures are the semantic "fullness" or superstructural categories;

(2) macrostructures are produced by reductive processes (macrorules) and consist of globally coherent macropropositions;

(3) the creation of macrostructures is subordinate to the reception strategy adopted, which is determined by the aims, ideas, and intentions of the reader;

(4) the construction of macrostructures is founded on knowledge of text types which are socio-culturally conventionalized and the content associated with these (1983: 190-91).

In the investigation of stories, as Beaugrande states, recent studies have directed their attention away from isolating units and forms in stories to cognitiveprocesses in the comprehension of stories. According to Beaugrande, the structurally based analyses of stories are "specific to a language, a topic, or a cultural and historical domain" (1980: 254) but the cognitively based analyses may be UNIVERSAL. In his own model, Beaugrande tries to emphasize this universality.

According to Beaugrande, a short story is a STORY-WORLD and "must contain at least a pair of states linked by an action or event" (1980: 255) and to be interesting, the progression from the INITIAL state to the FINAL state is not usually so obvious that it

would happen on its own in the normal course of things. In Beaugrande model, the essential components used in a narrative are as follows:

(1) CHARACTERS- Beaugrande calls the characters story-world persons having opposing PERSPECTIVES and a given character is assigned a particular 'goal' to seek in the course of events (1980: 255). Beaugrande states that "if the reader audience sees that goal with positive values, the character will be a PROTAGONIST; for negatively valued goals, the role is that of ANTAGONIST" (1980: 256).

(2) TURNING POINT- According to Beaugrande, the event or action which makes a main goal decisively attainable or non-attainable is a turning point (1980: 256).

In the production of a story, Beaugrande states that , one has to formulate some STORY-TELLING STRATEGIES. For Beaugrande, story telling strategies are:

(1) Create a STORY-WORLD with at least one CHARACTER.

(2) Identify an INITIAL STATE, a PROBLEM, and a GOAL STATE for the character.

(3) Initiate a pathway that attempts to resolve the problem and attain the goal state.

(4) Block or postpone the attainment of the goal state.

(5) Mark one event or action as a TURNING POINT.

(6) Create a FINAL STATE identified as matching or not matching the goal state (1980: 256).

Beaugrande states that "these strategies can be applied recursively, generating STORY EPISODES of varying complexity or number" (1980: 256). He defines an episode as "... a space in a story-world with an initial state, a problem, a turning point, and a goal state" (1980: 256). If a story has story episodes, then the narrator uses the following strategies:

(1) Create a story-world with two characters, the PROTAGONIST P and the ANTAGONIST A.

(2) Create a problem for P that is caused or desired by A, and a goal state desired by P and opposed by A.

(3) Initiate a pathway that attempts to resolve P's problem and attain P's goal state.

(4) Create actions of A to block P's solution and goal.

(5) Mark one action or event as a turning point in which either P's or A's plans and values win out.

(6) Create a final state identifiable as matching or being relevant to either P's or A's goal state (1980: 256-7).

Beaugrande states that if the narrator makes the antagonist extremely powerful, a compensatory strategy may be required:

(7) Introduce one or more HELPING CHARACTERS to create ENABLEMENTS or to block DISENABLEMENTS of P's actions and goal (1980: 257).

For Beaugrande, parallel to the story-telling strategies, there are also story-understanding strategies intended to recover the structure of events and situations and build a model of the story-world (1980: 263). The understanding strategies include:

(1) Notice the MAIN CHARACTERS, and their PROBLEMS and GOALS.

(2) Relate the characters' ACTIONS to PLANS for SOLVING PROBLEMS and ATTAINING GOALS.

(3) Recover the CONNECTIVITY OF SITUATIONS and EVENTS with linkages of CAUSE, ENABLEMENT, REASON, and PURPOSE.

(4) Notice MOTIVATIONAL STATEMENTS.

(5) Notice VALUE ASSIGNMENTS.

(6) Notice indicators of TIME, LOCATION, and MATERIAL RESOURCES.

(7) Notice TURNING POINTS.

(8) Match the FINAL STATE against the characters' GOAL STATES (1980: 264).

The above mentioned components of Beaugrande model of narrative analysis carry basically cognitive features. Later Beaugrande together with Dressler, modifies his notion of narratives and in our analysis of Turkish narratives, we will try to exemplify the features of narratives as presented in Beaugrande and Dressler (1981) in Introduction to Text Linguistics. As has been mentioned before, in our analysis of Turkish narratives, specific emphasis will be on the coherence of Turkish narrative texts, therefore, it may be necessary to have a quick look at how Beaugrande and Dressler evaluate coherence in their work Introduction to Text Linguistics. The following section will try to summarize their standard of coherence and present a demonstration of coherence in a sample text.

III.5. COHERENCE AND PROCEDURAL APPROACH

As has been mentioned before, the procedural approach assigns seven standards to texts. Among these standards two of them—cohesion and coherence are specified as text-centered standards. Beaugrande and Dressler define the notion of 'coherence' as follows:

> A text makes sense because there is a CONTINUITY OF SENSES among the knowledge activated by the expressions of the text. ... We would define this continuity of senses as the foundation of COHERENCE, being the mutual access and relevance within a configuration of CONCEPTS and RELATIONS. This configuration underlying a text is the TEXTUAL WORLD, which may or may not agree with the 'real world', i.e. the human situation considered valid by a society or social group.
> (1981:84-5)

On the other hand, Beaugrande and Dressler define a 'senseless' or 'non-sensical' text as:

> ... one in which text receivers can discover no such
> continuity, usually because there is a serious mismatch
> between the configuration of concepts and relations
> expressed and the receiver's prior knowledge of the
> world (1981:84),

As text coherence is based on 'concepts' and 'relations', it is necessary to define these terms in terms of the procedural approach. According to Beaugrande and Dressler, a concept is:

> ... a configuration of knowledge that can be recovered or
> activated with more or less consistency and unity (1981:85),

This definition is an *operational* one, based on the fact that language users tend to ACTIVATE the same chunk of knowledge in processing a language expression. But, when defined like this, it may be impossible to identify the components and the boundaries of concepts. Therefore, the meaning of a concept should be considered as "the sum of its possible uses" (1981: 85). According to Beaugrande and Dressler, the components of a concept are related to each other, i.e. in a textual world, each concept appears in one or more RELATIONS to others and the relations constitute the LINKAGE which delimits the use of each concept (1981: 85-6). The components of concepts may appear in three forms:

(1) determinate knowledge: component essential to the very identity of the concept (e.g. all humans are mortal),

(2) typical knowledge: components true for most but not all instances of the concept (e.g. humans usually live in communities),

(3) accidental knowledge: components which happen to be true of random instances (e.g. some humans happen to be blond) (1981: 86).

Beaugrande and Dressler continue their discussion stating that instead of trying to determine the boundaries of concepts or decomposing them into minimal units, one should try to inquire how concepts are related to each other and how senses are put together into larger configurations of a textual world (1981: 87), and they conclude that the study of meaning via this approach must be the concern of a recent trend known as PROCEDURAL SEMANTICS. They believe that in addition to DECLARATIVE KNOWLEDGE (statements of fact and beliefs about the organization of events and situations in the "real world"), communication requires PROCEDURAL knowledge (facts of beliefs stated in formats intended for specific types of uses and operations) (1981: 87-8).

The combination of concepts and relations activated by a text is envisioned as a PROBLEM-SOLVING process in the procedural approach. We can outline this problem-solving process as follows:
(1) Text users must build up a configuration of pathways among the concepts to create a textual world;
(2) Such procedures as decomposition, spreading activation, inferencing, and inheritance must be carried out (1981: 94).
According to Beaugrande and Dressler, when an item is activated, it spontaneously activates other items closely associated with it in human mind and this is called *spreading activation* and mediates between concepts that are activated explicitly at the surface text and the probable relations assumed in the textual world. With the help of spreading activation, text receivers may form associations between concepts, make predictions, and can move far beyond the relations activated on the surface level (Aksan, 1988: 133).

Inheritance, on the other hand, means the transfer of knowledge among items of the same or similar types or subtypes processed by language users.

The conclusions that Beaugrande and Dressler draw can be summarized as follows:

> First of all, instead of trying to cut language off everything else, we should strive to build models in which the use of language in real texts is explainable in terms comparable to the processes of a perception and cognition at large. ... ,
>
> Second conclusion is that efforts to encompass the study of texts and knowledge into the framework of logic since Aristotle may provide a mixed blessing. We should rather reserve our priorities by first building humanly plausible models and then inquiring after types of logic that can serve as formalism. ...
>
> A third conclusion is that ... knowledge and meaning are extremely sensitive to the contexts where they utilized. (1981: 93-4).

Using these conclusions, Beaugrande and Dressler state that the central questions to be answered should be: (1) how do people extract and organize content from texts for use in storing and recalling?, (2) What factors of the interaction between the presented text and people's prior knowledge and disposition affect the problem-solving process?, (3) What regularities can be uncovered by varying factors such as the style of the surface text or the user groups to whom the text is presented?, and (4) What is the role of expectations? (1981: 94) Beaugrande and Dressler

believe that an initial step in answering such questions is to find a basic representation for the 'coherence' of texts, and they redefine coherence as follows:

Coherence will be envisioned as the outcome of combining concepts and relations into a NETWORK composed of KNOW-LEDGE SPACES centered around main TOPICS (1981: 94).

This 'network' does not specify any kind of ordering among the elements of the textual world but rather determines a 'control center' from which the text receiver moves forward and backward to the other concepts in the text to construct a coherent text model (Aksan,1988: 135), 'knowledge space', mentioned above, refers to the conceptual MACRO-STATE in which concepts are MICRO-STATES (1981: 99).

According to Beaugrande and Dressler, the imposition of coherence on a text can be performed along the following lines:
(1) The surface text is PARSED onto a configuration of GRAMMATICAL DEPENDENCIES,
(2) The surface expressions are taken as cues to ACTIVATE concepts,
(3) Attention would be directed toward the discovery of CONTROL CENTERS, i.e. points from which accessing and processing can be strategically done (1981: 95).
Beaugrande and Dressler identify the most likely candidates for control centers as PRIMARY CONCEPTS:
(a) OBJECTS: conceptual entities with a stable identity and constitution;
(b) SITUATIONS: configurations of mutually present objects in their

current states;

(c) EVENTS: occurrences which change a situation or a state within a situation;

(d) ACTIONS: events intentionally brought about by an agent (1981: 95).

The other concepts are identified as SECONDARY CONCEPTS and can be listed as follows:

State-of (st) signals the current condition of some entity, rather than its characteristic one.

Agent-of (ag) is the force-possesing entity that performs an action and thus changes a situation.

Affected entity (ae) is the entity whose situation is changed by an event or action in which it figures neither as agent nor instrument.

Relation-of (rl) subsumes a range of detailed relations not worth assigning to a separate like.

Attribute-of (at) signals the characteristic or inherent condition of some entity.

Location-of (lo) links an entity with concepts of spatial position.

Time-of (ti) links all specifications of time, such as absolute (e.g. dates) or relative ('soon', 'then'), often with proximity ('before', 'after').

Motion-of (mo) is used when entities change their location, whether of not the places of origin and destination are given.

Instrument-of (it) applies when a non-intentional object provides the means of some event or action.

Form-of (fo) connects entities to concepts of form, shape, and contour.

Part-of (pa) connects an entity with a component or segment.

Substance-of (su) signals relations between an entity and the materials of which it is composed.

Containment-of (co) signals relations between entities of which one contains the other.

Cause-of (ca) an event E1 is the cause of an event E2 if E1 creates the necessary conditions for E2.

Enablement (en) an event E1 is the enablement of an event E2 if E1 creates the sufficient, but not necessary conditions for E2.

Reason-of (re) an event E1 is the reason for an event E2 if the agent or initiator of E2 is reacting rationally to E1.

Purpose-of (pu) an event E2 is the purpose of E1 if the agent of E1 has a plan in which E1 is expected to enable E2.

Apperception-of (ap) relates sensorily endowed entities with the operations whereby knowledge is integrated directly via sensory organs.

Cognition-of (cg) links sensorily endowed entities with cognitive operations.

Emotion-of (em) links sensorially endowed entities with experientially or evaluatively non-neutral states of excitation or depression.

Volition-of (vo) links sensorially endowed entities with activities of will or desire.

Communication-of (cm) links sensorially endowed entities with activities of expressing or transmitting cognitions.

Possession-of (po) signals relations where a sensorially endowed entity is believed to own any entity.

Instance-of (in) obtains between a class and one of its members.

Specification-of (sp) obtains between the superclass and its subclass.

Quantity-of (qu) labels all links between an entity and a concept of number, extent, scale, or measurements.

Modality-of (md) concept of necessity, probability, possibility, permissibility, obligation, or of their opposites.

Significance-of (si) applies when two concepts are expressly stated to stand in a symbolic relation.

Value-of (va) applies the relations between a concept and some assignment of value.

Equivalent-of (eq) applies to relations of equality, similarity correspondence, and so on.

Opposed-to (op) is the converse relations to equivalence.

Co-referential-with (cr) is the relation between concepts whose inherent content is different, but which happen to be used to refer to the same entity in a textual world.

Recurrence-of (rc) is the relation where the same expression reactivates a concept, but not necessarily with the same reference to an entity, or with the same sense.

In order to be able to evaluate the concept of coherence of the procedural approach, it may be useful to have a look at the demonstration presented by Beaugrande and Dressler (1981). They use the following text in their demonstration.

A great black and yellow V-2 rocket 46 feet long stood in a New Mexico desert. Empty, is weighed five tons. For fuel it carried eight tons of alcohol and liquid oxygen.

Everything was ready. Scientists and generals withdrew to some distance and crouched behind

earth mounds. Two red flares rose as a signal
to fire the rocket.

With a great roar and burst of flame the giant
rocket rose slowly and then faster and faster.
Behind it trailed sixty feet of yellow flame.
Soon the flame looked like a yellow star. In
a few seconds it was too high to be seen, but
radar tracked it as it sped upward to 3,000 mph.

A few minutes after it was fired, the pilot of
a watching plane saw it return at a speed of
2, 400 mph and plunge into earth forty miles
from the starting point.

(1981: 1-2)

The analysis begins with the opening paragraph:

A great black and yellow V-2 rocket 46 feet long
stood in a New Mexico desert. Empty, it weighed
five tons. For fuel it carried eight tons of alcohol
and liquid oxygen.

Beaugrande and Dressler state that the 'control center' for this passage is the concept **rocket** and the attributes assigned to this concept are **great, black, yellow** and **long**; the specification is **V-2**, the state is **stood**, and the locations are **New Mexico** and **desert**; also the attribute **long** has the quantities **46** and **feet** (1981: 98). All of these conceptual relations are put into a framework such as that shown in the following figure:

Key: *at:* attribute of; *lo:* location of; *qu:* quantity of; *sp:* specification of; *st:* state of;
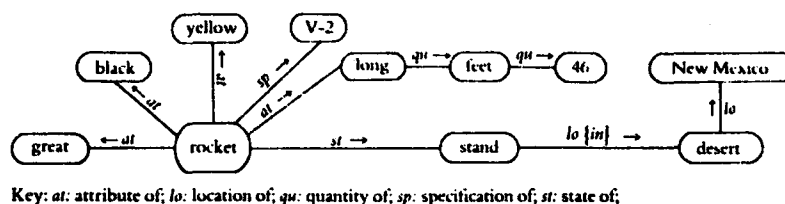
Fig. 5 (1981:99)

In this figure, link labels announce the type of concept that is attained by traversing links in the directions shown by the arrows; the processor works from a current state to a following state by trying to identify the type of the node to be attained and while doing this, he uses the strategies of problem-solving assisted by spreading activation, inferencing, and global patterns (1981: 98). The processor makes use of structural similarities on different levels, e.g. he hypothesizes that 'grammatical heads' are usually 'primary concepts', or 'grammatical modifiers' are either 'attributes', or 'states', or 'locations', etc., in a certain preference order as indicated by the nature of the primary concept at the control center. Such hypotheses and preferences serve to 'augment' the transitions among the nodes (1981: 99).

Beaugrande and Dressler argue that the whole paragraph of **rocket-** sample can be assembled into a coherent KNOWLEDGE SPACE since the **rocket** concept underlies in each stretch of the text (1981: 99-100), but, of course, the addition of **empty, it weighed five tons** and **for fuel it carried eight tons of liquid oxygen** requires attaching more content-viz., states, quantities, containment, substances, etc. to the concept **rocket.** See Figure 6.
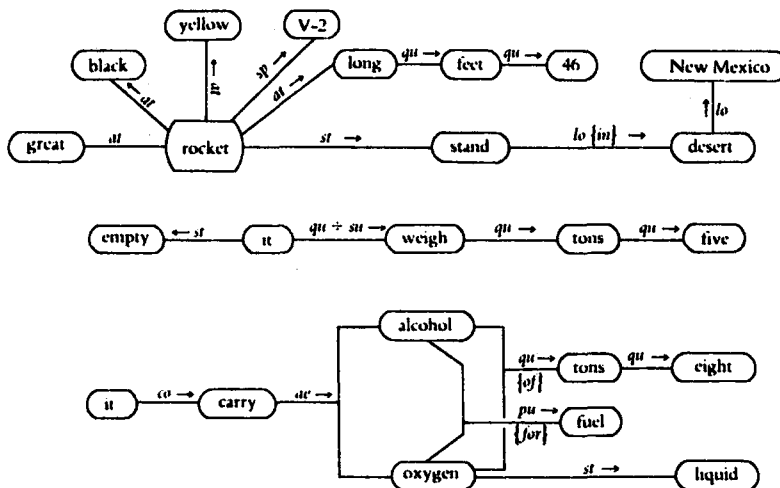
Fig. 6

Figure 6 shows the knowledge space with separate configurations for sentence-length stretches, and the following figure (Fig. 7) as an integrated unit.
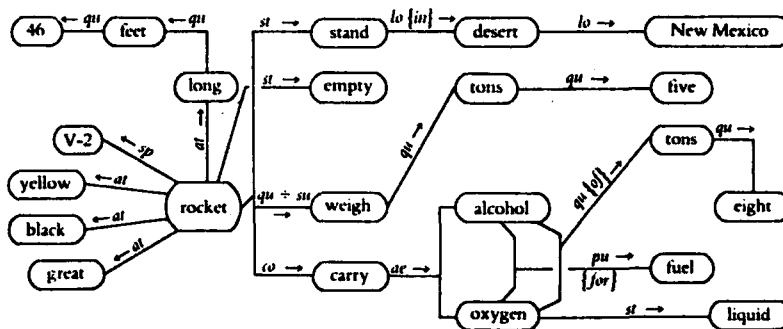
Key: *ae:* affected entity; *at:* attribute of; *co:* containment of; *lo:* location of; *pu:* purpose of; *qu:* quantity of; *sp:* specification of; *st:* state of; *su:* substance of

Fig. 7

(Of course, the pro-form it is connected to the proper node **rocket** since it is the co-referent. At this point, cohesion supports coherence.)

In the demonstrative text, the integration of the underlying configuration of the next paragraph is more intricate, say Beaugrande and Dressler (1981: 101).

> **Everything was ready. Scientists and generals with-**
> **drew to some distance and crouched behind earth**
> **mounds. Two red flares rose as a signal to fire the**
> **rocket.**

It is more intricate because there are not any obvious cohesive devices among the sentences and the underlying coherence is not noticeable at once. To bind things together, 'inferencing' is needed. Inferencing operation involves supplying reasonable concepts and relations to fill in a GAP or DISCONTINUITY in a textual world (1981: 101). In contrast to spreading activation, inferencing is directed toward solving a problem: bridging a space where a pathway might fail to reach. In the sample text, reasonable inferences would be that **ready** state was the "reason" for the motions; that **everything** subsumes whatever was needed to "enable" the 'take-off' of the **rocket**; and that the **scientists** and **generals** were present in order to 'observe' the **rocket** (1981:101), and we get the following figure:

Key: *ae:* affected entity; *ap:* apperception of; *at:* attribute of; *co:* containment of;
en: enablement of; *lo:* location of; *mo:* motion of; *pu:* purpose of;
qu: quantity of; *re:* reason of; *sp:* specification of; *st:* state of;
su: substance of; *ε:* entry; *ι:* initiation
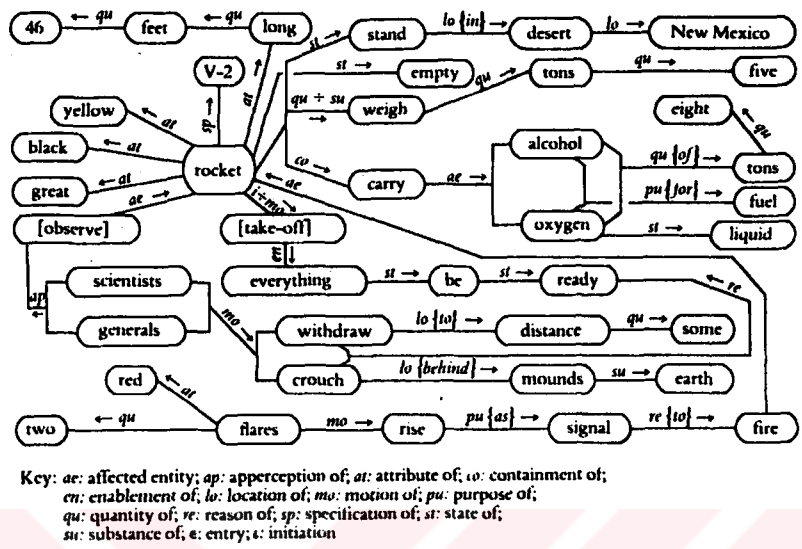
Fig: 8

(At this point, the 'inferencing' process seems to be 'intuitive' and there is the danger of not being able to filling in the gaps successfully on the part of the text receiver, i.e. the intended text may not match with the text processor's understanding.)

The following figure gives the model space for the third paragraph:

With a great roar and burst of flame the giant rocket rose slowly at first and then faster and faster. Behind it trailed sixty feet of yellow flame. Soon the flame looked like a yellow star. In a few seconds, it was too high to be seen, but radar tracked it as it sped upward to 3,000 mph.
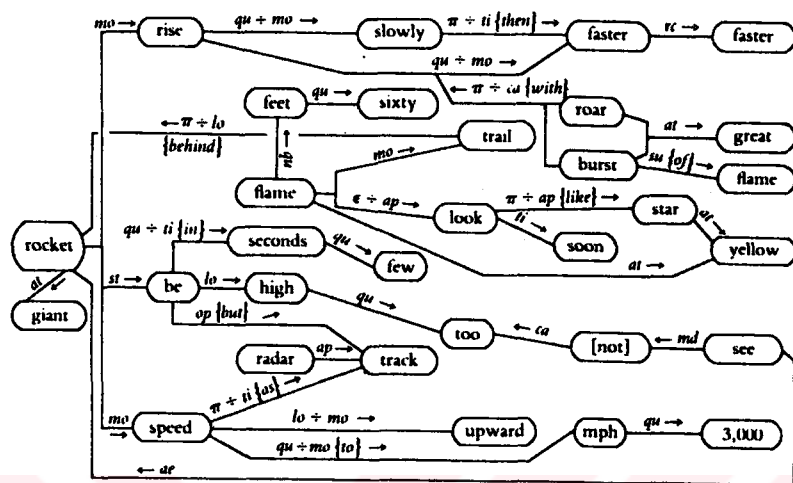
Key: *ae:* affected entity; *ap:*apperception of; *at:* attitude of;
ca: cause of; *lo:* location of; *md:* modality of: *mo:* motion of;
op: opposed to; *qu:* quantity of; *re:* recurrence of; *su:* substance of;
ti: time of; *e:* entry; *π:* proximity

Fig. 9

The 'rising' motion of the **rocket** is the proximate cause of the **roar** and **burst** and has quantities **slowly** and **faster and faster** (1981: 103-4) and in locational proximity to the rocket, the **flame** with its attribute **yellow** and quantities **sixty feet** has the motion **trail** and proximity of apperception to a **star**. According to Beaugrande and Dressler, in the quantity of time **few seconds**, the rocket is at the location **high** whose quantity **too** is the cause that 'seeing' has the modality **not** (1981: 104). In opposition to the lack of apperception, the **radar** apperceives (**tracks**) the rocket in temporal proximity 'speeding' with a location of motion **upward** and quantities of motion **3,000 mph**. When we attach this paragraph to the previous paragraphs, we obtain the following figure:

Key: *ae:* affected entity; *ap:* apperception of; *at:* attribute of;
ca: cause of; *co:* containment of; *en:* enablement of;
eq: equivalent to; *is:* instrument of; *lo:* location of; *md:* modality of;
mo: motion of; *op:* opposed to; *pu:* purpose of; *qu:* quantity of;
rc: recurrence of; *re:* reason of; *sp:* specification of; *st:* state of;
su: substance of; *ti:* time of; *e:* entry; *ι:* initiation;
π: proximity
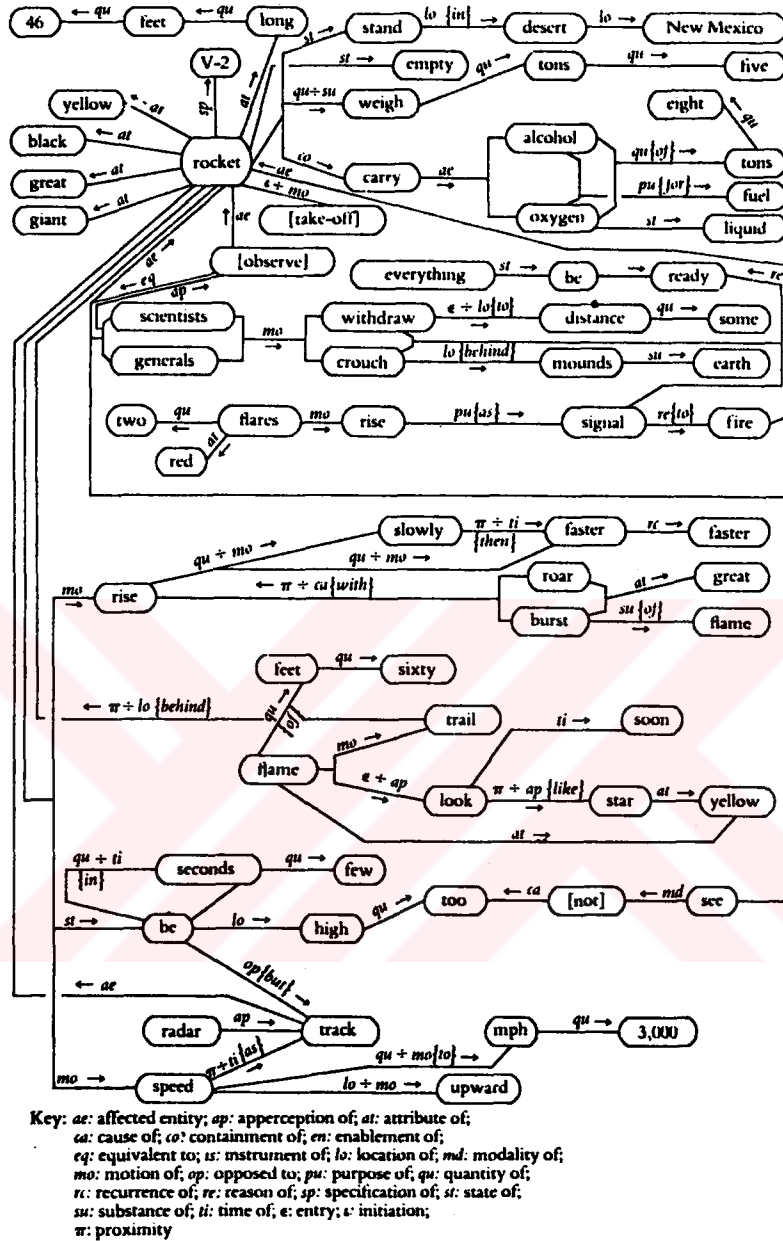
Fig: 10

The final sentence of the text is cohesive with the preceding paragraphs via 'recurrences' (**fired, speed, mph, saw**) and the pro-form **it** co-referring with rocket, and we obtain Figure 11.

46 ← feet ← qu long → st stand → lo {in} desert → lo New Mexico

V-2

st → empty qu → tons qu → five

yellow ← at
black ← at
great ← at
giant

rocket

qu÷su → weigh

eight qu → tons

co → carry ae → alcohol / oxygen
qu {of} → tons
pu {for} → fuel
st → liquid

[take-off]

[observe]

everything → st be → st ready ← re

scientists
generals
mo → withdraw ε÷lo{to} → distance qu → some
crouch lo {behind} → mounds su → earth

two ← qu flares mo → rise pu {as} → signal re {to} → fire
red at

slowly π:ti {then} → faster rc → faster

mo → rise qu÷mo → / qu÷mo → / ← π÷ca{with} roar at → great su{of}
burst su{of} → flame

feet qu → sixty

← π÷lo {behind} qu {of}

flame mo → trail ti → soon
ε÷ap → look π÷ap{like} → star at → yellow
at →

qu÷ti {in} → seconds qu → few

st → be lo → high qu → to ← ca [not] ← md see

op {but} →

← ae

radar ap → track qu÷mo{to} → mph qu → 3,000
← π÷ti {after}
mo → speed π÷ti {as} lo÷mo → upwards

few rq → minutes

qu÷mo{at} → speed qu → mph qu → 2400

mo → return ← ae see ← ap pilot
ι÷mo → {o}
ω÷ap
ε÷lo {into} → earth qu÷π÷mo → miles qu → 40
plunge ε÷lo{from} → starting point watching ← pu plane

Fig: 11

Beaugrande and Dressler suggest that to be successful in augmenting such a network, the text-world should correlate and match with 'world-knowledge' in a pattern called the WORLD-KNOWLEDGE CORRELATE (1981:107).

This demostration has shown how to explore and represent 'coherence' as the outcome of actualizing meanings in order to make sense. In this outlook, issues like the following emerge:
(1) continuity, (2) activation, (3) linkage, (4) spreading activation, (5) economy, (6) use of global patterns, (7) inheritance, and (inference) (1981:109).

Taking this kind of investigation as the basis, we will now try to find out the conceptual/relational network of Turkish narrative texts. The narratives we will use in our analysis are 'Bir Vapur' by Sait Faik and 'Konçinalar' by Haldun Taner.

III.6. THE ANALYSIS OF TURKISH NARRATIVES

The first narrative that will be analyzed is 'Bir Vapur' by Sait Faik. The key for the abbreviations used in the analysis of the sentences is given on pages 83 to 85.

BİR VAPUR

Dün, ona Galata rıhtımında rastladım. Çelik ve demir vücuduyle hassas bir sporcuya benziyordu. Çıplak ayaklı bir küçük serserinin yanıbaşındaydı. Halatlarının bağlandığı demirlerden birine ayağımı dayadım ve elimi çeneme koyarak onu seyrettim. Beni alıp götüren, beni alıp getiren mahluku doya doya sevdim. Bu vapur, "Tadla", yeni Türk vapurlarından "T" vapurudur.

Fransa'ya tahsile gitmiş talebeden "Tadla"yı tanımayan kim vardı? Kim bu vapurun üçüncü mevki güvertesini yıldızlı temmuz geceleri adımlamamıştır?

"Parnas" dağının güneşli, altınlı ve karlı ebedi zirvesini, Stromboli'nin eteklerindeki beyaz kasabaları, Vezüv'ün kızıllığı altında gülen beyaz şehri, mavi Mesina'yı, vahşi Korsika'yı ve nihayet kahpe Marsilya'yı batî seyri ve ağır vücuduyle, bize gösteren "Tadla" olmadı mı?

Şaşı gözlü, kaptan tavırlı metrodotelin limanlara yaklaşırken gösterdiği tevazuu, sevimliliği unuttunuz mu?

Ben, bu gemide Kosikalı muslar tanımıştım ki, güverteyi silerlerken kafalarının güzelliğine ve lisanlarının çevikliğine hayran kalmıştım.

Gemiciler tanıdım ki, gece yarısından sonra kopmuş fırtınaların ve uzak, esrarengiz Çin şehirlerinin ıslıklarını güvertelere yaydılar.

Birince mevkiden üçüncü mevkideki sevgililerini görmeye gelen anormal prensesler, on altı yaşında rüya kadar güzel çocuklarının gözü önünde flört yapan Rum kadınları gördüm. Ben bu vapurda cömert Yahudilere, dost Ermenilere, laubali, şen İngilizlere, ciddi Fransızlara rastladım.

Marsilya limanından kalkıp Pire'ye gelinceye kadar geçen beş gün zarfında, tam bir arkadaşlıkla bağlandığım küçük bir çocuğu, beş gün sonra elem ve hüzünle terkettim. Beş günde, iptidai tahsilini beraber yapmışız gibi, bin bir çocukça hatıra ile ayrıldım. Tesadüf bir gün bizi karşı karşıya getirirse; onu çocukluk arkadaşlarımdan hiç ayırmadan:
  _ Sizinle - diyeceğim-, hangi mektepte beraber okumuştuk?

Yine bu vapurda bir kız tanıdım. Bir delikanlı seviyordu, buna:

  _ Ne eşek şey o- diyordu. - Ben onu o kadar sevdiğim

halde, bir sabah gelip de "bonjur" demiyor, yanıma tesadüfen gelse bir kelime konuşmuyor.

Ben, o kıza:

_ Ben varım ya- diyordum.

_ Ah- diyordu-, sen çirkinsin.

Yıldızlı ve karanlık güvertede başbaşa oturuyorduk. Elini tutuyordum. Gözlerini kapayıp delikanlıyı tahayyül ederek elimi sıkıyordu.

Yavaşça kulağının dibine:

_ Hepsi bir değil mi? - diyordum-. Karanlık gecede, hepsi, hepimiz bir değil miyiz? Yalnız, kadın ve erkek olsun. Gözlerini kapa, tahayyül et.

O, karanlıklar içinde güzel çocuğu tahayyül ederek ince duman vücuduyle vücuduma yaslanıyordu.

Yine vapurda tanıdığım bir papaz, bir dostu bir limanda bıraktığım ve perişan bir halde düşündüğüm zaman, yanıma yaklaşıp bana:

_ Zevk- demişti-, en uçucu şeydir. En hurdebini delikten kaçan bir gazdır. Onun için değil midir ki, zevki mütemadiyen değiştirmek lazımdır. Fakat her değiştirişin sonundaki bu melale, hüzne, ıztıraba tahammül edilir mi? Evladım, yegane saadet Allahtır.

Sonra karanlıktan ve kimsesizlikten beklediğim teselliyi

bir papazdan aldığım için, kızardım.

Fakat geceydi. Kocaman gokler ve yıldızlar vardı. Seren mütemadiyen parlak bir yıldızı gösteriyordu. Samanyolu berrak ve şeffaftı. Gözlerimi göğe kaldırdım. Boşluğun içine saklanmış, düşüne düşüne yarattığım Allaha güvenerek gözlerimi kapamış ve o gece, "Tadla" nın güvertesinde müsterih bir çocuk uykusuyle uyumuştum.

As has been mentioned, the first step in our analysis is to decide on the control center, i.e., the point from which we can access and process in finding out the other concepts and the relations in the deep structure of the narratives. In the first sentence of the narrative, in a procedure very common in Turkish, the subject of the sentence is deleted. But, it is signalled in another concept **rastladım**. The text receiver, without any hesitation, infers the first person singular subject 'ben' as the subject of this sentence. Therefore, the control center for this sentence will be 'ben' which is the agent of the action performed **rastladım**. When 'ben' is taken as the control center, **ona** appears as the object of the sentence, i.e. as the affected entity of the action concept. The action concept is in relation of 'location' with **rıhtımında** which is in 'specification' relation with the concept **Galata** and in 'time' relation with **dün**. We can show the concepts and the relations of this sentence as follows:
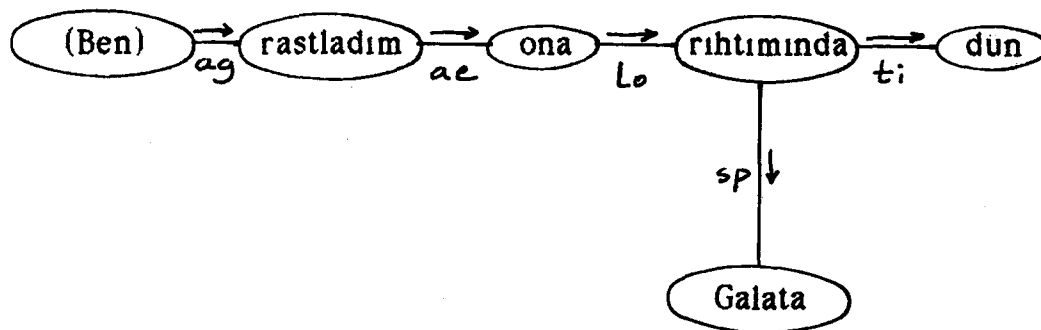
While finding out these concepts and binding them together through relations, the text receiver has to make inferences to fill in the gaps in the textual world, and the concepts and relations are activated in a mental workspace that is called active storage. The first sentence of the narrative carries a significant importance because it reveals a lot about the narrative. In this sentence, the characters who perform certain actions, the place where the actions take place, and the time when actions are performed are expressed. However, at this point there are some ambiguous points about the characters of the narrative because the use of the pronouns 'ben' and 'o' does not give enough information about the characters. The use of pronouns of this kind creates curiosity on the part of the text receivers and forces them to continue the process of activation and inferencing.

In the second sentence, the text receiver learns more about the concept 'o' through the conceptual relations 'attribute', 'part', and 'quantity':
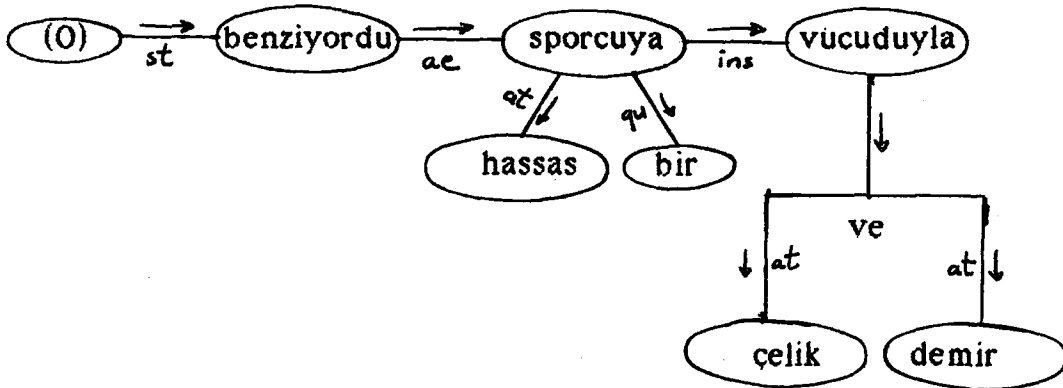
In this sentence, the text receiver has to infer that the agent (subject) is not maintained by looking at the concept **benziyordu**. He also has to make inferences and guesses about the relations between the agent 'o' and the other concepts **hassas, çelik**, and **demir**. Here, the spreading activation plays an important role. Activating his stored world knowledge, the text receiver has to find a correlation between the concepts 'o' and the attributes hassas, çelik, and demir and guess what 'o' refers to. At this moment, he may not successfully reach the concept that is prefered by the text producer but at least he has some probabilities.

The concept 'o' is maintained in the third sentence of the narrative as the agent:
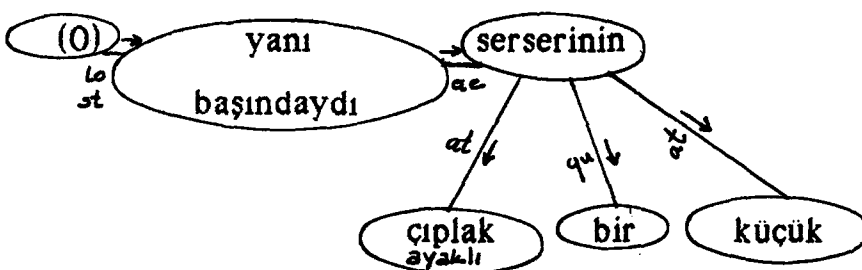
In this sentence, the concept 'o' is in 'state' relation with **yanı başındaydı** but we can also say that there exists a 'location of' relation between the concepts 'o' and **yanı başındaydı** because **yanı başındaydı** states where the concept 'o' was. Therefore, this sentence shows us that sometimes, two concepts may be linked to one another via more than one relation.

The following sentence is a good example for the type of the sentences used in narratives in Turkish. In Turkish, we usually communicate with simple sentences having only one predicate but it has been found out that we also make use of sentences which are combined to one another with **ve** and which have two different action concepts. This type of sentence is frequently used in our sample narratives:
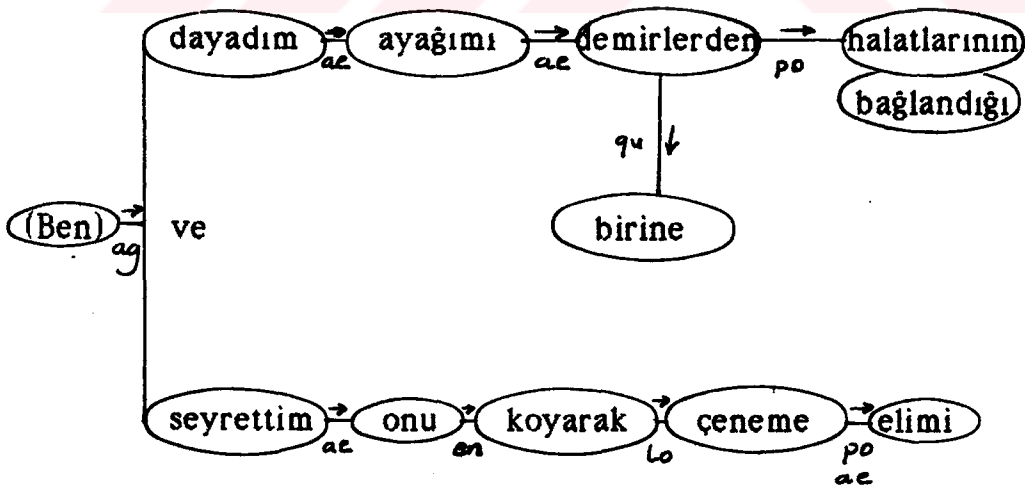
In this sentence, the concept agent 'ben' is maintained in both of the sentences and two actions are performed by the agent: **dayadım** and

seyrettim. The action concept **seyrettim** is linked to the concept **koya-rak** with 'enablement' relation because **koyarak** provides the sufficient but not the necessary condition for the concept action seyrettim.

The concept agent 'ben' is maintained in the fifth sentence and it is linked to the action **sevdim** which is linked to the concept **mahlûku** with the affected entity relation. This sentence is significant because a different concept is introduced and the text receiver has to establish a relation between the concepts 'mahlûk' and previously used concepts 'o'. There exists a co-reference relation between these two concepts, i.e. a different expression activates the same text-world entity; 'mahlûk' and 'o' refer to the same entity.

The last sentence of the first paragraph plays an important role in the narrative, as it solves the problem (ambiguity) created by the constant use of the concept 'o'. The agent is shifted again:
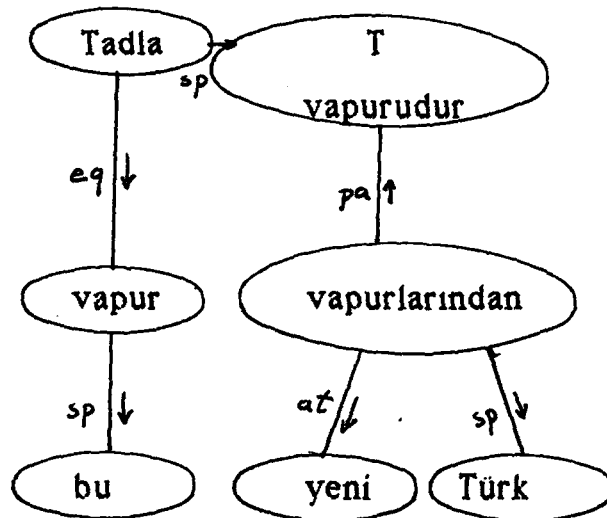
Through establishing a relation between **Tadla** and **bu vapur**, the text
receiver realizes that 'o' refers to a **vapur** whose name is **Tadla** and fills
in the gaps but the process has not been completed yet. This sentence
gives information about the type of the vapur via relations like
'attribute' and 'specifications'.

The second paragraph of the narrative introduces two questions
which create curiosity on the part of the text receivers. The control
center for these two sentences is the concept **kim** and the text receivers
start finding out the other concepts and the relations taking this point as
the starting point:
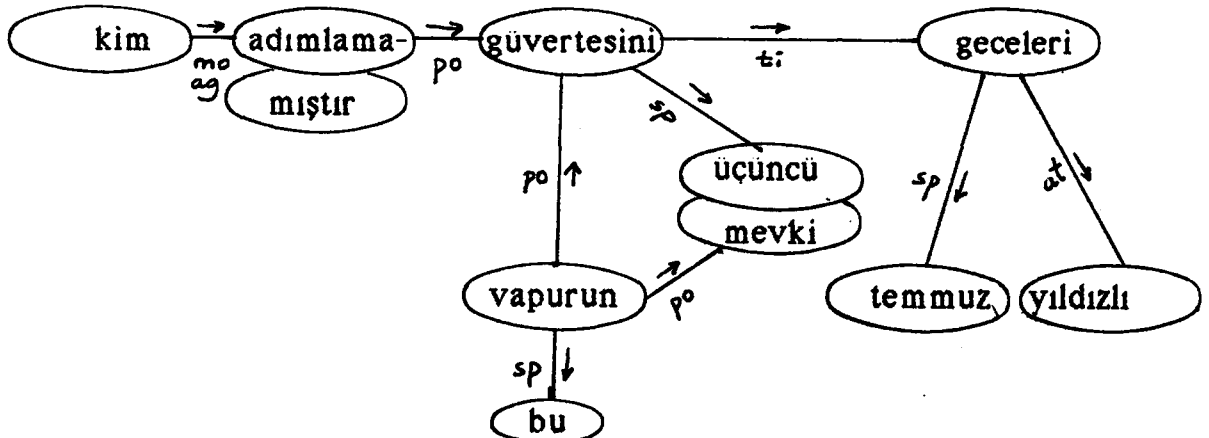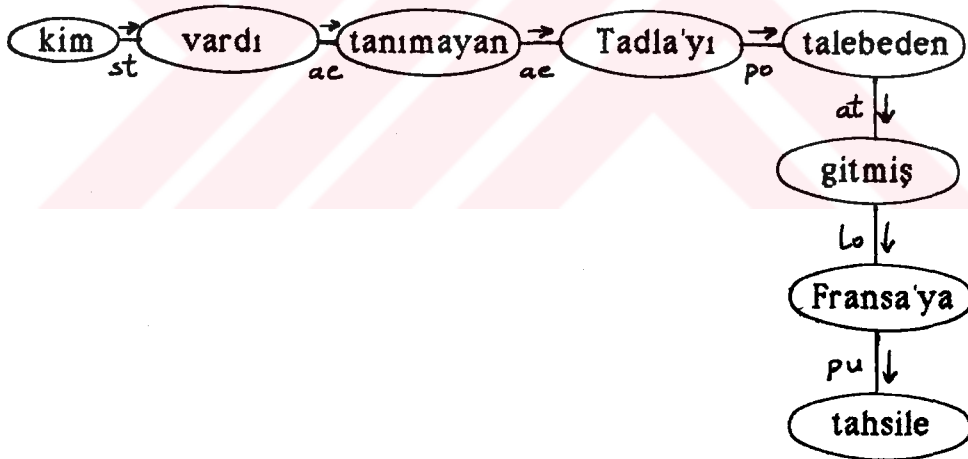
These two sentences require too much inferencing procedures to fill the gaps and activate the concepts and relations in the textual world. The surface organization of the first sentence of this paragraph may be considered as an ill-formed surface organization but it does not endanger the connectivity and the continuity of the text since the text receiver can tolerate such ill-formed surface organizations through inferencing procedures and text coherence is assured. This sentence is important because it gives information about **Tadla** which is a ship that carries students who go to France for education, and **Tadla** has a significant role in the lives of these students.

The third paragraph of the narrative is a long sentence and is again in the form of a question and the control center is **Tadla**:

Vezüv'ün

kızıllığı

altında

gülen

şehri

beyaz

Stromboli'nin

eteklerindeki

kasabaları

beyaz

Parnas dağının

ebedi

karlı

altınlı

güneşli

zirvesini

seyri

ve

vücuduyla

vahşi

Marsilya'yı

kahpe

bize

gösteren

olmadı mı

This paragraph requires a reasonable and successful match between the text presented information and the text receiver's stored knowledge. The concepts **Parnas dağı, Stromboli, Vezüv, Mesina, Korsika**, and **Marsilya** may not exist in the stored knowledge of the text receiver or only a few of them might be familiar concepts for him but the text receiver is very tolerable in such situations; he can easily make inferences and guesses and does not block the communication process. In this sentence, the control center is the agent concept **Tadla** and it is linked to the concepts **Parnas dağı, Stromboli, Vezüv, Mesina, Korsika**, and **Marsilya** through affected entity relation whose descriptions are given through attributes like **beyaz, mavi, vahşi**, etc.

In the following sentence, the concept agent is deleted but it is signalled in another concept. By looking at the concept **unuttunuz mu**, the text receiver can infer that the second person plural 'siz' is the underlying agent and that it is linked to the concepts **sevimliliği** and **tevazuu** via affected entity relation. **Sevimliliği** and **tevazuu** are linked to **metrdotelin** through possession of relation whose attributes are **şaşı gözlü** and **kaptan tavırlı**. However, a problem may appear because of the concept 'metrdotel', which is a foreign word, if this concept is not present in the stored knowledge of the text receiver.
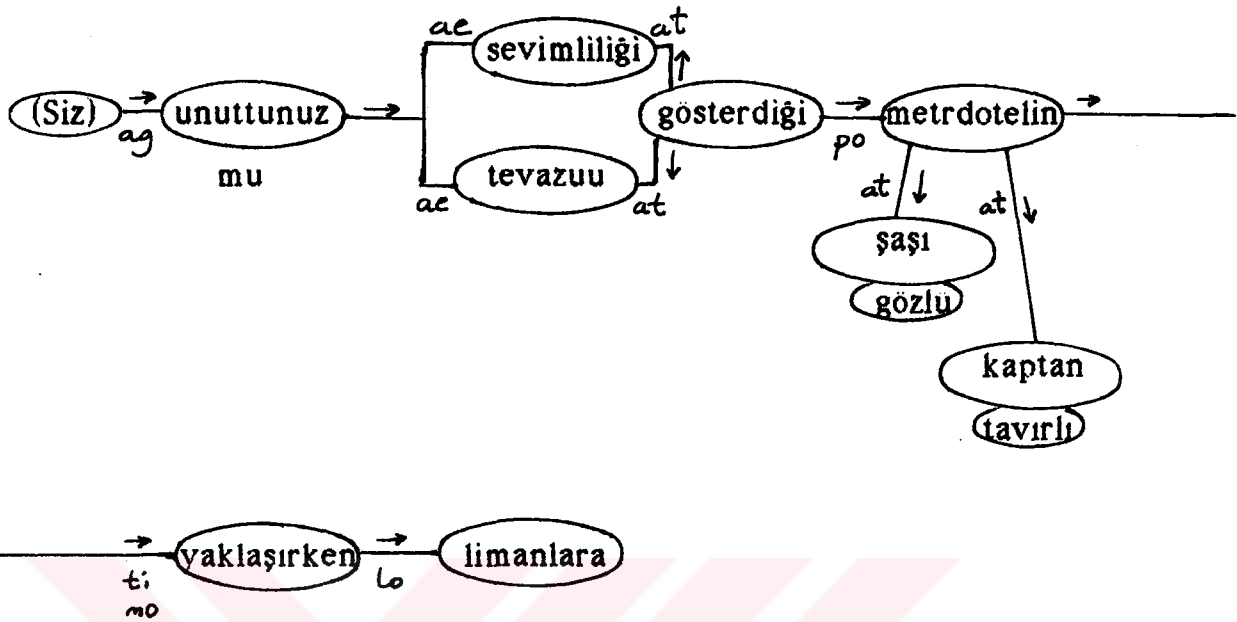
The following sentence is another paragraph of the narrative and the control center is the concept **ben** which is not deleted:
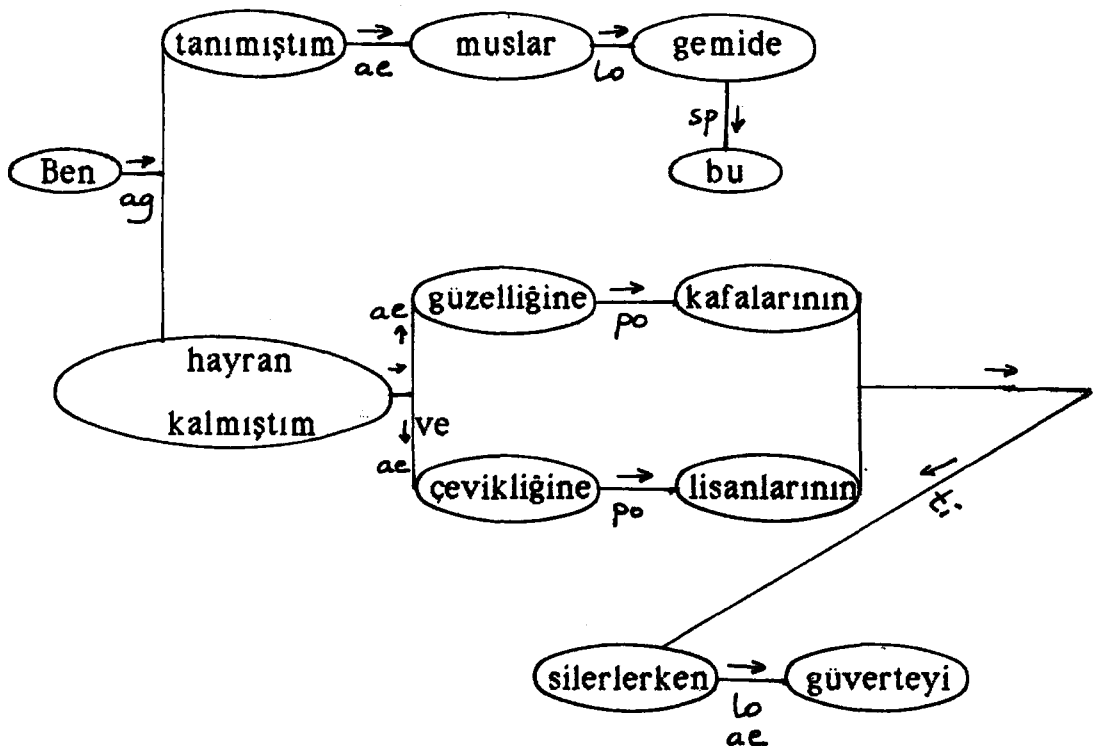
In this sentence, the concept agent performs two actions which are related to other concepts through the affected entity and location relations. The affected entity relation introduces the text receiver another character (**muslar**) of the narrative and the location relation is maintained, i.e. the place the events took place is the same, but in this sentence instead of 'Tadla' or 'vapur', **gemi** is used. At this point, the text receiver refers to his mental encyclopedia and identifies gemi as a synonym of vapur and can establish the co-reference relation between vapur (Tadla) and gemi.

In the next sentence, the control center is maintained and the agent is 'ben' but it is deleted; the text receiver has to evaluate the concept **tanı-dım** which signals this agent relation:
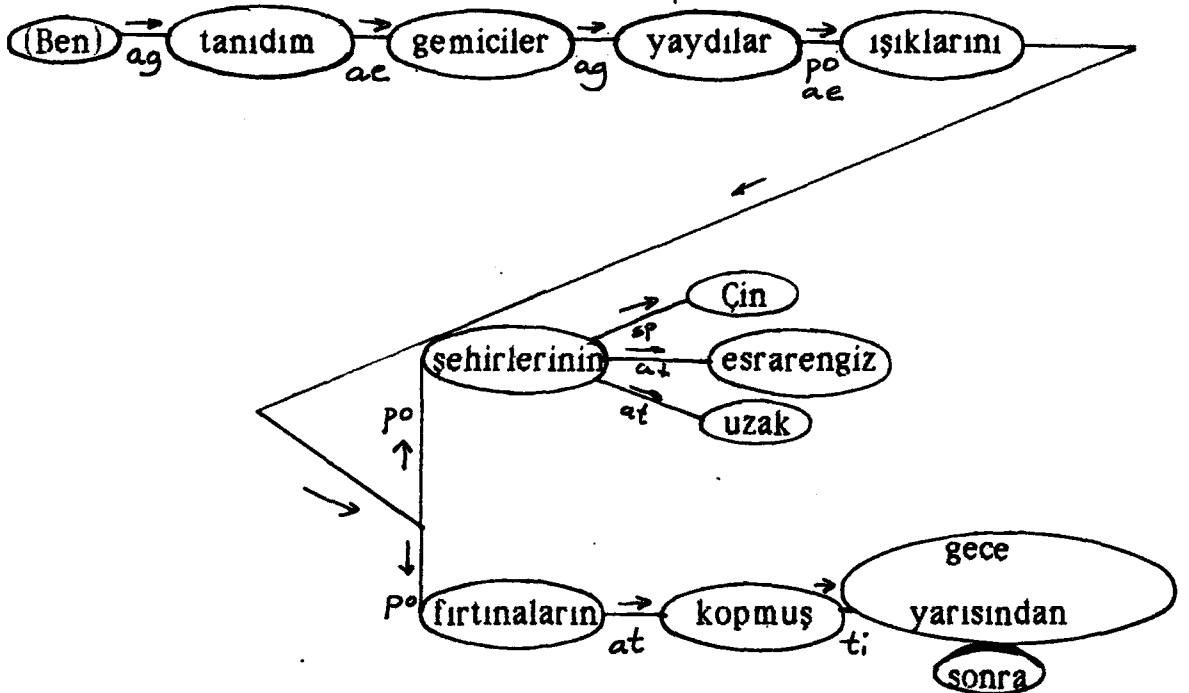
This sentence introduces the text receiver another character (**gemici-ler**) of the narrative via the affected entity relation. An interesting point about this sentence is that the concept **gemiciler** is in affected entity relation with the first part of the sentence and it becomes the concept agent for the second part of the sentence and performs the action of **yaydılar**.

Some other characters of the narrative are introduced in the next paragraph. The control center for the first sentence of this paragraph is 'ben' which is deleted and can be inferred by looking at the concept **gördüm**:
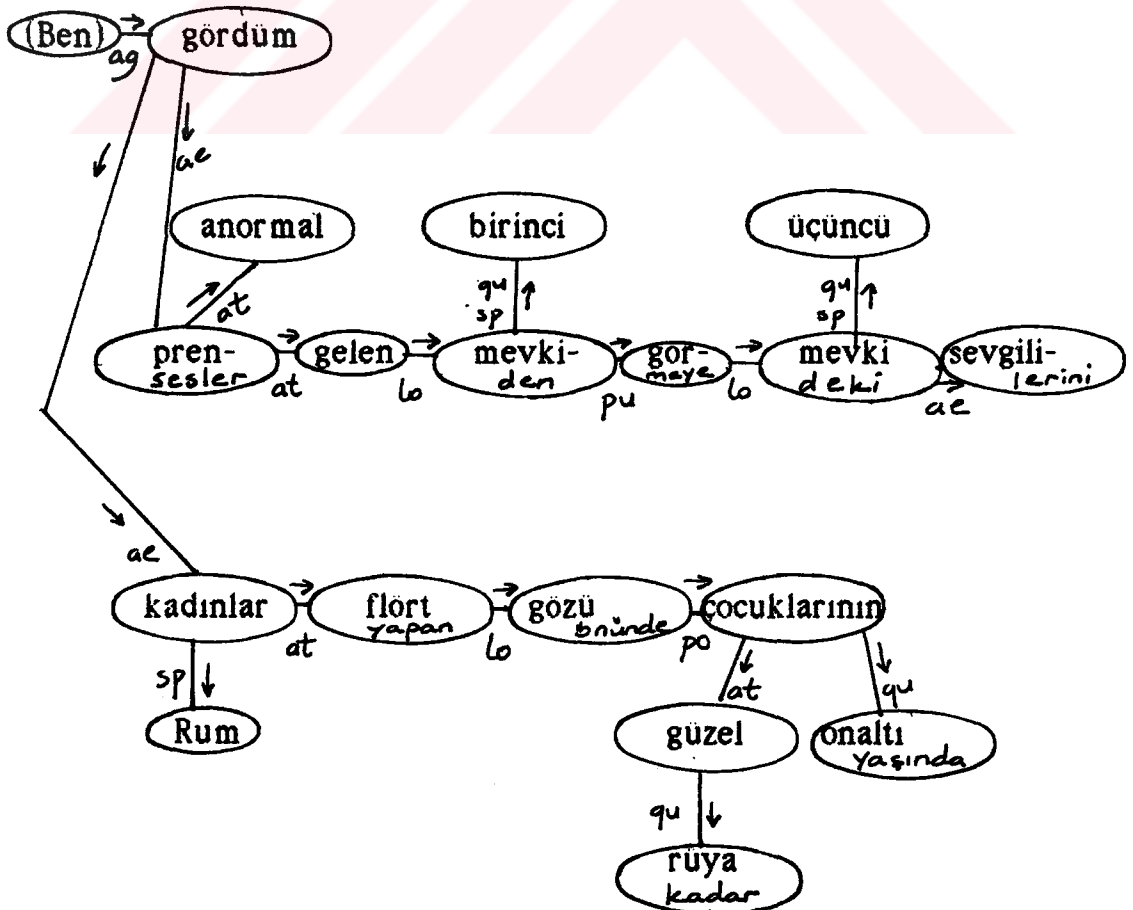
In this sentence, **prensesler** and **kadınlar** appear as the affected entities of the action **gördüm** and their characteristics are given via 'attribute' and 'specification' relations. The location is maintained but the text receiver has to make inferences by looking at the concepts **birinci mevkiden** and **üçüncü mevkideki** in which the location 'vapur' is signalled. To do this, the text receiver has to refer to his stored knowledge and has to discover that 'birinci mevki' and 'üçüncu mevki' are found on ships.
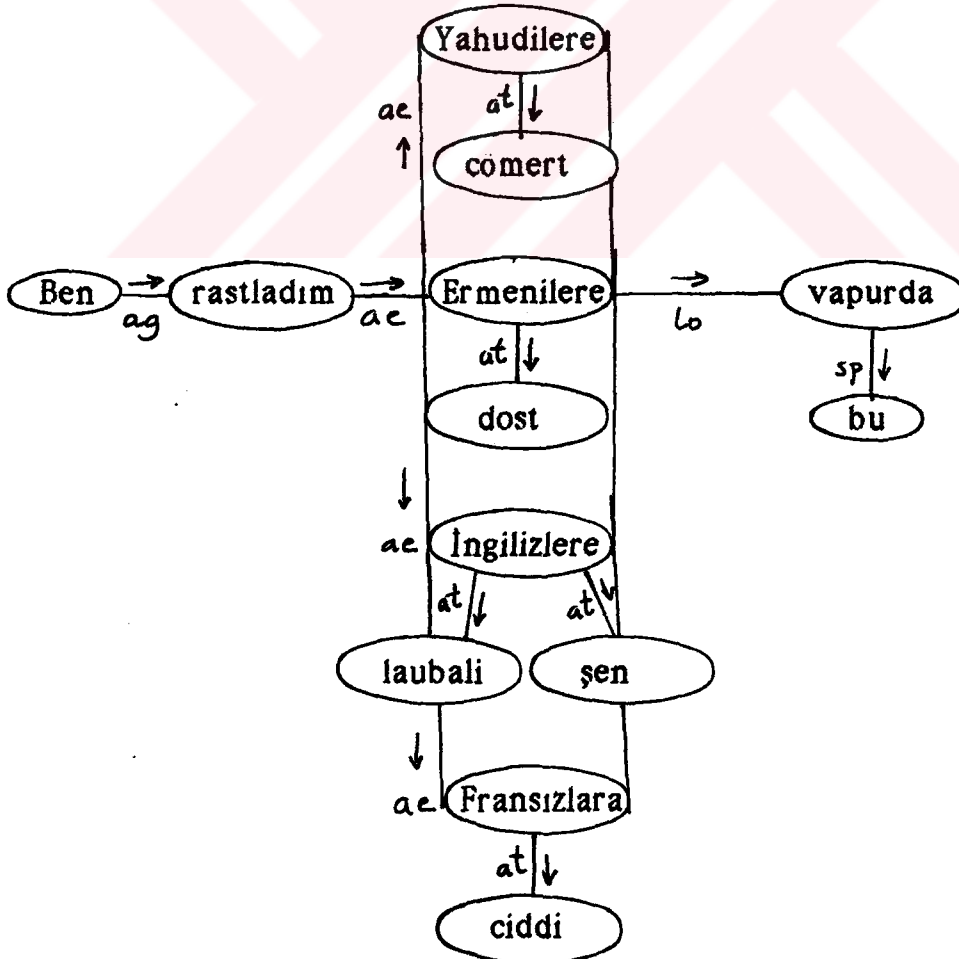
In this sentence, four new characters (**Yahudiler, Ermeniler, İngiliz-ler, Fransızlar**) are introduced through affected entity relation and they are in attribute relation with **comert, dost, laubali** and **şen,** and **ciddi** but at this point, the text receiver has to depend on his background knowledge and should be able to activate his knowledge about the nations mentioned in the narrative; if the text receiver is successful in activating his stored knowledge, he will be able to realize that there is a contra- diction between the textual world and the real world; in the real world, Jewish people are not known as generous people; Armenians do not act friendly; English people are not so cheerful; and French people do not take things very seriously.

Another character is introduced in the next sentence and the whole paragraph is about this new character. The control center is again 'ben' but it is deleted. The text receiver decides on the concept agent by looking at the concept **terkettim.** The concepts and the relations of this sentence can be shown as follows:

limanından

Marsilya

Pire'ye

zarfında

gün

beş

geçen

gelinceye kadar

arkadaşlıkla

bir

tam

gün

beş

bağlandığım

sonra

çocuğu

bir

küçük

terkettim

ve

hüzünle

elem

(Ben)
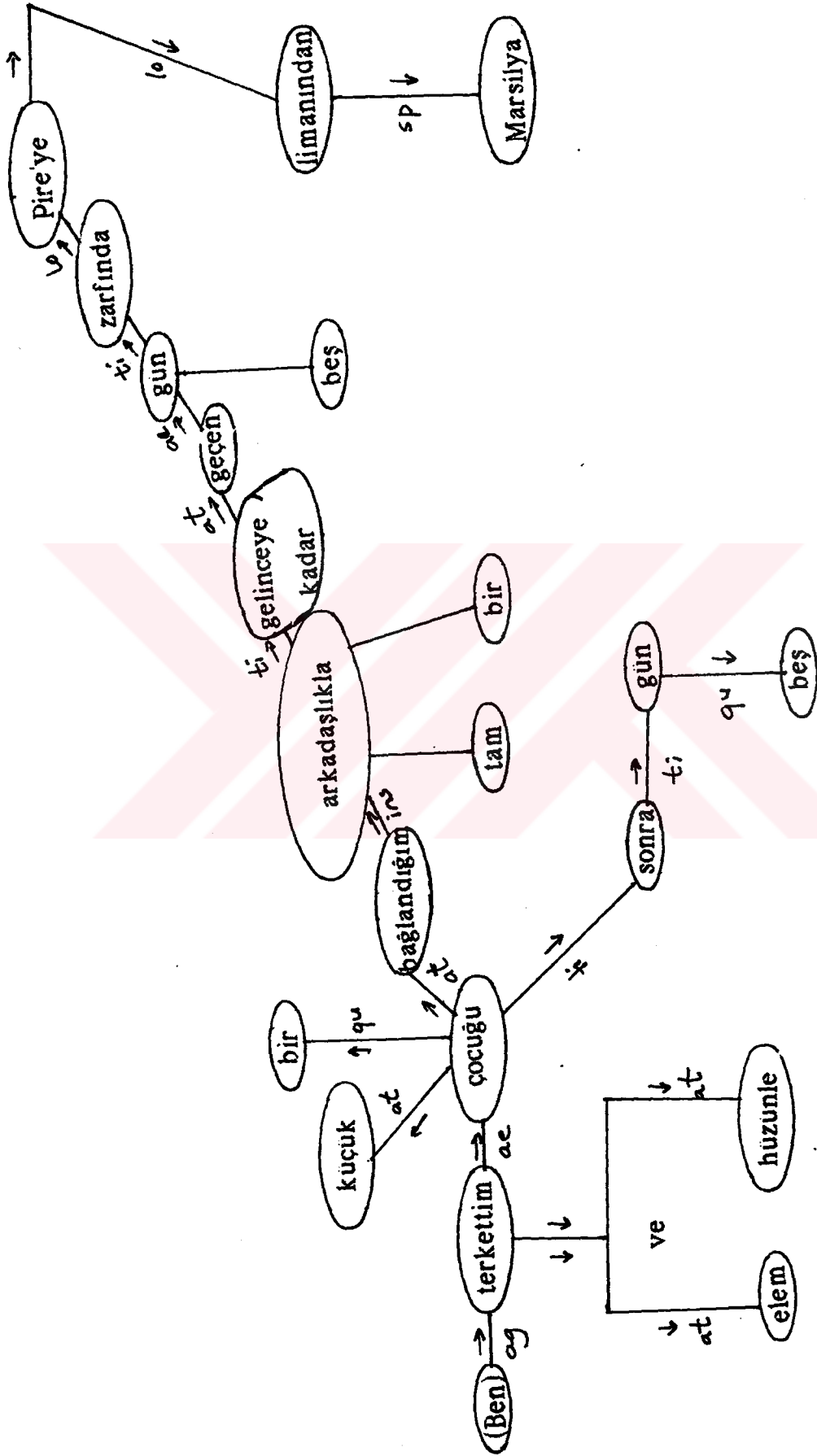
In the other sentence of the same paragraph, the concept agent and the relation between the agent and the affected entity are maintained and the connectivity and the continuity is successfully established. Let us have a look at the concepts and the relations:
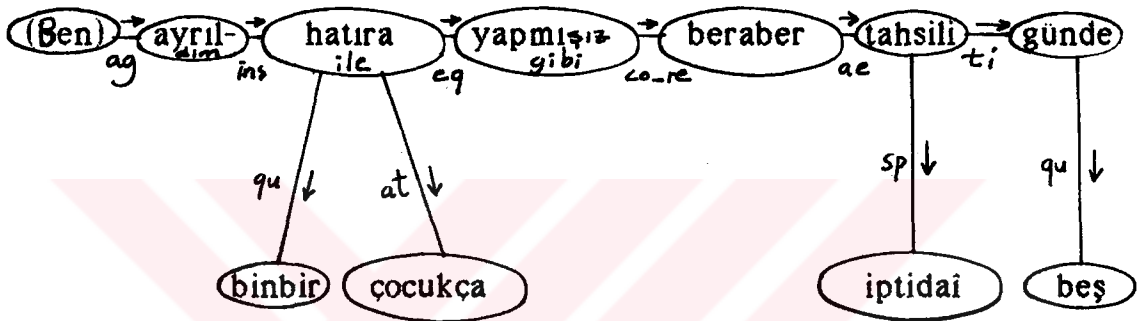
In this sentence, the text receiver has to infer that the concept **yap-mışız gibi** is linked with the relation of equivalence and **beraber** is linked through the relation of 'co-reference'. In **yapmışız gibi**, there is a correspondence in the actions of the two concepts, 'ben' and 'çocuk' and the concept **gibi** signals this relation. The concept **beraber** is another expression used to activate the same text-world entities, 'ben' and 'çocuk'.
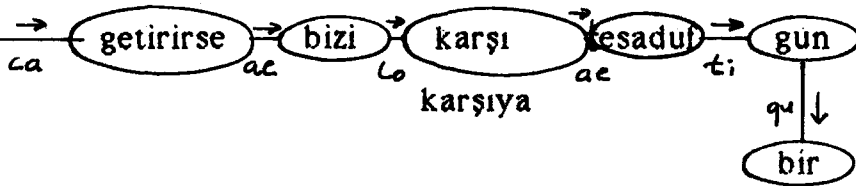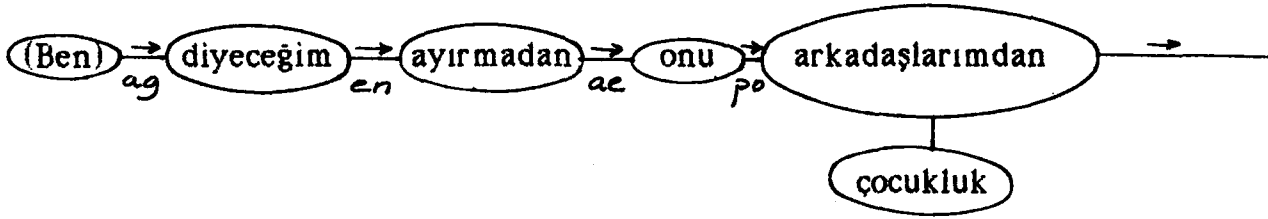
In this sentence, the concept agent is maintained but there is a shift in time; the concepts related to time were all in past tense before this sentence but, in this sentence, the concept **diyeceğim** is in future tense and reveals the agent's future plans. At this point, another ambiguity is created; the text receiver has to continue the process to clarify how the agent will perform the act of saying and what he will actually say. The follow- ing sentence solves this problem for the text receiver. In this sentence, the agent changes and the text receiver has to look at the concept **okumuştuk** to find out the control center for this sentence. Deleted 'biz' takes on the role of the agent which is the control center for this sentence:
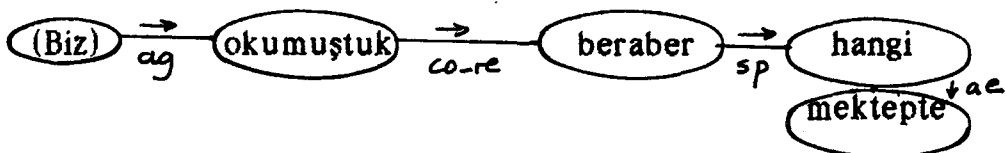
The next paragraph is the introduction of another character of the narrative. The subject agent is again deleted 'ben' and is in the affected entity relation with **kız** which introduces the text receiver another new character.
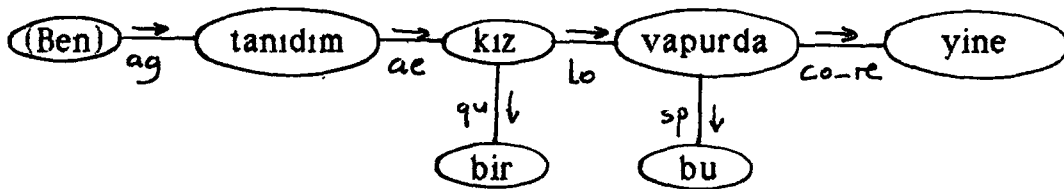
In this sentence, the concept **yine** is in co-reference relation with the actions performed by the agent 'ben'.

In the following sentence, the concept agent is shifted and the concept 'kız' becomes the agent of the sentence. Here, the text receiver has to infer the agent by looking at the concepts **seviyordu** and **diyordu**. The agent is deleted but signalled in the concepts **seviyordu** and **diyordu**.
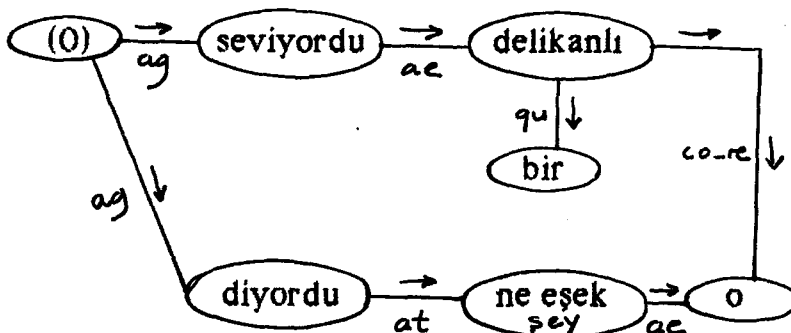
Here, the text receiver again infers that the concepts **delikanlı** and **o** are in co-reference relation which maintains the connectivity and the continuity of these sentences. In the next sentence, the affected entity 'o' becomes the agent and the control center of the sentence:
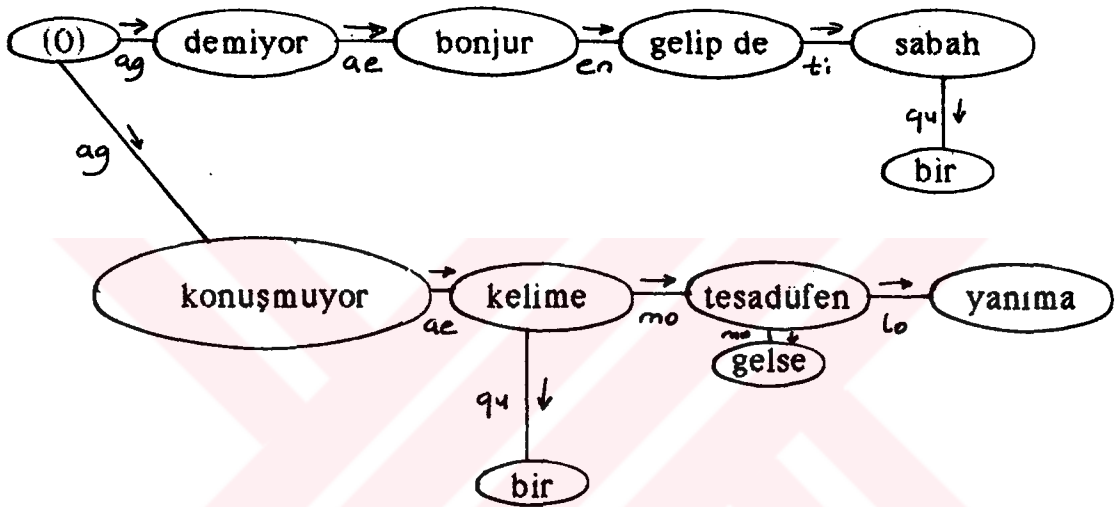
In the following two sentences, the control center is the concept agent **ben** which is not deleted:
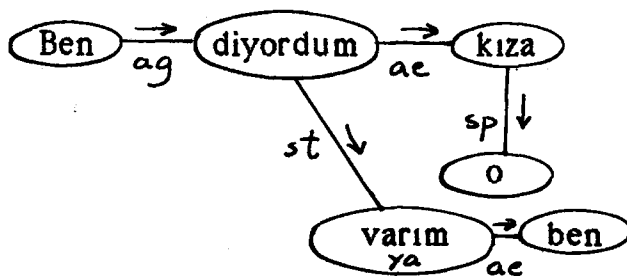
The agent **ben** performs the action **diyordum** and is linked to the concept **kıza** with the relation of affected entity.

The following sentence is the answer of the affected entity and can be taken as the control center for this sentence. Therefore, 'o' is the agent but it is deleted and can be inferred by looking at the action concept **diyordu**:
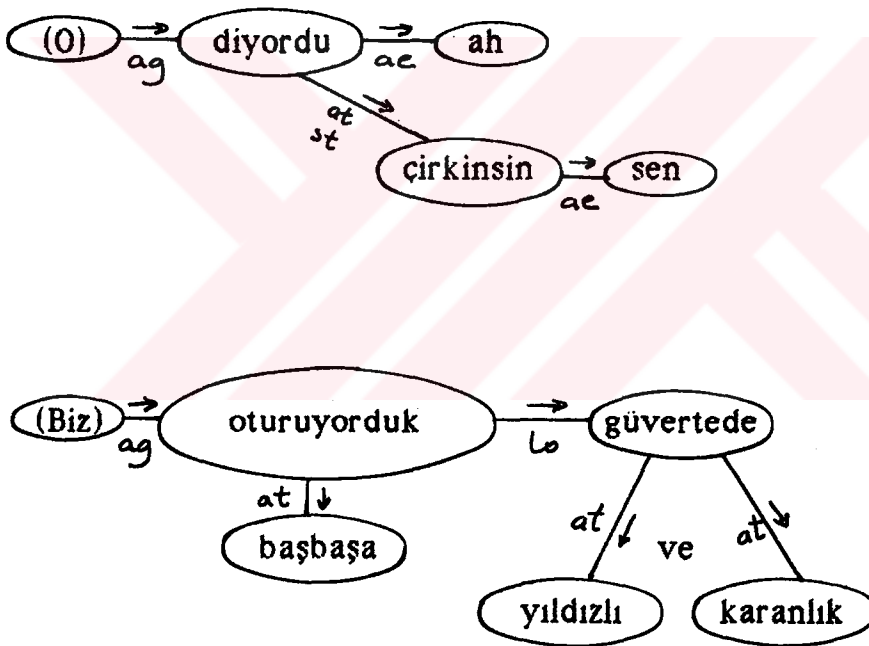
In this sentence, the concept agent is shifted and is signalled in the action concept **oturuyorduk** but the location relation is maintained. The following sentence has the action concept **tutuyordum** performed by the agent concept 'ben' which is deleted and signalled in the action concept:
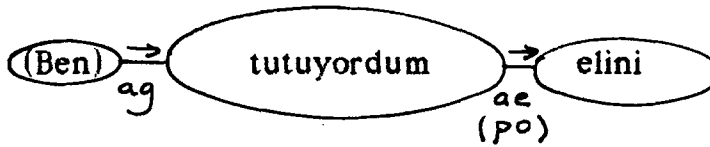
In this sentence, **elini** is in affected entity relation with **tutuyordum**. Here, the text receiver has to infer that **elini** signals possession relation with 'kız'.

In the following sentence, the action concept **sıkıyordu** signals the agent concept of the sentence and is linked via affected entity relation to **elimi** and enablement relation to **kapayıp** and **tahayyül ederek**:
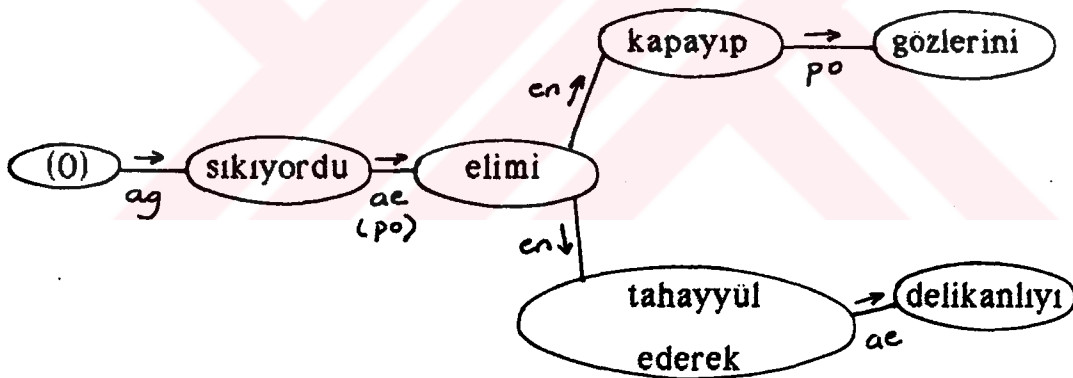
In the next sentence, the text receiver has to infer that **kulağının** is in possession relation with the concept 'kız' and the action concept **diyordum** signals the concept agent of the sentence:
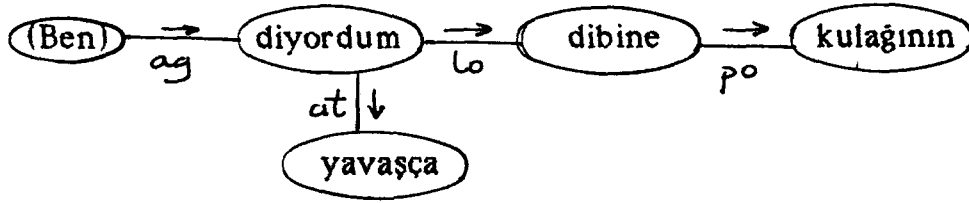
The following sentence is in the form of a question and is related to the sentence given above in which **bir** is in equivalence relation with the relation with the concepts **hepsi** and **değil mi**:

This sentence is combined to the following sentence which is another question sentence. The concept agent is repeated and another plural concept is also used as the agent of the sentence:
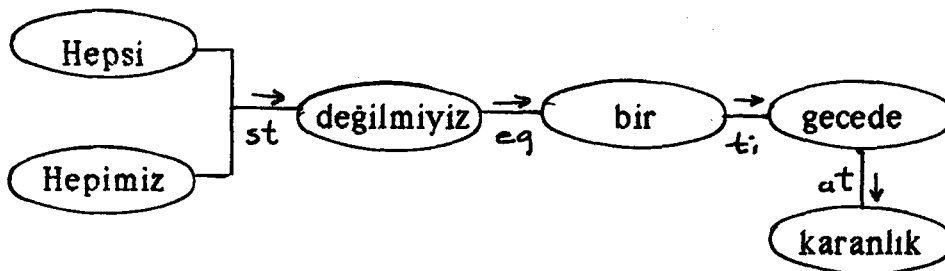
The following sentence is like an answer to the question asked above. The text receiver, depending on his stored knowledge, has to infer that the agent of this sentence is the second person singular 'sen':
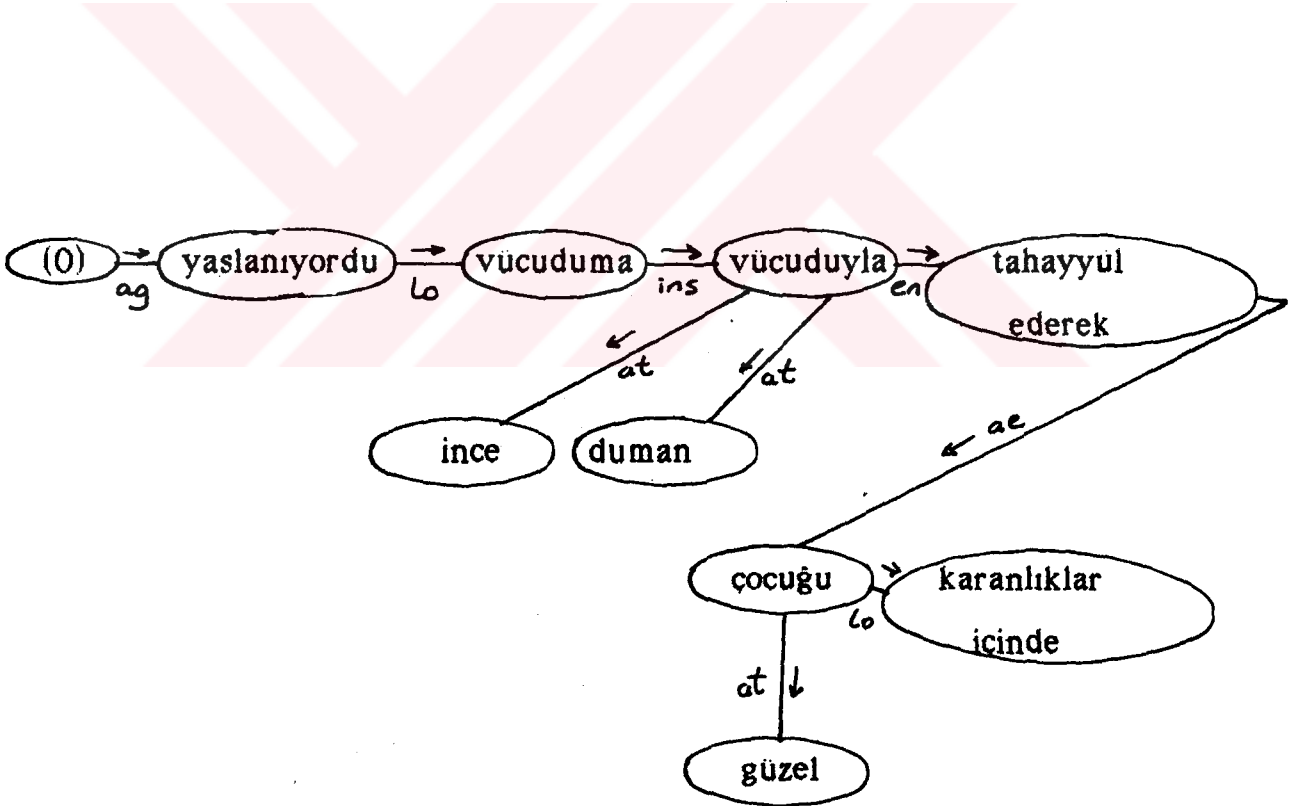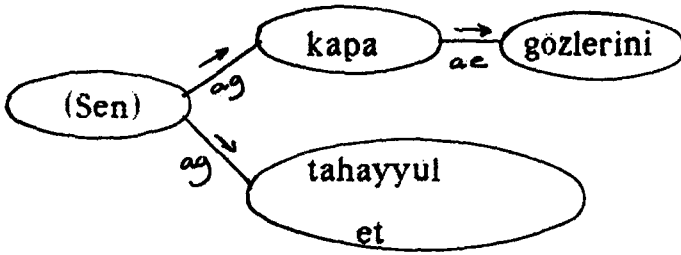
In this sentence, the agent 'o' performs the action of **yaslanıyordu** which is linked to **vücuduma** with the relation of location and that is linked to **vücuduyla** with the relation of instrument. The action concept is also linked to **tahayyol ederek** with the relation of enablement, i.e. **tahayyol ederek** creates the sufficient, but not the necessary conditions for the action **yaslanıyordu**. In other words, **tahayyol ederek** makes the condition possible, but not obligatory for the action concept.
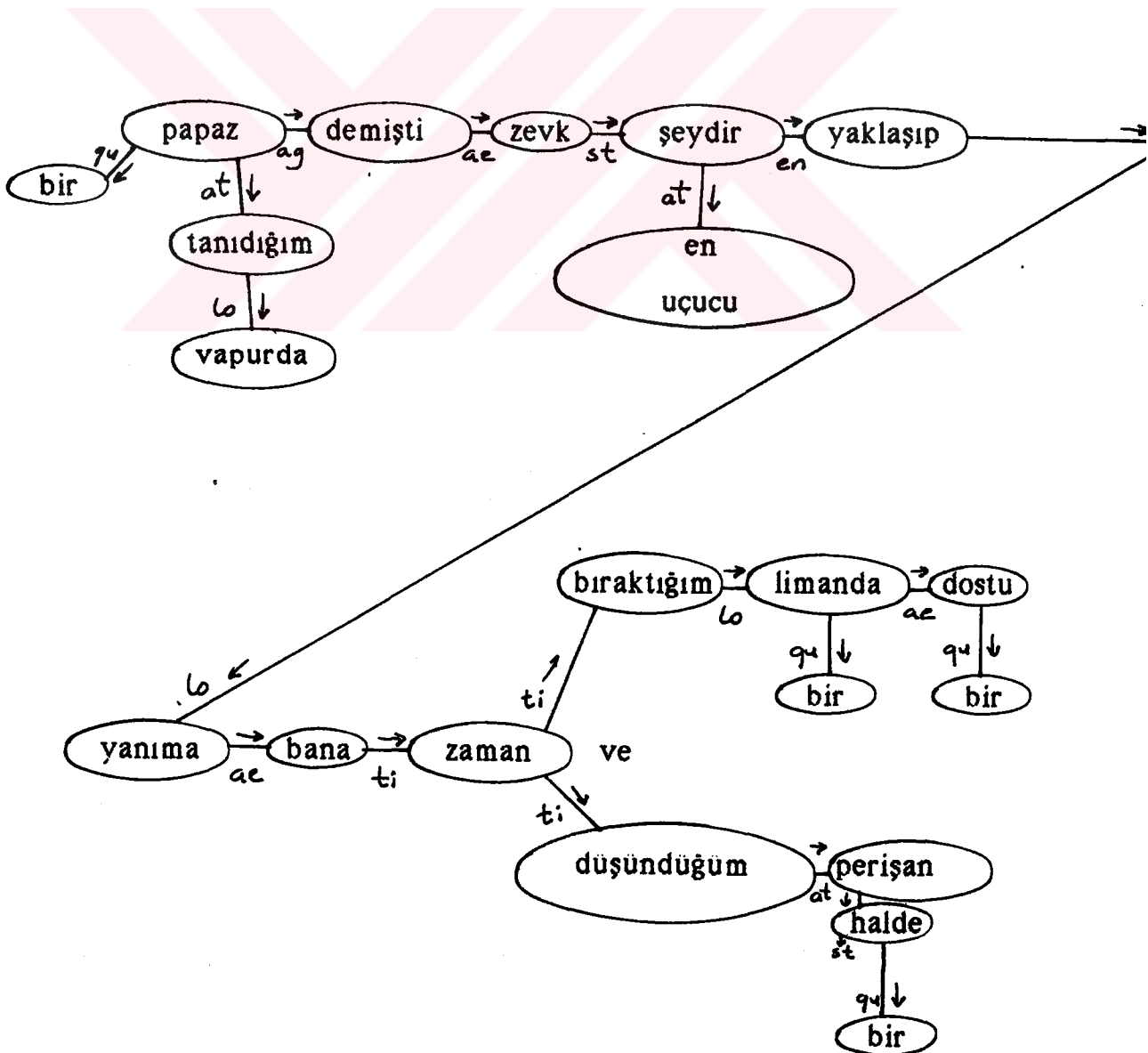
This sentence introduces another character (**papaz**) of the narrative and it becomes the control center for this sentence. It is linked to another sentence whose control center is the concept **zevk** and it is in state relation with the concept **şeydir**. The affected entity of the sentence is **bana** and it is linked to the other concepts with the relation of time.

The following sentence is linked to the previous sentence because the agent is maintained but it is deleted and signalled in the concept **gazdır** which is in state relation with 'zevk', in attribute relation with **kaçan**, and location relation with **delikten**:
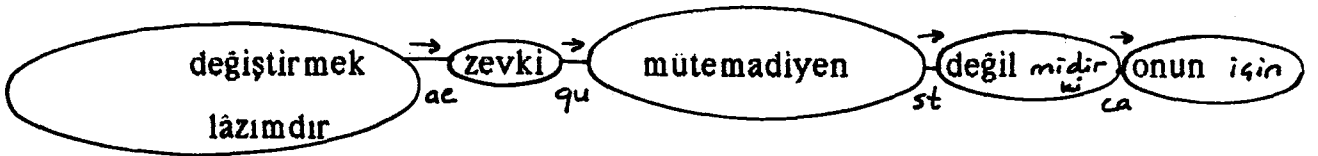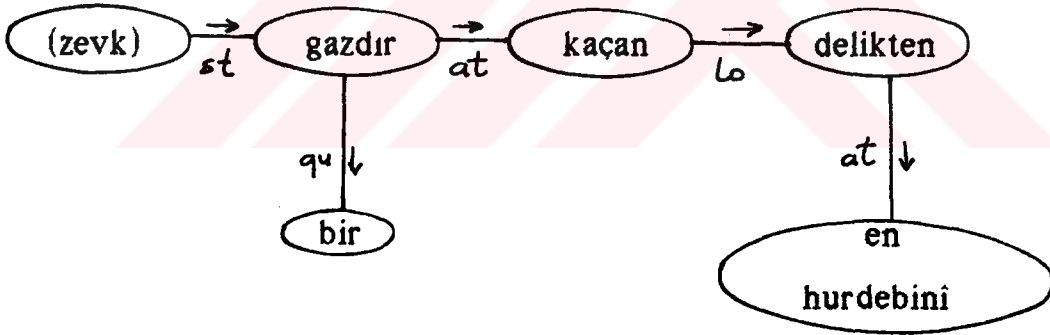
In the processing of this sentence, the text receiver has to infer that the sentence is a combination of two sentences in which **onun için değil midir ki** part is linked to **zevki mütemadiyen değiştirmek lâzımdır** part with cause of relation. The control center is **değiştirmek lâzımdır** and is linked to **zevki** with an affected entity relation.
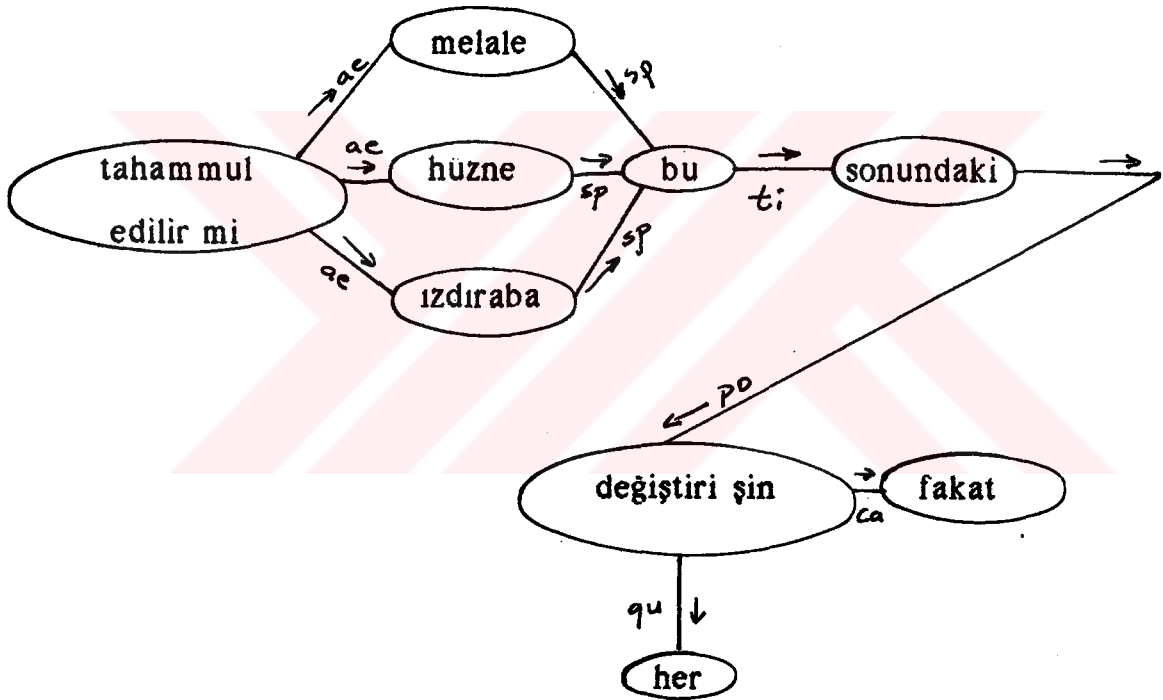
This sentence is another question sentence therefore, **tahammül edilir mi** can be taken as the control center which is linked to **melale**, **hüzne**, and **ızdıraba** with the affected entity relation which are specified as **bu** with the specification relation, and they are in time and possession relation with **sonundaki** and **değiştirirsin**.

The following sentence is the last sentence of this paragraph and introduces a state relation between the two concepts of the sentence:
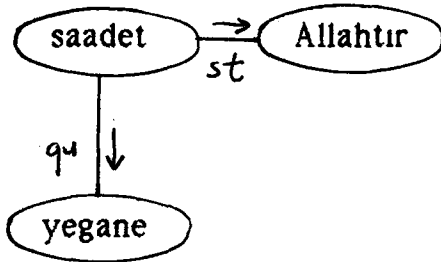
In the next sentence, the concept agent is 'ben' but it is deleted and can be inferred by looking at the action concept **kızardım**. The action concept is in cause of relation with the concept **aldığım için** which is in affected entity relation with the concept **teselliyi**. **Teselliyi** is linked to the concept bektediğim via attribute relation:
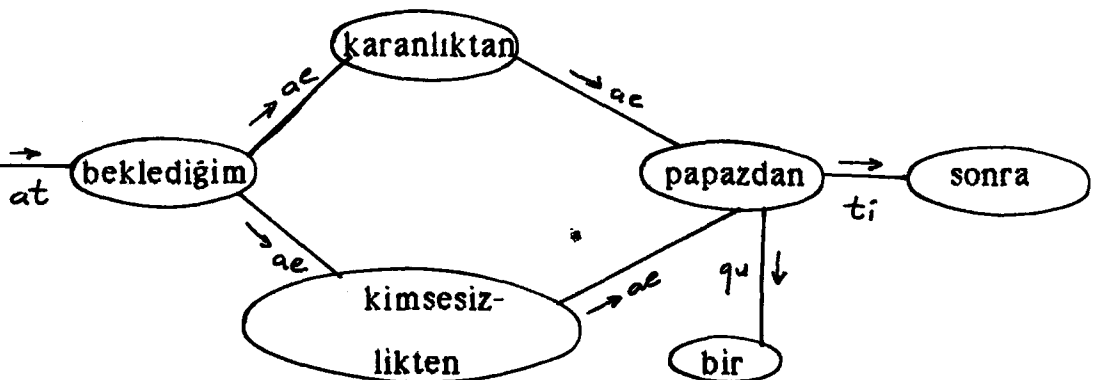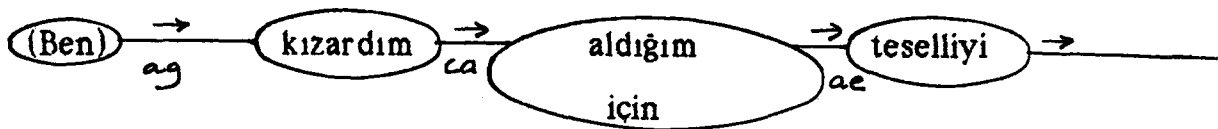
In the last paragraph of the narrative, there are very short sentences in which the concepts and the relations are linked to another as follows:
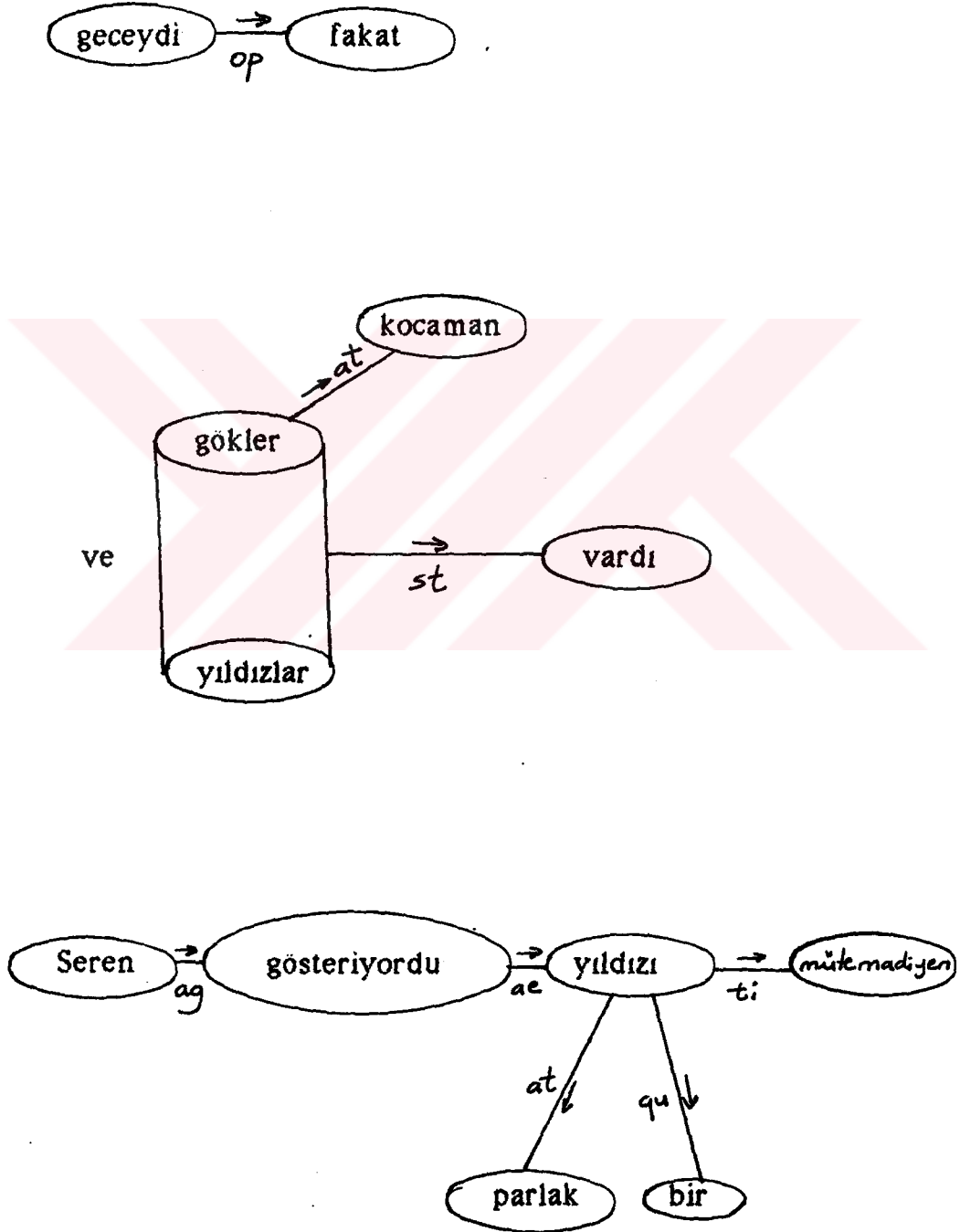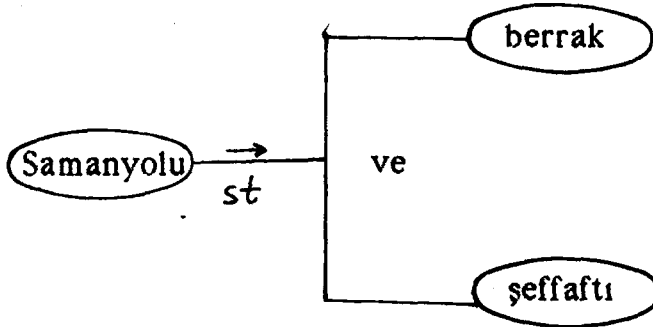
As can be seen, in the sentences above, state and attribute relations are very frequently used. The main purpose of this is to describe the time concept 'gece'. In the following sentence, the control center is again the deleted 'ben' which is signalled in the concept **kaldırdım** and can be inferred by the text receiver. The action concept is linked to the concept **gözlerimi** with the affected entity relation and to the concept **göğe** with the location relation:
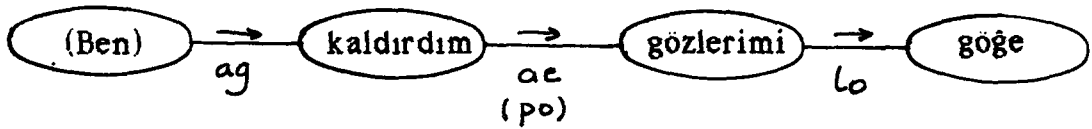
The last sentence of the narrative is a longer sentence which is formed by bringing together three sentences as follows:
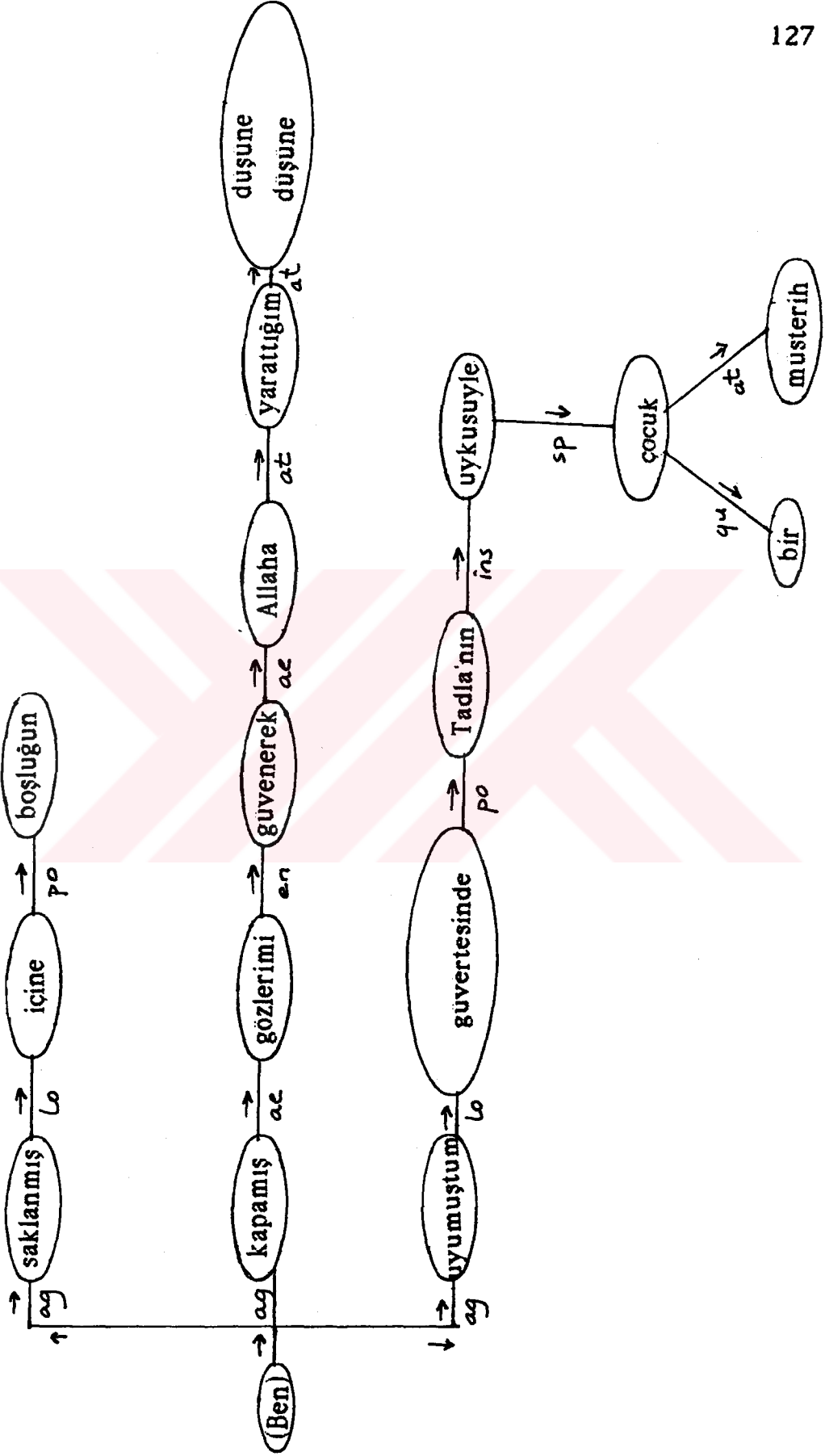
In our analysis of the narrative 'Bir Vapur', we have tried to explore and represent coherence as the outcome of a problem-solving process. The analysis began on the surface text and worked downward to the deeper text. The surface text has been parsed from the linear string into grammatical dependencies. The elements in those dependencies were the expressions which activated concepts and relations in mental storage and the main ideas were extracted from these concepts and relations. As has been hypothesized at the beginning of the research and proved via the analysis, in Turkish, narrative text type is a configuration of relational dominances obtained between or among elements of:(1) the surface text, (2) the textual world, (3) stored knowledge patterns, and (4) a situation of occurrence. The analysis has also displayed that this narrative refers to a series of real or fictional events and actions that took place in the past relative to the time of the narration. The events and actions have been presented in a sequential order and they can be specified as to a particular time and place. In Beaugrande and Dressler's terms, the events and the actions of the narrative are linked to one another via time and location relations. These relations can be established by the text receiver as a result of the processes called activation and inferencing. The characters(participants) involved in the events and actions can be both animates and inanimates and can be inferred by supplying reasonable concepts and relations to fill in the gaps in the textual world. The most commonly used relation was the affected entity relation. The performers of the actions were presented by the use of the agent concepts. If the participants were not humans, they still possessed human qualities and acted like humans. The narrator was identical with one of the participants involved in the narrative. Although the text analyzed was a narrative, still there were a lot of descriptions used. The

concepts used in descriptions were linked to one another via attribute, specification, and quantity relations. Thus,we can easily say that this narrative is an arrangement of actions and events and are linked to one another via time and location relations; the performers are specified through the agent and the affected entity concepts. Their descriptions are linked to the concepts via attribute, specification and quantity relations.

Let us now look at the second narrative and try to examine the concepts and the relations underlying the deep structure of this narrative.

KONÇİNALAR

İskambil destesinin en sevdiğim kağıtlarından biri, üzerine The Jolly Jocker yazılı, o delişmen, o uçarı, o biraz cambaz, biraz sihirbaz, bir miktar da düzenbaz, ama neşe dolu, hayat ve hareket dolu,kanısıcak delikanlıdır. Ne yazık ki, Jockerlere Kanasta'dan, Kumkan'dan, Remi'den başka oyunlarda pek yer verilmiyor. Verilse, her girdikleri oyuna renk ve hareket, canlılık ve şaklabanlık katarlardı.

Jolly Jockerler bir yana, destenin en itibarlı kağıtları, bilindiği gibi, Beyler yani Aslar oluyor. Ayıp değil ya, ben Aslardan oldum bittim hoşlanmam. Belki kendim hiç bir zaman As olamadığım, As olamayacağım için. Kabul etmeli ki, onların dördünde de bir Kral havası, bir Padişah çakası vardır. Hele bazı takımlarda bunları daha da bir şatafatlı resmederler.

Karamaça beyinde meşum bir şeyler sezilir. Onun sarayında herhalde birtakım karanlık dalavereler dönüyor, gece, mahzenlerinde, bir sürü kelleler uçuyor olmalıdır.

İspati beyini ben bir Bizans Prensine benzetirim.

Bunlara kıyasla, Kupa beyi daha bir bizden gibidir. Kupa beyi herhalde Osmanlı Hanedanına mensup olmalı.

Karo beyine gelince, bakınız, o bir Selçuk Sultanıdır. Çelebi, zarif, nazik ... Aksi gibi, Tekel damgasını da hep onun üstüne vururlar. Buna rağmen öylesine asil ve kibar bir havası vardır ki, bu damga bile onu çirkinleştiremez, inadına daha bir açar, daha bir sevimli yapar. Öyle ki, damgası olmayan bir Karo beyi görsek, bayağı yadırgar, bir eksiklik duyarız.

Resimli kağıtlar içinde kanım en çok Kupa kızına kaynar. Kupa kızı, etine dolgun, duru-beyaz, hanım-hanımcık bir tazedir. Üniversiteyi filan bir kalem geçin, güç hâl ile bitirdiği ortadan sonra, liseyi bile okuyamamıştır. Olsa olsa, sanat enstitüsü mezunudur. Herkesin okumağa merakı olmaz, buncağızın da başka marifetleri var: Dikişle nakışın her türlüsü, örgü işlerinin daniskası ... Eteği belinde, bütün evi o çeviriyor. Yeni yetişirken mahalledeki oğlanlarla mektup alıp verdiği olmuş gerçi. Cahillik işte. Hoş görmeli. Ama evlenince eşi bulunmaz bir hayat arkadaşı olacaktır. Buna eminim. Bir kere kocasına ukalâ ukalâ karşılık vermez. Sonra bu cins kadınlar çocuklarına da düşkün olurlar. Daha ne?

Onunla evlendiğiniz takdirde, kaynınız Kupa oğlu olacaktır ki, Allah için, uslu akıllı, yumuşak başlı, kendi halinde bir çocuktur.

Babaları Kupa papazına gelice, sizden iyi olmasın, pek baba-
can pek cana yakın bir adamdır. Hoş fıkralar anlatıp göbe-
ğini hoplata hoplata güler. Daha coşarsa, küt küt karşısında-
kinin sırtına vurur. Evde teklif tekellüf hak getire ... Sen
de sen, ben de ben. Candan insanlardır vesselâm. Öyle bir
aileye damat girmek isterim.

İspati kızına gelince, bakın ondan her türlü sinsilik umulur.
Siz onun öyle sakin ve masum göründüğüne bakmayın, o
ne hinoğlu hindir o, o ne içinden pazarlıklı aşiftedir o ...
İskambilin üstünde gördüğünüz onun bayramlık resmi. O,
bu masum bâkire pozunu, fotoğrafçıda resim çektirirken bir,
bir de pazarları kiliseye giderken takınır. Şöyle kulağınızı
verin de bir dinleyin mahalleyi. Maçanın oğlu ile sinema
localarında, plaj kabinelerinde yapmadığı kalmamış. Hal
böyle iken, yine de bilmeyenlere karşı kendini dirhem dir-
hem satar. İspatinin oğlu ablasının kirli çamaşırlarını her-
kesten iyi bilir, bilir ama gel gör ki ablası da onun kumar
borçlarını öder, evden şunu bunu götürüp satışını gizler.
Babaları da zaten itin biri. Bu yaşa gelmiş hâlâ sefih, ku-
marbaz,bir gün olsun ayık gezdiği görülmemiş. Tencere
dibin kara hikâyesi, kimin kime ne demeğe hakkı var.

Karolara gelince, onlar kişizade, görmüş geçirmiş bir ailedir
Bakmayın şimdi biraz düştüklerine. Babaları Hariciyeden
emekli. Zannedersem Şehbendermiş. Eski usul, mukaffa ve
musanna bir İstanbul Türkçesi konuşur. Kızları, nörsler,
matmazellerle, el bebek gül bebek büyütüldü. Beş senedir
İngiliz Filolojisine gidiyor, bitiremedi. Bitiremez de elbet.
Allahın günü kantinde ha ha ha, hi hi hi, akşamüstü de
oğlanlarla altı buçuk matinesi ... Erkek kardeşini sorar-
sanız, al onu vur ona. Karonun oğlu da, hoppala paşam,
hoppala beyim dadılar tayalarla şımartılmış, kuş sütüyle
beslenmiş, beyaz, tüysüz, oğlandan çok kıza yakın, tasvir
gibi bir civan. En iyi mekteplere verdiler, okumadı. Günahı

boynuna, birtakım uygunsuz, meymenetsiz heriflerle geziyormuş. Allah bilir, eroin de çekiyordur. Gözlerinin her daim mahmur bakışını ben pek hayra yoramıyorum. Öyle efendi babanın çocuğu böyle soysuz çıksın, yazık, çok yazık ...

Maçalar bir Ermeni ailesidir. Gedikpaşa'da oturuyorlar. Peder koyu bir katolik papazı. Basbariton, tomturaklı bir sesi vardır. Oğlu Mahmutpaşa'da bir tuhafiye mağazası işletiyor. İspati kızı ile maceralarına yukarda az buçuk dokunduk. Ablası Maça kızı, esmer, kara kaşlı, kara gözlü, bazı yerleri muhakkak ki aşırı tüylü, gerçi sıcak, gerçi güzel, ama neme lâzım, duasında niyazında, dini bütün bir tazedir. Belli ki, babasına çekmiş. İstavrozunu bir gün göğsünden eksik etmez. Kardeşinin İspati kızıyle yaptıklarını duysa, utancından yerin dibine geçer. Öylesine kaba-sofu ki, malûm günlerde erotik rüyalar gördüğü zaman bile, şuuraltısının kendine oynadığı bu oyuna içerler, sabahleyin alelacele banyo yapıp tövbe istiğfar eder. İyi bir drahoması var. Şimdi genç değil, şöyle kırkını, kırk beşini aşmış, efendiden ağırbaşlı bir kısmet bekliyor. Hayırlısı.*

Resimli kağıtlardan sonra, ilk ağızda, Onlularla Dokuzlular gelir. Onlularla Dokuzlular, resimsiz kağıtlar içinde önemli oyunlara katılma imtiyazına sahip başlıca kağıtlardır. Bundan ötürü de hallerinde görgüsüzce bir çalım, budalaca bir kurum sezilir. Haydi 'Onlular, Asların halktan yetişme

---

* Bakmayın, Maça kızının adı edebiyata kötü geçmiş. Onun, kendisine yorulan uğursuz kadın, çok bilmiş dul, yuva yıkan vamp-dişi vasıfları ile ilişiği yoktur. İftira, tevatür, hele bizim klasik Tekel takımlarındaki Maça kızının, İspati kızınınki gibi numaradan değil, gerçekten masum yüzüne bakınca, bana büsbütün hak vereceksiniz.

vezirleridir' diyelim. Ya Dokuzlulara ne buyurulur? Bunlar, kendilerini sayıdan bile saymadıkları halde yine de oyunlarına alan, oyunlarına alıp onlara öbür resimsiz kâğıtlardan üstün bir değer sağlayan aristokrat kağıtlara yaranmaktan, siftinmekten hoşlanırlar. Bu halleriyle Dokuzluları, efendilerinin önünde yerlere kadar eğilen, ama saray parmaklıkları dışındaki halka tepeden bakan, mabeyinciler veya stile uşaklar makulesinden saymak yanlış olmaz sanırım.

Dokuzlular mabeyinci veya stile uşak olursa, Sekizlilerle Yedililere de, el ulaklığı, bahçıvan yamaklığı gibi daha aşağılık işler düşüyor.

Bütün bunlardan sonra sıra nihayet Konçinalara gelir. Konçina diye, bilindiği gibi, Altılıdan aşağı kağıtlara deniyor. Konçinalar, ismi üstünde işte, Konçinalardır. Geçin Bezik gibi, Poker gibi kibar oyunları, Aşçı İskambili gibi en pespaye oyunlarda bile hiç bir işe yaramaz, üzgün ve küskün, oyunu dışardan seyrederler. Diyeceksiniz ki, Pinakl'da Kanasta'da oyuna alınıyorlar ya ... Ben ona oyuna alınmak mı derim.Zavallılar,çıtır kozların at oynattığı meydanlarda habire gelir gider, ayak altında dolaşıp trafiği tıkar, muştalanıp dururlar. Hasılı aburcuburdurlar. Böyle oynamaktansa ben yeşil çuhanın üstüne kapanıp yüzüstü uyuklamayı tercih ederim. Konçinalar bu bakımdan iskambillerin paryasıdırlar. Var oluşlarının sebebi sırf öbür kağıtlara basamak olmak, onların üstün mevkiini sağlamaktır. Alt basamak olmasa üst basamak neye, kime öğünecek?

Konçinaların bu içler acısı durumu bana oldum olasıya dokunmuştur. Kaldı ki, deste içinde hüküm süren bu derebey-

lik rejimini bugüne bugün İnsan Hakları Beyannamesi ile uzlaştırmağa da imkân yoktur. Nitekim, usta oyuncu geçindiğim sıralarda onları paryalıktan kurtarıp eşitliğe kavuşturacak, böylece desteyi de iyi kötü çağımızın demokrasi gidişine uyduracak yeni oyunlar aradığım oldu. Hatta, oyle bir oyun bulayım ki diyordum, orada birliler asıl değerlerine indirilsin, beşliler kızları, dörtlüler oğlanları alabilsin, alay bu ya, icabında bir kılkuyruk üçlü, dört papazı birden sustaya durdurabilsin. Fakat olmuyor beyler. Aslarda o küçük dağları ben yarattım diyen heybet, Papazlarda o bütün güvenini sakaldan, asadan, baltadan alan azamet varken, o güdük, o sümsük, o boynu bükük Konçinalar onlara bir türlü el kaldıramıyorlar. Sinmiş bir kere içlerine, alışkanlık deyin, çekingenlik deyin, aşağılık, daha doğrusu Konçinalık kompleksi deyin, yapamıyorlar işte, ellerinden gelmiyor.

Bunu anladığım günden beri yeni oyunlar aramaktan, eskilerini de oynamaktan vaz geçtim. Her kağıda eşit değer tanıyan biricik oyun olduğu için şimdi yalnız Pasyans açıyorum.

12. Mart. 1953

The first sentence introduces the first character of the narrative through the use of the concept **The Jolly Jocker** which is the control center for this sentence and through state and attribute relations we learn some of the features of this character:
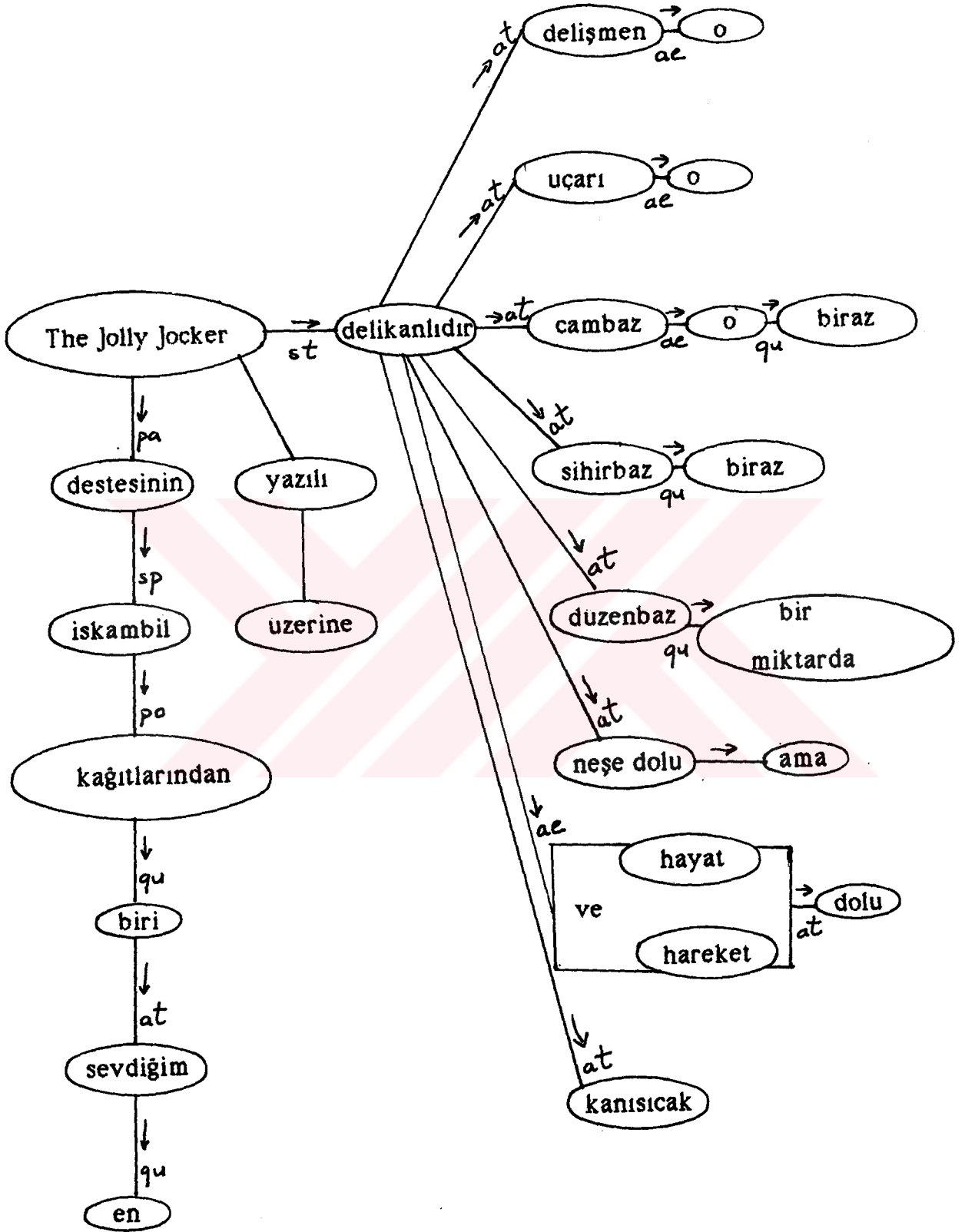
In this sentence, the text receiver, by looking at the concept **sevdi-ğim**, has to infer that the text producer himself is also one of the characters in the narrative. As soon as the text receiver sees the concept **The Jolly Jocker**, he has to activate his stored knowledge to find this concept in his mental encyclopedia.

In the second sentence, the concept agent is not mentioned; the text receiver can infer this if he looks at the concept **verilmiyor** and this sentence also requires the activation of the stored knowledge to interpret the concepts 'Kanasta', 'Kumkan', and 'Remi':
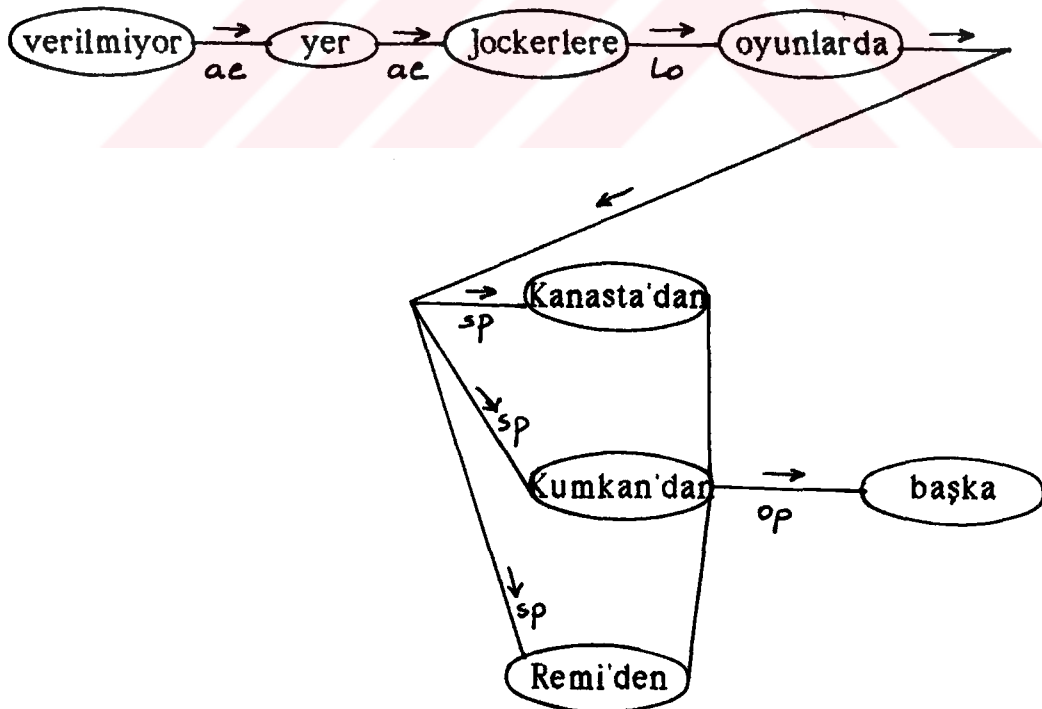
In the third sentence, the text receiver has to infer that the sentence is a combination of two sentences: the concept **verilse** in the first part of the sentence is linked to the other sentence through modality relation and the action concept **katarlardı** signals that the agent concept is 'onlar' and it is the control center of the sentence. The action concept is linked to the concepts **renk, hareket, canlılık,** and **şaklabanlık** through affected entity relation:
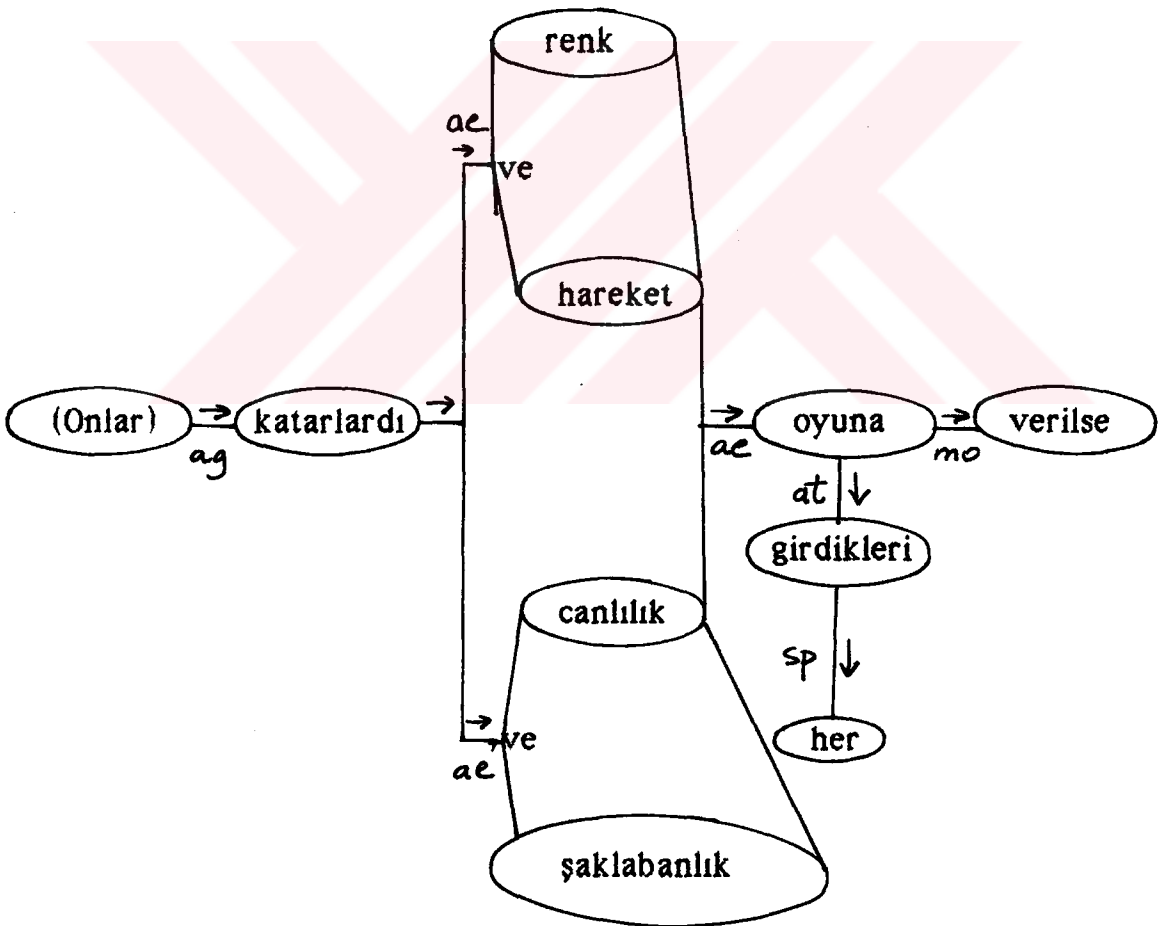
In the next sentence, another character is introduced but the text receiver has to infer that the concepts **Beyler** and **Aslar** refer to the same character in the narrative by looking at the concept **yani** which reveals that **Beyler** and **Aslar** are the synonymous concepts. The control center is **Beyler yani Aslar** which is linked to the concept **oluyor** via state relation and it is linked to the concepts **destenin** and **kağıtları** through possession relation whose attribute is **en itibarlı**. In the following part of the sentence, the text receiver has to infer that a general fact is stated through the use of equivalence relation:
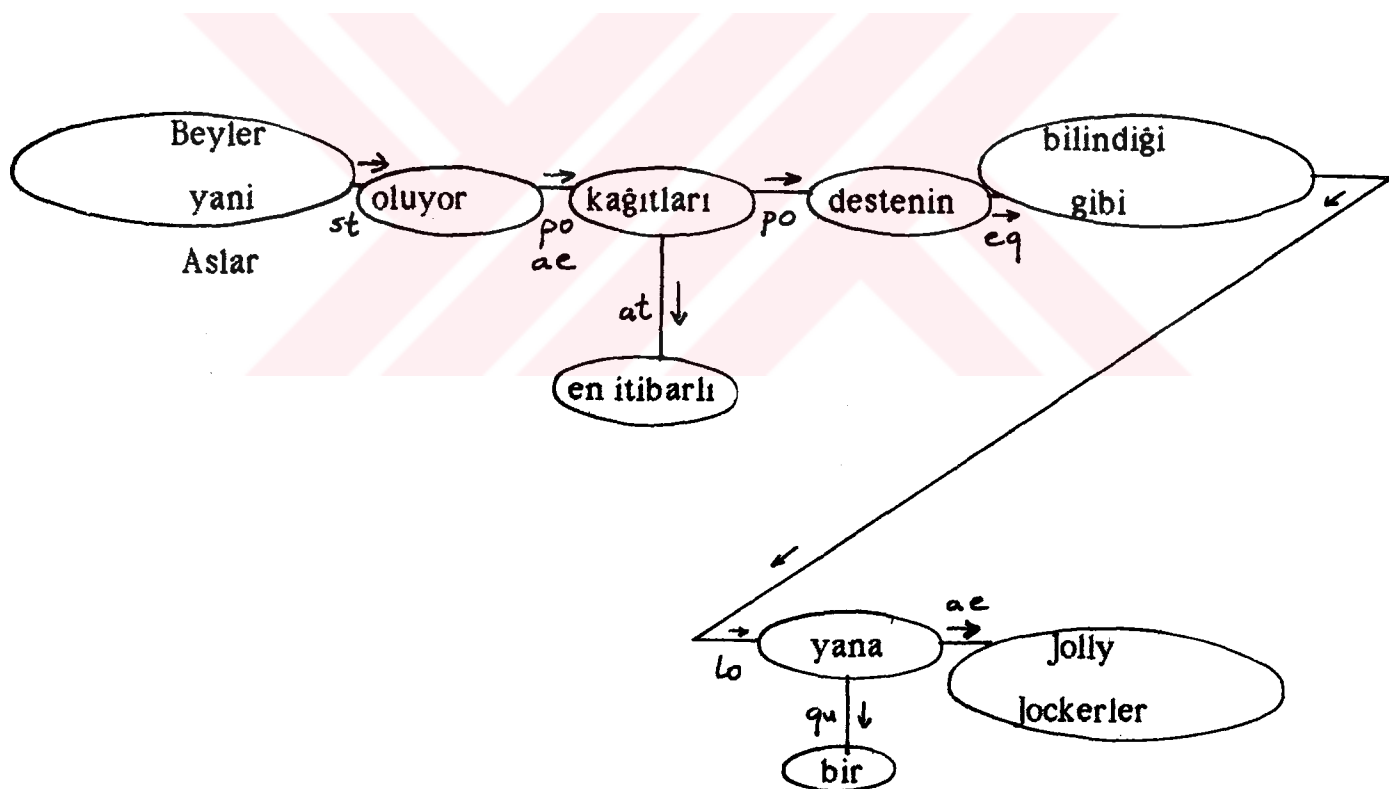
In the following sentence, the control center is the concept **ben** and it is linked to the concept **hoşlanmam** through agent relation which is

linked to **Aslardan** through affected entity relation:
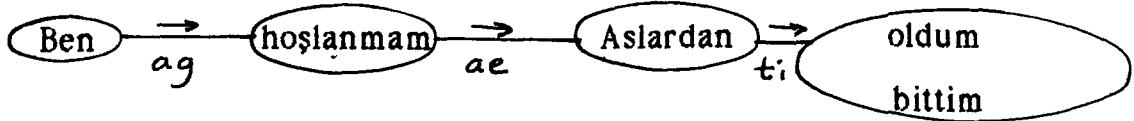
In the next sentence, the control center is the concept **kendim** which is in state relation with the concepts **olamadığım** and **olamayacağım** and in affected entity relation with **As**. At this point, the text receiver has to establish a correlation between the textual world and his world knowledge in order to understand the affected entity concept **As** because the
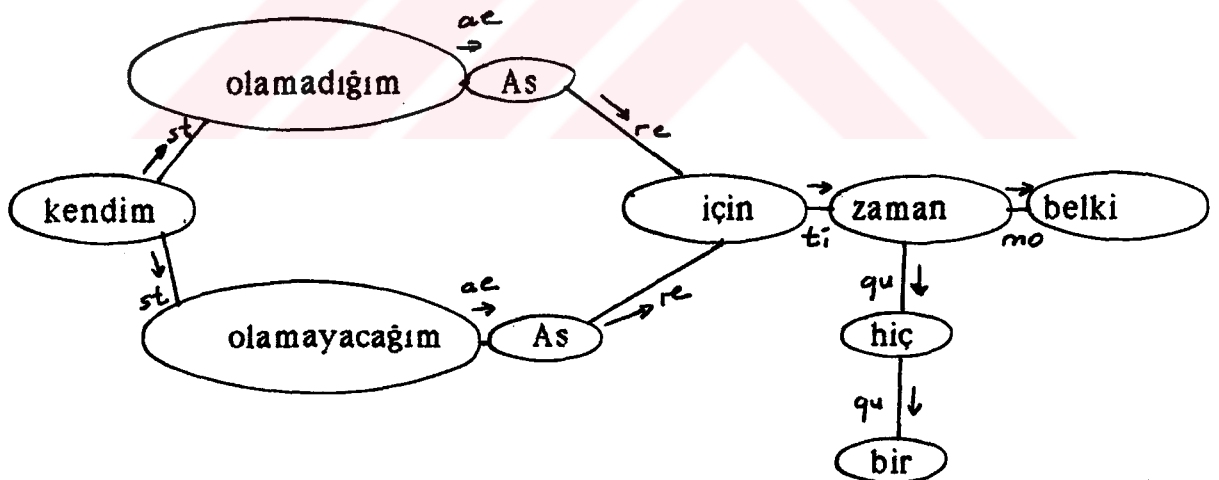
concept **As** used in this sentence is somewhat different from the one used in the previous sentence, and stands in a recurrence relation with the **As** used in sentence 5, i.e. the same expression reactivates a concept,

but not necessarily with the same reference to an entity, or with the same sense.

In the next sentence, the text receiver learns more about the character through state, attribute, and quantity relations. In order to understand the concept **dördünde de**, the text receiver has to establish a
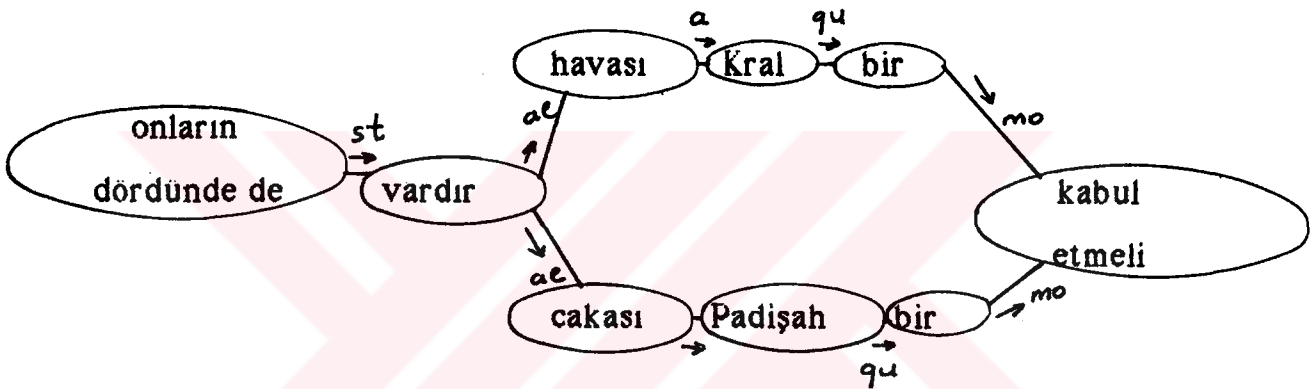
relation between this sentence and the other sentences of this paragraph because the concept **dördünde de** replaces the concepts **Beyler** or **Aslar** that are mentioned in the previous sentences.

The control center for the following sentence is the concept agent 'onlar' which is deleted; the text receiver has to infer it by looking at the action concept **resmederler**. The text receiver also has to make guesses to understand that the concept bunları stands for **Aslar** or **Beyler** where **Aslar** or **Beyler** stands in co-reference relation with 'bunlar', i.e. different expressions used to activate the same textual entity.
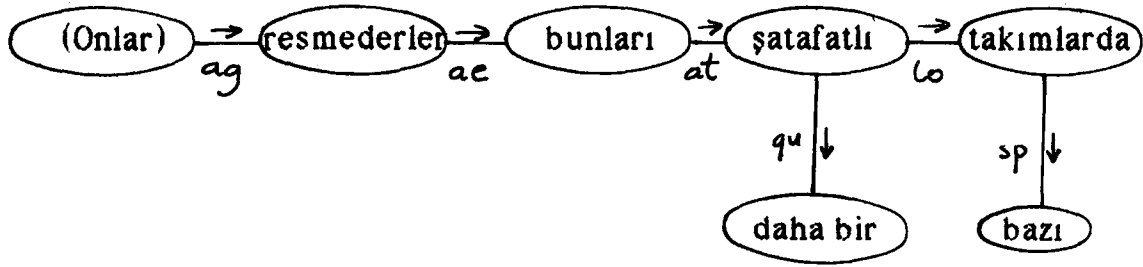
The next sentence introduces the third character of the narrative which can be inferred in the concept **beyinde**. It is in specification
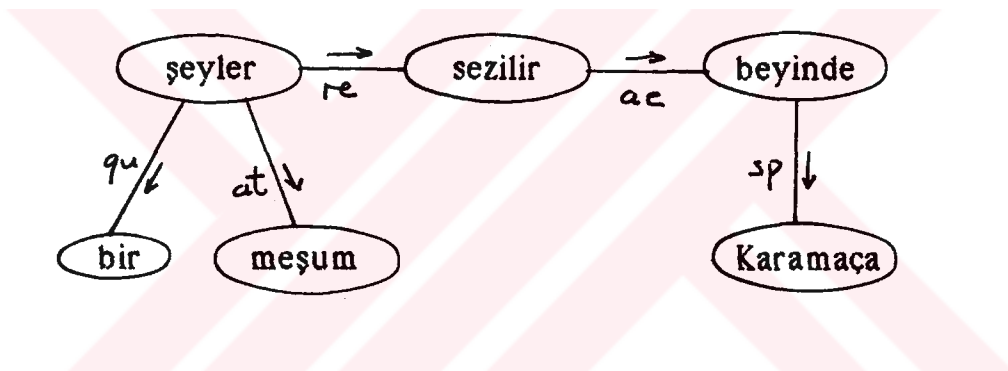
relation with the concept **Karamaça**. At this point, the text receiver has to rely on his stored knowledge to find out what the concept 'bey' refers to.

In the following sentence, the text receiver learns more about the character which was presented through the use of the concepts 'Maça' and 'beyi'. The concepts **dönüyor** and **uçuyor** are linked to the concept **olmalıdır** through modality relation. The concept **olmalıdır** is linked to the other concepts through location, time, and possession relations:

birtakım — qu — karanlık — at — dalavereler — donuyor — mo — olmalıdır

kelleler — uçuyor — mo — olmalıdır

kelleler — qu — bir sürü

herhalde — lo — sarayında — po — onun

mo

mahzenlerinde — ti — gece

lo
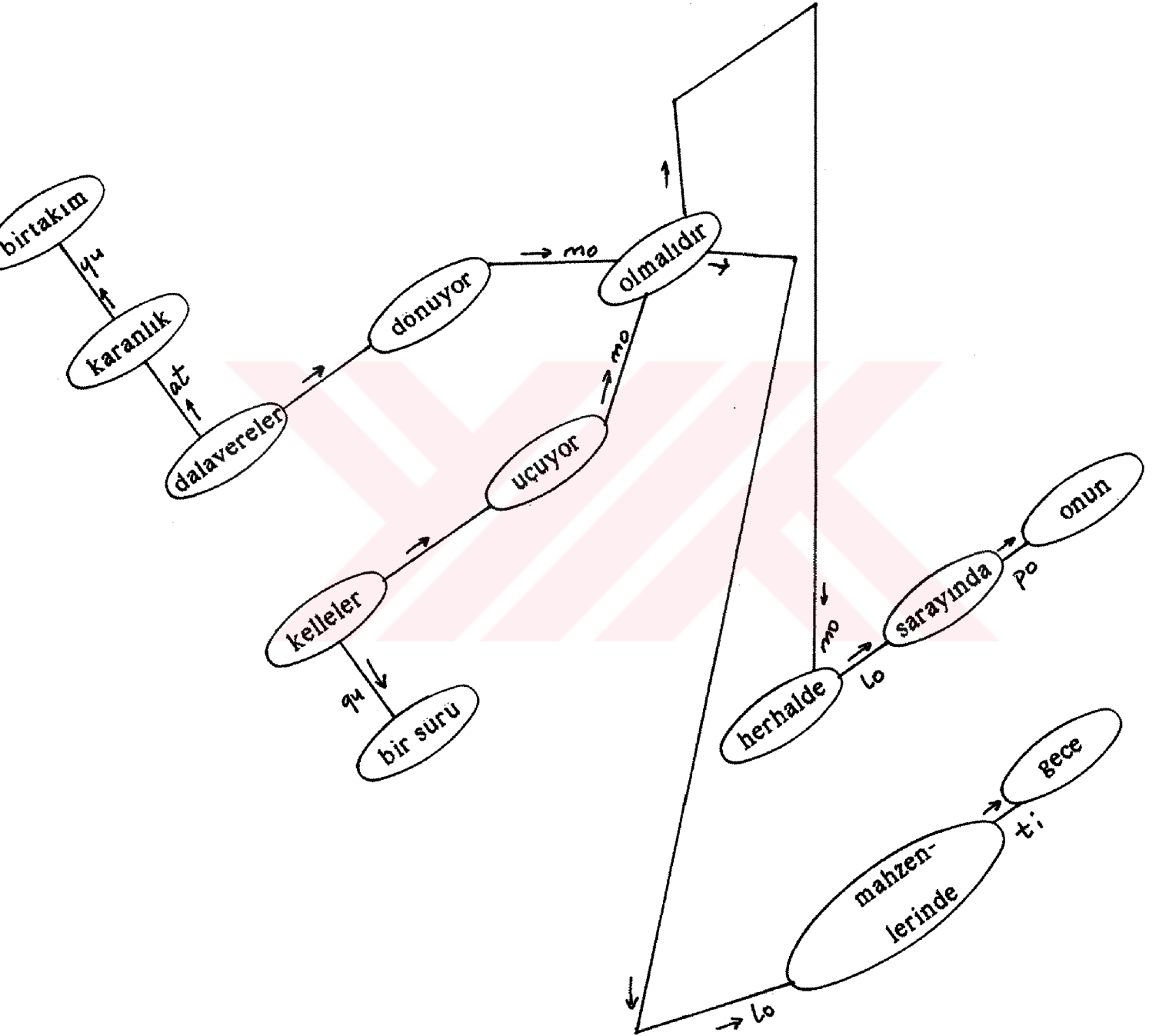
Another character of the narrative is introduced in this sentence in the concept **İspati beyi**. In this sentence, the text receiver has to establish a relation between the text world knowledge and his world knowledge in order to guess the relation between the concepts **Bizans, prensi** and **İspati, beyi**:
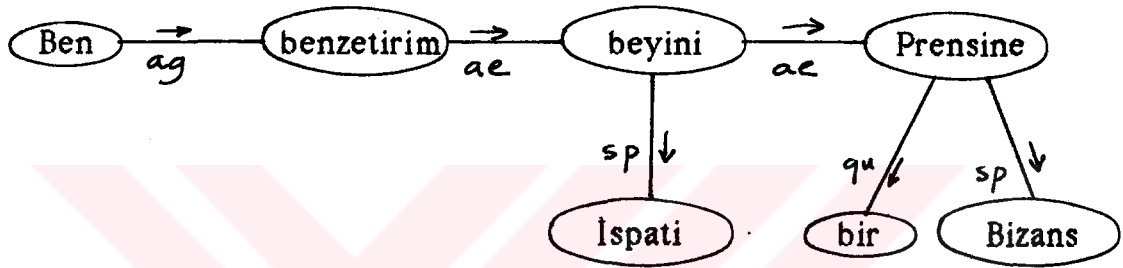
The other sentence is the introduction of another character. The concepts **Kupa, beyi** become the control center of the sentence and are linked to the concept **gibidir** through state relation. A comparison is made with the agent concepts of the previous sentences and **Kupa beyi** in this sentence which is in opposition relation; the text receiver can infer this by looking at the concept **kıyasla**:
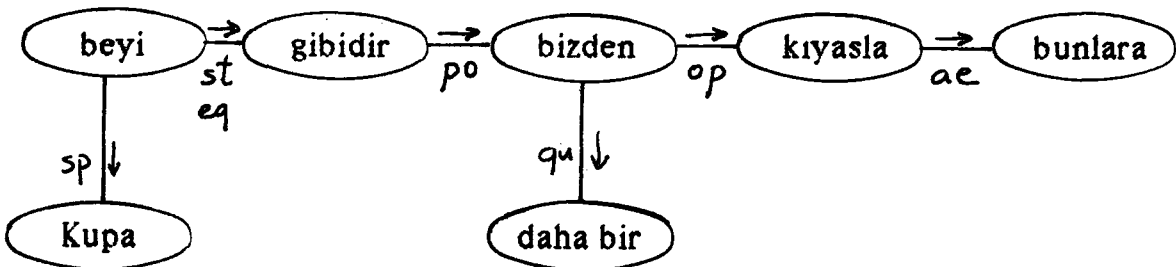
The modality relation binds the concepts together in the following sentence and this can be inferred by looking at the concepts **mensup olmalı** and **herhalde**. The text receiver's stored knowledge is activated
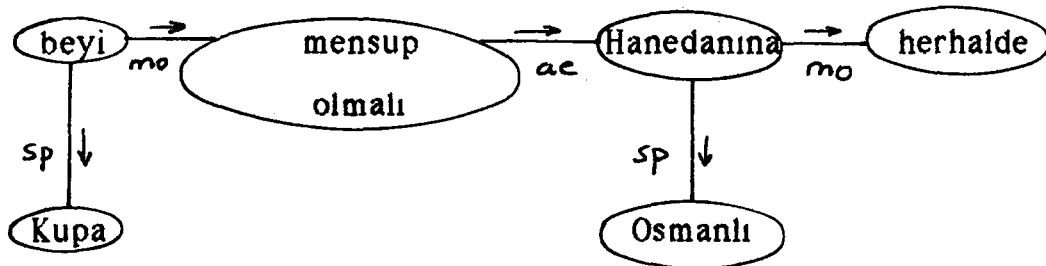
by the concepts **Osmanlı** and **Hanedanına** to find the correlation between the text world knowledge and world knowledge.

Another character can be guessed by looking at the concept **beyine** and the specification (**Karo**) assigned to it. The text receiver has to
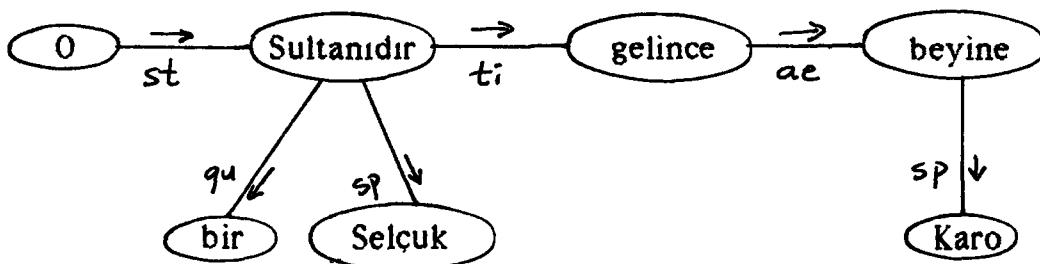
guess that the concepts **Karo beyi** and **o** refer to the same entity, i.e. there is a co-reference relation between these two concepts. The char-

acteristics of the character are presented through quantity and specification relations.

Some other features of the same character are given in the following sentence but this sentence is an ill-formed one. However, the ill-formed
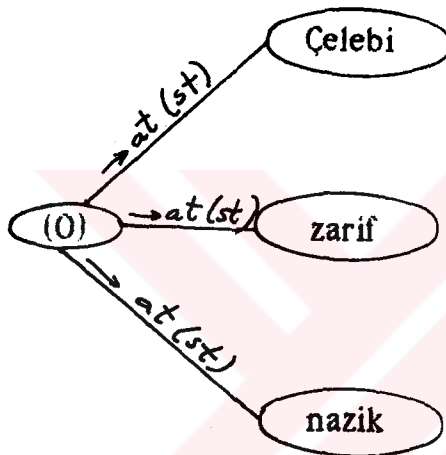
surface organization does not endanger the continuity of senses, since, inferencing procedures activated by the text receiver fill the gaps and assure text coherence.

In the following sentence, the control center is the concept 'onlar' which is deleted but is signalled in the action concept **vururlar**. Here, the text receiver has to infer to whom 'onlar' refers and this can be done by establishing a relation between the text world and the real world.
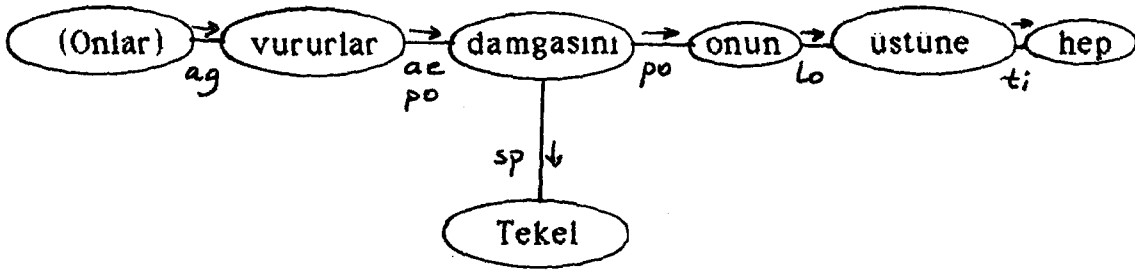
In the following sentence, the control center is the concept 'onun'
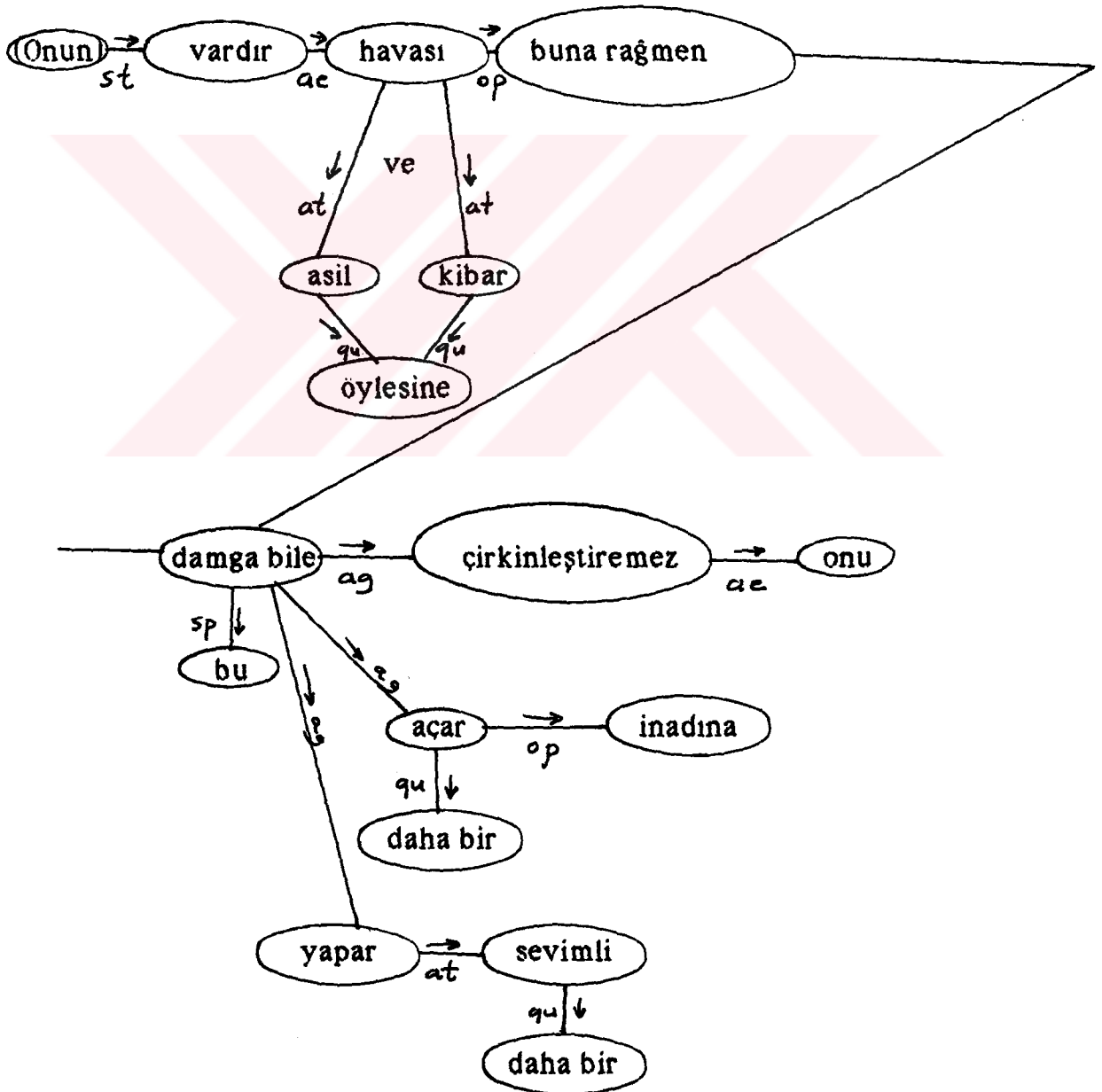
which is deleted but signalled in the concepts **vardır** and **onu**. Actually, this sentence is formed by bringing together four sentences and they are linked one another through relations. Therefore, the control center for the second part of the sentence is the concept **damga** which is linked to three action concepts through agent relation. Through attribute and quantity relations we get more information about the character.

In the next sentence, the control center is the concept 'biz' which is deleted but is signalled in the concept **duyarız**. The agent concept is linked to the concepts **yadırgar** and **duyarız**. The first part of this sentence is linked to the second part through cause relation which is sig-

nalled in the action concept **gorsek**. This concept is linked to the concept **beyi** via affected entity relation which is linked to **Karo** through specification relation.
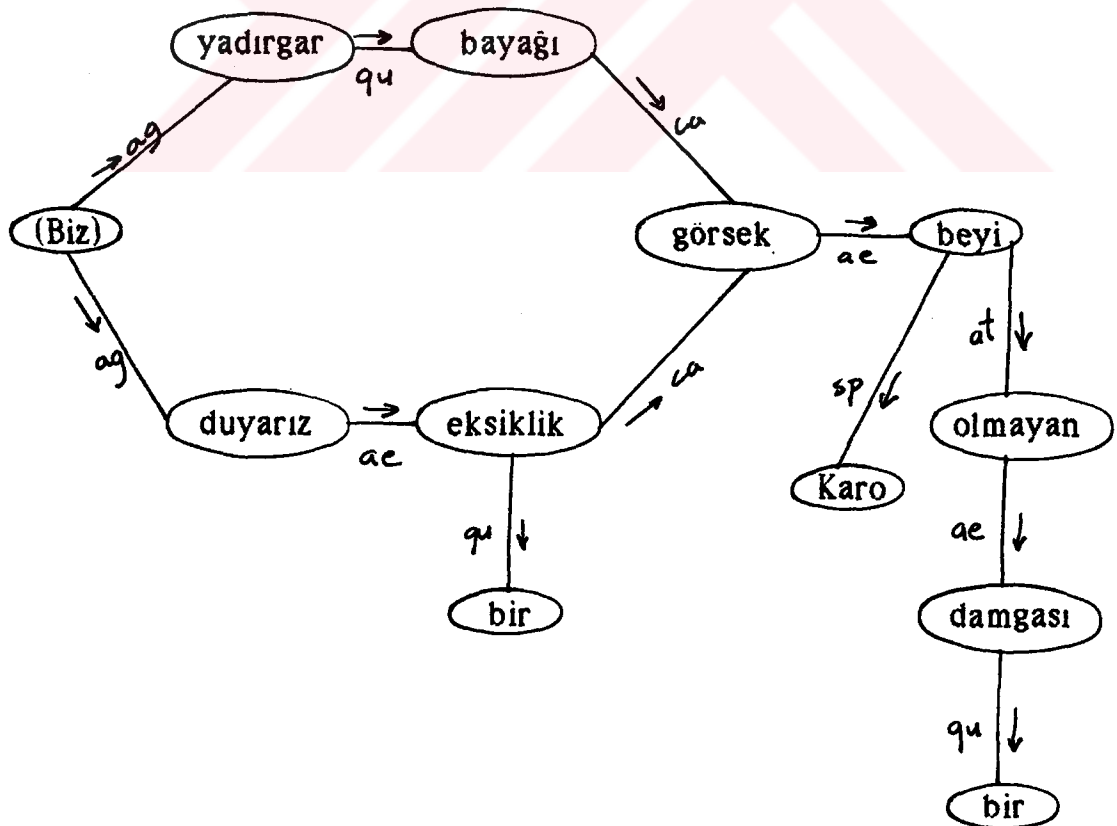
In the following sentence, another character of the narrative is introduced through affected entity relation and is identified through specification relation. The control center of the sentence is the concept **kanım**. The place of the character is specified through location relation:
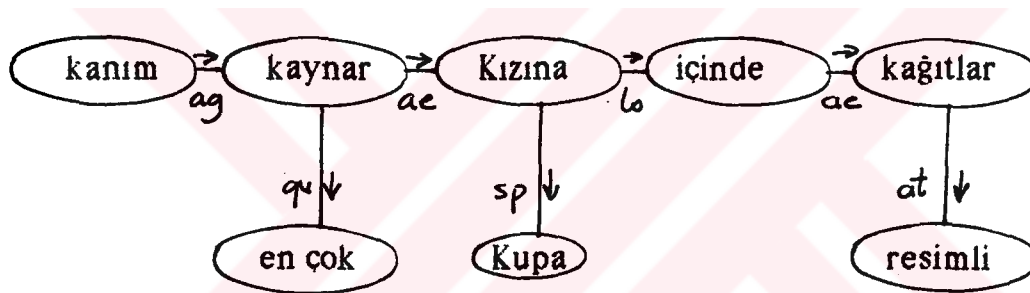
The features of the new character are given through state and attribute relations. The control center of the sentence is the concept **kızı** which is linked to the concept **Kupa** through specification relation:
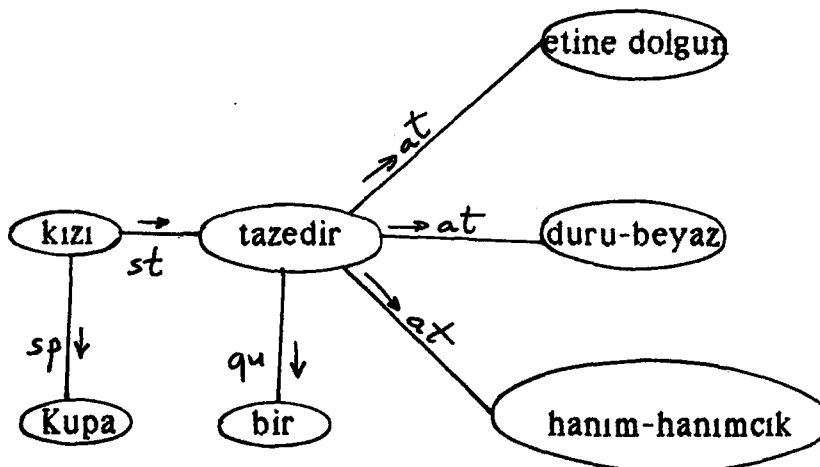
The following sentence gives more information about the concept **Kupa kızı**. The sentence is a combination of two sentences, therefore, we have two control centers; the first one is 'o' and the second one is 'siz' which are deleted but signalled in the concepts **okuyamamıştır** and **geçin**. In this sentence, the text receiver has to correlate the textual world knowledge and his stored knowledge to link the concepts through time relation:
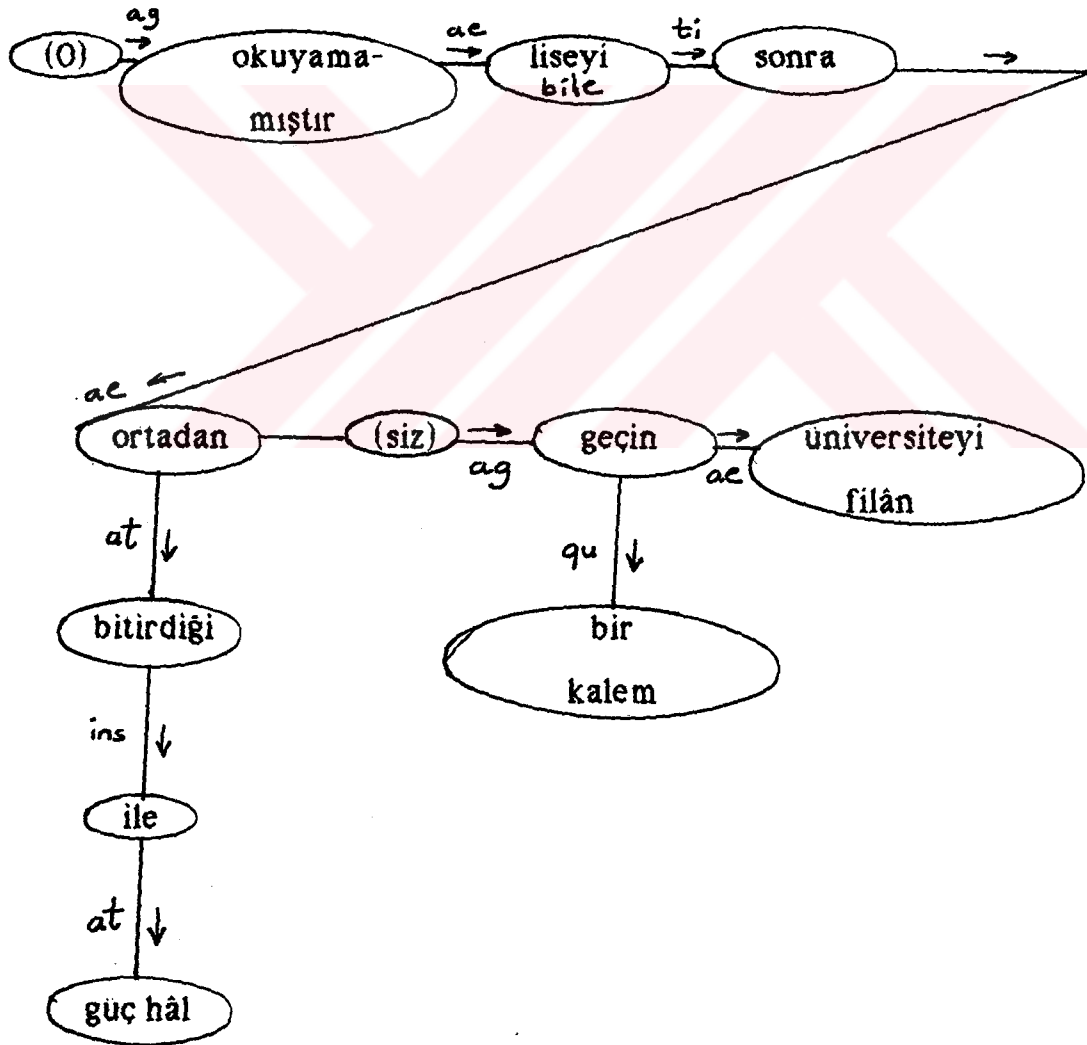
The control center of the following sentence is the concept 'o' which is deleted and it is linked to the concept **mezunudur** through state relation which is linked to the concept **enstitüsü** through affected entity relation. It is identified through specification relation as the concept **sanat**:
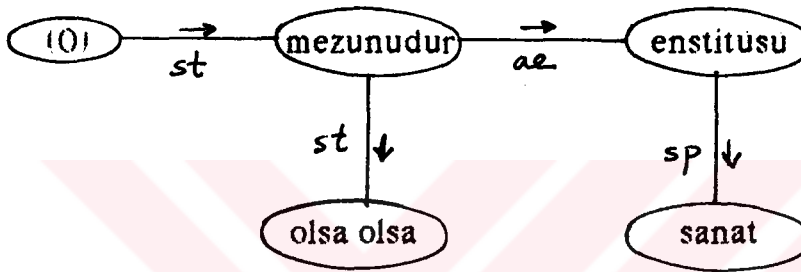
We learn more about this character in the next two sentences through state and affected entity relations. The text receiver has to infer that the concept **buncağız** is in co-reference relation with the concepts **Kupa kızı** and **o** :
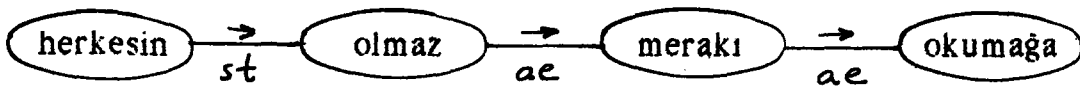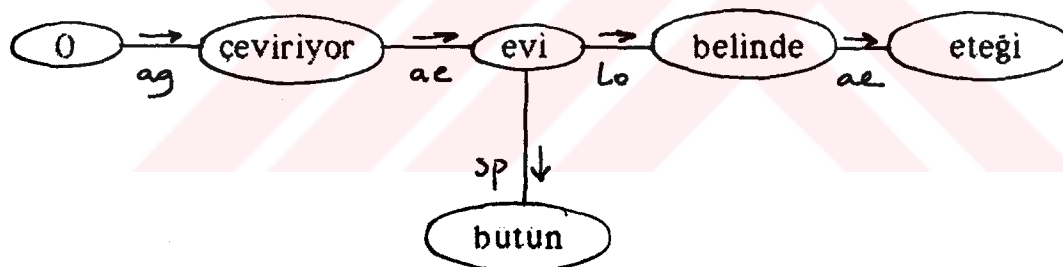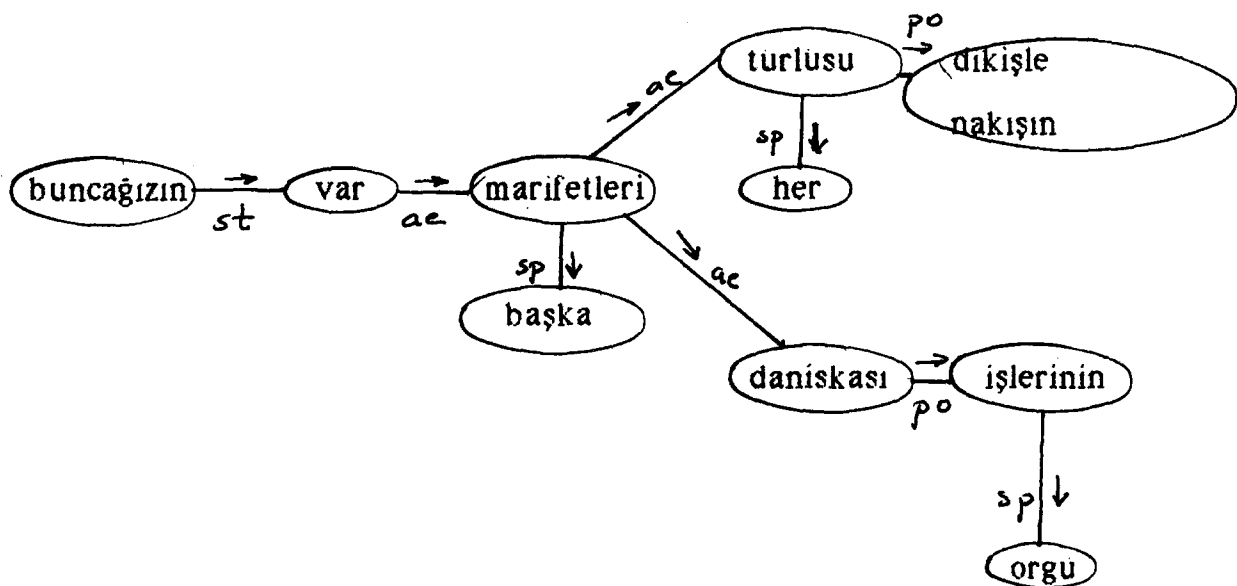
The control center for the next sentence is the concept 'onun' which is deleted and can be inferred by the text receiver. It is linked to the concept **olmuş** through state relation which is linked to the other concepts through affected entity relations:
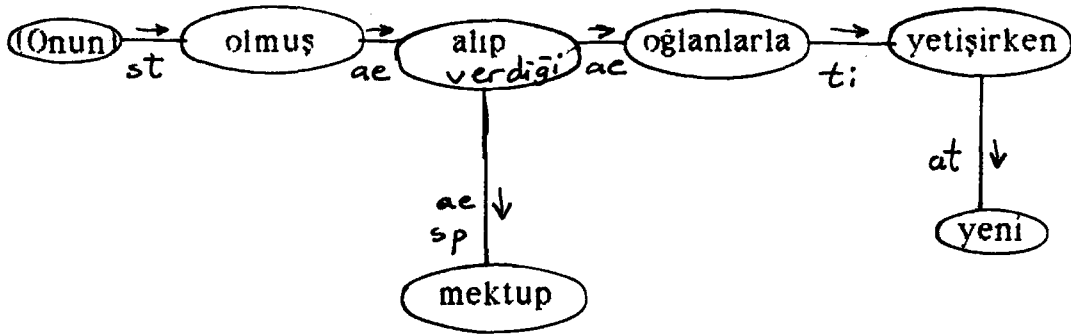
The following two sentences are the results of the previous sentence and inferencing operation should be at work to supply reasonable concepts and relations to fill in the gap in the textual world:
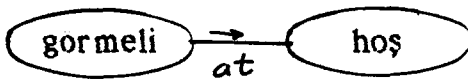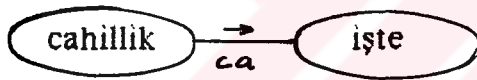
The following three sentences of the paragraph which introduce the character **Kupa kızı** give more information about the agent concept 'Kupa kızı'. The text receiver has to make inferences to supply the concepts and relations:

Diagram 1:
(O) →st olacaktır →ae arkadaşı →at eşi (bulunmaz) →ti evlenince →ca ama
- arkadaşı →sp↓ hayat
- arkadaşı →qu↓ bir

Diagram 2:
(Ben) →st eminim →ae buna

Diagram 3:
(O) →ag vermez →ae karşılık →ae kocasına
- vermez →at↓ ukala ukala
- karşılık →qu↓ bir kere

Diagram 4:
kadınlar →st düşkun olurlar →ae çocuklarına da
- kadınlar →sp↓ bu cins
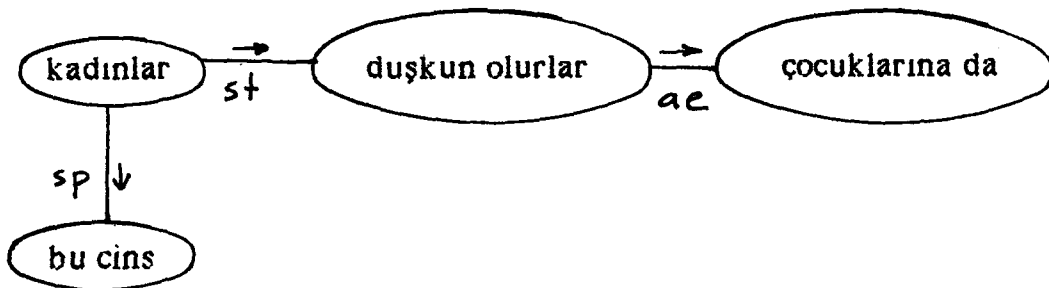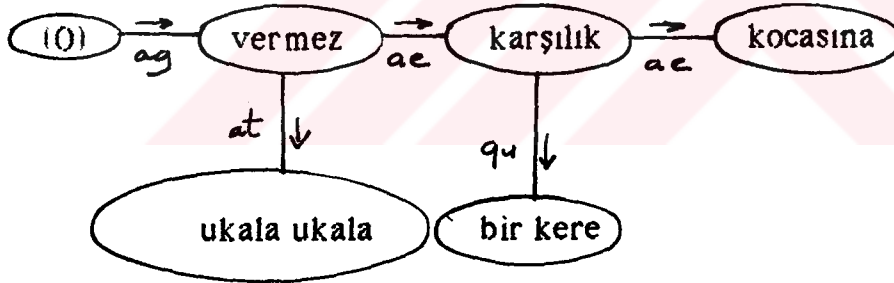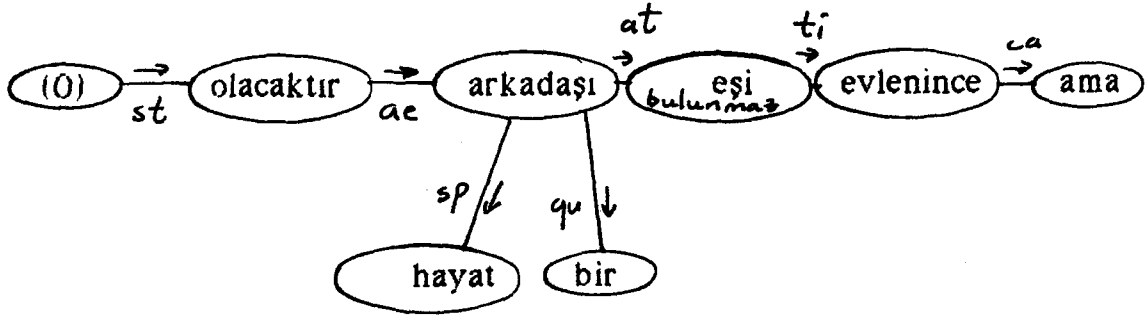
The following sentence introduces the other character of the narrative. The control center of the sentence is the concept **oğlu** which is linked to the concept **Kupa** through specification relation. The concept oğlu is also linked to the concept **olacaktır** through state relation and the characteristics of the concept are presented through attribute relations:
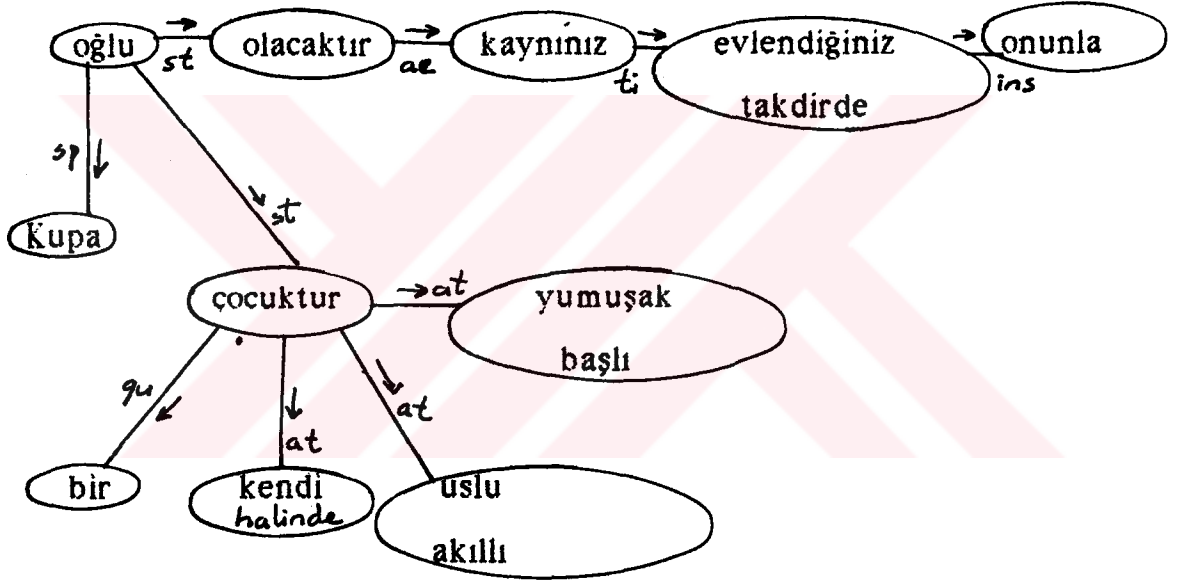
The following paragraph introduces another character therefore, the control center for the sentences of this paragraph is the concept **papazı** which is linked to the concept **Kupa** through specification relation. The text receiver has to activate his mental storage to find out the following concepts and relations:
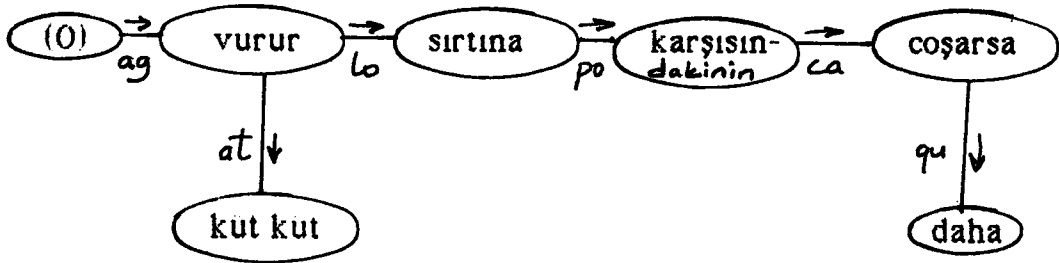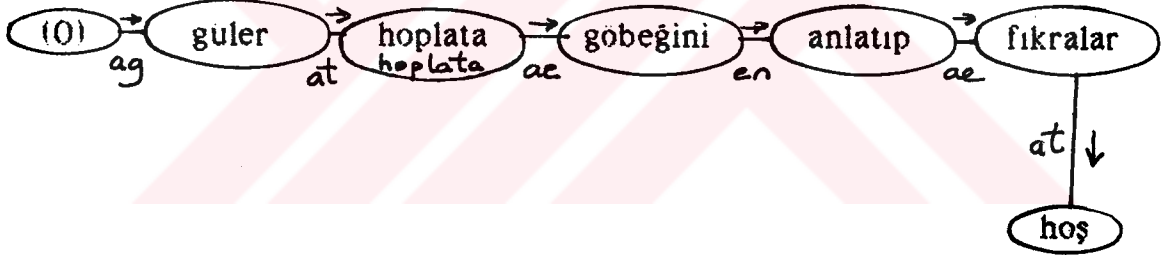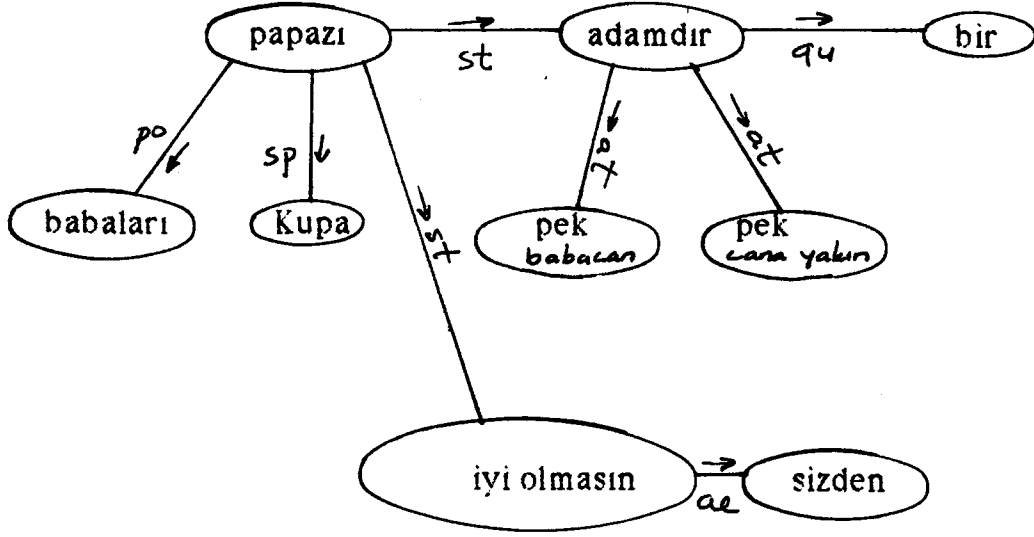
In the next sentence, the control center is the concept 'onlar' which is signalled in the concept **insanlardır**. The concept 'onlar' is linked to the concept **insanlardır** through state relation and to the concept **candan** through attribute relation:
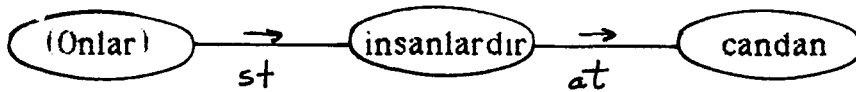
In the last sentence of the paragraph, the control center is shifted. Deleted 'ben' is signalled in the concept **isterim** and is linked to that concept through volition relation:
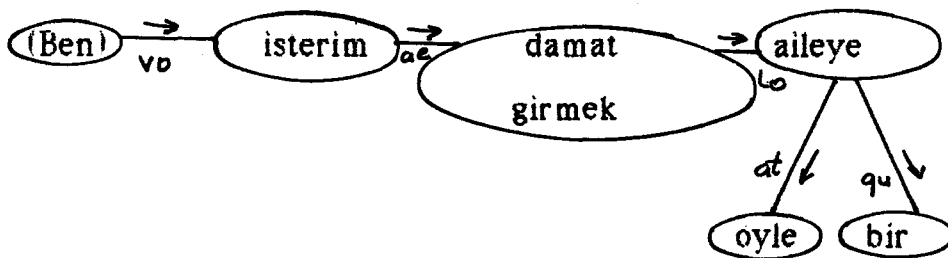
The other paragraph introduces the other characters of the narrative. The first character that is introduced in this paragraph is identified in

the concept **kızı** which is specified through specification relation in the. concept **İspati**. The following sentences present some of the qualities of this character through the use of attribute and specification relations. Let us now look at those sentences and see the concepts and relations used:

Diagram 1:

- 0 —ag→ takınır
- takınır —ae→ çektirirken
- çektirirken —ac→ resim
- resim —lo→ fotoğraf-ında
- fotoğraf-ında —qu→ bir
- pozunu —ti→ çektirirken
- pozunu —ti→ giderken
- giderken —lo→ kiliseye
- kiliseye —ti→ pazar-ları
- pazar-ları —qu→ bir de
- pozunu —at→ masum
- pozunu —at→ bakire
- masum —sp→ bu
- bakire —sp→ bu

Diagram 2:

- (Siz) —ag→ dinleyin
- dinleyin —ae→ mahalleyi
- mahalleyi —en→ verin de
- verin de —ae→ kulağınızı
- kulağınızı —at→ şoyle
- dinleyin —qu→ bir

In the second part of this paragraph, another character is introduced in the concept **oğlu** which is linked to the concept **İspatinin** through specification relation:
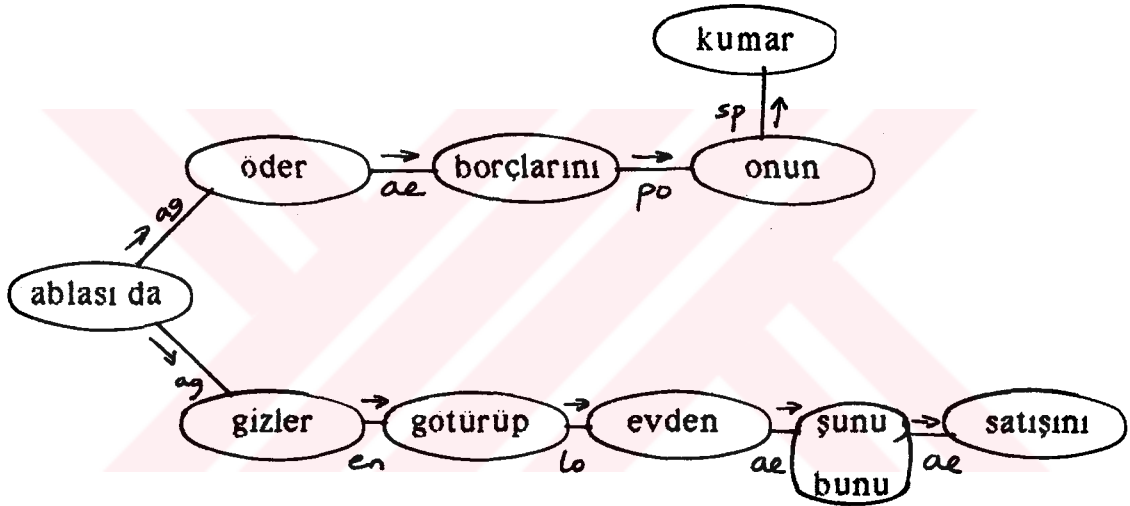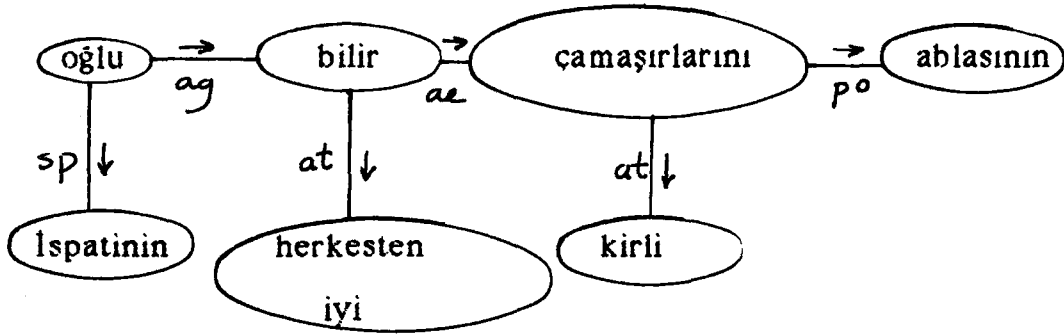
This sentence is a combination of two sentences whose control centers are different. The control center for the first part is the concept **oğlu** but the control center for the second part is the concept **ablası da**. The text receiver has to relate this concept to the other concepts to fill in the gaps in the textual world.

The last two sentences of this paragraph present another character which is signalled in the concept **babaları da**. It is the control center of

the following sentences:
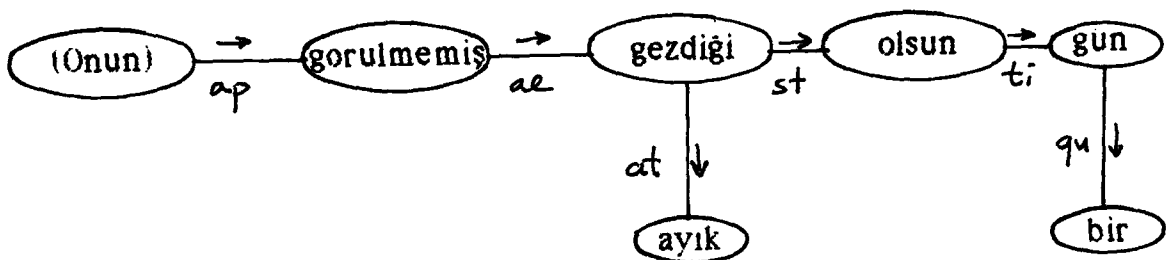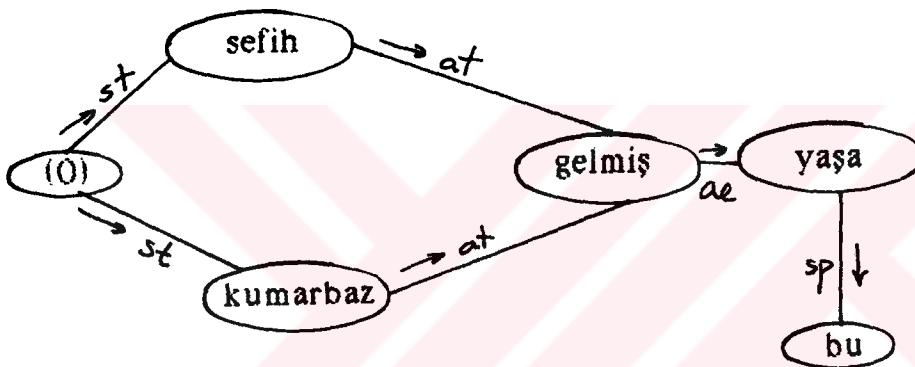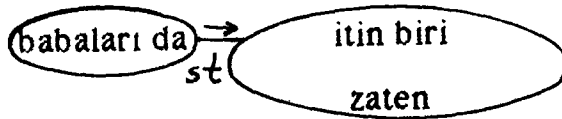
The qualities of the concept **babaları da** are given through state, attribute, and specification relations.

The next paragraph introduces another family whose qualities are given through state, quantity, and attribute relations:
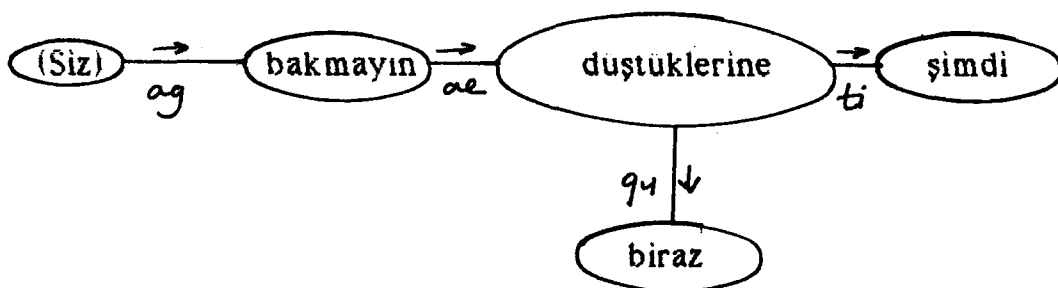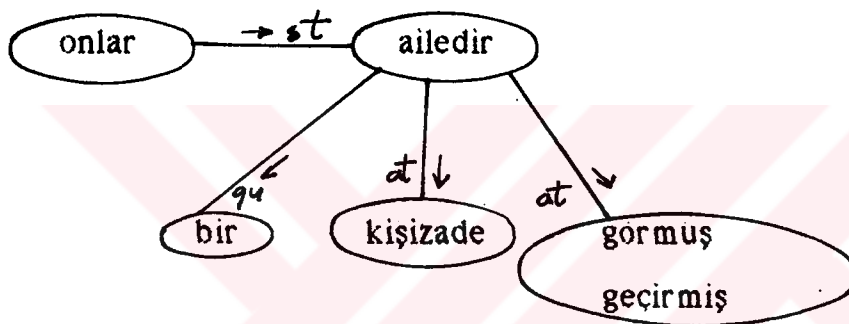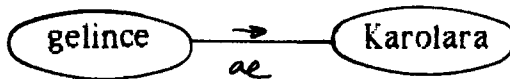
The first member of the family is introduced in the concept **babaları** and it is linked to the other concepts through state and attribute relations:
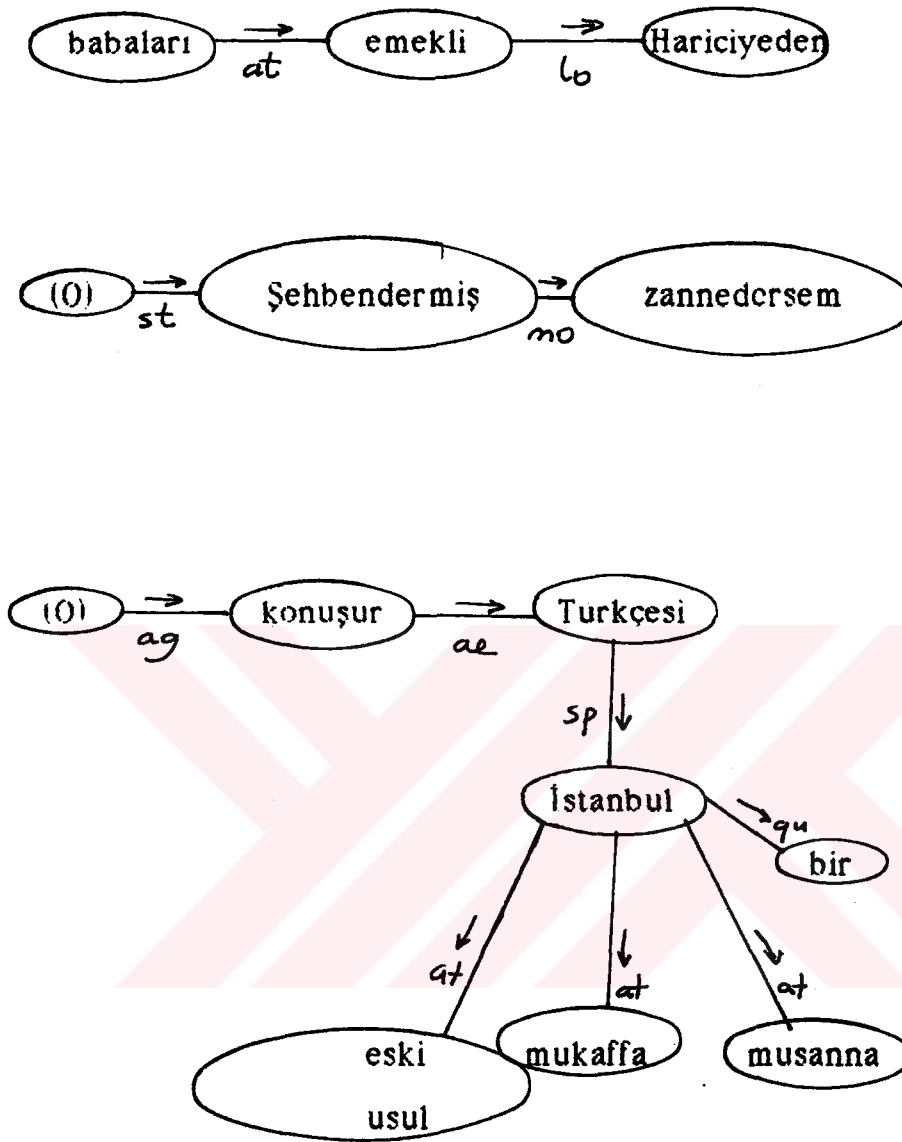
The second member of this family is introduced in the concept **kız-lar** and is linked to the other concepts through attribute, location, and time relations:
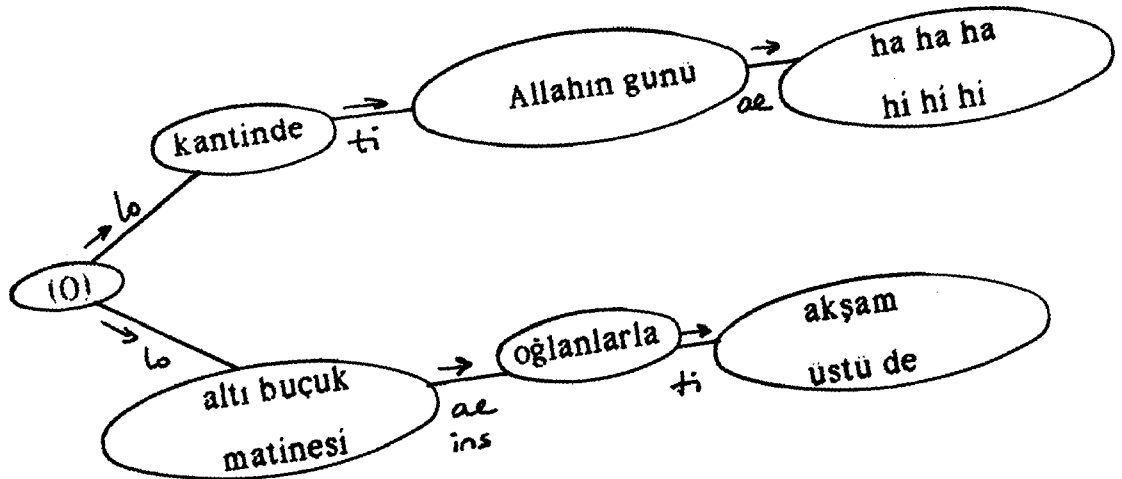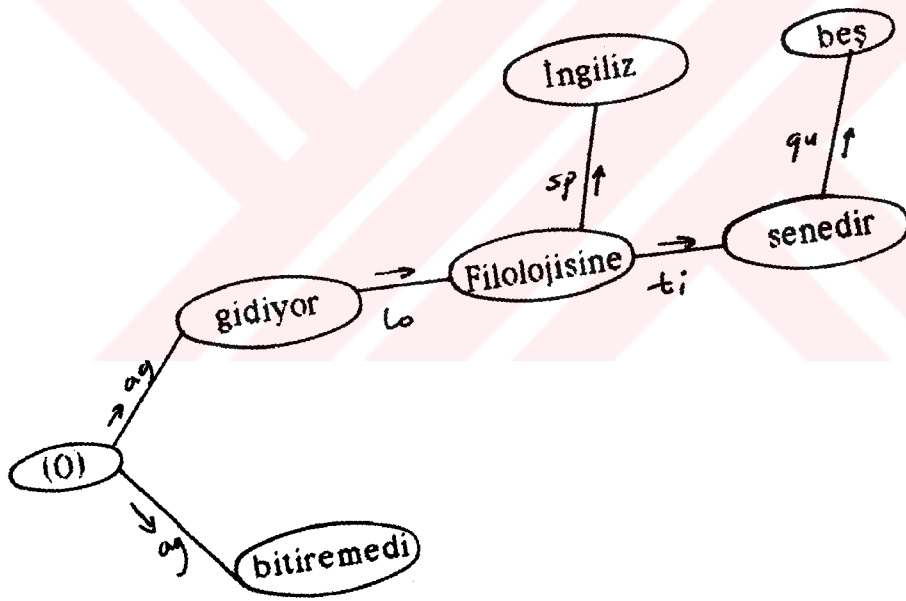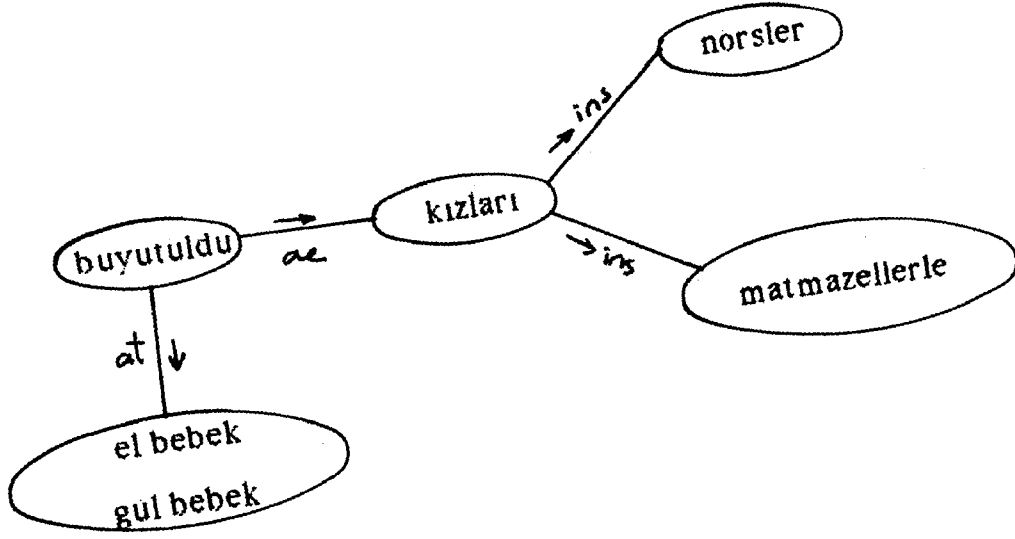
norsler

kızları

buyutuldu →æ

→ins

matmazellerle

at ↓

el bebek

gul bebek

İngiliz

beş

sp ↑

qu ↑

gidiyor → Filolojisine →ti senedir

lo

→ag

(0)

↓ag

bitiremedi

ha ha ha

hi hi hi

Allahın gunu

kantinde →ti

æ

lo

(0)

lo

oğlanlarla → akşam

üstü de

altı buçuk

matinesi

æ
ins

ti

In this sentence, the text receiver is expected to consult his mental encyclopedia in order to guide his spreading activation because of the ill-formed surface organization. However, the ambiguity created by the ill-formed surface organization does not endanger the continuity of senses, since inferencing procedures activated by the text receiver fill the gaps and assure text coherence.

The rest of the paragraph introduces the last member of the family. In these sentences, the text receiver has to infer that the concepts **erkek kardeşi**, **onu**, and **oğlu** refer to the same person and are in co-reference relation. The concept **oğlu** is specified through the relation specification in the concept **Karonun**. The control centers for the following sentences are the concepts **oğlu**, 'o', 'sen', 'onlar', 'ben', and 'siz':
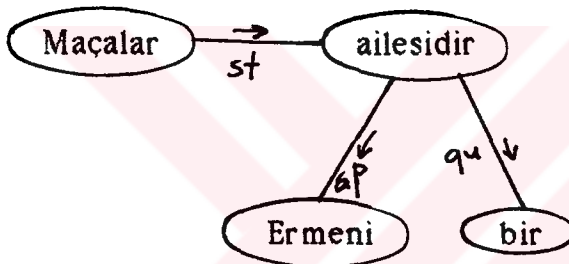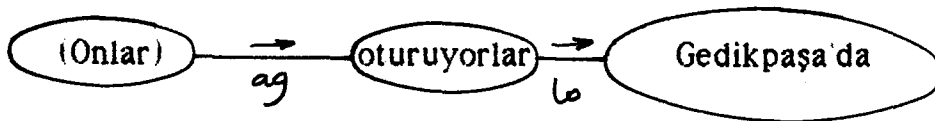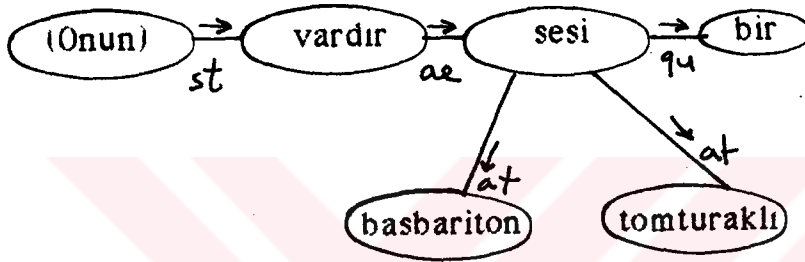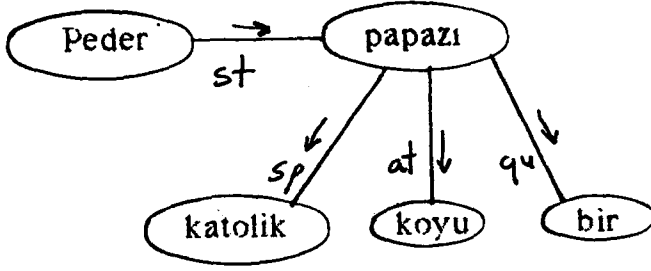
dadılar

şımartılmış →ae oğlu da →ins

→ins tayalarla

↓at ↓at

hoppala paşam

hoppala beyim

sp↓ karonun

↓at

beslenmiş →ins sutuyle

sp↓

kuş

(0) →at civan →at beyaz →at tüysüz →at kıza yakın

qu↓ eq↓

bir tasvir gibi

qu↓

çok

ae↓

oğlandan

(Onlar) →ag verdiler →lo mekteplere

sp↓

en iyi

(O) →ag okumadı

(O) →ag geziyormuş →ae heriflerle →po boynuna →ae günahı

↙at uygunsuz

↘at meymenetsiz

↘qu ↖qu

birtakım

(O) →ag çekiyordur →ae eroin de

Allah →ag bilir

In the above mentioned sentences, the qualities of the concept **oğlu** are given through affected entity, specification, attribute, and quality relations. Some of the ill-formed surface organizations can be tolerated by the text receiver; inferencing procedures fill the gaps and assure text coherence.

The next paragraph introduces another family. The text receiver can infer this when he looks at the concept **ailesidir**. In the first sentence of this paragraph, the control center is the concept **Maçalar** which is linked to the concept **ailesidir** through state relation and **ailesidir** is linked to the concept **Ermeni** through specification and to the concept **bir** through quantity relations:

```
  ┌──────────┐    →         ┌──────────┐
  │ Maçalar  ├───st─────────┤ ailesidir│
  └──────────┘              └────┬──┬──┘
                           ↙     │   ↘
                        sp      qu    ↘
                      ┌────────┐    ┌──────┐
                      │ Ermeni │    │ bir  │
                      └────────┘    └──────┘
```

The following sentences give more information about this family and family members. Let us now look at these sentences and see how concepts and relations are held together to assure text coherence:
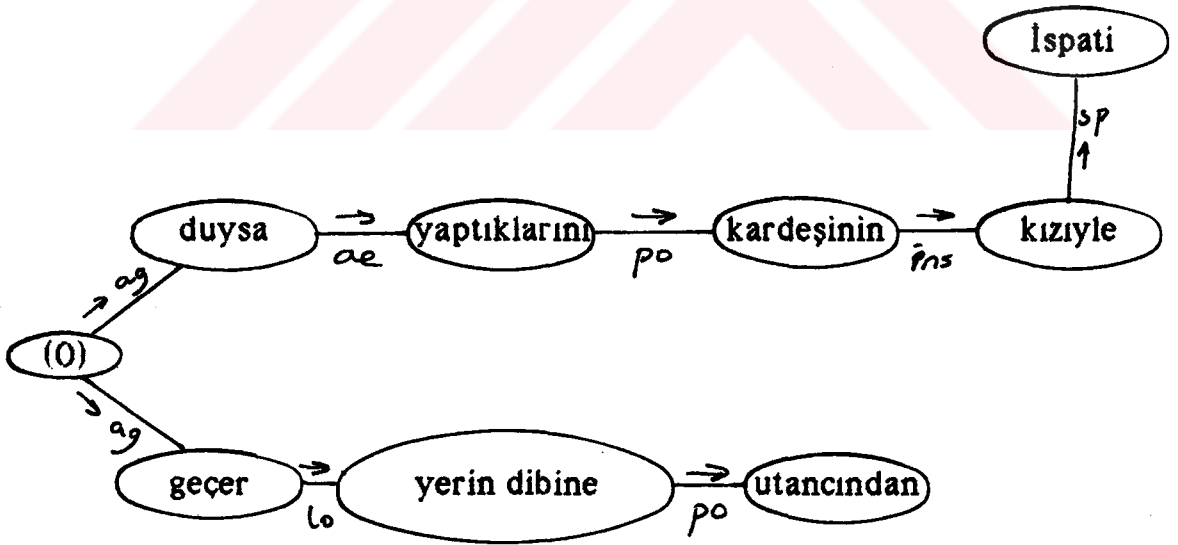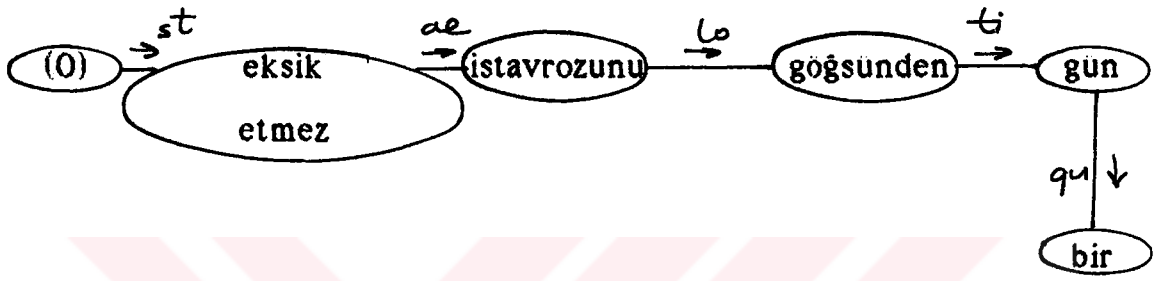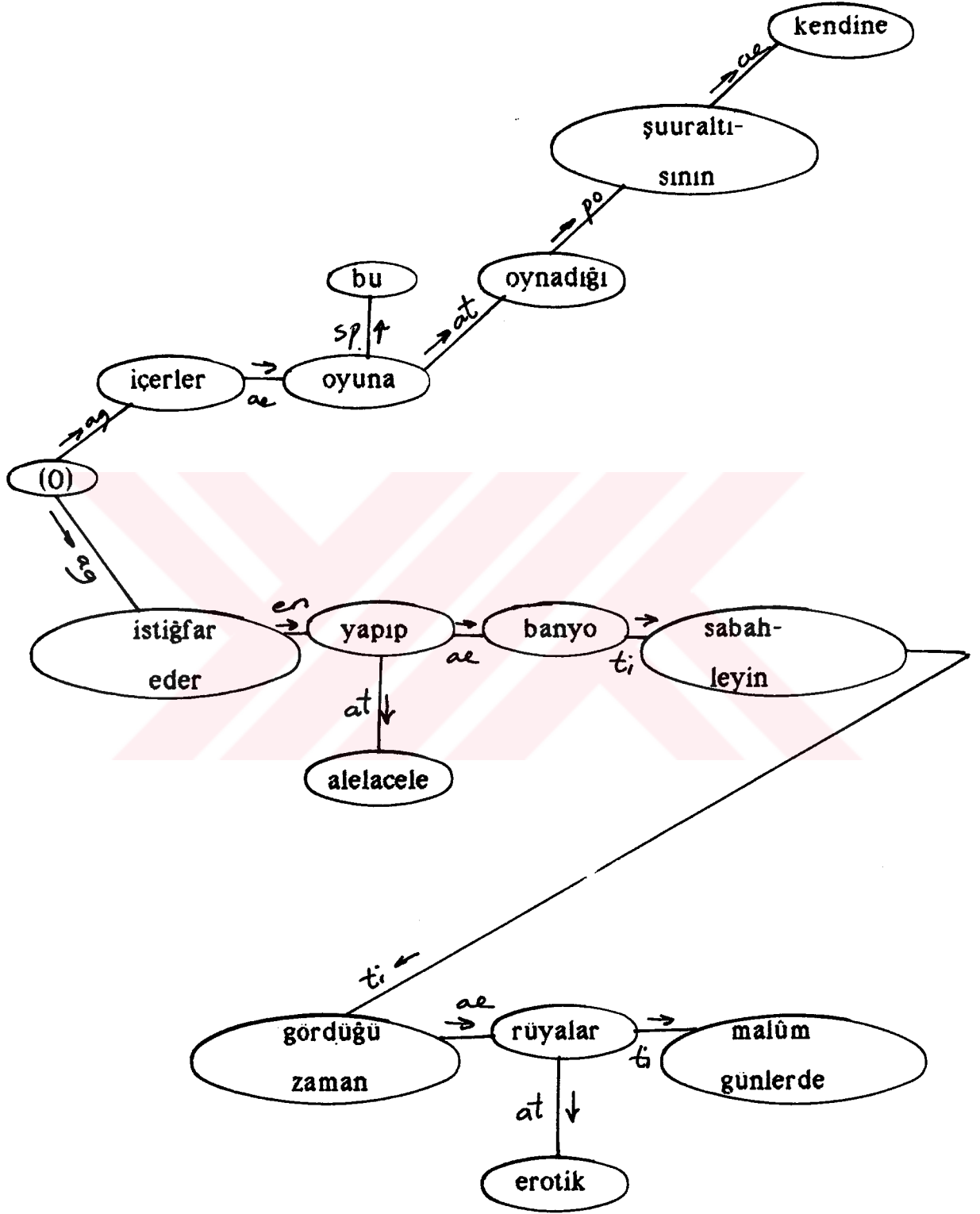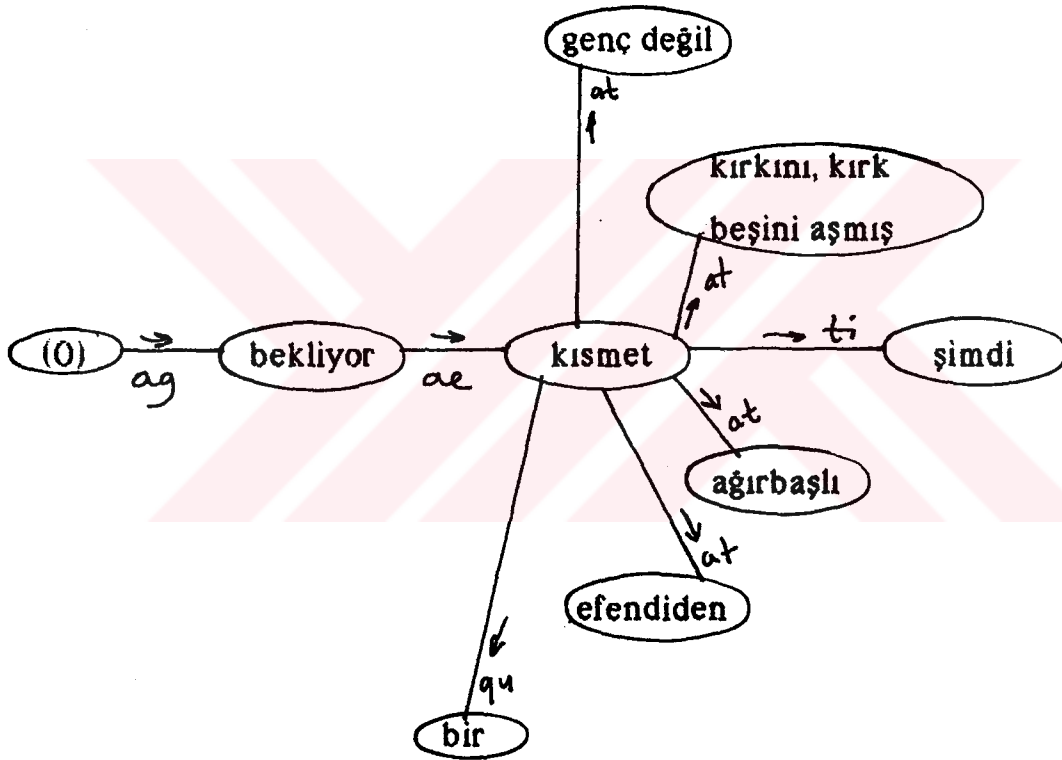
```
  ┌──────────┐   →      ┌────────────┐   →    ┌──────────────┐
  │ (Onlar)  ├──ag──────┤ oturuyorlar├──lo────┤ Gedikpaşa'da │
  └──────────┘          └────────────┘        └──────────────┘
```
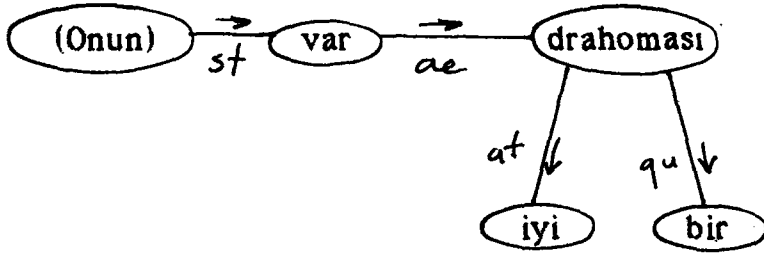
In the last two sentences, the qualitites of the concept **peder** are given through specification, attribute, and quantity relations:
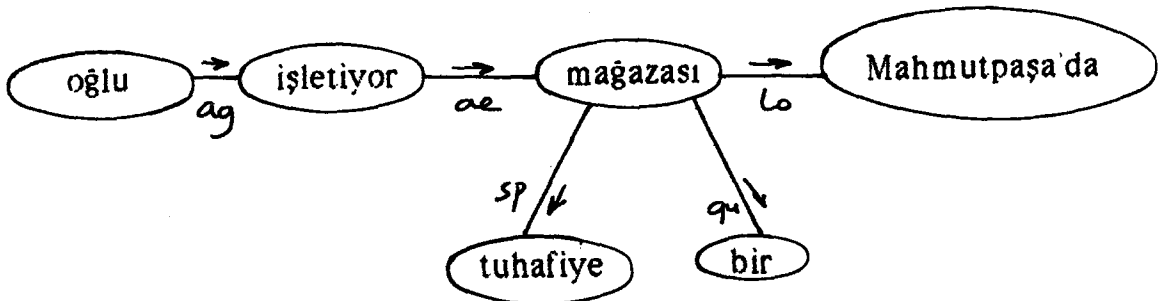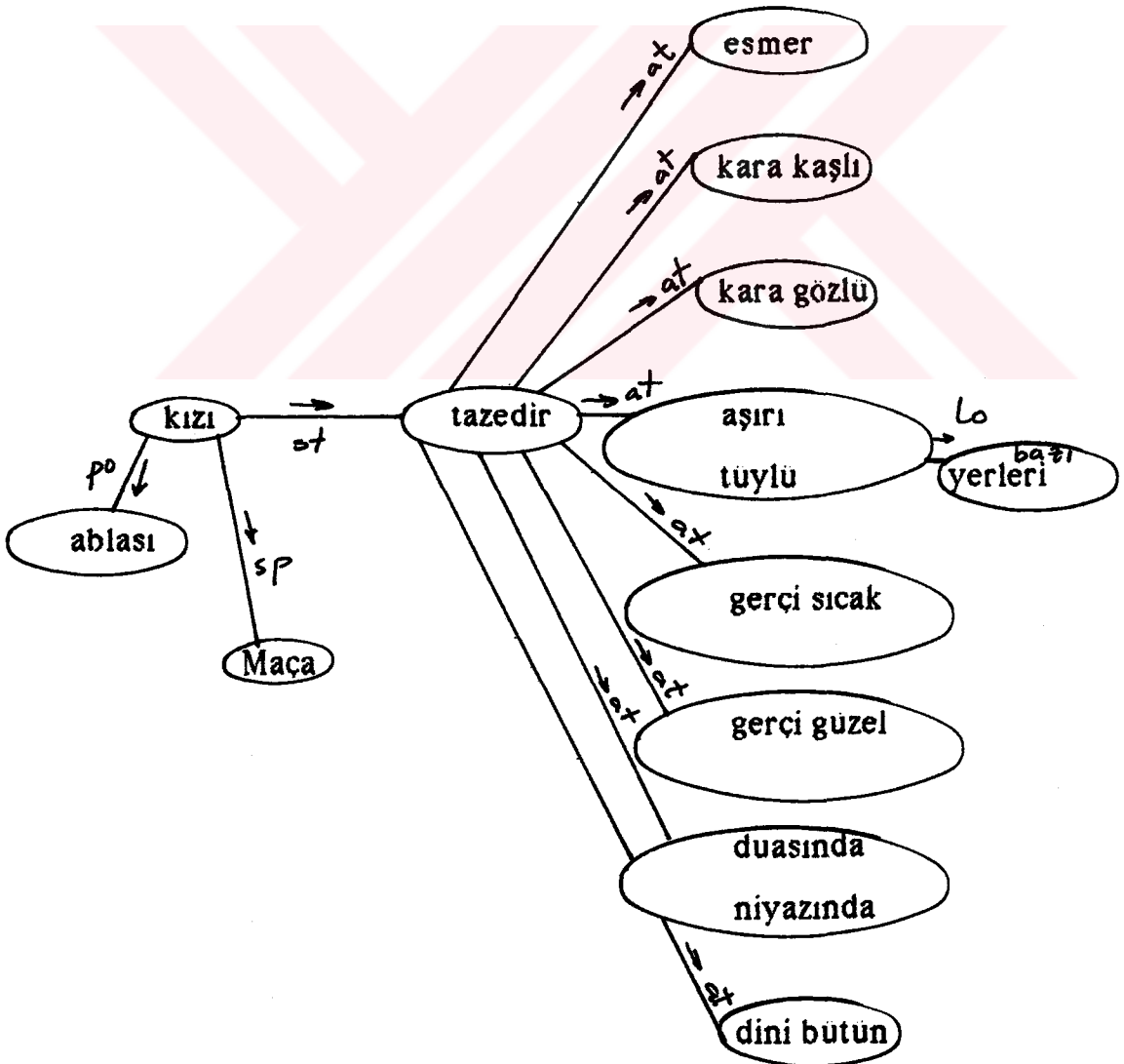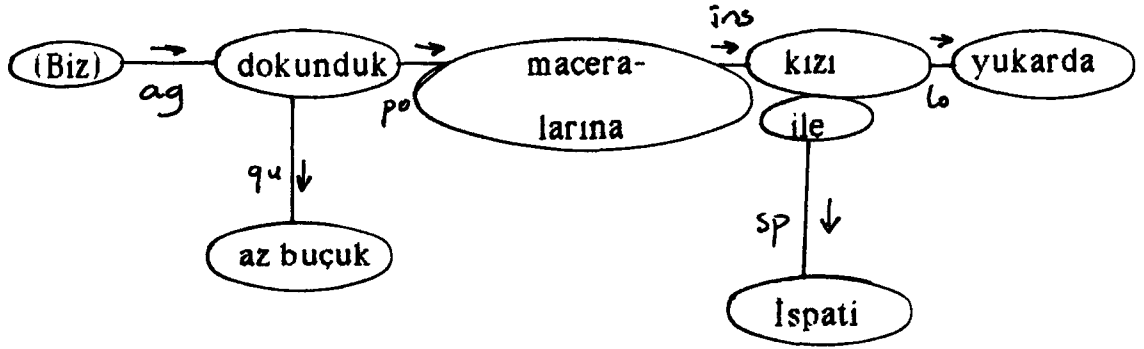
The last seven sentences mentioned above give the features of the concept **kızı** which is linked to the concept **Maça** through specification relation. Most of the concepts about the features of the concept **Maça**
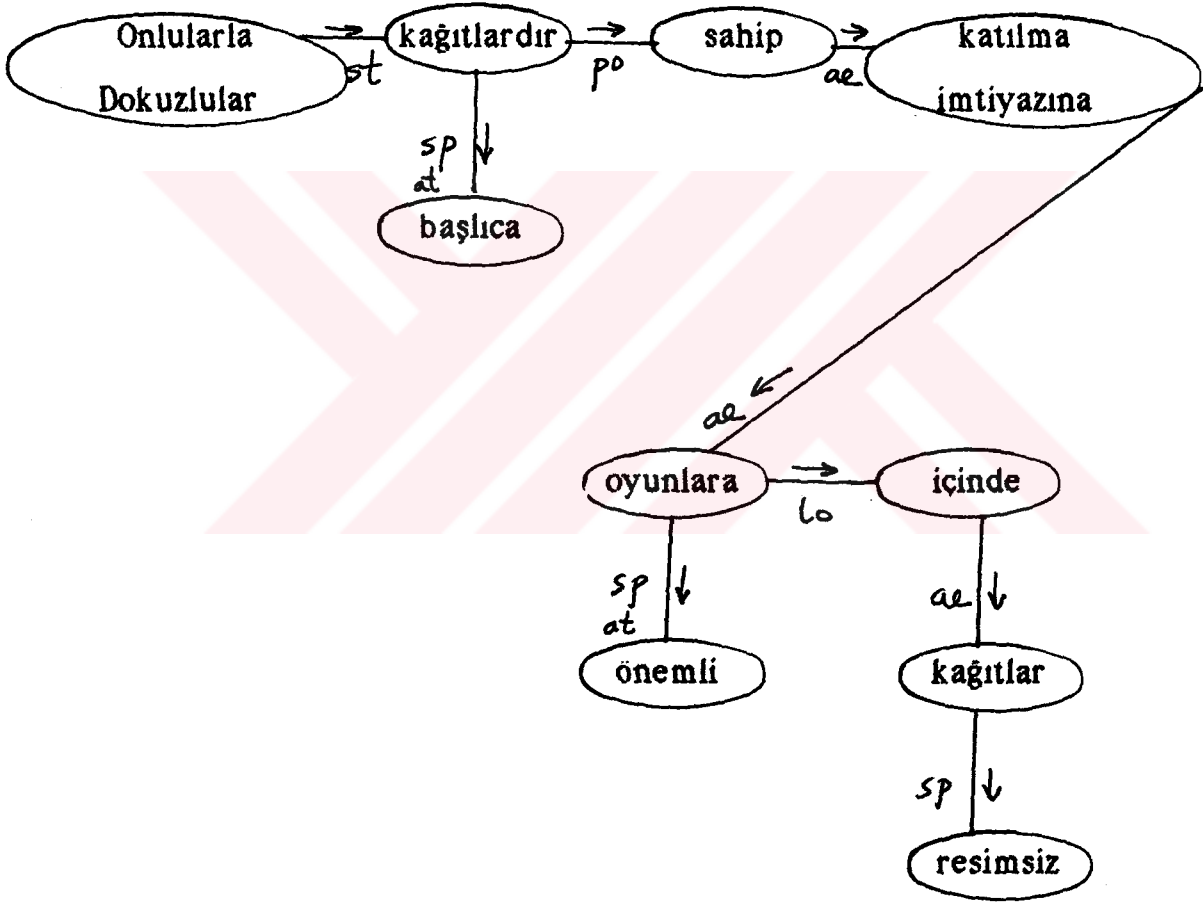
kızı are linked through attribute and quantity relations. The text receiver can identify a hierarchy of occurrences or propositions presented in the textual world and can establish a correlation between the textual world knowledge and his real world knowledge. Ambiguities arising from ill-formed surface organizations are tolerated and the text receiver can fill the gaps to assure text coherence.
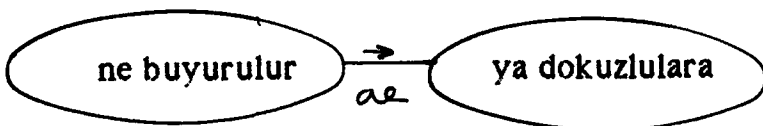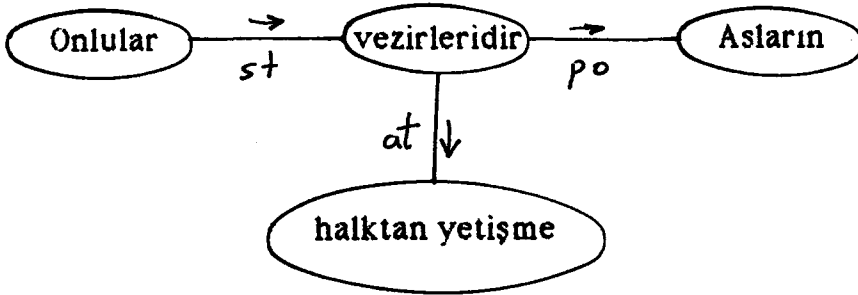
The next paragraph is the introduction of two new characters which are signalled in the concepts 'Onlular' and 'Dokuzlular':
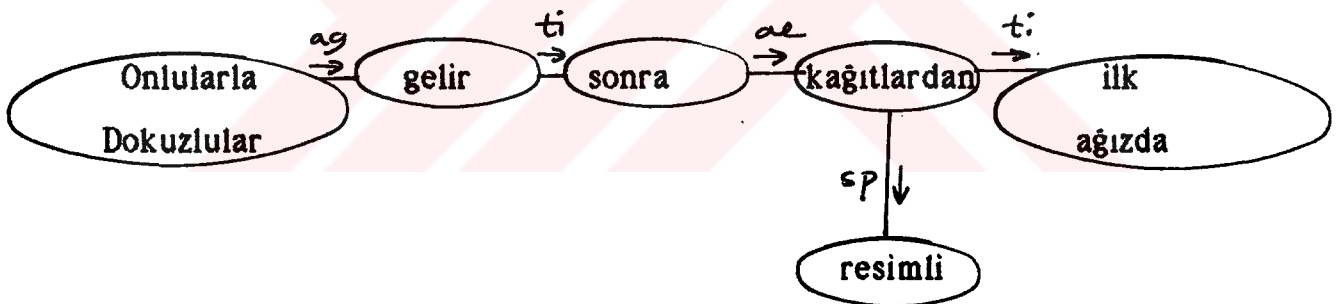
In this sentence, the control centers are the concepts 'Onlular' and 'Dokuzlular' which are linked to the concept **gelir** through agent relation. Time is specified in the concepts **sonra** and **ilk ağızda**. The other sen-

tences of this paragraph introduce the features of the concepts 'Dokuz-lular' and 'Onlular'. Let us see the concepts and the relations used in these sentences:

bir — gorgusuzce

çalım

sezilir → hallerinde → kurum

bundan otürü

bir — budalaca

(Biz) → diyelim

Onlular → vezirleridir → Asların

halktan yetişme

ne buyurulur → ya dokuzlulara
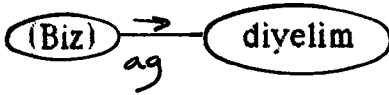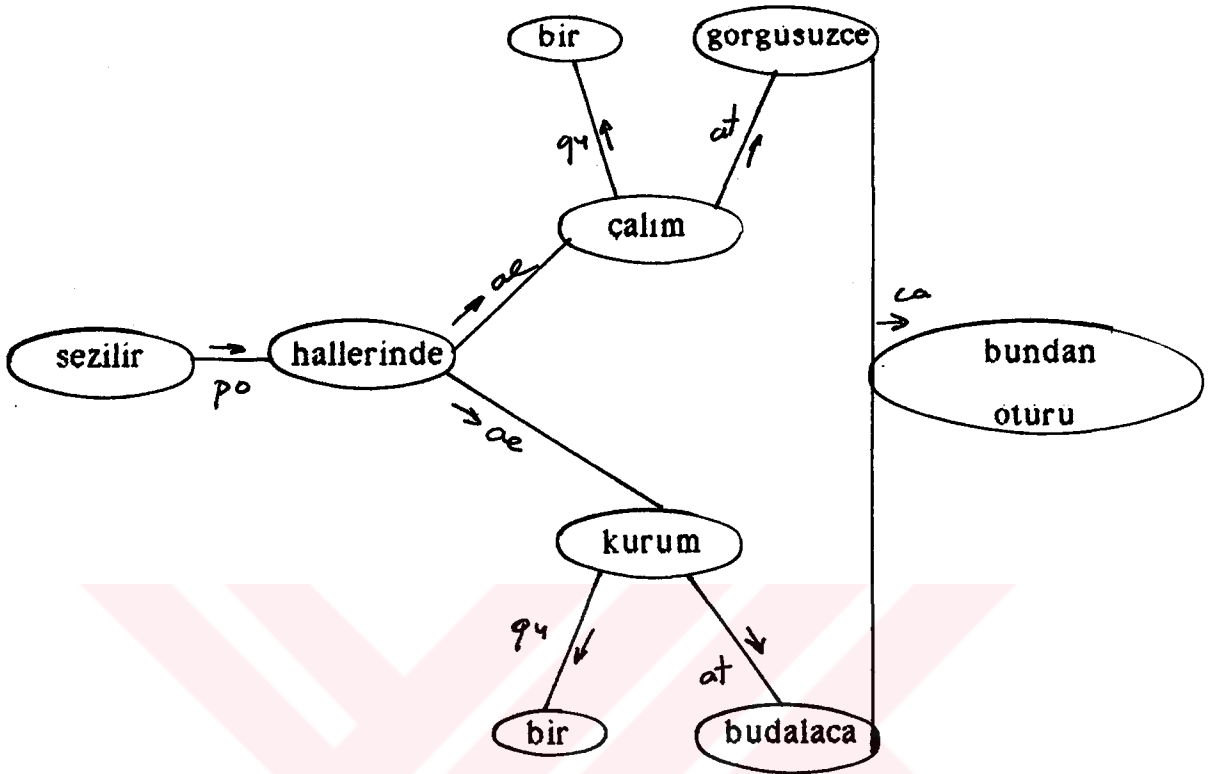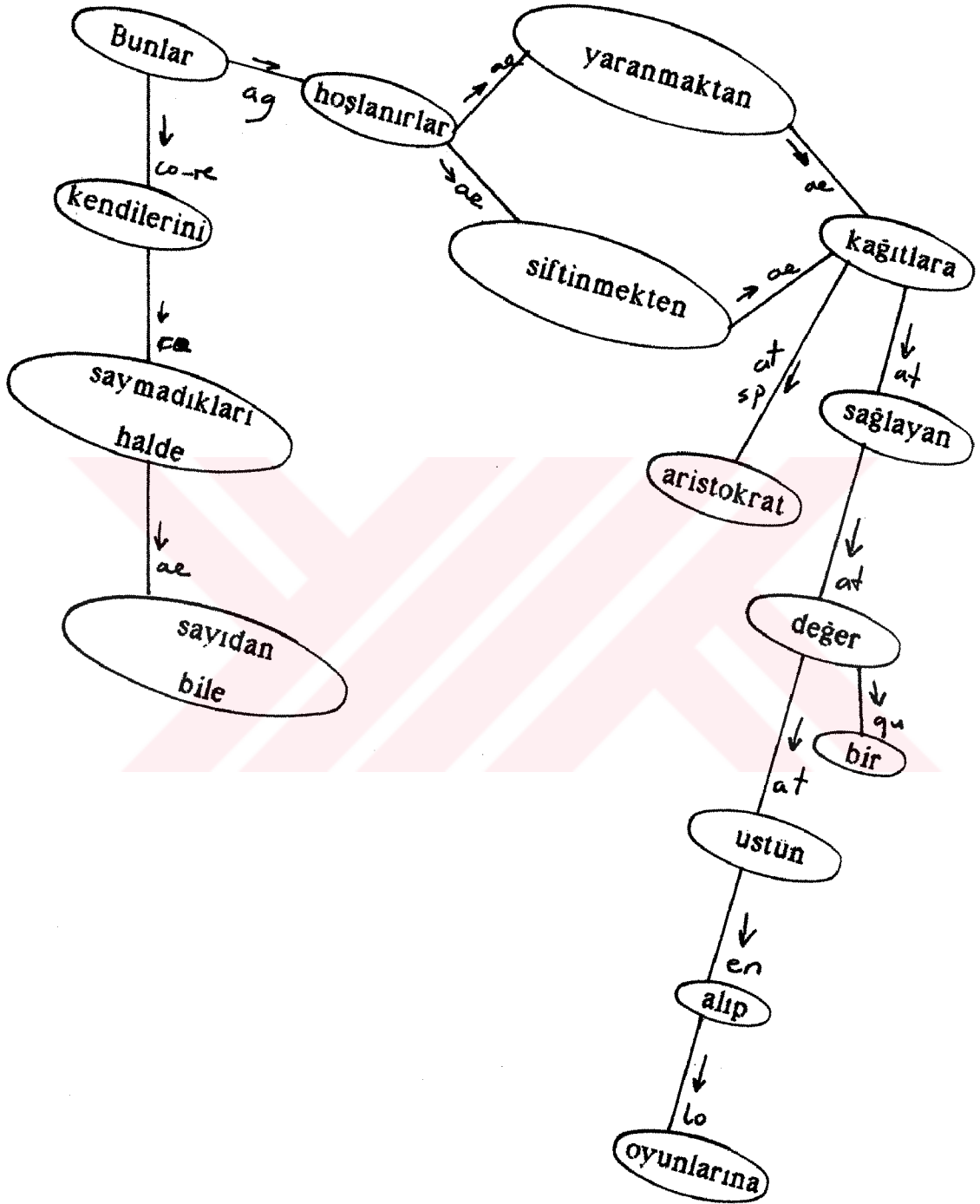
In this sentence, the operation of inferencing has to supply reasonable concepts and relations to fill in the gaps in the textual world because the sentence is a complicated one. Here, the text receiver can take the concept **bunlar** as the control center and this concept is in co-reference relation with the concepts 'Onlular' and 'Dokuzlular' in the previous sentences. The concept **bunlar** is also in co-reference relation with the concept **kendilerini**. The concept **hoşlanırlar** is linked to the concepts **yaranmaktan** and **siftinmekten** via affected entity relation. Here, the text receiver may have to consult his mental encyclopedia in order to guide his spreading activation in defining the concept **siftin-mekten** because this concept is not commonly used in Turkish. The concept **kağıtlara** is specified through specification relation and the qualities are given via attribute, enablement, and location relations.

The last sentence identifies the other characteristics of the concept 'Dokuzlular'. It is linked to the concept **makulesinden** via part relation and the concept **makulesinden** is linked to the concepts **mabeyinciler** and **stile uşaklar** through specification relation. The other frequently used relations are attribute and location relations. The text receiver has to match the textual world with his real world knowledge.
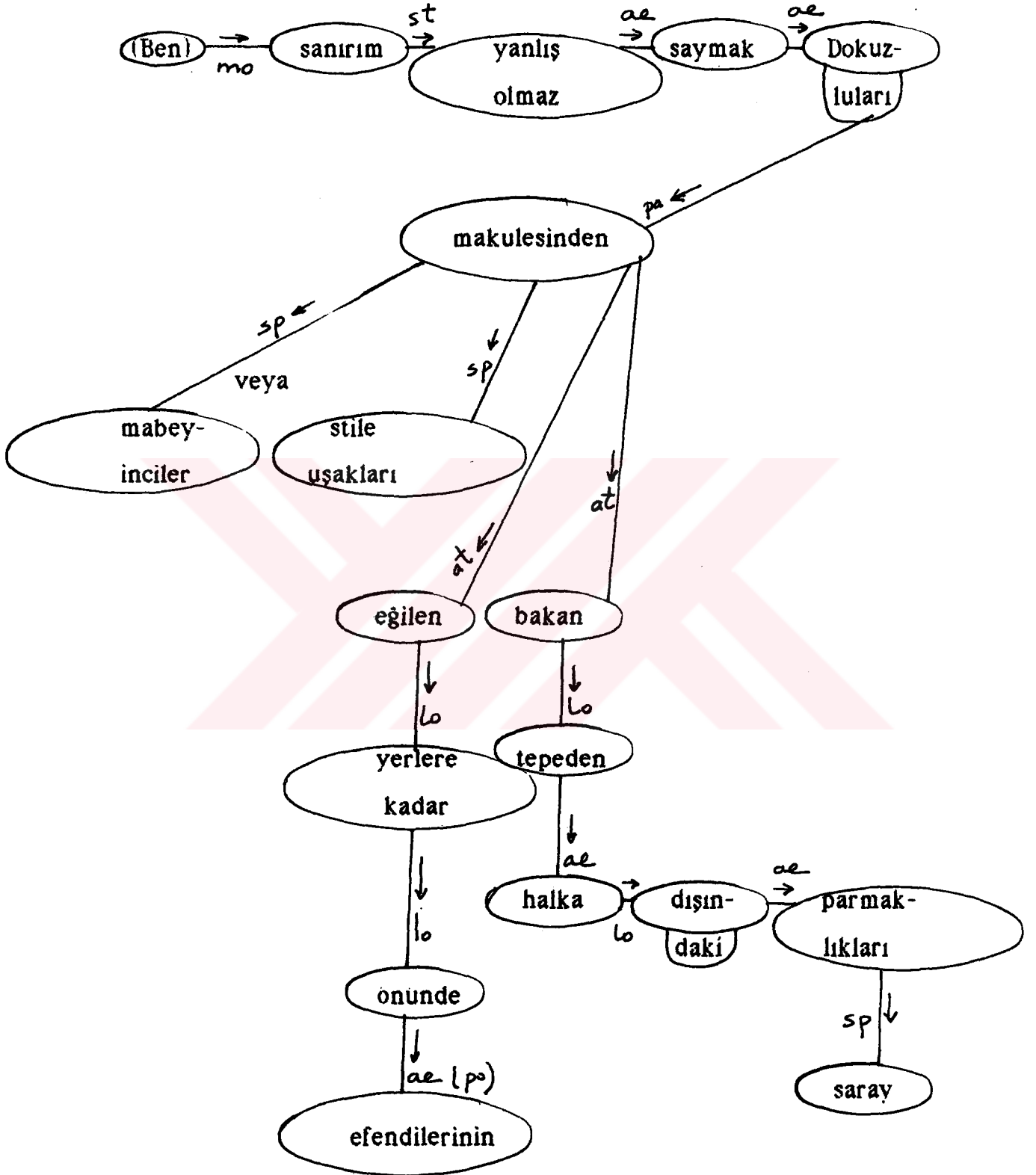
The next sentence introduces new characters and the control center of the sentence is the concept **düşüyor**. The second part of the sentence is linked to the first part of the sentence via modality relation:
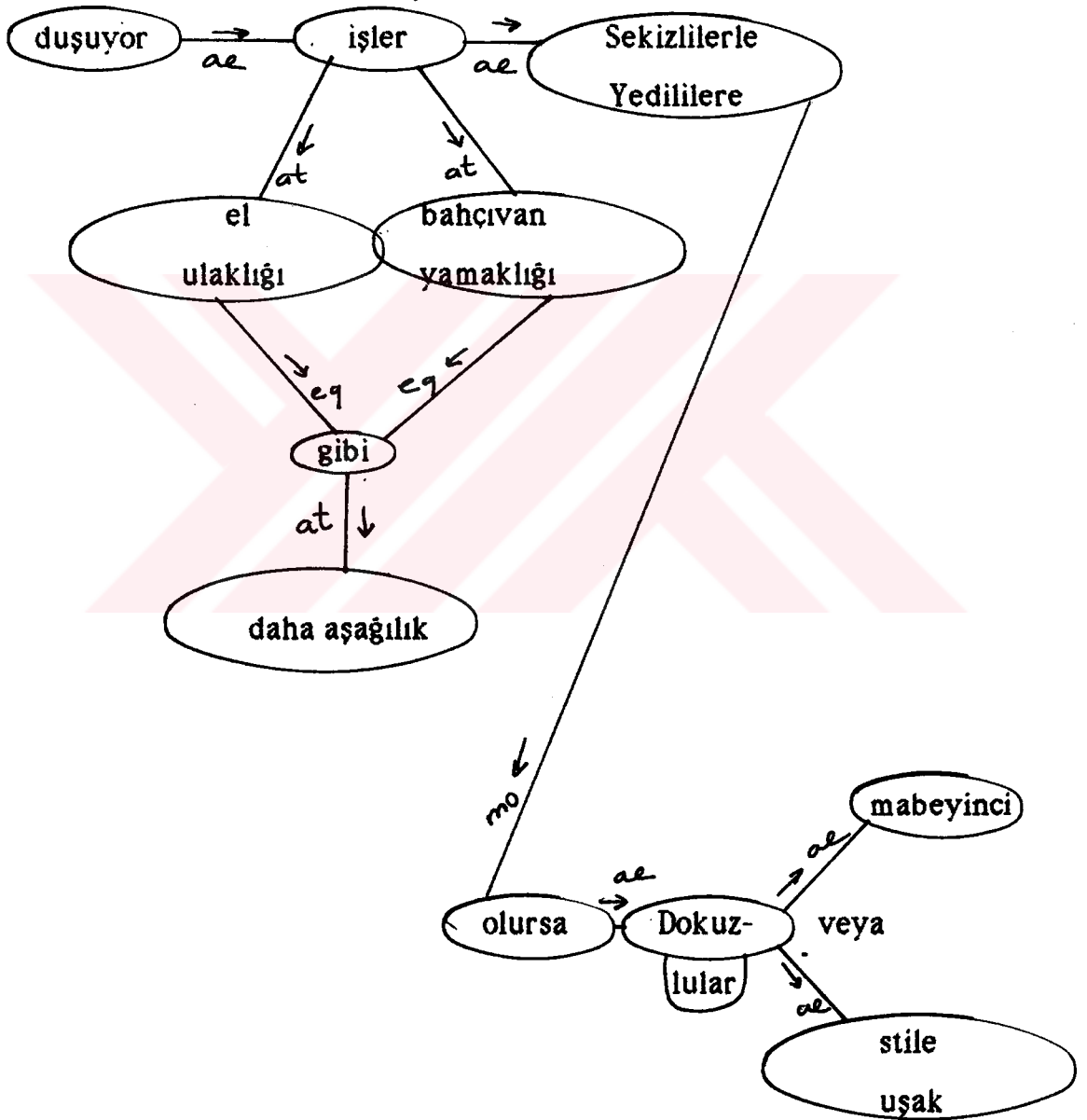
The next paragraph introduces the last character of the narrative which is signalled in the concept 'Konçinalar'. The control center of the first sentence of this paragraph is the concept **sıra** and it is linked to the concept **gelir**. The concept **Konçinalara** is in affected entity relation.
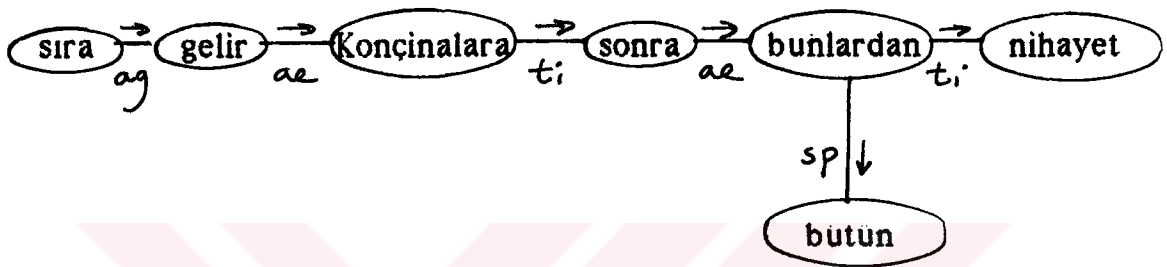
In this sentence, the text receiver has to establish a relation between the concepts 'bunlar' and 'bütün' and the other concepts mentioned in the previous sentences (e.g. Dokuzlular, Onlular, Maçalar, Karolar, etc.) because there exists a co-reference relation between these concepts.

The following sentences try to define the concept 'Konçina' because this concept may not be in the stored knowledge of the text receiver:

Konçinalar →st Konçinalardır →lo üstünde →ae ismi →re işte
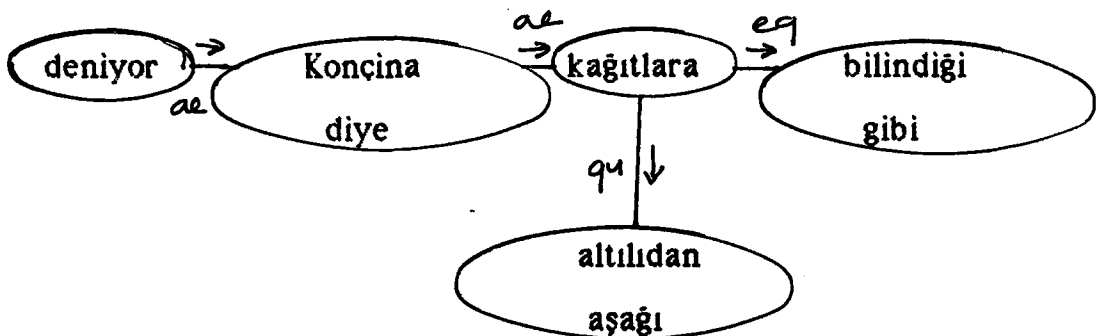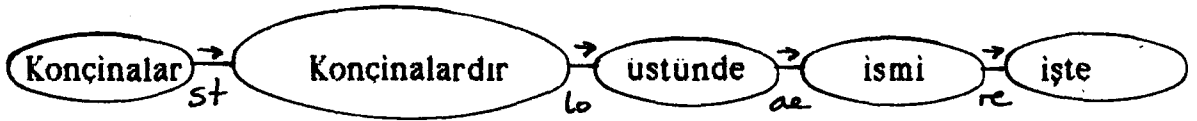
After defining the concept **Konçinalar**, some of the qualities of the concept are presented in the following sentences. Most of the sentences require the establishment of a correlation between the textual world and the real world:

(Onlar) →ag seyrederler →lo dışardan →ae oyunu

seyrederler →at üzgün ve →at küskün

(siz) →ag geçin →ae oyunları →eq Bezik gibi

oyunları →eq Poker gibi

oyunları →at kibar

yaramaz →ae işe →ae oyunlarda bile

işe →qu hiçbir

oyunlarda bile →at en pespaye

en pespaye →eq Aşçı iskambili gibi
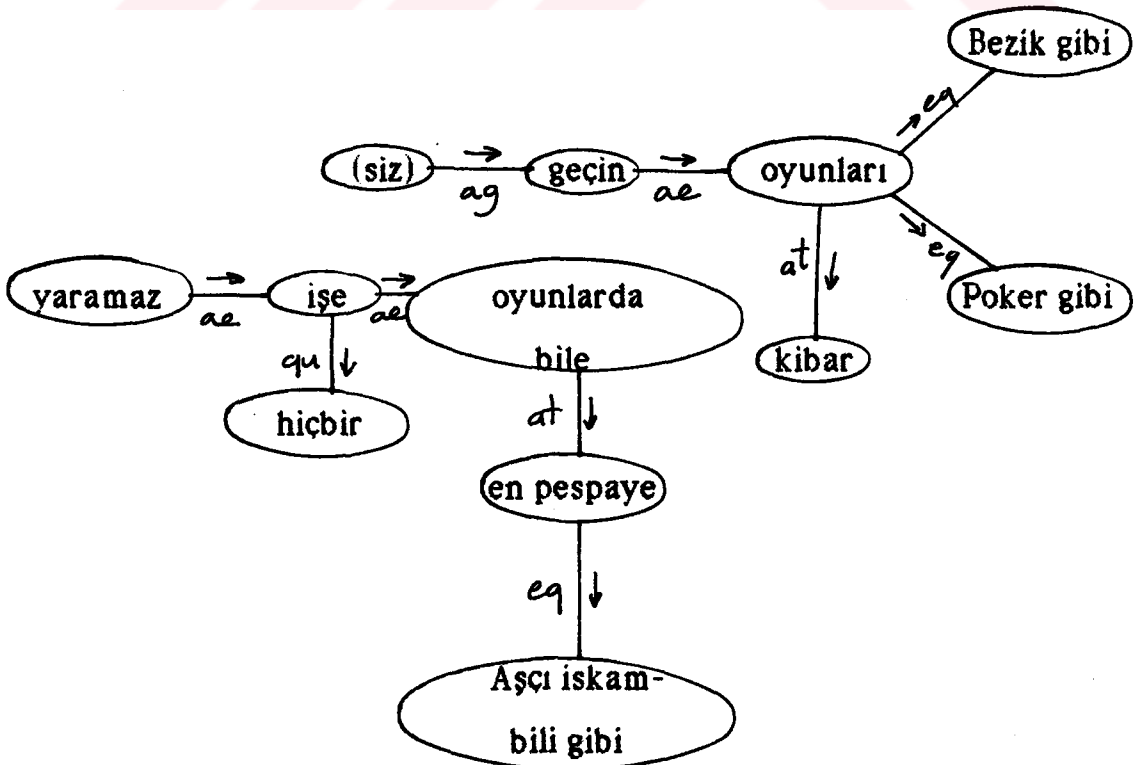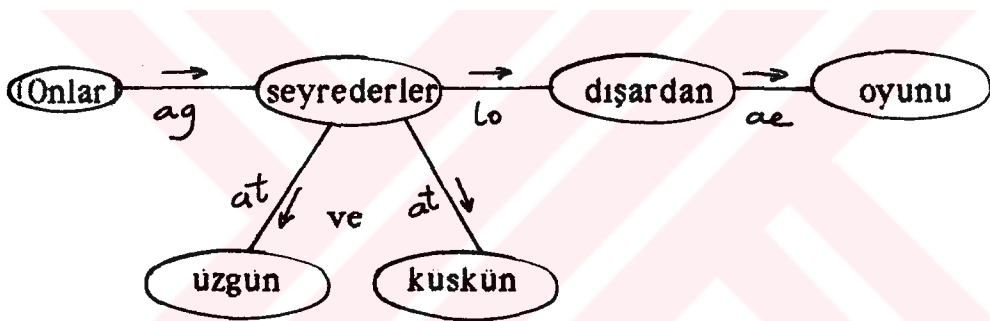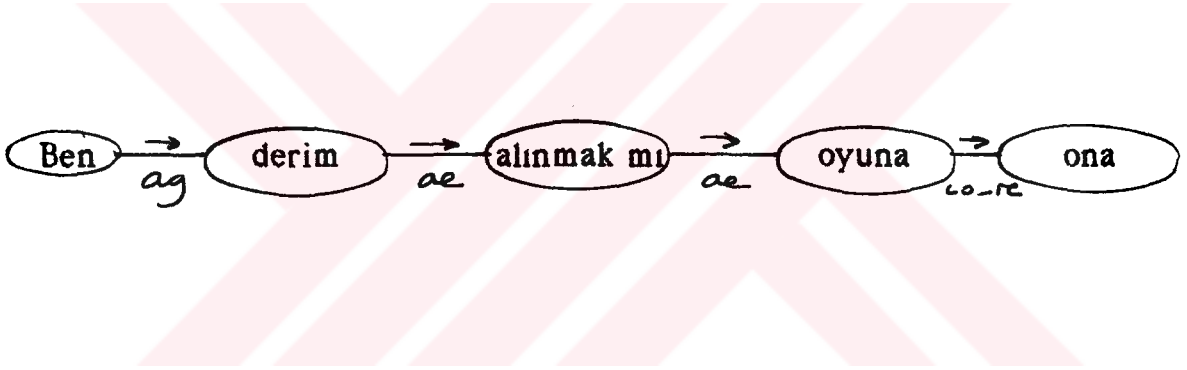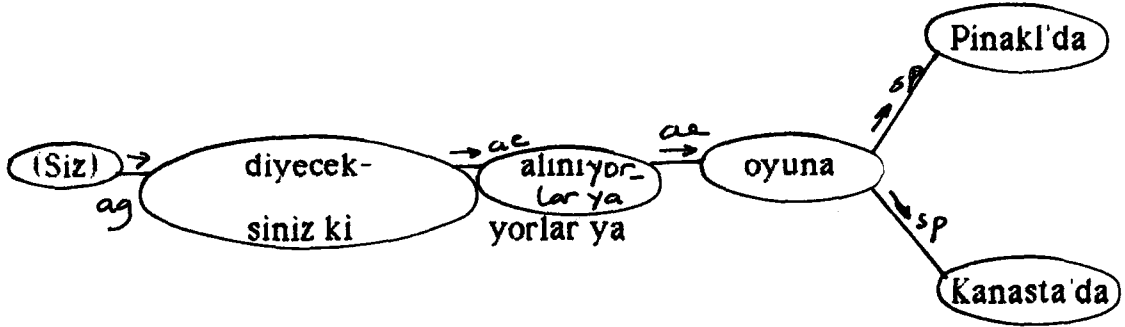
In the next sentence, the concept **zavallılar** is in co-reference relation with the concept **Konçinalar**, i.e. a different expression has been used to refer to the same entity. The control center is the concept **zavallılar**:
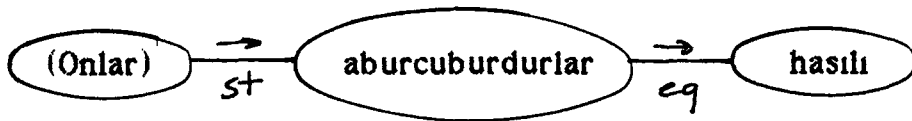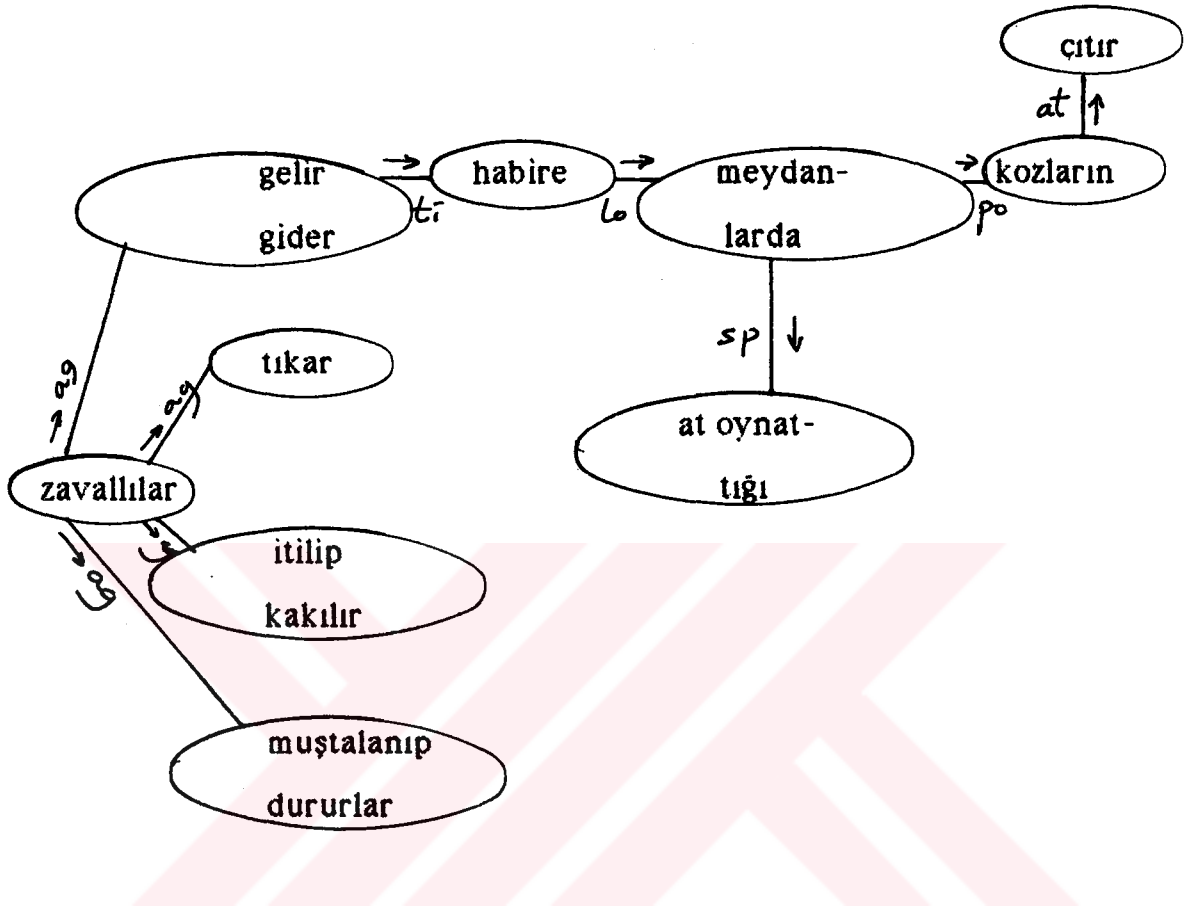
The control center is shifted in the following sentence and the agent concept **ben** can be taken as the control center:
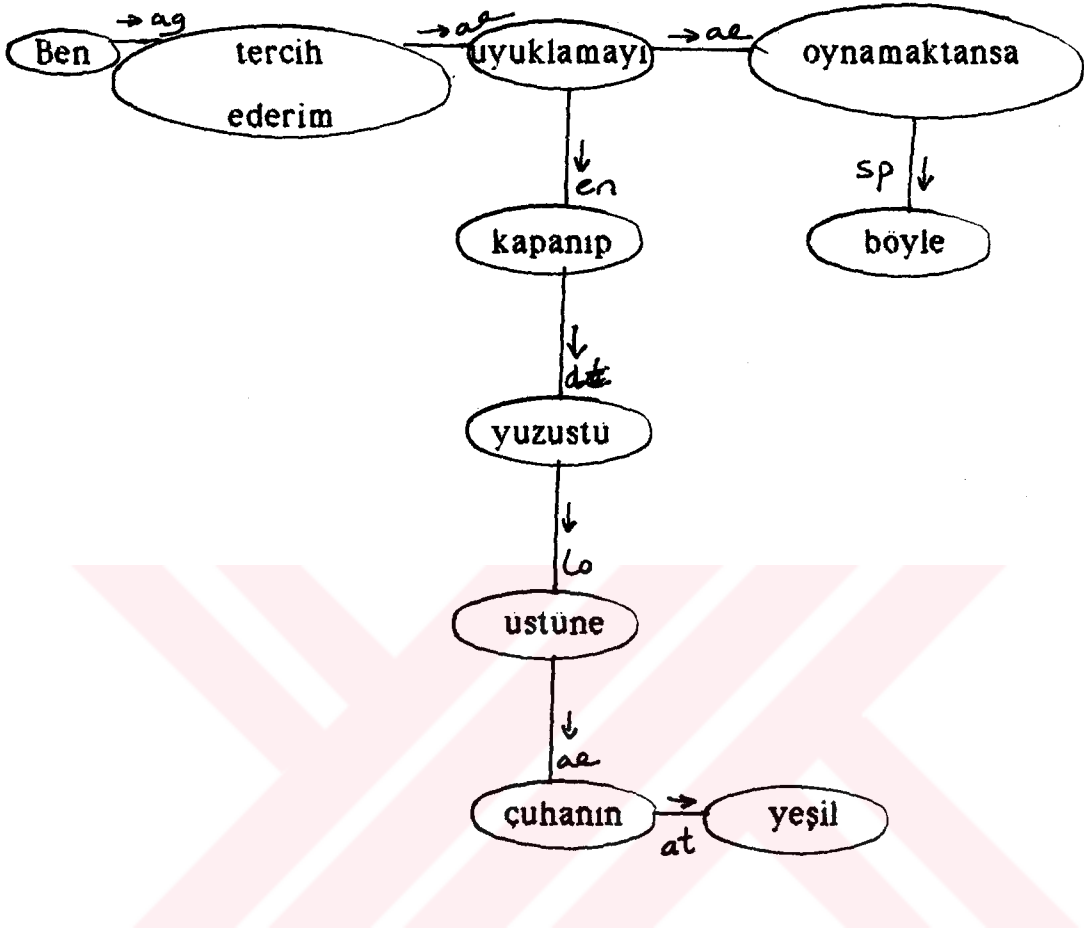
The following two sentences give some more information about the concept **Konçinalar**:
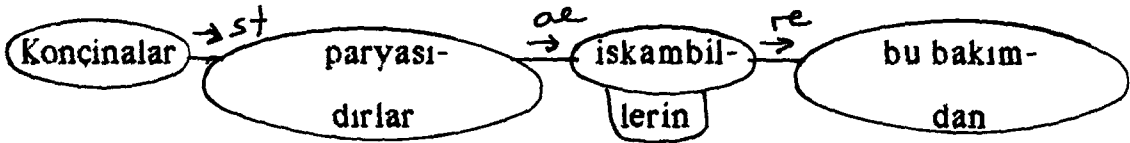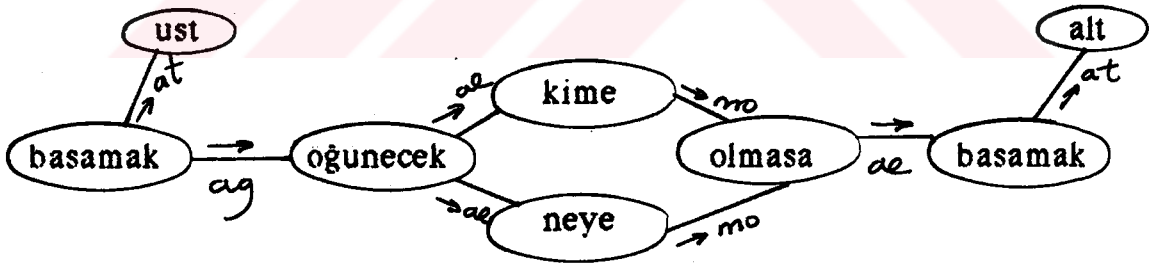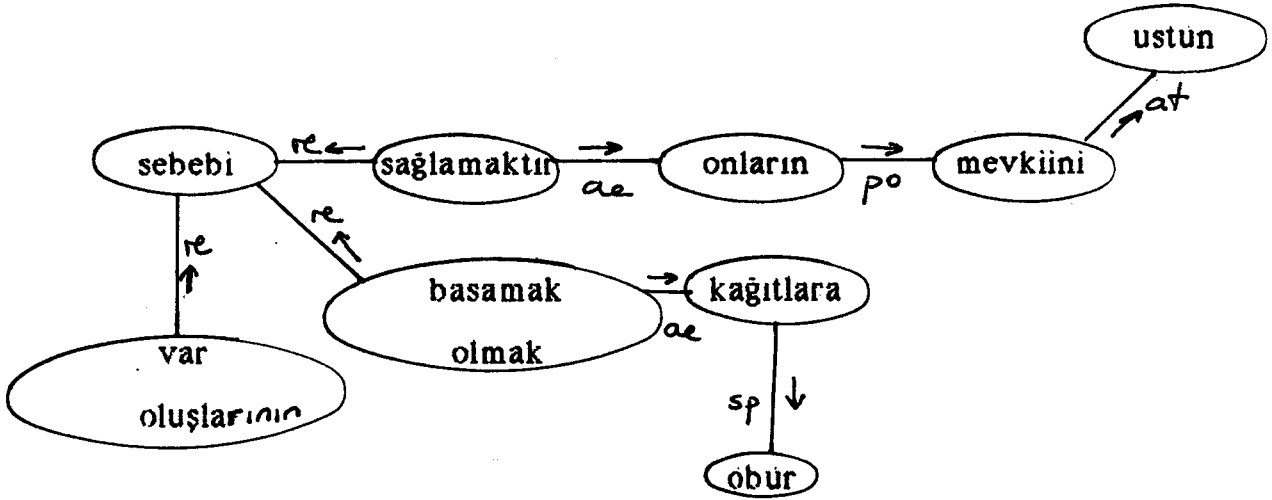
The next sentence gives the present state of the concept 'Konçinalar' via attribute and possession relations:
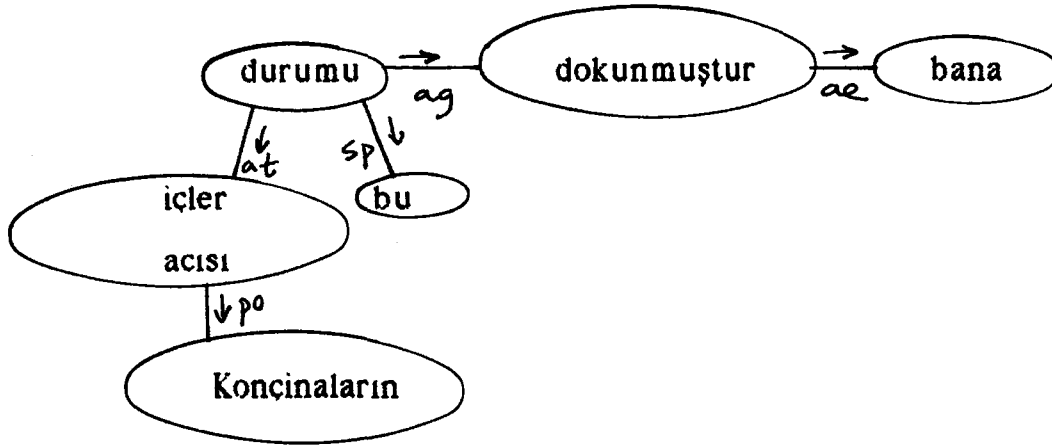
In the following sentence, the text receiver has to establish a correlation between the textual world and the real world to understand the concepts **derebeylik, rejimi,** and **İnsan Hakları Beyannamesi**. The concept **deste** can be inferred easily by the text receiver:
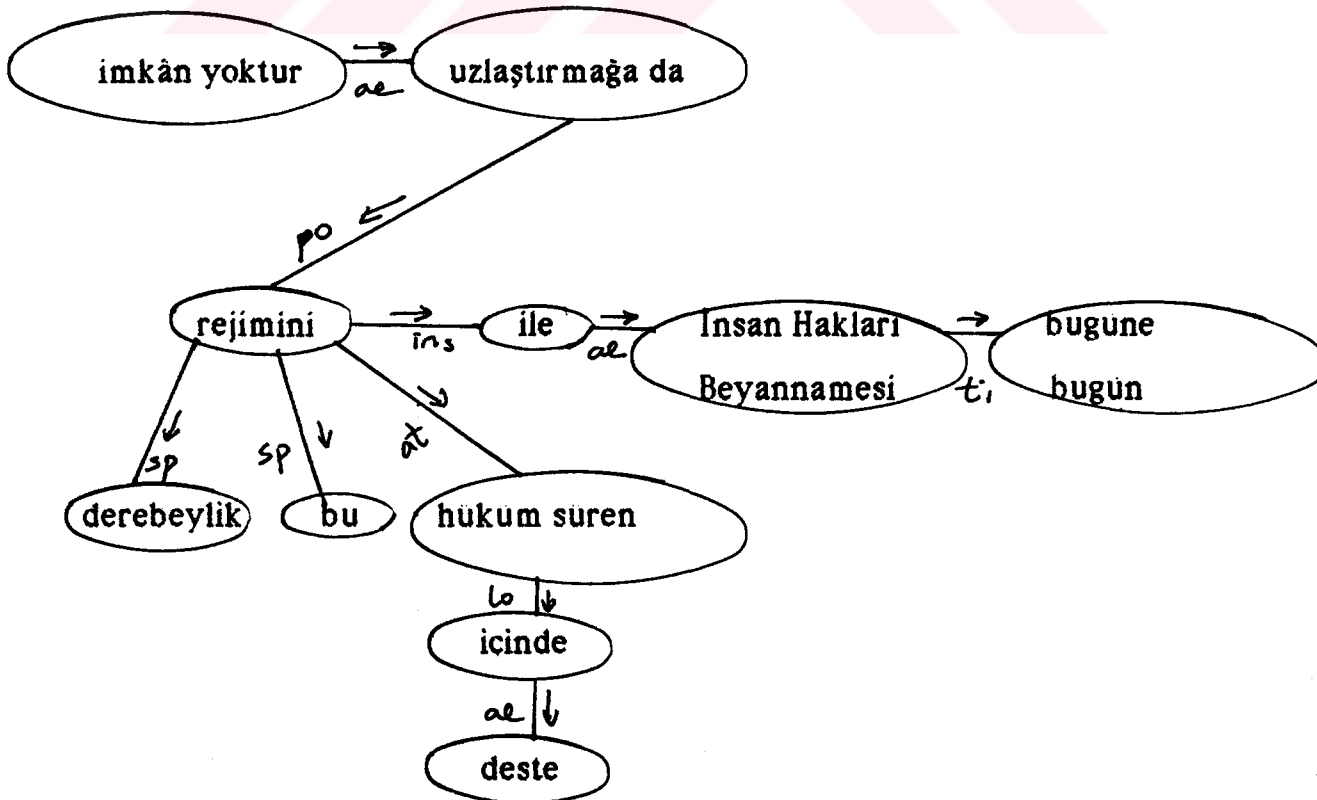
The following sentence gives the experiences of the concept 'ben' and the concept 'Konçinalar'. The text receiver has to infer that the concept 'Konçinalar' is in co-reference relation with the concept 'onlar'. In this sentence, the past experiences of the concept 'ben' are presented. The agent concept is linked to the concept **aradığım oldu** which is linked to the concept **oyunlar** via affected entity relation. The concept **oyunlar** is linked to the concept **sıralarda** through time relation. The other concepts are identified through attribute relations:
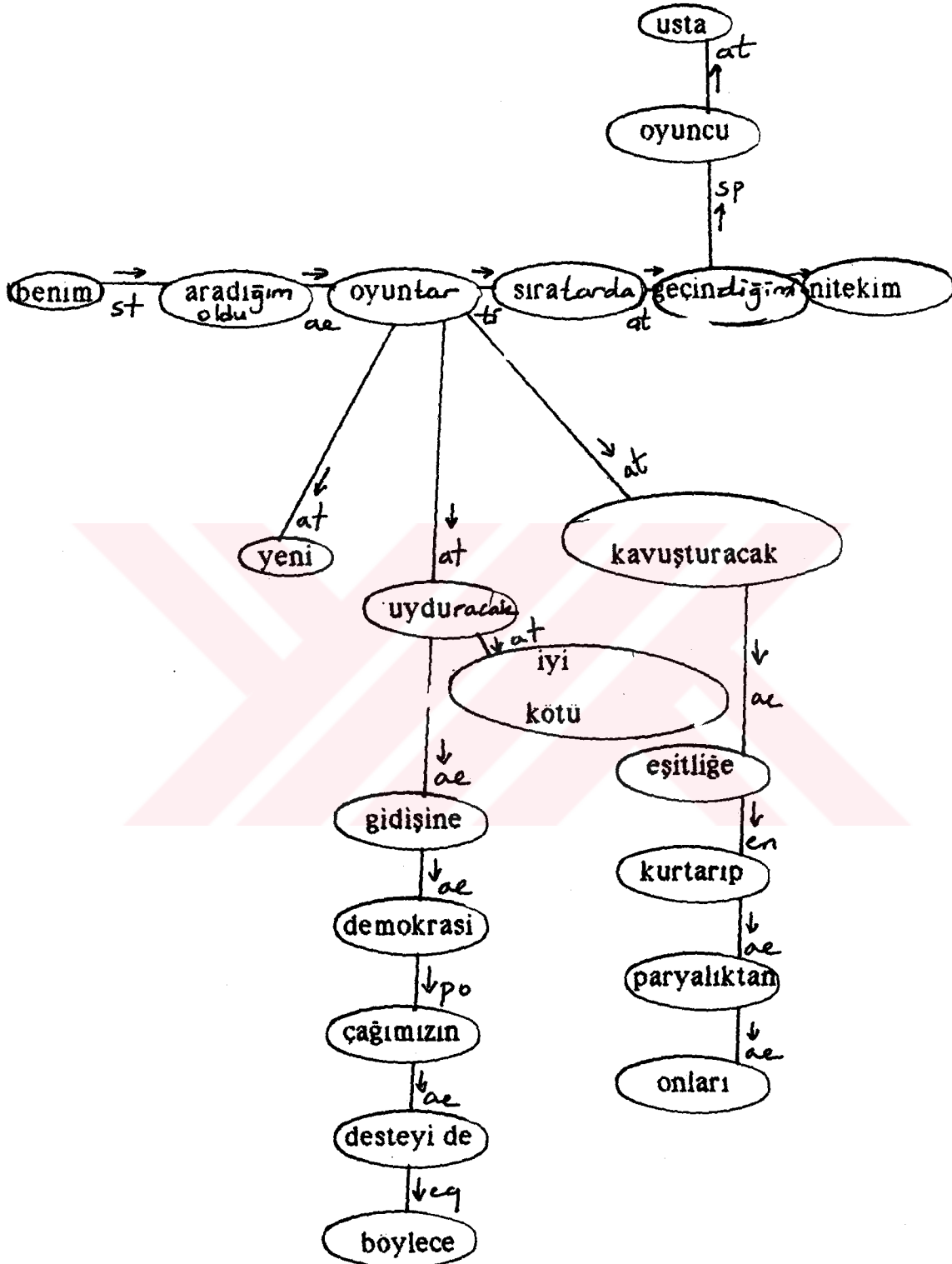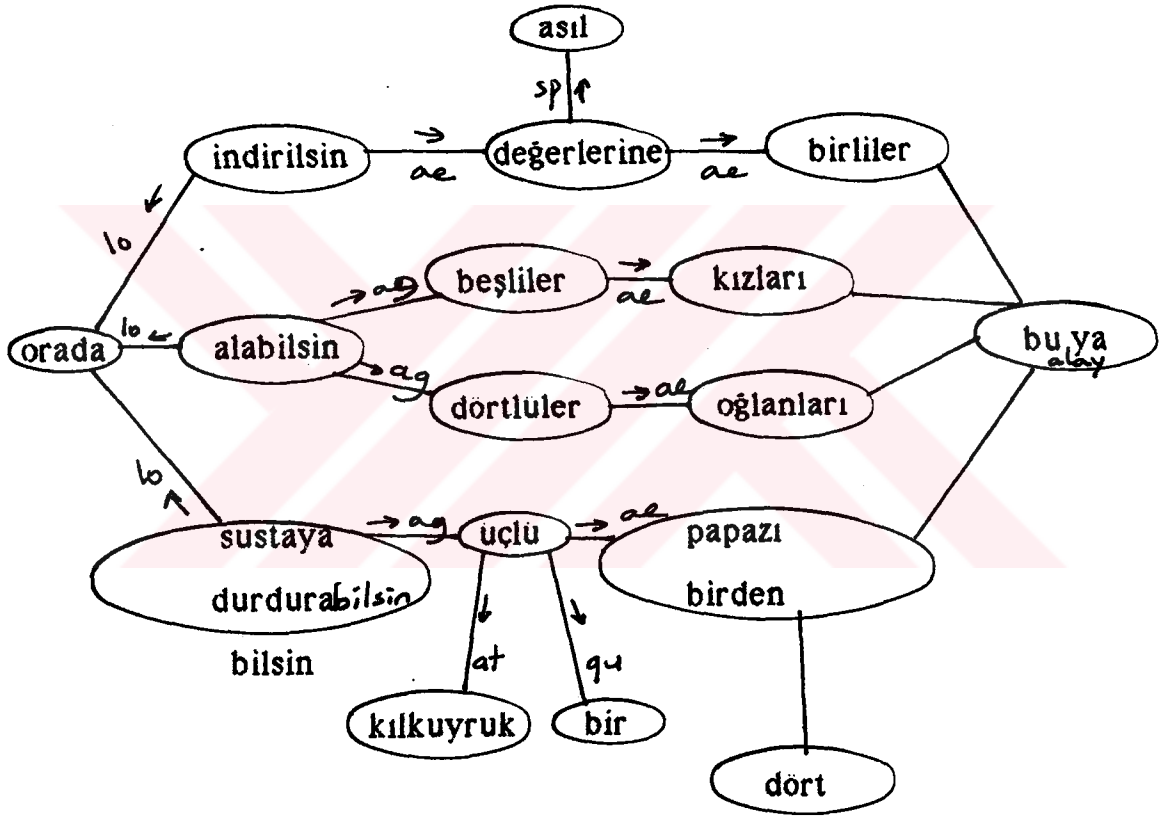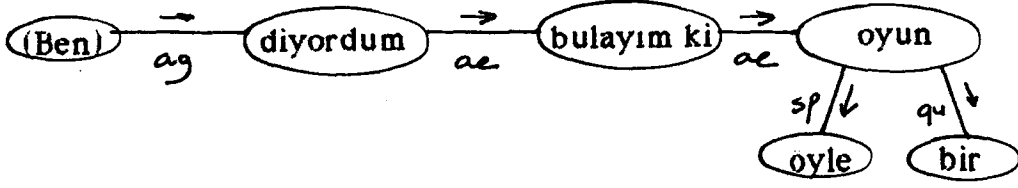
In this sentence, the control center is 'ben' but it is deleted. This agent concept is signalled in the action concept **diyordum** and can be inferred by the text receiver. In order to bind things together, the text receiver has to supply reasonable concepts and relations to fill in the gaps in the textual world and establish a correlation between the textual world and the real world.

In the following sentence, it is found out that the desires of the agent concept are not realized. The text receiver has to infer what the concept **beyler** refers to in the textual world:

olmuyor →re fakat →ae beyler

onlara

el æ

kaldıra- mıyorlar æ

ag

Koncinalar at

at boynu bükük

at sümsük sp

gudük sp

sp o

o

o

küçük at

o sp dağları

ae

ben

ae

yaratıım diyen

Aslarda

heybet lo

ae

varken ae azamet lo Papazlarda

ti

at alan ae

ae sakaldan

ae asadan ae

ae güvenini ae

baltadan ae at bütün

sp

o
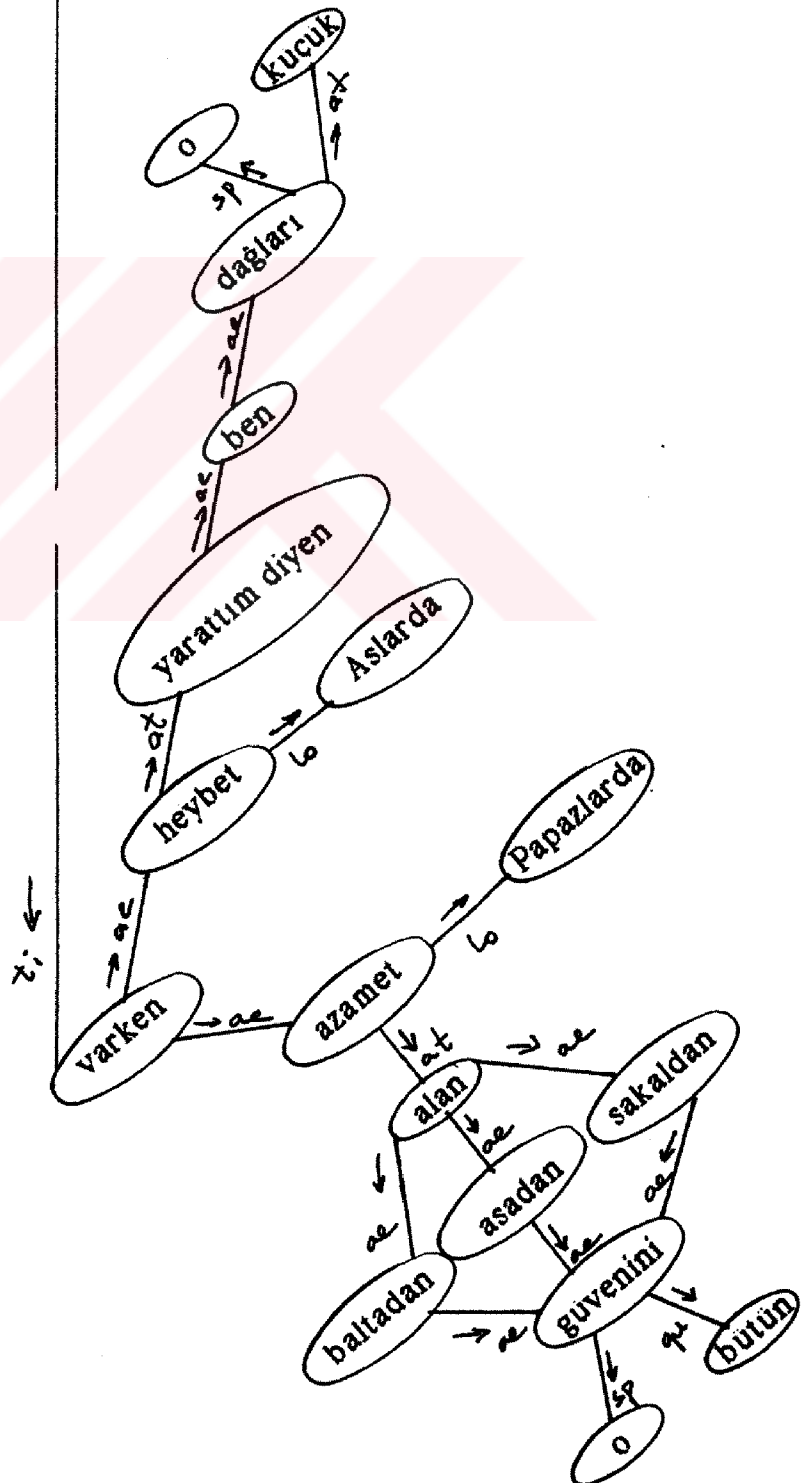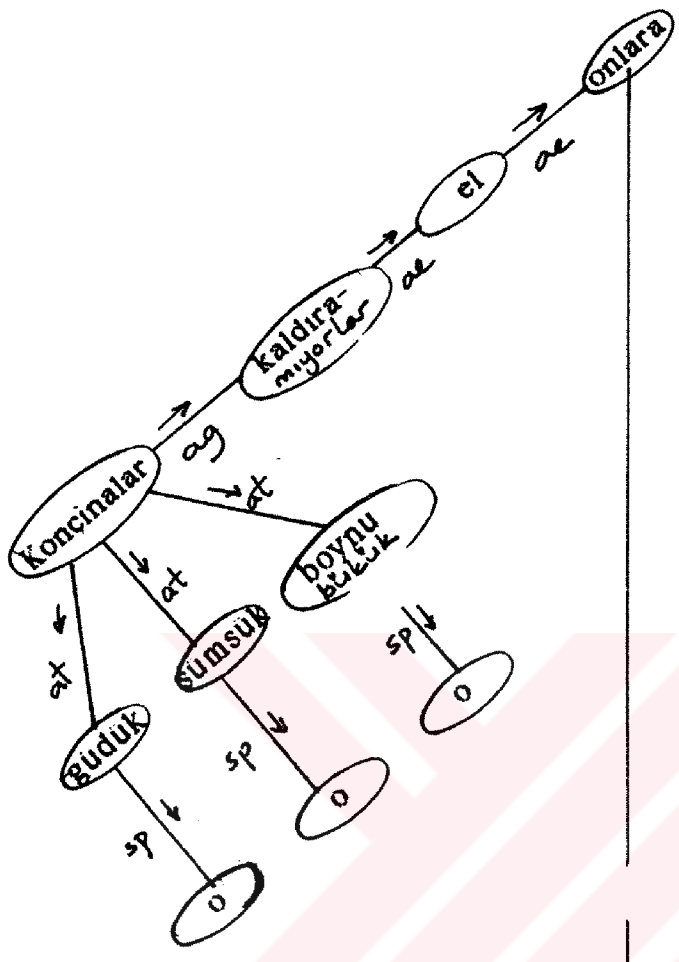
In this sentence, some other features of the concept 'Konçinalar' are presented via attribute relations. There is a comparison between the concepts 'Konçinalar' and 'Aslar' and 'Papazlar' again via attribute . relations.

In the following sentence, the present state of the concept 'Konçinalar' is emphasized:
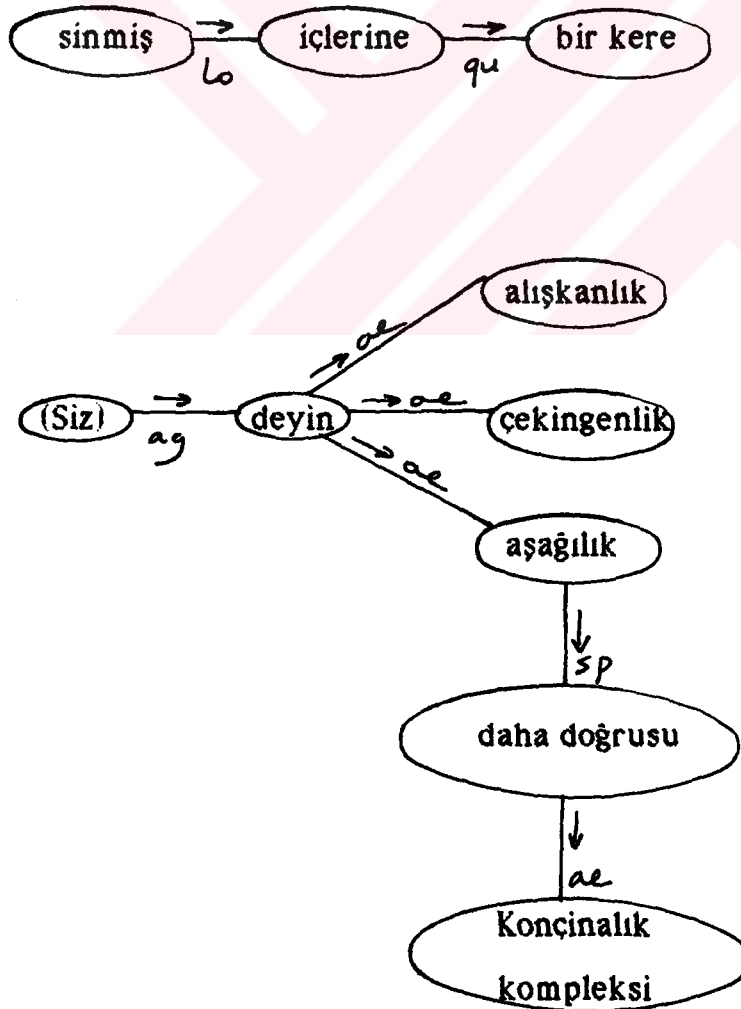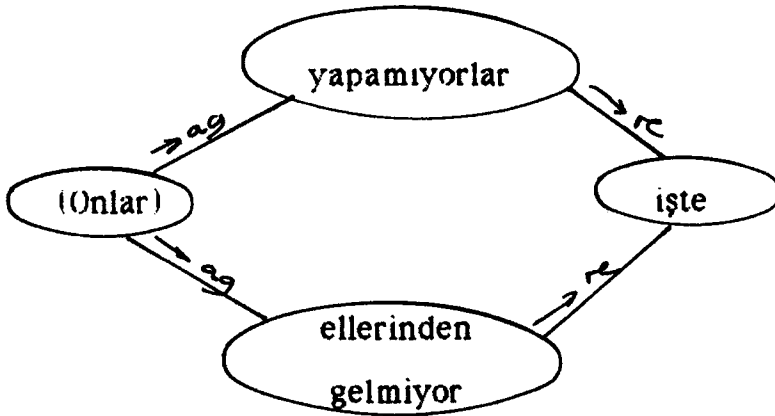
In this sentence, the control center is the concept 'ben' but it is deleted. It is signalled in the concept **vazgeçtim**. The concept **vazgeçtim** is linked to the other concepts via affected entity relation:
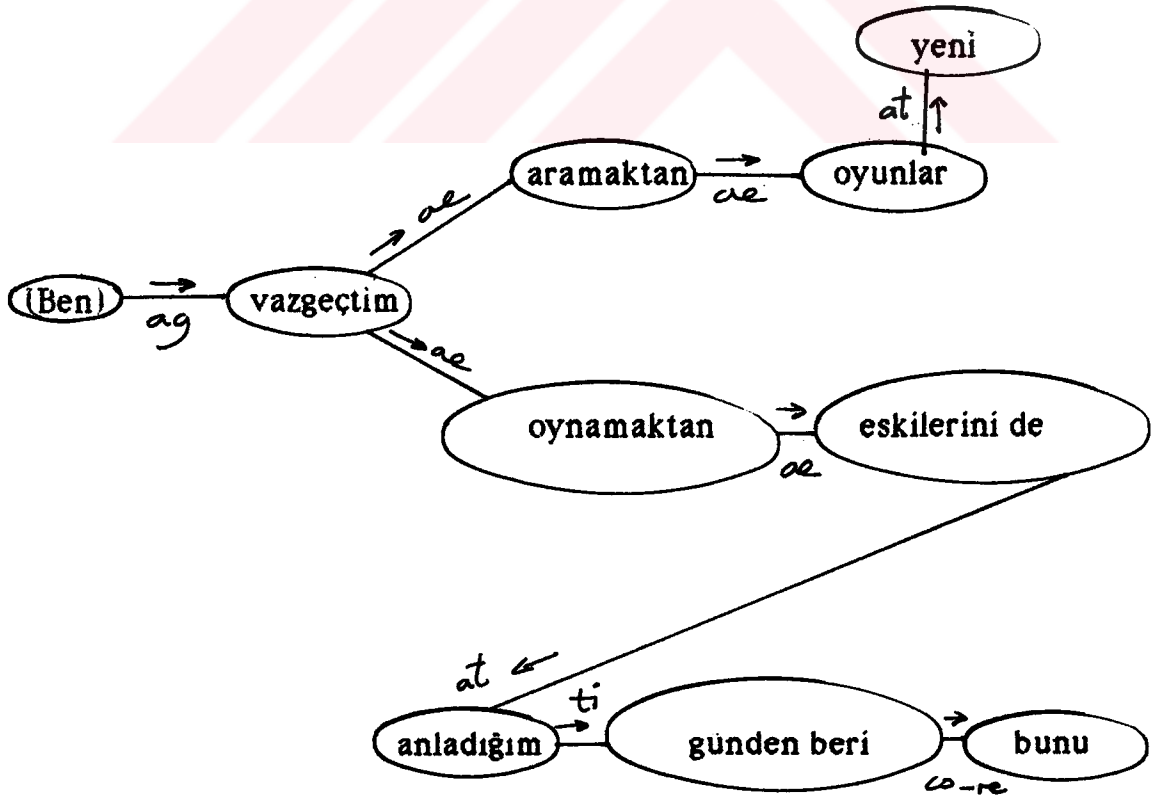
In the last sentence of the narrative, the text receiver is expected to consult his mental encyclopedia in order to understand the concept **Pasyans** and has to infer the cause relation that holds together both the concepts of the sentence and the concepts and relations of the whole story.
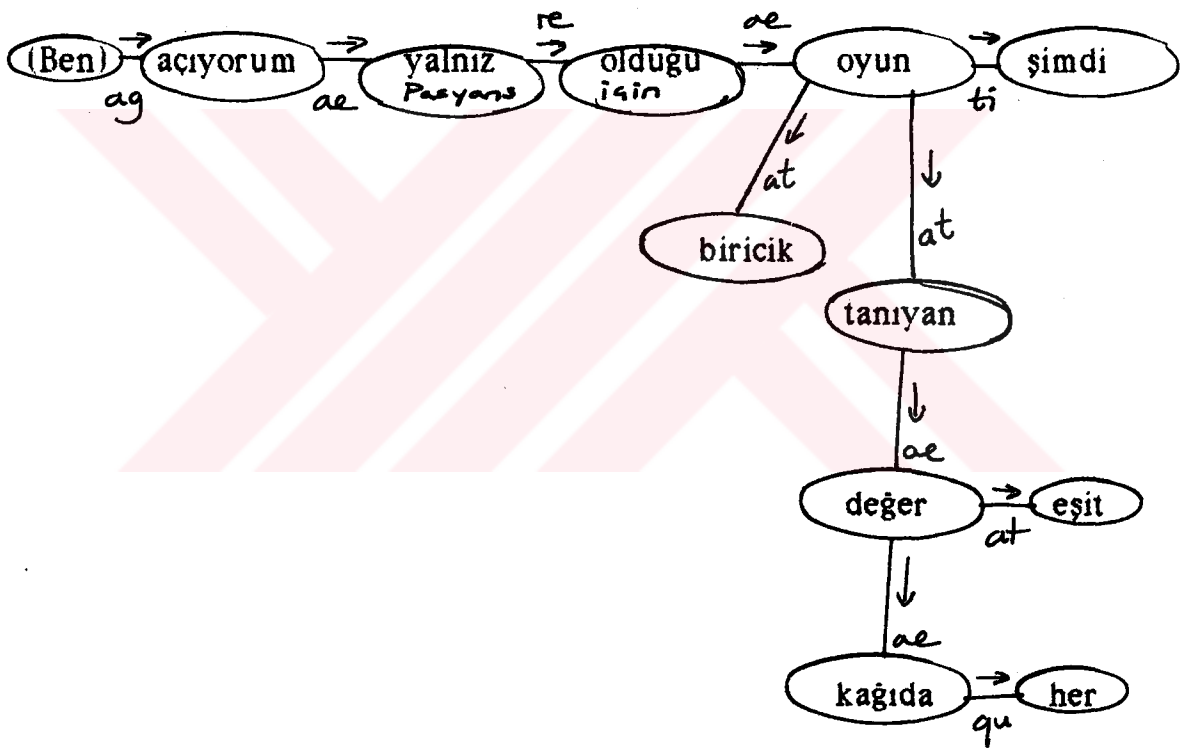
The same kind of analysis has been carried out in exploring the standard of coherence in the text 'Konçinalar' and the analysis has shown that the text is organized in such a way that there is a particular sequential order of events and actions. The text receiver can infer these when he analyzes the action concepts. When contrasted with the first narrative text, in 'Konçinalar', besides the events and actions, there is a constant use of the state relation and the narrative does not refer to the actions that took place in the past. However, there is a time proximity among the events and the actions. The participants involved in the actions are not humans, but, still, they possess human qualities and act like humans. The narrator is also a participant involved in the narrative. The participants can be inferred by looking at the agent concepts and the concepts of affected entity; their qualities are presented via attribute, specification, and quantity relations.

When we compare the analyses of the two sample narratives, we can draw the following conclusions:

(1) The identification of the concepts and relations underlying the deep structure of the narratives is a kind of problem-solving process for the text receiver: he has to find a control center, i.e. an active point or node around which the other concepts are organized, then the process is extended to find the other concepts via relational links of many kinds.

(2) When a text receiver attempts to see the concepts and relations

underlying the deep structure of any text, he has to take the surface expressions as cues to activate concepts and to find the relations. In the texts we have analyzed, one important cue that should be recognized immediately by the text receiver is the frequent use of 'subordinations' which is a typical feature of a narrative text. We can make a list of the subordinations used in the first narrative 'Bir Vapur' as follows:

bağlandığı	arayıp
koyarak	sevdiğim/gelip
alıp goturen/alıp getiren/doya doya	kapayıp/ederek
gitmiş/tanımayan	tanıdığım/bıraktığım
gulen/gosteren	duşunduğum/yaklaşıp
yaklaşırken/gösterdiği	kaçan
silerlerken	değiştirişin
kopmuş	beklediğim/aldığım
gormeye/gelen/yapan	saklanmış/yarattığım/
kalkıp/gelinceye/bağlandığım	guvenerek

The subordinations used in the second narrative 'Konçinalar' are as follows:

sevdiğim	gormuş geçirmiş	yetişirken
girdikleri	bakışım	alıp verdiği
gelince	yaptıklarım	evlenince/bulunmaz
bitirdiği	gördüğü/oynadığı	evlendiğiniz
okumağa	yapıp	gelince
anlatıp	gorduğunuz	girmek

çektirirken/giderken

bilmeyenlere

saymadıkları/alan/alıp

gezdiği

sağlayan/yaranmaktan

oynattığı/dolaşıp

eğilen/bakan/saymak

gecindiğim/kurtarıp/uyduracak/aradığım

anladığım/aramaktan/oynamaktan

yapmadığı

goturup

aşmış

katılma

alınmak

kapanıp/uyuklamayı

yetişme

oluşlarının/olmak

tanıyan/olduğu

If we try to classify the most frequently used subordinations, we can draw the following conclusions:

(1) In the narratives we have analyzed, {-En}, {-mIş}, {-DIk}, {-Ip}, {-ErEk}, and {-ken} subordinations are most frequently used:

BİR VAPUR	{-En}	KONCİNALAR
gotur-en		al-an
getir-en		sağla-(y)-an
gul-en		eğil-en
goster-en		bak-an
gel-en		tanı-(y)-an
yap-an		ol-ma-(y)-an
kaç-an		

	{-mIş}	
git-miş		gor-muş
kop-muş		geçir-miş
		aş-mış

201

BİR VAPUR	(-DIk)	KONÇİNALAR
bağlan-dığı		sev-diğim
goster-diği		bitir-diği
bağlan-dığım		ver-diği
sev-diğim		evlen-diğiniz
tanı-dığım		gorun-duğune
bırak-tığım		gor-duğunuz
duşun-duğum		yapma-dığı
bekle-diğim		gez-diği
al-dığım		gor-duğu
yarat-tığım		oyna-dığı
		oynat-tığı
		geçin-diğim
		ara-dığım
		anla-dığım

(-Ip)

al-ıp		al-ıp
kalk-ıp		anlat-ıp
gel-ıp		gotür-üp
kapa-(y)-ıp		yap-ıp
yaklaş-ıp		dolaş-ıp
		kapan-ıp
		kurtar-ıp

<u>BİR VAPUR</u>   (-ErEk)   <u>KONÇİNALAR</u>

koy-arak   -

et-erek

(d)

guven-erek

(-ken)

yaklaş-ır-ken   yetiş-ir-ken

siler-ler-ken   çektir-ir-ken

                                                gid-er-ken

At this point, the text receiver has to take the cues of the surface text and as a result can activate the concepts. The concepts are treated as steps in the construction of the continuity of sense and attention of the text receiver will be directed toward the discovery of control centers, i.e. points from which accessing and processing can be strategically done. When the concepts and control centers are discovered, the text receiver tries to find out the relations between the concepts in the deep structure of the text. When we look at the deep structure of the sample narrative texts, we can see that the concepts created by the use of (-En), (-mIş), and (-DIk) are the attributes of either the agent concept or the concept of affected entity. Let us see a few examples:

(Ben) sevdim mahlûku

doya alıp alıp
doya goturen getiren

beni beni

Tadla olmadı gösteren bize . . . . .
mı

fırtınaların kopmuş

(Gemiciler) yay- ıslık-
dılar larını . . . . .

şehirlerinin

Çin

(Ben)   açıyorum   Pasyans   şimdi   yalnız

olduğu için

biricik

oyun

tanıyan

değer   eşit

kağıda   her

The Jolly Joker   delikanlıdır   . . . . .

biri

sevdiğim

kağıtlarından

(Ben)   dayadım   ayağımı

demirlerden bağlandığı halatlarının

birine

The concepts produced with {-DIk} usually have the meaning of
'possession' and related to the other concepts with the relation of
'possession'.

aramak- oyun- günden anla- bunu
tan   lar   beri   dığım

(Ben) vaz-
geçtim   yeni

oynamaktan

(2) Some other subordination concepts are produced with the use of
{-Ip}, {-ErEk}, and {-ken}; these concepts have the function of modifying
the states or the events in the narrative. The concepts formed from a

verb plus either (-Ip) or (-ErEk) are usually linked to the other concepts via enablement relation and the concepts formed by adding the suffix (-ken) are linked to the other concepts via time relation.

(3) In the narratives we have analyzed, concepts of 'agent' and 'affected entity' are frequently used and in this way, the participants involved in the narratives are presented:

AGENT- Ben, (deleted 'ben'/**rastladım**), Tadla, o, (deleted 'biz'/**oturuyor-duk**), (deleted 'o'/**diyordu**), Kupa beyi, İspati kızı, . . .

AFFECTED ENTITY- ona, onu, mahlûku, metrdotel, muslar, gemiciler, prensesler, Rum kadınları, . . .

(4) The analysis has also revealed that in narrative texts, there is a constant use of attribute, specification, and quantity relations and these relations indicate the features of the agent concepts and/or the affected entity concepts:

ATTRIBUTE- hassas, çelik, demir, küçük, yeni, delişmen, uçarı, düzenbaz, karanlık, zarif, nazik, akıllı, . . .

SPECIFICATIONS- Galata (rıhtımında), bu (vapur), Türk (vapurlarından), temmuz (geceleri), Çin (şehirleri), Kupa (kızı), birinci . . .

QUANTITY- bir, on altı, beş, . . .

(5) Another conclusion we can draw from this kind of investigation is that, in the narrative texts we have analyzed, concepts of 'state' and 'action' are frequently used and they are arranged in a particular sequential order:

STATE CONCEPTS- benziyordu, yanı başındaydı, vardı, olmadı mı, delikanlıdır, vardır, olmalıdır, Selçuk sultanıdır, (bir) tazedir, (bir) çocuktur, . . .

ACTION CONCEPTS- dayadım, adımlamamıştır, yaydılar, terkettim, ayrıldım, sıkıyordu, yaslanıyordu, resmederler, vururlar, güler, vurur, . . .

(6) Another point that can be mentioned about the concepts and relations underlying the deep structure of the sample narratives is the constant use of 'time' and 'location' relations. All the events and actions in the narratives are linked to one another via time and location relations:

TIME- dün, gece yarısından sonra, gün, gece, zaman, . . . In the whole text, there is a time proximity relation among the other concepts of the text.

LOCATION- rıhtımda, yanı başındaydı, demirlerden birine, Fransa, güvertede, Parnas dağı, Stromboli'nin etekleri, Mesina, Korsika, Marsilya, limanlar, gemide, mevkideki, vapurda, Pire, sarayında, mahzenlerinde, sinema localarında, plaj kabinelerinde, Gedikpaşa'da, Mahmutpaşa'da, . . .

CHAPTER IV

CONCLUSION

The most interesting development in linguistics since 1960s has been the expanded research in the study of 'text' and the attempts to originate consistent and explicit theoretical models to describe the structure of texts. Among these studies, Beaugrande and Dressler's model suggested that texts should be defined as communicative occurrences which meet seven standards of textuality: cohesion, coherence, intentionality, acceptability, informativity, situationality, and intertextuality. Of these standards, coherence has been chosen as the problem area to be investigated in this study and the text type used to study coherence has been the narrative text type. In other words, this research was carried out to discover the textual coherence of Turkish narrative texts. Coherence can be defined as the mutual access and relevance within a configuration of concepts and relations; a concept being a configuration of knowledge that can be recovered or activated, and a relation being a link delimiting the use of each concept. This definition has been introduced by Beaugrande and Dressler in their procedural model. To put it in simpler terms, the procedural model represents text coherence in a conceptual/relational network where the deep structure dependencies underlying texts are explained through the mutual relevance of concepts and relations manifested in the text by the text

producer/s and activated by the text receiver/s. Following the line of the procedural model, this study hypothesized that there exists such a conceptual/relational network underlying the Turkish narrative texts. All these discussions were presented in the first chapter of this research

In order to interpret the present views in text linguistics, it was necessary to go over some of the more traditional approaches both in the field of linguistics and in other fields of study which have contributed to the development of linguistic studies. This required a review of the relevant literature which was presented in the second chapter of this study. The review started with the classical rhetoric studies. It is believed that there exists a close relationship between the classical rhetoric studies and the present day text linguistic studies. After a short mention of literary critics and their contributions, the Prague School linguists and their views about Functional Sentence Perspective have been discussed.

The development of text linguistics has been studied in three phases: the earliest phase, linguistics beyond the sentence, and the inter-disciplinary approach. In our review, we have mentioned the significant names and their approaches/methods/models in each phase in the development of text linguistics. Of the significant figures, we have emphasized Beaugrande more since his ideas are taken as the basis of this research.

The third chapter, constituting the core of this study, introduced the different approaches to narrative analysis firstly. Among these approaches, we have mentioned basically the structural, transformational-generative, generative semantic, and finally text linguistic approaches to narratives. Text linguistic approaches have been studied under two headings: structurally based text linguistic approaches and cognitively based text linguistic approaches.

As the main purpose of this study is to analyze Turkish narratives according to the standard of coherence, we tried to exemplify how Beaugrande and Dressler handle the problem of coherence in their procedural approach. Taking the principles of their investigation of coherence as the basis, we tried to analyze the sample texts. The texts were samples of Turkish narrative texts: **Bir Vapur** by Sait Faik and **Konçinalar** by Haldun Taner.

In order to find the concepts in the deep structure of narratives, the first step is to decide on control centers, i.e. points from which the text receiver can access and process, by taking the surface expressions as cues. According to Beaugrande-Dressler model, the control centers can be termed as; (1) primary concepts, and (2) secondary concepts. A text receiver, when confronted with a particular expression, tends to activate roughly the same chunk of knowledge, i.e. place the same chunk in his active storage. Therefore, defining concepts involves working with comparative probabilities. When one decides on the concepts of the textual world, he starts another process during which the relations

among the concepts are found out. Relations are the links between concepts which appear together in a textual world: each link would bear a designation of the concept it connects to. To bind things together, inferencing must be done. This operation involves supplying reasonable concepts and relations to fill in a gap in a textual world. In our analysis, we have followed the procedure of Beaugrande and Dressler model and have shown the concepts and relations for every sentence of the sample narratives. After this analytic investigation of concepts and relations, we tried to draw some general conclusions about the features of the sample Turkish narrative texts and about the underlying conceptual/relational network of these texts. The conclusions drawn can be summarized as follows:

(1) In Turkish, narrative text type is a configuration of relational dominances obtained between or among elements of: (a) the surface text, (b) the textual world, (c) stored knowledge patterns, and (d) a situation of occurrence.

(2) The identification of the concepts and relations underlying the deep structure of the narratives is a kind of problem-solving process for the text receiver: he has to find a control center, i.e. an active point or node around which the other concepts are organized, then the process is extended to find the other concepts via relational links of many kinds.

(3) When a text receiver attempts to see the concepts and relations underlying the deep structure of any text, he has to take the surface

expressions as cues to activate concepts and to find the relations. In the texts we have analyzed, one important cue that should be recognized immediately by the text receiver is the frequent use of 'subordinations' which is a typical feature of a narrative text. The most frequently used ones in the sample texts are: {-En}, {-mIş}, {-DIk}, {-Ip}, {-ErEk}, and {-ken} subordinations. In the deep structure of the texts, concepts produced by the use of {-En}, {-mIş}, and {-DIk} are the attributes of either the agent concept or the concept of affected entity. The concepts produced with {-Ip} and {-ErEk} are linked to the concepts via enablement relation and the concepts produced with {-ken} are linked via time relation.

(4) In the narratives we have analyzed, concepts of 'agent' and 'affected entity' are frequently used and in this way, the participants involved in the narratives are presented:

AGENT- Ben, (deleted 'ben'/**rastladım**), Tadla, o, (deleted 'biz'/**oturuyor- duk**), (deleted 'o'/ **diyordu**), Kupa beyi, İspati kızı, . . .

AFFECTED ENTITY- ona, onu, mahlûku, metrdotel, muslar, gemiciler, prensesler, Rum kadınları, . . .

(5) The analysis has also revealed that in narrative texts, there is a constant use of attribute, specification, and quantity relations and these relations indicate the features of the agent concepts and/or the affected entity concepts:

ATTRIBUTES- hassas, çelik, demir, küçük, yeni, delişmen, uçarı, düzenbaz, karanlık, zarif, nazik, akıllı, . . .

SPECIFICATIONS- Galata (rıhtımında), bu (vapur), Türk (vapurlarından), temmuz (geceleri), Çin (şehirleri), Kupa (kızı), birinci, . . .

QUANTITY- bir, on altı, beş, . . .

(6) Another conclusion we drew from this kind of investigation is that, in the narrative texts we have analyzed, concepts of 'state' and 'action' are frequently used and they are arranged in a particular sequential order:

STATE CONCEPTS- benziyordu, yanı başındaydı, vardı, olmadı mı, delikanlıdır, vardır, olmalıdır, Selçuk sultanıdır, (bir) tazedir, (bir) çocuktur, . . .

ACTION CONCEPTS- dayadım, adımlamamıştır, yaydılar, terkettim, ayrıldım, sıkıyordu, yaslanıyordu, resmederler, vururlar, güler, vurur, . . .

(7) Another point that can be mentioned about the concepts and relations underlying the deep structure of the sample narratives is the constant use of 'time' and 'location' relations. All the events and actions in the narratives are linked to one another via time and location relations:

TIME- dün, gece yarısından sonra, gün, gece, zaman, . . . In the whole text, there is a time proximity relation among the other concepts of the text.

LOCATION- rıhtımda, yanı başındaydı, demirlerden birine, Fransa, güvertede, Parnas dağı, Stromboli'nin etekleri, Mesina, Korsika, Marsilya, limanlar, gemide, mevkideki, vapurda, Pire, sarayında, mahzenlerinde, sinema localarında, plaj kabinelerinde, Gedikpaşa'da, Mahmutpaşa'da, . . .

The model used in this research was an integrated model bringing together the findings of linguistics and cognitive psychology. In this model, coherence was represented as a conceptual/relational semantic network. In contrast to traditional approaches, this analysis does not specify any kind of ordering among the elements of the textual world. Rather, a text receiver can determine a control center as a strategic point from which he can move forward and backward to the other concepts of the textual world and establish relations among these concepts. This kind of analysis supports the view that the components of texts are not only combined at the surface level, but also in their deep structure; the components of the surface structure can be taken as the signals of the concepts and relations in the textual world. However, the understanding of such a network requires a process of constructing a mental model by the text receiver. This constructs the cognitive basis of the analysis.

The problem of coherence has not been a widely studied topic in Turkish. This study was done with the hope of providing new insights both in the field of text linguistics and narrative analysis. We believe that in accordance with the new developments and improvements that will take place in the investigation of texts and narrative analysis, Turkish text linguistics will be embellished, too.

BIBLIOGRAPHY

AKSAN, Mustafa.
    1988.   "A Text Linguistic Approach to the Study of Texts in
            Turkish: Preliminaries to the Study of Coherence in
            Terms of Procedural Approach". Master Thesis.
            Hacettepe Universitesi.

AKSAN, Mustafa and Y. AKSAN.
    1991.   "Metin Kavramı ve Tanımlar" in Dilbilim Araştırmaları.
            Hitit Yayınevi.

ALTUNKAYA, Fuat.
    1988.   "Cohesion in Turkish: A Survey of Cohesive Devices in
            Prose Literature". Doctoral Diss., Hacettepe Universitesi.

BAILLET, Susan D. and J. M. KEENON.
    1986.   "The Role of Encoding and Retrieval Processes in the
            Recall of Text" in Discourse Processes, 9. pp. 247-68

BANGE, P.
    1986.   "Toward a Pragmatic Analysis of Narratives in Literature"
            in Poetics, 15. pp. 73-87

BEAUGRANDE, Robert A.
    1980.   Text, Discourse, and Process: Toward a Multidisciplinary
            Science of Texts. Ablex Publishing Corporation.

BEAUGRANDE, Robert A.
    1984a.   Text Production: Toward a Science of Composition.
            Ablex Publishing Corporation.

BEAUGRANDE, Robert A.
    1984b.   "Writer, Reader, Critic: Comparing Critical Theories
            as Discourse" in College English, Vol. 46, Number 6.

BEAUGRANDE, Robert A.
1985. "Text Linguistics in Discourse Studies" in van Dijk (ed.)
Handbook of Discourse Analysis. London: Academic
Press, Vol. 1. pp. 41-62

BEAUGRANDE, Robert A. and W. U. DRESSLER.
1981. Introduction to Text Linguistics. Longman.

BERMAN, Ruth A.
1988. "On the Ability to Relate Events in Narrative" in
Discourse Processes, 11. pp. 469-97

BIBER, Douglas.
1989. "A Typology of English Texts" in Linguistics, 27. pp. 3-43

BLACK, Elizabeth.
1989. "The Nature of Fictional Discourse: A Case Study" in
Applied Linguistics, Vol. 10, No. 3. pp. 281-93

BROWN, Gillian and G. YULE.
1983. Discourse Analysis. Cambridge University Press.

CHAPMAN, Raymond.
1973. Linguistics and Literature: An Introduction to Literary
Stylistics. Edward Arnold.

CHRZANOWSKA, Elzbieta.
1987. "Narrative Modalities: Towards Modal Analysis of
Literary Texts" in Journal of Literary Semantics, XVI, 3.
pp. 227-35

COULTHARD, Malcolm.
1977. An Introduction to Discourse Analysis. Longman.

CRYSTAL, David.
1987. The Cambridge Encyclopedia of Language. CUP.

CULLER, J.
1975. Structuralist Poetics. Routledge and Kegan Paul.

DIMTER, Matthias.
    1985. "On Text Classification" in van Dijk (ed.) <u>Discourse and Literature</u>. Amsterdam: John Benjamins Publishing Company. pp. 215-31

DRESSLER, Wolfgang.
    1977. "Introduction" in Dressler (ed.) <u>Current Trends in Text Linguistics</u>. Berlin: de Gruyter. pp. 1-6

DURMUŞOĞLU, Gül.
    1983. "The Notion of 'Parallel Texts' and its Place in Contrastive and Applied Linguistics". Doctoral Diss. University of Exeter.

DURMUŞOĞLU, Gül.
    1987. "Cohesion in Turkish" in Boeschoten, H. E. and Verhoeven, L. Th. (eds.) <u>Studies on Modern Turkish</u>: Proceedings of the 3rd Conference on Turkish Linguistics. Tilburg University Press. pp. 189-201

ENKVIST, Nils E.
    1978. "Some Aspects of Applications of Text Linguistics" in Viljo and Enkvist (eds.) <u>Text Linguistics, Cognitive Learning and Language Teaching</u>. AFINLA Series, No: 22. pp. 1- 27

ENKVIST, Nils E.
    1985. "Text and Discourse Linguistics, Rhetoric and Stylistics" in van Dijk (ed.) <u>Discourse and Literature</u>. Amsterdam: John Benjamins Publishing Company. pp. 11-39

ENNULAT, Türgen H.
    1978. "Participant Categories in Fali Stories" in Grimes (ed.) <u>Papers on Discourse</u>. A Publication of the Summer Institute of Linguistics.

ERGİN, Muharrem.
    1981. <u>Türk Dil Bilgisi</u>. Boğaziçi Yayınları.

218

FAİK, Sait.
1970.   Semaver Sarnıç. Bilgi Yayınevi.

FOWLER, Roger.
1981.   Literature as Social Discourse: The Practice of Linguistic
         Criticism. London: Batsford Academic and Educational
         Ltd.

GEE, James P.
1986.   "Units in the Production of Narrative Discourse" in
         Discourse Processes, 9. pp. 391-422

GEE, James P.
1989.   "Two Styles of Narrative Construction and their Linguistic
         and Educational Implications" in Discourse Processes, 12.
         pp. 287-307

GENCAN, Tahir Nejat.
1979.   Dilbilgisi. Ankara: TDK Yayınları

GIORA, Rachel.
1985.   "A Text-based Analysis of Non-narrative Texts" in
         Theoretical Linguistics. Vol. 12, No. 2-3 pp. 115-135.

GRIMES, Joseph E.
1977.   "Narrative Studies in Oral Texts" in Dressler (ed.)
         Current Trends in Text Linguistics. Berlin: de Gruyter.
         pp. 123-33

GROSSE, Ernst U.
1977.   "French Structuralist Views on Narrative Grammar" in
         Dressler (ed.) Current Trends in Text Linguistics.
         Berlin: de Gruyter. pp. 155-74

GÜLICH, Elizabeth and U. M. QUASTHOFF.
1985.   "Narrative Analysis" in van Dijk (ed.) Handbook of
         Discourse Analysis. London: Academic Press, Vol. 2.
         pp. 169-92

HALLIDAY, M. A. K. and R. HASAN.
 1976. Cohesion in English. London: Longman.

HARWEG, Ronald.
 1977. "Substitutional Text Linguistics" in Dressler (ed.)
   Current Trends in Text Linguistics. Berlin: de Gruyter.
   pp. 247-61

HASAN, Ruqaiya.
 1977. "Text in the Systemic-Functional Model" in Dressler (ed.)
   Current Trends in Text Linguistics. Berlin: de Gruyter.
   pp. 228-47

HENDRICKS, William O.
 1973. Essays on Semiolinguistics and Verbal Art. Mouton.

IDE, Nancy M. and J. VERONIS.
 1990. "Artificial Intelligence and the Study of Literary
   Narrative" in Poetics, 19. pp. 37-63

İNCE, Işıl.
 1991. "Türkçenin Çekirdek Tümcelerindeki Kurucu Yapılara
   Üretimsel/Dönuşumlu Dilbilgisi Açısından Bir Yaklaşım".
   in Dilbilim Araştırmaları. Hitit Yayıncılık. pp. 43-49

JONNES, Denis.
 1987. "The Semantics of Story" in Journal of Literary Semantics,
   XVI, 2. pp. 71-93

KASTOR-BENNETT, Tina.
 1983. "Noun Phrases and Coherence in Child Narratives" in
   Journal of Child Language, 10. pp. 135-49

LEECH, Geoffrey and M. H. SHORT.
 1981. Style in Fiction: A Linguistic Introduction to English
   Fictional Prose. London: Longman.

LUKE, Allan.
 1989. "Open and Closed Texts: The Ideological/ Semantic Analysis
   of Textbook Narratives" in Journal of Pragmatics, 13.
   pp. 53-79

MAYER, Rolf.
1989. "Coherence and Motion" in Linguistics, 27. pp. 437-86

MEYSZIES, Ulrich.
1990. "Understanding Literary Narrative Texts: Outline for an Interdisciplinary Dialogue" in Poetics, 19. pp. 505-21

NERBONNE, John.
1986. "Reference Time and Time in Narration" in Linguistics and Philosophy, 9. pp. 83-95

NOTH, Winfried.
1977. "The Semiotic Framework of Textlinguistics" in Dressler (ed.) Current Trends in Textlinguistics. Berlin: de Gruyter.

PALKOVA, Zdena and B. PALEK.
1977. "Functional Sentence Perspective and Textlinguistics" in Dressler (ed.) Current Trends in Text Linguistics. Berlin: de Gruyter. pp. 212-28

PAVEL, Thomas G.
1973. "Some Remarks on Narrative Grammars" in Poetics, 8. pp. 5-30

PAVEL, Thomas G.
1985. "Literary Narratives" in van Dijk (ed.) Discourse and Literature. Amsterdam: John Benjamins Publishing Company. pp. 85-105

PETOFI, Janos S.
1977. "A Formal Semiotic Text Theory as an Integrated Theory of Natural Language" in Dressler (ed.) Current Trends in Text Linguistics. Berlin: de Gruyter. pp. 35-47

PLETT, Heinrich.
1985. "Rhetoric" in van Dijk (ed.) Discourse and Literature. Amsterdam: John Benjamins Publishing Company. pp. 59-85

PRICE, Norman.
    1978.   "Nchimburu Narrative Events in Time" in Grimes (ed.)
             Papers on Discourse. A Publication of the Summer
             Institute of Linguistics.

RIESER, Hannes.
    1977.   "On the Development of Text Grammar" in Dressler (ed.)
             Current Trends in Text Linguistics. Berlin: de Gruyter.
             pp. 6-21

SCHMIDT, Siegfried J.
    1977.   "Some Problems of Communicative Text Theories" in
             Dressler (ed.) Current Trends in Text Linguistics.
             Berlin: de Gruyter. pp. 47-61

SCHOTTELNDREYER, B.
    1978.   "Narrative Discourse in Sherpa" in Grimes (ed.) Papers
             on Discourse. A Publication of the Summer Institute
             of Linguistics.

SPIELMANN, Roger W.
    1987.   "Collateral Information in Narrative Discourse" in
             Journal of Literary Semantics, XVI, 3. pp. 200-26

STUBBS, Micheal.
    1983.   Discourse Analysis: The Sociolinguistic Analysis of
             Natural Language. Basil Blackwell.

TANER, Haldun.
    1970.   Sişhaneye Yağmur Yağıyordu. Bilgi Yayınevi.

TANNEN, Deborah.
    1982.   "Oral and Literate Strategies in Spoken and Written
             Narratives" in Language. Vol.58, No. 1. March. pp. 1-22

TAYLAN, Eser E.
    1987.   "Tense Variation in Turkish Narratives" in Boeschoten,
             H. E. and Verhoeven, L. Th. (eds.) Studies on Modern
             Turkish: Proceedings of the 3rd Conference on Turkish
             Linguistics. Tilburg University Press. pp. 177-87

VAN DIJK, Teun A.
    1972.   Some Aspects of Text Grammars. The Hague: Mouton

VAN DIJK, Teun A.
    1977.   Text and Context: Explorations in the Semantics and
             Pragmatics of Discourse. Longman.

VAN DIJK, Teun A.
    1980.   MacroStructures: An Interdisciplinary Study of Global
             Structures in Discourse, Interaction, and Cognition.
             Lawrence Erlbaum Associates, Publishers.

VAN DIJK, Teun A.
    1981.   Studies in the Pragmatics of Discourse. Mouton Publishers.

VAN DIJK, Teun A.
    1985.   "Introduction: Discourse Analysis as a New Cross-
             Discipline" in van Dijk (ed.) Handbook of Discourse
             Analysis. London: Academic Press. Vol.1. pp. 1-9

VAN DIJK, Teun A.
    1985.   "Introduction: Levels and Dimensions of Discourse
             Analysis" in van Dijk (ed.) Handbook of Discourse
             Analysis. London: Academic Press. Vol. 2. pp. 1-10

VAN DIJK, Teun A.
    1985.   "Semantic Discourse Analysis" in van Dijk (ed.)
             Handbook of Discourse Analysis. London: Academic
             Press. Vol. 2. pp. 103-34

VAN DIJK, Teun A. and W. KINTSCH.
    1977.   "Cognitive Psychology and Discourse: Recalling and
             Summarizing Stories" in Dressler (ed.) Current
             Trends in Text Linguistics. Berlin: de Gruyter. pp. 61-81

VAN DIJK, Teun A. and W. KINTSCH.
    1983.   Strategies of Discourse Comprehension. Academic Press.

VITACOLONNA, Luciano.
　　1988.　"Text/Discourse Definitions" in Petofi (ed.) <u>Text and
　　　　　<u>Discourse Constitution: Empirical Aspects, Theoretical
　　　　　Approaches</u>. Berlin: de Gruyter. pp. 421-39

WIDDOWSON, H. G.
　　1980.　"Discourse Analysis" in Nasr, R. (ed.) <u>The Essentials of
　　　　　Linguistic Science: Selected and Simplified Readings</u>.
　　　　　London: Longman.

WIENOLD, Götz.
　　1977.　"Textlinguistic Approaches to Written Works of Art" in
　　　　　Dressler (ed.) <u>Current Trends in Text Linguistics</u>.
　　　　　Berlin: de Gruyter. pp. 133-55

ZEYREK, Deniz.
　　1990.　"An Analysis of the Textual Pattern of the Turkish
　　　　　Folktale". Unpublished Doctoral Diss. Ankara.