

Fatih Bayram (ed.): Studies in Turkish as a Heritage Language

(The Netherlands: John Benjamins. 2020. 287 p.)

Edited by Fatih Bayram, a researcher at the Department of Language and Culture at UiT researching bi/multilingualism, heritage speaker bilingualism, morphosyntax, and psycholinguistics, the book aims to provide a comprehensive overview of Turkish as a heritage language (HL) by connecting the previously terminologically separated studies in one volume. Ad Backus writes on the publisher's website: "The volume represents an important step in the integration of social, linguistic and psychological perspectives on language contact, perspectives that have been present in the relevant literature for a very long time but mostly in separate research traditions." It is divided into three main sections: lexicon, morphosyntax, and corpus studies on the Turkish language as an HL in Northwestern Europe by examining various populations and language pairs. The contributors are leading figures in heritage language research.

The lexicon section starts with research on the vocabulary knowledge in German and Turkish of 23 Turkish HL speakers, aged 11- 13, living in Germany. Daller explores the "bilingual gap" in the vocabulary knowledge of heritage speakers compared to Turkish monolinguals. While the quantitative analysis does not establish a significant difference in vocabulary between German and Turkish, where bilinguals use slightly shorter texts in Turkish than in German due to the agglutinating structure of Turkish, the qualitative analysis reveals salient difficulties in word retrieval in Turkish with the switches to German, hesitation markers, false starts and apparent word finding problems in Turkish. Findings attest that bilinguals have smaller vocabularies than monolinguals, and German is the stronger language of the heritage speakers.

Willard, Çiğtay-Akar, Kohl, and Bochum examined the correlates of Turkish vocabulary in adolescent Turkish HL learners in Germany, focusing on perceptive Turkish vocabulary. The percentage of Turkish use is examined through an extensive questionnaire to create a sketch of the language use situations and potential resources for vocabulary development. The influence of family and friends on language sources does not provide significantly robust evidence for the broader Turkish cultural vocabulary. The use of Turkish for reading is found to be associated with higher Turkish vocabulary scores despite no evidence for frequent reading. Adolescents depict higher nonverbal reasoning abilities. Higher identification with Turkish culture correlates with a more extensive Turkish heritage vocabulary.

Lloyd-Smith, Bayram, and Iverso examined two preexisting sets of oral production data from Turkish HL speakers in Germany from two different age groups: adolescents in Munich (10–16-year-olds) and adults (20–41 years old) in Hamburg to analyse the effects of experience-related factors on Lexical Diversity (LD) and Morphosyntactic Complexity (MSC). The study investigated valid

common experience-based outcomes across all age groups comprising the HS continuum. The frequency of language use at home was found to be closely associated with lexical and morphosyntactic proficiency. Yet the ability to construct passive sentences in Turkish is better predicted by having access to literacy in the HL. It is demonstrated that language use at home matters the most for both groups. Yet, parental language background positively influences the vocabulary (TTR) and morphosyntax (MSC) measures for adolescent HSs. For adults, Turkish use at home has a positive impact on TTR, and current Turkish use has a positive influence on MSC.

The Morphosyntax section starts with an acceptability study on the encoding of motion in German (satellite-framed) and Turkish (verb-framed) language contact with 40 monolingual Turkish and 43 bilingual German-Turkish students (Goschler, Schroeder & Woerfel, 2020). Participants were given 24 critical items encoding motion events and asked about the acceptability of given Turkish sentences on a scale. The two most frequent manner-of-motion-verbs were investigated by crossing two independent variables: verb type (semantically light and heavy manner-of-motion verb) and the telicity of the directional path device (encoding a non-defined, defined endpoint or a boundary crossing). On average, bilingual Turkish-German speakers found no problem encoding motion events using a typical German pattern. Nonetheless, the absence of difference between the two groups in acceptability ratings of combinations of semantically light manner-of-motion verbs and atelic path expressions signifies a tolerance toward a pattern by the bilingual speakers.

Since Turkish is an ‘evidential language’ that grammatically highlights information sources through inflexion morphemes affixed to the verb, in the research on the use of grammatical evidentiality of ten Turkish HLSs living in Amsterdam, the Netherlands, Arslan, and Bastiaanse examined possible yet not ad-hoc differences in the production of direct (-dı) and indirect evidential forms (-mış) of the past tense between Turkish HLSs and the monolinguals through three narrative tasks. The HLSs produced similar amounts of both evidential forms in terms of producing finite verbs despite reduced diversity. However, the tendency to make more contextually inappropriate substitutions with direct evidential forms was higher in HLSs. The findings reveal that non-standard uses of evidentiality marking in Turkish heritage grammar are linked to receptive (self-reported) exposure to Turkish every day.

Krause et al. examined the CLI of morphosyntactic processing of Turkish-German bilingual speakers with dominant German and the weaker Turkish L1 through plural-marking investigation on NPs. Both languages have overt markings of the plural morpheme with the infinitive plural quantifier, yet they differ in marking the number on nouns that co-occur with a numeral quantifier. RT measurement revealed that HLSs show similar effects of interlanguage cue competition without any direct impact on L2 in the form of CLI in processing L1

morphosyntax, which aligns with the earlier studies. The bilingual group even focused on the differences more than the similarities. And L1 proficiency and the CLI phenomena were not found to be connected to accuracy. However, processing times are affiliated with L1 proficiency.

Turkish subordinate constructions used by bilingual children (age 4 to 7) growing up in Sweden with Turkish as an HL were investigated in fictional narratives from quantitative and qualitative points of view by Karakoc and Bochnacher. The data of 102 participants unveils that few syntactically embedded relative clauses produced attest to the existing literature on Turkish relative clause acquisition, which is reported to be acquired late even by Turkish monolinguals. Complement clauses were found generally to be frequent with the choice of subjunctive, oblique subject case marking, and possessive suffix. Non-finite adverbial clauses, comprising simple and more intricate constructions, were the predominant form of subordination. Most of the constructions conform to adult standard Turkish, unlike the previous studies on Turkish-speaking children.

The corpus studies section begins with the research on the perceived global accent in Turkish HLSs in Germany and the discussion on the impact of exposure and the role of AoO in both languages (Kupisch, Lloyd-Smith & Stangen, 2020). The 21 adult German-Turkish bilingual speakers were born in Turkish families in Turkey and were exposed to Turkish from birth, while the age of first exposure to German varies (mean = 3.5 years). According to the foreign accent experiment results, bilingual HLSs are perceived as accented more often than L1 monolingual speakers and less often than L2 speakers. This result is the same for German speakers as well. AoO in German and perceived accentedness are found to be unrelated, with no negative influence of earlier exposure to German on accent in Turkish.

Herkenrath examined the use of Turkish as an HL in Germany through the lens of an adult Turkish-German bilingual born and raised in Western Germany, aiming to pinpoint aspects that play a role in expressing language-related life memories that can be cross-linguistically compared. A biographical narrative is recorded in two languages. Unlike the German version, non-finite complement clauses with complex morpho-semantic differentiations were detected at the morphosyntactic level, containing solely typical connectors. Multiple modified NPs were found to be more complex in the Turkish version, where plot advancement also presents a faster, more straightforward, and more intense structure. His tales hold a sheer number of repetitions, and interactional reconstruction, unravelling issues of emotional evaluation and information packaging as well. Such topics as low self-esteem in German and possession of a German passport, more specifically societal marginalization highlighted by him, are evaluated emotionally and as linguistic distress.

Erduyan on Turkish HL in the HL classroom by analysing the use of contemporary Turkey-Turkish urban linguistic forms by five German-Turkish

students and two teachers of Turkish immigrant descent at a high school in Berlin with the two adjectives semantically widened in Turkey-Turkish in recent years (komik, arızalı). As part of a larger linguistic ethnographic project (Erduyan, 2019), the present paper focuses on one student, Mert, who positions himself effectively on a transnational scale and appears to be more attuned to the latest urban language resulting from his ongoing ties and active social life in both countries besides active social media usage in both languages. However, the teachers are found to show more effort for standard Turkish and stand different on the German-Turkish transnational scale due to their limited exposure to the language, their age, and looser ties with the homeland compared with most of their students as well as their wish to distinguish themselves from the more conventional immigrants in Germany.

Studies in Turkish as a Heritage Language is a brilliant compilation of the studies of the structural development and use of Turkish in heritage language (HL) contexts from several different perspectives. As an amass of Turkish heritage language studies, the book is highly recommended to researchers studying structural contact phenomena in oral and written, formal and informal contexts, experimental psycholinguistic, ethnographic participant observation, and perceptions.

References

Erduyan, I. (2019). Multilingual construction of identity: German-Turkish students at school. *Fulda University CİNTEUS-Center for Intercultural and European Studies Publications*. Hannover: Ibidem Verlag.

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