

A Contrastive Analysis of Turkish and Spanish Psych Verbs

Türkçe ve İspanyolca 'da Duygu Durumu Bildiren Eylemlerin Karşılaştırmalı Analizi

Buse ŞEN ERDOĞAN¹

İnceleme Makalesi/Rewiev Article

Geliş Tarihi / Received: 26.04.2022

Kabul Tarihi / Accepted: 29.06.2022

Doi: 10.48146/odusobiad.1109255

Atıf / Citation: : Şen Erdoğan, B., (2022). "A Contrastive Analysis of Turkish and Spanish Psych Verbs" ODÜSOBİAD 12 (3), 2895-2910 Doi: 10.48146/odusobiad.1109255

Abstract

This study aims at studying psych verbs in Spanish and Turkish. Psych verbs are analyzed in many languages because they generally show different properties compared to other verbs. The study's main aim is to compare and contrast psych verb categorizations in Turkish and Spanish and to define the similarities and differences between them. Doing so, it is possible to decide whether or not these structures have the same features that separate them from other verbs in two languages which are not typologically similar. If some similarities exist between the structures of two languages, this might imply that these psych verbs have some specific structure in different languages, and it might benefit the literature on universalities in languages. In regard to degree, psych verb categorization is similar when looking at the experiencer roles. However, the number of categories is different based on the theta roles and case marking in two languages. Related to type, Spanish does not have dative and ablative themes in psych verb constructions unlike Turkish. However, the structures of gustar-type verbs, which requires the theme to agree with the verb untraditionally, have similar structures in two languages.

Key words contrastive analysis, psych verbs, gustar-type verbs, Turkish, Spanish

Öz

Bu çalışma Türkçedeki ve İspanyolcadaki duygu durumu bildiren eylemleri incelemeyi amaçlar. Duygu durumu bildiren eylemler birçok dilde analiz edilmişlerdir çünkü bu eylemler diğer eylemlerle karşılaştırıldığında farklı özellik gösterirler. Bu çalışmanın amacı Türkçe ve İspanyolca duygu durumu bildiren eylem sınıflandırmalarını karşılaştırmak ve aralarındaki benzerlik ve farklılıkları tanımlamaktır. Bunu yaparak, tipolojik olarak farklı bu iki dilde, bu yapıların onları diğer yapılardan farklı kılan benzer özelliklere sahip olup olmadıklarına karar vermek mümkündür. Eğer iki dilin yapıları arasında benzerlikler mevcutsa, bu durum duygu durumu bildiren eylemlerin farklı dillerde belli bir yapısı olduğu anlamına gelebilir ve dillerdeki evrensellik üzerine olan alanyazına katkıda bulunabilir. Derecelendirme açısından, eyleyen rollerine bakıldığında duygu durumu bildiren eylemlerin sınıflandırılması benzerdir. Fakat iki dildeki tematik rollere ve durum ilgeci atamalarına bağlı olarak sınıf sayıları farklılık göstermektedir. Türe bağlı olarak, İspanyolca Türkçenin aksine duygu durumu bildiren yapılarda ayrılma ve yönelme konu rollerine sahip değildir. Fakat geleneksel durumun aksine konu rolünün fil ile uyumunu gerektiren gustar-tipi yapılar her iki dilde de benzer yapıya sahiptirler.

¹ Res. Assist., Hacettepe University, Faculty of Letters, Department of English Linguistics, E-mail: busesen92@gmail.com, ORCID ID: 0000-0002-7194-8777



Anahtar sözcükler karşıtsal çözümleme, duygu durumu bildiren eylemler, gustar-tipi eylemler, Türkçe, İspanyolca

Introduction

This study analyzes psych verb constructions in Turkish and Spanish. In different languages psych verbs have similar structures and arguments with similar case marking and there is an effort to find a common psych verb typology valid in all languages.

Psych verbs are investigated by many scholars by now such as Arad (1998), Pesetsky (1995), Beletti and Rizzi (1988), Grimshaw (1990), and so on. One of the reasons why psych verbs take the attention of linguists is they have peculiar behavior syntactically and semantically.

The main aim of this study can be stated as the description and comparison of psych verb constructions and categorizations in two typologically unrelated languages, namely Turkish and Spanish. It will specifically focus on the *gustar*-type psych verbs in two languages. *Gustar*-type verb is a name given to a specific type of psych verbs in Spanish and it is described in the literature because they behave different than other verbs. This study will provide a clear definition of psych verb categorizations in Turkish and whether there is any similarity with the Spanish psych verb categorization, and this might be beneficial in discovering universalities in different languages if exists. Following this aim, the study tries to answer the following research questions:

1. How many categories exist related to the classification of psych verbs in Turkish and Spanish?
2. Are the *gustar*-type psych verb constructions similar or different in Turkish and Spanish?

Literature Review

The description of the psych verbs and their categorizations in both Spanish and Turkish are provided in this section.

Descriptions of Psych Verb Constructions

Psych verbs are defined as the verbs which stand for mental states like frighten, love, or surprise. In the constructions with psych verbs, there is an argument who experiences a mental state which is called experiencer. Psych verbs are basically categorized into two groups, in one of which experiencer is the subject and in the other experiencer is the object and they are called Subj(ect)Exp(eriencer) and Obj(ect)Exp(eriencer) verbs (Pesetsky, 1995, as cited in Arad, 1998) as exemplified in 1.

- (1) Nina fears/likes/adores this dog. (Subject Experiencer)
- (2) This dog frightens/ disgusts/amuses Nina. (Object Experiencer)

Arad (1998) claims that object experiencer verbs have three different readings: agentive reading, eventive reading and stative reading. In the agentive reading, the agent acts purposefully to cause a change of state in the experiencer.

(3) Nina frightened Laura deliberately/ to make her go away.

The difference that distinguishes eventive reading from agentive reading is the action is not carried out intentionally. There is still a change of mental state in the experiencer caused by the agent, but it is accidental or not intentional.

(4) Nina frightened Laura unintentionally/accidentally.

(5) The explosion/the noise/the thunderstorm frightened Laura.

The stative reading is considered as the typical psych reading. It does not have an agent and it does not have a change of state in the object. Alternatively, in stative reading the experience perceives a stimulus and this perception is the cause of a mental state in the experiencer.

(6) John/John's haircut annoys Nina.

(7) Blood sausage disgusts Nina.

While comparing agentive and stative readings of ObjExp, Arad (1998) uses three syntactical processes namely reflexivization through cliticization, the causative construction and extraction from the object to define the features of these two types of psych verbs.

Table 1. Comparison of Stative and Agentive Psych Verbs (Arad, 1998: 10)

Stative Reading	Agentive Reading
No external argument	External argument
Non-canonical object	Canonical objects
Psych-effects	No psych effects

According to Beletti and Rizzi (1988), psych verbs in Italian can be classified into three categories and this classification can be extended to many languages in the world. Their classification is named by psych verbs in Italian which are *temere* 'fear', *preoccupare* 'worry' and *piacere* 'please'. This classification is exemplified respectively with the following sentences.

(8) Gianni teme questo.

Gianni fears this

(9) Questo preoccupa Gianni.

this worries Gianni

(10) a. A Gianni piace questo.

to Gianni pleases this

b. Questo piace a Gianni.

this pleases to Gianni

As can be observed in the examples, *temere* class has an experiencer subject and an object theme, *preoccupare* class has a subject theme and an object experiencer. However, in the third class *piacere*, both options are possible since subject and object can change roles as experiencer and theme. This is considered a problem since the same construction is not possible with verbs other than psych verbs in any language so the following examples in English illustrate the mentioned problem.

- (11) a. John wrote the letter.
 b. *The letter V John.
 c. *The letter V to John.

This problem is stated as a semantic one since it is related to the theta role assignments of the psych verbs. Beletti and Rizzi (1998) propose that the D structure configurations of sentences (8), (9) and (10) are different from each other. The syntactic representation of the sentence in (8) is given in Figure 1 and the syntactic tree representation of sentences (9) and (10) is given in Figure 2.

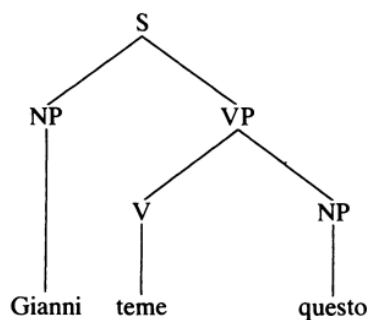


Figure 1. The syntactic representation of the psych verb *temere* (Beletti & Rizzi, 1998: 293)

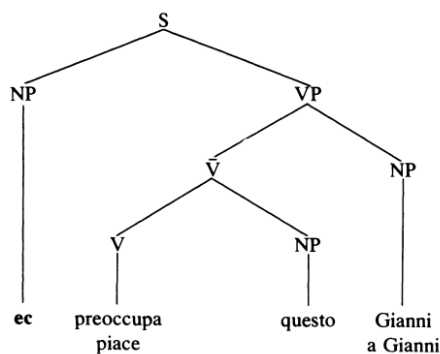


Figure 2. The syntactic representation of the psych verb *preoccupare* and *piace* (Beletti & Rizzi, 1998: 293)

According to these D structure configurations in Figure 1, the subject and object positions are filled. However, in Figure 2, there is a double object configuration, and the subject position is filled by a nonthematic subject. This makes possible an NP movement to the subject position in Figure 2 and it can explain the possible constructions in examples 9 and 10 (Beletti & Rizzi, 1998).

Probably because of this peculiar construction, which is not possible with other verbs, language learners have difficulty in learning some of the psych verb constructions. That is one of the reasons why psych verbs in many languages are analyzed by many researchers.

This study also analyzes one peculiarity in Spanish psych verbs, namely *gustar*-type psych verbs and proposes that same construction exists in Turkish too even though it has not been argued before.

Turkish Psych Verb Categorization

According to Montrul (2001, p.9), Turkish psych verbs show the causative alternation: the transitive form has an overt causative suffix as illustrated in 1(a), while the inchoative form is morphologically simple, as in 1(b).

(12) a. Arslan avcı-yı kork-ut-muş.
 lion hunter-acc fear-caus-past

‘The lion frightened the hunter.’

b. Avcı kork-muş.
 hunter frighten-past

‘The hunter got frightened.’

Özsoy (2009: 12) divides psych verb constructions into two categories: Experiencer Subject (ES) and Experiencer Object (EO). These classes are proposed based on Chomsky’s classification (1995) named as fear-class and please-class in his work.

(13) a. Çocuk köpek-ten kork-tu.
 Boy dog-ABL scare-PAST

‘The boy was scared of the dog.’

b. Bu söz-ler-iniz biz-i çok üz-dü.
 this word-PL-2POSS we-ACC a.lot sadden-PAST

‘Your words saddened us very much.’

These two classes of psych verbs have different representations. The first one, namely fear-class according to Chomsky, are unergative predicates while please-class psych verbs are unaccusative structures. Özsoy (2009) defends that these two have different structures. According to her analysis of the passivization, causativization and participle construction, ES psych verbs are underlyingly transitive



constructions. On the other hand, EO verbs are accusative verbs, and they project vP but do not have external arguments (as cited in Özsoy, 2009).

Kuram (2005: 3) categorizes psych verbs differently based on whether they allow causativization or not.

(14) a. Ben köpek-ten kork-tu-m.
I nom dog-ablative fear-past-1st sing.

b. Köpek ben-i kork-ut-tu.
dog nom I-acc fear-causative-past

In the example above, the psych verb allows for the causativization as can be seen in (14b). This is the first type of psych verbs, and he calls them +X and X is a feature which licenses movement of complement of the verb to the subject position. kork- (to fear) is a psych verb in this category.

(15) a. Ben elbise-yi beğen-di-m.
I nom. dress-acc. like-past-1st sing.

b. *Elbise ben-i beğen-dir-di.
dress I-acc. like-causative-past

c. Ali ban-a elbise-yi beğen-dir-di.
Ali I-dative dress-acc. like-causative-past

The sentences in (15) exemplifies another category which is called as -X by Kuram (2005) and beğen- (like) is a verb in this category. In this category, the psych verb does not allow for causativization unless a new argument is introduced to the structure.

(16) a. Ben Ali'ye güven-di-m.
I nom. Ali-dat. trust-past-1st sing.

b. *Ali ben-i güven-dir-di.
Ali nom. I-acc. trust-causative-past

c. *Ayşe ben-i Ali'ye güven-dir-di.
Ayşe nom I-acc. Ali dat. trust-causative-past

In the third category called absolute -X verbs, there is no possibility for causativization even if a new argument is introduced to the structure. güven- (trust) is a type of absolute -X verb.

According to Çağrı (2005, p. 192-193), Turkish psych verbs are further divided into five categories. The verbs in Category I has a subject experiencer and a dative theme. Two examples are given below.

(17) Ben bun-a şaşır-dım.

I this-DAT surprised

‘This surprised me’ (Literally: ‘I felt.surprise to this’)

(18) Ben o-na güven-irim.

I that-DAT trust-PRES

‘I trust him’

In the Category II, there is an experiencer subject but an ablative theme.

(19) Ben on-dan kork-tum.

I that-ABL fear-PST

‘I got scared by that’

(20) Ben sen-den bıktım.

I you-ABL fed.up

‘I am fed up with you’

Category III psych verbs have a subject experiencer and an accusative theme.

(21) Ben sen-i sev-iyorum.

I you-ACC love-PRES

‘I love you’

(22) Ben o-nu / sen-i arzulu-yorum.

I s/he/it-ACC/you-ACC desire-PRES

‘I desire s/he/it/you’

In the Category IV, there are the psych verbs which have an accusative object experiencer.

(23) O ben-i rezil et-ti.

He/It me-ACC disgrace do-PST

‘He/It disgraced me.’

(24) O ben-i sıkıyor.

He/It me-ACC bores

‘He/It bores/frustrates me’

Lastly, the Category V psych verb constructions require for a dative object experiencer.



'That seemed strange/odd to me'

(26) O ban-a malum ol-du.

that me-DAT obvious be-PST

'It/That became known to me' (as in 'I found out')

Spanish Psych Verb Categorization

It is stated that in Spanish also in other Romance languages psych verbs can be divided into four classes with respect to the syntactic projection of their arguments (Fábregas, Marín & McNally, 2012).

- a. **Subject experiencer:** *querer* 'to love', *admirar* 'to admire', *odiar* 'to hate', *temer* 'to fear'.
- b. **Dative experiencer:** *gustar* 'to like', *interesar* 'to interest', *molestar* 'to bother', *preocupar* 'to worry'.
- c. **Accusative experiencer:** *molestar* 'to bother', *preocupar* 'to worry', *espantar* 'to frighten'.
- d. **se-form subject experiencer:** *preocuparse* 'to get/be worried', *aburrirse* 'to get/be bored', *enfadarse* 'to get angry', *asustarse* 'to become frightened'.

(Fábregas, Marín & McNally, 2012: 2)

Both first and the second categories namely subject experiencer and dative experiencer psych verbs have stative readings, and these verbs are used in the simple present tense non-generically. The verbs with the agentively interpreted subjects in the third category are not stative but the ones with the non-agentive subjects are considered as stative. Lastly, se-formed psych verbs are further divided into two categories which are punctual and nonpunctual. There are at least two differences between punctual and nonpunctual psych verbs. Nonpunctual verbs such as *asombrarse* 'to be amazed' or *excitarse* 'to get excited' are stated as stative with nongeneric interpretation in simple present while punctual verbs like *agobiarse* 'to get/feel overwhelmed' or *molestarse* 'to get/be bothered' do not have a nongeneric interpretation in the simple present tense. Also, the nonpunctual verbs in progressive form have the durative and atelic interpretation but punctual verbs have preliminary circumstance interpretation in progressive (Fábregas, Marín & McNally, 2012).

Franco (1992) claims that afore mentioned Beletti and Rizzi's categorization in Italian also suits Spanish. It is mentioned that in *temere* class the subject is the experiencer and takes the nominative case as in Spanish verbs *amar*, *odiar*, *adorer*. In the second *preoccupare* class, the experiencer is the object and takes the accusative case. Some verbs in Spanish are *diverter*, *enojar*, *preocupar*. Lastly, the third class in Italian is *piacere* class and in this class the experiencer takes the dative case as *gustar*, *agradar*, *complacer* in Spanish. It is summarized in the Figure 3.

Italian (B & R 1988)			Spanish	
<i>Class I</i>	<i>temere:</i>	Nom.	Acc.	amar, odiar, adorar
	(fear)			
		Exp	Theme	
<i>Class II</i>	<i>preoccupare:</i>	Nom.	Acc.	? divertir, ? enojar,
	(worry)			? preocupar
		Theme	Exp	
<i>Class III</i>	<i>piacere:</i>	Nom.	Dat.	gustar, agradar,
	(like)			complacer
		Theme	Exp	

Figure 3. Beletti and Rizzi’s Classification of Psych Verbs Adapted for Spanish (Franco, 1992, p.119)

One important fact about Spanish psych verbs is related to *gustar*-type verbs which is the *piacere*-type according to Beletti and Rizzi. This class of verbs are stated as unaccusatives. The experiencer stands in the subject position but the case marking of the experiencer is the one that belong to the direct object. The verb agrees with the theme in the object position not with the experiencer. Some of these type of psych verbs are *fascinar* ‘to fascinate’, *importar* ‘to be important, to matter’, *alegrar* ‘to make somebody happy’ *convencer* ‘to convince’, *disgustar* ‘to displease’, *molestar* ‘to bother’. The following sentence is an example for how *gustar*-type verbs are used in Spanish (Jiménez, 2003: 257).

(27) (A mi) me gustan las manzanas.
 Indirect object (experiencer) subject (theme)
 “I like apples”

In this sentence *a mi* is optional to emphasize the experiencer but *me* which is the indirect object is obligatory and it is assigned a dative case. However, the indirect object sits in the subject position. *Las manzanas* is the subject in the nominative case but it is in the object position. In this case, the argument which stands in the object position is the one that determines the agreement with the verb. Language learners are having difficulty because of this different structure of *gustar*-type verbs.

Beletti and Rizzi (1988) explain *gustar*-type verbs as having two arguments inside the verb phrase and theme is moving to the subject position in the S-structure. For example, in the Spanish sentence ‘*Me gustan las manzanas*’, both arguments *las manzanas* and *me* starts inside of the VP as two objects of the verb as in ditransitive verbs but the direct object *las manzanas* moves to the empty subject position in the S-structure. This object to subject swap is not possible in other groups of psych verbs or other type of verbs at all. One difference of *gustar*-type verbs in Spanish from *piacere*-type verbs in Italian is that Spanish dative marked experiencer can be placed before or after the verb since it gets its case from the prepositional head it is in (Miglio & Flores, 2012).



Theoretical Framework

This part aims at explaining juxtaposition and comparison steps of a contrastive study. First, what is common in regard to psych verbs in two languages Spanish and Turkish will be stated in the juxtaposition step. Then, psych verbs in two languages are compared in terms of type and degree.

Juxtaposition

In a contrastive study, the second step is to establish juxtaposition and, in this stage, the common ground to be compared in two languages is stated. The tertium comparationis, which means the common ground, in this study is the categorization of psych verbs in two languages i.e. Turkish and Spanish according to arguments' case assignment. There are several studies which aim at categorizing psych verbs in both Turkish and Spanish separately. In Turkish, psych verbs are categorized according to their experiencer roles, causativization and case markers while in Spanish the main categorization of psych verbs is based on the case assignment in the arguments and their thematic roles so it can be said that Turkish and Spanish can be compared in regard to case assignment of psych verbs and thematic roles of the arguments. However, there is no study encountered that compares these two languages in terms of type and degree of above-mentioned features of the psych verbs.

Comparison of Psych Verb Structures and Categorizations

When Turkish and Spanish are compared in terms of psych verbs experiencer role, they are similar in terms of degree. Degree is a term that is used in contrastive studies to refer to the number of items in a category. Both Turkish and Spanish can have an experiencer subject or experiencer object as in the following examples. They have two members in a category which means they are similar.

28) a. O özgürlüğünden korkar.

He-Nom. his freedom-Abl. Fears

b. Teme su libertad.

(He-Nom.) fears his libertad-Acc.

'He fears his his liberty.'

(29) a. Maria Juan'ı kızdırdı.

Maria-Nom. Juan-Acc. anger

b. Maria lo enojo a Juan.

Maria el-Acc anger to Juan-Nom.

'Maria angered Juan'

On the other hand, Turkish and Spanish are not completely similar in terms of the degree of the arguments' case marking and theta role categorization together. In Spanish, according to the case marking and theta roles, psych verbs are divided into three categories and their features are given below.

Amar-class: nominative experiencer + accusative theme

Preocupare-class: nominative theme + accusative experiencer

Gustar-class: nominative theme + dative experiencer

Although there are some sources which uses Beletti and Rizzi's categorization (1988) with Turkish psych verbs just as Spanish psych verbs, Çağrı (2005) created a more detailed categorization and it requires five categories so Spanish and Turkish differs in terms of degree in regard to the theta roles and case marking of the arguments in a psych verb construction.

Category 1: nominative experiencer + dative theme

Category 2: nominative experiencer + ablative theme

Category 3: nominative experiencer + accusative theme

Category 4: accusative object experiencer

Category 5: dative object experiencer

When it comes to the comparison of psych verbs in terms of type, according to this classification Spanish lacks Category 1 and 2 so in Spanish psych verbs, there is no dative and ablative theme as in Turkish.

However, there is also a similarity related to the *gustar*-type verbs in Spanish and Turkish. It is stated that in *gustar*-type verbs, the verb agrees with the theme argument which is the subject rather than the experiencer. This study argues there are similar structures in Turkish too which is not argued before in the literature on psych verbs in Turkish.

(30) a. Me gusto el libro.

I-Dat. like the book.Nom.

b. Bu kitap bana hoş geldi.

The book-Nom. I-Dat. like-Pst

(31) a. El dulce les repugnará.

The cake-Nom. Them-Dat. disgust.Fut.

b. Bu kek onlara iğrenç gelecek.

The cake-Nom. Them-Dat. disgust.Fut.

The reason why these structures are not examined in Turkish before might be related to the fact that they are not as common as the other option. Instead of using this structure, people mostly prefer 'Bu kitabı beğendim. / I liked this book.'. Yet, it is still possible to argue that Turkish also has structures



similar to *gustar*-type verbs in Spanish with theme is the subject rather than the experiencer and it is the one which agrees with the verb.

Discussion and Conclusion

This study analyzes Turkish and Spanish psych verbs and tries to describe the categorization similarities and differences of psych verbs. For this purpose, there are two research questions to be answer.

First question is 'How many categories exist related to the classification of psych verbs in Turkish and Spanish?' and the answer depends on the categorization criterion. If they are compared according to the experiencer role in the structures, there is an equal result in terms of degree. Both Spanish and Turkish has two categories either with subject experiencers or object experiencers. This result might be related to the nature of psych verbs. As mentioned before, these verbs can be described as the verbs which stand for mental states, which means that it is required to have an argument who experience this mental state. It is possible to express this experiencer argument either as the subject as in *Ali köpeklerden korkar* 'Ali fears dogs' or as the object like *Köpekler Ali'yi korkutur* 'Dogs frighten Ali'. The is a meaning difference between the two variants because in the first sentence, there is no external reason which affects Ali's mental state about the dogs but Ali fears dogs naturally. However, in the second, these is a meaning like dogs make Ali frightened so it is the property of the dog which affects Ali's mental state. Therefore, these two structures exist in both languages, Spanish and Turkish, probably because they both express the same meaning difference with the experiencer subjects and objects. It is only logical to propose that many other languages probably have a way of expressing this meaning difference in psych verb constructions.

When psych verb constructions are compared according to case marking and theta roles, Spanish has three categories and Turkish has five categories. Spanish psych verbs do not assign dative and ablative themes as in Turkish. This difference might be related to the features of the two languages. As known, Spanish is a language which descended from a highly inflectional language, Latin. Although Spanish still has inflections, its system is not as inflectional as Latin and prepositions are, in a way, replacing the case markers. On the other hand, Turkish is an agglutinative language which make use of suffixes for different functions and case markers in Turkish are among these suffixes which have various functions in the language. Therefore, this change from case markers to prepositions in Spanish might be the reason why Spanish psych verbs do not assign dative and ablative case. This point requires further investigation the case system of Spanish language.

The second question is 'Are the *gustar*-type psych verb constructions similar or different in Turkish and Spanish?' and the answer is that this structure is similar in both languages. Spanish *gustar*-type verbs can be considered as the equivalent of Turkish structures like *O çocuk bana ilginç geldi*. 'That boy is interesting for me.'. Although these *gustar*-type structures are possible in Turkish, they are not very common. There is an unmarked option in Turkish as in *O çocukla ilgilendim* similar to English psych verb construction *I am interested in that boy*. These two structures might be explained by the semantic

difference between the two sentences. The meaning of Spanish and Turkish *gustar*-type psych verb constructions is like someone is unwillingly or unconsciously in that specific type of mental state, but the other variant has an agentive meaning in which someone knowingly goes into that state. Probably, many languages have a way of expressing this meaning difference, but they have different methods. For example, the same meaning difference might be accomplished through the help of adverbs in English like *I unwillingly/unconsciously became interested in that boy* or it can be given with two different syntactic structures in some languages like Spanish and Turkish.

Psych verbs have different structures than other verbs. This study reveals that psych verbs are generally categorized based on the same criteria and the structures are generally similar in different languages so it can be possible to say that the peculiar structure of psych verbs might be universal. However, to be certain about it, same comparisons should be repeated with many other languages.

Comparative studies are beneficial sources in second language teaching. The possible barriers in learning a second language generally results from different structures which do not exist in learners' first language. These studies which compare languages help both teachers and learners of a foreign language. The difficulty in teaching or learning that language might be explained referring to the structural difference between the languages. It is much easier to learn something if you are aware of the reasons behind so this study might help the learners and teachers of Spanish or Turkish as a second language. Also, today's linguistic studies mainly try to understand the universals in the languages. Linguists aim at discovering underlining similarities behind different languages so that it would be possible to define all languages in general. These studies which compare different aspects of the languages contribute to this whole picture. The fact that psych verbs show a peculiar behavior in terms of their structure both in Turkish and Spanish might be an indication of the universal properties of these verbs. Of course, it requires a lot more work to be able to decide on its universality.

Conflict of Interest

There is no financial conflict of interest with any institution, organization, person related to our article titled "A Contrastive Analysis of Turkish and Spanish Psych Verbs".

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Genişletilmiş Özet

Bu çalışma Türkçede duygu durumu bildiren eylemler olarak adlandırılan eylemlerin iki dildeki karşılaştırmasını içermektedir. Duygu durumu bildiren eylemler yapısal anlamda çeşitli dillerde diğer eylemlerden farklı özellik göstermektedir. Bu sebeple de birçok dilbilimci tarafından araştırılmışlardır. Bu çalışmanın öncelikli amacı Türkçe ve İspanyolca gibi farklı dil ailelerinden gelen ve yapısal olarak farklı özellikler gösteren iki dilde duygu durumu bildiren eylemlerin benzer özellikler sergileyip sergilemediğini gözlemlemektir. Çalışmanın iki tür katkısından söz edilebilir. İlk olarak bu eylem türleri alinyazında yabancı dil öğreniminde zor öğrenilen eylemler olarak belirtilmiştir. Bu zorluğun temel sebebi öğrenilen dil ile kişinin anadili arasında bazı yapısal farklılıkların bulunması ve ne öğreticinin ne de öğrenenin bu farklılıkların bilincinde olmamasından kaynaklanmaktadır. Dolayısıyla bu karşılaştırmalı çalışmanın Türkçe ya da İspanyolcayı yabancı dil olarak öğrenenlere ve öğretenlere yardımcı olması beklenmektedir. Ayrıca dilbilimin en nihai amaçlarından birisi diller arasındaki ortaklıkları saptayıp dillerin evrenselliği konusunda bir karara varmaktır. Karşılaştırmalı çalışmalar bu minvalde bir araçtır. Sadece bu çalışma bir evrensellik ileri sürebilmek için yeterli olmasa da benzeri çalışmaların farklı dillerde yapılması ve emsal sonuçların elde edilmesi duygu durumu bildiren eylemlerin evrenselliği hakkında söz söyleyebilmemize olanak sağlayacaktır.

Çalışma içerisinde Türkçedeki ve İspanyolcadaki duygu durumu bildiren eylemler yapısal olarak tanımlanmış ve karşılaştırılmıştır. Türkçedeki duygu durumu bildiren eylemler Özsoy'a (2009) göre tematik roller bağlamında ikiye ayrılmıştır. Bu iki kategori deneyimleyici özne ve deneyimci nesne olarak adlandırılabilir. Başka bir sınıflandırma Kuram (2005) tarafından bu eylemlerin ettirgenliğe izin verip vermemesine bağlı olarak öne sürülmüştür. Duygu durumu bildiren eylemler bu açıdan ettirgenliğe izin verenler, vermeyenler ya da sadece yeni bir öge eklendiğinde ettirgenliğe izin verenler olarak üç grupta toplanmıştır. Son olarak Çağrı (2005) tematik rollere bağlı olarak daha ayrıntılı bir sınıflandırma yapıp duygu durumu bildiren eylemleri beş kategoriye ayırmıştır. İlk deneyimleyici özne ve -(y)A (yönelme) durum eki almış nesneli yapılar, ikincisi deneyimleyici özne ve -DAn (ayrılma) durum eki almış nesneli yapılar, bir diğeri deneyimleyici özne ve -(y)I (belirtme) durum eki almış nesneli yapılardır. Diğer iki kategoride ise deneyimleyici rolü nesnelere verilmiştir. Bir kategoride deneyimleyici nesne -(y)I durum eki alırken diğerinde -(y)A durum eki almıştır. Benzeri gruplandırmalar İspanyolca duygu durumu bildiren eylemler için de yapılmıştır. Mesela Fábregas, Marín & McNally (2012) bu eylem yapılarını dörde ayırmıştır. Deneyimleyici özne, yönelme durum eki almış

deneyimleyici, belirtme durum eki almış deneyimleyici ve İspanyolcadaki se biçimbirimiyle biten eylem yapıları olarak gruplar belirlenmiştir. Ayrıca, Beletti ve Rizzi'nin İtalyanca için oluşturduğu gruplama Franco (1992) tarafından İspanyolcaya uyarlanmış ve temere, preoccupare ve piacere grupları olarak adlandırılmıştır. Bu sınıflama da rol kuramı ve durum eklerine bağlı olarak yapılmıştır. İspanyolcadaki yalın haldeki deneyimleyici özne alan duygu durumu bildiren eylemler temere grubunda toplanmış, belirtme durum eki ile çekimlenmiş deneyimleyici nesne alan eylemler preoccupare grubunda toplanmış ve yönelme durum eki ile çekimlenmiş deneyimleyici dolaylı nesne alan eylemler de piacere grubunda toplanmıştır.

Türkçe ve İspanyolcadaki duygu durumu bildiren eylemlerin farklı gruplandırmaları açıklandıktan ve örneklendirildikten sonra iki dil bu bağlamda karşılaştırılmıştır. Hem Türkçede hem de İspanyolcada deneyimleyici rolü benzer dağılım göstermekte ve hem özne hem de nesne olarak cümlede bulunabilmektedir fakat durum eklerinin dağılımı bakımından Türkçe ve İspanyolca farklılık göstermektedir. Türkçe duygu durumu bildiren eylemler -(y)A ve -DAn ile çekimlenmiş etkilenen öğeleri bulundururken bu öğeler İspanyolca eylemlerde gözlemlenmemektedir. Ayrıca bu çalışmada İspanyolcada özel bir grup olun ve fiilin özne ile değil nesne ile uyum gösterdiği gustar tipi eylemlerin Türkçede de var oldukları savunulmuştur.

Sonuç olarak çalışmada birbirinden farklı iki dil olan Türkçe ve İspanyolcada duygu durumu bildiren eylemlerin genel anlamda yapısal olarak benzerlik gösterdiği saptanmış ve bu konunun daha ayrıntılı ve farklı dillerde araştırılmasıyla konuyla ilgili evrensellik saptanabilme ihtimali olduğu öngörülmüştür.

