



Türkçe Okul Öncesi Dönem Hikâye Kitaplarında Eylem Türü Üye Yapı, Morfolojik Yapı ve Belirteç Türü Etkileşimi

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Makale Bilgisi	ÖZET
<i>Geliş Tarihi:</i> 28.01.2020	Bu çalışmada okul öncesi hikâye kitaplarının eylem türleri, durum türü ve biçimbirim etkileşimi bakımından ne ölçüde zenginleştirilmiş dilsel girdi kaynağı sağladığının değerlendirilmektedir. Bu kapsamda altı büyük yayınevine ait altmış kitap rastgele seçilerek oluşturulan derlem içerik analizi yöntemiyle incelenmiş ve kitapların söz konusu birimlerin kullanımına ilişkin zenginleştirilmiş girdi sağlayacak biçimde yapılandırılmadığı sonucuna ulaşılmıştır. Bu bağlamda okul öncesi hikâye kitaplarının zenginleştirilmiş girdi sağlayacak şekilde yapılandırılması gerekmektedir. Ayrıca söz konusu kitaplarda yer alan metinlerin kişisel anlatı türündeki metinler olduğu görülmektedir, hâlbuki bu tip kitaplarda çocuklara dilin karmaşık görünümlerine ilişkin kaynak sağlayacak kurgusal anlatı türü metinlere de yer verilmesi dil gelişiminin desteklenmesi açısından önem arz etmektedir.
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Interaction between Verb Types Argument Structure, Morphological Structure and Adverbs in the Turkish Pre-School Storybooks

Article Information	ABSTRACT
<i>Received:</i> 28.01.2020	The present study evaluated the extent to which preschool storybooks provide enriched language input in terms of the interactions among verb categories, case types, and grammatical morpheme. In line with this, the corpus, which consisted of 60 books that were published by six large publishing companies and selected randomly, was analyzed using the content analysis method. It was concluded that the aforementioned units in the storybooks were not structured in a way that they would provide enriched input. In this context, preschool storybooks must be structured to provide an enriched input. In addition, the texts in these books are based on personal narratives. However, these books must include fictional narrative texts that provide resources for children regarding the complex aspects of language as well to ensure language development.
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1. INTRODUCTION

Given its role in the development of language skills, the quality of the input provided since childhood is crucial for individuals to integrate with the linguistic community they live and communicate their needs in. Since each linguistic unit has a function in a syntactic sequence, a significant part of the linguistic analysis involves the analysis of the forms on which semantic constructions occur (Clark, 2009). In this sense, since they have to differentiate and analyze the founding components of the language they acquire, children -who would like to talk about the states they want to communicate- should be enabled to identify sentences, phrases, and morphemes through the input to be provided and, additionally, their language development should be supported with guidance they need on the working mechanisms of their mother tongue such as the orientation of the patient against the agent, the instrument against the location, and the recipient against the beneficiary (Clark, 2009).

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One of the linguistic units that require guidance in relation to its working principle during a child's language development process is the aspect category, which is required to establish linguistic consistency and allows establishing local and global coherence through the utterances and temporal-aspectual messages in the discourse structure (Hickman, 2004a, 2004b), and the knowledge related to the units responsible for the presentation of this category.

Aspect, which is divided into two types as viewpoint and situational, is a sub-system of language which provides information about internal temporal structures of states (Smith, 2003). In addition, aspectual meaning makes point of view explicit by providing temporal information required for semantic representation and, thanks to this, components of aspect realize the transmission of the information regarding the formation of states within a specified tense (Smith, 1997). Accessing this information is possible via certain morphological operators that render visible the grammatical interaction between the syntactic configuration at the surface structure and the founding components of a sentence such as the subject and the object.

During the process of language acquisition, children need language input in relation to knowledge of words' meanings and how an event which is referred to during speech would be defined, classified, and related to its participants appropriately (Clark, 2009). This is because language acquisition is a process that evolves from processing input to processing output and during this process children can realize the abstraction of the agreement between the units forming a sentence and linguistic paradigms only through the language input provided to them (Guasti, 2002). An important point of consideration in relation to the input is its frequency and clarity. Although the frequency of the input provided may result in differences in skill development, the amount of the input available to children typically correlates with the time when all dimensions of a parameter are completely adjusted (Villiers & Roeper, 2011). Additionally, it is important to have the input presented in a way that would be compatible with children's age and cognitive development levels and that would not allow the adjustment of more than one parameter. This is because having input which would require the adjustment of multiple parameters would result in a perceptual ambiguity (Yang, 2011). Another important feature that input sources should have, however, is to have enriched content related to the manifestation in different usage areas of the units with both low and high frequency of occurrence.

As stated in the Prototype Theory, children initially acquire the prototypical uses of linguistic units and marginal uses are observed in the periods that follow thanks to the developments achieved via input. Therefore, just like it is in other categories, the language input provided through written sources such as storybooks has as much importance as the oral input provided during the preschool period, in which the acquisition process is completed, in the development and acquisition of the units related to the aspect category. Similarly, as a source of input, research studies (Norton, 1999; Fletcher & Reese, 2005; Cameron-Faulker & Noble, 2013), underlined the contributions that children books make to a child's linguistic, cognitive, and societal development during the period starting from preschool up to high school.

Examining the literature on language acquisition in this context, many studies have examined and evaluated the relationship among tense and aspect, the distribution of tense and aspect suffixes, and verb types in the materials in the input source. However, similar studies are not available in Turkish. Such studies would not only contribute to the process of structuring the material, which acts as the source of input, in a way that it would be more effective for language development, but also to the identification of the problems that children experience during the acquisition of linguistic units (Demirgüneş, 2008). From this point of view, the aim of the present study is to evaluate the extent to which preschool storybooks provide enriched input in terms of aspect, verb, morphology, and case categories.

1.1. Aspect

Although tense and aspect are concepts that complement each other and provide information about the temporal structure of an event or a situation that is talked about, information about aspect is positioned in the sentence in a place that interacts with tense (Smith, 1997). However, since it is a category that provides information regarding the internal structure of events, aspect is about the internal temporal selection of the event that is being talked about, it does not relate the time of the event's occurrence with another time point (Comrie, 1998).

Although the presentation of aspect can be different across languages in line with typological characteristics, there are two presentation types which are; situational and viewpoint. The choices in relation to the presentation of aspect provide the speaker with more than one way of talking about the event (Smith, 1997, 2003). Main categories of aspect have sub-categories. As such, viewpoint aspect can be grouped into two sub-categories; perfective aspect which focuses on the whole event including the start and end points and imperfective aspect which focus on a certain part of the event between the start and end point (Smith, 1997). Situational aspect, on the other hand, has four sub-categories which relate to the temporal characteristics (*i.e. punctuality, telicity, dynamicity*) of the event in which the action is defined and these sub-categories are defined by Shirai and Andersen (1995) and Shirai (1998) as following:

1.1.1. Achievement verbs: They are verbs that occur instantaneously and that can be reduced to a singular point in time. For example; to die, to realize, to reach the peak, and so on.

1.1.2. Accomplishment verbs: They are verbs that spread over a certain period of time; however, they do not require a natural endpoint. For example; to construct and so on.

1.1.3. Activity verbs: They are verbs that are spread over a certain period of time; however, they require a natural endpoint. For example; to run, to walk, to play, and so on.

1.1.4. State verbs: They are verbs that occur without any effort and they do not have dynamicity in their structure as they occur. For example; to see, to love, to hate, to want, and so on.

Based on the above definitions, Shirai and Andersen (1995) present semantic characteristics of the verbs within the viewpoint aspect in the following way:

Table 1.

Internal Semantic Characteristics of the Verbs in the Viewpoint Aspect

	State	Activity	Accomplishment	Achievement
Punctual	-	-	-	+
Telic	-	-	+	+
Dynamic	-	+	+	+

Aspect is about cognitive and perceptive skills and each unit is related to the whole sentence since each one of them has various functions in reaching sentential meaning. Moreover, knowing a language also means knowing the semantic characteristics of the units within the aspect category and knowing their variations in accordance with characteristics based on dictionary (Smith, 1997). Aspectual meaning provide information about the formation of an event/ state in the timeline through codes in relation to the temporal structure of the event/ state and using morpho-semantic and lexical units, which are responsible for presenting aspect. In this sense, viewpoint aspect show the time period that covers the development of events (Smith, 1997). Furthermore, the meaning regarding viewpoint aspect contribute to temporal information and point of view since it carries information directed at indirect classification of an event or state through a distinct perspective regarding the event or state (Smith, 1997).

Temporal and modal expressions within a sentence can also be coded situationally in line with the rules determined by the internal semantic characteristics. Smith (1997) noted that adverbials of time, which become part of the aspect system by relating states with tense, are visible across all languages and are divided into sub-categories based on internal semantic characteristics such as being anaphoric, referential, or deictic. Based on those internal semantic characteristics, Smith (1997) classified situational aspect types into four main categories which are; locating adverbials, duration adverbials, complete adverbials, and frequency adverbials, and explained those categories in the following way:

1.1.5. Locating Adverbials: Like tense and other locating forms, locating adverbials require a distinct moment of orientation. Those adverbials also contribute to the clarification of reference time or situation time. In a sentence that has a locating adverbial, the adverb generally indicates a reference time and clarifies the states that are temporally placed into a moment or interval.

Example: We arrived at night.
I read a book yesterday.

1.1.6. Durative adverbials: Locative adverbials contribute to the placement of a state into time. They are compatible with durative atelic verb constellations and statives, and incompatible with durative telic verb constellations.

Example: The children studied from 1 o'clock to 5 o'clock atelic
Ali has come to Ankara for a month stative
Ali wrote the article for one hours telic

1.1.7. Completive adverbials: Completive adverbials locate an atelic event at an interval, at the end of which the event is completed. The aspectual value of such adverbs is atelic.

Example: Ali walked home in two hours.

1.1.8. Frequency adverbials: Frequency adverbials contribute to a state's temporal location. They do so indicating the recurrence of events or states within the reference interval.

Example: Ali goes to a match every weekend.

1.2. Aspectual Meaning and Case Type Interaction

As the formation of the sentence is dependent on the systematic integrity of units with different functions that form the sentence, the sentence expresses an event or a state depending on the combination of verbs that constitute the sentence as well as the units and adverbs in the member structure of the verbs (Smith, 2003). As such, the textual appearance of the encoding of viewpoint aspect - which is related to discourse modes and the semantic concepts, and types of which are determined by events' internal temporal characteristics- is realized by verb combinations and their arguments (Smith, 2003).

Argument structure contributes to the completion of the meanings of verbs by directing the information flow regarding the placement of the old-new information within the gaps in the discourse (Clark, 2009). The interpretation of the information regarding the morphological units which state case is quite important since it demonstrates the semantic and syntactic relation between verbs and noun phrases. The interpretation of locative units which provide specific information about the source, the direction and path that a verb indicates (Bavin, 2004) is quite important because discourse organization requires interpretation of the units that provide information regarding the spatial parameters of the events described in the discourse universe as well as the first position of the entities to which the message is sent and the location changes that take place as the discourse develops (Hickmann, 2004a). In this sense, cases, which have an effect on aspectual meaning, are morpho-syntactic elements that are divided into two sub-categories as semantic and grammatical cases based on their systematic and definable relationship with verbs and the noun phrases that they are related to (Haspelmath, 2009, Kittilä, Västi & Ylikoski, 2011).

Gramatik		
Nominative, Accusative	Dative	Instrumental, Comitative, Locative
Semantik		

Figure 1. Semantic and grammatical case types

1.3. The Aspect and Case System of the Turkish

In Turkish, the unit serving as the verb in a sentence has a complex structure which hosts many morpho-syntactic elements since the presentation of mood, aspect, and tense is done grammatically through the morphological units added on verb paradigms. Erguvanlı-Taylan (2001) demonstrates this configuration in the following way:

Table 2.

The configuration of morphemes on the verb in Turkish

V + (voice)	+ (neg.)	+ (mod.)	+ TAM-I	+ (TAM-II)	+ agreement + (-DIr)
Ex. Çağır-ıl	-ma	-yabil	-ir	-miş	-iz
Call -PASS	-NEG	-MOD	-AOR	-EVİD	-1PL

Apparently it is possible that we may not be called (invited)

The identification of aspect in Turkish is carried out based on the internal semantic characteristics (i.e. being [\pm dynamic], [\pm durative], and [\pm telic]) of the units functioning as the verb or verb complex (Erguvanlı-Taylan, 2001). Thus, studies on the presentation of aspect have found that the grammatical encoding related to events that have already been completed at the time of speech is done via the “-DI” and “-miş” morphemes (Erguvanlı-Taylan, 2001; Chinque, 2001; Göksel & Kerslake, 2005; Erkman-Akersoy, 2007). However, perceptive, semantic, and usage differences exist between these two morphemes which show perfective. As such, as an affix of evidentiality, the “-DI” morpheme, in addition to encoding telicity, includes the encoding which indicates that the owner of the sentence has reached the background information regarding the event that s/he is talking about through his/her own perception and experiences. On the other hand, the central meaning of the “-miş” morpheme indicates that the event has not been directly observed by the owner of the sentence and the background information relating to the event was acquired through a third party.

Imperfective aspect, on the other hand, does not only offer the insider look to a certain internal state of (an) events that are talked about during speech but they also perform the presentation of habitual and continuous expressions which indicate the progressive and non-progressive difference (Erguvanlı-Taylan, 2001). Accordingly, Erguvanlı-Taylan (2001) stated that the encodings regarding the imperfective aspect are realized through the “-Ir” morpheme which encodes habitual and distinctive characteristics, the “(-(y)EcEk)” morpheme which indicates periphrastic constructions, and the “-lyor” morpheme which indicates continuity. In the light of this information, it is possible to present the morphemes, which are used to realize the encodings related to viewpoint aspect, in the following way:

Table 3.

Viewpoint Aspect Morphemes

Perfective	Imperfective
-DI, -miş, -mişDI, -IrDI, -(I)yordu, -Irmış	-Ir, -AcAk, -Mall, -yor

The linguistic units which are present in the verb paradigms in Turkish realize the encodings in relation to not only the aspect, but also the mood and tense categories. In this sense, while the morphemes, which encode perfective and imperfective aspect, realize encodings only in relation to the perfective or imperfective aspect, they occasionally realize simultaneous encoding of both the perfective and imperfective aspect (Erkman-Akersoy, 2007; Erguvalı-Taylan, 2000, 2001; Göksel & Kerlake, 2005). In this sense, while the “-DI” morpheme simultaneously describe past tense, perfective aspect, and factive mood all of which are interrelated concepts (Taylan, 1997), the “-mİş” morpheme describe resultative aspect and quotative/ inferential evidentiality (Erguvanlı-Taylan, 2001, Cinque, 2001). This state of multifunctionality is also valid for morphemes that indicate imperfective aspect. In relation to this, Erkman-Akersoy (2007) state that the “-yor” and “-ecek” morphemes demonstrate multifunctional configurations and add that adverbs such as “frequently, always, and suddenly” are used in order to understand the exact function of these morphemes in a sentence. Erkman-Akersoy (2007) demonstrates the multifunctional configurations of aspectual affixes in Turkish in the following way:

Table 4.

Functions of aspectual morphemes

	Past	Present	Future
Perfective	[-irdi]; [-yordu]	[-ir]; [-yor]	[-ecek]
Imperfective	[-miş]; [-di]; [mişti]; [-diydi]	[-yor]	[-miş] olacak; [-ecek]

Temporal relations and modality expressions can also be coded via adverbs based on verbs’ lexical meaning in Turkish. Therefore, the information on a sentence’s aspect is divided into two levels in Turkish; the lexical level and the inflectional level (Erguvanlı-Taylan, 2000, 2001).

Although the case system of Turkish consists of a productive and organized single paradigm, it is divided into six main categories that have synthetic or root bases, and, additionally, there is also an instrumental case morpheme also known as the marginal case morpheme. Furthermore, all case types, except the nominative case, which is not expressed phonologically in Turkish, are added on the nominal forms of question words, pronouns, and adverbials through various morphological markers, however, Turkish does not allow double case marking (Kertez, Aksu-Koç, 2009).

Table 5.

The Case System of Turkish

Case Types	Case Suffixes	Case Paradigms	Sample Use	
			Bilgisayar ‘computer’	Sen ‘you’
Nominative	∅	[zero morf]	Bilgisayar	Sen
Dative	-(y)A	[(y) a / e]	Bilgisayar- a	Sana- a
Accusative	-(y)I	[(i / i / u / ü]	Bilgisayar- ı	Sen- i
Locative	-DA	[da / de / ta / te]	Bilgisayar- da	Sen- de
Ablative	-DAn	[dan / den / tan / ten]	Bilgisayar- dan	Sen- den
Genitive	-(n)In	[(n) in / in / un / ün / im]	Bilgisayar- ın	Sen- in
Instrumental	-(y)IA	[(y) la /le]	Bilgisayar- la	Senin- le

1.3.1. Nominative case marking: In Turkish, the nominative case designates the subject and the accusative specific direct object; the semantic roles that are typically realized are actor/ agent and undergoer / patient respectively (Kertez, Aksu-Koç, 2009).

1.3.2. Dative Case Marking: Dative case markers mark the direction of intransitive verbs with which they are used and the objects of those intransitive verbs. Furthermore, when a transitive verb is transformed into a causative verb, the agent of that particular verb is marked with the dative case marker. When compared to other case markers, the function of the dative case markers is more transparent and predictable. Moreover, the frequency of their use is high due to various requirements (Kertez, Aksu-Koç, 2009).

1.3.3. Accusative case marking: Accusative case in Turkish refers to a specific object in the sentence. Moreover, when the accusative case marker is dropped, the noun serving as the object gains a non-specific or non-referential reading since the use of accusative case marker is mandatory when the object is specific and referential (Kertez, Aksu-Koç, 2009).

1.3.4. Locative case marking: The locative case shows the static location of verbs in the peripheral structure relating to the location that actions take place and marks the source of ablative verbs in Turkish (Kertez, Aksu-Koç, 2009).

1.3.5 Ablative case marking: It is used to code the source of movement in the verb in Turkish (Kertez, Aksu-Koç, 2009).

1.3.6. Genitive case marking: Genitive case is generally encountered in formation of possessives in Turkish, and they also mark the referential/ specific subjects within embedded sentences (Kertez, Aksu-Koç, 2009).

1.3.7. Instrumental case marking: Instrumental morphemes are the fused forms of the postposition “*ile*” which can also be written and pronounced as an individual word (Kertez, Aksu-Koç, 2009).

1.4. Aspect and Narration Interaction

Because the narrative, as a basic form of discourse, is a semiotic presentation of a series of events that are temporally and causally linked, it is organized around dynamic events that progress in time (Berman, 2009). Therefore, the most distinct characteristic of narrations is the fact that they present the sequencing and causality relationships that are required to make sense of the events that the verb refers to by creating temporal spaces in the discourse in an ordered manner (Hopper, 1997, Smith, 2003). However, this order in the narration of events is not linear. In other words, although the events are presented in a linear manner, they may not be related to each other in a linear way. Therefore, there are temporal regulations that allow the distinction of narration levels (story-speech) in narrative texts, and the two tenses that are interrelated (the narration tense which is used to narrate the events and enunciation tense in which the narrator is present and conveys his/her point of view) are used together (Yazıcı, 2004). The encodings related to these tenses, on the other hand, are rendered visible in the surface of the text via morpho-syntactic operators such as mood, aspect, and tense affixes. Therefore, the knowledge of the working system of the units within the aspect category is important for understanding narrative texts. In this sense, viewpoint aspect plays an important role in calculating the progress within temporal discourse modes since it both provides information about the internal temporal structures of events, and it is also related to discourse modes and sets the boundaries required for the progress of the narrative mode (Smith, 2003).

Another function of the units within the aspect category in narrative texts is that they realize the encodings in relation to foreground and background information. Foreground and background structures are related to the presentation of the information structure and, together with the significance level of the presented information, they demonstrate the gradation level within the distribution of meaning (Yazıcı, 2004). In this sense, units that indicate perfective are about the foreground information or the summary of a story and they help to clarify the time intervals between events by distinguishing the narrative movement, and, as a result, the event line – which makes the presentation of evaluations possible- (Yazıcı: 2004). The units that relate to imperfective encoding, on the other hand, are about the presentation of background information and, together with the details of main events, they realize the encodings of descriptive information (Smith, 1997, Yazıcı, 2004). Furthermore, while the verbs used with perfective aspect indicate events that are interrelated, the verbs, which are used with progressive aspect, which is a sub-category of imperfective aspect, are used to explain events (Smith, 2003).

Another function of the morpho-semantic units, which are related to the viewpoint aspect, is to specify the sections that constitute the narrative text. As known, narrative texts consists of six sections which are; summary, orientation, complication, sequence of events, resolution, and the story’s end. And it is stated that the operators, which allow the perception of the sequence of interesting events which is the constituent section of a story, are morpho-semantic units that indicate perfective aspect (Yazıcı, 2004). Similarly, the marking of other sections is also realized via morpho-syntactic units within different aspect categories.

It is important that narrative texts provide input regarding aspect and tense categories since they are structured based on the working mechanics of tense and aspect systems. Additionally, the findings of related studies in the literature support this statement and researchers highlight the role that the awareness of tense and aspect categories play in the development of discourse cohesion among children (Hickmann, 2004a). Similarly, Berman and Slobin (1994) and Berman (2009) remarked the close relationship among children’s narrative organization skills, linguistic structures (*verb, tense, aspect, and voice*), and complex syntactic (*coordinating and subordinating*) structures. This state results from the perception and comprehension of linguistic morphemes during the use of cohesive devices and the perception and comprehension of the various complex roles that such morphemes assume in the discourse. This is because, during the process which results in this state, children learn about mechanisms that allow them to do temporal-aspectual markings that serve the utterances related to the discourse in a distinct manner (Hickmann, 2004a). Therefore, it is possible to state that there is a high level of symmetry and interaction between the aspect category and narrative texts in terms of working dynamicity.

1.5. Purpose of the Research

This study aimed to determine the extent to which preschool storybooks provide an enriched linguistic input in terms of verb types, case types, and interaction of grammatical morphemes.

1.6. Research Problem

In the language acquisition process, children can perform the abstractions considering the relationships of harmony between conjugational paradigms and the units that form the sentence only through the linguistic input provided (Guasti, 2002). Therefore, identifying the extent to which the directions children need regarding the working mechanics of the constituent components of the language children, who want to talk about the situations they want to narrate, are acquiring are provided in pre-school storybooks as sources of input will both contribute to the development of children’s language skills and play a significant role in improving the quality of linguistic input. In this scope, the primary problem of this study is determining the

categories of case and aspect, which are related to the working mechanics of the language system, and the extent to which enriched linguistic input is provided in pre-school storybooks concerning the linguistic tools responsible for the presentation of these categories.

1.6.1. Sub-problems of the research

Based on this objective and research problem, the sub-problems in the study can be listed as follows:

1. How do pre-school storybooks appear in terms of the distribution of verb types?
2. How do pre-school storybooks appear in terms of the distribution of case types?
3. How do pre-school storybooks appear in terms of the interaction between verb type and case type?
4. How do pre-school storybooks appear in terms of the interaction between aspect type and morpheme?
5. How do pre-school storybooks appear in terms of the interaction between verb type and morpheme?
6. How do pre-school storybooks appear in terms of the distribution of the adverbs of time?
7. How do pre-school storybooks appear in terms of the interaction between the adverbs of time and morpheme?
8. How do pre-school storybooks appear in terms of the interaction between the adverbs of time and verb type?

2. METHOD

2.1. Material

A total of 60 books published by six large publishing companies (10 from each company) were randomly selected in order to evaluate the extent to which preschool storybooks provided rich input in terms of verb, morpheme, and case type distribution with regards to the aspect category. This resulted in a corpus which consisted of 3963 verbs. In the next stage, the data collected using content analysis were analyzed using SPSS.

2.2. Sampling Procedure

In order to establish reliability, the frequency of the aforementioned units was determined by three researchers who were subject matter experts. In line with this, the agreement among the researchers was calculated as .93, a level which suggested that the agreement level among researchers was sufficient for the reliability of the data (Miles & Huberman, 1994).

3. RESULTS

The analysis with regards to the distribution of verb categories suggested that achievement verbs were used extensively in the narrative texts. This verb category was followed by accomplishment and state verbs respectively. However, activity verbs, which are the most frequently used verb category by children (Ortaköylüoğlu, 2015) were found to have been the verb category with the lowest frequency of use. Additionally, it was observed that verb categories (except achievement verbs) were close to each other in terms of the frequency of their use.

Table 6.
The Distribution of Verb Categories

Verbs Types	Frequency	Percentage
Achievement Verbs	2121	53,5
Accomplishment Verbs	717	18,1
State Verbs	583	14,7
Activity Verbs	542	13,7
Total	3963	100

The analysis of the distribution of case categories indicated that the dative case was in the first place in terms of the frequency of use. On the other hand, the least frequently used case category was the instrumental case. The analysis also revealed that dative, nominative, and accusative cases were used at similar levels of frequency. However, the use frequency of the remaining four cases was found to be low. Therefore, it was concluded that the aforementioned books did not have a balanced structure in terms of providing input.

Table 7.
The Distribution of Case Categories

Case Type	Frequency	Percentage
Dative	1199	30,3
Nominative	1181	29,8
Accusative	888	22,4
Ablative	263	6,6

Locative	249	6,3
Genetive	96	2,4
Instrumental	87	2,2
Total	3963	100

The examination of the interaction between case categories and verb categories revealed that achievement and accomplishment verbs were mainly used with dative case, and activity and state verbs were mainly used with nominative case. The case category with which all four verb categories were the least frequently used was the instrumental case. The examination of the frequency of the interactions between verb categories and case categories suggested that there was not a balanced numerical distribution since the difference between the most and the least frequently used units was high.

Table 8.
Verb - Case Category Interaction

Case Type	Achievement		Accomplishment		Activity		State	
	Freq	%	Freq	%	Freq	%	Freq	%
Nominative	686	32,2	173	24,2	147	27,1	175	30
Dative	704	33,2	236	32,9	128	23,6	131	22,5
Accusative	430	20,3	183	25,5	141	26	134	23
Locative	91	4,3	29	4	48	8,9	81	13,8
Ablative	129	6,1	61	8,5	34	6,3	39	6,7
Genetive	50	2,4	15	2,1	19	3,5	12	2,1
Instrumental	31	1,5	20	2,8	25	4,6	11	1,9
Total	2121	100	717	100	542	100	583	100

The analysis of aspect category and morpheme interactions showed that the use frequency of morphemes that indicate perfective was higher compared to the use of morphemes that indicate atelicity imperfective. On that note, while the encodings related to the perfective aspect were mainly realized with the “-DI” morpheme, the least frequently used unit in relation to this category was the “-IrmIş” morpheme. On the other hand, while the encodings related to the imperfective aspect were mainly realized with the “-yor” morpheme, the least frequently used unit in relation this category was the “-mall” morpheme.

Table 9.
Aspect Category and Morpheme Interaction

Morpheme	Perfective		Morpheme	Imperfective	
	Freq	%		Freq	%
DI	2358	69,3	Yor	295	52,7
(I)yordu	377	11,1	Ir	148	26,4
mIş	342	10	AcAk	98	17,5
mIşDI	261	7,7	Mall	19	3,4
IrDI	55	1,6	Total	560	100
IrmIş	10	0,3			
Total	3403	100			

The examination of the interaction between verb category and morpheme suggested that achievement, accomplishment, and activity verbs were mainly used with the “-DI” morpheme and stative verbs were generally used with the “-(I)yordu” morpheme. The “-IrmIş” morpheme was the least frequently used morpheme across all verb categories. It can be concluded from the analysis of the degree to which the verb categories interact with morphemes that the interaction between the aforementioned units provided limited input since the difference between the minimum and maximum values was high.

Table 10.
Verb Category and Morpheme Interaction

Morpheme	Achievement		Accomplishment		Activity		State	
	Freq	%	Freq	%	Freq	%	Freq	%
DI	1583	74,5	430	60	242	44,6	103	17,7
mIş	190	9	72	10	30	5,5	50	8,6
mIşDI	131	6,2	70	9,9	14	2,6	46	7,9
IrDI	15	0,7	2	0,3	12	2,2	26	4,5
(I)yordu	42	2	39	5,4	99	18,3	197	33,7
IrmIş	2	0,1	3	0,4	3	0,6	2	0,3
Ir	50	2,4	39	5,4	28	5,2	31	5,3
Acak	43	2	19	2,6	28	5,2	8	1,4

Malı	8	0,4	3	0,4	5	0,9	3	0,5
Yor	57	2,7	40	5,6	81	14,9	117	20,1
Total	2121	100	717	100	542	100	583	100

The analysis of the use frequency of tense adverbials related to situational aspect showed that the most frequently used adverbial category was the locative adverbial which was followed by durative, frequency, and completive adverbials respectively. Additionally, the distributions of the aforementioned units indicated that there was not a balanced configuration of the situational aspect in terms of providing input.

Table 11.

The Distribution of Tense Adverbials

Tense Adverbials	Frequency	Percentage
Locative Adverbials	192	60
Durative Adverbials	65	20,3
Frequency Adverbials	53	16,6
Completive Adverbials	10	3,1
Total	320	100

The analysis of the distribution of the durative adverbials within themselves revealed that there were mainly atelic verbs, and this was followed by telic and stative verbs respectively.

Table 12.

The Distributions of Durative Adverbials into Their Sub-categories

Durative Adverbials	Frequency	Percentage
Atelic	33	50,8
Telic	17	26,1
Stative	15	23,1
Total	65	100

As for the interaction between tense adverbials and morphemes, the analysis showed that while the “-DI” morpheme was the most frequently used morpheme across all adverbial categories, it was also observed that there were infrequent instances where the “-mİşDI” and “-İrmİş” morphemes interacted with frequency adverbials, the “-İrmİş” morpheme with locative adverbials, the “-AcAk” morpheme with completive adverbials, and the “-İrDI”, “-İrmİş”, and “-mAlI” morphemes with durative adverbials. Furthermore, it was identified that frequency adverbials provided language input regarding their use via the “-MAlI” morpheme, and completive adverbials with the “-İrDI”, “-(I)yordu”, “-İrmİş”, and “-İr” morphemes. Therefore, it was concluded that the input provided in relation to the intertwined use of tense adverbials and morphemes was not distributed in a balanced way.

Table 13.

Tense Adverbials and Morphemes Interaction

Morphemes	Locative Adverbials		Durative Adverbials		Frequency Adverbials		Completive Adverbials	
	Freq	%	Freq	%	Freq	%	Freq	%
DI	117	42	19	6	6	35,7	6	60
mİş	20	5	2	2	2	3,8	2	20
mİşDI	11	4	1	1	1	1,9	1	10
İrDI	4	1	7	0	0	13,2	0	0
(I)yordu	13	5	10	0	0	18,9	0	0
İrmİş	1	1	1	0	0	1,9	0	0
İr	11	2	8	0	0	15,1	0	0
Acak	7	1	2	1	1	3,8	1	10
Malı	2	1	0	0	0	0	0	0
Yor	6	3	3	0	0	5,7	0	0
Total	192	65	53	10	10	100	10	100

In terms of tense adverbial and verb category interaction, it was observed that locating adverbials were the category that most frequently interacted with all of the four verb categories. On the other hand, the adverbials which interacted with accomplishment and activity verb categories were completive adverbials, and the adverbial that least interacted with activity verb category was frequency adverbials. Furthermore, no verb categories were observed to interact with completive adverbials.

Table 14.

Tense Adverbials and Verb Categories Interaction

Tense Adverbials	Achievement		Accomplishment		Activity		State	
	Freq	%	Freq	%	Freq	%	Freq	%
Locating	120	35	14	23	23	43,7	23	44,2
Durative	18	25	11	11	11	34,4	11	21,2
Completive	3	6	0	1	1	0	1	1,9
Frequency	18	11	7	17	17	21,9	17	32,7
Total	159	77	32	52	52	100	52	100

4. CONCLUSION, DISCUSSION AND SUGGESTIONS

A database consisting of 3963 verbs was generated in the present study -which aimed to evaluate the extent to which preschool storybooks provide enriched language input in terms of aspect category and its interaction with verb categories, morphemes, and case categories- and the analyses showed that perfective verbs had the highest frequency of use. This was the result of the reflection of the main characteristic of the events that were linked chronologically, creating a timeline, and progressing the text (Smith, 2003). However, the low frequency of use regarding the remaining verb categories and their imbalanced frequency of use distribution indicated that those storybooks were not structured good enough to be able to provide enriched input regarding the different uses of verb categories.

The analysis of the results regarding case categories revealed that the use frequency of dative, nominative, and accusative case types was high and close to one another. The use frequency of other case types, on the other hand, was found to be low. These results suggested that the aforementioned storybooks were limited in providing enriched input regarding the use of case categories. However, the role that providing input regarding the use of case categories will play is significant since difficulties are experienced in the acquisition of case categories due to being one of the most heterogeneous nominal categories in terms of their numbers and semantic and syntactic functions within morphological paradigms (Eisenbeiss, Bhuvana & Voeikova 2008) and also they are not presented clearly to children speakers of a language just like other linguistic categories such as verb conjugations, word order, or evidentiality (Küntay & Slobin 2002). This is also because case categories render agent-patient interactions understandable thanks to the experience they provide through the frequently used forms in relation to repeated events (Eisenbeiss, Bhuvana & Voeikova 2008) and the extent to which children are exposed to subject-predicate agreement increases their knowledge of the language (Cameron-Faulkner & Noble 2013). Additionally, the analysis of the interaction between case and verb categories showed that dative, nominative, and accusative cases had a higher level of interaction with verb categories though the level of the interaction of these case categories differed across different verb categories. On the other hand, the level of interaction that the remaining case categories had was low. Therefore, it was inferred that the analyzed books had a limited input effect in terms of aspects regarding the use of case categories with different verb categories.

Most of the verbs in the database, which was created in relation to the characteristics of the narrative texts, were found to consist of morphemes that encode perfective aspect and the morphemes stating perfective aspect such as “-DI” in particular and “-mİş”, “-mİşDI”, and “-(I)yordu”, which show the chronological order of events, were found to be used more frequently. In this sense, although the use frequency of the “-(I)yordu”, “-mİş”, and “-mİşDI” morphemes were close to each other, the use frequency of “-IrDI” and “-Irmİş” morphemes were quite low when compared to other morphemes stating perfective aspect. As for the encodings related to imperfective aspect, it was observed that while the “-yor” morpheme was mainly used to state imperfective aspect, the use frequency of morphemes in this category (except “-mAlI”) were similar in terms of frequency of use. The input that is to be provided with regards to the working system of the aspect category is important for language development due to the role that aspect and tense categories play in children’s development of discourse cohesion (Hickmann 2004a), and the convenience that increased exposure provides in internalizing, storing, and using the aforementioned categories in the future (Cameron-Faulkner & Noble 2013). Therefore, it is clear that children should be exposed to different aspects regarding the working system of those units through the materials that act as the source of input. In this sense, the aspects relating to the different uses of morphemes, whose frequency of use was low, should be increased to enable children’s exposure to enriched language input.

The examination of the interaction between morphemes and verb categories indicate that the most frequently used morpheme across all verb categories was “-DI”; however, since the frequency of the interaction between other morphemes and verb categories were low it was inferred that the storybooks analyzed in this study did not have rich input in relation to the aspects of different verb categories. Therefore, the frequency of the morphemes, which were found to have low levels of interaction with verb categories, should be increased in relation to various aspects in order to enable children’s exposure to enriched language input.

The examination of the distribution of tense adverbials showed that locative adverbials were the most frequently used adverbial category; however, the use frequency of completive adverbials was the lowest. While this result is in line with Gökmen’s (2003) study who found that the use frequency of tense related adverbials was higher among children aged between 2,5 and 4, it also indicates that children books provided limited input with regards to the remaining adverbial

categories' use across various aspect categories. Furthermore, related research supports this finding; it has been found that while adults, as the prototypical reflection of the input, mainly use tense related adverbials, the use frequency of completive adverbials has been low (Gökmen, 2004).

The analysis of the interaction between adverbials and verb categories revealed that adverbials that were related to tense had the highest level of interaction; however, the levels of interaction that other adverbials had with verb categories were low. Therefore, it was concluded that the aforementioned books provided limited input with regards to the interaction between adverbial and verb categories. As a result, it was found that tense related adverbials differed from other adverbial categories both in terms of frequency of use and the level of interaction with other verb categories (Gökmen, 2004). The results regarding the interaction between tense adverbials and the morphemes which encode perfective aspect showed that the most frequently used morpheme across all adverbials categories were “-DI”. On the other hand, the levels of the interaction between tense adverbials and the remaining morphemes indicated that children books were not sufficient in terms of providing enriched language input in relation to those units' interaction with each other. In this sense, it was found that there was not any input in relation to the interaction of completive adverbials with verb categories.

Narratives are temporal or causative presentations of interested agents' cognitive and affective events around a theme (Aksu-Koç, Aktan-Erciyas 2018), and require the structured use of linguistic forms (Haliday & Hassan 1976). Therefore, it is accepted that there is a high level of interaction between the development of language skills and narrative skills, and the development of narrative skills is accepted to be the reflection of the development in line with language development. In this sense, related literature on the development of narrative skills, the main aim of which is to enable the development of language skills, focuses on two types of narratives; fictional and personal (Shiro, 2003). Fictional narratives include complex structures and are based on the retelling of events which have already occurred. Personal narratives, on the other hand, are based on events that occur or are suggested spontaneously during speech and there is minimum use of oral input (Ravid & Berman 2006). The evaluation of the books analyzed in the present study indicated that there were mainly personal narratives in terms of the narrative type. However, it was concluded that the aforementioned books had limited input effect in terms of supporting children's language development since children, who were exposed to complex sentence structures thanks to the amount of multi-clauses provided via the presentation of input, were observed to develop their comprehension skills and to create more complex sentences in their daily language (Huttenlocher, Vasilyeva, Cymerman & Levine 2002).

In summary the results indicate that the preschool storybooks, which provide input to support language development, provide limited language input in terms of aspect category and its interaction with verb categories, morphemes, and case categories. Therefore, preschool storybooks should be revised and reconstructed to enable their use as sources of enriched input. Last but not least, fictional narrative texts, which will provide children with a source for the complex aspects of the language, should also be included in the storybooks since it has been observed that the texts within the aforementioned books consisted of texts with personal enunciation characteristics.

It has been observed that there is not a database in Turkish which can be used to evaluate the language input that preschool storybooks provide in relation to the aspect category and linguistics units related to it. However, corpus-based studies play an important role in increasing the efficiency of the input since the diversity of the situational or viewpoint units' aspect in various contexts increase learnability (Hills et al, 2010; Jones, Johns & Recchia, 2012) due to the identification of the diversity within the provided input. Thus, it is planned that similar studies will be conducted in the future following the extension of the database.

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APPENDIX: List of the Selected Books

İki Küçük Köpek by A. Alkan İnan, İş Kültür Yayınları	Minik Ayı Vadu Annem Beni Seviyor Mu? by Ayfer Gürdal Ünal, Can Çocuk
Şekerim Fatoş by A. Alkan İnan, İş Kültür Yayınları	Pöti ve Dede Bir Dostluk Öyküsü by Gökçe Gökçeer, Redhouse Kids
Bukalemun Piko by A. Alkan İnan, İş Kültür Yayınları	Pöti'nin Gri Dişi Gezegenler Arası Bir Dostluk Öyküsü by Gökçe Gökçeer, Redhouse Kids
Mingu ile Mambo by A. Alkan İnan, İş Kültür Yayınları	Sağ Sol Kitabım by Şiirsel Taş, Redhouse Kids
Ayı Mambo by A. Alkan İnan, İş Kültür Yayınları	Kirpi ve Sergi by Özge Bahar Sunar, Redhouse Kids
Yavru Sincap by A. Alkan İnan, İş Kültür Yayınları	Hep Fazlasıdır Annem by Özge Bahar Sunar, Redhouse Kids
Yelkenli Yarışı by A. Alkan İnan, İş Kültür Yayınları	İnatçı Kirpi Mina by Tülin Kozikoğlu, Redhouse Kids
Ben Yapanam Çekinirim by Ezgi Emel, İş Kültür Yayınları	Mutsuz Kedi Dila by Tülin Kozikoğlu, Redhouse Kids
Kural Da Neymiş by A. Ezgi Emel, İş Kültür Yayınları	Yıldız Tamircisi Lorin by Elif Yemenici, Redhouse Kids
Neden Süper Kahraman Olamıyorum? By Ezgi Emel, İş Kültür Yayınları	Çeşme ve Rüzgar by Simla Sunay, Redhouse Kids
Böğürtlen Cini ve Sarıgaga by Feridun Oral, Yapı Kredi Yayınları	Şuşu ve Üçtekeri by Yıldırım Karakiya, Redhouse Kids
Baloncu Dede ve Üç Küçük Yaramaz by Feridun Oral, Yapı Kredi Yayınları	Masalları Çok Severim by Mavisel Yener, Tudem Yayın Grubu
Üç Kedi Bir Dilek by Sara Şahinkanat, Yapı Kredi Yayıncılık	Kim Bu Yaramaz by Mavisel Yener, Tudem Yayın Grubu
Gökkuşağını Kovalayan Kedi by Filiz Özdem, Yapı Kredi Yayınları	Ben Minicik Bir Kelebektim I by Aytül Akar, Tudem Yayın Grubu
İyi Geceler Bozi, by Yalvaç Ural, Yapı Kredi Yayınları	Ben Minicik Bir Kelebektim II by Aytül Akar, Tudem Yayın Grubu
Sarayda by Nazım Hikmet, Yapı Kredi Yayınları	Veli'nin Kırmızı Topu by Ayla Çınaroğlu, Tudem Yayın Grubu
Yavru Ahtapot Olmak Çok Zor by Sara Şahinkanat, Yapı Kredi Yayınları	Veli'nin Kurabiyesi by Ayla Çınaroğlu, Tudem Yayın Grubu
Annemin Çantası by Sara Şahinkanat, Yapı Kredi Yayınları	Sevgili Ananem by Mavisel Yener, Tudem Yayın Grubu
Üç Kedi Bir Canavar, by Sara Şahinkanat, Yapı Kredi Yayınları	Gülümsemek İyidir by Mavisel Yener, Tudem Yayın Grubu
Kar Masalı, by Sara Şahin Kanat, Yapı Kredi Yayınları	Nil Soru Soruyor by Seza Kutlar Aksoy, Tudem Yayın Grubu
Emekli Vagon by Göknil Genç, Can Çocuk	Dans Eden Dinozorlar by Mavisel Yener, Tudem Yayın Grubu
Fare Adlı Kedi by Doğan Gündüz, Can Çocuk	Sakız Cinleri by Alkim Yaka, Kök Yayıncılık
Rüzgarın Üzerindeki Şehir, by Behiç Ak, Can Çocuk	Yolcu ile Ayı by Ebru Batur Musaoğlu, Kök Yayıncılık
Değirmenci ile Baykuş by Göknil Özkök, Can Çocuk	Çakıl ile Tarçın by Mehlika Mete, Kök Yayıncılık
Babasının Başka Evi Var by Can Göknil, Can Çocuk	Ay Dedeyi Saklayan Çocuk by Özdilek Erdem, Kök Yayıncılık
Deniz Masalı by Deniz Masalı, Can Çocuk	Ne İdim ne Oldum by Duru Onbaşılar and S. Songül Yalçın, Kök Yayıncılık
Gülfidan Çiftlikte by Can Göknil, Can Çocuk	Oyuncaklarını Kıran Çocuk by Canan Aslan, Kök Yayıncılık
Beni Annem Yavruladı by Can Göknil, Can Çocuk	Şıpsıp ile Tıptıp by Gülçin Alpöge, Kök Yayıncılık
Minik Ayı Vadu Babam Beni Seviyor Mu? by Ayfer Gürdal Ünal, Can Çocuk	Küçük Karganın Bir Günü by İsmail Kaya, Kök Yayıncılık
Minik Ayı Vadu Annem Beni Seviyor Mu? by Ayfer Gürdal Ünal, Can Çocuk	Ali ile Ayşe Veterinerde by Öznur Kolcuoğlu, Kök Yayıncılık
Minik Ayı Vadu Annem Beni Seviyor Mu? by Ayfer Gürdal Ünal, Can Çocuk	Ay by Asuman Baybaş, Kök Yayıncılık