

## EDITORIAL INTRODUCTION

As in the case of other non-English languages, the study of the acquisition of Turkish has mostly focused on aspects of grammatical morphology and syntax reflected in the productions of native learners at different age periods. Descriptive linguists and psycholinguists have long regarded the properties of the Turkish morphological system and complex syntax as interesting from a cross-linguistic point of view (after Küntay & Slobin, in this issue). Recently we find in the literature some overviews of selected research in Turkish language acquisition, focusing not only on first language acquisition by monolingual children, but also on the acquisition of Turkish by bilingual children in France, Germany, the Netherlands, Denmark, and Sweden. The present number comprises five articles based on studies of monolingual, bilingual, and trilingual Turkish-speaking subjects. We are indebted to Professor Hristo Kyuchukov for help in gathering the articles in this issue.

The first article, entitled *Putting interaction back into child language: Examples from Turkish*, by Aylin C. Küntay (Koç University, Istanbul) and Dan I. Slobin (University of California, Berkeley), shows some most recent studies of Turkish child language on a) the relationship of child-directed speech to the early acquisition of morphosyntax, and b) on the pragmatic features of discourse form in child-directed speech called *variation sets*. The article reviews a feature of adult-child interaction in Turkish, namely, variation sets that display interesting morphosyntactic properties while facilitating effective interaction between the caregiver and the child. Mother-child interaction is the topic of the second article (*An illiterate mother "reads" to her child. A case study about interactions around illustrated stories*) by Jeanne Kurvers (Tilburg University). The author presents the way an illiterate Turkish mother "reads" three illustrated stories to her child in the context of a home-based intervention program (in the Netherlands), and compared her interactions with the child with those of literate, though low-educated, mothers participating in the same program. This illiterate mother demonstrates a responsive and adequate method of interacting with the child. Her method of story-telling is dialogical and interactive. She teaches her child something about story plots, the story world, the difference between imagined and real worlds, and about the language register of stories. What distinguished her most from the literate mothers seemed to be the somewhat fragmentary style she used to tell her son a connected story.

The next three articles deal with code-switching patterns found in child and adult data. In her article, entitled *Turkish-Dutch language choice in adult-child interaction in Lombok Utrecht, the Netherlands*, Nadia Eversteijn (Tilburg University) reports on a study of language choice among fifty Turkish-Dutch bilingual teenagers living in the multicultural neighborhood of Lombok/Transvaal in Utrecht (in the Netherlands), during intra-ethnic conversations. The article on *Language mixing by young Turkish children in the Netherlands*, by Ad Backus and Hanneke van der Heijden (Tilburg University), addresses the question whether children growing up in the bilingual Turkish immigrant community in the Netherlands acquire a mixed vernacular or two separate languages between which they frequently code-switch. *Code-switching among trilingual Turkish-speaking Roma children in Bulgaria* is the title of the final article by Hristo Kyuchukov (Shumen University, Varna). Three Turkish-speaking Roma children (aged 30, 31, and 37 months) were observed. In everyday communication with the children three languages are spoken - Turkish, Bulgarian, and Romani, with Turkish the dominant language. The data indicate that almost always children borrow nouns from Bulgarian or Romani. Trilinguals use the same mechanisms and processes as bilinguals but the additional language complicates their communication.

Studies on bilingual and trilingual language acquisition illuminate new aspects of development of linguistic and communicative competence. The collected data require clarification in further research.

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