A Study of Classification of Question Sentence Formed with Interrogative Particles In Terms of Pragmatic Perspective

(Soru Ekiyle Kurulmuş Soru Tümcelerini Edimsel A çıdan Sınıflandırma Denemesi)

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Abstract

We encounter many events and behavior other than the issues that we are used to almost every day in the world. Due to the separation of human beings and other creatures in terms of the ability to think and express thoughts, human beings can both affect through words and can be affected.   They express the issues included their suffering, happiness, longing, etc. in words sometimes by talking and sometimes asking questions. They cause many of the extraordinary events experienced or change most of the matters with their utterances. During this time, the questions people ask to the self and against are of great importance. The speaker reaching information through questions shows actual differences. In our study, based on this idea we will try to classify the question sentences aiming to study the human communication, in other words, the situation in linguistic communication, on the basis of Searle's illocution categories in the light of pragmatics that examines how the language is used in a specific context and the principles of the use of language. Prioritizing the issues as how the speakers use and understand the question sentences, interpretation of questions utterances, the relationship between the speaker and the listener with the question sentences and how they affect each other, we have classified the related sentences into five groups in terms of pragmatics. Thanks to the mentioned classification as "question sentences that express precision by directing, that reflective / expressing sense, that express liability and finally that assuring indicative / declaring we have tried to emphasize evaluating the structure independent from the context is inadequate and it is needed to study not only the grammatical correctness but also the behavior as a result of a discourse.

Key words: Question, interrogative particle *mi* (are/do), pragmatics.

Özet:*Yaşadığımız dünya üzerinde neredeyse her gün alıştığımız hususların dışında birçok olayla ve davranışla karşılaşmaktayız. İnsanoğlu düşünebilen ve düşündüğünü ifadeye dökebilme açısından diğer canlılardan ayrılması sebebiyle bu hususları söze dökerek hem etki etmekte hem de etkilenmektedir. Bazen konuşarak bazen de soru sorarak yaşadığı acıları, mutluluğu, özlemi vs. içeren hususları sözcelere dökmektedir. Yaşanan olağanüstü olayların birçoğuna kendisi sebep olmakta veya söyledikleriyle çoğu hususları değiştirmektedir. Bu süre içinde kişinin kendine ve karşısındakine yönelttiği sorular büyük önem kazanmaktadır. Sorular sayesinde bilgilere ulaşan konuşucu, edimsel olarak farklılıklar göstermektedir. Biz de bu çalışmamızda bu düşünceden yola çıkarak artık insaniletişimini, daha doğrusu dilsel iletişim durumlarında neler olup bittiğini araştırmayı hedefleyerek dilin belirli bir bağlam içinde nasıl kullanıldığını ve dil kullanımının ilkeleriniinceleyen edim bilim (pragmatics) ışığında Searle'nin söz edim kategorilerini temel alarak soru tümcelerini sınıflandırmaya çalışacağız. Konuşanların soru tümcelerini nasıl kullanıp anladıkları, soru sözcelerinin yorumlanması, soru tümceleri ile konuşan ve dinleyen arasındaki ilişkinin nasıl olduğu ve birbirlerini nasıl etkilendiklerini ön planda tutarak ilgili tümceleri edimsel açıdan beş grupta sınıflandırdık. "Yönlendirerek kesinlik anlamı ifade eden soru tümceleri, direkt yönlendirici/yöneltici soru tümceleri, yükümlülük ifade eden soru tümceleri, yansıtıcı/duygu ifade eden soru tümceleri ve son olarak kesinlemeli bildirici/ilan edici soru tümceleri" şeklindeki bu sınıflandırma ile yapılarının bağlamdan bağımsız ele alınmasının yetersiz olduğunu ve yalnızca dilbilgisel doğruluk kaygısıyla değil de bir söylem sonucunda davranışların da incelenmesi gerektiğini vurgulamaya çalıştık.*

Anahtar Kelimeler: Soru, mi, edim bilim.

1.0   Introduction

Language allows people to create different sentence in accordance with their request. These formations are also indicators that the language is vertical as well as horizontal. Horizontal and vertical dimensions mentioned in the important concepts of linguistics are used to express that the indicators in each language will gain value from the relationships with other indicators. Vertical dimensions in the sentence show all different shapes of a word that can show in different clauses, so the serial correlation of the language, the horizontal dimensions show the syntactic nature of the language, in other words, the successive sequence format of language elements. These dimensions, define the relationship between the equivalent language indicators of Turkish undertaken the same function by pinpointing the combination possibilities and the layout of the indicators regarding chronological and sequential rules, at the same time represent concepts that help communication in creating different sentences. The question sentences we will examine in this article are one of the issues of importance semantically and that have different structures regarding communication by taking place between different sentence types in Turkish in terms of syntactic features. The definitions and descriptions in the literature for the question sentence, used to express different concepts through question or aiming to get information together or alone, to eliminate a doubt, are similar, however, some different classifications are made regarding the meaning, functions and features. Mehmet Ali Ağakay (1952:683-684) in his two pages work where the matter within the first syntax was discussed, titled "Dilbilgisi Konuları: Soru Cümleleri Üzerine", he divided the question sentences into three groups as "real questions, question type narration and closed questions". Then, he grouped them as; "a) Phrasal question, the real question, mixed question, multiple-choice questions, sequence questions; b) In contrast narrative question, in contrast question generalization, story question, surprised question, wish questions, questions type gerund; c) semi-closed questions, the real closed question".

Karaağaç (2011:251) defines as "The sentences aimed to get information through question are question sentences" by classifying in three ways as with the main auxiliary verb and its question format in terms of structure, the question words, and intonation, classifies the questions regarding their functions as choice questions (Bu beyaz mı ekru mu? Is this white or ecru?) Exclamation question (Senle mi yaşamak? Asla! Living with you? Never!), opposition question (Ben sana bunu daha önce söylemedim mi? Didn't I tell you that before?), question asking a sentence element not the sentence (Sen, onu okulda mı gördün? Did you see him at school?), binary questions (Ki kimi görüyor? Who sees who?), thinking questions (Ne yapayım? What should I do?), indirect questions (Ali, sana "yarın okula geliyor musun?" diye soruyor. Ali, he is asking "Are you coming to school tomorrow?"), pronoun question (O dün nereye gitti? Where did s/he go yesterday?), direct questions (Niçin gidiyorsun? Why are you going?), rejection-accept questions (Bu iş sizin için uygun mu, değil mi? This work is OK for you, right?), differential questions (İzmir'e gidiyorsun değil mi? You are going to Izmir, aren't you?) rhetorical question (Ya Anadolu'yu baştan başa kaplayan ovalarımız ve yaylalarımız? What about our plains and plateaus covering throughout the Anatolia?) , the consensus question (Dün gelmedin? You did not come yesterday?), approval question (Yani sen para mı istedin? So you want money?).

Bilgegil (2009: 63-68) uses the utterance that the desire of the speaker to learn a thing that s/he does not know forms the question sentence. He created the questions as "questions related to approval and imagination" using the expression as "The formation will be asked with questions of the mind is related to either approval or imagination". The features of the question sentences are grouped with titles as the questions formed in order to confess; make denial; show an example; express wish; make regret; advise through wit; make the offer in a gentle manner; reprimand; to tell the impossibility; to spite; to express the delay of something; to threat or challenge; to admit; to express grief; to express astonishment; to show helplessness; to stimulate; to bestow a privilege; to ask for changing opinion; to revere God; to refer to something unexpected. Dizdaroğlu (1976:295) divided the question types into three groups as simple, mixed and sequence questions expressing "The concept of question is provided with different grammatical elements". According to linguists, question sentences do not always mean to be expected a positive or negative response, or to be requested something to be learned in terms of meaning features.   Through questions, it gives several meanings to the sentence. In this way, the expression and words gain a more colorful, more vivid, more efficient character. He has tried to limit the questions in terms of meaning features using the concepts of approval, rejection (denial), probability and hesitation, liking (praise, predilection, elevation), wonder, expectancy, ignorance, or uncertainty, the impossibility (difficulty, trust), request (apologies, commandments), complaints (taunt), regret (pity), impotence (inability), sarcasm (underestimate, dismissiveness, teasing), self-contempt, anger (rebuke, intimidation, challenge) Reprimand (charges), limiting the judgment, expansion of the judgment (extremism), precision, give sensuality to a word, longing, needlessness.

Ediskun (1999:374) in his book divided the question sentences into two as real and pseudo question sentences. He divided the real question sentences as for the purpose of learning the presence that is the subject, object or indirect object; asking whether the action is made; asking an incomprehensible idea, sense, dream; understanding a question that is not understood; understanding some or all of the subjects, objects or complements at once. He also divided the pseudo question sentences as pretending not know the response though know the response; expressing an astonishment; expressing a denial, strengthening the sense of the verb; including the response; expressing a request; expressing exaggeration; formed with question type gerund; comparing; expressing complaint, formed with question type preposition; stereotype utterance; those in direct speech; Those in indirect speech; make a wide judgment as a narrow judgment.

Uzun (1988: 21-30) expressing that there are three main types of question sentence in Turkish, also suggests each of the three question types exhibits reflective question versions as well, naming them as yes / no questions, what-questions and intonation questions. It has been attempted to draw a mainstream framework regarding the findings set forth in modern linguistic studies in this classification allocated to groups in it. In fact, most of these classifications refer to the actual structure within the social context of language expressing the task for a particular purpose and their use related to its communication objective. As the original claim of "The Speech-act Theory" put forward by John Langslaw Austin and later developed by John Rogers Searle, is "to say a word, commit an act" – even though not mentioned in the relevant texts- it will not be wrong to express that most of the above classifications are actually related to this field of linguistics.

In this paper we will try to determine the question sentence to solve the meaning problems pragmatically by considering them all, by doing so, we will try to find out whether the question sentences can be classified according to illocutionary acts considering the speech-act theory put forward by John Langslaw Austin and later developed by John Rogers Searle.

1.1   *Pragmatics*

"When a speaker makes some sounds in front of a listener, extraordinary ranges of things happen. The speaker tries to tell something, the listener understands the matter tried to be explained. The speaker notifies; give orders or ask questions (Searle, 2000: 69)". So, while talking, transferring and obtaining knowledge or information within certain rules, we would release an illocution (= use). Therefore, in order to understand a word that is expressed, it is necessary to consider the other factors such as order, apologize, ask question, threat outside the message that the related word expresses in other words, the content in first place. Austin who contributed these thoughts to the linguistics, aimed to reveal that language has different tasks other than describing by trying to express that saying something about a subject actually means acting. British language philosopher John Austin Langslaw called and explained these issues as "Speech-act Theory". This theory that he developed in the 1930s and explained its details, has contributed to linguistics with his book "How to Do Things with Words[2]" published in 1962 after Austin's death. Searle, a student of him, also tried to ingrain sometimes by criticizing him for his thoughts sometimes contributing or sometimes opening a different window.

During speaking, the speaker has some certain expectations from the listener and the speaker is intended to influence to the listener by expressing the expectations implicitly or explicitly. According to Austin these issues confront us as three acts. They are: 1. Locutionary act[3], 2. Illocutionary act[4], 3. Perlocutionary act[5]. During speaking, the speaker tries to understand the utterance[6] that is meant to say but not explicitly by performing the three acts at the same time.

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[2] see Robinson Douglas, 2006: 43.

[3] It is defined as the act of creating or forming any words. In short, it is to say a word in the normal way. Example: The teacher entered the room saw the window open uses the phrase "Burası çok soğuk değil mi?", "Is it too cold in here, isn't it?"

[4] After the act of a person's literal speech during communication can be defined as an alternative appeared. In fact, behavior of the speaker, then made the statement can be stimulating. Example: "Burası çok soğuk değil mi?" "Is it too cold in her, isn't it?" Fulfill the action by asking questions.

[5] It is an act tries to reveal the effect of the utterance on the listener. Example: Closing the window after saying "Burası çok soğuk değil mi?" "Is it too cold in here?"
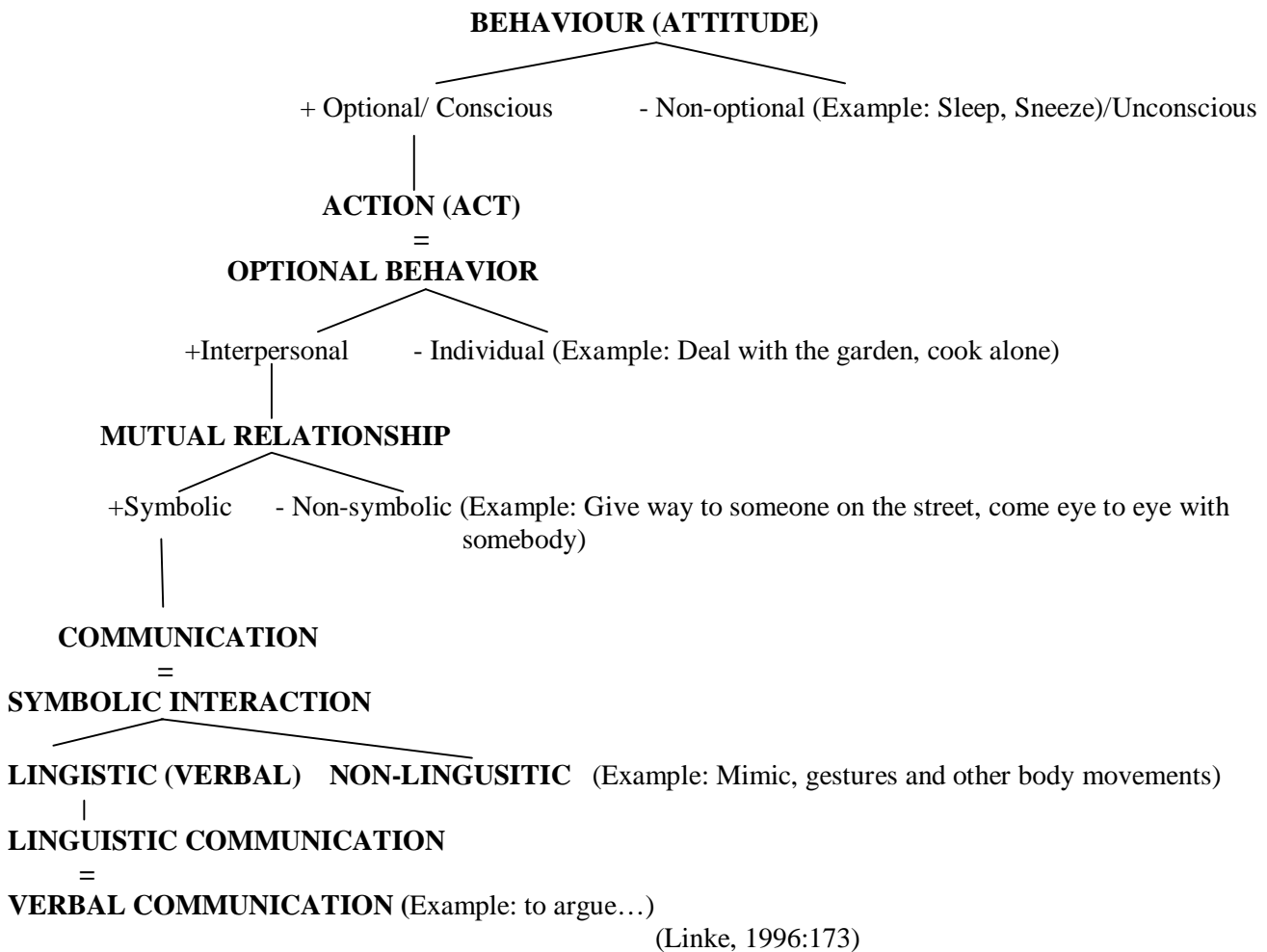
[6] Utterance: It is everything or linguistic products produced by the speaker are trying to convey a while now. In this respect, precepts, word, phrase or sentence from the discourse can express larger considerations. In short, told by a person at a particular time and place are the concrete expression.

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In fact, there is not a direct relationship between the speech acts and the structure of the sentence where these words are expressed (Toklu, 2009:119). Relationship reveals itself in the context directly. In this context, we try to explain the sentence to the following questions:

- Dün beni soran sen miydin? (Were you the one asking me yesterday?)
- Bugün Ayşe gelir mi? (Do you think Ayşe will come today?)
- Bu yüksek notu almak sana mı kaldı? (What of it to you to take the high score?)
- O zavallı kime kötülük edecek ki? (Whom is the poor man going to harm?)
- Böyle bir şeyi anneme nasıl yaparsın? How could you do such a thing to my mother?
- Nerede o güzel günler? Where were those nice days?

Only the first sentence of the above six question sentences carries the meaning of the question linguistically. After the first sentence, the sentences, respectively, refer to the expressions as probability, contempt, approving, and the last sentence refers to the expression of longing. The sentences except the first sentence, undertook various speech act functions losing their question function.

The utterance of Kıran (2002:213) used in his book as "gülümseyin filme alınıyorsunuz", "smile, you are being filmed" for explaining the pragmatics better represents a good example in this regard. This utterance is an important warning for customers in a large store. Literally "gülümseyin filme alınıyorsunuz", "smile, you are being filmed" was not meant, it was used to mean that "Do not steal anything". However, the same utterance expresses n order when it is used by a director to the actors of the film. With these structures we called as "Language Games"[7] more communicative dimensions are examined. We can show more clearly in the following diagram the role of act and how it is transferred through language during the communication:

BEHAVIOUR (ATTITUDE)

+ Optional/ Conscious   - Non-optional (Example: Sleep, Sneeze)/Unconscious

ACTION (ACT)
=
OPTIONAL BEHAVIOR

+Interpersonal   - Individual (Example: Deal with the garden, cook alone)

MUTUAL RELATIONSHIP

+Symbolic   - Non-symbolic (Example: Give way to someone on the street, come eye to eye with somebody)

COMMUNICATION
=
SYMBOLIC INTERACTION

LINGISTIC (VERBAL)   NON-LINGUSITIC (Example: Mimic, gestures and other body movements)

LINGUISTIC COMMUNICATION
=
VERBAL COMMUNICATION (Example: to argue…)

(Linke, 1996:173)

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[7] "Dondurma işlemini gerçekleştirdim", "I performed the freezing process" performative utterances can express different characteristics depending on the context as well. If you hear the utterances in college, you know that it is about records. If this has been told by the cold storage staff, it carries different act features.

As it can be seen in the diagram only "speaking" should not be interpreted as act. They are also acts "to deal with garden, cooking alone, give way to someone on the street, come eye to eye with somebody, etc." as well . Thus it will be appropriate to define the "act" as the performed works behavior and works related to the meaning of the utterances within a context during verbal or non-verbal communication. Because it provides information about various different sphere within a single utterance. The comics support these thoughts and expresses pragmatics, summarizes all those mentioned briefly:

As it can be understood from the comics, the pragmatism deals with how the language is used within a certain context and the connection between the language use principles and the users of them and the situation with indicators. John Rogers Searle, a student of Austin, made contribution to the pragmatics with his book "Speech Act (1969)"[8]. As explained before, Searle reveals by further strengthening the changes in the language and behavior created with the idea of his teacher, he argues that basing on the statements of Austin, 'speech act' constitutes the main idea of each speech action. For this purpose, Searle as well as Austin - although they made different classifications - they tried to bring light the analysis of an utterance. In this way for becoming a speech action of a word, a number of conditions must be fulfilled. These terms aim to reveal and define the rules that form the language.

Austin stated that the number of speech acts are too much that can be fulfilled while structuring a clause during communication, but he still classified these as "verdictives, exercites, comissives, behabitives expositives (Searle, 2000: 21). Unlike his teacher, Searle explains the speech-acts that we use at least one of them while speaking[9]:

1. Representatives / Assertives: These are the utterances that express a premise is literal. In other words, the speaker defends the accuracy of the premise expressed. For example, "açıklamak, savunmak, vs.", "to explain, to defend, etc."
2. Directives: The speaker wants the listener to do something. For example, "soru sormak, rica etmek, istemek, vs.", "to ask, to request, to want, etc."
3. Commissives: It has the same idea with Austin. It is an act that obliging the speaker to do something in the future. For example, "yemin etmek, karar vermek, vs.", "to swear, to decide, etc."
4. Expressives: It is the act that externalizes the feelings or emotions of the speaker. For example, Örneğin "kutlamak, teşekkür etmek, vs.", "to celebrate, to thank, etc."
5. Declaratives: The speaker's utterance results with a change in the outside world. Example: "ilan etmek, atamak, vs.", "to declare, to assign, etc."

As it has seen; Searle tried to explain the relationship of the speech-acts and utterances with the world by taking into account the spiritual as well as the cognitive measures between the speaker and the listener. He suggests that the act of "Ask Question" should be evaluated in the speech act.

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[8]Searle, J. R. (1969). Speech Acts. Cambridge: Cambridge University Press. Turkish (2000), R. L. Aysever (Trans.), Söz Edimleri. Ankara: Ayraç Publishing.
[9] see Searle, 1979: 354; Searle, 2000:49.

Well, do the question sentences one of the most common and the richest utterance types in terms of the meaning, express the other acts within its directive act? Can these kinds of classifications be made?

As it is known, we ask questions to learn something unknown at first glance. Moreover, we can use question to add different meaning features to the sentence and express our intention originally as well. Thus, the question-indicating elements improve their features by combining with stress, intonation, gestures and mimics, benefiting from its powerful meaning. But we must not forget that in Turkish, an utterance can have different characteristics in terms of semantics and pragmatics regarding the context. Thanks to such factors, one of the most important features of Turkish, change of the act due to the change to be done in the sentence is inevitable. For example:

> Ayşe yemek de yapar mı?
> (soru edimi)
>
> Does Ayşe also cook?
> (Question act)
>
> Ayşe yemek de mi yapar?
> (şaşkınlık ve takdir etme olarak duygu edimi ifade eden bir sözce)
>
> Does Ayşe also cook, as well?
> (An utterance expressing to the act of astonishment and appreciation)
>
> Ayşe mi yemek yapar?
> (küçümseme olarak duygu edimi ifade eden bir sözce)
>
> Does Ayşe cook?
> (An utterance expressing feeling act as sarcasm)

As it can be seen, even the slightest changes in the utterance can sometimes suggest the different characteristics as pragmatic. The utterances without any change can express different meaning and acts in the same way;

> **Gül-i ruhsarına karşu gözümden kanlı akar su**
> **Habibim fasl-ı güldür bu akar sular bulanmaz mı?**
>
> (When I see your rose cheeks, I break down in bloody tears.
>   My darling! This is the rose season, isn't the flowing water blurred?)
>
> Fuzuli (İpekten, 2005:231)

At a first glance, in these verses, it is considered that the poet expresses the tears as blurred, as bloody for he cries much. Whereas here the poet expresses his feelings as the water flows blurred in the spring, my tears flow blurred against your cheeks' rose. So how can the question sentences that have rich narrative features in Turkish, be classified within the directive act as pragmatic?

2.0   Classification Of The Sentences With Interrogative Particle In Terms Of Directive Speech-Act

2.1. Directive Speech-Act

2.1.1 Questions Express Accuracy Act by Directing

These are the question utterances in which the speaker expresses the events occurred, the events likely to occur, and the events sure to have occurred also the predictions. In this case the speaker can be absolutely sure about the expression or has heard it or can make assumptions. The common point of these utterances including the actions such as "to identify, to argue, to inform, to explain, to end" is that the speaker decides whether the statement in action is true or false through these actions. Claim, representing expressions or specifying terms can be used in this way. In fact, the purpose is to show the truth of the case. In short, this type of question sentences used for the purpose of providing information can be outlined more clearly in this way:

Questions Express Accuracy Act by Directing

Target	Utterances expressing how to form / to be formed
News / Information	Outside World, Environment
Psychological Status	Acceptance, thought, belief

The aim in Representatives / Assertives is to explain the sentences as "true" or "false" by undertaking the accuracy of the utterances said in various ways by the speaker. The aim is to express the "determined" rather than the "specific". As known, in Turkish question sentence has very different acts.

There can be questions aiming to learn a specific event or situation, it seems that the speaker uses question sentence for different purposes, as well. It is possible to consider some of them as representative/ assertive questions pragmatically. We can explain them better in the following example are:

1. Sana bunu daha önce söylemedim mi?
Didn't I tell you that before?

When the speaker wants to mention or highlight a negative statement that the speaker wants the listener's approval, pragmatic features of these sentences can be useful. The case mentioned here is seen as previously discussed it happen or that happen to occur in some cases up to the conclusion that the applicant in respect of such share utterances to highlight the accuracy of the speaker is saying. Also;

2. Siz buna edebiyat mı diyorsunuz?
Do you call that literature?

With a sentence above, we conclude that the speaker did not like something he read and expects a supportive act. Such utterances structured in order to express thoughts more dramatic and certain are the questions that actually the answers are known. In grammar books, for these types of questions where the concepts such as the pseudo-questions, opposition questions, rhetorical questions (Karaağaç, 2012: 526), and the question structured with "*mi*" (are/do) (Bilgin, 2006: 514) are used; the following examples can be given:

3. Kambersiz düğün olur mu?
Is a wedding possible without a groom? (Nothing goes on without him/her)

4. Bu yağmurda hiç dışarı çıkılır mı?
Is it logical to go out in this rain?

5. Bu şekilde konuşulur mu? (Bu şekilde nasıl konuşursun?)
Is it OK to talk like that? (How dare do you speak in this way?)

6. Sen telefon ettin de biz gelmedik mi?
Has it ever happened that you phoned but we didn't come?

7. Neden susmalarla doluydu o uzun yürüyüşümüz, şehir mi ıssızdı, biz mi kimsesizdik? (Yurttaş, 1997:55)
Why we were so silent during our long walk was the city or we deserted? (Yurttaş, 1997: 55)

8. İnsan sınıfındaki arkadaşıyla kavga eder mi?
Is it a good behavior to fight with classmate?

9. Gayre bakma yüzün göster
Ben gönlümü bilmez miyim?

Günde padişahlık ister
Ben gönlümü bilmez miyim?
<div align="center">Köroğlu</div>

Don't look at the others, show me your face
I know my hearth very well
Every day it wants sultanate
I know my hearth very well.
<div align="center">Köroğlu</div>

10. Sular mı yandı? Neden tunca benziyor mermer?
<div align="center">Ahmet Haşim (Merdiven)</div>

Was the water burned? Why does marble look like bronze?
(Sular mı yandı? Neden tunca benziyor mermer?)
<div align="center">Ahmet Haşim (Merdiven)</div>

In the examples, the probabilities were strengthened by the speaker who speaks in simple present and simple past tenses. There can be mentioned in utterances accept and impose by asserting acts. In all examples, the speaker indeed tries to express "how to be/ to be structured" an issue or fact according to the environment.

2.1.2 Directly Directive Questions

For these acts called as the speaker wants the listener to do something pragmatically, the term directive questions can be used. At this point an attempt to make the person do something is very important. These types of questions include persistent or coercive attempts as well as polite attempts.

Directly Directive Questions

Target	The desire of the speaker to maket he listener do something – Encouraging the listener to do or not to do the act
News / Information	Word selection
Psychological Status	Want, Desire

We can exemplify these acts as follow:

1. Kapıyı açabilir misin?
   Can you open the door?
2. Hırkanı giyer misin?
   Could you wear your sweater?
3. Biz tatildeyken çiçeklerime bakar mısın?
   Would you take care of my flowers while we are on holiday?
4. Ayşeciğim, kahve içmek için odama gelir misin?
   My dearest Ayşe, can you come to my room to drink coffee?
5. Yarın onu hastanede ziyaret edebilir misin?
   Could you visit him at the hospital tomorrow?

In these examples, the attempt of the speaker makes the listener do something, encouraging the listener to do or not to do the action can be mentioned, as well. In fact, these utterances expected responses, are structured pragmatically in order to understand whether an action is occurred or there is an unknown situation and get a response. Syntactically these types of utterances in some sources described as real question is rather spiritually request forefront willingness to learn.

2.1.3 Questions Expressing Commisive Acts

In this question utterances included the mentioned act; the speaker tries to express something to do in the future. But the one who needs to make changes based on the content of the act is the speaker. Through the verbs as "to promise, to pledge, to swear, to threaten" indicating the speaker performed the next action is concerned. If the person mentions the future intentions about a fact in the outside word reality with speech acts, it is possible to mention this act.

1. Bu işi yapman için söz vermem mi gerekiyor?
   Do I have to promise to do this job?
2. Borçlarımdan kurtulmam için evimi mi satmam lazım?
   Do I need to sell my house to get rid of my debt?
3. 1 ay sonra ödeme teklifimi duydu mu?
   Has he known about my offer to pay a month later?
4. Bu, bizi birbirimize düşürmek maksadıyla söylenmiş bir söz değil mi?
   Isn't it a word told to drive a wedge between us?
5. Bu sıkıntılara sınavı kazanalım diye katlanmıyor muyuz?
   Don't we endure these difficulties for passing the exam?
6. Yoksulluktan kurtulmam için şehre mi göç etmem lazım?
   Do I need to move to the city to get rid of poverty?

Target	Deciding whether performing the act.
News / Information	Word selection
Psychological Status	Purpose

As Searle stated, in these illocutions "purpose" is important in mental aspect. The purpose in these utterances that try to express the premeditation of the result of human activities in mind and the determination of the tools used to achieve this goal, the action, and the transaction is the realization of the actions for which the people use specific tools to reach it.

When it is perceived in this way, the target is tangible and specific the purpose is more general and abstract. Mankind has always preferred using the corresponding actions and tools to think and to behave like that aims for a purpose. As seen in the examples, acts in such utterances were expressed to be done to reach a goal. It is said in utterances but the said has not been performed pragmatically.

2.1.4 Reflective / Expressing Sense Question Sentences

Language, an integral part of the human, is the transfer of human intelligence, thought and sense that cannot be limited to the outer world. During communication, through feelings the messages are encoded more emphatically and transferred to a receiver through a channel. Whether the semantics or pragmatics analysis, we see in most of the sentence analysis that language, thoughts and senses are inseparable from each other. In this act where the mental status is at the forefront, feelings are important. The speaker tries to state the reactions that express his feelings and intuition. Thus, by releasing his mental state based on the environment, the person does not make an effort to match the world with the words or vice versa. The target is his feeling. Namely:

Target	Expressing emotions and feelings
News / Information	-
Psychological conditions	Context, status is important

1. Nerede kaldı o eski ramazan günleri? (Özlem)
   Where were the old days of Ramadan? (Longing)
2. Bu kadar çok içilir mi hiç? (Şaşma, imkânsızlık)
   Is it a good thing to drink so much? (Wonder, impossibility)
3. Hayret! Sen bu evin yolunu bilir miydin? (Şaşırma)
   Surprised! Do you know the way to this house? (Surprised)
4. Bir gömlek bir insana bu kadar yakışır mı? (Beğenme)
   Does a shirt suit a man like that? (Like)
5. Böyle olacağını bilseydim arkandan gelir miydim? (Pişmanlık)
   If I had known this would happen, would I have come after? (Regret)
6. Bu sorulardan bu notu mu aldın? (Azımsama)
   Did you get this point from these questions? (Disdain)
7. Bu yüksek notu almak sana mı kaldı? (Küçümseme)
   What of it to you to take the high score? (Contempt)
8. İki kitap okudun diye adam mı oldun? (Küçümseme)
   Do you think yourself as important as you read two books? (Contempt)
9. Ona çok güvenmekle hata mı ettik? (Kaygı, endişe)
   Did we make a mistake by trusting him much? (Anxiety, concern)
10. O zavallı çocuk kime kötülük edecek ki? (Onaylatma)
    Whom is the poor child going to harm? (Approve)
11. Bu kadar güzel bir kızı kim beğenmez? (Kabul etmeme, yadsıma)
    Who does not like such a beautiful girl? (Argue, Deny)
12. Bugün Toluhan ve Turab gelir mi ki?(Olasılık)
    Do you think Toluhan and Turab will come today? (Probability)
13. Hani beni sinemaya götürecektin? (Sitem)
    Well, you took me to the cinema, didn't you? (Complaint)
14. Bir fincan kahvenin lafı mı olur? (Önemsizlik)
    Don't mention a cup of coffee. (Unimportance)
15. Önüne baksana! Kör müsün? (Azarlama)
    Watch it! Are you blind? (Rebuke)

Thanks to these question acts that we face daily and can replicate examples, people can express their feelings more clearly. These illocutions serve the people to reflect their mood to their discourses and the social intimacy rules, as well, add depth to the expression by expressing of emotions such as "longing, happiness, complaint, anxiety, contempt, etc.". In such acts, the language, the thoughts and emotions seem obviously to be intertwined.

2.1.5 Assuring Notifying / Declarative Questions

The fact that with the related illocutions, a new reality, a new state of matter emerges through the person performed the act is tried to transferred to the other.

For this purpose, during communication, it is expected from the contact person to act regarding the new situation and determine his behavior. The verbs such as "to assign, to give up, to fire, to declare" are important. Searle defining this act as "the utterances of the speaker results a change in non-linguistic or a change in outer world" (2000: 50), identifies that there will be changes with the utterances. We can see it more detail in the following diagram:

Target	Creating changes in discourses
News / Information	Word selection, environment, context
Psychological conditions	Performing the action, assume liability

In the mentioned illocutions the power of the speaker can be recognized. In these utterances performed by different institutions that have declaring power, it can be seen the sincerity conditions are at the forefront:

1. Bazen seni hiçe sayanlardan, seni umursamayanlardan, daha doğrusu her şeyden vazgeçmek gerekmez mi?
   Is it sometimes necessary to give up from the people who ignore you, don not care about you or from everything?
2. (Her şey yalan dolan bir "SEN" hariç. "SENİ" düşününce tüm benliğim yok oluyor işte o zaman aşkımın uğruna kurduğum cümleler bile devrik oluyor.) Sonsuzum olur musun?
   (Everything is a lie except "YOU". When I am thinking of "YOU", I lose myself; then all the sentences that I made for the sake of my love are overturned.) Would you be my eternal?
3. Aşkına döksem gözyaşlarımı, elinle bir defa silecek misin? Şu kalbimi sana versem, ebediyen sevecek misin?
   If I cried for your love, would you dry my tears? If I gave you my heath, would you love me forever?
4. Vazgeçmek, tüketmek veya dönüştürmek?
   Give up, consume or convert?

As seen in the above utterances, the speaker declares a change to the listener emotionally. Thus, any message sent during the interpersonal communication is perceived by the receiver in a specific way, as a result of this perception a positive or negative reaction can be occurred. As there is an interaction between the giver and the receiver during communication, the behavior of the giver cannot be perceived separately from the receiver. Because communication is not one-way, it wants a mutual progress. As understood from the examples and explanations, accuracy act expressing questions by directing are trying to portray the realities in the world, while direct directive questions are intended to format the events to be happened in the near or distant future. Reflective / expressing sense questions indicate illocutions reacting emotionally for a reality or an event. In addition, assertive reporting / declarative questions try to verbalize an event in the world when it is said.

As it is seen in the examples given for explanations, the same content can transfer different messages at different times and situations. In interpersonal communication the messages we give to each other are only enriched the narrative discourse, including different words without being limited to the meaning. The cases include the same illocutions as during a formal dining, by using the utterances of the mother whose children are at home to express her "request" to the husband as saying "Isn't it late?" and the husband who comes home late and the wife who concerns about her husband's health as he comes homes late and has dinner late. In actual point where we fall into distress during explanations, the questions are predominantly emotional. It already shows itself clearly in the examples. The issue we have identified during the trials to classify the questions regarding the semantic and syntactic encountered in scientific studies and to explain the questions in terms of pragmatics is something that tried to express emotions because of the desire to learn with questions, because emotional expression comes generally at the fore front with questions.

3.0 Conclusion

The pragmatics trying to evaluate in the context of the statement of the speaker and the listener and to make sense, classifies the speech acts as; "assertive, directives, commissives, expressive, declaratives" and reveal its descriptive character.

In this paper we tried to classify the question sentences that are most widely used and one of the very rich narrative types, in terms of pragmatics basing on the illocution acts of Searle within directive acts by using the other concepts.

As a result of the classification we did, it has seen that the question is used for the unknown thing at first glance, but in fact pragmatically the emotional statement come to the fore front by adding various meaning characteristics no matter which of the five types of classification is used. This linguistic type trying to lead different uses and functions of the language, is a science that the speaker and the listener has stated, as well as behavior, showing the triangular relationship between the experienced act, behavior and events of people that they gained in an interpersonal communication, relationship between behavior and events and trying to explain to them with the logical rules. This field serving the availability of language use stages, addressing the issue of face to face communication, determining the language difficulties of stem from language and intercultural differences, forming understanding the language theory in a new way, (Demirezen, 1990: 204), is based on the idea that the language has an act value. In this context, it has been revealed that the question sentences can be signified in accordance with the speaker, the context that is used, and the purpose and emotions of the speaker and the listener. However, this explanation includes preliminary information on the subject goes beyond the semantic meaning, instant implications, perceptions, impressions and the status of the context and many other factors.

As a result, no matter which issues are discussed it is revealed that the utterances cannot be evaluated independent from the context with the speech act studies and the grammatical concern is not enough to explain each subject.

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