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WHISTLED LANGUAGE, KUŞDİLİ EXAMINATION OF NON-VERBAL WHISTLED LANGUAGE USED IN KUŞKÖY, GİRESUN

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ABSTRACT

The inhabitants of the village of Kuşköy in Çanakçı district of Giresun Province in north-eastern Turkey communicate distantly by constructing meaningful sentences with whistles. Although there have been some studies and news on the media about this communication method, which is called 'Kuşdili' (literally translated, 'bird language') in Turkish, no scientific studies based on a spectrogram analysis of the sensory elements of this language have been conducted yet. The aim of the researcher is to gather examples about how this whistled language is spoken with field research and to determine the distinguishing characteristics of how this language is spoken by spectrogram analyses on the gathered examples. It has been found out that the whistled language is based on the imitation of spoken Turkish by whistling and the basic distinguishing characteristics of speaking and understanding the language such as the bass-treble ordering of vowels compared to each other, the conservation of this ordering in the process of forming words or sentences, the characteristic sounds of some consonants and the expression patterns relevant to the context have contributed to its formation and usage. Another significant result reached by the study is the inability to communicate previously unknown words via the whistled language.

Keywords: Kuş dili, whistled language, Giresun, Kuşköy, Çanakçı köyü.

INTRODUCTION

While it is a rather new topic for the academicians in Turkey, extensive studies about whistled languages started in other parts of the world in 1950's. '*Information in the human whistled languages and sea mammal whistling'* and *'Whistled Languages'* conducted by Busnel in 1966 and 1976 respectively are among the first examples of these extensive studies. The above mentioned studies examined the whistled languages in Kuşköy in Turkey among such places as Aas in the French Pyrénées, the Canary Islands (La Gomera) in Spain and the Mazatec Mountains in Mexico. Although Busnel's studies seem very extensive at first glance, Meyer (2004) has pointed out that whistled languages are spoken in 60 different regions in the world and there has been little research on these languages. Moreover, it has been stressed in '*Whistled languages: including Greek in the continuum of endangerment situations and revitalization strategies'* by Kouneli, Meyer, and Nevins (2013) and in *'Documentation of Gavião and Surui languages in whistled and instrumental speech Endangered Languages Archive'* by Meyer (2014) that it is a necessity to preserve the whistled languages which have started to disappear due to the modernization in rural areas.

The state of the disappearing whistled language in Kuşköy, Giresun is both stated in both books by Kutluğ (2011; 2012) and observed in the field research for the present study. Moreover, villagers have stated during the interviews done for the present study that the use of the whistled language has significantly dropped due to the use of cell phones and Orhan Civelek, a whistled language teacher, has confirmed this statement by emphasizing that the whistled language was used much more commonly in the past years. Civelek has pointed out that villagers make use of the language in order to communicate from a field to another field or from a house to another house because they are far from each other due to the mountainous geography.

Based on the observations done in the field research, it is estimated that villagers can communicate with each other from a distance of at least 1 km. Moles (1970) obtained results conforming these observations during his research in Kuşköy, Giresun and stated that people could communicate with each other from several kilometers apart despite the mountainous characteristics of the region. There have been some impressive results about the distance which can be covered with the whistled language in varied research. For instance, Meyer (2004) found in his research in the Canaries (La Gomera) that it was possible for people to communicate with each other from a distance of 10 km in suitable conditions and Güntürk (2016) observed in his research that the communication via the whistled language in Kuşköy, Giresun can cover a distance of up to 5 km.

It is significant that the areas in which a whistled language is spoken are mountainous. Meyer (2004) stated in his research in the Canaries (La Gomera) that whistled languages are used in long-distance communications in the areas in which rugged topography prolongs traveling even though a visual contact is possible. It is pointed out in various studies covering Kuşköy, Giresun that the region is mountainous and the living conditions are rather demanding (Moles, 1970; Busnel, 1966; Kutluğ, 2011; Kutluğ, 2012).

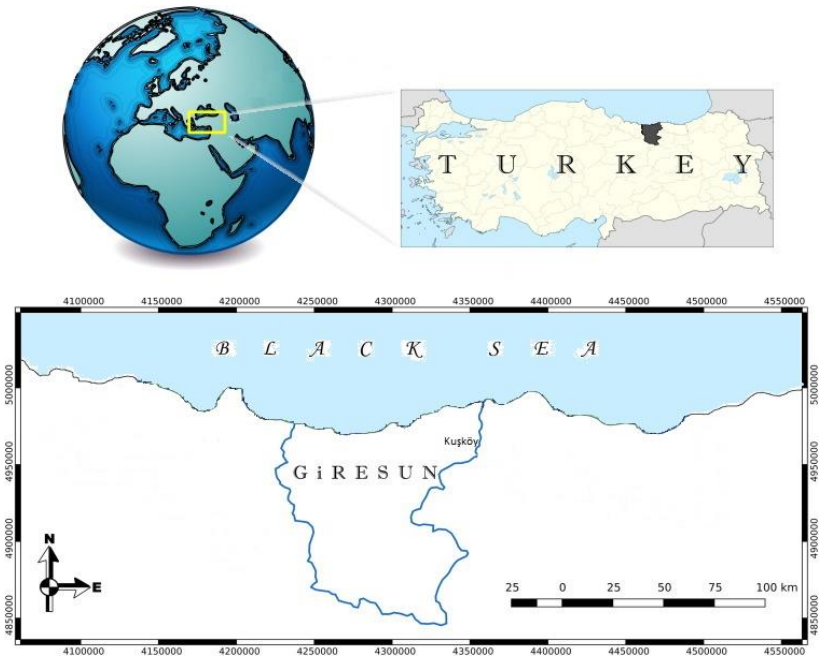


Figure 1. Kuşköy, Çanakçı, Giresun, Turkey.

The condition dominant in the eastern parts of the Black Sea Region in which the mountains parallel to the sea squeeze the inhabited areas into narrow shorelines is also true for the province of Giresun. Houses are scattered on the opposite sides of mountains and on valley floors in the areas where mountains give way. Kuşköy, which is one of the inhabited areas which are scattered along a streambed running towards the sea, is forced to have houses built on mountain sides which are sometimes hundreds of meters away from each other because the center of the village is narrow due the scarcity of level ground along the streambed. Even though the air distance between two houses doesn't exceed 50-100 meters, it may take hours to go from one to the other due to the rugged, impassible territory and vegetation. Because of this fact, it is very common to observe simple cable cars and rope bridges in the whole Black Sea Region. Because it is not practical to go to a neighbor's door to give news, conveying information about such topics as house visits, weddings, funerals or collecting tea leaves is achieved by whistling.

It is possible to guess that Kuşköy (literally translated, Bird Village) is named after its whistled language ('kuşdili' in Turkish). Yet, the village is named after the various kinds of birds which inhabit the region throughout the year. Kuşköy is situated on the southern side of a rugged mountain. Because the area provides a temperate inhabitance for the birds, they don't migrate. The sound of the crowed flights of birds can be heard everywhere in the village.

History of the Whistled Language Spoken in Kuşköy, Giresun

There is no concrete evidence about the history of the whistled language spoken in Kuşköy, Giresun. That's why the inhabitants of Kuşköy can go as far back as their elders tell them about the history of the whistled language.

However, it is a memory which is told by the elders of the village proudly that the local militia resisting the occupying forces gained strategic leverage with the whistled language during the Turkish War of Independence. This memory can be regarded as important evidence that the language has been in use for at least 100 years. However, even though there is no written evidence about how old the language is, the villagers claim that it has been used as a communication medium conveying meaningful sentences for at least 200 years. Moreover, Kutluğ (2011; 2012) has stated in two separate studies that the language has been in use for about 400 years.

It is the common opinion of the villagers that the language is the result of a need for shepherds to manage their herds by whistling and to communicate easily in the mountainous terrain. Based on the observations done in the field research, this study also supports this opinion.

The discovery of the whistled language by the outside world is by an interesting coincidence. During the opening ceremonies of a primary school built in Kuşköy by the company Mobil in December, 1963, the villagers were recorded in a video while speaking the whistled language. This video is regarded as the first audio-visual recording of the whistled language. When it was realized that the people constantly whistling in the square understood each other, the fame of the whistled language spread across the borders of the region for the first time.

Imitation of Spoken Language by Whistling

'Kuşdili' (whistled language in Turkish) is based on the imitation of spoken Turkish by whistling. Busnel and Case (1976) determined that whistled languages consist of imitations of spoken languages. As Gemalmaz (2010) pointed out in his study on the effects of the morpho-syntactic structure of Turkish on its phonology, the sounds in Turkish are generally produced in the front part of the mouth. This situation which enables more distinguishing tongue movements in the parts of front palate, teeth and lips in which whistling sounds are produced makes it possible to form more groups of sounds to be imitated by whistling. Because the position the mouth takes while talking is preserved, a careful and experienced listener can discern which spoken expression is imitated by whistling. The number of the syllables, which become countable as each of them requires a different whistling stress, and the bass-treble grouping of the vowels in each syllable done by the frequency analysis in this study provide assistance.

Whistling predominantly produces vowels as it can express prolonged sounds. However, the forms of combining with consonants and the characteristics of some consonants help significantly; e.g., the sound 'ş' in whistling is produced as a whistle changing from treble to bass by restricting the air flow on the front palate with the tongue and pulling the tongue down to form a sudden expanse in the air flow. This condition lets the sounds which don't have the above-mentioned characteristic be quickly discarded from the words which are expected to be used in the context. While saying 'akşam' (evening in Turkish), the bass sound 'a' combined with 'k' constitutes the first syllable. At the end of the syllable, the air flow restricted at the nasal cavity creates an effect of a sharp stop at larynx. The characteristic sound 'ş' combined with the bass sound 'a' after a momentary pause enables the word

'akşam' to be discerned immediately. Moreover, consonants like 's' and 'z' are produced by whistling through a round-closed mouth with the tongue at the front. This narrow air flow produces a comparatively treble whistle. However, because the letter 'h' requires a wide mouth and nasal cavity, this air flow produces a comparatively bass whistle. Figure 2 is taken from a research video produced with radiotopography by Busnel in Kuşköy, Giresun in 1970. The movements of the jaw, tongue and larynx while producing Turkish letters, words and sentences with the whistled language are clearly seen in the video. This video can be accessed via the link provided in the bibliography.

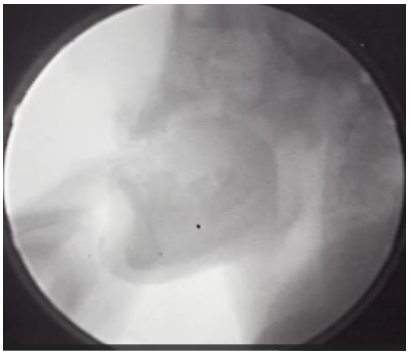


Figure 2. Sound Producing Example (Busnel, 1970).

Moreover, it is found out in the present study that the techniques for producing sounds in whistled languages are different from each other. Figures 3, 4, and 5 are taken from the documentary '*Les derniers siffleurs de La Gomera, documentary*' by Jampolsky (1999). When these pictures are examined, it can be seen that the techniques used in El Silbo, the whistled language spoken in La Gomero, are different from those used in Kuşköy, Giresun (Figures 6, 7, and 8).

Figure 3. Sound Producing Example (Jampolsky, 1999).

Figure 4. Sound Producing Example (Jampolsky, 1999).

Figure 5. Sound Producing Example (Jampolsky, 1999).

Figures 6, 7, and 8 are taken from the video recorded during the field research in Kuşköy, Giresun. When these pictures are examined, contrary to El Silbo in La Gomero, the technique of placing a hand either to the right or

to the left side of the mouth is not used in Kuşköy. Moreover, the techniques of producing a whistle sound without hands, with one hand, and with two hands are used in Kuşköy while whistling.

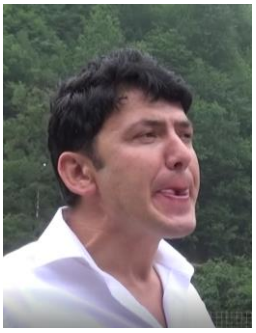


Figure 6. Sound Producing Example.

Figure 7. Sound Producing Example.

Figure 8. Sound Producing Example.

METHOD

Research Design

The present study is a descriptive survey model. Survey models aim to describe a past or present case as it is and try to define the case, individual or object to be studied in its own terms and as it is (Karasar, 2003: 77). The study started with a literature review. It also made use of field research to determine the characteristics of the whistled language spoken in Kuşköy, Giresun.

Population Sample

The population of the study is the whistled language spoken in Kuşköy, Giresun. All the interviews, video and audio recordings made within the scope of this research were made in the village of Kuşköy, Çanakçı, Giresun, where this language is spoken. In addition, all video and audio recordings related to speaking of the language were taken from the open area, that is, from the natural environment where the language is spoken. The sample obtained by the field research done during the study contains the population of the study.

Data Collection and Analysis

The study started with a literature review Then, in 2018-2019, we went to Kuş village in Çanakçı district of Giresun, where the language is spoken, and informed the mayor of Çanakçı, Tuncay Kasım, and the headman of Kuş village, Avni Köçek, about the research to be carried out. In other words, the data of this research were collected in 2018. After this information, a topographic survey was made in the region and interviews were held with the villagers who spoke or had knowledge about the whistled language. Moreover, how the language was spoken was recorded in audio and video formats to understand usage of the language. The recordings were

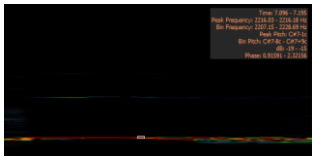
analyzed with the Sonic Visualiser software (Developed at the Centre for Digital Music, Queen Mary, University of London). The spectrogram analyses are presented in a tabular format.

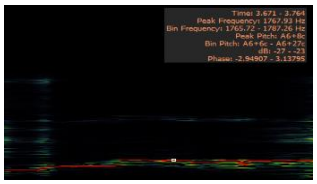
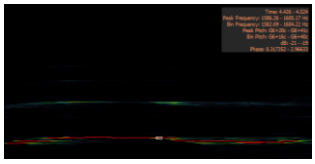
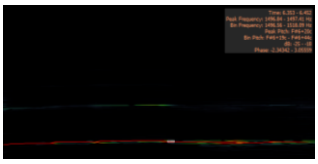
FINDINGS

> '… For the current purpose, the relevant question is whether these systems use fixed pitch intervals. Unfortunately, there are no good empirical data to address this issue. Because tonal whistled speech is usually produced by mouth rather than by an instrument with fixed pitches, it seems unlikely that there is a tuning scheme that relies on standardized pitch intervals.' (Patel, 2008: 50)

Both the cent values of sounds and their place on the staff are shown in the spectrogram analyses presented in a total of 10 tables. In order to improve readability, the sound field on the staff is limited to the first and second octaves. Table 1 presents the spectrogram analysis of the vowels in Turkish.

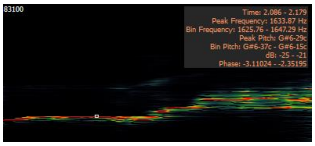
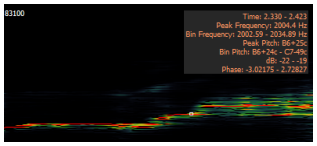
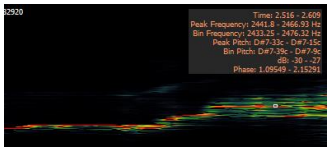
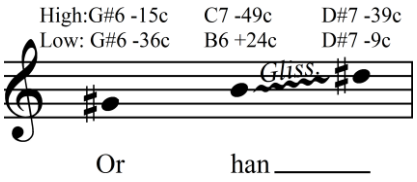
Table 1. Vocalization and Spectrogram Analysis of The Letters İ – U – Ü – I – E – Ö – A – O in The Context of The Whistled language.

Letter	Pitch	Spectrogram Analysis
"İ" harfi	High: D#7 +6c Low: D#7 -32c	
"U" harfi	High: C#7 +9c Low: C#7 -8c	
"Ü" harfi	High: C#7 +49c Low: C7 -25c	
"I" harfi	High: C7 -40c Low: C7 -21c	
"E" harfi	High: B6 +42c Low: B6 +24c	

"Ö" harfi	High: A6 +27c Low: A6 +6c	
"A" harfi	High: G6 +40c Low: G6 -16c	
"O" harfi	High: F#6 +44c Low: F#6 +19c	

In Table 1, all the vowels are ordered from the treble pitch to the bass pitch from top to bottom. Although the frequencies of vowels change when whistled, it is found that their treble-bass ordering is conserved. Because the prolonged sounds consist of vowels, the tone difference which skipped attention in previous studies plays an important part in understanding and discerning words. Meyer, Meunier, and Dentel (2007) pointed out that vowels had distinguishing characteristics while expressing Spanish words by whistling.

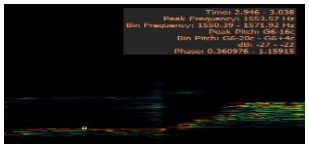
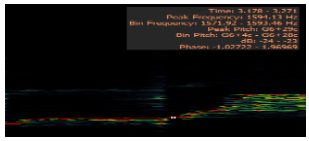
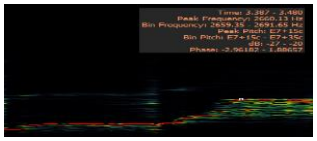
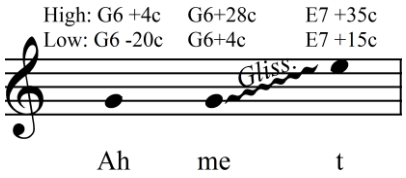
Table 2. Spectrogram Analysis of The Word 'Orhan'

Or	**ha-**	**-n (glissando)**
High: G#6 -15c Low: G#6 -37c	High: C7 -49c Low: B6 +24c	High: D#7 -9c Low: D#7 -39c
		
		

In table 2 above, the spectrogram analysis of the word 'Orhan' is presented. The red lines in the tables represent changes in frequency. A wide space inside the mouth produces a bass sound and a narrow space inside the mouth produces a treble sound. It can be seen that the letters 'o', 'h', and 'a' which require a wide space inside the mouth and are produced by pulling the tongue down are in the bass frequencies. In order to produce the letter

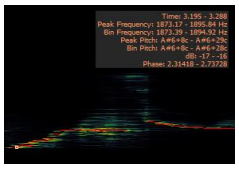
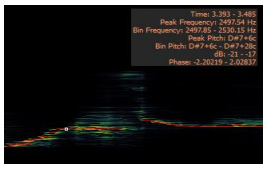
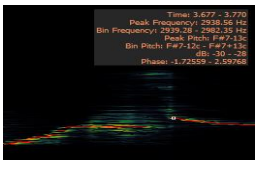
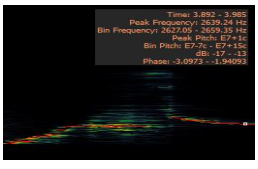
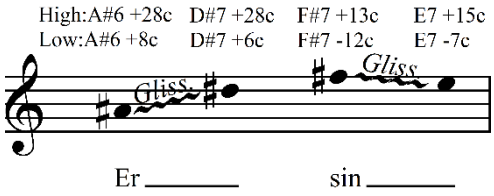
'n', the tongue must move upwards towards the palate. This creates a narrowing space inside the mouth. The *glissando* effect which sharpens the voice until the tongue reaches the palate can be observed above.

Table 3. Spectrogram Analysis of The Word 'Ahmet'

Ah	**me-**	**-t (glissando)**
High: G6 +4c Low: G6 -20c	High: G6 +28c Low: G6 +4c	High: E7 +35c Low: E7 +15c
		
		

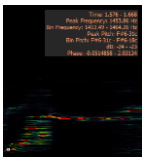
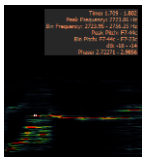
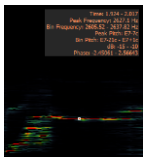
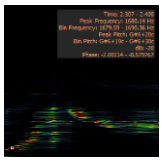
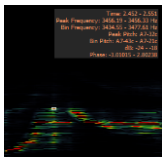
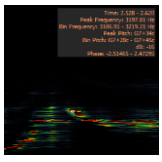
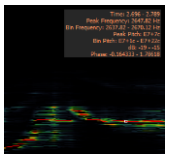
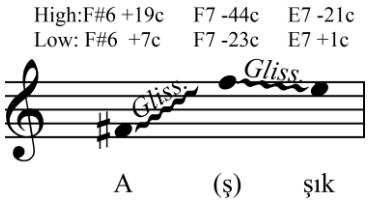
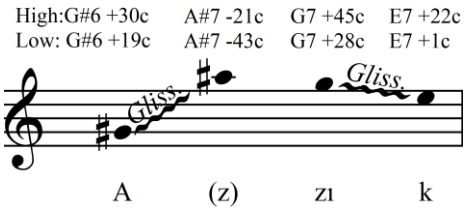
A condition similar to the word 'Orhan' in Table 2 can be seen in the word 'Ahmet' in Table 3. Because the letter 'm' which must be given with closed lips cannot be produced by whistling, the tongue gets into the position under the lower front teeth where it stops to produce the letter 'm' and a sharpening *glissando* is formed by moving the tongue towards the upper palate while producing the letter 't'.

Table 4. Spectrogram Analysis of The Word 'Ersin'

Er		**-sin**	
High: A#6 +28c Low: A#6 +8c	High: D#7 +28c Low:D#7 +6c	High: F#7 +13c Low: F#7 -12c	High: E7 +15c Low: E7 -7c
			
			

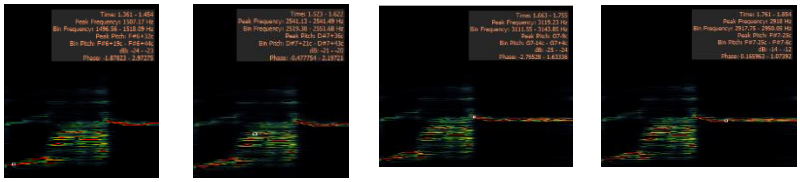
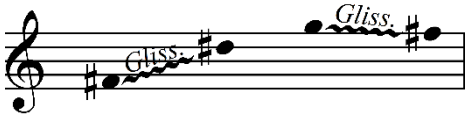
It can be observed that the vowels 'e' and 'i' are positioned according to the bass-treble ordering in Table 1 while producing 'Ersin' by whistling. A sharpening *glissando* which is caused by the tongue moving towards the palate in order to produce the letter 'r' follows a comparatively bass whistle with a wide mouth in order to produce the letter 'e'. Immediately following this action, the tongue which takes a close position in order to produce the letter 's' completes the word by making a short downwards move and producing the letter 'i' which is more treble compared to the letter 'e' with a deepening *glissando.*

Table 5. Spectrogram Analysis of The Words 'Aşık' and 'Azık'

Spectrogram Analysis of the words 'Aşık'			**Spectrogram Analysis of the words 'Azık'**			
A	**(ş)**	**şık**	**A**	**(z)**	**zık**	
High:F#6 -31c Low:F#6 -18c	High:F7 -44c Low:F7 -23c	High:E7 -21c Low: E7 +1c	High:G#6 +30c Low:G#6 +19c	High:A#7 -21c Low:A#7 -43c	High:G7 +45c Low: G7 +28c	High:E7 +22c Low: E7 +1c
						
						

When Table 5 is examined, it can be observed that while producing the word 'aşık' by whistling, the bass letter 'a' must be produced with a wide mouth where the tongue is held back. Immediately, the tongue moves under the lower front teeth in order to produce the letter 'ş'(sh) and this movement causes a wide, sharpening *glissando* effect. While whistling the second syllable, the tongue moves backwards from the position it was in to produce the letter 'ş' in order to produce the letter 'ı' and another short *glissando* which can be seen as a demitone in the table is formed. Lastly, the letter 'ı' forms a long red line in the spectrogram analysis as a sound more treble than the letter 'a'. This condition matches the correct position in the spectrogram analysis table in which the bass-treble ordering of vowels are presented. The difference in whistling a similar word 'azık' is that the letter 'z' causes a longer *glissando*. While the letter 'ş' is produced with a tongue movement towards the bottom of the lower front teeth, the letter 'z' is produced with a longer tongue movement towards their top. This condition can be easily observed both in the spectrogram analysis and on the staff.

Table 6. Spectrogram Analysis of The Word 'Azik'

A	(z)	zik	
High:F#6 +44 c Low:F#6 + 19c	High:D#7 +43c Low:D#7 +21c	High:G7 +4c Low: G7 -14c	High:F#7 -6c Low:F#7 -25c
			
High:G#6 +44c D#7 +43c G7 +4c F#7 -6c Low: G#6 +19c D#7 +21c G7 -14c F#7 -25c  A (z) zi k			

Because the words 'aşık', 'azık', and 'azik' are pronounced similarly, they have been chosen in order to find out whether or not they can be distinguished from each other when whistled. The only difference between 'azik' and 'azık' is the vowels in the second syllables. When Table 6 is examined, it can be seen that the letter 'i' in the last syllable is more treble than the letter 'ı' in the last syllable of the word 'azık' in Table 5. This condition is parallel to the case presented in the frequency analysis order of vowels in table 1.

Table 7. Spectrogram Analysis of The Word 'Akşam'

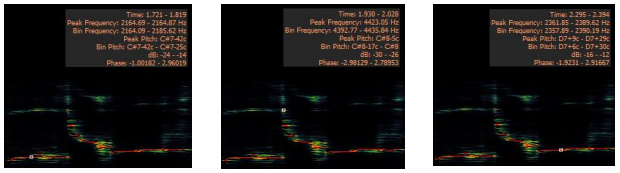
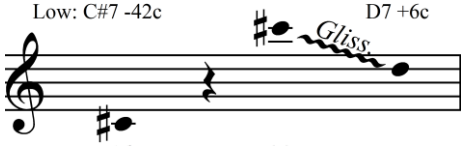
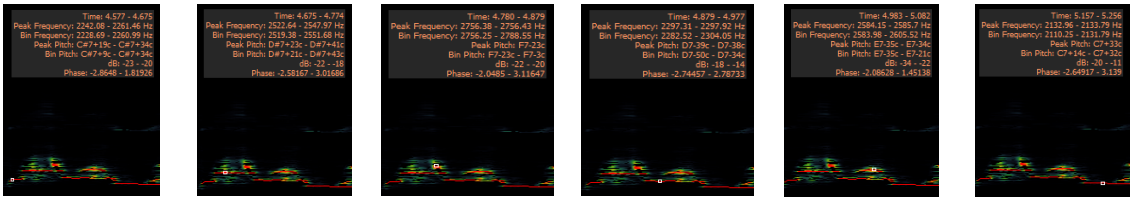
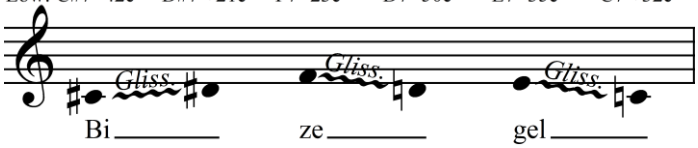
Ak	(ş)	şam
High: C#7 -25c Low: C#7 -42c	C#8 -17c	High: D7 +30c Low: D7 +6c
		
High:C#7 -25c C#8 -17c D7 +30c Low: C#7 -42c D7 +6c  Ak (ş) şam		

Table 8. Spectrogram Analysis of The Sentence 'Bize Gel'

Bi		ze		gel	
High: C#7 +34c	D#7 +43c	F7 -3c	D7 -34c	E7 -21c	C7 +14c
Low: C#7 +9c	D#7 +21c	F7 -23c	D7 -50c	E7 -35c	C7 +32c



High:C#7 -25c D#7 +43c F7 -3c D7 -34c E7 -21c C7 +14c
Low: C#7 -42c D#7 +21c F7 -23c D7 -50c E7 -35c C7 +32c



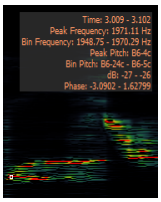
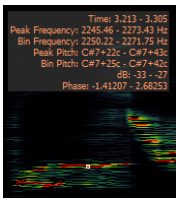
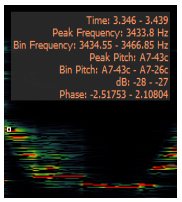
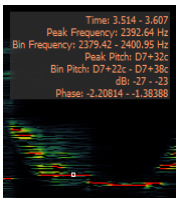
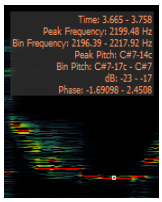
Because the speakers of the whistled language know which words and sentence patterns are used in what context, the spoken equivalents can be figured with the help of the characteristics mentioned in the present study. It has been discovered in the study that unknown or infrequently used expressions cannot be expressed by whistling. Orhan Civelek, the whistled language teacher of the village who provided help during the study confirmed that it was not possible. Moreover, he stated that as a teaching method in his course, he focused on whistling and understanding commonly used words and sentence patterns.

Let's examine how a commonly used sentence pattern is understood in this context: While saying 'Akşama bize gel', the three syllables with the bass letter 'a' (also, the characteristic of the word 'akşam' mentioned in the section 'Imitation of Spoken Language by Whistling'), the word 'bize' which consists of two comparatively treble syllables due to the sounds 'i' and 'e', and the one treble syllable, 'gel', containing the sound 'e' form an idiosyncratic pattern. The three comparatively more treble whistles (the two-syllable word 'bize' with two consecutive whistles and the one-syllable word 'gel' after it) coming after the word 'akşama' (Table 9) evoke the part 'bize gel' among the probable expressions to be used (Table 10).

The villagers calling each other from long distances express the last syllable of a sentence as an exclamation prolonged in a glissando by sharpening or deepening it. This condition is also transferred into the whistled language. If there will be a stop after a word as seen in Table 7, the last syllable is prolonged. Afterwards, the rest of the sentence is whistled and the last syllable is prolonged as an exclamation with a glissando. Table 9 and Table 10 together are a single expression whistled at one time. (Because the spectrogram analysis of the sentence 'akşama bize gel' is too wide, 'akşama' and 'bize gel' are presented in Table 9 and Table 10 respectively.) Table 7 and Table 8 are divided into two expressions whistled by a stop in between. They form a good example for an

expression prolonged as an exclamation with a glissando. The same word cluster changes its form if there is a stop in between when whistled as it is the case when spoken.

Table 9. Spectrogram Analysis of the Sentence 'Akşama Bize Gel' (whistled by a girl)

Ak		**şa**		**ma**
High: B6 -5c Low: B6-24c	High: C#7 +42c Low: C#7 +25c	High: A7 -43c Low: A7 -26c	High: D7 +38c Low: D7+22c	High: C#7 Low: C#7 -17c
				

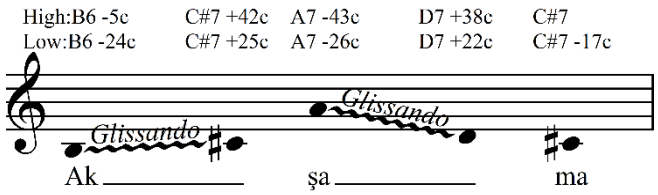
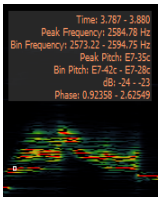
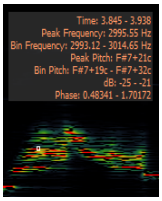
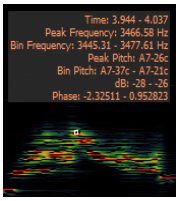
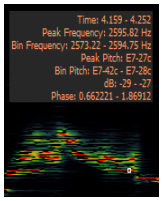
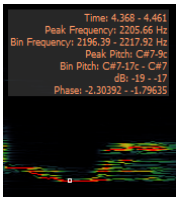
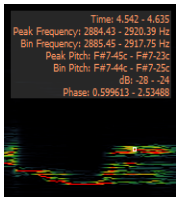


Table 10. Spectrogram Analysis of the Sentence 'Bize Gel' (whistled by a girl)

Bi		**ze**		**gel**	
High: E7 -28c Low: E7 -42c	F#7 +32c F#7 +19c	A7 -21c A7 -37c	E7 -28c E7 -42c	High: C#7 Low: C#7 -17c	F#7 -25c F#7 -44c
					

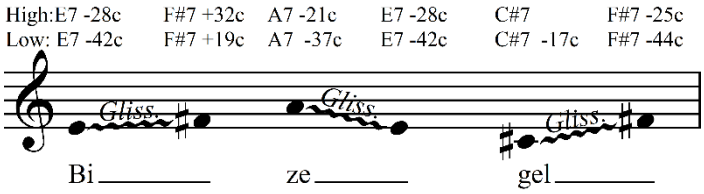


Table 7 and Table 8 along with other examples were whistled by the whistled language teacher of the village. Table 9 and Table 10 were whistled by a talented girl in the course.

CONCLUSION and DISCUSSION

The whistled language is a non-verbal language invented by human beings to meet the need to communicate over long distances by using their mental and physical potential. Although the shepherds' control of the sheep herds by whistling is also considered as a factor in the formation of the language, the mountainous structure of the region and the dispersed settlement are seen as the main factors. In other words, the ability to communicate with whistled language at distances where it is not possible to communicate with verbal language draws attention as the most important feature that allows the language to come from the past to the present. In the experiments we conducted in our research, it was observed that the villagers could communicate with bird language from a distance of about 1 km. Moles (1970) also stated in his research that the villagers living in Giresun Kuşköy could communicate with the whistled language from a distance of a few kilometers, while Güntürkün (2016) found that they could communicate from a distance of 5 km. On the other hand, it has been determined that communication could be established from a distance of 10 km in the Canary Islands (Meyer, 2004). When the results of our study and other studies are examined, it is seen that it is possible to communicate with the whistledlanguage at distances where it is not possible to communicate with verbal language.

'Kuşdili' (whistled language in Turkish) is based on the imitation of spoken Turkish by whistling. . Busnel (1976) also describes the whistled language as an imitation of Turkish in his research. The characteristics of Turkish as a *prodental* language which enable more tongue movements on the dental and labial areas where whistles are formed and more distinguishing sounds make imitation easier. The most important element in the present study is that it has been established with frequency analyses that vowels preserve their bass-treble ordering with each other. It cannot be expected that letters are whistled at the exact same frequency each time. However, when the results of the analyses are examined, it has been found that the vowels in words or sentences are always positioned according to the bass-treble ordering (Table 1). The reason why we focused on vowels in the analyses is that vowels are the prolonged letters, that is, whistles, prominent in hearing. The stops which reveal the number of syllables in a word, the associations about what a word may be based on the bass-treble ordering of vowels, the characteristic hearing of some consonants ('glissandos' such 's', 'ş' and 'z' which go up to or come from treble; comparatively long stops in the middle of a word caused by syllables ending in consonants such as 'k') and the expression patterns suitable to the context provide help in deciphering a whistled word by the hearer. Previously unknown words cannot be expressed by whistling. This condition has been discovered during the trials done with foreign words which the whistled language speakers didn't use previously. Orhan Civelek, a whistled language teacher, confirms this condition, too. Because the whistled language users make use of associations by imitating the expressions of spoken language with whistles. That's why it cannot be expected that a receiver can decipher an unknown word about an unexpected topic.

Although the factors in the formation of this language and how the language is spoken have been determined to a large extent, there is no clear information about the history and past of the language. However, it is stated by

the local people that this language has been used for centuries, both in our study and in the interviews conducted in Uzun, Zaman, and Birinci's (2021: 109) research. It can be said that the use of the language in daily life is the most important factor in not forgetting the whistled language for centuries. However, mobile phones, which have become increasingly widespread all over the world in the last 15-20 years, have started to replace Kuşdili in meeting the need for long-distance communication. Uzun, Zaman, and Birinci (2021: 109) especially stated the negative effects of mobile phones on the use and learning of the language, and in their research, Kouneli, Meyer, and Nevins (2013) and Meyer (2014) stated the necessity of their survival and the preservation of whistled languages, which started to disappear with the introduction of modernization and technology in rural areas. It is of great importance for both our country and world culture that the whsitled language, which was included in the list of intangible heritage requiring urgent protection in 2017 by UNESCO, should not be forgotten.

SUGGESTIONS

The most important reason why the whistled language is used in daily life and not forgotten for centuries is that it can effectively meet the need to communicate over long distances. However, nowadays, the fact that mobile phones can meet this need, young people's effective use of mobile communication tools and their tendency (even addiction) to these devices draw attention as the most important obstacle to the use and learning of the whistled language in daily life. In not forgetting the whistled language, which is one of the most valuable heritages of our country and common human culture, the effort of the local people, scientific research conducted within the scope of the subject, the courses organized for teaching the whistled language, festivals supported by the state and private sector, etc. are of great importance.

Undoubtedly, that it was included in the list of intangible heritage that requires urgent protection by UNESCO in 2017 is an important development in the protection of the whistled language. However, continuation of the projects aimed at ensuring the daily use of the language by the local people and increasing the number of scientific research and projects carried out within the scope of the subject are of great importance in terms of keeping this important cultural heritage alive and transferring it to future generations.

ETHICAL TEXT

"In this article, the journal writing rules, publication principles, research and publication ethics, and journal ethical rules were followed. The responsibility belongs to the author (s) for any violations that may arise regarding the article. The data of this research were collected in 2018.

Authors Contribution Rate: The contribution rate of the first autor is %50, the contribution rate of the second autor is %50.

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