

## TÜRKİYE TÜRKÇESİNDE ZAMİRLERİN ANLAM YÜKÜ

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### ÖZET

Türkiye Türkçesinde zamirlerin anlam yükünün incelendiği bu çalışmada zamir teriminin tanımı yeniden ele alınmış ve buna göre bir sınıflama yapılmasının gerekliliği belirlenmiştir. Ayrıca “yerine geçme” tabiri yeniden ele alınarak, “gerçek dünyadaki kavramların karşılığı olduğu için bütün kelimelerin zamir yönü olduğu” sonucuna varılmıştır.

Paradigmatik bir yapıya sahip olan zamirlerin, başka dilbirimlerini kullanarak gerçek dünya bilgisine ulaştıkları ve anlam yüklerini oluşturdukları belirlenmiştir. Buna da somutlaştırma denilmektedir. Zamirin anlamını, bu somutlaşma sırasında metnin bağlamı belirler. Metinde kastedilen niyet, zamirin anlam yükünü belirler. Gönderimle ise zamirlerin anlamları düzenlenir. Zamirin hedefiyle arasındaki mesafesi de onun anlamı yüklenmesinde etkilidir.

Metin işaret zamirleri ve soru zamiri ise, bilgi kategorisinde bir veya birkaç cümledeki bilgileri özetler ve bunların değişik amaçlarla kullanılmasını sağlar. Türkçede zamir kullanımının bu özelliğinin kavratılmasının okuma, anlama ve eğitim yönünden birçok yararları vardır.

**Anahtar Kelimeler:** Zamir, anlam yükü, paradigma, dilbirimi, metin işaret zamiri.

### SEMANTIC CONTENT OF PRONOUNS IN TURKEY TURKISH

#### ABSTRACT

The present study aims to examine the semantic content of pronouns in Turkey Turkish. The definition of

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the term “pronouns” was reconsidered in this sense, and it was revealed that a new classification should be made. Furthermore, the term “substitution” was re-examined, and it was concluded that “all words denote an aspect of pronouns since they correspond to concepts of the real world”.

Bearing a paradigmatic structure, pronouns attain the real world knowledge by using other glossemes, thereby creating semantic content, which is named concretization. The meaning of a pronoun is determined by the context in the process of such concretion. The intention referred to in the text shapes the semantic content of pronouns. The distance between a pronoun and its target also plays a role in assuming a meaning.

Demonstrative and interrogative pronouns summarizes the information in one or more sentences, thus enabling them to be used for different aims. The incorporation of such usage of pronouns in Turkey Turkish into curriculum will yield many benefits with respect to reading, comprehension, and education.

**Key Words:** Pronoun, semantic content, paradigm, glosseme, textual demonstrative pronoun.

## INTRODUCTION

Expressed as “derûnda ızmar olan sır” (a mystery full of imagery) by our Ottoman predecessors, a pronoun can be defined as an expression which reflects meaning, which doesn’t have an inherent meaning, and which loads the meaning of other expressions. This pattern of pronouns suggests a semantic property enciphered in the form of secret words.

Deficiencies are observed today relating to the term and definition of “zamir” (pronoun) as is currently used in Turkey Turkish. It is defined as a word substituted for a noun. However, such a definition only corresponds to the term “pronoun” in English. A question arises at this point: Can we employ pronouns so that they can refer to the term “proverb” to stand for verbs; “proadverbs” for adverbs, and “proadjectives” for adjectives? Indeed, we can; however, a new perspective is required for such usage (Donalda 1986: 80).

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It has been concluded under this study on semantic content of pronouns in Turkey Turkish that the term “pronoun” must undergo a revision, and a new classification must be made based on such revision. To this end, it is advisable that the phrase “substitution” should be dealt with again and a classification be made according to the words pronouns substitute for.

Moreover, the number of pronouns identified in Turkey Turkish should be re-evaluated. Do we really have a fixed number of pronouns? Or, can any word function as a pronoun based on its usage in the sentence as observed in the case of adjectives, adverbs, and nouns. An answer to such questions has also been sought while examining the semantic content of pronouns: Many words in a sentence can also be analyzed with respect to the process of pronominalization.

In attempting to determine the pattern of semantic content which makes the pronominalization possible, its paradigmatic structure must be worked out first. The system, established in a way allowing substitution with one another in a language, determines the semantic content of a pronoun by organizing the parts within such a paradigm (Muhlhauser 1990: 200).

The semantic content of a pronoun is arranged so that previous information in the narration is transferred to the recipient without repeating it as a full expression, but by trailing it. Instead of the former information, its traces are repeated. In this way, brevity is ensured, and fresh information may be expressed more easily and clearly, avoiding repetition. It also facilitates concentration on new information. Using previous information in brief expression without promoting it to the surface text offers significant advantages in expression (Sugamoto 1989: 232).

In order to accurately understand a pronoun and its semantic content, one had better treat it as a “glosseme”. Glossemes gain meaning through context (Üstünova 2010: 48). They can be divided into two with respect to acquiring semantic content:

1. Glossemes with inherent meaning: Their meanings are embedded in their bodies. Nevertheless, inherent meanings are organized through contextual bonds. Examples to such linguistic units are nouns, adjectives, adverbs, and verbs (Bybee 1985: 84).
2. Glossemes with externally sourced meaning: Their meanings are dependent upon other constituents, and are entirely

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organized based on the context. Examples to such linguistic units are pronouns, postpositions, and exclamations (Diessel 1999: 90).

If linguistic units are examined in these two respects, it could be better understood that every word bears a pronominal aspect. The reason is that words are symbols in which entities, qualities, manners, and actions in the real world are enciphered. Pronominal meaning of a symbol facilitates the understanding of the aforementioned claim (Hill 1995: 148). To what extent does a word become a pronoun? What determines this fact is how full or empty a semantic content is. For instance, the noun “Ali” is fuller than the pronoun “o” (he), but less empty than the noun “Ali MERTOĞLU”.

The power of reference of linguistic units directed to the outer world determines the semantic content. The pronoun “o” (he) obtains its semantic content from other lexemes in the text. That is to say, a pronoun first makes reference to them; then reaches the real world information and acquires it (Cooke 1968: 70).

“O” → “Ali” → “Öğretmen Ali” → “Öğretmen Ali Mert”

(“He” → “Ali” → “Ali, the teacher” → “Ali Mert, the teacher”)

We see concretion here. “o” (he) is abstract, and becomes more concrete with each referential step. Any glosseme taking up a place in the text is connected to the real world in that manner through connotations, and becomes concrete (Abdel-Hafiz 1988: 140).

If we divide sentence elements into two, as reporter-predicate and reported-complement, we can notice that the reported ones have a pronominal aspect (Bhat 1978: 200).

“Dün ana renkleri sevmediğimi ona söyledim.” (I told him/her I did not like primary colors). Let’s take this sentence:

Dün (Yesterday): Day of Wednesday Primary colors: “*mavi, yeşil, kırmızı renkleri*” (colors of blue, yellow and red), “sevmediğimi” (That I did not like): Intermediate reporter “ona” (him/her): Ayşe’ye (to *Aishe*) I told (Söyledim): Reporter

As seen above, every component has indeed substituted for another element. The adverb “dün” (yesterday) has substituted for the adverb “çarşamba günü” (The Day Wednesday), the adjectival phrase “ana renkleri” (primary colors) for “Mavi, sarı ve kırmızı renkleri” (the colors of Blue, yellow and red), the pronominal complement “ona” (to him/her) for the nominal phrase “Ayşe’ye” (to *Aishe*). While

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Pronouns create obscurity around their location, and a recipient tries to disambiguate it. They will fill up the closed and empty gaps by using the information contained in a sentence or text (Lichtenberk 2000: 90) .

A pronoun is organized within the reporting structure of the predicate. The Relationship between the component which holds the pronoun and the predicate determines the semantic content. Many constituents may undergo pronominalization as a result of its association with the predicate (Diessel 1999: 138).

Consider these sentences: “Bunu şöyle arz ettiler: Şikayetlerini öğretmene söyledim: Şimdi bildiğimi sana anlatacağım.” (They narrated this so: I reported their complaints to the teacher: I will tell you now what I know). “**Bunu (This):** X1, “şöyle” (**So):** X2, “arz ettiler” (**narrated):** Reporter, “şikayetlerini” (**Their complaints):** the complaints: “Başım ağrıyor, gözüm görmüyor.” (My head aches, my eyes don’t see). “Öğretmene” (**To the teacher**) > “Ali Bey’e (to Mr. Ali), “söyledim” (**Reported):** Reporter, “şimdi” (**now):** currently, “bildiğimi” (**what I know):** X3, “size” (**to you**) > “Mahmut’a” (to Mahmut), “anlatacağım” (**I will tell):** Reporter”. What pronominalizes the constituents in these sentences in the given ways is reporters’ expression of intention.

Because every reported item bears a pronominal aspect based on reported-reporter relations, one needs to pose questions to the reporting verbs in order to find their semantic content (Cole 1978: 138).

Let’s interrogate the sentence “Öğretmen, öğrenciyeye ceza verdi.” (The teacher gave the student a punishment):

Reporting verb: “ceza ver-”	Step 1	Step 2
Who is the punisher?	“Öğretmen” (teacher)	“Ali Usta”
Who was given the punishment?	öğrenciyeye (to the student)	“Mahmut TOSUN’a” (to Mahmut TOSUN)
What kind of punishment was given?	“ceza” (punishment)	“Okuldan atılma cezası”(Suspension from school)

In this case it could be assumed that some components “ben”, “sen”, “bu”, “şu” vb. (I, you, this, that, etc.) are intrinsically pronouns by their nature, while others go into use as pronouns when they are stationed in other forms. These essential and incidental

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patterns pronominalize in the text and take up an important place (Demirci 2010: 65).

Within the text, pronouns play key roles in organizing, reinforcing, commentating, summarizing, binding, restricting, explaining, concealing, simplifying, complicating, and reporting the meaning (Wiesemann 1986: 156). However, since the scope of this study is semantic content of pronouns, the details of these functions will not be elaborated here.

With respect to semantic content, personal pronouns and demonstratives, and the interrogative pronoun “ne” (what) stand out in two different ways. The reason for this is that while the first group falls into the personal category, the latter does so into the informative one. Personal pronouns interact with possessive and personal affixes in a sentence, whereas demonstratives and the interrogative “ne” (what) more establish relationships with glossemes. Demonstrative and interrogative pronouns substitute for a sentence or group of sentences (utterance), and put their information to use (Kornfilt 1997: 130).

“Her arşamba, buraya geleceksin. Bunu unutma” (You must come here every Wednesday. Do not forget this). (Demonstrative)

“Ne demiştim bu sabah: arşambaları unutma.” (What did I tell you this morning: Do not forget wednesdays). (Interrogative)

Former and subsequent information replaces one or more sentences without repetition, and is carried to its location, which offers the following benefits:

1. Provides a better understanding of the message.
2. Preserves the information by emphasizing it.
3. Highlights the information to be stressed.
4. Prevents previous information from being forgotten.
5. Facilitates communication
6. Saves time and labor.
7. Prevents unnecessary repetition.
8. Ensures a functional language teaching.
9. Enhances reading comprehension.
10. Promotes abstract meaning to the concrete.
11. Ensures perception of background information of the text, which means a conscious perception (Donnellan 1978: 112).

The summarizing nature of demonstratives and the interrogative “ne” (what) has also been named “inadequate repetition” (ÜSTÜNOVA 2010: 50). While the interrogative “ne (what) only makes preference, demonstratives make both backward and forward reference.

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Through questioning, the interrogatives “ne/neler” (what/what things) receive subsequent information as in the following example: “Yarın neler yapacaksınız? Kapıyı tamir edeceğiz. Duvarı boyayacağız. Perdeleri yıkayacağız.” (What things will you do tomorrow? We will repair the door. We will paint the walls. We will wash the curtains).

The interrogatives “bu/bunlar” (this/these) establish post reference in the text. That is to say, they stand for former information.

a. “Türkiye büyüyor. (Türkiye is growing). b. Çıtaı yükseltiyoruz. (We are raising the bar). c. Ülke gelişiyor. (The country is developing). d. Büyük Türkiye’nin temelleri atılıyor. (Foundations of Great Turkey are being laid). e. 700 yıllık muazzam mâziye ancak **bu** yakışır.” (Only **this** befits a 700 year magnificent history) the demonstrative “this” in the last sentence has loaded the information in the previous four sentences as the semantic content.

The interrogatives “şu/şunlar” (that/those) establish post reference in the text, and are used less frequently than “bu/bunlar” (this/these). They mark the entire expression to follow, and take on its semantic content.

“a. İnsan bir yola çıkınca şunları yapmalı: b. Yolda gerekli olacak malzemeyi hazırlar. c. Dostlarıyla vedalaşır. d. Evini kontrol eder.” (a. Before setting off, one must make sure those: b. Prepare necessary things for the journey. c. Say farewell to friends. d. Check home): the demonstrative “şunlar” (those) in the first sentence has indicated the semantic content of the three subsequent sentences, and taken on their meaning in advance.

With their information acquiring quality, demonstratives and the interrogative “ne” (what) create a layer of informative category in the multi-layer framework of text. In this way, they provide thematic focusing within the string they have formed in the text. Such focusing takes place in the layer where information is arranged. This is an area between the place where the information making up the whole of theme first appears and the place where the most recent information is given (Halliday 1976: 180).

Demonstrative adjectives also assume tasks in setting up the informative category, as demonstrative pronouns do. However, they transfer their content to the noun with which they have built an adjectival phrase.

“Bu haberi işitip gece uyuyasım gelmedi.” (Upon hearing this news, I couldn’t get to sleep that night), “Şu sözleri kime

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söylesen, sana kızar.” (Whoever you tell those words will be angry with you), “O anlattıkları, yalandan ibaret.” (What he/she reports is a lie): The demonstrative adjectives “bu” (this), “şu” (those), “o” (it), which make up adjectival phrases in the given sentences, have carried the former or recent information onto the nouns “haber” (news), “sözler” (words) and “anlattıkları” (what he/she reports). In this manner, the adjectival phrase is used as a pronoun.

The marking quality of demonstrative adjectives combines what is reported under a focusing word and arranges it.

a. Kapı birden çalındı. b. İçeri dev bir adam girdi. c. Herkes korktu. d. Bu olayı yaşayanlar, hâlâ şokta.” (a. Suddenly, somebody knocked at the door. b. A huge man came in. c. Everyone was afraid. d. Those who experienced this event are still in shock).: Summarizing this occurrence through the word “event” has caused focusing of the account within the adjectival phrase “bu olayı” (this event).

Focusing an account also applies to some nouns. A noun summing up an account is used as a demonstrative pronoun (Hewit 1995: 109). “Öğütlerimi niye dinlemiyorsun?” (Didn’t I tell you not to linger here and there while coming? Directly come here. I am telling you not to call on your friends. Why don’t you listen to my advice)? The words “öğütlerimi” (my advice) in the last sentence have assumed the information given in the previous sentences and then summed up the situation.

Words bearing empty information such as “telling” (anlatma), “saying” (söyleme), “question” (soru), “answer” (cevap), “advice” (öğüt) are appropriate for such usage: “Bize cevap verdi: Siz gelmezseniz, ben de gelmem.” (He/she gave us an answer: If you don’t come, I won’t either.), (Meaning: “He/she gave us the answer “If you don’t come, I won’t either” (Anlamı: “Bize ‘Siz gelmezseniz, ben de gelmem’ cevabını verdi).

### **Semantic Content and the Referential Power of Pronouns**

Semantic content of pronouns is created by their making a reference, for the relationship between a pronoun and the component whose meaning it acquires is established through reference. Reference is realized in a two-way manner, one intra-textual and the other extra-textual. Intra-textual reference is directed towards other information in the text, whereas extra-textual reference towards the real world (Cooke 1968: 101).

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Having empty (zero) meanings, pronouns can not directly perform extra-textual reference. That is to say, they fail to cause connotations about the real world. Therefore, pronouns first attain an element with connotational powers through intra-textual reference, whereby real world knowledge is achieved via an intermediary component (Marchese 1986: 55).

“Mustafa Kemal, büyük zaferi bu tepeden izledi. O, gururla Ankara’ya dönecekti” (Mustafa Kemal watched the Great Victory atop that hill. “He would return to Ankara proudly).: The pronoun “o” (he) in the second sentence first attains the personal identity by referring to the subject “Mustafa Kemal” in the previous sentence. Upon referring to the real world information by that name, personal information becomes concrete (Akçataş 2001: 43).

Demonstrative pronouns and the pronoun “ne” (what) possess marking and interrogative referential powers which summarize the information containing the real world knowledge. This situation is ensured by the fact that demonstrative pronouns and the pronoun “ne” (what) have a wider semantic scope (Bhat 2004: 99)

“Dostlar geliyormuş dağdan, tepeden. Bu, ne güzel haber.” (The friends have been coming down from mountains and hills. This is good news): The demonstrative pronoun “bu” (this) in sentence two has made a reference to the previous sentence, which includes all its information.

### **Information and Affixes Carried By Pronouns**

Possessive, personal, accusative and relative affixes have an important place in using informative words at word, phrase, and element levels.

**Possessive Affixes:** They have the function and meaning of personal pronouns, and perform reference in the same manner as they do: “Arkadaşın gitmiş. Kitabı masada kalmış.” (Your friend has gone. His book is left on the table).

Possessive affixes, furthermore, unite words functioning as pronouns in the informative category with personal category. It is important to attach information to the person it belongs to: “Sana kızıyorum. Ancak sırrımı sadece sen biliyorsun. ” (I hate him/her. However, you only know my secret). Here, the owner of the *secret* is identified first, so a better medium of information is obtained.

**Personal Affixes:** They carry the meaning of personal pronouns, and make reference similar to them: “Sen nereden geldin?”

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Geldiğin yerde kimleri tanıyordun?.” (Where did **you** arrive from? Who did **you** know in the place you came from)?

**Accusative Suffix:** It marks the pronominalized word and distinguishes it. “Divan u Lügati’t-Türk, aslında kayıptı. Kitabı, Ali Emirî buldu.” (Actually, “Divan u Lügati’t-Türk had been lost. Ali Emirî found the book). In the second sentence, the word “kitap” (book) is pronominalized and replaces “Divan u Lügati’t-Türk”. The suffix attached to the noun “kitap” (book) supports pronominalization and distinguishes it.

**Relative Suffix:** It clusters pronouns and facilitates their processing in the sentence they appear: “Herkes çocuğu kurtarışına hayran olmuştu. Bunun gibi özverili davranışlar, takdir toplar.” (Everyone admired his/her rescuing the child. Dedicated acts like this are appreciated).: The postpositional phrase “bunun gibi” (like this) in the second sentence ensures that information in the previous sentence is interpreted by analogy (Uzun 1998: 110).

### Semantic Content and Elementalization of Pronouns

The fact that pronouns can assume different information and that they can appear in different components improves the capability of expression in Turkey Turkish. Information which can be conveyed by pronouns concentrates on elemental structure and is interpreted at sentence level.

**Subject:** “Bunlar, akşama yapılacak.” (These must be done by the evening)., **Object:** “Şunları, sakın söyleme.” (Never mention those). **Adverb of Place:** “Orada seni gördüm.” (There, I saw you)., **Adverbial Complement:** “Bence çok çalışmalısın.” “I think you must study hard.”, **Predicate:** “Budur, insanların bu evde suçu.” (That is the people’s offense in this home).

### The Distance Between A Pronoun and The Element Whose Semantic Content It Assumes

The distance between a pronoun and the element whose semantic content it assumes is an important issue. It occurs in two ways: remote and proximate

**Remote Pronouns:** The distance between a pronoun and the element whose semantic content it assumes is farther. After being introduced, former information is retrieved by starting with what has been reported. In some cases, sentences, even pages come between them. Such distance may amount to the length of several texts (Abdel-Hafız 1988: 97). **Page 14:** “Annesinden bir mektup, geldi.” (She

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received a letter from her mother). **Page 20:** “Annesinden gelen telefon, dün ondan aldığı o mektubu hatırlattı.” (The phone call from her mother reminded her of the letter she received from her yesterday).

**Proximate Pronouns:** The distance between a pronoun and the element whose semantic content it assumes is very close. Sometimes they may occur in the same sentence. In such usage, it is observed that the same information is processed for several purposes (Wiesemann 1986: 48): “Ankara’dan **bir ev** aldık. Onu güzel eşyalarla süsledik. (Onun) Bahçesindeki ağaçları görmelisiniz. (Onun) Bahçe kapısına bir kutu astık.” (We bought **a house** in Ankara. We have decorated it with beautiful furniture. You must see the trees in its garden. We attached a box on its garden gate). In these sentences, by means of the reference made to “a house”, that same information has been used in different elemental structures. Thus, the topic has been treated in different aspects by avoiding repetition.

### CONCLUSION

Following conclusions have been reached under this study entitled “semantic content of pronouns in Turkey Turkish”:

1. Pronouns may substitute for not only nouns but also other words.
2. All words denote an aspect of pronouns since they correspond to concepts of the real world.
3. Pronouns own a paradigmatic structure.
4. Pronouns attain the real world knowledge by using other glossemses, thereby creating semantic content, which is named concretization.
5. The meaning of a pronoun is determined by the context. The intention referred to in the text shapes the semantic content of pronouns.
6. Pronouns arrange their meaning by means of reference.
7. The distance between a pronoun and its target also plays a role in taking on its meaning.
8. Pronouns are sometimes processed on their own, and sometimes at levels of possessive, personal, and relative suffixes, words, word groups, and elements.

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9. Demonstrative pronouns and the interrogative pronoun “ne” (what) summarize the information in one or more sentences, thus enabling them to be used for different aims.

10. The incorporation of such usage of pronouns in Turkey Turkish into curriculum will yield many benefits with respect to reading, comprehension, and education.

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