

Semantic and Operational Contribution of the Conjunctions to the Improvement of the Linguistic Expression

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Abstract: In the 20th century, with F. de Saussure's bringing scientific approach to the language, language/ word separation has been made in the language. The foundation of this separation was attributed to the language with social dimension and to word with individual dimension. This perspective led the individuality-based words (spoken language) to come into prominence. Spoken language, with the freewill of the individual, showed its existence in the axis of paradigm, the possibility of the unlimited utterance production through the preferred limited indicator. In the individual expression too, utterances are cultivated and the discourses are formed with the combination of them. In this process, it was seen that the conjunctions performed an important semantic and Operational functions. The presence significant contribution was observed intending for the flexibility of the conjunction expression and improvement, in this abstract, the impact of the important function that conjunction perform in the collocation axis to the development of the expression will be discussed.

2. Introduction

Communication is seen to be one of the most important social and personal activities for human beings. Although there are several means of communication, written and verbal expression are regarded as frequently referred tool of communication. It is a well-known fact that everyone sustains concerns to express themselves correctly. Verbal utterance (Langue) that forms the basis of written expression has been seen to gain importance with the linguistic studies that F. de Saussure has laid the foundation in 20th century. Particularly, with perspectives like *language*^{*}, *speech*[†], and *performance*[‡] language has been seen to be intensively in use by the individuals. While producing *utterances*[§], individuals choose the language indicators from that he picks up from the *paradigmatic relation*^{**} with respect to his intension, his knowledge and his language. Combining the

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- (a) ^{*} Human being's communication, information achievement capability through the use of audible indicators or natural languages(Vardar, 2002:78).
- (b) [†] The individual side of language identified with personal desire and the act of comprehension. According to the division, which F.de Saussure made and many linguists adopted, word, which is separated from the language with social quality, comprises combinations that the individual speaking it use the language system to express his thoughts and the mental-physical machinery that enables it to be conveyed outside(Vardar, 2002:180).
- (c) [‡] In the concept of producer-transformation grammar, acquisition taking place in a speaker during the language use. Chomsky's concepts of acquisition, memory, attention etc. It indicates the fact, which factors condition, reminds, in some aspects, F.de Saussure's word concept, emerges with the use of language skill in the individuals(Vardar, 2002:88).
- (d) [§] Part of speech chain, which lies between a speaker's two silence maras; expression emerges from the acquisition of enunciation...some linguists see word as the collection of sentences which follow sentence or each other(Vardar, 2002:88).
- (e) ^{**} The syntagmatic connections are defined with the transformation relations between the equal language indicators which shoulder the same function. These relations take place in vertical axis and is also known as axis of choice(Kiran, Eziler, 2006:126).

chosen linguistics in *syntagmatic relation*^{††}, he produces utterances and puts his thoughts into words. While explaining thoughts in the combination axis, the necessity of depiction is felt with the connection of indicators. The most beautiful examples that language feels the need to bind are the conjunctions. These only gain value within the utterance. The strongest or absolute meaning fields have been put forward in the context. Therefore, conjunctions appear in syntagmatic axis as syntax catalyst and strengthen and develops the meaning.

The procedure of binding is done within the framework of language rules. The bodies of conjugational form, known as connectors perform the binding procedure. Some of these are the dependant conjugational forms, and yet some are the independent conjugational forms. This type of bodies are thought of independant structures like “*reproduction of so connector*”^{‡‡} or bodies of dependant forms such as state adjuncts like (to, in, from) In the examples “Ahmet eve geldi (Ahmet came to school). Okulu bitiriyorum (I am finishing school)” form bodies /-e/ ve /-u/ connect the indicators /ev/ ve /okul/ to the next indicator (verb). These are considered as formbodies. Their power of expression is weaker than independant form-bodies. *Indeed, variety and richness that prepositional phrases add to the expression in terms of structural meaning is impossible to be given by adjunct.*^{§§} In the following examples “Cennet gibi vatanımız var (Our country is just like heaven).”, “Oyna ama derslerine çalışmayı ihmal etme (Play, but do not neglect to study).”, “kitapları Sana geri vermek üzere veriyorum (I am lending you these books in order to return back).” independent form bodies /gibi (like)/, /ama (but)/, /üzere (for the purpose)/ establish bonds meaning and shape in terms of syntax. However, here the independence of independent form-bodies is limited even though they are regarded as connectives. These are, in the syntagmatic axis of meaning, certainly connected to another element within the syntax. They are assigned to establish bonds of form and meaning.

2. Methodological Background

The connecting elements are considered as being a different linguistic category and are referred with different names by the linguists. Generally, they are evaluated under the heading of prepositions. The linguistic constituent which is expressed with the term “preposition” in Turkish, is used in Western Languages as ‘preposition’ (word which establishes an interest and combines two different words) (Aksan, 2000:96). *Prepositions help the usage and the expression capabilities of the words, word groups and sentences they are used in. In this sense, we can nouns and verbs the main words, prepositions the supplementary words. Prepositions are of three types: exclamatory prepositions, connecting prepositions and the last conjugated prepositions (Ergin, 2009:348). Prepositions are the words which obtained significance not with their meanings, but with their functions. These functions are two types: 1. to establish connection between subject and objects. These can not exceed their limit; in other words, they can not be independent components in sentences like prepositions.*^{***} Tahsin Banguoğlu, too, using almost the same statement in terms of function, expressed glosseme with different names. Morphemes, which come after nouns and establish their connection with other elements, are called postposition. Morphemes, which are used to connect two words, two sentence elements with the same value, two opinions and sometimes, two paragraphs - are called conjunctions (Banguoğlu, 1998:385-390). Leyla Karahan examined the functionary elements as being conjugated prepositions and connecting prepositions (Karahan, 1999:28-30). H. İbrahim Delice, in his research called Turkish Syntax, evaluated the word category, generally under the name of preposition, under four different sub-headings: connecting prepositions, conjugated prepositions, exclamatory prepositions and reinforcement prepositions (Delice, 2007:20-23). Words, which have no meaning alone, appear their meaning with other word and word groups, contribute to the meaning, are called “prepositions”. Old linguists regarded prepositions as words with missing letters; in this

(f) ^{††} The chosen terms or words are called sequence, the combination of these terms and words are called syntax (Kiran, Eziler, 2006:128).

(g) ^{‡‡} Tekin, T. (1958) Daha Zarfı ve da/de Edatı Hakkında. Türk Dili, c. 7, issue 83, p. 560-562.

(h) ^{§§} Oner, M. (2003). Prepositions’ “Comparative” and “Limitation” Relations, Turkish Language Research Yearbook – Bulletin 1999 / I-II, Ankara, p. 147-157.

^{***} Gencan, T.N. (1967) Edat Tümeçleri. Aylık Dil ve Edebiyat Dergisi, vol xvi, issue 192.

sense, they called prepositions “huruf-u meani: meaningful words”(Oğuzkan,2005:139). *Ediskun* (1985: 284),too, mentions prepositions as having no meaning when used alone, but when entering into a sentence they establish semantic interest,suggest their meaning and relying on this definition, state adjunctives (to,in,from) along with adjunctives that produce adverbs (from and –less)are examined in this category. Kahraman (1986: 93), like Deny (1941: 560)divides prepositions into three: postposition, conjunction and exclamation. We propose the following division of the terms shown under preposition: Exclamations, conjunctions, prepositions.††† As seen, connectives are given different names and are evaluated in different categories. Among word categories which are evaluated as connectives, exclamations are not included. Because, connectives, in syntagmatic axis, can not take place alone. However, exclamations can take place alone in syntagmatic axis. Therefore, exclamatory prepositions should not be considered within connectives. *From syntagmatic perspective: Exclamations are the words that have sentence value;can be used alone or at the end / in the beginning of the sentence: Oh! Ay! Eyvah! Mister!! Özgür!††††* Glosseme, which we called connectives, take place in the syntactical chain primarily in form and necessitates the continuation of the meaning before or afterwards. In other words, connectives, formally, link the elements in the combination axis. This formal link cause to set up semantic link. When prepositions mentioned, this kind of functioning linguistic category is thought.

Some words are satisfied spending an evening at home, alone, eating ice-cream right out of the box, watching *Seinfeld* re-runs on TV, or reading a good book. Others aren't happy unless they're out on the town, mixing it up with other words; they're *joiners* and they just can't help themselves. A conjunction is a joiner, a word that connects (conjoins) parts of a sentence. §§§

3. The Role of Conjunctions in Linguistic Utterance

In fact, in Turkish syntax, the elements are stated to connect to each other through gerunds and participles. So, the work of connecting primary elements, within syntagmatic axis, is still done with primary elements. But, through time, as a consequence of contact of Turkish Language with foreign societies, cultures and languages, linguistic categories, which we call meaningless and functionary words, started entering into our language. (...)Ancak zaman içerisinde Türkçenin yabancı toplumlarla, kültürlerle ve dillerle teması neticesinde anlamsız, görevli sözcükler dediğimiz dilbilgisi ulamları dilimize girmeye başlamıştır. (...)*Since Uyghur period, in the first level religious texts, as a result of the desire to comply with the original and word by word translation, parallel word and sentence connecting prepositions(conjunctions)along with various supplementary sentences and the prepositions that connect these to the main sentence were seen to enter into Turkish Language.**** The supplementary sentences, which are formed with connecting prepositions,were seen to be used firstly during Uyghur period with the influence of Iranian tribes like Sogud and Tohar. The supplementary sentences, constructed with the connecting preposition'so',were widely seen in the Old Anatolian Turkish Language period in the translations made from Persian Language.††††* Even though it is contrary to the nature of Turkish Language, these elements settled in our language throughout centuries. Entering into the syntax of our language, they contribute to the formal and semantic format of the expression. The members of society will

††† Balcı, T. (2003). Edat Bağlamında Sözcük Türlerine Yeni Bir Yaklaşım. Dil Dergisi, issue 122, p. 7.

††† Balcı, T. (2003). Edat Bağlamında Sözcük Türlerine Yeni Bir Yaklaşım. Dil Dergisi, issue 122, p. 7.

§§§ <http://grammar.ccc.commnet.edu/Grammar/conjunctions.htm>

(i) **** Mansuroğlu, M.(1955).Türkçede Cümle Çeşitleri ve Bağlayıcıları. Türk Dili Araştırmaları Yıllığı Belleten, p. 59.

†††† Tokatlı, S. (2006). Anadolu Ağızlarında Ki Bağlama Edatı ile Kurulan Yardımcı Cümleler. Sosyal Bilimler

Enstitüsü Dergisi, sayı : 21, yıl: 2, s. 453.

want to use every facilities of language at the moment of communication. These elements have been made use of in our written and verbal expressions.

The conjunctions, which have no meaning alone, establish strong meaning relations in the chains of syntax and improve the meaning. The conjunctions, *set up interests of meaning with words; serve the function of connecting: like "I will speak in that meeting too", "We came from the garage by car."* The interests of meaning, which prepositions add to the sentence, are in plenty. Primarily: express meanings such as, comparison, similarity, indecision, curiosity, loneliness, hesitation, desire, orientation, inclination...etc , *karşılaştırma, benzerlik, kararsızlık, merak, tek başınalık, tereddüt, istek, yönelme, yöneliş...*(Oğuzkan, 2005:140). With conjunctions, which enter into Turkish later and are mostly foreign elements, unforgettable songs, folk-songs and texts have been presented. Artist, while saying "I heard that you had forgotten the color of my eyes" the influence of meaning have been felt on the listeners for many years. Songs were liked by large crowds of public, were listened. Here, the artist could have said "I heard you forgot the color of my eyes." He could have expressed the same thought. But, it is seen that the expression with preposition is more effective. Saying "I,too, missed I too" in a song the effective expression constructed with prepositions can not be ignored. Here, can the power of expression of "I,too, missed I too" be put at the same scale with the power of expression of "I missed I"? Prepositions, which are connected to nouns, contribute a great deal to the expression. In syntax "There is no vivid impression of imaginary reflection of Speaks well and like a Nightingale.†††† In a song, the singer's statement "For you I can dig through mountains, open ways" the power of expression of *for* seems to surround the entire song. Again, in "I have a world of work" statement the power of exaggeration that *of* adds to the expression is difficult to give with another expression. In "There can be no spring with one rose" sentence It is impossible not to notice the richness of expression that *with* adds. In "I, too, could not understand you!" statement the powerful contribution of *too* to the expression can not be denied. As seen by the examples, the powerful contribution of the connectors to the expression can be perceived.

The student attitudes related to the connectors can be seen as the indication that these were not properly comprehended. While the emphasis is given on the function and meaning in the classification of connectors, and because they were subjected to classification and naming in many aspects like the meaning relations that they establish in application, their structure, their sources, places of use, types of words they are connected to, need or no need for an adjunct, uncertainty is felt on the issue of this grammatical category. *Preposition, is one of the most uncertain terms of grammar; it is very difficult to imagine what it tries to explain. §§§§* This uncertainty is reflected to the users(students) too. It is difficult to comprehend the meaning since the classification is not obvious and clear. Mistakes are being made in the usage of connectives because of this. This mistake is clearly seen in the use of connective *in*. Additionally, the connectives, which have substitutes in language, be replaced with other elements in the expression, are bodies that appeared as a result of fancy choice in expression, are quite difficult to comprehend by the speaker. One significant fact that affects the student attitude towards the connectives is originated from the teacher attitude. In some essay books and teacher recommendations, students are suggested to form short sentences. Short sentences prevent the expression of thoughts within the influence, cause-effect integrality. All of these are seen to cause students to develop negative attitude towards the connectives. These negative attitudes can only be remedied, on the students' part, by doing excessive reading and making plenty of exercises on written and verbal expression.

†††† . Gencan, T.N.(1967) Edat Tümlerleri. Türk Dili, Cilt.xvı, Sayı 192, Sayfa 909

§§§§ . BALCI T. (2003).Edat Bağlamında Sözcük Türlerine Yeni Bir Yaklaşım. Dil Dergisi , Sayı 122, s. 7.

Conclusion:

The connectives are active elements of expression. They appear in syntagmatic level as being a catalyst of effective communication and improve the expression stylistically and semantically. The connectives, as understood from their name, are words whose functional aspect overpower and sometimes, they establish very powerful meaning relations too. Connectives, being grammar categories, are called with different names and are evaluated in different categories. A confusion of term attracts the attention. Along with this, it is generally accepted that connectives establish stylistic and semantic relations in syntax as functionary words. From the perspective of student attitude, some mistakes are made in written and verbal expression related to connectives. This results in usage mistakes because students fail to comprehend the semantic and functional fields of word category and opportunities completely. Being one of the problems resulted from teacher attitude, the requirement to form short sentences from the students in essay classes, within integrality, prevents the expression of the thoughts with connectives. The connectives are one of the riches of a language. We can not turn our back on them just because they are foreign elements. In written and verbal expression classes, we can ask students to express complex thoughts with the help of main elements like gerunds and participles and also with the connectives and thus we can make students realize their potentials of expression.

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