

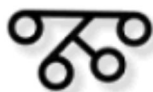
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**Kontrastivna analiza turskih deiktičkih elemenata *bu, şu* i *o*
i njihovih prijevodnih ekvivalenata u engleskome jeziku**

Diplomski rad



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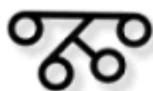
GRADUATE PROGRAMME

LINGUISTICS TRACK

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**A Contrastive Analysis of Turkish Deictic Elements *Bu, Şu* and *O*
and Their English Translational Equivalents**

Diploma thesis



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1 Introduction

When discussing words that carry descriptive meaning, which represent the basis of verbal communication, demonstratives can be easily overlooked. This relative lack of attention concerns not only linguistic research but also the process of language acquisition. When learning a new language, the ability to choose the right demonstrative may separate a fluent language speaker from a beginner.

The fact that demonstratives can represent an unexpected source of confusion with language learners was my motivation for writing this thesis. We can observe each language as having a distinct logic behind the way in which its demonstratives are used. Although there are languages whose said logic is closely comparable, the number and variety of demonstrative uses render impossible that two languages could perfectly match their respective systems of logic.

In this thesis, I will be comparing demonstrative uses in Turkish and English. More specifically, I will be searching for English equivalents of the three Turkish demonstratives *bu*, *şu* and *o*, with the aim of identifying the similarities and differences between Turkish and English demonstratives. In doing so, I will also be examining the aspect of linguistics called deixis, because demonstratives are frequently defined as deictic expressions, which means that their meaning depends on the context of the utterance. The fact that the two languages I will be observing are not similar and have historically not influenced each other in a significant manner, renders them good examples in discussing the possible differences in conceptual understandings of demonstrative uses.

As I have already mentioned, the linguistic research done on the subject of demonstrative uses is scarce, especially that carried out by linguists dealing with demonstratives and deixis in Turkish. Moreover, I have found no contrastive analyses of the two languages' demonstrative uses. Although this did represent a challenge, in my study, I have tried to take advantage of the freedom that such an unresearched subject matter may allow. The sources for providing examples for my research, which will serve as the backbone of my analysis, will come from a number of novels, which I will list later on. The reason why I opted for these novels is that they include written language seeking to emulate everyday conversations carried out in real-life situations by real-life characters. Casual, everyday speech is the area in which people use language in the most creative way, pushing the

boundaries and introducing new ways of expression. Thus, I have preferred to examine this subject matter by using sources which I believe are abundant in variety of demonstrative uses.

I will start off my thesis by describing the theory behind demonstrative uses and the terms used for demonstratives in the two languages I am examining. From there, I will discuss Turkish and English demonstratives categorised into six different classes of demonstrative uses, with the sixth class comprising of several related demonstrative uses. All of the demonstrative uses represented in my thesis will be accompanied by examples.

2 Theoretical background

2.1 Demonstrative uses

The most important characteristic of demonstratives is that they are deictic expressions. As can be expected, the aspect of linguistics called deixis will be the central term of this thesis. Deixis is a subclass of indexicality, which falls within the realm of pragmatics. Indexicality is the instance in which a sign, in this case called an index, points to an object within a certain context. What makes it a special type of indexicality is its distinctive referential feature, i.e. the fact that it contributes to the semantic value of an utterance while non-referential indexicality does not (Silverstein as cited in Leimgruber 2013: 101). Words like 'then', 'she' and 'soon' are all deictic because of the fact that their meaning changes depending on the context of the utterance they find themselves in. There are five semantic fields of deixis that most linguists agree on (Diessel 1999: 36, Levinson 1983: 62); the traditional categories of person, place and time, and the more modern discourse deixis and social deixis. Almost all of these, apart from social deixis, are represented in my thesis. In short, social deixis refers to deictic expressions which denote a certain social relationship between participants in a speech event, such as 'Sir' or 'mate'. Therefore, it cannot, in any case, be expressed through a demonstrative. Since it is the only type of deixis to do so, it is the only one not represented in this research.

When examining the types of deixis, we usually start off with person deixis. However, person deixis is probably the least represented type of deixis in this thesis, apart from social deixis which I have omitted altogether. The reason why person deixis is not well-represented is because, in English, demonstratives never refer to humans and as such, examples of it could not be included in this research. On the other hand, the Turkish language allows for demonstratives to represent humans, albeit in a derogatory or complimentary sense. Given

that demonstratives in English carry negative and positive meaning as well, the closest thing would be adding a demonstrative adjective to a noun as in, "That woman gets on my nerves" or "This guy has been staring at me the whole time," which would give us roughly the same idea. The second type of deixis is called spatial deixis, which is, contrary to person deixis, a very important way in which we use demonstratives. The reason for that is because there is a general notion that the basic pragmatic distinction between demonstratives is spatial (Diessel 1999: 36). Both English and Turkish are speaker-orientated languages, therefore the speaker acts as the deictic centre and what is differentiated is the distance from the deictic centre to the referent in question. For example, we have two possibilities, 'here'/'*bura*'- closer to the speaker and 'there'/'*ora*'- farther away from the speaker. As one can easily tell, seeing as how the two languages are set in the same way concerning spatial deixis, the differences that I have found by researching this type of deixis are not as significant. As was explained in the introduction, apart from the standard proximal and distal demonstratives, a third demonstrative is also to be found in the Turkish language and will be discussed as part of spatial deixis, although only within the category of gestural spatial deixis.

The final traditional type of deixis is the one concerning time. It is measured with regards to a certain point in time, which is generally the moment of the utterance. What I will be dealing with here are expressions such as 'this morning', 'then', 'at the moment', 'now' and others. As opposed to the case with spatial deixis where we had a two-term system in both languages, Turkish features a three-term system. In addition to *bu* and *o*, Turkish also uses a third demonstrative as part of time deixis, the demonstrative *şu*, which some term the medial demonstrative. Since I will not be dealing with social deixis, the only other type of deixis left is the modern discourse deixis which is quite possibly the area of biggest dissimilarity in the two languages. This type of deixis includes deictic expressions that point to a certain part of discourse in respect to the speaker's location within that discourse.

Now that we have become acquainted with the types of deixis, we can move onto the different types of uses of deictic expressions. In order to discuss this further, I will be using the model proposed by Stephen C. Levinson (Levinson 2004: 22). It is a model of deictic and non-deictic demonstrative uses that Levinson has found fitted demonstratives best, above all other deictic expressions. In my thesis, I have decided to adhere to Levinson's taxonomy as the principal tool and model in explaining demonstrative uses. Therefore, the main way in which I have classified examples taken through my research will generally be categorised in keeping with Levinson's taxonomy of demonstrative uses, expanded by the semantic

categories of deixis. All of the non-deictic uses, accompanied by their classification and their characterization, will be taken from Levinson, as well. To start off, let us outline the deictic branch of his taxonomy. Here, Levinson has specified a general distinction of exophoric deixis and discourse deixis. Discourse deixis does not branch out any further; it represents referring to parts of discourse and thus differs from every other deictic use, as they all reference to something extralinguistic. However, Levinson's exophoric deictic uses may be divided in three ways. The contrasting distinction is that of gestural use and symbolic use. First mentioned by Fillmore, exophoric deictic expressions can be used either symbolically or gesturally (Levinson 1983: 65). Diessel describes the gestural use as one that requires for the addressee to be present in the moment of utterance in order to be able to identify the referent, since the deictic expression will always be accompanied by a gesture of some kind. The symbolic use, on the other hand, does not require a gesture, but a general understanding of the situation and the referent (Diessel 1999: 94). Thus, we can give an example of gestural use as: 'this car', in which the speaker points to the car in question, among other cars, which would certainly require gesturing. However, in the symbolic sense, 'this car' would imply a situation in which the speech event takes place in a certain car, which represents the referent and therefore, no gesture is needed for the addressee to fully understand the identity of the referent. However, Levinson includes a third type of use in his taxonomy, the one called *transposed*, which I will explain here in brief. I have found that this third deictic use is often discussed separately and does not have the same fundamental status as the other two uses have. The term *transposed* refers to the context, i.e. the speaker steps out of their existing context and steps into an imagined context as if it were real. An example would be: "There is this village in Italy that feels sort of like frozen in time. I can't get enough of it, I really feel like I could live here." The speaker is not located in the village at the time of utterance; rather he has mentally transported himself into this imagined scene by using transposed deixis. In my thesis, I will be discussing transposed use in connection with the category related to time deixis, since I have found it to be an important aspect of how temporal demonstratives are used in the literary works that I have been analysing.

Deictic expressions such as demonstratives can also be used in a non-deictic sense. These are not as common but are still important to mention. If deixis refers to using expressions which cannot be fully understood without context, non-deictic use of deictic expressions would imply that we do not need help coming from the context in order to understand them. First, let us discuss anaphora, which represents an important type of non-

deictic uses. The term *anaphora* stands for an expression, known as the anaphor, replacing another, already phrased expression, known as the antecedent. An anaphoric expression which I have come across a number of times during my research, because it was translated into Turkish using a demonstrative, was the pronoun 'it'. An example would be, "I have a coat here and it's not mine." Here we can see the pronoun 'it' referring back to its antecedent 'coat'. However, there is an issue with discerning anaphora from deixis. We usually contrast the two by saying that anaphora makes reference to an entity within the text, whereas deixis makes reference to entities outside the discourse (Brassell 2000: 13). What this means is that with deixis, we need to have previous knowledge of the event, occurrence or anything other referenced by the deictic word. However, the line gets somewhat blurred with discourse deixis since both anaphora and discourse deixis are endophoric uses, in other words, they refer to an entity within the text. Here, we need to keep in mind that, whilst anaphora refers back to an entity in the text, deixis alludes to an entity mentioned in the previous or following text which is not completely understood without world knowledge. Specifically, anaphora is used as a tracking-back device in which an anaphor completely replaces its antecedent, whilst in deixis, a certain degree of transformation of the antecedent is necessary in order to preserve the grammaticality of the sentence (Brassell 2000: 14). In other words, in discourse deixis, the pronoun refers to a chunk of discourse, whilst in anaphoric reference, the pronoun refers to the same referent as a previous linguistic expression refers to. Nevertheless, this kind of separation is not easy to make. However, since I do not think my research would benefit from such a differentiation or would be significant for the subject matter, I will not be making a distinction during my analysis.

Still, there is another non-deictic use of demonstratives in Levinson's taxonomy that I have, on the other hand, included. Empathetic use of deictic words, also called emotional use, is commonly referred to as that in which the speaker either wants to distance himself from the referent, or show his or her closeness and sympathy towards it. Phrases like: "That husband of mine could sure use some telling off," shows the demonstrative being used as a tool of resentment and dissatisfaction with the referent. The third and last type of non-deictic uses according to Levinson is called recognitional use. It refers to demonstratives being used with the aim of helping the addressee remember a past experience, which he/she shares with the speaker. An example would go as follows: "You know that dress you were telling me about?" Here, the distal demonstrative is added in order to articulate to the addressee that he or she was once familiar with the referent in question. To sum up, deictic expressions are used in a

deictic sense much more frequently than non-deictically, which is why I have found few examples concerning these last two types of non-deictic uses during my research.

In conclusion, I will be applying Levinson's taxonomy as a means of classifying the collection of examples for two reasons. The first reason is its functionality and workability, in other words, it is a valuable tool in grasping the different uses and organising them in appropriate categories. The second reason is the lack of study that has been devoted to this area of linguistics, as well as difference of opinion, which has led me to adhere to Levinson's reasoning and choice of classification as the main reference point.

2.2 Demonstrative terms

Now that we have looked at the different uses of demonstratives, let us turn to the specific terms languages use as demonstratives. The two most common systems are the two-term and three-term demonstrative systems, the basis of which lies in the spatial characteristic of demonstratives. All languages have at least two demonstratives, one that is used for referents close to the deictic centre, i.e. proximal, and one that is used for referents distant from it, i.e. distal (Diessel 1999: 36). This contrast is represented in the English language in the form of 'this'/'these' versus 'that'/'those', as well as 'here' versus 'there'. However, English used to have a three-term system, represented by the now archaic term 'yonder', an addition to 'here' and 'there', and 'yon', an addition to 'this' and 'that'. These two terms served as medial terms which covered the area more distant than 'this' and 'here', but still within sight (Culpeper, Haugh 2014: 29).

Turkish, on the other hand, has a three-term system of *bu*, *şu* and *o*. Whilst *bu* is an equivalent of the proximal 'this' and *o* an equivalent of the distal 'that', it was only quite recently that Aslı Özyürek (Özyürek and Kita in Küntay, Özyürek 2002: 336) determined the use of the third demonstrative *şu*. Before this breakthrough in Turkish linguistics, linguists described the Turkish distance system as speaker and addressee-based, with *şu* being used for objects close to the addressee, *bu* for objects close to the speaker and *o* for objects distant from both the speaker and addressee. Whilst the latter two distinctions still stand, Özyürek has found that *şu* is linked to the idea of joint attention. By using *şu*, the speaker is trying to draw attention of the addressee to an object, bearing in mind that the addressee's attention does not lie on that object at the moment of utterance. Therefore, the first differentiation is made between the demonstrative *şu*, which is used to achieve joint attention and demonstratives *bu* and *o*, which are used when joint attention has already been achieved. Only after that, we

differentiate between the demonstrative *bu*, which refers to referents close to the speaker and *o*, which refers to referents distant from the speaker (Levinson 2004: 28). In conclusion, today both English and Turkish are viewed as speaker-based languages with the speaker being seen as the deictic centre and everything else being measured in terms of distance from that centre. However, Turkish has the additional aspect of joint attention, which makes it less spatial than English.

What should also be stressed is the fact that Turkish has the same form for the distal demonstrative and the third person personal pronoun. That is, the demonstrative *o* also carries the meaning of 'he', 'she' or 'it'. Nikolaus P. Himmelmann (1996: 2) points out the difficulty in separating demonstratives from definite articles and third person pronouns, for their similarity stems from the fact that both definite articles and third person pronouns historically derive from demonstratives (Levinson 1983: 61). However, definite articles do not exist in the Turkish language. As was often the case in my research, Turkish had to rely on demonstratives in areas where the English definite article was used.

Syntactically, nominal demonstratives are divided into pronominal demonstratives, which replace the noun, and adnominal demonstratives, which accompany a noun (Allan 2010: 208). According to Diessel (2013), there are three types of languages depending on whether or not they have a distinction between their pronominal and adnominal demonstratives. Like most languages, English belongs to the first group of languages which have the same form for pronominal and adnominal demonstratives. The second group of languages encompasses those with pronominal and adnominal demonstratives of different stems. Turkish, which belongs to the final group, has pronominal and adnominal demonstratives with different inflectional features, irrespective of the stem. Diessel stresses that languages pertaining to the third group may or may not have the same stem of the two types of demonstratives. In this respect, Turkish belongs to the former. Furthermore, Turkish pronominal demonstratives are inflected for number and case categories, seeing as how Turkish is a genderless language; it is not inflected for gender, whereas the adnominal demonstrative stays uninflected whilst preceding an inflected noun. The examples I will use involve the Turkish suffix for plural *-lar*, which we attach to the demonstrative root. As a side note, the Turkish language is characterised by two-dimensional vowel harmony, in which vowels close to each other must belong to the same subclass. However, I will only be giving the representative form of the suffix, which will of course then be modified in examples, in order to fit with the rules of vowel harmony. To continue, we would say 'these facts' as: *bu*

gerçekler, the Turkish word for 'fact' being *gerçek*. Here we can see that only the noun is inflected for number, while the adnominal demonstrative always stays in the singular form, as opposed to English that uses 'these'/'those' for both pronominal and adnominal demonstratives. If we look at an example using a pronominal noun, we would see that the plural form is used: 'these (facts)' would be translated as *bunlar*, with an added buffer letter *-n* used every time a demonstrative takes a plural or case suffix.

Probably the main difference in how these two languages are set, comes from the fact that Turkish is a synthetic language, characterised by a high morpheme-per-word ratio, and English is analytic, with a low morpheme-per-word ratio. In other words, in synthetic languages, grammatical information is conveyed through inflection, using bound morphemes. Analytic languages, on the other hand, indicate grammatical relationships through unbound morphemes and word order. I will first discuss the characteristics of Turkish, which, as a representative of a synthetic language, falls into the category of agglutinative synthetic languages. What this means is that each morpheme conveys only one grammatical piece of information, as opposed to fusional synthetic languages with morphemes that can, for example, denote a third person singular present indicative. However, in Turkish, one morpheme would denote the tense and the other morpheme would denote the person, each as a separate component. As was said in the previous paragraph, in the Turkish language, only pronominal demonstratives are altered by inflection and the two types of suffixes that can be attached to them are those marking number and case, in that order. As was mentioned before, in Turkish, plurality is expressed by the *-lar* number suffix. When it comes to cases, Turkish grammar books generally name these five noun cases: accusative, dative, locative, ablative and genitive, with a common addition of the instrumental case, which is usually not included because of the fact that it is unstressable (Göksel, Kerslake 2005: 67). Therefore, keeping the order in mind, an example would be: *bunlardan*, meaning 'from these', with the number suffix preceding the ablative case suffix *-dan*. These suffixes can also be combined with copular markers *-(y)di*, *-(y)miş* and *-(y)se* that have been contracted from their full, freestanding forms of: *idi*, *imiş*, and *ise*. Here, *idi* represents the past copula, *imiş* the evidential copula and *ise* the conditional copula. These are now obsolete forms of the Turkish verb *ilmek* which can be translated as 'to be'. Without going into too much detail, these are some examples that show just how much information we can convey by agglutination: we would translate *buydu* as 'this was it', *bunlarmış* as 'apparently these are/were it' and *bunlarsa* as 'if these are it'. Even combinations of these suffixes are a possibility in Turkish with, for example, *buymuşsa*

meaning 'if this is apparently it'. What can also be attached to pronominal demonstratives is the generalizing modality marker *-Dİr* which represents certainty. With pronominal demonstratives it occurs in nominal predicates, for example, we would translate *budur* as 'this is it/this must be it'.

I have included locative pronouns "here" and "there" and their Turkish equivalents in my thesis as well, which can take even more suffixes. The form of locative pronouns is made by adding the morpheme *-ra*, short from *ara*, meaning place, to the three demonstratives *bu*, *şu* and *o*. Thus, we get: *bura-* meaning 'here', *şura-* meaning 'over there' and *ora-* meaning 'there'. However, as such, they are still considered bare and cannot occur without at least one other suffix, which will be evident from the examples that I will be discussing throughout this research. The reason why locative pronouns can take more suffixes is that, while the pronominal demonstratives can receive suffixes by acting as a subject or object, the Turkish equivalents of 'here' and 'there' can take the position of subjects and adverbials, which allows for a wider range of suffixes. However, this is when the order of the suffixes becomes very important because there are suffixes that can be attached to locative pronouns, which denote different meaning but have the same form. The suffix *-lar*, for example, can represent both the number suffix and the 3rd person plural marker. So the examples *buradalar* and *buralarda* convey completely different information, the former being 'they are here' and the latter 'in the vicinity/around here'. Another very important form of the locative pronoun is made by attaching the third person possessive marker to the bare forms of *bura-*, *şura-* and *ora-*, resulting in a now free-standing *burası* meaning 'this place', *şurası* meaning 'that place over there' and *orası* meaning 'that place'. As such, they can now function as subjects. There are even more examples of suffixes that can be attached to locative pronouns, but I believe the examples given so far suffice to show the vast array of modifications to demonstratives in Turkish.

3 Research

As I have mentioned earlier, I will be categorising the examples I have assembled throughout my research by using Levinson's taxonomy of the different uses of demonstratives, further assisted by the general classification of the types of deixis, especially regarding exophoric uses. I have decided on six representative categories which will follow the order going from the concrete use to the more abstract use of demonstratives, i.e. from

their primary use to their extended uses. Hence, I will start off with the spatial category, concerning spatial deixis, seeing as how we can describe the spatial aspect of demonstratives as their primary and fundamental message. It functions on the basis of proximity from the speaker, that is, from the deictic centre. Therefore, the speaker decides whether to use a proximal or a distal demonstrative depending on the referent's distance from the deictic centre. Bearing in mind that the spatial use of demonstratives represents their primary use, it will be the most represented category, which is why I have decided to divide it into two parts, that is, two separate categories, as a means of dealing with it in more detail. Since all exophoric deictic uses can be divided into gestural and symbolic use (Levinson 1983:65), I have decided to separate the spatial use of demonstratives into symbolic spatial use and gestural spatial use for a more detailed insight.

The next category I will be discussing deals with time deixis. This type of use, on the other hand, steps away from the concrete concept of place and moves towards the abstract concept of time, the so-called fourth dimension of space. The natural way of human thinking is characterised by trying to explain the abstract with respect to the concrete, which we can conceptualise better. Consequently, the abstract concept of time is, in languages, mainly explained by using the more concrete spatial expressions (Diessel 1999: 139). It is common in languages to use demonstratives as temporal terms (Anderson and Keenan in Diessel 1999: 140). Thus, we use proximal demonstratives for what is happening or for what is about to happen; whereas distal demonstratives are reserved for what has already happened. Therefore, we get expressions like 'right then and there' and 'right here and now'. The next category I will be analysing relates to discourse deixis, which can also function on the same basis as spatial deixis. Generally, the text represents a certain space according to which the speaker, in the role of the deictic centre, selects his/her demonstratives (Levinson 1983: 64). Some examples of using place-deictic expressions in discourse deixis are: 'in this text' and 'as explained above'. Nevertheless, a segment of text can also be referred to using temporal terms, seeing as how time progresses when writing/reading the text. Some of the time-deictic expressions that can be used are as follows: 'the next chapter' or 'later in the text'. As we can see, all of these four categories refer back to the primary use of demonstratives, which is that of place, seeing as how it is easier for us to mentally grasp a physical distance rather than an abstract one. Nevertheless, I will also be discussing a Turkish demonstrative whose basic use is not spatial. Still, it functions in the same way as all of the other spatial demonstratives, both in Turkish and English. That is, we can trace its different uses back to its primary use.

However, the same does not apply for the last two categories, which is exactly the reason why I have left them for last. First, I will be discussing demonstratives used as part of person deixis. It is important to stress that demonstratives used to refer to humans are only represented in the Turkish language and not in English. When using Turkish demonstratives to refer to humans, we communicate emotion, be it positive or negative. However, the meaning of these demonstratives is not fixed, that is, we use the same demonstratives in both the positive and the negative sense. Thus, for this category, I have found it difficult to trace back the primary spatial use of demonstratives, since their meaning varies. Needless to say, I have had an even harder time tracing back the use of demonstratives that were used non-deictically. According to Diessel, deictic expressions used in a non-deictic sense do not orient the addressee in a speech event (Diessel 1999: 139). In other words, they do not have the function of indicating the distance of a referent from the deictic centre and as such, they are not marked in a spatial sense. Altogether, these make for six different categories according to which I have classified all the examples for my research. To sum it up, these include: category of symbolic spatial deixis, category of gestural spatial deixis, category of discourse deixis, category of time deixis, category of person deixis and category of non-deictic uses.

As literary sources, I have used the following four novels: Dan Brown's *Inferno* (INF), Orhan Pamuk's *Snow* (KAR) and Ahmet Ümit's *A Memento for Istanbul* (IST) and *The Dervish Gate* (BAB). All of the four novels are featured in their English and Turkish versions, with the aim of comparing the two. Thus, as for Dan Brown's novel, originally in English, I have also used its Turkish version, whereas the rest of the novels, all originally in Turkish, appear in their English versions, as well. The details of the novels are included in the "Sources" section at the end of this thesis.

3.1 Symbolic spatial deixis

In this category, I will be dealing with demonstratives used in a symbolic, place-deictic way, the one in which no gesture is required for the addressee to grasp its meaning. As mentioned previously, both Turkish and English are speaker-centred languages, which means that there will be no major differences in how their demonstratives are used spatially. Proximal demonstratives will be used for places where the speaker is currently located, as well as anything near him/her. Distal demonstratives will, on the other hand, cover the space that does not contain the speaker. The deictic terms that will be used in English are mostly locative pronouns 'here' and 'there', as well as 'this/that place' etc. However, when it comes to Turkish, further precision is needed. There is a three-way demonstrative system in the Turkish language; however, I will only include two of those in this category; the reason being that one of the demonstratives exclusively denotes a gestural meaning, which I have included in a separate category. Consequently, I will only be discussing the Turkish locative pronouns *bura-* and *ora-*, whereas *şura-* will be discussed as part of the gestural category.

First and foremost, let us look at a set of examples exhibiting the aforementioned two-way distance system which is characteristic of both of the languages.

- a) "Eğer birisi **burada** olduğumu biliyorsa, o zaman başıma ne geldiğini de biliyordur!" (p. 29)
- b) INF "If someone knows I'm **here**, that person must know what happened!" (p. 17)

Here we have an example of the basic principle of the speaker-centred system, present in both languages, in which the speaker refers to the place that he/she occupies using a proximal demonstrative.

On the other hand, if the speaker refers to a place which they believe they currently are not part of, they will use the distal demonstrative as follows:

- a) Zobrist'in görüntüleri ve yosunlu duvarlarına belli belirsiz sütun gölgeleri vuran, tuhaf bir ışıkla aydınlanmış mağara, Langdon'ın hayalinde canlandı. "Suya batmış bir yer." "Kesinlikle." "Ama o zaman... Zobrist **oraya** nasıl indi?" (p. 466)
- b) INF Langdon pictured Zobrist's video and the strangely lit underground cavern on whose mossy walls he had seen the faint vertical shadows of pillars. "It's a submerged room." "Exactly." "But then ... how did Zobrist get down **there**?" (p. 374)

As we can see, the speaker is describing a place that he has previously seen on video; one that is distant from him in every way. Therefore, the distal demonstrative is used in both Turkish and English.

One of the things that I have noticed while researching this category, are the modifications in translation that were needed to translate the original text into Turkish. This is derived from the fact that English is an analytic language and so it relies more on separate units, i.e. function words, which is why it has more to choose from than Turkish. Words like 'which', 'where', 'it' and 'the', all helped to express an idea in English, whereas Turkish had to rely on the proximal locative pronoun *bura-*. The reason why only the proximal locative pronoun is used stems from the fact that in Turkish, proximal demonstratives are used for referents that have just been mentioned. All of these words have been used anaphorically, which I have previously discussed as part of my thesis. Of course, as part of the spatial category, I will only be discussing anaphors that refer to an antecedent denoting space. Let us look at a couple of examples that demonstrate this lack of choice present in the Turkish language:

- a) Marta, Sienna'ya, "Dante'nin maskesi köşede," dedi. "*L'andito* denilen dar alanda sergileniyor. Aslında **burası** iki büyük odanın arasındaki bir geçit." (p. 211)
- b) INF "The Dante death mask is around the corner," Marta told Sienna. "It's displayed in a narrow space called *l'andito*, **which** is essentially just a walkway between two larger rooms." (p. 167)

In this case, 'which' is used as a function word that introduces a non-restrictive relative clause. Naturally, the Turkish language has its own way of expressing a relative clause, that is, using a participle suffix. However, the translator has opted for a separate word instead, corresponding to the system found in analytic languages. This could be a result of an influence of the original text during translation, or it could have been a means to translate it as similarly to the original text as possible. The end result, however, is that they had to rely on the locative pronoun suffixed by a third person possessive marker and translated as 'this place', i.e. repeat the object of speaking. The same conclusion can be reached for other relative pronouns that can replace a certain place, such as 'where' and 'that'.

Apart from relative pronouns, I have observed that the personal pronoun 'it' represents a similar issue in Turkish. In English, the third-person, singular neuter pronoun 'it' is used when

replacing a referent that is the focus of the addressee's attention and does not need to be repeated.

- a) İşaret ettiği yer Malebolge olarak bilinir ve "kötü hendekler" anlamına gelirdi. **Burası** cehennemin sekizinci ve sondan bir önceki dairesiydi; her farklı hile için on farklı hendeğe ayrılmıştı. (p. 86)
- b) INF The area she was pointing to was known as the Malebolge—meaning "evil ditches." **It** was the eighth and penultimate ring of hell and was divided into ten separate ditches, each for a specific type of fraud. (p. 65)

In Turkish however, the proximal locative pronoun is used, suffixed by a third person possessive marker which translates as 'this place', as was the case in the previous example.

The last example of difficulties in translation involves the definite article 'the' which is not present in the Turkish language. This type of example from my research generally involves a definite article accompanied by a noun indicating some type of space. Some of the nouns I have encountered here are 'area', 'place', 'gateway' and 'region'. All of which have been replaced by the proximal locative pronoun in Turkish.

- a) "Tırmandığınız her yeni seviyede, bir melek alnınızdaki *P* harflerinden birini siler ve tepeye ulaştığınızda alnınız yedi *P* harfinden de temizlenmiş olur... ve ruhunuz tüm günahlardan arınır." Göz kırptı. "**Buraya** araf denmesinin bir sebebi vardır." (p. 312)
- b) INF "With each new level that you ascend, an angel cleanses one of the *Ps* from your forehead until you reach the top, arriving with your brow cleansed of the seven *Ps* ... and your soul purged of all sin." He winked. "**The place** is called purgatory for a reason." (p. 250)

Given that there is no definite article in Turkish, the locative pronoun is used to define the place in question. The locative pronoun is also accompanied by the dative case, which the Turkish passive verb 'to be called' requires. As we can see, all of these various anaphors that were used in English have been translated by using the proximal locative pronoun in Turkish. Moreover, this type of adjustment when translating into Turkish is valid for all anaphoric references, not just those referring to antecedents denoting space.

Another issue to be discussed involves the way in which deictic verbs of motion are used in the two languages. In both languages, they are defined depending on whether they move towards or away from the deictic centre, represented by the speaker. In general, verbs

representing movement towards the speaker imply the proximal locative pronoun, that is, 'come here', whilst verbs representing movement away from the speaker imply the distal locative pronoun, i.e. 'go there'. In the following example, we will observe one of the deictic "come verbs".

- a) Döneceğim **oraya** vaftiz kurnamda... defne yapraklı taç giyeceğim başıma. (p. 287)
- b) INF I shall return **Ø** as poet and put on, at my baptismal font, the laurel crown. (p. 229)

These examples contain the verb 'to return' in the future tense, which refers to the fact that the speaker has previously been to the place in question, but is not located there at the moment. Consequently, the implied locative pronoun will be 'there' in English, i.e. its Turkish equivalent *ora-*. Nevertheless, in this case the distal locative pronoun is seen as redundant in English. As a result of my research, I have noticed that in such cases in Turkish, the locative pronoun will not be omitted.

To conclude the spatial category, I would like to present an interesting example of how the locative pronoun can be used in a way that does not exist in the English language. As I have mentioned previously, Turkish is a synthetic language and its locative pronouns can take a number of different suffixes. As opposed to other demonstratives in Turkish, locative pronouns can take possessive suffixes, in the form of, for example, *buram*, accompanied by the first person possessive marker and roughly translated as 'this part of me'.

- a) KAR Necip gene şiddetle karşı çıktıysa da hayalet dinlemedi onu. "Yalnız ölümümü istediğin kuşkusu değil, gece karanlığında ranzamda uyurken alnımdan ve **buramdan** kalleşçe vurulmamda da parmağın olduğu düşüncesi, şeriat düşmanlarıyla işbirliği yaptığın korkusu öte dünyada bana hiç huzur vermedi," dedi hayalet. (p. 108)
- b) Necip objected violently to this accusation, but the ghost refused to listen. "It was not just the suspicion that you wished me dead that deprived me of peace in the other world," said the ghost. "It was also that you had a hand in my murder, for it was you who so treacherously shot me in the head, and **here**, and **here**, as I lay in my bed sleeping." (p. 106)

In Turkish, these kinds of words usually represent a part of one's body. In this case, the translator has decided to double the locative pronoun in order to convey the meaning of 'here' as part of the speaker's body.

3.2 Gestural spatial deixis

Gestural use of deixis, as introduced by Fillmore (1971) and adopted by Levinson (1983: 65), is a type of deictic use that requires some form of gesture when pointing to a referent. This is mostly done by physical pointing, whether it be using a finger, nodding or directing your gaze at something. However it can also refer to audio pointing, by the use of intonation, pauses or similar (Kettebekov et al. 2005).

Generally, when we use place-deictic demonstratives in a way which requires gesture, we assume that the addressee's attention is not on the referent. This question of attention is especially important in the Turkish language for, as I have explained earlier, the Turkish demonstrative *şu* has a purpose of drawing attention and is not used in the spatial sense at all (Özyürek 1998); which is not common for a demonstrative. The locative pronoun *şura-*, on the other hand, combines the attention-drawing aspect of the demonstrative *şu* with the spatial aspect of a locative pronoun by adding the morpheme *-ra*, denoting space. In the following examples, I will discuss place-deictic demonstratives used gesturally in the English language and their Turkish equivalent *şu*, which is the only one in Turkish that is used gesturally. As I have mentioned earlier, gestural use applies to all of the different types of deixis. Nevertheless, in this category, I will discuss gestural use that refers only to spatial deixis. The reason for this is the fact that joint attention, which is best shown in the following examples, represents a vital aspect of the Turkish demonstrative system and I believe it should be addressed in more detail. In the following example, we can see a typical case of using the locative pronoun *şura-* when trying to draw the addressee's gaze to the referent.

- a) Sağ taraftakini işaret eden Langdon, "Ama **şuradaki**, görmeye geldiğimiz duvar resmi: Battaglia di Marciano." (p. 192)
- b) INF "But **that** mural **there**," Langdon said, pointing to the mural on their far right, "is the one we came to see—Vasari's Battle of Marciano." (p. 151)

As we can see, the act of gesture is present in the example, which is the case for nearly all of the instances when the demonstrative *şu* was used in the translation. The gestures are sometimes stated in an evident manner, such as revealing that the speaker is pointing, nodding or motioning to the referent in some way. On the other hand, the gestures can be more subtle

or even omitted completely, however the reader will undoubtedly visualise the gesture in their mind whilst reading.

By contrast, the other two Turkish demonstratives, *bu* and *o*, are used exclusively once the referent has been established. To demonstrate this juxtaposition, let us look at an example in Turkish in which both the attention-drawing demonstrative and a spatial demonstrative are used for the same referent.

- a) "*Tanrım!*" Langdon minik detaya daha dikkatli baktı. "**Şu** R harfi... **bu** Botticelli'nin orijinal resminde kesinlikle *yok!*" (p. 87)
- b) INF "*My God!*" Langdon peered more intently at the tiny detail. "**That** letter R ... **that** is definitely *not* in Botticelli's original!" (p. 65)

In this instance, gesture is performed by gaze, which causes the addressee to visually focus on the same spot as the speaker. This is a model example of how a Turkish speaker will first use the demonstrative *şu* to draw attention to a referent, and then when joint attention is achieved, the speaker switches to the spatial demonstrative, although still referring to the same referent.

In English however, there is no concept of using a certain demonstrative in order to draw attention. Both proximal and distal demonstratives can be used to direct the addressee's gaze to a referent, namely the proximal demonstrative when pointing to a referent that is close to the speaker and the distal one when pointing to a referent that is far away, with the latter used predominantly since we usually point to things located in the distance, which was the case in the previous example. The same distinction of distance can be seen in Turkish, but only once joint attention has been achieved. Nevertheless, in my research, I have found an interesting example in English of the speaker using the proximal locative pronoun when pointing to a referent far-away. Of course, the proximal locative pronoun has not been chosen without motive.

- a) Langdon ileride, fren ışıklarından başka bir şey göremiyordu. Şoför, "Bir etkinlik olmalı," dedi. "Galiba konser var. Yürüyerek daha çabuk gidersiniz." Sinskey, "Ne kadar uzakta?" diye sordu. "**Şuradaki** parktan geçeceksiniz. Üç dakika. Çok güvenlidir." (p. 477)
- b) INF Up ahead, Langdon saw nothing but a line of glowing brake lights. "An event of some sort," the driver announced. "A concert, I think. It may be faster on foot."

"How far?" Sinskey demanded. "Just through the park **here**. Three minutes. Very safe." (p. 383)

Here, the speaker aims to assure his addressees that the park in question is nearby by using the proximal instead of the distal demonstrative. The idea is further emphasised with the addition of the adverb 'just', stressing that they will have no difficulties in reaching their destination. In the Turkish version, the pointing demonstrative was used because the speaker needed to gesture towards the referent in some way. Even though the gesturing was not mentioned by the writer, the readers will form a picture in their minds of the driver nodding his head.

Therefore, we have established the first usage of the Turkish demonstrative *şu*, which involves getting the addressee's attention towards a referent located in space, by using gesture. This constitutes one of the two basic uses of the demonstrative *şu*, according to a research conducted by Aslı Özyürek (1998). The other one refers to introducing a new referent, that is, mentioning a referent for the first time. In her research, Özyürek gives evidence proving her claim that the primary use of the demonstrative *şu* is not at all spatial, but social and interactive. Her research is significant for the fact that it contradicts the common view of the deictic features of demonstratives. To quote Diessel, "Demonstratives are place (or spatial) deictics" (Diessel 1999: 36).

However, in my thesis, I will discuss the second of Özyürek's basic uses of the demonstrative *şu* as a subtype of using *şu* to draw attention of the addressee. I will classify some of the different uses of the demonstrative *şu* that I have encountered as part of my research, under the larger concept of aiming to achieve joint attention. In my opinion, mentioning referents for the first time in a certain context can be seen as drawing attention of the addressee to a referent we are introducing into the conversation. Taking into consideration all of the research I have made, the demonstrative *şu*, in my opinion, conveys only one distinct basic message, i.e. that of drawing attention, from which we can explain all of the different ways in which it is used.

3.3 Time deixis

Time deixis, one of the traditional types of deixis, is expressed by means of deictic words and phrases denoting temporal meaning such as 'now', 'last week' or 'soon', or it can also be expressed by means of tenses (Levinson 1983: 74). Since the subject of this thesis is demonstratives, in this category I will be dealing with the instance of adding deictic

modifiers, in this case, adnominal demonstratives to temporal terms, in order to make expressions such as 'this evening', 'that day' or 'at this moment'. Presumably, languages generally have the system of employing proximal demonstratives to denote time that is closer to the speaker, i.e. present time or time that is yet to come, whereas distal demonstratives denote time that is more distant from the speaker, i.e. time that has passed. Accordingly, the two languages I am contrasting employ the same concept:

- a) Siluet, "**Bu** sabah siz sunum yaparken oradaydım," dedi. "Konuşmanızı dinlemek için uzun bir yoldan geldim. Etkileyici bir performanstı." (p. 129)
- b) INF "I was at your presentation **this** morning," declared the silhouette. "I came a long distance to hear you speak. An impressive performance." (p. 100)

In these examples, we can see an instance of using the proximal demonstrative in both Turkish and English joined with the temporal term 'morning'. The speaker is referring to the morning of the day in which he phrases the utterance. Thus, the proximal demonstrative is used seeing as how this certain stretch of time is close to him in the moment of utterance. The proximal demonstrative is employed throughout the day in question, even if the utterance is issued later in the day, i.e. when it is no longer morning (Levinson 2004: 39). Having discussed an instance of using a proximal demonstrative, let us observe an example of using the distal demonstrative.

- a) Fakat Langdon kirişin ortasına gelince, turdan hatırladığına hiç benzemeyen bir döşeme tahtası gördü. ***O** gün kaç Nebbiolo içtim?* (p. 249)
- b) INF However, when Langdon arrived at the center of the strut, he found a boardwalk that in no way resembled the one he recalled from his tour. *How much Nebbiolo did I drink **that** day?* (p. 198)

Again, both in Turkish and the English language, the distal demonstrative was employed seeing as how the speaker was recalling an incident that had happened in the past and is, therefore, considered as distant from the speaker, i.e. the deictic centre.

Apart from the two contrastive proximal and distal demonstratives, the Turkish language possesses another demonstrative which is primarily used to draw attention to a referent, in this case, a temporal referent. This demonstrative is the third Turkish demonstrative *şu*, for which I will give an example as follows:

- a) "Beyninin odak noktasını değiştireceksin," demişti doktor. "**Şu anda**, çoğunlukla kendini düşünüyorsun. " (p. 437)
- b) INF "You need to shift your intellectual focus," he said. "**Currently**, you think mainly about yourself." (p. 350)

In the Turkish example, the adnominal demonstrative *şu* is coupled with the noun *an*, meaning 'moment', suffixed with -DA, the suffix representing the locative case. In this case, the demonstrative *şu* is used to draw attention of the addressee to the present moment. Even though attention can be drawn to temporal expressions related to the past and to the future, when the demonstrative *şu* is used in temporal terms, it is most frequently coupled with nouns that depict the current time when combined with the demonstrative *şu*. Some of these cases are *şu günlerde*, meaning 'these days' or *şu sıralar*, translated as 'lately' or 'recently', with *sıra* literally meaning 'sequence' or 'line'. In the English case, however, the equivalents used are 'at the moment', 'currently' and 'now'.

Finally, I would like to address the issue of transposed deixis in this category. This type of deixis is referred to by many names by various linguists, such as transposed or imaginary deixis, or "Deixis am Phantasma" (Bühler 2011 [1934]: 121, Himmelmann 1996: 222). All of these terms describe the same idea of the speaker creating a fictional deictic field and describing a situation as if it were taking place right before our eyes. The speaker is, therefore, using deictic words in order to recreate a scene from a perceptual to an imaginary one. In terms of demonstratives, this is generally realised by replacing distal demonstratives with proximal demonstratives. Additionally, this type of deixis is not uncommon in a literary work where it is used as a writer's technique in an attempt to make the reader feel as if they themselves are present in the events and situations being described by the writer. However, a problem might occur in translations when the translator decides to translate transposed deixis accordingly, or, decides not to use it even if it is present in the original. I will be showing examples of both of these instances, starting from the example taken from a book originally written in English:

- a) **O gün** rüzgâr doğudan esiyordu ve havada Büyük Kanal'ın kabaaran sularında bekleyen deniz taksilerinden yayılan dizel yakıtın kokusu da vardı. (p. 371)
- b) INF **Today**, the wind was from the east, and the air also carried the tang of diesel fuel from the long line of water taxis idling nearby on the turgid waters of the Grand Canal. (p. 297)

In this case, the translator who was translating into Turkish opted to shift the adverb of time from 'today' to the Turkish equivalent of 'that day'. Therefore, this is an example of the translator deciding not to follow the original in that the instance of transposed deixis was replaced by an actual, non-fictitious temporal term. Thus, the translator used 'that day', given that the entire literary work was written in the past tense. Yet, I have noticed that the translator's interpretation was often inconsistent:

- a) Ama **bugün**, *I. Cosimo'nun Göğe Yükselişi*'ni durup incelemekten çok, üstünden hızla geçmek derdindeydi. Hızlanırken, yaklaştıklarını Sienna'ya fısıldamak için başını hafifçe arkaya çevirdi. (p. 252)
- b) INF **Today**, however, Langdon was more interested in hurrying past the *Apotheosis* than in studying it. As he hastened his pace, he turned his head ever so slightly to whisper back to Sienna that they were nearly there. (p. 201)

Here we have an instance of the same temporal term as in the former example, however, this time; the translator opted for transposed deixis, as is in the original. Having extensively researched this literary work, I have noticed a pattern in the translator's version. In general, when the adverb of time was describing events relevant to the storyline, the translator decided on using transposed deixis. Presumably, because they felt that these were the areas in which it was important to draw the reader in, as shown in the last example. On the other hand, the translator discarded transposed deixis in areas when the aim was to set the scene, that is, in descriptions unrelated to the storyline, as shown in the penultimate example.

In order to exclude this occurrence from being typical to the Turkish language, I have also analysed a literary work originally written in Turkish and translated into English. The following example shows transposed deixis being used in the original sentence in Turkish:

- a) KAR Yanındaki ufak tefek adam onu **bugün** çayhanesinin önünden geçerken gördüğünü, ama Ka'nın ne yazık ki içeri girmediğini, yarın beklediğini söyledi. (p. 101)
- b) The little man told Ka he had seen him passing in front of his teahouse earlier **that day**; he was sorry Ka hadn't come in, and he would be very happy if Ka dropped by tomorrow. (p. 98)

The translator, however, opted against transposed deixis, by translating the Turkish equivalent of 'today' into 'that day'. From this example, we can see that the tendency to replace

transposed deixis with "real-time" temporal adverbs is not typically Turkish. Another instance of translating transposed deixis, taken from the same literary work, goes as follows:

- a) KAR **Bugün** vali konağı olduğundan çok sıkı korunan binaya hiç sokulmadan sağa, parka doğru kıvrılıp ilerledi Ka. (p. 163)
- b) The governor's residence was well guarded, so Ka avoided the building by turning right again and looping back toward the park. (p. 164)

In this case, the translator decided not to include an adverb of time at all, in an effort to circumvent the problem of having to translate transposed deixis. Given that I have found both the instance of the translator adhering to using transposed deixis where it is present in the original and opting against it in this literary work as well, I can conclude that it is the vision of the translator that is the decisive factor in choosing for or against transposed deixis. Bearing all this in mind, it was difficult to reach any firm conclusions in terms of contrasting demonstratives used in the temporal sense in these two languages, owing to the fact that translators tend to be inconsistent in their translations.

3.4 Discourse deixis

As I have explained earlier, discourse deixis is a form of deixis in which the referent is a segment of a certain discourse. A common way of referring to discourse is by using demonstratives. Probably the most significant distinction in the two languages I am comparing, lies in how they refer to parts of discourse when using demonstratives. An important piece of information to mention is the differentiation between anaphoric references, which refer back to what was already mentioned, and cataphoric references, which refer to that which follows. Let us first look at an example of anaphoric reference.

- a) Ölümün gözlerinin belki de veba salgını sırasında Avrupa'ya saçılan kokuşmuş cesetlere bir gönderme olabileceğini düşündü. *En azından **bu**, veba maskesini açıklardı...* (p. 195)
- b) INF She wondered if maybe the eyes of death were a reference to all the rotting corpses strewn across Europe by the Black Death. *At least **that** would explain the plague mask...* (p. 154)

This is a typical example of the anaphoric distinction between the two languages in which the proximal demonstrative is used in Turkish and the distal one in English. Let us first discuss the Turkish example. As I have mentioned earlier, the primary use of demonstratives

is the spatial use, from which all other uses derive. One of those secondary uses of proximal demonstratives in the Turkish language is the message of being well known and familiar. Here, we can also identify the connection that general closeness has with information that is known to us. If something is clear, accessible and well known, we perceive it as something close to us. In Turkish, an already phrased segment of the discourse is seen as well-known information and is therefore always referred to using the proximal demonstrative *bu*. In addition, during my research, I have not encountered any examples of the distal demonstrative *o* being used in anaphoric or cataphoric reference as part of discourse deixis, although it is possible to use the distal demonstrative as well.

However, if we turn to the English equivalent in anaphoric reference, we can see that this is not the case. If we look at demonstratives in a strictly binary sense, we could say that English employs the opposite demonstrative. For this reason, I will refer back to the subject of abstract uses of demonstratives. In English, we can look at a segment of discourse as a progression of time, in which, for example, the preceding sentences represent something that has just happened and the following sentences represent something that is about to happen (Fillmore in Al-Saif 2011: 130). If we regard it as such, the distal demonstrative would then refer to that which has passed and the proximal demonstrative would indicate that which is coming. Place-deictic expressions can also be used in discourse deixis, as I have mentioned earlier, but this is not the case with demonstratives. Thus, when using demonstratives as part of discourse deixis in English, they are used only in the temporal sense. This applies to the locative pronouns 'here' and 'there' as well, in which the proximal demonstrative is employed when introducing a new argument and the distal demonstrative is used when the point has already been made (Yang 2011: 129). This is also the reason why this category is discussed after the category relating to time deixis, following the idea of organising demonstratives leading from their primary use to their extended uses.

What I have also found during my research is instances of speakers employing the proximal demonstrative 'this' when anaphorically referring to statements that are still valid in the present, as opposed to describing a moment in the past; which is logical if we bear in mind that English observes discourse in the temporal sense when referring to it using demonstratives.

- a) Ferris sevecen bir tavırla, "Profesör, bana güvenebileceğine emin olamadığını görüyorum," dedi. "Ve yaşadıklarını düşünecek olursak, **bu** tamamen anlaşılır bir şey." (p. 341)
- b) INF "Professor," Ferris said sympathetically, "I can see that you're not sure you trust me, and **this** is understandable considering all you've been through." (p. 273)

In this example, the demonstrative refers to the statement which precedes it; however, the proximal demonstrative 'this' is used in English, seeing as how the situation the character is describing still stands. On the other hand, the distal demonstrative 'that' cannot be used cataphorically in any sense. This is understandable since a newly-introduced segment of discourse can in no way be related to the past, in discourse terms. In other words, a statement made in the past can still be valid for the present time, however, a statement to be made, can never be referred to using a demonstrative denoting that which has passed. Also, I would like to add that Lakoff argues that the proximal demonstrative can be used anaphorically only when the speaker is referring back to their own words, which was the case in the example I have given (Lakoff in Al-Saif 2011: 131).

Finally, we can deduce that in English, the proximal demonstrative 'this' is used in the cataphoric sense, seeing as how the demonstrative 'this' has no connection to the past. This brings us to cataphoric reference, as in:

- a) Dr. Brooks nefes verip Langdon'ın başucuna iyice yaklaştı. "Pekâlâ, size bildiklerimi anlatacağım... ve siz de sakın bir şekilde dinleyeceksiniz, anlaştık mı?" Langdon başını salladı ve bu hareket kafatasının içine ani bir ağrının yayılmasına neden oldu. Cevapları bir an önce duymak istediği için ağrıya aldırmadı. "Bilmeniz gereken ilk şey **şu** ki... başınızdaki yaranın sebebi bir kaza değil." (pp. 29-30)
- b) INF Dr. Brooks exhaled and moved closer to his bedside. "Okay, let me tell you what I know ... and you'll listen calmly, agreed?" Langdon nodded, the head movement sending a jolt of pain radiating through his skull. "The first thing is **this** ... Your head wound was not caused by an accident." (p. 17)

Since I have discussed the way in which cataphoric reference using demonstratives is done in English, let us turn to Turkish. As I have mentioned earlier, Turkish uses both the demonstratives *bu* and *o* in anaphoric references, although the demonstrative *bu* predominates. The same can be said for cataphoric reference in which the demonstrative *şu*, already discussed in gestural use, is much more frequent than the distal demonstrative *o*,

which is, nevertheless, an option as well. Up to this point, I have mentioned that the many uses of the demonstrative *şu* can be traced back to its primary use. Thus, I will refer back to the gestural spatial category in which it was used by the speaker to draw the addressee's attention to a referent in cases when he/she concludes that the addressee's attention is not on that referent. By the same token, cataphoric reference can also be viewed as drawing attention to what is about to be said, as we are referring to that which follows, which corresponds to the primary use of this demonstrative.

Another point to mention is that, whilst Turkish employs both the singular and plural forms of demonstratives, in English, only singular forms can be used in discourse deixis (Himmelmann 1996: 216).

- a) BAB "Şurası bir gerçek ki, Şems-i Tebrizi o dönemin Konya halkı tarafından pek sevilmezmiş." **Bunları** anlatırken gözlerimiz karşılaştı. (pp. 239-240)
- b) "It is a fact that Shams-i Tabriz was not well-loved by the people of Konya in those days." As she said **this**, our eyes met. I could see her wondering who I was, this stranger hanging on her every word. (pp. 239-240)

Firstly, I would like to refer back to Lakoff, who has stated that the discourse deictic demonstrative 'this' can be used anaphorically only when the speaker is referring back to his/her own words, which is obviously not the case in this example. Given that, in English, discourse-deictic demonstratives are employed in the temporal sense, the use of the proximal demonstrative, as opposed to the distal one, must be tied to the immediacy of the utterance in question, instead of looking at it as a phrase that was uttered in the past. I presume that the explanation of why proximal demonstratives are used anaphorically only in utterances produced by the same speaker is because the speaker would naturally not view his/her just-uttered phrases as pertaining to the past. Therefore, in this case, I would argue that the use of the proximal demonstrative is connected to the simultaneity of the two actions, i.e. the uttered phrase and the look shared by the two characters, and, in fact, the only possible option of demonstrative in this sense. Secondly, from this example, we can also see that the plural is used in Turkish, which conveys a message that more than one piece of information was given by the speaker in question. Such examples are common in Turkish, in which we generally use the plural in discourse deixis when referring to someone's interpretations. On the other hand, we would only use the singular forms of demonstratives in English, irrespective of the amount

of information given. This may cause problems in translation and is observable in the following example taken from the Internet:

- a) **Bunlardan** ne anlamamız gerekiyor?
- b) *What do we need to conclude from all **these**?

Here we have an instance of a Turkish speaker incorrectly using the plural form in discourse deixis when translating from Turkish into the English language. This serves as an example of the dissimilarity in the demonstrative systems in the two languages I am contrasting and the importance of knowing how to use them.

The final type of discourse deixis that I will discuss is the instance of referring to a segment of discourse by designating it as part of a larger whole. It generally involves a situation in which the speaker wants to stress that what was just mentioned is not the overall perspective of a certain issue. Therefore, the speaker wants to give another view of the matter, which he regards as more complex. As we have seen up to now, cataphoric and anaphoric discourse deixis will be expressed by using different demonstratives, which is the case here as well. Let us start off with cataphoric reference:

- a) KAR Babam başta benimle iftihar etti, başımı örtüp okula gittiğim gün bu çok özel bir başkaldırı usulüymüş gibi davrandı...Aramızda çok az konuşulmasına rağmen **şurası** kesindi: Benim yaptığım İslamcı bir hareket olduğu için değil, devlete karşı bir hareket olduğu için saygıdeğerd. (p. 116)
- b) In the beginning, my father was proud of me; the day I went to school with my head covered, he acted as if I had found a special new form of rebellion... Although we never talked about it much, **this much** was clear: What I was doing was worthwhile not as a defence of Islam but as a defiance of the state. (p. 114)

As we can see, the demonstratives that were used do not differ from those that are usually used in cataphoric discourse deixis, albeit in different forms. Each of the two languages has a way of expressing the quality of being a part of a larger whole. In English, the adverb of quantity 'much' is added, which conveys the meaning of a certain measurable amount, from which we are extracting a part and discussing it more thoroughly. On the other hand, Turkish uses the locative pronoun with an appended 3rd person possessive suffix -(s)I. By using this suffix, we are indicating that it belongs to something as a part. For example, if we were talking about the interior of a certain house being nice, we would say: *içerisi güzel*,

with *içerisi* conveying the meaning of 'its interior' and *güzel* meaning 'nice'. As we can see, the word for 'interior' (*içeri*) is accompanied by the 3rd person possessive suffix (-*si*), communicating that the interior relates to a certain house, that is, is part of a certain house.

Nevertheless, when it comes to anaphoric reference of this type of discourse deixis, the Turkish language employs a different demonstrative:

- a) KAR "Bu görmeniz gereken kişinin kim olduğunu, size ancak onu görmeyi kabul ederseniz söylemeye yetkiliyim." "Kim olduğunu bilmeden onu görmeyi nasıl kabul edeyim?" "**Orası** öyle," dedi Necip. (p. 69)
- b) "My instructions are such that I cannot give you the name of the person you need to meet unless you first agree to meet him." "How can I agree to see someone without first knowing who he is?" "You're right," said Necip. (p. 66)

Although discourse deixis has not been employed in the English example, we can rephrase it as such: "That much is true," instead of: "You're right." As might be expected, English uses the distal demonstrative 'that', which is usual for anaphoric reference, followed by the adverb of quantity 'much'. The Turkish example, on the other hand, displays a shift from the proximal demonstrative *bu* to the distal demonstrative *o*, that is, the distal locative pronoun *ora-*.

The reason for this is that, in Turkish, it is the distal locative pronoun *ora-* that refers to what was previously mentioned (Göksel, Kerslake 2005: 245), as opposed to the proximal demonstrative *bu* which carries that same meaning in demonstrative pronouns.

3.5 Person deixis

Person deixis is one of the traditional types of deixis that entails using deictic expressions to denote humans; in this case the deictics that are used are demonstratives. First, it is important to state that the two languages differ significantly because English, in general, does not allow for singular demonstratives to be used for pronominal reference to humans (Himmelmann 1996: 214), whereas in Turkish, pronominal demonstratives can refer to humans, albeit characterised by emotional connotations, without exception. Of course, the demonstratives in Turkish can only refer to humans in the third person, which would roughly be the equivalent of 'this one' or 'that one'. Let us look at some examples of demonstratives being used for humans in the Turkish language.

- a) Amir'in bir önceki yıl iş yaptığı sağlam, temiz giyimli kişiyle kıyaslandığında, yata gelen bu pejmürde adam neredeyse tanınmaz haldeydi. Bir zamanlar keskin bakan gözleri şimdi vahşi bakıyordu. Hatta... hasta gibiydi. *Ne olmuş **buna**? Ne yapıyordu ki?* Amir, sinirli adamı ofisine aldı. (p. 97)
- b) INF The dishevelled man who arrived on the yacht was barely recognizable as the steady, clean-cut person with whom the provost had done business the year before. He had a wild look in his once-sharp green eyes. He looked almost ... ill. *What happened to **him**? What has he been doing?* The provost had ushered the jittery man into his office. (p. 74)

As we can see in the English example and as can be expected, the objective case personal pronoun 'him' was used in this case. However in Turkish, the translator opted for the demonstrative instead of the personal pronoun. The reason for this is that the translator wanted to express subjective connotations, specifically negative ones, in order to depict the particular relationship between the two characters. In other words, the translator wanted to underline the negative undertones of their relationship, or we could say, the lack of a relationship. In the next example we can see another Turkish demonstrative being used as part of person deixis.

- a) IST "Haliya sarmışlar galiba adamı?" Eli kendiliğinden silahına uzanmıştı Ali'nin. "Ne dersiniz Başkomiserim, alalım mı artık **şunları**?" (p. 274)
- b) "I reckon they've rolled the body up in that carpet," said Ali, his hand instinctively going for his gun. "What do you say, boss? Shall we bring **them** in?" (p. 448)

Obviously, both the *bu* and *şu* demonstratives can be used to refer to humans in Turkish. However, it should be noted that the third Turkish demonstrative *o* has the same form as the third-person pronoun and as such cannot be used in this sense. In this example, the same principle as always is applied when using the demonstrative *şu* and that is to draw attention of the addressee to the referent. Therefore, the speaker is trying to draw attention to referents which are, in this case, humans. We can conclude that when using demonstratives to refer to humans, we are regarding them less as humans and more as objects, which are, therefore, liable to being or not being the focus of someone else's attention even though they are obviously present during the speech act since the addressee is referring to them. In the same way that *şu* was used in order to draw attention, *bu* was, as always, used once joint attention has been achieved, as we can see in the first example. What is also striking is the fact that

both the *bu* and *şu* demonstratives can be used positively as well as negatively. An interesting example of the fact that the demonstratives *bu* and *şu* can be used interchangeably in this sense, would go as follows: "*Sen bana şu diyemezsin*," meaning "You can't address me as *that*," for which the answer can be "*Bu derim o zaman*," translated as "I will address you as *this* then." The point of the answer is that both demonstratives carry an equally negative meaning. However, the demonstratives *bu* and *şu* can also be used in the complimentary sense, confirming that their meaning is not fixed. Although I have not found such cases during my research, an acceptable example would be "*Şunların tatlılığına bak*," meaning "Look at how cute they are," with the demonstrative *şu* being used instead of a personal pronoun, in the Turkish example.

In conclusion, in Turkish, pronominal demonstratives can refer to humans and are employed when the speaker wants to express a certain emotion towards the person in question. Given that I have arranged my thesis by discussing demonstrative uses starting from the concrete to the more abstract uses, I should explain why I have kept this category as the last of the deictic uses. Throughout my thesis, I have traced the many extended uses of demonstratives back to their primary one. However, I have found it difficult to do so here, because the meaning of the demonstratives included in this category, is not fixed. All things considered, it is possible that the demonstratives *bu* and *şu* have not been used because of their respective meanings, but because they, as demonstratives, are able to successfully replace personal pronouns whilst expressing additional meaning.

3.6 Non-deictic uses

As I have mentioned previously, deictic expressions can be employed non-deictically, as well as deictically. This type of use implies that we do not need the context in order to understand them, as opposed to deictic expressions being used deictically, in which case their meaning changes according to the context they are in. According to Levinson, there are three main types of non-deictic uses: anaphoric use, empathetic use and recognitional use (Levinson 2004: 22). Of these, I will not discuss anaphoric use for reasons I have given earlier in my thesis. I have decided to discuss empathetic and recognitional use as part of the same category because empathetic use is often discussed as a subtype of recognitional use, because of their similarity. Their similarity primarily comes from the fact that these are the only pragmatic uses of deictic expressions in which only adnominal demonstratives are employed, that is, they always accompany a coreferential noun. Also, they are the only ones that do not refer to elements of a discourse, that is, they do not refer to anything specific in the preceding discourse or the surrounding situation (Diessel 1999: 105). However, I have decided to separate them as two different uses because I am adhering to Levinson's taxonomy of demonstrative uses.

As stated by Diessel, recognitional demonstratives are used to indicate that the addressee is able to identify the referent based on specific knowledge shared with the speaker (Diessel 1999: 93). In the sentence: "You know that dress you wanted to buy?" the distal demonstrative 'that', the only demonstrative in English used in a recognitional sense, is employed as a tool to activate knowledge shared due to common experience. If we translate this sentence into Turkish, it would go as follows: "Şu elbise var ya, daha önce almak istediğin..." Thus, we can see that whilst the distal demonstrative was employed in the English example, the so-called medial demonstrative *şu* was employed in the Turkish example, however the Turkish distal demonstrative *o* is also a possibility. Therefore, English employs the distal demonstrative with so-called "hearer old" information, whilst Turkish views the same as drawing attention to a reintroduced referent, for which the demonstrative *şu* is used. As we can see, there is a difference in the two languages, in which English differentiates between referents that the speaker introduces but believes are already known to the addressee, i.e. "hearer old" information, whereas Turkish only recognises a referent being reintroduced by the speaker. However, I have not found any examples containing the recognitional use during my research. What I have found, on the other hand, is a use that is discussed as part of recognitional use. This non-deictic use has been discussed as not belonging to the

recognitional use, yet, it has not been classed to a certain type of pragmatic use of demonstratives. For this reason, I have also decided to analyse it as part of the recognitional use.

This type of non-deictic use is mentioned by Fillmore (Fillmore in Al-Saif 2011: 133). He describes it somewhat as a contrastive pair to the recognitional 'that'. That is, the distal demonstrative is used in cases when both of the interlocutors can expect to know the referent, whereas the proximal demonstrative is used in declaratives when the speaker believes his addressee is not familiar with the referent or in questions when the speaker is not sure about the identity of the referent but he/she believes the addressee is.

- a) Ne yazık ki, yetmiş yaşında pankreas kanserine yakalanmış ve hedefine ulaşamamıştı. Ne var ki fanatik transhümanizm taraftarları onun bulduğu isimlendirme tekniğini kullanarak FM-2030'un anısını onurlandırarak ona saygılarını sunuyorlardı. Amir okumayı bitirdikten sonra ayağa kalkıp pencereye doğru yürüdü ve uzun bir süre boş gözlerle denize baktı. Sonunda yüksek sesle düşünerek, "Pekâlâ," dedi. "Bertrand Zobrist'in sevgilisi; **şu** FS-2080, belli ki **bu...** *transhümanizm* taraftarlarından biri." Sinskey, "Hiç şüphesiz," diye karşılık verdi. (p. 403)
- b) INF Sadly, he succumbed to pancreatic cancer at age seventy and never reached his goal, but in honour of his memory, zealous Transhumanist followers still paid tribute to FM-2030 by adopting his naming technique. When the provost finished reading, he stood up and walked to the window, staring blankly out at the ocean for a long moment. "So," he finally whispered, as if thinking aloud. "Bertrand Zobrist's lover—**this** FS-2080—is obviously one of **these...** *Transhumanists*." "Without a doubt," Sinskey replied. (p. 322)

In the English example, we can see that the proximal demonstrative was used twice, in the same sense. In both instances, the speaker is trying to communicate his lack of experience concerning the referents, but, at the same time, he is acknowledging the fact that his addressee knows a lot more on the subject, hence the ellipsis and the word 'transhumanists' written in cursive. Therefore, I would argue that the proximal demonstrative can be used in this sense, not only in questions, but in declaratives as well. However, it is noticeable that the declarative being discussed has a certain quality resembling a question, in that it seeks a response from the addressee, which was obviously given. On the other hand, the Turkish translation involves

two different demonstratives. Both of these demonstratives were used non-deictically in the same sense as in the original example. However, I would argue that, additionally, the demonstrative *şu* was used to draw attention to a reintroduced referent, whereas *bu* was used to refer back to the referent recently mentioned. We can note that both the Turkish demonstrative *bu* and *şu* are used in "hearer old" information, leading to the conclusion that the Turkish language is set so as not to differentiate between "hearer old" and "hearer new" information.

Let us now turn to the second type of demonstrative use, that of empathetic use. A general understanding of empathetic non-deictic use is that we add a distal adnominal demonstrative when we want to distance ourselves from the referent and we add a proximal adnominal demonstrative when we want to show our closeness to it. Thus, it is commonly viewed as describing emotional distance with the help of physical distance. However, I agree with the alternative opinion that all demonstratives can be used both positively and negatively (Zandvoort in Al-Saif 2011: 134), at least in the two languages I am analysing. Al-Saif gives the example of: "I can't stand this/that mother-in-law of mine," in which both the proximal and distal demonstrative would convey the same meaning, in this case, giving a negative undertone. Thus, we have a proximal demonstrative used to express emotional distance, rather than empathy. This example is just one amongst many which contradict the idea that equates emotional distance to physical distance when using empathetic deixis.

- a) IST "**Şu** dünyada bir baltaya sap olamasam da, bu iki adamın arkadaşı olmak bana yeter." (p. 57)
- b) "I may be of no use to **this** world but at least I have these two as my friends." (p. 93)

As we can see, both examples contain a demonstrative, even though they do not change the meaning of the sentence. However, they add an emotional comment, that is, they add weight to the speaker's statement, making it bold or even poignant. Obviously, the demonstrative that was used in the English example was a proximal demonstrative, which goes against the general view and exemplifies the fact that a demonstrative can carry both positive and negative connotations. I should note that I have only come across the demonstrative *şu* in the Turkish examples related to empathetic use of demonstratives. I believe that the reason for this stems from the fact that the demonstrative *şu* is rarely used for referential purposes and it captures social and interactive use, as opposed to spatial, which is characteristic of the other two Turkish demonstratives, *bu* and *o* (Özyürek 1998). In other

words, in the non-deictic empathetic use, demonstratives do not refer to anything in particular within the context of the utterance, which is why the demonstrative *şu* seems like it would fit best with this type of usage. I would also like to draw a parallel with the way in which demonstratives were used for emotional purposes in the previous category of person deixis, from where it was clear that a certain demonstrative was not used particularly for positive, i.e. negative emotions. Presumably, when a word is used subjectively, it is used more freely, which results in a lack of rules associated with its usage.

When talking about the emotional use of demonstratives, I believe that both the English and Turkish language use the same demonstratives to communicate both positive and negative connotations, for which I have given examples. As a result, I do not believe that emotional distance was expressed with the help of physical distance in these two languages, given that the demonstratives used empathetically in these examples, were not characterised by a fixed meaning. I believe that there is a rule concerning the way in which we differentiate between proximal and distal demonstratives when employing them as part of empathetic use, however, my opinion is that further research is required to arrive at a final conclusion.

To conclude with the non-deictic uses of demonstratives, I would like to summarise the way in which each of these two languages uses their demonstratives in this case. In Turkish, all three demonstratives were used non-deictically, with the distal demonstrative used only in recognitional use. Seeing as how the recognitional use is aimed at pointing to a previous shared experience with the addressee, it is understandable that both languages would employ the distal demonstrative, commonly used for time that has passed. Nevertheless, it was the other two demonstratives, *şu* and *bu*, that were used more widely in a non-deictic sense. However, they were differentiated based on their basic semantic distinction. In other words, *bu* was chosen when a referent had been recently mentioned in the conversation, i.e. when joint attention on that referent had already been achieved. On the other hand, *şu* was picked when a speaker would draw attention to a reintroduced referent that was not the subject matter of the current conversation. This finding, as well as that in which the same demonstratives were used for both positive and negative emotions, correlates to my previous findings concerning person deixis. Nevertheless, I have noticed a higher degree of usage of the adnominal demonstrative *şu* in empathetic use, probably based on the fact that *şu* is not usually used in purely referential utterances. In English, again, proximal and distal demonstratives were used both in a derogatory and complimentary sense in empathetic use. However, only the distal demonstrative is used when referring to so-called "hearer old"

information, a concept which I have found was not employed in Turkish non-deictic demonstrative uses. This question of new and old information can be compared to discourse deixis. As I have already mentioned in the category of discourse deixis, the demonstratives *bu* and 'that' were used in anaphoric reference and *şu* and 'this' in cataphoric reference. We can compare this to the findings in this category in which 'that' was used for "hearer old" information and 'this' is usually used to introduce new information (Al-Saif 2011: 119). Thus, there is an obvious connection between non-deictic use of demonstratives in English, when discussing new and old information, and demonstratives used in discourse deixis, which we can also describe as referring to known and yet-to-be-known information. In conclusion, I would argue that there is a possibility that the way in which demonstratives are used as part of discourse deixis in English, does not derive from looking at a certain discourse as a progress of time, but as using those demonstratives to reference known, that is, yet-to-be-known information, which is the case in Turkish.

Conclusion

There can be no doubt that Turkish and English differ significantly in all aspects of language, including vocabulary, grammar and sentence structures. Accordingly, it should come as no surprise that their comparison in the area of demonstrative uses has shown great dissimilarities as well. The aim of this thesis has been to demonstrate the similarities and differences of these two languages, in order to prove the claim that different languages have different logics behind their ways of using demonstratives. The thesis also gives insight into what some of those dissimilarities can be and illustrates the complexity of demonstrative uses.

Starting from the most noticeable, the two languages differ in the number of their respective demonstratives. The fact that English features a two-term demonstrative system whilst Turkish possesses a third demonstrative provides an additional dimension to the thesis, one of comparing two-term and three-term demonstrative systems. The thesis shows that the additional demonstrative in Turkish extends the limits of the meaning a demonstrative can convey. That is, the Turkish demonstrative *şu* denotes joint attention, which is not discerned as a special feature concerning the choice of demonstratives in the English demonstrative system.

The results show that the most significant similarities between the two languages lie in the primary semantic uses of demonstratives and that the two languages differ more in their

extended uses. For example, the primary use of demonstratives is their spatial use, which was the area where both languages had a system of differentiating between space close to the speaker and space far away from the speaker. This finding falls in line with the long-standing assumption of a universal egocentric representation of space when using spatial demonstratives. The use of demonstratives as time deictics also represents an evidence of the similarity between the two languages in that they both differentiate between time closer to the speaker and time seen as farther away from the speaker, which again constitutes an egocentric representation of time. Therefore, the findings go in line with the view of a semantic regularity with regard to space and time when using deictic expressions. On the other hand, the category of discourse deixis showed a difference in the logic behind the way demonstratives were used in these two languages. Turkish used the proximal demonstrative *bu* for anaphoric reference, carrying the meaning of well-known and familiar information and the demonstrative *şu* for cataphoric reference, with the function of drawing attention to subsequent information. However, in English, written discourse is commonly (Fillmore in Al-Saif 2011: 130) viewed in temporal terms, as a progression of time, where the distal demonstrative was used as reference to what has just happened and the proximal demonstrative is used for information that follows, referencing what is about to happen. This leads to a completely different logic behind discourse deixis in the two languages; nevertheless, the thesis explores the possibility of the logic behind discourse deixis in English resembling the Turkish. Also, non-deictic uses show many differences between the two languages, reflected mainly in the fact that, in Turkish, the demonstrative *şu* is predominantly used, for which an English equivalent does not exist. Also, the thesis demonstrates the complexity of demonstrative uses by showing that not only are different demonstratives employed in very similar meanings but also that there are semantic demonstrative uses in one language which do not exist in the other, for instance, the fact that demonstratives can only be used as part of person deixis in the Turkish language, whilst such a usage is non-existent in English. These results serve as an example of the possible similarities and differences that can be encountered when comparing demonstrative systems in different languages.

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Abstract

The thesis represents a contrastive analysis of demonstrative uses of the Turkish and English language. Its aim is to find English equivalents of Turkish demonstratives *bu*, *şu* and *o*, examining both pronominal and adnominal demonstratives. As demonstratives are deictic expressions, their various uses are arranged into five categories, each examining a demonstrative use related to a distinct semantic type of deixis, followed by an additional category dealing with non-deictic uses. The various demonstrative uses were analysed through representative examples taken from literary sources. The examples show a Turkish and English version of the same excerpt taken from one of the literary sources, with the aim of observing not only the demonstrative in question but also how it affects and fits within the context of each of the languages. Each example is preceded by an introduction into what the example is demonstrating and is followed by commentary discussing the choice of demonstrative in each of the languages with a view to show and explain their differences and similarities. The thesis shows the ways in which two languages may differ in respect to their demonstrative systems, exemplifying the complexity of demonstratives. The thesis demonstrates that the biggest similarities can be found in the semantic uses denoting space and time, which are oftentimes viewed as universal representations. That is, such a conclusion

goes hand in hand with the assumption that languages predominantly use an egocentric representation of space, in which the speaker represents the deictic centre. The same can be concluded for time demonstratives, which are also one of the primary semantic demonstrative uses. On the other hand, the similarities of the two languages' demonstrative systems recede as demonstrative uses extend, which is best illustrated in the category of non-deictic uses.

Key words

demonstratives, Turkish, English, contrastive analysis, deixis