Use of Conjunctions in Columns by Güneri Civaoğlu: A Text-Linguistics Analysis

Erkan ÖZDEN*

Abstract. Text-linguistics investigates whether words that appear together form a text or not and today there are some generally accepted norms called textuality criteria. Through these, mostly examples from the literary genre are examined but it is observed that other types of texts which are more casual and in-life are partially neglected. Newspaper columns with hundreds of thousands of readers every day are also worth being studied in text-linguistics. In this study, columns by Güneri Civaoğlu were examined in terms of conjunctions. In the research, conducted in the form of content analysis, on the one hand, it was tried to understand which types of conjunctions were employed more in the related columns, and on the other hand what the author intended with them. Civaoğlu preferred additive conjunctions the most in his columns. It was generally aimed to establish a link between the successive elements and to help each of these elements to support each other and thus to present their ideas more strongly. Next to addition, adversative conjunctions were preferred, and the author aimed to increase the readers' attention and the reception of the text by using a combination of the opposite elements with each other. Temporal and causal conjunctions were used very rarely compared to the other two types. It was also revealed that the author frequently placed additional emphasis on conjunctions with a unique style by using them between two hyphens or at the beginning of a separate paragraph alone.

Keywords: Text-linguistics, cohesion, coherence, newspaper column, conjunction.

* Orcid id: http://orcid.org/0000-0003-1837-5831, Lect., Sakarya University, Department of Foreign Languages, eozden@sakarya.edu.tr

1. INTRODUCTION

The rise of man to the stage of history and the use of language is described in religious sources as a skill that was granted to humanity by a "Creator". For example, in the holy book of the Qur'an, in the 31st verse of Surat al-Baqara, "And he taught Adam all the names", the first man is told to have the words ready. Scientists, on the other hand, claim that human beings have evolved from a single-celled organism to the present, and that the system named "language" has evolved over time. According to this view, in line with his needs, man had to name objects, i.e. label them. Thus, the language system started to emerge with individual words. Human beings, whether of divine or scientific origin, first used oral language because it is known that written language was created much later. Bringing together a number of elements in both oral and written languages, people have created "texts" for different purposes and tried to have communication.

The concept of text should be defined here. According to the Turkish Language Association (2019), a text is "the sum of the words that make up a piece of writing with its form, narrative and punctuation features". This definition, however, is far from being sufficient for modern linguistics studies today. That is primarily because of the fact that texts can be created not only in written form but also orally. In fact, all kinds of visual elements from primitive paintings on cave walls to today's billboards can be considered as texts. Therefore, it would be more appropriate to look at the definition of the text in terms of text-linguistics. Many definitions for the text have been made by experts in the field. For example, according to Torusdağ and Aydın (2017, p. 5), "Text is a linguistic unity that can be understood, interpreted and contains certain messages according to textual, social and cultural contexts". According to Günay (2007), a text is "set of language systems produced verbally or in writing by one or more people in the context of a particular communication" (p. 44). Looking at another definition made by Aksan, the text is "a set of utterances connected with each other and non-linguistic factors that occur during a communication" (1993, p. 257). In terms of the field literature, many similar definitions of the text will be found and they all will be seen as emphasizing concepts such as "communication, convey" as common points. This means that a sentence which cannot be employed to convey the message it contains successfully cannot be evaluated as a text. Text-linguistics is a science that has been shaped with the effort of explaining what is text and what is not.

"Text-linguistics", which is accepted as a serious academic field and a research subject today, has taken its present form as a result of a long historical development and change. Studies on this field, which date back to periods before Christ, have been carried out for a long time under the name of "rhetoric" in the western world and "belagat" (eloquence) in the east. Those were only studies about verbal expressions. Much later, in the 15th and 16th centuries, translations of written texts from Ancient Greece were started and the original forms of these texts were kept as much as possible. After the 18th century, the use of the text in accordance with the communication purpose was brought to the fore. At the end of the 20th century, with Ferdinand de Saussure, linguistics became an independent field of study. Then, in the 1960s, experts turned to the field of text-

linguistics and studies were started to be conducted in this field. In our country, text-linguistics, which can be considered as a very new concept, is, for Hengirmen, "a branch of science that examines language based on inter-sentence connections, considers the use of language as producing text and treats texts in a unified way" (1999, p. 276).

Text-linguistics Studies

As in all countries where linguistics-related studies are conducted, in Turkey written and spoken texts are examined from many aspects. Although these views are utilized from different perspectives under the influence of different approaches, most studies are carried out via "microstructure", "macrostructure" and "superstructure" which have commonly been accepted in recent years. In microstructure, a text is examined in terms of grammatical and lexical cohesion. In macrostructure, the semantic components highlighted by Van Dijk are investigated. In superstructure, examinations in terms of function of the text are made (Dilidüzgün, 2017, p. 69).

In microstructure, texts are examined in terms of grammatical cohesion elements like substitution, ellipsis, conjunctions and parallelism or lexical cohesion elements like collocation and reiteration. In all these elements, which can be searched in a text analysis, conjunctions have an important place. That is because "Conjunctions as a sub-type of connectors are important elements that help the recipient of the texts comprehend the semantic relations between consecutive words in microstructure" (Dilidüzgün, 2017, p. 57). In order for any group of utterances to be considered as a text, there must be a coherence and consistency between these sentences, and the link to ensure such consistency, as the name suggests, can be best provided with conjunctions.

Many experts working in the field of linguistics have made classifications, partly similar to one another. In this study, the four main conjuntion categories which were suggested by Halliday and Hasan (1976) and are commonly accepted today are employed. In their famous book "Cohesion in English" (1976), these writers stated that "There is no single, uniquely correct inventory of the types of conjunctive relation; different classifications are possible. (1976, p. 238)" and they offered such a classification for conjunctive elements:

a) Additive conjunction

Some of the most commonly used ones are: "and, and also, other than that, moreover, for example, likewise, in addition, in other words, in this way"

The "de/da" (too, as well), which do not have an exact equivalent in English classification by Halliday and Hasan (1976) but are considered as conjunctions in Turkish, should be included in this category. Additive conjunctions are used to link words or phrases that support each other in a variety of ways:

- Conjunctions "furthermore" and "other than that" in this group are used to explain that there is more than the first mentioned idea.

- The conjunctions "i.e." or "in other words" are used to indicate that the same idea can be stated differently.

- Conjunctions such as "for example" or "for instance" are used to illustrate what is described in the previous sentence.

As can be seen here, additive conjunctions, only three basic uses of which are explained here, link expressions that support each other in the text, clearly providing grammatical cohesion in the text.

b) Adversative conjunction

Some of the most commonly used ones are: "but, in fact, even so, although, on the other hand, instead, nonetheless, instead of"

Adversative conjunction elements, for Halliday and Hasan, function as follows:

- Conjunctions like "but, yet" are *simple* adversative while some others like "despite this, nevertheless" are *emphatic* adversative.

- Conjunctions like "in fact, actually, on the other hand" are *contrastive* adversative.

- Conjunctions like "instead, on the contrary" provide *correction* for the previous statement.

- Conjunctions like "in any case, in either case, anyhow, however it is" are used for *dismissal*.

c) Temporal conjunction

Some of the most commonly used ones are: "later, at the same time, in the end, first, soon, at another occasion, to sum up, up to now"

The temporal conjunctions, which facilitate the tracking of time in the texts, make a significant contribution to the cohesion. These links, especially interspersed in long texts, remind the readers / listeners who have difficulty following the text and get lost in the whole flow. According to Halliday and Hasan, there are many sub-types of these, but in general terms they can be shown as follows:

- *Sequential* conjunctions like "first, at first, then, after that" are used to emphasise the chronologic order of consecutive events.

- *Conclusive* conjunctions like "in conclusion, finally, at last" are used to highlight the end of a process or series of actions.

- Conjunctions like "from now on, henceforward, up to now", which are in the *here and now* category, function as a link between past and today or today and future.

- Conjunctions like "briefly, in short" are used to summarize what has been described so far and to offer the reader or listener the opportunity to recall.

d) Causal conjunction

Some of the most commonly used ones are: "for this reason, because, otherwise, in this case, as a result"

Since one of the most basic relationships between sentences in a text is the cause-effect relationship, all the conjunctions used for this purpose have important contributions to ensure the integrity of the texts. Some of the sub-types of this category include these:

- Conjunctions like "because of this, for, as a result" have the most basic cause-effect relationship.

- In two sentences/phrases linked by conjunctions like "for this purpose, with this in mind", one includes aims/targets and the other describes what has been/will be done to achieve these.

- *Simple conditional* conjunctions like "in that case, in such an event, under the circumstances" show what will happen if a condition is fulfilled, while *reversed conditional* conjunctions like "otherwise, under other circumstances" show what will happen if such conditions are not fulfilled. (1976, p. 238-239)

All kinds of verbal or written texts can be the subject of text-linguistics studies. When the field literature is examined, it is seen that studies are mostly made on literary texts. The main purpose of the text is communication as in all language elements. Therefore, any type of text that provides effective communication with the interlocutor and successfully transmits the message to the other party is worth analysing in terms of text-linguistics. Newspaper columns are not examined sufficiently but when we consider the number of people they reach, they appear as a type that should be taken into consideration. As Çocuk quoted from Gürel (2007, p. 192), "Articles that express daily issues or problems of the country and society in a specific column of newspapers or magazines, around an opinion and thought, in the framework of the personal comments of the author, are called columns" (2013, p. 148). Çocuk, in his own study, drew attention to such issues about columns:

"The most important feature that distinguishes columns from other types is that they have shorter lives than other types. The columnist writes a daily writing. At this point, the columnist must find topics that will be of interest to the reader, but he must handle them in a striking way and use an effective language. However, people who have a cultural depth, who know the socio-cultural characteristics of the group they address and the characteristics of this group such as language usage and sense of humour, and who can knead daily events with the laxity of the language can keep writing in this genre and survive." (2013, p. 149)

Unlike some other text types, there are no clear rules about how a good column should be, but Emir (1986) proposed some criteria:

1. A language that everyone can understand should be used.

2. Current or interesting issues should be addressed.

3. An intimate connection with the reader should be followed by a comfortable way of expression.

4. A special attention should be paid on being interesting and impressive; avoiding making readers bored and tired.

5. Examples should be used as much as possible. (1986, p. 193)

2. METHOD

Scope

Scope of the study contains all columns by Milliyet Newspaper columnist Güneri Civaoğlu. In this study, however, only eight randomly chosen columns by Civaoğlu, written from 3 March 2019 to 12 April 2019, were examined in terms of text-linguistics.

Columns investigated in the study, in chronological order of publish, are as follows:

1. 03 March 2019 "Haydi sandığa''
2. 02 April 2019 "Adil ve şeffaf"
3. 04 April 2019 "Oylar sayılırken"
4. 06 April 2019 "ABD bulutları
5. 09 April 2019 "F-35'e karşı SU-57 mi"
6. 10 April 2019 "Bahçeli'nin referansları"
7. 11 April 2019 "Önce Büyükçekmece"
8. 12 April 2019 "Soruya karşı soru"

Assumptions

For this study, eight columns by Güneri Civaoğlu, published on Milliyet Newspaper in March-April 2019, were randomly chosen and text-linguistics analyses were made. It was assumed by the researcher that these articles will suffice to provide enough information about the writer's style.

Research Model

This study is a content analysis. "Content analysis can be defined as the process of quantifying and digitizing what people say and write according to clear instructions" (Balcı, 2016, p. 225). Content analysis provides quantitative data about the document. In this research, eight of Güneri Civaoğlu's columns published in Milliyet Newspaper in March-April 2019 were used as the documents to be examined.

Conjunctions are among the elements that provide grammatical cohesion in the study field of microstructure in the analysis of texts. Columns included in this study were examined in terms of the conjunctions they contain. The study is based on Halliday and Hasan's (1976) classification of conjunctions. These are:

a. Additive conjunction,
b. Adversative conjunction,
c. Temporal conjunction,
d. Causal conjunction.

Thus, the problem statements of the study are:

1. Which types of conjunctions and at which frequency did the writer use in his columns?
2. What did the writer aim by using different conjunctions?

3. Was the writer able to use conjunctions successfully?

4. Did the writer utilize unique techniques to make conjunctions more effective?

3. FINDINGS

3.1 Use of Additive Conjunctions in the Columns

In all conjunctions, additive conjunctions are of great importance in terms of their contribution to the cohesion of texts. With the use of these conjunctions, it is easily understood by the reader that the idea or judgment in a sentence continues in the next sentence. In the following table, the usage frequency of the additive conjunctions in the columns that are the subject of the research is given in detail.

Table 1.

Frequency of the additive conjunctions in the columns

Conj.	*f*	Conj.	*f*	Conj.	*f*	Conj.	*f*	Conj.	*f*
de/da *too, as well*	64	ki ___	3	bir kez daha *once more*	2	hem hem de *both .. and..*	1	elbette *certainly*	1
ve *and*	40	zaten *already*	2	örneğin *e.g.*	2	nasıl ki *just as*	1	özellikle *especially*	1
ayrıca *moreover*	6	böylece *in this way*	2	yanı sıra *in addition*	1	tıpkı *just as*	1		
yani *i.e.*	6	mesela *e.g.*	2	gerçekten *really*	1	dahası *moreover*	1		
hatta *even*	5	şöyle ki *that is to say*	2	olmakla beraber *in addition*	1	yahut *or*	1		
ya da *or*	3	gene *again*	2	hem *and also*	1	kaldı ki *after all*	1	Total	153

In the following parts of the paper, examples were given to the usage of these conjunctions in the columns.

Examples of the Uses of Conjunctions "De/Da" (Too, As Well), "Ve" (And), "Ayrıca" (Moreover), "Hatta" (Even)

Example 1:

*Gerekiyorsa yeni S-400 sistemleri **de** alabiliriz* (Civaoğlu, 2019h).

(*We can purchase S-400 systems **too/as well**, if need be.*)

It is understood from this sentence that S-400 systems are not the only alternatives that have been purchased or are likely to be purchased.

Example 2:

*Büyükçekmece seyir defterine göre gerekli görülürse masaya o kart **da** kullanılmaya hazır tutulur* (Civaoğlu, 2019g).

*(According to Büyükçekmece logbook, if necessary, that card, **too**, is kept ready for use.)*

It is implied that a "card", described in the previous sentences or sentences, has already been "drawn" in order to determine the fate of Büyükçekmece in the election.

Example 3:

*Fox, İngilizcede **"tilki"** anlamında **da** kullanılıyor ya...* (Civaoğlu, 2019f).

*(Fox is **also** used in English to refer to an animal, you know.)*

The word "Fox" is both the name of the interviewing channel and an English word.

Example 4:

*Türkiye Barolar Birliği Başkanı Metin Feyzioğlu **da** bir açıklama yaptı* (Civaoğlu, 2019f).

*(Metin Feyzioğlu, the President of Union of Turkish Bar Associations made a statement, **too**.)*

It is clear that the President of Union of Turkish Bar Associations is not the only person to have made a statement.

Example 5:

*Amerika, Türkiye'ye F-35 uçaklarının teslimini dondurdu. Türkiye'deki F-35 yer tesislerinin teknolojik yapımında **da** frene bastı* (Civaoğlu, 2019e).

*(America froze the delivery of F-35 aircrafts to Turkey. It stopped the technological construction of F-35 land plants in Turkey, **too**.)*

It is highlighted in these sentences that America is not satisfied with its previous sanctions on Turkey and thus it is doing some other ones.

Example 6:

*Türkiye **de** bu proje için üretim yapan taraflardan biri* (Civaoğlu, 2019c).

*(Turkey is one of the parties engaged in the production for this project, **as well/too**.)*

The author explains that there are other countries that produce for this project.

Example 7:

*AK Parti dün diğer partilere fark yaparak 1'inci. MHP ile birlikte oluşturduğu "Cumhur İttifakı" **da** 1'inci* (Civaoğlu, 2019b).

*(AK Party outscored other parties yesterday and came the 1st. The "Public Coalition" they formed with MHP came the 1st, **too/as well**.)*

The author successfully achieved the cohesion between these two consecutive sentences with the conjunction "da" in the second sentence and emphasized that the party mentioned here was successful in two different lanes.

In the examples so far, it is seen that the "de/da" conjunction is always used in a way that supports and strengthens the previous expression. This is the function generally

expected from these conjunctions. However, there is a difference in the usage of "de/da" in the following sentences in the same columns:

Example 8:

 *"Seçim Kurullarına şaibeli ya da FETÖ'cülüğe bulaşmak gibi sorunları olan ve seçimin yapıldığı çevrenin dışından atamaların sandık kuruluna atandığı, hatta memur vasfı olmayanların **da** kamu görevlisi olarak sandık kurullarında görevlendirildiği" iddiaları* (Civaoğlu, 2019f).

*(Claims about "people, who are involved in FETÖ crime organization and do not come from the election area, to have been appointed to ballot councils by the Election Council, and even non-official people to have been appointed to ballot councils **too**.")*

It is highlighted, in this sentence, that **even** non-official people were appointed to ballots. Here "da" and "hatta" support the meaning of "even".

Example 9:

*Bu arada 57 sandıkta yeniden sayımla ve yeniden sayım yapılmakta olan Maltepe gibi ilçelerde de alınacak son sonuçlarla zaten farkın daha **da** azalması bir diğer beklenti* (Civaoğlu, 2019g).

(*By the way, another expectation is that the difference will become **even** smaller after the recounting of votes in 57 places and in districts like Maltepe.*)

In this sentence "da" can be translated as "even", not "too" or "as well", which are its regular translations in English. This sentence is similar to the previous one since this sentence implies that the difference in the number of votes are already small and it will be **even** smaller with the upcoming new results. Thus, it can be said that the conjunction "de/da" is used in the meaning of "even" in these two sentences.

An unexpected use of the "de/da" conjunction is also found in the following sentences:

Example 10:

Bu arada "Bütün Türkiye'de mi, İstanbul'da mı" *diye soran Fox TV muhabirine **de** hafiften fırça attı* (Civaoğlu, 2019f).

(By the way, he gave the Fox TV reporter, who asked "All around Turkey or just in İstanbul?", a telling off.)

In this sentence, the conjunction "de" cannot be translated into English because it doesn't have its regular "addition" meaning and the sentence is just fine without it. The sentence doesn't need "de" in the Turkish sentence either, in fact, because it is understood that the politician who gave the Fox TV reporter "a telling off" did not do the same to anybody else before.

Example 11:

*Bu durumda Türkiye için üretilmekte olan F-35'lerde frene basılacağı artık apaçık ortada. Bir ayrıntıya **da** parantez açayım* (Civaoğlu, 2019h).

(In this case, it is obvious that the production of F-35s, being manufactured for Turkey, will be ceased. Let me open a parenthesis here.)

The conjunction "da" cannot be translated into English in this sentence, either. That is because the writer is "opening a parenthesis" now but he hasn't opened a parenthesis for another topic earlier. The writer, in this sentence, seems to be trying to raise a new issue which just crossed his mind. In short, the conjunctions "de/da" (which normally mean "too, as well") are "redundant" since the sentences don't lose any meaning without them (in Turkish or English).

According to Demirci (2017, p. 134), "de/da" (too, as well) is the most commonly used conjunction in Turkish. In the columns examined in the research, the "de/da" conjunction was utilized very often (64 times). It was found that after this conjunction, "ve" (and) conjunction was used the second most (40 times). Some of these uses are:

Usage of "ve" (and) between nouns:

Examples 12-13:

*Türkiye'nin ileri demokrasilerden oluşan ilk 20 arasına girmesi için özen **ve** çaba göstermeliyiz (Civaoğlu, 2019a).*

*(In order to get Turkey in the top 20 of the most developed democracies, we must demonstrate care **and** effort.)*

*…iki ülke arasında "stratejik açı daralma" **ve** "derinlik kazanma" sürecinin ciddi bir adımı (Civaoğlu, 2019e).*

*(…is a serious step in the process of "strategic angle contraction" **and** "gaining depth" between these two countries.)*

Usage of "ve" (and) between adjectives:

Examples 14-15:

*Yerel seçim sonuçlarının bir an önce şeffaf **ve** adil olarak kesinleşmesi gerekir (Civaoğlu, 2019b).*

*(The results of local elections must be finalized as transparent **and** fair as soon as possible.)*

*…egemen **ve** bağımsız Türkiye'nin… (Civaoğlu, 2019h).*

*(…of sovereign **and** independent Turkey…)*

Usage of "ve" (and) between phrases/sentences:

Examples 16-17:

*Kesin olmayan sonuçları yansıtsa **ve** AK Parti itirazları seçim kurumlarında incelenmekte olsa bile, bu birinciliklere düşülen bazı "dipnotlar" var (Civaoğlu, 2019b).*

*(There are some "footnotes" for the first places, even if it reflects uncertain results **and** the AK Party objections are being examined in election institutions.)*

*Ankara'nın eklenmesiyle 2 büyükşehirin CHP'ye geçmiş olması **ve** CHP'nin İstanbul'da önde olması… (Civaoğlu, 2019b).*

*(With the addition of Ankara, the passing of 2 metropolitan cities to the CHP **and** the fact that the CHP is leading in Istanbul …)*

In the examined columns, it was found that the "ve" (and) conjunction was mostly used to connect names (21 times). In order to connect consecutive adjectives and sentences, the "ve" (and) was used only 8 times each.

Examples of the Uses of Conjunctions "Yani" (In Other Words), "Şöyle ki" (That is to Say)

It was observed that the writer used the conjunction "yani" (in other words, i.e.) 6 times in the columns studied here. In some cases, the writer used the conjunction "yani" so as to explain a lexical item.

Example 18:

Buna karşılık "tasnif" **yani** *sandıkların açılıp oyların sayılması "açık" olacak* (Civaoğlu, 2019a).

(Nevertheless, "classification", **in other words** *the process of opening the ballot boxes and counting the votes, will be performed "publicly".)*

In this sentence, for example, Güneri Civaoğlu felt it was necessary to include the definition of the word "tasnif" (classification) and, therefore, used this conjunction. He must have assumed that not all his readers might know the meaning of this word. As columns are supposed to be informative pieces of writing, such a usage by the writer can be considered appropriate.

Example 19:

Türkiye seçmeni politikayla ilgilidir. Hatta politikayı sever. **Yani***... Neredeyse yarısının sandığa gitmediği, buna gerek görmediği ABD'li seçmen gibi "apolitik" değildir* (Civaoğlu, 2019a).

(Voters in Turkey are interested in politics. They even like politics. **In other words***, they are not "apolitical" like voters in the USA, where almost half of them do not go to the polls and do not need it.)*

Here, the writer used "yani" (in other words) to connect consecutive sentences. Again in this paragraph, the writer succeeded in explaining a situation that he wanted his reader to fully understand.

Güneri Civaoğlu, who used the conjunction "şöyle ki" (that is to say) in two places in his 8 columns, provided additional explanations on issues he wanted his readers to understand better, as in "in other words".

 Examples 20-21:

ABD'nin Rusya'ya ekonomik yaptırımları ve Türkiye'ye baskı hamleleri bu iki komşu ülkeyi yakınlaşma seçeneğine itmekte. **Şöyle ki***... ABD Türkiye'nin istediği Patriot füze savunma sistemini vermedi. Türkiye bu ihtiyacını Rusya'dan S-400 füze savunma sistemiyle karşıladı* (Civaoğlu, 2019e).

(America's economic sanctions on Russia and its pressure on Turkey make these two neighbouring countries come closer. **That is to say***: The US did not give Turkey the Patriot*

missile defence system. Turkey met its need by getting the S-400 missile defence system from Russia.)

NATO'nun da kendi içinde sağlam durduğu söylenemez. **Şöyle ki:** *Trump göreve geldiğinde NATO'yu "zamanı/modası geçmiş olarak" ilan etmişti* (Civaoğlu, 2019d).

(It cannot be argued that NATO is still strong in itself. **That is to say**: *When Trump took office, he declared NATO "outdated".)*

It is important to make the text more comprehensible with the use of both "in other words" and "that is to say", because as Dilidüzgün (2017) states, a condition to make a text formally perfect is that it is "fully understandable" (p. 82).

Examples of the Uses of Conjunctions "Örneğin/Mesela" (For Example/For Instance)

In the examined columns, it was found that "örneğin" and "mesela" (for example, for instance) conjunctions were each used twice.

Example 22:

Tutun ki Türkiye Rusya'ya verdiği sözü tutarak, S-400'leri almakla beraber bir formülle sorunu çözüyor.

Örneğin*...*

"Patriotları kullanmadan depoda tutuyor. Yahut başka bir ülkeye satıyor" (Civaoğlu, 2019c).

(Imagine Turkey keeps its promise to Russia and solves the problem with a solution like buying S-400.

For example*...*

It keeps Patriots in storage without using them. Or it sells them to another country")

In the first sentence, the writer mentions that there is a formula to solve the problem and he gives two examples for such solutions such as "keeping Patriots in storage" and "selling them to another country".

Example 23:

Bir başka bahane bulur, **mesela** *"Kongre'ye takıldı" der* (Civaoğlu, 2019c).

(He may come up with another excuse, **for example** *he may say "The Congress didn't approve it".)*

In this sentence a possible excuse is exemplified with the "disapproval by the Congress".

Examples of the Uses of Conjunctions "Gene" (Again), "Bir Kez Daha" (Once More)

Conjunctions "gene" (again) and "bir kez daha" (once more) were each used twice.

Example 24:

ABD'nin Türkiye'yi **gene** *yarı yolda bırakmayacağının güvencesi var mı?* (Civaoğlu, 2019c)

(Can anybody guarantee that the USA will not let Turkey down **again***?)*

In this sentence, the writer implies that the USA has previously let Turkey down and expects the readers to make this inference.

<u>Example 25:</u>

*Sonuçlar ne olursa olsun bu topraklarda kardeşçe yaşamamız gerektiğinin bilinciyle **bir kez daha** demokratik olgunluğumuzu vurgulayalım* (Civaoğlu, 2019a).

*(Regardless of the results, we should emphasize our democratic maturity **once more** with the awareness that we should live in this land as brotherly.)*

With the use of "once more" in this sentence, it is emphasised that "democratic maturity" has been demonstrated before and it is not difficult to do it again. The readers are invited to demonstrate the same behaviour.

As can be seen, the writer, who used these two conjunctions in correct places, underlined that the situations in the sentence after the conjunctions were not the first time and managed to remind the reader of the past.

General Comments on Additive Conjunctions

Among additive conjunctions, Güneri Civaoğlu used these ones the most: "de/da" (too/as well-64 times), "ve" (and-40 times), "ayrıca" (moreover-6 times) and "hatta" (even-5 times). It may be intertreted that the writer, in the columns studied, aimed to enable his readers to see connections between consecutive statements. In addition, the consecutive sentences and words connected by additive conjunctions will serve as reinforcements for each other, so the author intended to reinforce his messages and to convey them to the recipients in this way.

Additive conjunctions "ya da" (or) and "ki" (no English equivalent) were each used three times; "zaten" (already) and "böylece" (in this way) were each used twice in the columns examined.

It can be seen that the other additive conjunctions listed in Table 1 were used only once. It is obvious that the author uses some of the conjunctions a lot, while he almost never uses some others. However, although some conjuntions were given very little space, there is still a considerable diversity due to 26 different additive conjunctions which will prevent the reader from being bored.

It is also noteworthy that the writer gave very little space to some conjunctions that could have been be very useful in strengthening the meaning. For example, the writer used the conjunction "elbette" (of course) only once in his eight columns. However, as Dilidüzgün (2017) mentioned, in the proof texts, "elbette" (of course) is "one of the words explaining that there is no doubt" (2017, p. 102). In the same way, the writer used the conjunction "özellikle" (especially) which adds strength to the narrative just once. The fact that the writer does not use such strong conjunctions can be interpreted as he does not need them because he has other techniques developed as a result of his years of writing experience. After all, coherence can be achieved not only by words, but also by invisible structures between words and sentences.

Use of Adversative Conjunctions in the Columns

The frequency of 43 adversative conjunctions in the columns are shown in the table below.

Table 2.

Frequency of the adversative conjunctions in the columns

Conj.	*f*	Conj.	*f*	Conj.	*f*	Conj.	*f*	
ama *but*	13	buna karşılık *nevertheless*	3	fakat *but*	1	oysa *whereas*	1	
ancak *however*	8	öte yandan *on the other hand*	3	aslında *in fact*	1	tam tersine *on the contrary*	1	
ise *as for that*	8	gerçi *though*	2	yoksa *otherwise*	1	gene de *nonetheless*	1	Total: 43

Among 43 adversative conjunction uses in the columns, the most commonly used ones are "ama" (but-13 times) and "ancak" (however-8 times). The conjunction "fakat" (but), which was used only once, is, like "ama" and "ancak", in the "simple" adversative category defined by Halliday and Hasan (1976). Thus, it can be stated that the conjunctions in this group seem to constitute half of this category. Some sentences in which these conjunctions appear are as follows:

Example 26:

*Gerçi henüz teslim alınmış değil **ama** anlaşma imzalandı* (Civaoğlu, 2019e).

*(It has not been received yet, **but** the deal has been signed.)*

Example 27:

Trump NATO ülkelerinden ve özellikle Avrupa'dan NATO'ya daha büyük mali katkı istiyor. ***Ancak...*** *Avrupa ülkeleri ABD'ye güvenmediği için ayrı bir Avrupa Birliği gücü oluşturmaya ağırlık vermekte* (Civaoğlu, 2019d).

*(Trump seeks greater financial contribution from NATO countries, and in particular from Europe, to NATO. **However**... since European countries do not trust the US, they focus on creating a separate European Union power.)*

Example 28:

Çünkü AK Parti'ye göre bu oyların çoğunluğu Binali Yıldırım'ın kuvvetli olduğu sandıklardan. ***Fakat****...YSK'dan Binali Yıldırım lehine bir karar çıksa bile partinin hiç alışık olmadığı bir durumdur bu* (Civaoğlu, 2019b).

*(Because, according to the AK Party, the majority of these votes are from the polls where Binali Yıldırım is strong. **But** ... Even if a decision in favour of Binali Yıldırım from YSK occurs, this is a situation that the party is not used to at all.)*

Here only three examples of many "simple" adversative conjunctions in the columns are included. On the other hand, it is noteworthy that of the emphatic adversative

conjunctions category of Halliday and Hasan (1976), only the conjunction "oysa" (whereas) was used and it was used only once. This is how this conjunction appeared in the columns:

Example 29:

Bazı NATO üyelerinin güney sınırımıza geçici olarak konuşlandırdığı Patriot sistemleri ise kısa sürede geri çekilmişti. **Oysa***… Türkiye'nin bu füze savunma sistemlerine ihtiyacı kesin… Bir bakıma "beka" bileşeni…* (Civaoğlu, 2019c).

(Patriot systems, which some NATO members temporarily deployed to our southern border, were quickly withdrawn. **Whereas** *… Turkey's need for the missile defence system is certain … it is, in a way, a necessity for survival …)*

In terms of the adversative conjunctions, a striking finding in the research is that the conjunction "ise" (as for that) was used 8 times. "İse" seems to answer the question "What about…?" in those sentences.

Example 30:

Türkiye'nin içeride ekonomi, sınırların ötesinde **ise** *güvenlik sorunları var* (Civaoğlu, 2019b).

(Turkey has economic problems inside. **[What about]** *Outside? There are security issues.)*

In the first part, the writer indicates that Turkey has economic problems inside the country. In the second part, a possible question by the reader "What about outside?" is answered.

Example 31:

1946 Genel Seçimlerinde vatandaş hangi partiye oy verdiğini göstererek sandığa atmak zorundaydı. Sandıklar açıldıktan sonra oyların sayımı **ise** *"gizli" yapılmıştı* (Civaoğlu, 2019a).

(In the 1946 General Elections, citizens had to throw in the ballot box showing which party they voted for. After the ballot boxes were opened, **[what about counting]** *the votes were counted "secretly".)*

In the first sentence, it was explained how the voting process was done and in the second sentence, the question "What about the counting of these votes?" was answered.

Example 32:

Amerika'nın Türkiye'ye tavrı: "Türkiye NATO'nun kritik üyesi mi olacak yoksa öngörülmez kararlarıyla tereddütler mi yaratacak?" Özü bu. Türkiye **ise** *soruyor: "Amerika, Türkiye'nin NATO müttefiki olarak, Türkiye'yi bölmeyi hedefleyen, Kuzey Suriye'deki PKK uzantısı YPG'yi nasıl silahla donatıyor, eğitim veriyor, destekliyor?"* (Civaoğlu, 2019d).

(America's attitude towards Turkey: "Will Turkey create hesitations with its unpredictable decisions, or will it be a critical member of NATO?" This is the summary of it. **[What about]** *Turkey's attitude? "How come America, as Turkey's NATO ally, equips, trains and supports YPG, the extension of the PKK in northern Syria?")*

This is similar to the first two examples. Considering the statements from US regarding the issue, the question "So, what about Turkey?" is answered.

As mentioned at the beginning of the study, a sub-type defined by Halliday and Hasan (1976) for adversative conjunctions is the "correction" group. It was observed that only the conjunction "tam tersine" (on the contrary), which can be categorized in this group in Turkish, was used (once). With the use of this conjunction, a "correction" is realized that the previous statement is wrong, and the truth is just the opposite.

Example 33:

Türkiye bir formül için ABD'ye "Ortak teknik komisyon kuralım, çözüm üretsin" önerisinde bulundu. Şimdilik ABD buna yanaşmıyor. **Tam tersine***...Türkiye'ye "F-35 uçaklarının teslimini dondurdu. Türkiye'deki F-35 yer tesislerinin teknolojik yapımında da frene bastı. S-400 alırsan sana F-35 yok" mesajını verdi* (Civaoğlu, 2019e).

(For a formula, Turkey suggested a solution to the USA like "Let us start a joint technical commission so that it can produce a solution,". For now, the United States is not approving it. **On the contrary***… They paused the delivery of F-35 aircraft to Turkey. They also stopped the technological construction of F-35 land plants in Turkey. Their message is "If you get the S-400, we will give you no F-35s.")*

One last significant finding about the use of adversative conjunctions is that only one of the "dismissal" group, "gene de" (nonetheless) was used in the columns (once).

Example 34:

Biz "yerel seçim oylarının yer yer yeniden sayımına" yoğunlaşırken, başka "beka bileşeni soru işaretleri" hormonlanıyor. Türkiye **gene de** *sağduyulu, yapıcı önerilerle "diplomatik kanallardan" çözüm önerileri sunmakta* (Civaoğlu, 2019c).

(While we concentrate on the "occasional recount of local election votes", other "survivor component question marks" are grown. **Nonetheless***, Turkey still offers solutions "through diplomatic channels" via discreet, constructive suggestions.)*

When one looks at the adversative conjunctions used in the 8 columns examined, it can be observed that the author successfully used different types of conjunctions. The author aims to bring his message to the reader more effectively by combining contradictions and surprising elements between ideas.

Use of Temporal Conjunctions in the Columns

Temporal conjunctions are very important for understanding the relationships between events that are interconnected on the timeline. Güneri Civaoğlu included 29 temporal conjunctions in the examined columns with the following frequencies:

Table 3.

Frequency of the temporal conjunctions in the columns

Conj.	ƒ	Conj.	ƒ	Conj.	ƒ	Conj.	ƒ
artık *from … on*	6	bu arada *in the meantime*	2	bugün yarın *at any time*	1	sonunda *at the end of*	1
şimdi *now*	4	şimdilik *for now*	2	nihayetinde *at last*	1	ardından *after that*	1
önce *before*	3	bu kez *this time*	2	zaman zaman *now and then*	1	bir kez daha *again*	1
daha önce *previously*	2	bir an önce *immediately*	1	sonucunda *as a result*	1	Total	29

Examples 35-36-37:

*Maç oynanmadan **önce** hakemler açıklanır* (Civaoğlu, 2019f).

*(Referees are announced **before** a game played.)*

 *"S-400 alırsan sana F-35 yok" mesajını verdi. **Ardından** bir adım daha…* (Civaoğlu, 2019e).

*(They gave the message "If you buy S-400, no F-35s for you". **After that**, one more step…)*

*Sandık kurulu başkan ve üyeleri de itiraz süreci **sonunda** kesinleşmiştir…* (Civaoğlu, 2019f).

*(The ballot box chairman and members are finalized **at the end of** the appeal process …)*

In the above sentences, it is seen that the author skilfully used the temporal conjunction which have the function of sequencing. In all three sentences, the reader will have no difficulty in understanding what happens first and what happens next.

Examples 38-39:

***Artık** çok geçti… Türkiye sözünden dönemezdi* (Civaoğlu, 2019e).

*(**From then on**, it was too late… Turkey couldn't break its promise.)*

*Bir bakıyoruz ki ABD "**Artık** ben yokum" diyor* (Civaoğlu, 2019c).

*(We happen to find out that the USA says "We are not in **from now on**.")*

As in the examples, with the "artık" (from … on) conjunction, the writer tells the reader that something has changed and that it cannot be turned back.

Example 40:

***Şimdi**, ABD attığı imzayı umursamadan "F-35'lere Türkiye'nin ürettiği parçaları başka kaynaklardan/ülkelerden sağlamak üzere alternatif arayışındayız" açıklamasını yapıyor* (Civaoğlu, 2019c).

*(Without considering its own signature, the USA **now** makes a statement "We are seeking alternative ways to provide spare parts for F-35s from other sources/countries than Turkey".)*

Here, the conjunction "şimdi" has the very basic meaning of "at this moment, currently".

<u>Example 41:</u>

*Genel seçimlerde AK Parti'yle ittifakın ilk habercisi olmuştu. **Şimdi** de "İstanbul'da seçim yenilensin, kargaşa giderilsin" dedi* (Civaoğlu, 2019f).

*(He was the first person to announce the coalition with the AK Party. And **now**, he says "The election should be held again so that chaos will end.")*

In this sentence, the writer equipped the same conjunction with a different meaning like "in addition to what has happened earlier; something more".

As can be concluded from the examples of temporal conjunctions, only some of which are included here, Güneri Civaoğlu used some of the conjunctions with their original meanings and some of them with additional meanings, and therefore employed them with success.

Use of Causal Conjunctions in the Columns

For Dinçer, Okur and Altmış (2018), "Causal conjunctions make it easier to understand what the first sentence reads by acting as an interface by enabling the first sentence in terms of how the first sentence will relate to the second sentence (p. 119)". For Dilidüzgün (2017), "conjunctions like 'çünkü' (because) and 'zira' (because) are connection elements which build cause and effect … and such language uses that help cohesion make up the characteristics of informative texts (p. 105)". It is seen that Güneri Civaoğlu included only nine times the causative conjunctions that are so functional in ensuring the integrity of the meaning of the text. The following table shows the frequency of use of the 9 causal conjunctions in the columns in the study.

Table 4.

Frequency of the causal conjunctions in the columns

Conj.	*f*	Conj.	*f*	Conj.	*f*
bu durumda *in this case*	3	çünkü *because*	2	bunun için *because of this*	1
halinde *in case...*	2	bu nedenle *for this reason*	1	Total	9

Some of the sentences in which the conjunctions on the table appear are as follows:

<u>Example 42:</u>

Bir bakıyoruz ki ABD "Artık ben yokum" diyor. Attığı imzanın arkasında durmuyor.

Bu durumda ABD yönetimine güvenebilmek mümkün mü (Civaoğlu, 2019c)?

(We happen to find out that the USA says "We are not in this, from now on". They don't stand behind their own signature. In this case, how can anybody trust the USA?)

Here, it is implied via "bu durumda" (in this case) that America has abandoned its promises and "therefore" it no longer deserves to be trusted.

Example 43:

*Türkiye'nin İran'la başta enerji olmak üzere ticaretinin sürmesi **halinde** "ekonomik yaptırımlar sopasının" ucu gösterilmekte (Civaoğlu, 2019h).*

*("Economic sanctions" are kept in reserve **in case** Turkey continues its trade with Iran, especially in energy.)*

The reason for "economic sanctions to be kept in reserve", in this sentence, is the continuation of trade relations between two countries.

Example 44:

*ABD F-35'leri vermek zorunda **çünkü** anlaşma imzaladık. (Civaoğlu, 2019h).*

*(The USA has to deliver us the F-35s **because** we signed a mutual agreement.)*

In this sentence, the writer bases the "the obligation to deliver the F-35s" on the agreement signed.

Unique Uses of Conjunctions by the Writer

Just as many writers have their own unique styles in various aspects of language use, Güneri Civaoğlu's columns were found to contain two things:

a) Conjunction in the very beginning of a paragraph

The writer used the conjunctions several times (34) at the beginning of a new paragraph, placed an ellipsis after these conjunctions and continued with second sentence in a new paragraph. The author used this technique, peculiar to himself, 19 times for additive conjunctions, 14 times for adversative conjunctions, but only once for temporal conjunctions. The writer never made use of this technique for causative conjunctions. Some examples are:

Example 45:

Türkiye'nin İran'la başta enerji olmak üzere ticaretinin sürmesi halinde "ekonomik yaptırımlar sopasının" ucu gösterilmekte.

Hatta...

İlgili kişilerin de "yaptırım listelerine alınabileceği" söylemleri artık satır aralarında saklı değil (Civaoğlu, 2019h).

*(Economic sanctions are kept in reserve **in case** Turkey continues its trade with Iran, especially in energy.*

Even...

The rumours about related people to be "included in sanctions list" are not hidden between the lines anymore.)

Example 46:

*Türkiye'nin egemenlik hakları sınırlarına girmenin ötesinde onu iç politikada "taraf"
haline   de   getiriyor.*

Yani...

Türkiye havasında ABD bulutları... (Civaoğlu, 2019d).

*(In addition to interrupting with Turkey's independence rights, it turns Tukey into a "side"
in domestic politics.*

In other words*…*

The USA clouds in Turkey's sky...)

Example 47:

Rusya'yla ortak üretim anlaşması yapılabilir.

Tıpkı...

*S-400 füzesavar sistemlerini almakla ABD'yi "Bizim Patriotları alın" çizgisine getirmek
gibi,...* (Civaoğlu, 2019e).

(A joint production agreement can be signed with Russia.

Just like*…*

By getting the S-400 missile systems and bringing the USA to the "Get our Patriots" line...)

Example 48:

Aldığı oylarda bu çizdiği olumlu profilin katkısı yadsınamaz.

Ancak...

*3 medya kuruluşunun sahibi "aileleri" isimleriyle "hedef aldığı izlenimlerine ve
yorumlarına" açık "talihsiz" söylemleri soru işaretleri çizdi* (Civaoğlu, 2019g).

(The contribution of this positive profile in the votes he received cannot be denied.

However*…*

*His "unfortunate" statements that can be "interpreted like he targets" the owner "families"
of 3 big media companies raised question marks.)*

Example 49:

*Rusya'nın "şartları" da boş Türkiye için uygun olmanın ötesinde "gelecekte ortak
üretimin" de başlangıcı.*

Şimdi...

ABD "Benim Patriotlarımı al" diye bastırmaya geçti.

Günaydın! (Civaoğlu, 2019c).

*("Conditions" of Russia are not only appropriate for available Turkey, but also the
beginning of "joint production in the future".*

Now*…*

The USA has started pushing "You must buy my Patriots".

Good morning!)

As can be seen in these examples, the author positions the conjunctions individually with a separate paragraph. In this way, the author prevents the conjunctions from being overlooked in the line and increases the effect of these conjunctions by giving the reader some time to think.

b) Conjunction between two hyphens:

Example 50:

İstanbul Büyükşehir için bütün ili kapsayan "tam kanunsuzluk" olağanüstü itirazının

-şimdilik- yedekte tutulması bu sistematik içinde görülebilir (Civaoğlu, 2019g).

(The fact that extraordinary objection of "total lawlessness" for İstanbul Municipality is –for now- being kept in reserve can be seen as part of this system.)

In this sentence, it is underlined that the objections are kept in reserve only "for now", and thus the reader is reminded that the situation may change at any moment.

Example 51:

Son iki seçimde siyasi partilerin yaptıkları ittifaklar nedeniyle oyların karşılığını yüksek oranda bulduğu ittifaklar yoluyla -neredeyse- tam temsil sağlandığı söylenebilir (Civaoğlu, 2019a).

(In the last two elections, due to the alliances made by the political parties, it can be said that -almost- full representation has been achieved through alliances where the votes are highly repaid.)

Here, the author cynically explained that "full representation", which is an important criterion in the elections, could not be achieved entirely contrary to the desired one, and the conjunction "neredeyse" (almost) was pointed out for this.

As a result, through the uses of conjunctions both at the beginning of paragraphs and between two hyphens, the author draws all attention to these conjunctions and thus their effects are multiplied.

4. RESULTS AND DISCUSSIONS

The most striking finding of examining the eight columns, in terms of conjunctions, by Güneri Civaoğlu, one of the columnists of Milliyet Newspaper, was that the writer uses additive conjunctions the most, among the four basic conjunction categories determined by Halliday and Hasan (1976). Of 234 conjunctions used in the eight columns studied, 153 were additive conjunctions. The writer succeeded in strengthening his discourse by bringing together supporting words and sentences with supplementary conjunctions. Other types of conjunctions, namely adversative, temporal and causal conjunctions, were used only 43, 29 and 9 times consecutively.

In each column, certain types of conjunctions were used much more often than others, however it is a remarkable variety that the author included 58 different conjunctions in his writings. In order to avoid repetition, the alternate use of conjunctions with the same meaning will prevent writing from being boring. In addition, although Civaoğlu

used such a high number of conjunctions, there was no misuse of them, which is an indication of his mastery in writing.

The author, in time, developed unique techniques for the use of conjunctions. For example, in many places of the columns studied here, he used the conjunctions alone in a separate paragraph, emphasizing the meaning of these conjunctions. Paragraphs consisting of only one conjunction will make readers think more about the meaning of these conjunctions. It was also seen that the author used some conjunctions between two hyphens in the text, as a unique technique. It can be assumed that by doing so, the author invites readers to pause and contemplate on these conjunctions in the flow of text. Thanks to the hyphens, readers will not be able to go over these conjunctions quickly and these more carefully read conjunctions will have a bigger effect on comprehension.

Another finding of the study is that Civaoğlu uses some conjunctions in more than one meaning. Using the same word with different meanings in different contexts is an element that adds colour to every text and attracts the attention of readers.

Columns cannot be evaluated under a single text type due to their unique characteristics. This is because the columns are partially "informative pieces of writing". It is aimed that the people who read the columns will learn about current issues, politics, health and many other topics. In addition, they appear, in part, as "evidential" or even "call function" texts. Every writer wants to convey his ideas to his readers with his own world view and knowledge, convince them to do something and sometimes invite them to take action. It is important that the functions of such various text types are successfully implemented in columns. It can be gathered from the study that the masterly use of conjunctions in his columns helps Güneri Civaoğlu, already known as an accomplished columnist, fulfil such functions successfully.

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