BODY PART TERMS IN THE TURKISH TRANSLATIONS OF ENGLISH BESTSELLERS AND IMPLICATIONS FOR TEFL*

ÇOK SATAN İNGİLİZCE KİTAPLARIN TÜRKÇE ÇEVİRİLERİNDEKİ VÜCUT BÖLÜMLERİYLE İLGİLİ TERİMLER VE İNGİLİZCENİN YABANCI DİL OLARAK ÖĞRETİMİ İÇİN ÖNERİLER

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Makale Bilgisi
Gönderildiği tarih: 17 Ağustos 2017
Kabul edildiği tarih: 1 Aralık 2017
Yayınlanma tarihi: 27 Aralık 2017

Article Info
Date submitted: 17 August 2017
Date accepted: 1 December 2017
Date published: 27 December 2017

Anahtar sözcükler
Vücut Bölümleriyle İlgili Terimler; Kavramsal Eğretileme; Çeviri; İngilizcenin Yabancı Dil Olarak Öğretimi

Keywords
Body Part Terms; Conceptual Metaphors; Translation; Teaching English As A Foreign Language

DOI: 10.1501/Dtcfder_0000001568

Abstract

Similarities and differences across languages can be observed in the uses of body part terms (BPTs) to express meanings; therefore, BPTs are one of the best tools to compare and contrast languages. This study compared five best-selling English books with their Turkish translations and identified the distribution of BPTs, and the similarities and differences in the non-literal uses of BPTs in both corpora. It particularly focussed on the English expressions containing no BPTs and their Turkish translations containing BPTs. For this purpose, firstly, a three-option multiple-choice translation test (Task A) was given to 100 English Language Teaching (ELT) program junior and senior students to crosscheck the BPT-containing Turkish translations of ten non-BPT-containing English sentences. Secondly, a different group of 100 native Turkish-speaking teachers of English translated the same ten non-BPT-containing English sentences into Turkish (Task B). Task B was given for a further crosscheck to see whether the use of BPTs in the Turkish translations reflects a predilection of the translators or a general tendency of native speakers of Turkish. The results reveal that Turkish translations include more non-literally used BPTs than the original English books do. Task A and Task B results also present variation in the use of BPTS in translations. Turkish speakers' tendency to use more BPTs indicates that BPTs can be a criterion in the selection and design of materials to teach English to Turkish-speaking learners. Conceptual metaphor theory can provide TEFL with the framework for teaching the non-literal uses of BPTs and other linguistic metaphors.

Öz

Anlamların aktarımında vücut bölümleriyle ilgili terimlerin kullanımı bakımından, diller arasında benzerlikler ve farklılıklar gözlemlenebilir. Bu nedenle, vücut bölümleriyle ilgili terimler dilleri karşılaştırmak için en iyi araçlardan biridir. Bu çalışmada, çok satan beş İngilizce kitap Türkçe çevirileriyle karşılaştırılmış olup, vücut bölümleriyle ilgili terimlerin dağılımları, ve bu terimlerin her iki derlemdeki eğretilemesel kullanımlarındaki benzerlikler ve farklılıklar belirlenmiştir. Özellikle, vücut bölümleriyle ilgili terimleri içermeyen İngilizce ifadeler ve bu ifadelerin vücut bölümleriyle ilgili terimleri içeren Türkçe çevirileri üzerinde durulmuştur. Bu amaçla, ilk olarak, vücut bölümleriyle ilgili terimleri içermeyen on İngilizce cümlenin vücut bölümleriyle ilgili terimleri içeren Türkçe çevirilerini denetlemek için, üç seçenekli çoktan-seçmeli bir test (Görev A), İngilizce Öğretmenliği Programında okuyan 100 üçüncü ve dördüncü sınıf öğrencisine verilmiştir. İkinci olarak, 100 İngilizce öğretmeninden oluşan başka bir gruptan, vücut bölümleriyle ilgili terimleri içermeyen aynı on İngilizce cümleyi Türkçeye çevirmeleri istenmiştir (Görev B). Görev B şunu denetlemek için verilmiştir: Vücut bölümleriyle ilgili terimlerin Türkçe çevirilerde eğretilemesel anlamda kullanımı çevirmenlerin seçimi mi yoksa ana dili Türkçe olanların genel eğilimi midir? Bulgular, vücut bölümleriyle ilgili terimlerin eğretilemesel anlamda kullanımının, Türkçe derlemde İngilizce derlemden daha fazla sayıda olduğunu ortaya koymuştur. A ve B Görevlerinin sonuçları, çevirilerde vücut bölümleriyle ilgili terimlerin kullanımında değişkenlik olduğunu da göstermiştir. Türkçe konuşanların vücut bölümleriyle ilgili terimleri daha fazla kullanma eğilimi, Türkçe konuşan öğrencilere İngilizce öğretiminde kullanılan malzemenin seçiminde ve düzenlenmesinde, vücut bölümleriyle ilgili terimlerin bir ölçüt olabileceğini belirtmektedir. Kavramsal Eğretileme Kuramı, İngilizcenin yabancı dil olarak öğretiminde, hem vücut bölümleriyle ilgili terimlerin eğretilemesel anlamda kullanımının öğretiminde hem de diğer dilsel eğretilemelerin öğretiminde bir çerçeve oluşturabilir.

1. Introduction

The last three decades have seen a growing trend towards the issue of translating metaphorical expressions from one language to another. A considerable amount of literature has been published on principles, possibilities, and cases to

* This paper was presented as a lecture at the Global Conference on Linguistics and Foreign Language Teaching (LINELT-2016).

address the challenging task of translating metaphors. As one of the earliest studies, van den Broeck (77) enumerates the following possibilities for a tentative scheme of modes of metaphor translation: (1) Translation 'sensu stricto', (2) Substitution, and 3) Paraphrase. In the same decade, we see Newmark's seven cases of possible procedures for translating stock metaphors, as summarised by Dobrzynska (599):

> (1) reproducing the same metaphorical image in another language; (2) replacing the original metaphorical image with some other standard image in another language; (3) translating metaphor by simile; (4) translating metaphor (or simile) by simile plus sense (i.e. a literal paraphrase, a 'gloss'); (5) converting metaphor to sense only, (6) using deletion (if the metaphor is redundant or otiose); (7) translating metaphor by the same metaphor with the sense added (with 'gloss').

In a similar fashion to van den Broeck's scheme, Dobrzynska (599) gives three possibilities for a translator to translate a metaphorical expression from the source text into the target text: M→M (equivalence), M_1→M_2 (similarity), and M→P (paraphrase).

A number of translation studies have focused on the crosslinguistic similarities and differences between source texts and target texts. Alvarez compared and contrasted Angela Carter's *The Passion of New Eve* with its Spanish translation and found the following: M→M (more than 50%), M→Madapted version (about 10%), M_1→M_2 (20 %), and M→translating by M's sense (few cases) (488-489). In the same decade, Olivera analyzed the translation of Chapter 12 of Samuelson and Nordhaus' Economics (12th edition) into Spanish, namely, Economia (12^{a}edicion), and found that the Spanish translator prefers the M→M strategy, "although it sometimes produces unintelligible Spanish constructions" (88). Olivera further observed that "subject field experts overpreferred M→M strategy" (92).

Saygın gave a translation task to ten native speakers of Turkish, aged 21-31. She chose 10 pairs of sentences from an airline promotion magazine, in which all the texts were Turkish and their exact English translations. She divided up the pairs of sentences, each set containing 5 Turkish, and 5 English sentences. In the task, each subject translated 5 sentences from English to Turkish and 5 from Turkish to English. She carried out analysis to measure, across items and across Turkish and English both ways, if there was transfer of metaphors during translation. The results of the study indicated that a significant amount of transfer took place while the participants translated from English to Turkish.

Fernandez, Sacristan and Olivera analyzed 122 newspaper texts from Guardian (U.K. Edition) and their Spanish versions that were later translated and published by El Mundo. The results of their analyses revealed that translators had a tendency to copy the original metaphors while translating them into Spanish. They identified three strategies that the translators followed: (a) "a tendency to 'enliven' in the target texts dead or dying metaphors from the source texts" (77) (quotation is original), (b) creation of novel metaphors in the TTs – even though they are relatively small in number, their amount is significant, and (c) creation of their own metaphors. Monti studied the French, Spanish and Italian translations of Lakoff and Johnson's *Metaphors We Live By*. He found that the Italian translator omitted approximately 10% of the examples provided by Lakoff and Johnson because they deemed them untranslatable, or incomprehensible to the Italian reader.

One of the main reasons for this interest in the translatability of metaphors is that it is often the case that the translation of metaphors makes it far more evident for the translator to experience the convergences and divergences between the source language (SL) and the target language (TL) than the translation of other language components does. The situation can be more challenging when SL and TL belong to different language families, just like the case in our study – English being an Indo-European language versus Turkish an Altaic language. BPTs in metaphorical linguistic expressions (MLEs) may require the translator to be even more careful since in translating them they may experience more difficulty than in translating other language components.

The scope and types of metaphor are so broad and diverse that metaphor needs to be addressed from a specific aspect of it. For this reason, in this study I have chosen BPTs used non-literally in MLEs that may often be regarded as dead metaphors and that are instantiations of conceptual metaphors. While one can observe similarities across languages since human body is a cultural universal, it is most likely that cross-linguistic differences can be seen in various conceptualizations of body parts (Johnson; Johnson; Wierzbicka; Yu; Yu; Maalej & Yu). Since *"...the human body is an ideal focus for semantic typology"* (Wierzbicka 15), BPTs are best to compare and contrast languages through. For example, one can see various overlaps in the use of *hand* in many languages. For those happy to spend, English people say *open-handed* just as it is in Turkish: *eli açık* (hand-3SG.POSS open). For the opposite, *tight-fisted*, Turkish says *eli sıkı* (hand-3SG.POSS tight). However, while thieves in both Chinese and English are *sticky-fingered* (Yu), Turkish conceptualizes

them as *eli uzun* (hand-3SG.POSS long). When it comes to the conceptual metonymy of Speech Organ For Language (henceforth, conceptual metaphors and metonymies will be written in this format, initials of words in capital letters and other letters in lower case), there is parallelism between English and Turkish; 'mother tongue' in English and *ana dili* (mother tongue-3SG.POSS) in Turkish. But "none of the speech organ terms in Chinese, from "mouth" to "tongue", can really mean "language" in any context" (Yu 136).

As the previous studies on translation of metaphor indicate, the translation of metaphor is a multidimensional issue and requires the translator to be equipped with skills and strategies to meet the challenges of translating metaphors. In my study, I investigated how the translators of five English bestsellers handled the BPTs in the MLEs in English, and compared and contrasted the translators' use of BPTs in MLEs in a corpus of five English best-selling books and their Turkish translations. To see the similarities and differences between Turkish and English in terms of the use of BPTs in MLEs, the following questions have been addressed:

1. What is the distribution of BPTs in the five best-selling English books chosen and in their Turkish translations?
2. When given three options, which of the three Turkish translations of the ten non-BPT-containing sentences from the English books do Turkish-speaking ELT students prefer? (a) Original translators' BPT-containing Turkish translations of the ten non-BPT-containing sentences from the English books? (b) One of the two non-BPT-containing Turkish translations (made by the present researcher) of ten non-BPT-containing sentences from the English books?
3. When asked to translate the same ten non-BPT-containing sentences from the English books, how do Turkish-speaking ELT students translate them into Turkish? (a) With BPTs? (b) Without BPTs?
4. What are the implications of the study for English language teaching in Turkey?

2. Method

2.1. Materials and Participants

The data were collected through a corpus of ten books and through two translation tasks. Firstly, a corpus of ten books comprising Richard Templar's "The Rules of Love", "The Rules of Life", and "The Rules of Wealth", and the Turkish translations of

these three books; Malcolm Gladwell's "Outliers", and its Turkish translation; and Daniel Goleman's "Ecological Intelligence", and its Turkish translation were analysed. The BPTs in these ten Books 1E-5E and 1T-5T were counted manually; it is acknowledged that a limitation of the study could be minor mistakes resulting from this.

Secondly, a three-option multiple-choice translation test was given to a hundred English Language Teaching (ELT) department junior and senior students in order to crosscheck the Turkish translations of sentences, clauses, and a lexeme, all of which are from Books 1E and 2E (see Appendix 2). The unique feature of the chosen texts is that they contain no BPTs in English, but their Turkish translations all contain BPTs. Juniors and seniors were deliberately chosen because their English proficiency levels are higher than those of freshmen and sophomores. Three sentences were reproduced verbatim from the books while four sentences were reproduced with some minor changes or omissions (for example, changes in pronouns or tense, or omission of adverbs). In two sentences, two adverbial clauses of condition used were directly taken from the books, and the remaining parts written by the researcher. In one sentence, only the lexeme 'happens to us' was taken from a book, while the rest of the sentence was created by the researcher. Three Turkish translations were given after each English sentence, and the participant was asked to select one of them that he or she thought was the best translation of the original English sentence. In each item, one of the three Turkish sentences was identical to the translation that appears in the Turkish books or contained the clause used in the Turkish books. In cases where the complete sentence was taken with only minor changes or omissions, a translation option was also virtually the same as the Turkish sentence in the Turkish books. The aim of the multiple-choice test was to find out whether the use of BPTs in the Turkish translations reflects a predilection of the translators, or a general tendency of native speakers of Turkish.

Thirdly, the three-option multiple-choice translation test was turned into a translation task. For a further crosscheck to see whether the use of BPTs in the Turkish translations reflects a predilection of the translators or a general tendency of native speakers of Turkish, another group of participants translated the same ten English sentences given in the multiple-choice test. However, the three options provided in the multiple-choice test were eliminated and the participants were only given the ten English sentences of the multiple-choice test and translated them into Turkish. The task was given to another group of participants consisting of 100 native

Turkish-speaking teachers of English (see Appendix 3). Half of these participants teach English at various primary and secondary schools in Turkey and the other half are English instructors at various colleges in Turkey. The task was distributed via Internet and the majority were returned via Internet. Teachers of English were chosen in preference to junior and senior students, for two reasons: (a) teachers of English are supposed to have higher proficiency in English than junior and senior ELT Program students, and (b) higher proficiency in English was necessary for the more difficult task of independent translating rather than choosing from three translation options provided.

2.2. Procedure

Initially, the literal and non-literal uses of BPTs in five English books and in their Turkish translations were counted. Next, the literal and non-literal uses of BPTs in five English books were checked against their translations in the five Turkish versions of the books. Then, a three-option multiple-choice translation test was given to 100 randomly selected junior and senior students at the ELT Program of an Education Faculty in Ankara, Turkey. The participants' choices which contained BPTs were counted and tabulated. Following the test, a translation task involving the same 10 English sentences used in the multiple choice test was administered to another group of participants, 100 native Turkish-speaking teachers of English via email. BPTs in the returned translations were counted and tabulated.

3. Results and Discussion

3.1. Use of BPTs in Five English Books and in Their Turkish Translations

As Table 1 below shows, the total number of BPTs in the Turkish translations of the five English books is higher than the one in the five English books. *baş* is the mostly used BPT-in-MLE in the Turkish translations partly because *baş* is frequently used in the Turkish translations of English sentences that do not have the BPT 'head'. For example, the Turkish verb *başla-* (head-DER) 'start' is used as the translation of many English verbs like *start, begin, trigger, pioneer, undertake, kick off, launch, instigate,* and *occur*. Moreover, *başla-* is often used in the translation of other English verbs, inserted along with the main lexical verb of the sentence to mean 'to start + Verb' as, for example, in the following:

'Don't moan if you don't get what you want' (Book 3E, p. 176) is rendered 'Don't start moaning if you don't get what you want':

İstediğinizi elde edemediğiniz zaman, hemen sızlanmaya başlamayın. (Book 3T, p.190)

want-REL-PRS-2SG.POSS-ACC hand-LOC make-ABIL-NEG-2SG.POSS when, soon moan-INF head-DER-NEG-2SG.SUBJ.

Table 1: Totals of BPTs in Five English Books and Their Published Turkish Translations

Book	Total Number of BPT Tokens	Literal BPT Tokens		Non-literal BPT Tokens	
		N	%	N	%
Book 1E	138	48	34,78	90	65,22
Book 1T	456	59	12,94	397	87,06
Book 2E	194	45	23,20	149	76,80
Book 2T	428	48	11,21	380	88,79
Book 3E	174	23	13,22	151	86,78
Book 3T	513	34	6,63	479	93,37
Book 4E	241	92	38,17	149	61,83
Book 4T	579	118	20,38	461	79,62
Book 5E	323	149	46,13	174	53,87
Book 5T	648	146	22,53	502	77,47

The greatest difference between Books 1E-5E and Books 1T-5T is found in the non-literal uses of *göz* (eye): almost fourteen-fold in Book 4T, more than ten-fold in Book 2T, and almost eight-fold in Book 5T. In Books 1T-5T, *el* (hand) and *göz* are often used in the Turkish equivalents of English sentences that do not contain 'hand' or 'eye'. The most striking case is where the Turkish MLE of *ele al-* (hand-DAT take), which is a manifestation the conceptual metaphor of Control Is Holding In The Hand, is used in all five books for the following English expressions: "*deal with, address, take over, tread, take, work out, work on, handle, take control, be about, consider, take*

on board, take charge of, be the most, take over the controls, include, trace, tackle, look at, think about, have concerns about, ponder".

Similar to *ele al-* (hand-DAT take) in terms of metaphorical mapping, some English expressions above instantiate the underlying mappings of Control Is Holding In The Hand (take over, take control, take charge of, take over the controls), and Solving Problems Is Manipulating Objects With Hands (work out, work on, handle). There is only one hand-related English term for *ele al-*: 'handle'. Interestingly, some of the English expressions translated into Turkish as *ele al-* are more likely to fit for the mappings related to eye. That is, the English verbs of 'consider', 'look at', 'think about', 'have concerns about', and 'ponder' are manifestations of Thinking Is Seeing, and Paying Attention Is Looking At.

Göz, likewise, is frequently used throughout all books in sentences where the corresponding English sentences do not mention 'eye'. Notably, the Turkish lexeme of *göz at-* (eye throw), a manifestation of Mental Capacity Is Eyeshot, is used for the following English expressions from Books 1E-5E: *"do a quick check, look in, look, check, look at, have a look at, check out, have a quick recap, here are, take a look, take a look at, skim through, track down"*

Except for 'here are', all the English expressions represent the mappings of Mental Capacity Is Eyeshot, Seeing Is The Contact Between The Eye Light And The Target, and Paying Attention Is Looking At.

A similar Turkish lexeme, *gözden geçir-* (eye-ABL pass-CAUS), is used throughout the books for the following English lexemes: *"review, take a look, check, consider, carry out check, pore over, revise, examine, reformat, browse, rethink, look at, refine, make sure".*

Although *göz at-* and *gözden geçir-* are both eye-related MLEs, the mappings they represent are a bit different. While the former requires a superficial mental activity, the latter needs more concentrated mental activity. Therefore, the following mappings would best suit *gözden geçir-*: Thinking Is Seeing, Mental Capacity Is Eyesight, Understanding Is Seeing, Paying Attention Is Seeing, Being Able To Know Is Being Able To See, and Knowing Is Seeing. 'take a look', 'look at', and 'browse' seem to be suitable expressions to represent the mappings listed for *göz at-* above.

In a similar fashion, although not used in the English expressions, the non-literal use of *dil* (tongue) appears in all the books as *dile getir-* (tongue-DAT bring) when translating: *"discuss, express, dish out, have a proper talk, explain, raise, put, speak one's mind, mention, voice, outline, restate, say".*

The Turkish MLE of *dile getir-* perfectly represents the metonymies of Speech Organ For Speaking, Speech Organ For Language, and Speech Organ For Person. A further metonymy can also be suggested for this relationship: Speech Organ For Mind. The English verbs translated into Turkish as *dile getir-* also represent the metonymies of Speech Organ For Speaking, Speech Organ For Language, and Speech Organ For Person.

The striking difference between *göz at-, gözden geçir-,* and *dile getir-*, and the lexicalizations in English for them is that no English expression contains the BPT 'eye' or 'tongue', as opposed to the case in *ele al-*, where 'handle' is one of the equivalents of *ele al-*.

Contrary to the general trend that there are more non-literal uses of 'head', 'hand', 'eye', and 'tongue' in Turkish than in English, in one Turkish version of the English book, that is 4T, there are only 12 lexemes containing *yüz* (face), while the English version contains 18 non-literal uses of 'face'. In the second case, also in Book 4E, there are 13 non-literal uses of 'foot', whereas Book 4T has only 7 MLEs containing *ayak* (foot). In the remaining four books, there are more non-literal uses of 'face' and 'foot' in the Turkish versions than in the English.

3.2. BPTs in the Multiple-Choice Translation Test and the Translation Task

The results of the multiple-choice translation test and the translation task are presented below in Table 2. The responses show that many English lexemes containing no BPTs were translated into Turkish as lexemes containing *baş, el, göz,* and *yüz* ('head', 'eye' and 'hand'):

Table 2: Results of the Multiple-Choice Translation Test and the Translation Task

No. of the English sentence with no BPT	Multiple-choice translation test results Number of participants who selected the option containing the BPT in the Turkish version of the English sentence / BPT used in the Turkish sentence (N=100)	Translation task results Number of participants who used the BPT to translate the English sentence into Turkish /BPT used in the Turkish sentence (N=100)
1	80 / hand	36 / hand
2	77 / head	60 / head
3	42 / head	7 / head
4	53 / head	9 / head
5	33 / hand	39 / hand
6	38 / hand	29 / hand
7	78 / head	59 / head
8	34 / face	9 / face
9	33 / eye	14 / eye
10	40 / eye	1 / eye

The results of the multiple-choice translation test (column 2 above) reveal that ELT Program students overwhelmingly preferred options containing *el* (hand), or *baş* (head), in Sentences 1, 2, and 7 (See Appendix 2 for the multiple-choice translation test). Although Sentences 1a and 1c, Sentences 2b and 2c, and Sentences 7a and 7c – note that all six sentences contain no BPTs in them – mean almost the same thing as Sentences 1b, 2a, and 7b, close to eight students out of ten preferred the option that contained the BPT. A similar tendency is observed in the translation task for Sentences 2 and 7, which were translated by three-fifths of the participants using *baş*-related MLEs.

The most interesting result is the difference in handling Sentence 5. While one-third of the students chose Sentence 5b in the multiple-choice translation test, almost forty per cent of teachers translated Sentence 5 using *el*-related MLEs. This is the only case where the translation task produced more BPTs than the multiple-choice translation test of the same English sentence. The other significant differences

are in Sentences 3, 4, 8, 9, and 10 such that the translation task produced far fewer BPTs than the multiple-choice translation test. Sentence 10, in particular, produced the greatest difference of this kind between the test and the task: 40 to 1.

It can be claimed that both the test and the task confirm the assumption that the Turkish-speaking translators of the five best-selling English books represent the general tendencies of the Turkish speakers at least in the non-literal uses of *baş*, and *el*. However, as this study is limited to five translators, a hundred Turkish-speaking learners of English, and a hundred Turkish-speaking teachers of English, while it may not be true of the entire Turkish-speaking population, a generalization to this representative set of educated, English speaking Turks can be made.

4. Conclusions and Implications for Teaching English as a Foreign Language

The non-literal uses of BPTs identified in Books 1E-5E and Books 1T-5T, and in the results of the multiple-choice translation test and the translation task, however, indicate that there are both significant similarities and differences between the uses of these terms across the two languages. In some cases, they are omitted as they move from one language to another; in other cases they match and in yet other cases the particular BPT changes. It can be predicted that these terms will cause difficulty for learners. To address this problem, the lexical content of materials used to teach English as a foreign language in Turkey should include the English BPTs that are frequently used and the BPT-free English expressions that are equivalents of the frequently used Turkish MLEs that contain BPTs. Among the most prominent of these will be the Turkish verbs and MLEs of *başla-* (head-DER) 'start', *gözle-* (eye-DER) 'observe', *başa çık-* (head-DAT come out) 'cope', *göz at-* (eye throw) 'have a look', *gözden geçir-* (eye-ABL pass-CAUS) 'revise, examine', *ele al-* (hand-DAT take) 'deal with', *elde et-* (hand-LOC make) 'get, obtain', *dile getir-* (tongue-DAT bring) 'express', and the like, which are very often used in daily communication.

It can be suggested that teaching materials and applications based on the Lexical Approach (Willis; Lewis; Lewis) and the lexical categories (Nattinger & DeCarrico) should focus on collocations, fixed expressions, and semi-fixed expressions from the perspective of BPTs-in-MLEs. In the case of Turkish speakers learning English, this should be done in two ways: (a) by identifying the frequent English collocations, fixed expressions, and semi-fixed expressions that have BPTs, and (b) identifying the frequent Turkish collocations, fixed expressions, and semi-fixed expressions that have BPTs but are expressed in English without BPTs. In order to prevent Turkish-speaking learners of English from developing a mode of English

still very grounded in Turkish MLEs, special attention should be paid to Turkish MLEs containing BPTs of, *hand, eye, face, foot, tongue*, and *mouth*, as these are of high frequency and unreliable as they cross from one language to the other. As the study shows by their frequency and unreliability, inclusion of BPTs should be one of the major criteria in selecting and designing lexicon-based ELT materials for Turkish learners. Also, conceptual metaphors underlying the MLEs in general and BPT-containing MLEs in particular can be introduced to Turkish learners of English as a foreign language in a systematic way, as suggested by such scholars as Lakoff & Johnson, Kövecses, and Kövecses. A translation course with an extensive content of BPTs-in-MLEs would be highly beneficial for the learners.

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Appendices

Appendix 1: Abbreviations for Gloss

2SG	second person singular
3SG	third person singular
ABIL	ability
ABL	ablative
ACC	accusative
CAUS	causative
DAT	dative
DER	derivational suffix
INF	infinitive
LOC	locative
NEG	negative
PASS	passive
POSS	possessive
PRS	present
REL	relative
SUBJ	subject

Appendix 2: Multiple-Choice Translation Test

READ THE FOLLOWING SENTENCES AND CIRCLE THE BEST TURKISH TRANSLATION.

1. You put in loads of effort and get nothing back.
    a. Çok emek sarf eder, karşılığında hiçbir şey edinmezsiniz.
    b. Çok emek sarf eder, karşılığında hiçbir şey **el**de etmezsiniz**. (BPT=hand)**
    c. Çok emek sarf eder, karşılığında hiçbir şey almazsınız.
2. When something happens to us, we expect our loved ones to help us.
    a. **Baş**ımıza bir şey gelince, sevdiklerimizin bize yardım etmelerini bekleriz. **(BPT=head)**

b. Bize bir şey olunca, sevdiklerimizin bize yardım etmelerini bekleriz.

c. Bir olay yaşadığımızda, sevdiklerimizin bize yardım etmelerini bekleriz.

3. Growing older is something we all have to do.

a. Yaşlanma hepimizin yaşayacağı bir şeydir.

b. Yaşlanma hepimizin **baş**ına gelecek bir şeydir. **(BPT=head)**

c. Yaşlanma hepimizin tecrübe edeceği bir şeydir.

4. If I were in charge, I would behave differently.

a. Ben yönetiyor olsam, farklı davranırım.

b. Ben yönetimde olsam, farklı davranırım.

c. Ben işin **baş**ında olsam, farklı davranırım.**(BPT=head)**

5. Dreams are things you aim to get one day.

a. Düşler günün birinde sahip olmayı hedeflediğimiz şeylerdir.

b. Düşler günün birinde **el**de etmeyi hedeflediğimiz şeylerdir. **(BPT= hand)**

c. Düşler günün birinde ulaşmayı hedeflediğimiz şeylerdir.

6. It is the best they can do.

a. **El**lerinden gelenin en iyisi bu. **(BPT=hand)**

b. Yapabildiklerinin en iyisi bu.

c. Başarabildiklerinin en iyisi bu.

7. If you see someone in trouble, first understand the situation well before you help.

a. Sıkıntı içinde birini görürseniz, yardım etmeden önce durumu iyice öğrenin.

b. **Baş**ı dertte birini görürseniz, yardım etmeden önce durumu iyice öğrenin. **(BPT= head)**

c. Dertli birini görürseniz, yardım etmeden önce durumu iyice öğrenin.

8. You will be able to show them the real you.

a. Onlara gerçek kimliğinizi gösterebileceksiniz.

b. Onlara gerçek **yüz**ünüzü gösterebileceksiniz. **(BPT=face)**

c. Onlara gerçek sizi gösterebileceksiniz.

9. We can see things their way.

   a. Olaylara onların açısından bakabiliriz.

   b. Olaylara onların **göz**üyle bakabiliriz. **(BPT=eye)**

   c. Olaylara onların penceresinden bakabiliriz.

10. I saw some interesting research.

   a. İlginç bir araştırma **göz**üme çarptı. **(BPT=eye)**

   b. İlginç bir araştırma gördüm.

   c. İlginç bir araştırmaya baktım.

Appendix 3: Translation Task

TRANSLATE THE FOLLOWING SENTENCES INTO TURKISH.

1. You put in loads of effort and get nothing back.
2. When something happens to us, we expect our loved ones to help us.
3. Growing older is something we all have to do.
4. If I were in charge, I would behave differently.
5. Dreams are things you aim to get one day.
6. It is the best they can do.
7. If you see someone in trouble, first understand the situation well before you help.
8. You will be able to show them the real you.
9. We can see things their way.
10. I saw some interesting research.