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PHRASAL LOAN TRANSLATION TERMS IN THE MASTER'S THESES ON TEACHING TURKISH AS A FOREIGN LANGUAGE

Research Article

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Abstract

Languages are living creatures. They need to feed on lexical units to survive. To satisfy this biological need, they either utilize their own properties to produce novel lexical units like plants photosynthesize or import foreign words to meet calorie deficit like animals feed. *Loan translation* is the combination of these two tendencies. During this process, a language benefits from its own words to find an equivalence to a novel concept; however, imitating a foreign source word in lexical, phrasal, or sentential level. This method is also used for special languages of terminological domains. For these realities, *phrasal loan translation* terminologization method was decided on as the data type. Turkish master's theses on teaching Turkish as a foreign language were selected as the sample. 25 theses were scanned, and 203 potential phrasal loan translation terms were detected. Related terms were classified under six domains: education, linguistics, sociology, methodology, statistics, and others. Potential source languages and terms were represented for each term. If possible, they were provided with evidential source texts. Problematic terms were handled separately, and the potential reasons for these problems were explained just under the related term in the table. In the conclusion part, potential solution suggestions were presented.

Keywords: calque, loan translation, terminologization, teaching Turkish as a foreign language

1. Introduction

*The Big Bang was not the beginning.
There was something before the Big Bang,
and that something is what we will have in our future.*

Penrose, R. (2020)

Emerging from the human species' effort to make sense of the world in which it exists, the phenomenon of *language* takes on the task of being a tool to provide communication amongst this species' individuals. While establishing communication, a person needs to utilize the single units of a language, which are words, in the form of either speaking, writing, or signing (Oxford, 2015, p. 1732). To fulfil the requirement of bringing new lexical units to the lexicon of a specific language, individuals benefit from some word formation or semantic change methods such as derivation, compounding, and polysemy using the language's own lingual properties (cf. Karaman, 2003; Sarı, 2015). On the other hand, it is also possible for a language to import lexical units from other languages either directly or through translation.

Lexical units that are borrowed from other languages are called *borrowings* or *loan words*, either preserving their morphological and semantic aspects, or undergoing some orthographical and/or phonological adaptations to fit in the target lexicon (cf. Crystal, 2008). Unlike loan words, during the process of *loan translation*, a lexical unit in the source language is translated morpheme by morpheme into the target language (Aikhenvald, 2007, p. 24, as cited in Zabawa, 2017, p. 44). For instance, *Süpermen*¹ “Superman” is an example of loan word while *Örümcek Adam*² “Spiderman” is an example of loan translation from English to Turkish.

Loan translation is also known as *calque* in the literature. It is a funny coincidence that *loan translation* is a calque from German *Lehnübersetzung* while *calque* is an example of borrowing from French language (interproinc.com). As for Turkish equivalents, the related concept has been handled in the academic studies with the names of *öyküntü*, *ödünclemeli çeviri*, and *anlam aktarması* (Uysal, 2013a, p. 119).

It is possible to talk about different types of loan translation such as lexical, phrasal, or even in sentential level. In this sense, both semantic, morphological, and syntactic perspectives are benefitted from to analyze these creations. Even though interlingual translation is the primarily used method to create calques, it is also possible to see intralingual versions due to some other concerns. The linguistic steps in the following paragraph can be given as an example to this phenomenon.

As it influenced many nations, the French Revolution had some significant effects on the Turkish society, too, in terms of many aspects. Originating from the revolution, the French motto “liberté (liberty), égalité (equality), fraternité (fraternity)” was directly translated into Turkish and used by the politicians during the Second Constitutional Era in the Ottoman Empire as “hürriyet (حرية), müsavât (مساواة), uhuvvet (أخوة),” keeping up with the tendency of the era to utilize Arabic roots to create terminological units. Afterwards, each constituent of the motto acquired specific terminological meanings in politics. Following the establishment of the Republic, these terminological units were replaced by newly derived words of Turkic origin, i.e., “özgürlük (hürriyet), eşitlik (müsavât), kardeşlik (uhuvvet).” While the first stage is considered interlingual, the second one is an example of intralingual loan translation.

Thanks to translatorial activities, languages acquire new lexical and phrasal properties. Starting from the Turkish language reform to today, it has been a widely utilized method to translate lexical units of source languages for the purpose of closing the gap of lexicalization. Turkish has been under the influence of some powerful languages like primarily Persian, Arabic, French, and English. The examples show themselves from daily language to technical jargons. Turkish slang *kafası güzel (olmak)* “(to be) drunk; literally (to have) a beautiful head” can be the true epitome of loan translation from Persian *sarχ^woş سرخوش* “drunk; literally *sar* (head) and *χ^woş* (beautiful)” (nisanyansozluk.com) while phrasal expressions like *rol oyna-* “play a role” and *iletişim kur-* “establish a communication” have been analogized from French *jouer le role* and *établir la communication* respectively (Uysal, 2013b, p. 87).

1.1. Literature Review

¹ While Turkish *Süpermen* is a loan word from English *Superman*, English *Superman* is a loan translation from German *Übermensch* (Crystal, 2008, p. 64).

² Turkish *Örümcek Adam* can also be regarded as an example of localization in translation studies (see Munday, 2008, p. 191).

Uysal (2013a) handles the concept of calque from Turkish terminological dictionaries such as *Bitkibilim Terimleri (Botanical Terms)*, *Dilbilim Terimleri Sözlüğü (Glossary of Linguistic Terms)*, *Teknik Terimler I (Technical Terms I)*, and more. She classifies her findings under the titles of *calques one of whose elements are Turkish and the other foreign*, and *calques both of whose elements are Turkish* depending on the classification system by İmer (1998, p. 153-154).

In their study titled *Transliteration or Loan Translation: Constraints on English Loanwords' Integration into Mandarin Chinese*, Tian and Backus (2013) deal with the concept of loan translation from English to Mandarin Chinese collecting data from Chinese newspapers and magazines. They classify the related data into three categories: *transliteration*, *semantic loan*, and *combination of transliteration and translation*. In conclusion, they state that the contact between these languages is very intense.

On the other hand, Siaka and Yankey (2007) do similar research on Ghana culture. In their study titled *Loan Translation in Cross-English: Ghana as a Case Study*, they detect English descriptions for Ghanaian culture from books and newspaper articles in English language. They analyze the data in terms of *lexical calques*, *semantic loans*, *semi-calques*, and “*Matreshka doll*” hybrids. They use the last term for the expressions with an explainer attached to them to clarify the type of the lexical item as in *Matreshka doll* for English and *tarhana çorbası (tarhana soup)* for Turkish.

Zabawa (2017) analyzes Polish computer users' informal discourse in terms of semantic loans, loan translations and loan renditions. Semantic loan can simply be explained as *borrowing of meaning from a foreign language*. For instance, as a dental term, Turkish *köprü* is a semantic loan from English *bridge*. As for the difference between loan translation and loan renditions, he distinguishes two terms as follows: the former is an exact translation (translation proper) while for the latter, source lexical item is inspired to translate the novel concept into the language (partial translation). Turkish *özçekim*³ can be given as an example for loan rendition since it is analogous to source English *selfie*.

1.2. Term

Etymologically followed, coming from Latin *terminus*⁴ “end, boundary line (etymonline.com),” the word term is defined in Oxford Dictionary as “a word or phrase used as the name of something, especially one connected with a particular type of language (2015, p. 1560).” As its Turkish equivalent, the word *terim* was derived and proposed from an Old Turkic root *tér-* “collect, gather, compile,” adding the nominalizer bound morpheme *+Im*⁵ onto it during the language revolution in the 1930s. Zülfikar (1991, p. 20) states that the Turkish word *terim* was coined pursuing the concerns of imitating the original Latin word *terminus*. In the sense of diachronic equivalence, before the revolution, Arabic origin word *istilah*⁶ was in the use of the language.

³ It is a compound word consisting of *öz* “self” and *çekim* “taking (a photograph).”

⁴ Modern English *term* “word or phrase used in a limited or precise sense,” < Old French *terme* “limit of time or place, date, appointed time, duration,” < Latin *terminus* “end, boundary line,” < Medieval Latin *terminus* “expression, definition,” (etymonline.com). Related semanteme of the headword term refers to its characteristics of being precise and being fixed coming from the Latin word *terminus* along with the meanings of “end” and “boundary line.”

⁵ Morphological environment of related nominalizer bound morpheme: [[X_{VERB}]-Im]_{NOUN} → Old Turkic *tér-* “collect, gather, compile” +Im = **térim* > Modern Turkish *terim* “term.”

⁶ Turkish *istilah* “term” < Arabic *iştilāḥ* إصتالِح “agreeing on, convention, terminology,” < *şalaḥa* صَلَاح “be righteous and correct” (nisanyansozluk.com).

Şaş (2020, p. 245-246) states the eleven characteristics of terms as follows: 1. terms do not have any connotations or metaphorical meanings, so they are monosemous words, 2. terms are words which are closed to interpretation, whose meanings are limited, precise and clear, 3. terms do not undergo any semantic shifts or extensions depending on the use, 4. terms do not take place in general language, but there are words that have been made into a term selected from general language, 5. all the meanings other than their terminological meanings of the words that have been selected and made into a term disappear, 6. terms do not occur in the natural course of a language, so they are usually invented by the people who are expert in the field, 7. when the concepts they express are generalized and commonly used in daily language, terms lose their characteristic of being a term; however, these words preserve their characteristic of being a term in the fields of science, sports, art and profession to which they belong, 8. terms are free morphemes, 9. the circulation of terms within the language is realized by the language use of the people in the fields of science, sports, art and profession to which they belong, 10. while the great majority of terms belongs to a specific field, minority of them can be used in different fields at the same time, 11. terms are standard words in terms of phonological, morphological, semantical and pragmatical aspects.

1.3. Terminologization

Since terminological unites act like lexical items, it is required to handle the issue of word formation first. Lexicalization is the process in speech production whereby turning the thoughts underlying words into sounds, translating a semantic representation – which is the meaning –of a content word into its phonological representation of form – which is its sound. For a concept to lexicalize, its image in mind needs to grow in cognitive maturity. The cognitively mature form is called *lemma*. There might be more than one lemma for a concept in the pre-lexicalization process; however, human brain naturally delimits it with connotations and denotations, and assigns its grammatical category. The process is called *lemma selections*. Then, the concept is concretized through *phonological encoding*, creating the *lexemes* which are phonological forms. In other words, the concept evolves from semantic existence into phonological entity. This process is known as *two-stage model of lexicalization* (Figure 1) (Harley, 2005, p. 385-386). Phonological realization follows orthographical representation.

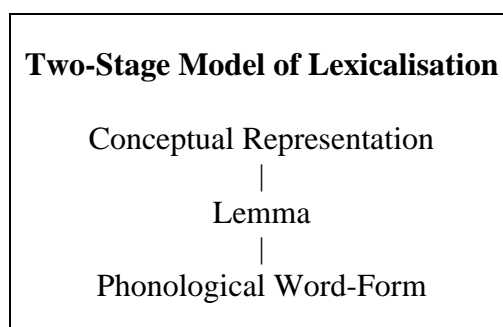


Figure 1. Two-stage model of lexicalization (Harley, 2005, p. 386)

Considered as special lexemes, terminological units, too, are subject to the same process to stand alone within the language. To be distinguishable from lexicalization, the term *terminologization* will be used within the frame of this study. Terminological units are not different from lexical items in the sense of phonetic and written forms. The only difference that they create is in having sole and specific meanings. They consist of separate elements, i.e., bound and free morphemes, and they can be broken into their morphemes to create new terminological units through the process of terminologization (Cabr , 1992/1999, p. 84).

Subbranches of microlinguistics draw a straight line between abstract units and their concrete realizations within some specific environments. Morphology distinguishes the concepts of morpheme and allomorph. The former element describes the smallest abstract units in a language while the latter one depicts their real utterances when exposed to some predictable situations. For instance, Turkish [+LAR]_{SING>PLU} suffix is a morphemic property used to express plurality in the language. It is an abstract and pure representation of the suffix; however, it possesses two allomorphic realizations depending on whether it is attached to a word whose final syllable has back vowel (kadın +lar > kadınlar) or front vowel (erkek +ler > erkekler) due to the fundamental rule of vowel harmony in the language.

Inspired by the same logic behind this classification, this study suggests two concepts for terminology: termineme and allotermin. Termineme is the smallest unbreakable element of the study of terminology. It is not real and cannot be attributed to any arts or sciences. [MORPHOLOGY]_{TERM} is an umbrella concept with the meaning of “the study of the forms of something”. Under various domains (i.e., environments) such as biology, linguistics, philosophy, chemistry, and others, it comes to real use evolving from termineme to allotermin.

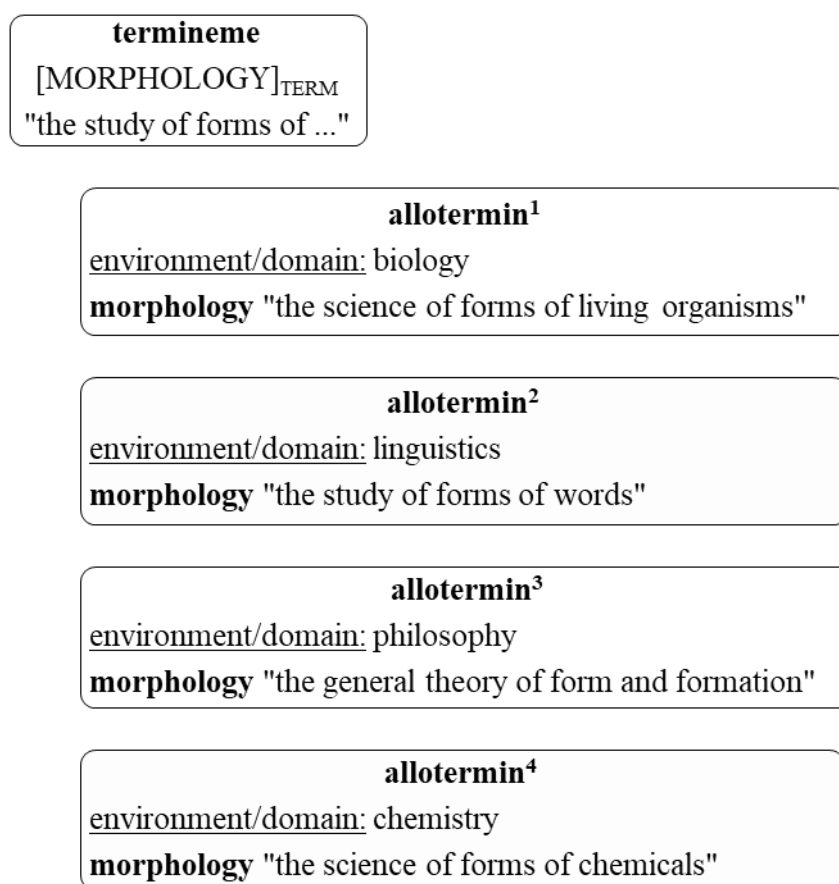


Figure 3. Representation of termineme “morphology and its allotermins

2.2. Free Termineme Versus Bound Termineme

The purpose of such classifications is to free terminology and terminography from the yoke of lexicology and lexicography. Thus, theoretical terminology and its applied version, terminography will be able to be independent study fields under the auspices of linguistics.

Free termineme behaves like a free morpheme in morphology. It is an independent constituent, and it can stand alone as a terminological unit. On the other hand, bound

termineme is the counterpart of a bound morpheme. It cannot stand alone, and it always needs a free morpheme to be attached to be actualized. Linguistic terms of *phoneme*, *morpheme*, and *termineme* have been respectively shown below in tree diagram branching into their free and bound terminemes. [PHONE]_{TERM} and [MORPH]_{TERM} are examples of free terminemes while [-EME]_{TERM>TERM} and [TERMINO-]_{TERM+TERM}⁷ are considered bound terminemes:

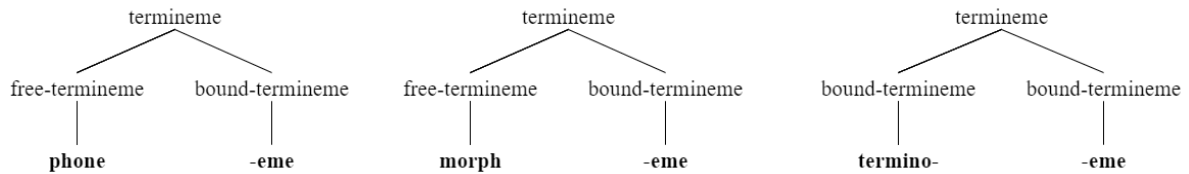


Figure 4. Tree diagrams for “phoneme,” “morpheme,” and “termineme”

2.3. Term Phrase

Following morphological classifications, it is also possible to present a syntactic representation for terminological units. A term phrase can be monoterminial (consisting of a single term) or polyterminal (consisting of more than one single term). In either case, the head of a term phrase is always a term. It can take over infinite number of complements, and complements precede the head for both English and Turkish. Potential syntactic rules have been demonstrated below:

$$\text{Term Phrase} \rightarrow (\text{Determiner}) + (\text{Adjective Phrase}) + \text{Term}$$

[IMPLANT]_{TERM} is an umbrella term used in various specialties of medicine from dental medicine to brain surgery. It is alloterminalised as /dental+implant/ in the first and /brain+implant/ in the second. It has a place even in plastic surgery with the alloterminal of /breast+implant/. Breast implant is a polyterminal unit in its related domain, and it occupies the position of the head in a term phrase as a complete constituent. It is possible to talk about two different types of breast implant: saline and silicone (Gardner, 2021). In this perspective, [SALINE]_{ADJ} and [SILICONE]_{ADJ} are two different complements of the head [BREAST+IMPLANT]_{TERM}. Two potential syntax trees for this head-complement relation have been demonstrated below:

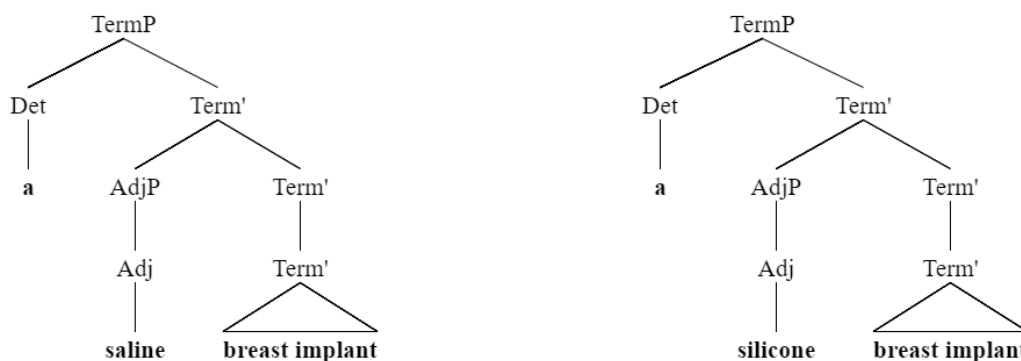


Figure 5. Tree diagrams for “a saline breast implant” and “a silicone breast implant”

3. Turkish Language

⁷ It cannot stand alone within the related terminological domain. It needs to be attached to another termineme to be made free (see *terminology*, *terminography*; as in the last part of the following lexical items: *re-ceive*, *per-ceive*, and *de-ceive*).

Referred to with some alternative names within the context of geographical and cultural spheres of influence in the historical process such as *Turkish language*, *Turkey Turkish*, and *Istanbul Turkish*, Turkish is the official language of the Republic of Turkey as clearly stated in the third article and guaranteed in the fourth article of the Constitution of the Republic of Turkey (art. 3 & 4). Having a powerful sphere of influence from Balkans to the Middle East, Turkish language is one of the Turkic languages spreading from inner Europe to Siberia and containing nearly 40 languages. There have been various classification studies on Turkic languages in terms of origin. The largest of these classifications is beyond doubt the theory of Ural-Altai Language Family whose founding father is accepted as Matthias Castrén (Demir, 2021, p. 131). Studies on the theory carried out before and after Castrén did not yield any tangible results. In the course of time, researchers have started to treat Uralic and Altaic languages separately, and the name of Ural-Altai Language Group has been used as a geographical classification rather than genetic association in the groves of academe (Korkmaz, 2009, p. LXVII). Considering the position of Turkish language in Altaic languages, there have been some theories which claim that Turkish constitutes a language family along with Mongolian and Tungusic languages. Some researchers⁸ include Korean and Japanese in this group. Apart from some morphological relationships such as existence of phonological assimilation, inexistence of grammatical gender and article, utilizing suffixes instead of prefixes, any other similarities cannot be detected in the most basic lexical equivalences for the names of numbers, days, organs, and kinship, which is thought to prove the association in terms of origin. When going back to the past conducting cross-linguistic and diachronic studies amongst cognate languages, these languages are expected to be more similar to each other; however, it is the opposite for Altaic languages (Öz Açık, 2017, p. 125). This conclusion shows that the similarities amongst Altaic languages stem from the interaction as a result of living in a shared geography rather than sharing a cognateness coming from a common protolanguage.

In short, as for an over-all linguistic classification for Turkish, it is a Turkic language which has predominantly agglutinative features amongst natural languages, whose closest cognate languages are Azerbaijani and Gagauz language with a mutual intelligibility rate of 75 or 80 percent (Lindsay, 2015), and has 88 million speakers in total as a first and second language (ethnologue.com).

4. Method

Teaching Turkish as a foreign language encompasses various study fields such as education, linguistics, and literature. Therefore, academic studies on TFL are fruitful habitats to study terminology referring multiple domains. As the terminologization type, loan translation has been decided on to detect in these works.

“Yabancı Dil Olarak Türkçe” keyword have been searched on *Ulusal Tez Merkezi (National Thesis Centre)*, and 25 master’s theses have been selected as the sample of this study. Master’s theses composing the corpus of the study belong to the years from 2017 to 2021.

The study has been limited to phrasal loan translation terms. Potential phrasal loan translation data have been provided with witnesses from related source texts such as CEFR for interlingual loan translations, and Turkish terminological glossaries for intralingual ones. In the event that there is no reliable source found to represent, “unknown” input has been used.

⁸ Ramstedt, Poppe, Németh, Gombocz, Aalto, Miller, Street, etc.



Data outputs have been classified under six main domains: education, linguistics, sociology, methodology, statistics, and others. Afterwards, if possible, subdomains have represented: foreign language teaching, general education, language acquisition, and logic for education; general linguistics, grammar, language acquisition, literature, morphology, pragmatics, semantics, phonology, sociolinguistics, and syntax for linguistics; cultural studies, general sociology, and media studies for sociology; and astronomy, politics, and psychology for others.

On the condition that the source and target terms do not overlap in the sense of constituent number in a term phrase, related terminological data have been excluded from the sample of the study even if they are problematic. For instance, source term *ruhiyat* (psychology) is monoterminial while scanned target terms *ruh bilimi* and *ruhbilim* are polyterminal.

5. Findings

In the framework of the study, 203 potential loan translation terms have been detected. From this part on, the related data will be presented under the titles of education, linguistics, sociology, methodology, statistics, and other.

Abbreviations: astr. (astronomy), BTS [Budunbilim Terimleri Sözlüğü (Glossary of Ethnological Terms)], CEFR (Common European Framework of Reference for languages), CS (cultural studies), CTS [Coğrafya Terimleri Sözlüğü (Glossary of Geographical Terms)], DTS [Dilbilgisi Terimleri Sözlüğü (Glossary of Grammatical Terms)], Eng. (English), ETS [Eğitim Terimleri Sözlüğü (Glossary of Educational Terms)], FLT (foreign language teaching), Fr. (French), GE (general education), Ger. (German), GL (general linguistics), gram. (grammar), GraTS [Gramer Terimleri Sözlüğü (Glossary of Grammatical Terms)], GS (general sociology), GünTS [Güncel Türkçe Sözlük (Modern Turkish Dictionary)], HTS [Halkbilim Terimleri Sözlüğü (Glossary of Folkloric Terms)], LA (language acquisition), lit. (literature), morph. (morphology), MS (media studies), pol. (politics), prag. (pragmatics), psy. (psychology), RTS [Ruhbilim Terimleri Sözlüğü (Glossary of Psychological Terms)], sem. (semantics), TBT [Toplumbilim Terimleri (Sociological Terms)], TD (term domain), TL (target language), Tr. (Turkish), TR (term reference), TT (target term), phon. (phonology), PSL (possible source language), PST (possible source term), SL (sociolinguistics), syn. (syntax), OT (Ottoman Turkish), YTS [Yöntembilim Terimleri Sözlüğü (Glossary of Methodological Terms)].

5.1. Education

For the domain of education, 86 potential loan translation terms have been detected and represented in the table below:

Table 1. *Potential loan translation terms for education*

PSL	PST	TR	TD	TL	TT
Eng.	action-oriented approach	unknown	FLT	Tr.	eylem odaklı yaklaşım
Eng.	active learning	unknown	GE	Tr.	aktif öğrenme
Eng.	affective domain	Bloom, B. (1956)	GE	Tr.	duyuşsal alan
Eng.	answer key	unknown	GE	Tr.	cevap anahtarı
Eng.	assessment evaluation	and unknown	GE	Tr.	ölçme ve değerlendirme (yöntemleri)

(methods)				
Eng.	audio-lingual method	unknown	FLT	Tr. işitsel-dilsel yöntem kulak-dil alışkanlığı yöntemi
Here, the second form (i.e., <i>kulak-dil alışkanlığı yöntemi</i>) can be considered loan rendition; however, it is difficult to put strict spectral limitations between loan translation and rendition. Still, the current situation violates the single formedness of a specific termineme.				
Eng.	audio material	unknown	GE	Tr. işitsel materyal
Eng.	audio-visual aids	unknown	GE	Tr. görme ve işitmeye dayalı araçlar görsel ve işitsel aygıtlar işitsel ve görsel kaynaklar
Variable and inconsistent proto-terminemes in Turkish is a sign that the related concept has not completed the terminologization process yet compared to its mother form English “audio-visual aids.”				
Eng.	audio-visual method	unknown	FLT	Tr. görsel-işitsel yöntem
Eng.	autonomous level	CEFR	FLT	Tr. özerk düzey
Eng.	background knowledge	unknown	GE	Tr. arka plan bilgisi
Eng.	cognitive approach	unknown	FLT	Tr. bilişsel yaklaşım
Eng.	cognitive domain	Bloom, B. (1956)	FLT	Tr. bilişsel alan
Eng.	Common European Framework of Reference for languages	CEFR	FLT	Tr. [Avrupa Dilleri (Öğretimi)] Ortak Çerçeve Metni/Programı Avrupa Konseyi Ortak Dil Kriterleri Metni (Avrupa) Ortak Başvuru Metni [(Diller İçin) Avrupa] Ortak (Öneriler) Çerçeve(si) (Metni)
CEFR initialism is firmly attached to the mother domain; however, variable loan translation forms in Turkish aggravate this process. Proposed initialisms like ADOÇM, AOBM, and AOÖÇM are neither economic nor ergonomic.				
Eng.	communicative approach	unknown	FLT	Tr. iletişimsel yaklaşım
Eng.	community language teaching	unknown	FLT	Tr. toplulukta dil öğretimi
Eng.	constructivist approach	unknown	GE	Tr. yapılandırıcı yaklaşım
Eng.	creative thinking	unknown	GE	Tr. yaratıcı düşünme

Eng.	critical thinking	unknown	logic	Tr.	eleştirel düşünme
Eng.	culture-based language teaching	unknown	FLT	Tr.	kültür tabanlı dil öğretimi
Eng.	cultural achievement	CEFR	FLT	Tr.	kültürel kazanım
Eng.	cyclical method	unknown	FLT	Tr.	sarmal yöntem
Eng.	digital story	unknown	GE	Tr.	dijital hikâye/öykü
There is duality in the forms of <i>hikâye</i> and <i>öykü</i> .					
Eng.	direct/natural method	unknown	FLT	Tr.	doğal/doğrudan/dolaysız/düz varım/düzvarım yöntem(i)
Duality in the source term encourages the same tendency for the target term variations. Separate and adjacent orthographic tendency for <i>düz varım</i> and <i>düzvarım</i> violates the principle of single formedness.					
Eng.	discovery level	CEFR	FLT	Tr.	keşif düzeyi
Eng.	eclectic method	unknown	FLT	Tr.	seçmeci yöntem
Eng.	educational domain	CEFR	FLT	Tr.	eğitim alanı
Fr.	éducation fondamentale (Eng. <i>fundamental education</i>)	GraTS	GE	Tr.	temel eğitim
Eng.	entry level	CEFR	FLT	Tr.	giriş düzeyi
Eng.	expository learning strategy	unknown	GE	Tr.	sunuş yoluyla öğrenme stratejisi
Eng.	extrinsic motivation	unknown	psy.	Tr.	dışsal güdülenme/motivasyon
There is duality in the forms of <i>güdülenme</i> and <i>motivasyon</i> .					
Eng.	(foreign) language learner	unknown	FLT	Tr.	(yabancı) dil öğrenen/öğrencisi
There is duality in the forms of <i>öğrenen</i> and <i>öğrenci</i> .					
Eng.	(foreign) language learning	unknown	FLT	Tr.	(yabancı) dil öğrenimi/öğrenme
There is duality in the forms of <i>öğrenim</i> and <i>öğrenme</i> .					
Eng.	(foreign) language teaching	unknown	FLT	Tr.	(yabancı) dil öğretimi/öğretme
There is duality in the forms of <i>öğretim</i> and <i>öğretme</i> .					
Eng.	foreshowing method	unknown	FLT	Tr.	sezdirme yöntemi

Eng.	four basic language skills	CEFR	FLT	Tr.	dört [(ana/temel) beceri(si/leri)/yeti(si/leri) (dil)]
There is duality in the form of <i>ana</i> and <i>temel</i> ; and <i>beceri</i> and <i>yeti</i> .					
Eng.	from concrete to abstract	CEFR	FLT	Tr.	somuttan soyuta
Eng.	from simple to complex	CEFR	FLT	Tr.	basitten karmaşığa
Eng.	grammar translation method	unknown	FLT	Tr.	dil bilgisi çeviri/dil bilgisi-çeviri yöntemi
There is duality in terms of dash (-) use.					
Eng.	grammatical accuracy	CEFR	FLT	Tr.	dil bilgisel doğruluk
Eng.	grammatical competence	CEFR	FLT	Tr.	dil bilgisel/dilbilgisel edinç/yeterlik/yeterlilik/yeti dil bilgisi/gramer yeterliği
There is quintile in the forms of <i>edinç</i> , <i>yeterlik</i> , <i>yetkinlik</i> , <i>yeterlilik</i> , and <i>yeti</i> along with duality in the forms of <i>dil bilgisi/dilbilgisi</i> and <i>gramer</i> . There is also orthographic inconsistency in terms of adjacent and separate written forms like <i>dilbilgisel</i> and <i>dil bilgisel</i> . Sometimes adjectival, sometimes nominal complements have been opted.					
OT	hususî mektep (Eng. <i>private school</i>)	ETS	GE	Tr.	özel okul
OT	ilk tedrisat (Eng. <i>primary education</i>)	ETS	GE	Tr.	ilköğretim
Eng.	in-service course	unknown	GE	Tr.	hizmet içi kurs
Eng.	intrinsic motivation	unknown	psy.	Tr.	içsel motivasyon
Eng.	inquiry-based learning strategy	unknown	GE	Tr.	araştırma yoluyla öğrenme stratejisi
Eng.	(language) learning needs	unknown	FLT	Tr.	(language) öğrenme ihtiyaçları
Eng.	language level	CEFR	FLT	Tr.	dil düzeyi/seviyesi
There is duality in the forms of <i>düzey</i> and <i>seviye</i> .					
Eng.	language needs (analysis)	unknown	FLT	Tr.	dil ihtiyaçları (analizi)

Eng.	learning-by-doing	Freire, P. (1982)	GE	Tr.	yaparak öğrenme
Eng.	lesson material	unknown	GE	Tr.	ders materyali
Eng.	level A1	CEFR	FLT	Tr.	A1 düzeyi/seviyesi
Eng.	level A2	CEFR	FLT	Tr.	A2 düzeyi/seviyesi
Eng.	level B1	CEFR	FLT	Tr.	B1 düzeyi/seviyesi
Eng.	level B2	CEFR	FLT	Tr.	B2 düzeyi/seviyesi
Eng.	level C1	CEFR	FLT	Tr.	C1 düzeyi/seviyesi
Eng.	level C2	CEFR	FLT	Tr.	C2 düzeyi/seviyesi
Eng.	level of analysis	Bloom, B. (1956)	GE	Tr.	analiz etme basamağı
Eng.	level of application	Bloom, B. (1956)	GE	Tr.	uygulama basamağı
Eng.	level of creation	Bloom, B. (1956)	GE	Tr.	yaratma basamağı
Eng.	level of evaluation	Bloom, B. (1956)	GE	Tr.	değerlendirme basamağı
Eng.	level of remembering	Bloom, B. (1956)	GE	Tr.	hatırla(t)ma basamağı
Eng.	level of understanding	Bloom, B. (1956)	GE	Tr.	anlama basamağı
Eng.	lexical competence	CEFR	FLT	Tr.	sözlüksel yeterlilik
Eng.	linguistic competence	CEFR	FLT	Tr.	dilbilimsel yetenek/yeterlilik dil(sel) edinç/yetisi
Eng.	listening skills	CEFR	FLT	Tr.	dinleme becerisi
Eng.	occupational domain	CEFR	FLT	Tr.	mesleki alan
Eng.	oral interaction	CEFR	FLT	Tr.	sözlü etkileşim
Eng.	personal domain	CEFR	FLT	Tr.	kişisel alan
Eng.	phonological competence	CEFR	FLT	Tr.	ses bilimsel yeterlilik
Eng.	proficiency exam	unknown	FLT	Tr.	yeterlik sınavı
Eng.	proficiency level	unknown	FLT	Tr.	yeterlik düzeyi/seviyesi
Eng.	public domain	CEFR	FLT	Tr.	kamusal alan
Eng.	reading skills	CEFR	FLT	Tr.	okuma becerisi

Eng.	second language learner	unknown	LA	Tr.	ikinci dil öğrencisi
Eng.	semantic competence	CEFR	FLT	Tr.	anlam bilimsel/anlambilimsel yetenek/yeterlilik
Eng.	silent reading	unknown	GE	Tr.	sessiz okuma
Eng.	simple-to-complex principle	unknown	FLT	Tr.	kolaydan zora
Eng.	source language	unknown	FLT	Tr.	çıkış/kaynak dil(i)
There is duality in the forms of <i>çıkış</i> and <i>kaynak</i> .					
Eng.	speaking skills	CEFR	FLT	Tr.	konuşma becerisi
Eng.	speed reading	unknown	GE	Tr.	hızlı okuma
Eng.	target language	unknown	FLT	Tr.	erek/hedef dil
There is duality in the forms of <i>erek</i> and <i>hedef</i> .					
Eng.	task-based learning	unknown	FLT	Tr.	göreve dayalı öğrenme
Eng.	teaching material	CEFR	FLT	Tr.	öğretim materyali
Eng.	threshold level	CEFR	FLT	Tr.	eşik düzeyi
Eng.	writing skills	CEFR	FLT	Tr.	yazma becerisi

5.2. Linguistics

For the domain of linguistics, 56 potential loan translation terms have been detected and represented in the table below:

Table 2. *Potential loan translation terms for linguistics*

PSL	PST	TR	TD	TL	TT
Eng.	act taxonymy	unknown	prag.	Tr.	söz taksonomisi
Fr.	adjective verbal (Eng. <i>verbal adjective</i>)	unknown	gram.	Tr.	sıfat-fiil
Fr.	adverbe verbal (Eng. <i>verbal adverb</i>)	unknown	gram.	Tr.	zarf-fiil
OT	aidiyet eki (Eng. <i>possession affix</i>)	GraTS	gram.	Tr.	iyelik eki
Eng.	anthropological linguistics	unknown	GL	Tr.	antropolojik dilbilim
Eng.	apology act	unknown	prag.	Tr.	özür edimi

OT	büyük ahenk kaidesi (Eng. <i>big harmony rule</i>)	DTS, GraTS	phon.	Tr.	büyük ünlü uyumu
OT	cemi lâhikası (Eng. <i>plural affix</i>)	GraTS	gram.	Tr.	çoğul/çokluk eki
There is duality in the forms of <i>çoğul</i> and <i>çokluk</i> .					
Eng.	code-switching	unknown	LA	Tr.	düzenek değiştirimi
Eng.	communicative act	unknown	prag.	Tr.	iletişim edimi
Eng.	communicative competence	Hymes, D. (1972)	SL	Tr.	iletişim(sel) edinç(/ci) / yerelik(/ği) / yeti(si)
Eng.	comparative analysis	unknown	GL	Tr.	karşıtsal çözümleme
Eng.	complaint act	unknown	prag.	Tr.	şikayet edimi
Eng.	complete equivalence	unknown	sem.	Tr.	tam denklik/eşdeğerlik
There is duality in the forms of <i>denklik</i> and <i>eşdeğerlik</i> .					
Eng.	conventional meaning	unknown	sem.	Tr.	uzlaşımsal anlam
Eng.	conversational maxims	Grice, H. P. (1989)	prag.	Tr.	konuşma kuralları
Eng.	cooperative principle	Grice, H. P. (1989)	prag.	Tr.	işbirliği ilkesi
Eng.	critical period	Penfield, W., Roberts, L. (1959), and Lenneberg, E. (1967)	LA	Tr.	kritik dönem
OT	cümlenin unsurları (Eng. <i>elements of the sentence</i>)	GraTS	syn.	Tr.	cümlenin ögeleri
Eng.	discourse-completion test	Levenston, E. & Blum-Bulka, S. (1978)	prag.	Tr.	söylem tamamlama testi
Fr.	discourse indirect	GraTS	GL	Tr.	dolaylı anlatım
Tr.	edebî metin (Eng. <i>literary text</i>)	GünTS	lit.	Tr.	yazınsal metin
OT	elsine-i iltisâkiyye (Eng. <i>agglutinative languages</i>)	GraTS	morph.	Tr.	eklemeli dil

OT	emir sıygası (Eng. <i>imperative mood</i>)	GraTS	gram.	Tr. emir kipi
Eng.	false equivalence	unknown	sem.	Tr. yalancı eşdeğerlik
Eng.	illocutionary act	unknown	prag.	Tr. edimsel eylem edimsöz edimi/fili
There is trinity in the forms of <i>edim</i> , <i>eylem</i> , and <i>fiil</i> .				
Eng.	illocutionary force	unknown	prag.	Tr. edimsöz gücü
OT	isim hal eki (Eng. <i>grammatical case affix</i> ; lit. <i>nominal case affix</i>)	DTS	gram.	Tr. ad durum eki
OT	izafet terkibi (Eng. <i>noun phrase</i>)	DTS, GraTS	gram.	Tr. ad/isim tamlaması
There is duality in the forms of <i>ad</i> and <i>isim</i> .				
Fr.	langue écrite (Eng. <i>written language</i>)	DTS, GraTS	GL	Tr. yazı(lı) dil(i)
There is duality in the sense of nominal complement <i>yazı</i> and adjectival complement <i>yazılı</i> .				
Fr.	langue maternelle (Eng. <i>mother tongue</i> ; lit. <i>maternal language</i>)	DTS, GraTS	GL	Tr. ana dil(i)/anadil(i)
There is a complete misconception amongst researchers. They are confused about two different terms – i.e., <i>ana dil</i> “protolanguage” and <i>ana dili</i> “mother tongue,” and they have used them interchangeably in the academic studies.				
Fr.	langue mère (Eng. <i>protolanguage</i> ; lit. <i>mother language</i>)	DTS, GraTS	GL	Tr. ana dil
Fr.	langue parlée (Eng. <i>spoken language</i>)	DTS, GraTS	GL	Tr. konuşma/sözlü dil(i)
Eng.	lexical equivalence	unknown	sem.	Tr. sözcüksel eş değerlik
OT	lisan-ı ecnebi	unknown	GL	Tr. yabancı dil

	(Eng. <i>foreign language</i>)				
OT	lisân-ı resmî (Eng. <i>formal language</i>)	GraTS	GL	Tr.	resmi/resmî dil
There is duality in the orthographic representation due to abolishment of (^) accent mark.					
Eng.	locutionary act	unknown	prag.	Tr.	düzsöz edimi
OT	mânâ-ı aslî (Eng. <i>denotation; lit. primary meaning</i>)	GraTS	sem.	Tr.	temel anlam
OT	mânâ-ı tâlî (Eng. <i>connocation; lit. secondary meaning</i>)	GraTS	sem.	Tr.	yan anlam
OT	menfi fiil (Eng. <i>negative verb</i>)	DTS	gram.	Tr.	olumsuz fiil
OT	mürekkep fiil (Eng. <i>compound verb</i>)	GraTS	gram.	Tr.	birleşik fiil
Fr.	nom deverbal (Eng. <i>deverbal noun</i>)	GraTS	gram.	Tr.	ad eylem/fiil eylem/fiil adı/ismi isim fiil/isim-fiil
Eng.	one-to-one equivalence	unknown	sem.	Tr.	birebir denklik
Eng.	partial equivalence	unknown	sem.	Tr.	kısmi denklik kısmi eşdeğerlik
Eng.	perlocutionary act	unknown	prag.	Tr.	etkisöz edimi
Eng.	request act	unknown	prag.	Tr.	rica edimi
Eng.	second language (acquisition)	unknown	LA	Tr.	ikinci dil (edinimi)
Eng.	semantic equivalence	unknown	sem.	Tr.	anlam(sal) denklik(/ği)
There is duality in the sense of nominal complement <i>anlam</i> and adjectival complement <i>anlamsal</i> .					
Tr.	sosyolengüistik (Eng. <i>sociolinguistics</i>)	GünTS	GL	Tr.	sosyo-dilbilimsel

Eng.	speech-act	Austin, J. L. (1962)	prag.	Tr.	söz edimi/sözeylem
Eng.	speech-act theory	Austin, J. L. (1962)	prag.	Tr.	söz edimleri kuramı
OT	tasrif lâhikası (Eng. <i>inflectional affix</i>)	DTS	gram.	Tr.	çekim eki
OT	teşkil lâhikası (Eng. <i>derivational affix</i>)	DTS	gram.	Tr.	yapım eki
Eng.	transformational-generative grammar	Chomsky, N. (1957)	LA	Tr.	üretici dönüşümsel dil bilgisi
Ger.	Wortschatz (Eng. <i>vocabulary</i> ; lit. <i>word treasure</i>)	GraTS	sem.	Tr.	kelime hazinesi
Eng.	zero equivalence	unknown	sem.	Tr.	sıfır denklik/eşdeğerlik

5.3. Sociology

For the domain of sociology, 20 potential loan translation terms have been detected and represented in the table below:

Table 3. *Potential loan translation terms for sociology*

PSL	PST	TR	TD	TL	TT
Eng.	ancestor cult	BTS	CS	Tr.	ata(lar) kültü
Tr.	batıl inanç (Eng. <i>superstitious belief</i>)	GünTS	CS	Tr.	boş inanç/inanış
There is duality in the forms of <i>inanç</i> and <i>inanış</i> .					
Eng.	cultural code	unknown	CS	Tr.	kültür(el) kod(u)
There is duality in the sense of nominal complement <i>kültür</i> and adjectival complement <i>kültürel</i> .					
Eng.	cultural elements	BTS	CS	Tr.	kültür(el) öğeler(i) / öğeler(i) / unsurlar(ı)
There is trinity in the forms of <i>öge</i> , <i>öge</i> , and <i>unsur</i> .					
Eng.	cultural environment	unknown	CS	Tr.	kültürel çevre/ortam
There is duality in the forms of <i>çevre</i> and <i>ortam</i> .					
Eng.	cultural heritage	unknown	CS	Tr.	kültür(el) miras(ı)/kalıt(ı)

There is duality in the forms of <i>miras</i> and <i>kalıt</i> .					
Eng.	cultural transmission	unknown	CS	Tr.	kültür(el) aktarım(ı)
Eng.	cultural values	unknown	CS	Tr.	kültürel değerler
Eng.	global village	McLuhan, H. M. (1962)	MS	Tr.	küresel köy
OT	ıçtimaî inkişaf (Eng. <i>social development</i>)	ETS, RTS	GS	Tr.	toplumsal gelişim/gelişme
There is duality in the forms of <i>gelişim</i> and <i>gelişme</i> .					
OT	ıçtimaî miras (Eng. <i>social heritage</i>)	TBT	GS	Tr.	toplumsal kalıt
OT	ıçtimaî muhit (Eng. <i>social environment</i>)	ETS	GS	Tr.	sosyal çevre
OT	iptidaî cemiyet (Eng. <i>primitive community</i>)	HTS, TBT	GS	Tr.	ilkel toplum
OT	kültür dejenerasyonu (Eng. <i>cultural degeneration</i>)	BTS	CS	Tr.	kültür bozulması
“kültür yozlaşması” can be a better termineme since it has already an entry in a terminological dictionary instead of “kültür bozulması.”					
Eng.	latent function	Merton, R. M. (1968)	GS	Tr.	gizli işlev
Eng.	manifest function	Merton, R. M. (1968)	GS	Tr.	açık işlev
Tr.	millî hüviyet (Eng. <i>national identity</i>)	GünTS	GS	Tr.	milli/millî kimlik
OT	millî kültür (Eng. <i>national culture</i>)	HBT	GS	Tr.	ulusal kültür
Eng.	social structure	unknown	GS	Tr.	sosyal/toplumsal yapı
There is duality in the forms of <i>sosyal</i> and <i>toplumsal</i> .					

Eng.	target culture	unknown	GS	Tr.	hedef kültür
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5.4. Methodology

For the domain of methodology, 17 potential loan translation terms have been detected and represented in the table below:

Table 4. *Potential loan translation terms for methodology*

PSL	PST	TR	TD	TL	TT
Eng.	conceptual framework	unknown	–	Tr.	kuramsal çerçeve
Eng.	content analysis (technique)	unknown	–	Tr.	içerik analizi (teknîği)
Eng.	data analysis	unknown	–	Tr.	veri(lerin) analizi/çözümlemesi
There are dualities in the forms of <i>analiz</i> and <i>çözümleme</i> along with tendencies of <i>definite</i> and <i>indefinite</i> noun phrase preferences – i.e., <i>veri analizi</i> versus <i>verilerin analizi</i> .					
Eng.	data collection (process)	unknown	–	Tr.	veri toplama (süreci) verilerin toplanması
Eng.	data collection tool	unknown	–	Tr.	veri toplama aracı
Eng.	document analysis	unknown	–	Tr.	doküman analizi/inceleme
There is duality in the forms of <i>analiz</i> and <i>inceleme</i> .					
Eng.	literature review	unknown	–	Tr.	alanyazın taraması
Eng.	problem sentence	unknown	–	Tr.	problem cümlesi
Eng.	problem status	unknown	–	Tr.	problem durumu
Eng.	relational screening model	unknown	–	Tr.	ilişkisel tarama modeli
Eng.	research hypothesis	unknown	–	Tr.	araştırmanın denencesi
Eng.	research method	unknown	–	Tr.	araştırmanın yöntemi
Eng.	research model	unknown	–	Tr.	araştırma(nın) modeli
Eng.	research objective	unknown	–	Tr.	araştırmanın amacı
Eng.	self-assessment (form)	unknown	–	Tr.	öz değerlendirme (formu)
Eng.	situation analysis	unknown	–	Tr.	durum analizi
Eng.	theoretical framework	unknown	–	Tr.	kuramsal çerçeve

5.5. Statistics

For the domain of statistics, 12 potential loan translation terms have been detected and represented in the table below:

Table 5. Potential loan translation terms for statistics

PSL	PST	TR	TD	TL	TT
Eng.	content validity	unknown	–	Tr.	kapsam geçerliği
Eng.	dependent variable	unknown	–	Tr.	bağımlı değişken
Eng.	experimental group	unknown	–	Tr.	deney grubu
Eng.	independent variable	unknown	–	Tr.	bağımsız değişken
Eng.	normal distribution test	unknown	–	Tr.	normal dağılım testi
Eng.	post-test	unknown	–	Tr.	son test/sontest
Eng.	pre-test	unknown	–	Tr.	öntest
Eng.	random assignment	unknown	–	Tr.	seçkisiz atama
Eng.	significance level	unknown	–	Tr.	anlamlılık düzeyi
Eng.	significant difference	unknown	–	Tr.	anlamli farklılık
Eng.	sphericity test	unknown	–	Tr.	küresellik testi
Eng.	standard deviation	unknown	–	Tr.	standart sapma

5.6. Others

For the other domains, 12 potential loan translation terms have been detected and represented in the table below:

Table 6. Potential loan translation terms for others

PSL	PST	TR	TD	TL	TT
Eng.	affective behaviour	unknown	psy.	Tr.	duyuşsal davranış
Tr.	beşerî ilimler (Eng. <i>human sciences</i>)	unknown	–	Tr.	beşeri bilimler
Eng.	body language	unknown	–	Tr.	beden dili
Eng.	central administration	unknown	pol.	Tr.	merkezi idare
Tr.	dâhilî harp (Eng. <i>civil war</i> ; lit. <i>internal war</i>)	GünTS	pol.	Tr.	iç savaş
OT	ilm-i nücûm (Eng.	islamansiklopedisi.org.tr	astr.	Tr.	yıldız bilgisi

	<i>astronomy;</i> lit. <i>the science</i> <i>of stars</i>)				
Tr.	kanunuesasi (Eng. <i>constitution;</i> lit. <i>fundamental</i> <i>law</i>)	GünTS	pol.	Tr.	anayasa
OT	kendine itimat (Eng. <i>confidence;</i> lit. <i>trust in</i> <i>oneself</i>)	YTS	psy.	Tr.	öz güven/özgüven
OT	nüfus mübadelesi (Eng. <i>population</i> <i>exchange</i>)	CTS	pol.	Tr.	nüfus deęişimi
Tr.	peşin hüküm (Eng. <i>prejudice;</i> lit. <i>prior</i> <i>judgement</i>)	GünTS	–	Tr.	önyargı
Eng.	six thinking hats	de Bono, E. (1985)	psy.	Tr.	altı şapkalı düşünme
Eng.	statesperson	unknown	pol.	Tr.	devlet insanı

A typical example for gender-neutral linguistic tendency due to feministic concerns, additionally *iş insanı* “businessperson.”

6. Conclusion

Language is like an empire. It emerges, progresses, sees the golden age, regresses, and falls in the end. During the progressive period, it creates novel lexical units and invades loan words. To the extent that it commandeers these loan words, it sees the golden age. Otherwise, the regressive period has already begun for that language, and fall is inevitable under the

overwhelming power of other significant languages. To catch the golden age, languages benefit some word formation methods to enlarge their vocabulary. *Loan translation* is one of them. This method is very productive for not only lexicalization, but also terminologization. Due to this fact, loan translation as a terminologization method has been decided on for the sake of this study. Amongst different loan translation types, *phrasal loan translation* has been selected over.

As the sample of the study, Turkish master's theses on *Teaching Turkish as a Foreign Language* has decided on. 25 theses have selected from *Ulusal Tez Merkezi (National Thesis Centre)* searching the keyword of "Yabancı Dil Olarak Türkçe." The theses have been scanned for the potential phrasal loan translation terms. Collected data consists of 203 outputs. Related terms have been classified under six domains: education, linguistics, sociology, methodology, statistics, and others. Potential source languages and terms have represented for each term. If possible, they have been provided with evidential source texts. Problematic and multiple formed terminemes have been handled separately, and the problem reasons have been explained just under the related termineme in the table.

6.1. Problems And Suggestions

1) It is not acceptable to utilize two or more different forms for a single termineme such as *dijital hikâye* and *dijital öykü*. These phenomena result from the following realities:

a. Turkish and foreign origin lexemes simultaneously exist in the language such as *öykü* versus *hikâye*, *düzey* versus *seviye*, and *erek* versus *hedef*. The form which is less used in general language should be prioritized and terminologized. For instance, *seviye* can be replaced by *düzey* solely for terminological environments.

b. Sometimes, it is also likely to see two different Turkish lexemes with close meanings being utilized for a single concept such as *eşdeğerlik* and *denklik*. Further research on frequency should be conducted to decide on the potential terminological version.

c. For some terminemes, one can encounter both nominal and adjectival complement variations such as *iletişim yetisi* versus *iletişimsel yeti*, and *yazı dili* versus *yazılı dil*. Adjectival forms should be preferred for terminologization.

d. Orthographic alterations in written language may cause problems for single formedness. Independent from the changes in the written environment, the initial forms that have appeared in the terminographic dictionaries should be terminologized.

i. One of them is the abolishment of (^) accent mark for some lexemes in the dictionary. For instance, one can see two forms like *resmi dil* and *resmî dil*.

ii. Another one could be the alteration in the orthographic representation of a lexeme in the dictionary such as *öge* and *öğē*. Consequently, *kültürel ögeler* versus *kültürel öğeler* from the obtained data again violates the principles of single formedness.

e. Turkish has two different noun phrase types: *belirtili (definite) ad tamlaması* and *belirtisiz (indefinite) ad tamlaması*. For both lexicalization and terminologization, the latter should be utilized. Hence, *veri analizi* and *veri toplama* should be terminologized instead of *verilerin analizi* and *verilerin toplanması* respectively.

f. English benefits from prefixation to neologize new terminemes such as *post-* and *pre-* prefixes. However, it is not possible for Turkish. Accordingly, Turkish utilizes independent lexemes to calque those terminemes such as *son* and *ön*. This creates a

problem like separated and compound orthographic tendencies in the written language such as *son test* and *sontest*. Considering grammaticalization process of source units⁹, compound varieties can be prioritized for Turkish, too, to accelerate inevitable grammaticalization process for *son* and *ön* lexemes.

g. Independent from prefixation process, it is also possible to see dualities for separate and adjacent orthographic tendencies like *dil bilgisel* and *dilbilgisel*. Turkish terminological glossaries priorities adjacent forms for such terminemes. Therefore, compound terminemes should be preferred for the sake of terminologization.

2) There are some misconceptions about the terminemes like *ana dil* and *ana dili*. The differentiative lines between them should be drawn strictly. Otherwise, it violates the fundamentals of terminologization causing incomprehensibility, ambiguity, and eventually disagreement amongst researchers.

3) Under the influence of Western sources, dash (-) is used to combine two different lexemes for the purpose of creating a novel termineme such as *görsel-işitsel* and *işitsel-dilsel*. However, such creations violate word formation rules of Turkish language. Therefore, dash should be avoided and related terminemes should be written separately.

⁹ Latin [POST]_{FREE MORPHEME} “behind, after” > [POST-]_{BOUND MORPHEME} “after,” and [PRAE]_{FM} “before in time or place” > [PRE-]_{BM} “before” (etymonline.com).

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