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GAZİ UNIVERSITY  
GRADUATE SCHOOL OF SOCIAL SCIENCES**

**M.A.  
THESIS**

**CULTURAL TRANSFER IN THE TRANSLATIONS OF  
MEDIA ORGANIZATION WEBSITES:  
A DESCRIPTIVE ANALYSIS OF ARTICLES AND  
THEIR TURKISH TRANSLATIONS ON THE BBC WEBSITE**

**ÖZGE AKSOY**

**DEPARTMENT OF TRANSLATION AND INTERPRETING  
TRANSLATION AND CULTURAL STUDIES (ENGLISH)**

**OCTOBER 2016**



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ÖZGE AKSOY tarafından hazırlanan “Cultural Transfer in the Translations of Media Organization Websites: A Descriptive Analysis of Articles and Their Turkish Translations on the BBC Website” adlı tez çalışması aşağıdaki jüri tarafından OY BİRLİĞİ / ~~OY ÇOKLUĞU~~ ile Gazi Üniversitesi Mütercim Tercümanlık Anabilim Dalı, Çeviri ve Kültürel Çalışmalar (İngilizce) Bilim Dalında YÜKSEK LİSANS TEZİ olarak kabul edilmiştir.

**Danışman:** Yrd. Doç. Dr. Zekiye Müge TAVİL

Yabancı Diller Eğitimi Anabilim Dalı, Gazi Üniversitesi

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**Başkan :** Prof. Dr. İsmail Hakkı MİRİCİ

Yabancı Diller Eğitimi Anabilim Dalı, Hacettepe Üniversitesi

Bu tezin, kapsam ve kalite olarak Yüksek Lisans Tezi olduğunu onaylıyorum/onaylamıyorum .....



**Üye :** Yrd. Doç. Dr. Korkut Uluç İŞİSAĞ

Mütercim Tercümanlık Anabilim Dalı, Gazi Üniversitesi

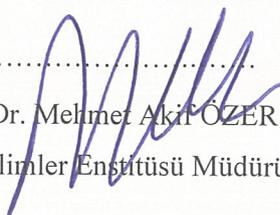
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Gazi Üniversitesi Sosyal Bilimler Enstitüsü Tez Yazım Kurallarına uygun olarak hazırladığım bu tez çalışmada;

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- Tez çalışmada yararlandığım eserlerin tümüne uygun atıfta bulunarak kaynak gösterdiğimi,
- Kullanılan verilerde herhangi bir değişiklik yapmadığımı,
- Bu tezde sunduğum çalışmanın özgün olduğunu,

bildirir, aksi bir durumda aleyhime doğabilecek tüm hak kayıplarını kabullendiğimi beyan ederim.



Özge AKSOY

13.10.2016

MEDYA KURULUŐLARI WEBSAYFASI EVİRİLERİNDE KÜLTÜREL AKTARIM: BBC  
WEBSAYFASI MAKALELERİ VE TÜRKE EVİRİLERİNİN BETİMLEYİCİ ANALİZİ  
(YÜKSEK LİSANS TEZİ)

Özge AKSOY

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ÖZET

Günümüzde, teknolojinin hızla gelişimi kültürlerarası iletişimi artırmakta ve küresel medya kuruluşları bu artışa büyük katkı sağlamaktadır. Okur oranı oldukça yüksek olan websayfaları sayesinde, medya kuruluşları farklı dil ve kültürden bireylere de ulaşabilmektedir. Bu nedenle, websayfası metinlerinin bir dilden başka bir dile yapılan çevirileri oldukça önemlidir. Her bir kültürün kendine özgü değerleri, alışkanlıkları ve normları vardır. Bu kültüre özgü öğeleri, kaynak metinden hedef metine aktarabilmek için çevirmen bazı çeviri stratejileri uygular. Çevirmenin tamamen hedef kitlenin anlayabileceği şekilde metinler oluşturması beklenir. Betimleyici çeviri arařtırmaları, çevirmen tarafından kullanılan bu stratejilerin belirlenmesi ve böylelikle kültürel öğelerin aktarımında çevirmenin hedef-kaynak metin eğiliminin incelenmesini mümkün kılmaktadır. Bu çalışmada, tanınan bir uluslararası medya kuruluşu olan İngiliz Yayın Kuruluşu (BBC)'nin Türke Servisi tarafından servisin web sayfasında 'Dergi' linki altında çevrilerek yayınlanan BBC makaleleri, Gideon Toury' nin çeviri normları ve Javier Fanco Aixela' nın Kültüre Özgü Öğeler'in çevirisinde kullanılmak üzere geliřtirdiđi strateji sınıflandırması temelinde betimlenerek analiz edilmiştir. Çalışma nitel yöntem yaklaşımıyla tasarlanmıştır. Analizi yapılacak olan örnek metinler tabakalama yöntemi ile BBC Türke Servisinin web sayfasındaki makaleler içerisinden belirlenmiştir. Üçleme yöntemi geređi, metinlerden elde edilen bulgular çevirmen ile yapılan bir röportaj ile desteklenmiştir. Arařtırmanın bulguları, Dergi linkinde yayınlanan çeviri makalelerin Toury normları açısından 'kabul edilebilir' olduđunu yani çevirmenin hedef kültüre odaklı çeviriler yaptığını, kültüre özgü öğelerin çevirisinde ise en çok Aixela' nın yabancılařtırma stratejilerinin kullanıldığını göstermektedir. Ancak çevirmen tarafından 'eđitilmiş genç nüfus' olarak belirtilen hedef kitle düşünöldüğünde, kültüre özgü öğelerin çevirisi için kullanılan stratejilerin daha çok 'kaynak metni temsil etme' özelliđi göstermesi metinlerin hedef okuyucu tarafından anlaşılabilirliğini güçleřtirmemektedir.

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Anahtar Kelimeler : Çeviribilim, Toury Normları, Kültürel Aktarım, Kültüre Özgü Öğeler, Aixela, BBC Türke Servisi  
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Özge AKSOY

GAZİ UNIVERSITY  
GRADUATE SCHOOL OF SOCIAL SCIENCES  
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ABSTRACT

Today, the rapid growth of technology enhances intercultural communication where global media organizations make a significant contribution to these relations. Through their easily accessible and widely read websites, they can conveniently reach individuals from different languages and cultures. In this case, the text translations of these websites from one language into another are very important. Each culture has its own specific values, habits and norms. Translators employ some translation strategies in order to transfer these culture specific items (hereinafter; CSIs) from a source text (hereinafter; ST) to a target text (hereinafter; TT). They are supposed to establish translations that are completely comprehensible for the target readers. Descriptive translation studies make it possible to identify these strategies that are employed by the translator and thus to analyse the target oriented or source oriented tendencies of translators for the transferred CSIs. In this study, the articles of the British Broadcast Company (hereinafter; the BBC) that are translated by the translators of BBC Turkish Service and published in the website link 'Dergi' are analysed based on the translational norms of Gideon Toury and strategical classification of Javier Franco Aixela for the translations of CSIs. The study is designed with a qualitative method. The texts that are analysed have been selected from within the articles of BBC Turkish Service Website through stratified sampling. The findings are supported with an interview that has been made with the translator of BBC Turkish Service. The findings show that the translations published in the link 'Dergi' of BBC Turkish Service are 'acceptable' according to Toury's translational norms, that is, the translator has the tendency towards target culture. She mostly employs constitution strategies of Aixela to transfer CSIs, showing the use of foreignization strategies. This indicates the general tendency of the translations to 'be a representation of a source text'. However, the translator specifies the target readers of the link as 'educated young population' and this does not complicate the comprehensibility of the CSIs by the target readers.

Science Code : 305.4.054  
Key Words : Translation Studies, Translational Norms of Toury, Cultural Transfer,  
Culture Specific Items, Aixela, BBC Turkish Service  
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After so many writings in academic language, now, I really feel happy to use the pronoun 'I' freely...This page of the study will be the first and last chance to write about my personal feelings... I put the title 'Acknowledgement' to this page very early before I write the rest of my study. Whenever I see this title during the writing process of my thesis, it reminded me the idiom 'many hands make light work'...So now, it is time to thank everyone whose helpful hand touched to my study. First of all, I owe very special thanks to my dear supervisor Asist. Prof. Dr. Zekiye Mge TAVİL for her valuable guidance and kind encouragement throughout the course of this thesis. I am also grateful to Assc. Prof. Dr. Mustafa KURT for his encouragement and Assc. Prof. Dr. Onur Dursun and Asist. Prof. Dr. Atiye NAZLI for their remarkable contribution to select the articles of this study. I also would like to express my sincere gratitude to Assc. Prof. Dr. Eylem Yanardađođlu to help me contact with the BBC Turkish Service. I extend my gratitude to the members of the BBC Turkish Service for their significant contributions and especially to the translator for the interview. I'm also thankful to my dear friend Ezgi BURUMOđLU for her support and encouragement. A very special thank you goes to my parents, sisters and cousins who always supported and motivated me positively. I specially would like to thank my mother Meral ERTEK for her patience of my endless requests during my study. Finally, a very special thank also goes to my precious son Eray AKSOY and my beloved husband Murat AKSOY.

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## ABBREVIATIONS

The followings are the abbreviations used in this study and their descriptions.

<b>Abbrev.</b>	<b>Descriptions</b>
<b>BBC</b>	British Broadcasting Company
<b>CSIs</b>	Culture Specific Items
<b>SL</b>	Source Language
<b>ST</b>	Source Text
<b>TL</b>	Target Language
<b>TT</b>	Target Text

## INTRODUCTION

### *Background of the Study*

It is impossible to ignore the relationship between culture and translation. It plays an important role in intercultural communication. The extent of this inevitable connection has been a matter of debate between the theorists of translation studies for many years. During any translation process, it is crucial to decide the translation strategies and to give the same effect of original cultural norms to the target culture. All literary works, newspapers or magazines, in other words, most of the written works include cultural norms of their original cultures. When it comes to translating them in another language and culture, namely target culture, translation problems arise and the translator, as the translation authority, has to take the responsibility and make some decisions. The translator decides which translation strategies to use while transferring these elements into the target-culture. If a translator does not have any certain or compulsory translation policy, they employ some translation strategies in order to avoid meaning shifts, loss of information or loss of cultural norms in any translation process. At this point, the translator exhibits a tendency towards either source-oriented or target-oriented translation methods.

The intercultural communication tools are the bridge between different cultures and it is obvious that they carry cultural elements from one culture to another. Communication requires language and it is only possible to use these tools with the help of language. Among these communication tools like radio, television or newspapers, the internet has been the most rapidly growing one and has changed the traditional communication since its emergence in 1960s. It allows the fastest opportunities for information sharing, while covering the other tools within itself. Till now, information has been printed in newspapers, broadcasted on TV channels and radios and even more so, has been presented on websites. When people started to use the internet at work or home at first, they did not need it in other languages. After its expansion on a global scale, websites have become very common around the world and more and more people began to communicate and get information via the internet. Due to this, there arose a need for the

translations of websites – or at least some parts of them – into other languages. Global media organizations are among the establishments that use websites in order to reach individuals in different countries and cultures.

The British Broadcasting Corporation (BBC) designed its own website in the 1990s. It provides a BBC World Service published in 32 languages including BBC Turkish Service. The websites of these services are all in their own languages and they are extensions of the BBC main web page. They give the news and information about that country. However, some of the articles about culture, earth, future or travel originally written in English are translated into that language and BBC Turkish Service also has a link called 'Dergi' presenting these types of translated articles.

The BBC is among the most reputed national broadcasting organization in the world and its website has a large amount of visitors every day. The website of BBC Turkish Service is also very popular in Turkey and presents recent and various news, articles, images, sound and video records. This popularity and fame, in addition to its reliable and consistent publication policy, make the articles of this organization's website worth analysing. Also, most of its articles have many cultural elements as a result of their topics and content. Just like the translation of a best-seller novel or a subtitled/dubbed famous film that includes many cultural transfers, the BBC website, with its sizable audience, comprises many cultural elements in its articles. The descriptive analysis of the BBC website articles and their translations will also help to represent all similar articles of other media organization websites.

### *Statement of the Problem*

Today, global media organizations, as the important constituents of intercultural communication, use websites in order to reach individuals in different languages and cultures. They are easily accessible and have millions of readers. So, the effect of website texts on cultural transfer is inevitable when the original/SL texts are translated into the TL texts published in other languages. The CSIs or cultural elements – even if it is just a word or phrase of an original language as a

cultural item itself – are expected to be transferred into the TL and cultures without any loss or shift in information. The shifts in expression from the original and the loss of information and meaning in the translations may interfere with the transfer of cultural elements. If the translator shows more tendency to be loyal to the ST, target readers of that website may find the translations too obscure and complicated to read. Therefore, in order to both preserve the original meaning and increase the comprehensibility of the cultural items during the translation process, translators of the texts employ certain translation strategies. The translation strategies that are used to transfer cultural items, can be described with the analysis of the website texts in the light of descriptive translation theories and thus the tendency of the translations towards source orientedness or target orientedness can be revealed. Therefore, this study tries to identify and analyse the translation strategies used in the translations of the BBC website articles.

#### *Significance of the Study*

There is a substantial amount of research on the translations of cultural elements analysing various types of texts such as literary, technical or informative texts. All these studies are based on different theoretical approaches. However, this study is significant for its description of translation strategies used in the texts of media organization websites to achieve a successful transfer of cultural elements. Also, this study analyses the informative texts of the BBC Turkish Service website, instead of news texts. The results of this study will redound to the benefit of translation studies considering that the translations of media organization websites play an important role in the intercultural communication. As a result, it is important to highlight that these translations should transfer cultural elements with certain translation strategies in order both to preserve the original meaning and also to increase the comprehensibility of the cultural items during the translation process.

#### *Aim of the Study*

The aim of this study is to analyse and describe the translation strategies used in the BBC Turkish Service employed by the translator during the translation

process of selected articles in the link 'Dergi', based on translation norms of Toury and categorization of Aixela for the translations of CSIs. Therefore, the study intends to find out to what extent the translator of a media organization website adheres to the target-oriented approach of translation. In this manner, it attempts to understand and to identify the differences in style, meaning and terminology in order to both preserve the original meaning of the ST and to shape the stylistic features of the TT during the translation process of CSIs.

### *Scope of the Study*

This study is conducted with the selected articles of the BBC as the STs and their translations in the link 'Dergi' as the TTs. The articles of the BBC have been chosen intentionally as the BBC is the largest and most well known media organization with a large amount of readers, with the BBC Turkish Service Website being the only publication tool for the Turkish readers. The translation strategies used in the transfer of cultural elements are analysed in the light of Gideon Toury's translational norms and CSIs classification of Javier Franco Aixela.

### *Research Questions*

In order to achieve the aim of this study, the answers to the following questions are kept in mind during the analysis of the articles and the analysis of the translator interview in this thesis:

1. To what extent is the translator able to create adequate and/or acceptable translations according to Toury's translational norms?
2. Which translation strategies are mostly employed during the translation process of CSIs?
3. To what extent does the translator constitute or substitute the CSIs in terms of Aixela's classification?

### *Limitations*

This study compares and analyses the articles of the link 'Dergi' derived and translated only from the Culture, Future, Earth and Travel services of the BBC

website. These links/services have been intentionally selected for the study because they appear to publish the articles that include many items that are culture-specific and thus this selection of links also provide a prior limitation for the extensive amount of all articles published in all links. Also, as these links include only the informative text types, the news texts have been excluded from the study. Besides, the articles analysed in this study are limited to the ones that were published on the BBC Turkish Service website between October 1<sup>st</sup>, 2014 (the beginning date of the link Dergi) and July 31<sup>st</sup>, 2015. The articles that are taken and translated by the translator from the links Culture, Future, Earth and Travel are not equal in number. So, by using the stratified sampling method, 100 of the articles have been selected randomly among the total amount of articles published during that period. Then, in order to equally represent these services, four articles for each link have been selected as the sample for the analysis. Translations that are convenient to analyse in meaning and style and also have salient and extensive amount of CSIs have been selected as the representative articles of each service in the link Dergi.



## **CHAPTER I**

### **REVIEW OF LITERATURE**

#### **1.1. Presentation**

This chapter presents an overview of literature and begins with a section conveying information on the history of translation studies to provide a brief overview regarding the methods and approaches of the discipline from ancient times to the twentieth century onwards. Then the concept of norms in translation studies are discussed as the translational norms of Toury and his target-oriented approach to translation as one of the theoretical basis of this study. Additionally, it mentions the cultural transfer as the focus point of this study, beginning from the concept of culture to the categorization of Aixela for the translation of CSIs. The chapter continues by explaining the relationship between media and translation. Lastly, the chapter gives information about the British Broadcasting Corporation.

#### **1.2. From Translation to Translation Studies**

The title of this section represents the years beginning from the ancient times to the twentieth century. In other words, it gives information about some theories of translation beginning from the first discussion on the practice of translation, which distinguishes between word-for-word, and/or sense-for-sense and extends over to the discussion on target-oriented approaches that dominate the discipline after the definition of translation studies by Holmes. This period is intentionally taken into account because during this period a variety of similar or contradictory theories and approaches to translation were generated and contributed to form a basis of translation studies. It is a long period of time and it is impossible to write all about this period on pages in a lump. Although there have been many historical studies on translation in a wider geographic framework, the studies on translation history generally concentrate on western European writing on translation (Munday, 2008, p.19). In accordance with this tradition, this restricted section focuses on some of the prominent and influential theories and approaches to translation selected in chronological order among many others and

tries to give a brief explanation about the perception of translation during those years. Moreover, a brief look at those past years will also provide an understanding of any generated theories, approaches or methods that are similar or contrary to today's 'target-oriented approaches', which is the focus point and used theory of this study. The views or methods of translation suggested by the translators or writers could not go beyond towards being their individual own premises or views until the nineteenth century. On the other hand, the theories that carry the translation studies to be an academic discipline firstly appeared in the second half of the twentieth century.

Therefore, in this section of the thesis, the theories to translation are divided into two main parts as 'the dawn of translation studies' representing the period before the twentieth century and 'the rise of translation studies' representing the period of twentieth century onwards in which theories to translation studies reached the peak of its time as an academic discipline. The explanations on the 'dawn' period of translation studies should begin with the statement, practice and function of translation.

### **1.2.1. Dawn of translation studies (before the twentieth century)**

In the simplest form, even in the dictionaries, the term 'translation' is stated as 'the process of translating words or text from one language into another' ('Oxford Dictionaries', 2016). Translation is the recreation of the ST or speech in a TL. For many years, it served as a medium of communication between civilizations and the need for the translation began with the invention of writing and existence of different languages. Together with the generation of new alphabets and new cultures, the requirement of communication between languages and cultures was and has been inevitable. Translation made a significant contribution to the development of civilizations and nations that were interactive and communicated internationally. As the roots of translation activities date back to ancient times and even to the human history, they played a crucial role in the religious and scientific subjects.

Cicero (first century BCE) and St. Jerome (fourth century CE) discussed the practice of translation at an early time. Although it seems that their first writings and criticism on the subject of translating go back to a long history, those writings were the origins of today's discussion on the distinction between 'word-for-word (literal)' and 'sense-for-sense (free)'. They brought the idea of taking the mutual sense of two different languages into account. Since the same debate has continued long after their time, many scholars of translation studies accept this as the beginning of translation theory.

In the middle ages, the focus was mainly on the translations of religious texts. The Bible was translated into many languages and this focus accelerated the translations in number thanks to the invention of printing. Thus, together with the increase in the number and volume of translations, many attempts were made to formulate a theory of translation. The French writer Etienne Dolet (1509-46) was one of the first writers who tried to formulate a theory of translation. In 1540, in her study entitled *La Manière de Bien Traduire d'une Langue en Autre* (How to Translate Well from one Language into Another), she established five principles for translators:

1. The translator must fully understand the sense and meaning of the original author, although he is at liberty to clarify obscurities.
2. The translator should have a perfect knowledge of both SL and TL.
3. The translator should avoid word-for-word renderings.
4. The translator should use forms of speech in common use.
5. The translator should choose and order words appropriately to produce the correct tone. (Bassnett, 2002, p.61).

Dolet takes the SL text as a primary requisite and these principles underline the importance of understanding it. During the middle ages, especially with the emergence of Renaissance, translation practices and discussions on how to translate increased substantially. Also, Munday (2008) states that some other writers such as the English theologian-translator William Tyndale (1434-1536), George Chapman (1559-1634) the famous translator of Homer, and the great

German scholar Martin Luther (1483-1546) discussed and suggested similar points of view (p. 23).

As an eminent poet, literary critic, playwright and translator of his time, John Dryden (1631-1700) was another prominent figure in translation theory. In the preface to his translation of *Ovid's Epistles* in 1680, Dryden suggested three basic types of translations and made a distinction between 'metaphrase' and 'imitation'. Metaphrase refers to the word-for word, line-by-line or from one language to another translation whereas imitation represents the abandonment of the original text if needed. 'Paraphrase' is between these two types referring to latitude and faithfulness of the translator and it is roughly comparable to the sense-for-sense translation approach of Cicero. Dryden, commenting especially on poetic translation, preferred the paraphrase type as he thought a translator must use both source and TL skilfully, must be faithful to the author of the original text and comprehend the real intention of the author (Snell-Hornby, 2006, p.10). These comments of Dryden on 'faithfulness' kept to be discussed for a very long time.

The endless remarks of theorists on word-for-word and sense-for-sense methods went on in the eighteenth century as well. As Bassnett (2002) states the concept of the translator at that time was 'the painter or imitator with a moral duty both to his original subject and to his receiver' (p.68). Thus, it was emphasized that the ideological and stylistic features of the original work should be kept when translated into another language. In his work *'The Principles of Translation'*, Alexander Fraser Tytler (1797) describes 'a good translation to be, that in which the merit of the original work is so completely transfused into another language, as to be as distinctly apprehended, and as strongly felt, by a native of the country to which that language belongs, as it is by those who speak the language of the original work' (pp. 8-9). After the definition, he suggested 'the laws of translation' in other words the principles of translation. According to these principles, firstly, a translation should give a complete transcript of the ideas of the original work. Secondly, the style and manner of writing should be of the same character with that of the original. And lastly, the translation should have all the ease of an original composition.

Munday (2008) states that the leading German Romantics such as Goethe, Humboldt, Novalis and Schlegel discussed many issues like the nature of translation, translatability or untranslatability in the early nineteenth century (p.28). However, the most prominent scholar of the Romantic times was Friedrich Schleiermacher known as the theologian and translator. He wrote his influential essay, *Über die verschiedenen Methoden des Übersetzens* (On the Different Methods of Translating) in 1813 and this work provided a different approach to translation and was accepted as the first turning point in translation theories. Schleiermacher points out to the importance of relevance between text type and translation method and specifies two different types of translators as the 'Dolmetscher' (a translator who translates commercial texts) and the 'Übersetzer' (a translator who works on scholarly and artistic texts) (Munday, 2008, p.28). As he deems that scholarly and artistic texts are more difficult to transfer, he focuses on the translation of these texts in his conceptual discussion. Moreover, he suggests two translator decisions and states that 'either the translator leaves the writer in peace as much as possible and moves the reader toward him, or he leaves the reader in peace as much as possible and moves the writer toward him...' (Lefevere, 1813/1992, p.141). Thus, rather than the issues of word-for-word and sense-for-sense, literal, faithful and free translation, he highlights the real question of 'how to bring the ST writer and the TT reader together'. In fact, taking these statements of Schleiermacher as the strategies decided by the translator, he prefers the strategy of 'moving the reader towards the writer'. This also requires the translator to employ strategies for 'alienating' (as opposed to naturalizing) (Munday, 2008, pp.28-29). and is recognized as 'foreignization' and 'domestication' in the English-speaking scientific community today. Instead of translating word-for-word he advises the creation of a language which has been 'bent towards a foreign likeness' (Snell-Hornby, 2006, p.9).

Schleiermacher's approach has had a great influence on some modern translation studies and it underpins some known and prominent approaches such as consideration of different text types by Katherina Reiss, alienating or naturalization (foreignization and domestication) approaches of Venuti, Benjamin's 'language of translation' studies and Steiner's studies on hermeneutics.

The nineteenth century and the early part of the twentieth century witnessed an intense quest for a systematic and precise theory of translation. 'The status of the ST and the form of the TL' was the focus point of these discussions (Munday, 2008, p.29). Mathew Arnold (1822-1868) argues that 'the impression of a TT on the TL reader must be the same as the impression of the ST on SL reader' (Yalçın, 2015, p.25). On contrary to this argument, Newman supports the word-for-word approach and emphasises the loyalty of the translator to the original text. Henry Wadsworth Longfellow (1807-81) also restricted the translator's function and he declares his views as follows;

'The business of a translator is to report what the author says, not to explain what he means; that is the work of the commentator. What an author says and how he says it, that is the problem of the translator' (as cited in Bassnett, 2002, p.76)

In English, under the influence of the Victorian elitist attitude, translation concepts of 'literalness, archaizing, pedantry and the production of a text of second-rate literary merit for an elite minority' continued to be discussed and dominated the first half of the twentieth century (Bassnett, 2002, p.79). Pointing out 'the elitist attitude' towards translation, Bassnett mentions the discussions of some Victorians and classifies the main currents of translation as follows (Bassnett, 2002, p.74-77):

1. Translation as a scholar's activity, where the pre-eminence of the SL text is assumed *de facto* over any TL version.
2. Translation as a means of encouraging the intelligent reader to return to the SL original.
3. Translation as a means of helping the TL reader become the equal of what Schleiermacher called the better reader of the original, through a deliberately contrived foreignness in the TL text.
4. Translation as a means whereby the individual translator who sees himself like Aladdin in the enchanted vaults (Rossetti's imaginative image) offers his own pragmatic choice to the TL reader.

5. Translation as a means through which the translator seeks to upgrade the status of the SL text because it is perceived as being on a lower cultural level.

The scholars and researchers of translation studies deal with the approaches in translation studies before the twentieth century as a separate research field. Hereinabove, the discussions and approaches of western theorists and scholars provides some primary and general knowledge on the development of translation theory. However, in order to follow specific interests regarding country, period, cultures and languages, it is possible to find many collections and writings on the history of translation and the development of translation theories.

### **1.2.2. Rise of translation studies (from the twentieth century onwards)**

During the arguments and counter-arguments that remained limited to the endeavour of theorists to reason their views on translation or to evidence their perception of translation, the phenomenon of translation kept on being studied within some disciplines such as applied linguistics, linguistics, communication studies, text linguistics, hermeneutics and poetics. At the beginning of the twentieth century, language was considered to be, not communicative but constitutive, as the representor of thought and reality. Thus, it is thought that translation is an interpretation and it reconstitutes and transforms the foreign text. Schleiermacher and Humbolt treated translation 'as a creative force in which specific translation strategies might serve a variety of cultural and social functions, building languages, literatures and nations' (Venuti, 2000, p.11). The discussions on the need to carry out systematic research on translation and to develop coherent theories of translation goes on until the second half of the twentieth century.

Apparently, there are many writers, scholars and theorists that contributed to the development of translation theory and translation studies during the twentieth century. George Steiner (2013) mentions about Ezra Pound, Walter Benjamin, Franz Rosenzweig and Willard V. Quine belonging to twentieth century, among others (p.288) whereas Snell-Hornby sees some of them as 'the great precursors' of the century and explains Venuti's explanation on the new trends in

the early twentieth century that directs 'German literary and philosophical traditions, in Romanticism, hermeneutics, and existential phenomenology' (Venuti, 2000 as cited in Snell-Hornby, p.16). Dealing and evaluating translation studies mostly in literary works, Bassnett states that she just notes the first half of the twentieth century in her book, 'but it would be wrong to see the first half of the twentieth century as the Waste Land of English translation theory, with here and there the fortresses of great individual translators approaching the issues pragmatically' (Bassnett, 2002. p.79). In his book *The Translation Studies Reader*, Lawrence Venuti includes studies of many writers discussing linguistic, functional, target oriented and descriptive approaches to translation studies. Jose Ortega y Gasset, Vladimir Nabokov, Jean-Paul Vinay and Darbelnet, Roman Jakobson, Eugene Nida, J.C. Catford, Jiri Levy, Katharina Reiss, George Steiner, James S. Holmes, Itamar Even-Zohar, Gideon Toury, Hans J. Vermeer and Andre Lefevere are some of them who produced new approaches and had an effect on translation studies as an academic discipline.

Mona Baker's evaluation on the relationship of translation studies with other disciplines shows that the linguistic approaches to translation dominated till the emergence of translation studies as a systematic discipline:

'In the early 1950s and throughout the 1960s, translation studies was largely treated as a branch of applied linguistics, and indeed linguistics in general was seen as the main discipline which is capable of informing the study of translation. In the 1970s, and particularly during the 1980s, translation scholars began to draw more heavily on theoretical frameworks and methodologies borrowed from other disciplines, including psychology, communication theory, literary theory, anthropology, philosophy and, more recently, cultural studies' (Baker, 2001, p. 279)

*Stylistique comparée du français et de l'anglais (Comparative Stylistics of French and English)* by Vinay and Darbelnet (1995) presents this kind of attempt to draw a theoretical and methodological framework for translation. They identify two translation strategies for translators to employ: 'direct translation' and 'oblique translation'. The direct translation covers 'borrowing', 'calque' and 'literal'

procedures. They suggest using the 'transposition', 'modulation', 'equivalence' and 'adaptation' procedures when it is possible for the translator to employ direct translation procedures. All these procedures 'are applied to different degrees at three planes of expression, i.e. lexis, syntactic structure and message' (Vinay & Darbelnet, 1995, p.40). They also suggest some 'initial steps' for translators. According to this sequence, translators will 'identify the units of translation, examine the SL text and also evaluate the descriptive, affective and intellectual content of the units of translation, reconstitute the situation which gave rise to message and weigh up and evaluate the stylistic effects, etc.' (Vinay & Darbelnet, 1995, p.30).

As a central and controversial concept, 'equivalence' has been the focus of all times in translation studies and has also been discussed, defined or rejected by many linguists and scholars. In his study *'On Linguistic Aspects of Translation'* Roman Jakobson identifies three kinds of translation as 'intralingual', 'interlingual' and 'intersemiotic' (Venuti, 2000, p.114). Among these, he defines interlingual translation as 'an interpretation of verbal-signs by means of some other language'. Jakobson considers the problem of equivalence in meaning between words in different languages and points out that 'there is ordinarily no full equivalence between code-units' referring to Ferdinand de Saussure's semiotic approach (Munday, 2008, p.54).

As the most familiar theoretical move in 1960s and 1970s, Venuti remarks the opposition between 'translating that cultivates pragmatic equivalence, immediately intelligible to the receptor' and 'translating that is formally equivalent, designed to approximate the linguistic and cultural features of the foreign text' (Venuti, 2000, p.121). Practicing the Bible translation for a long time, Eugene Nida combines his systematic approach with theoretical concepts and terminology from semantics, pragmatics and syntactic structure that form the generative-transformational grammar suggestion of Noam Chomsky (1957-1965) as a theory (Munday, 2008, p.38). Nida sees language as an integral part of culture and thus defines words as the symbols of cultural facts. Therefore, according to Nida, it is impossible to provide exact equivalents of words in the SL due to these different symbols of languages and cultures as well (Nida & Taber, 1982).

Translating consists in reproducing in the receptor language the closest natural equivalent of the source-language message, first in terms of meaning and secondly in terms of style. (Nida & Taber, 1982: p.12)

Nida presents two different varieties of equivalence as 'formal equivalence/correspondence' and 'dynamic equivalence'. The focus of formal equivalence is 'the message itself, in both form and content' and also 'the message in the receptor language should match as closely as possible the different elements in the source language'. On the other hand, the goal of dynamic equivalence is to seek 'the closest natural equivalent to the source language message' (Munday, 2008, p.42).

Influenced by the linguistic developments of translation, J.C.Catford 'analyses language as communication, operating functionally in context and on a range of different levels (e.g. phonology, graphology, grammar lexis) and ranks (sentence, clause, group, word, morpheme, etc) (Munday, 2008, p.60). J.C.Catford makes a distinction between 'textual equivalence' and 'formal correspondence'. A textual equivalence is 'any TL text or portion of text which is observed on a particular occasion, ... to be the equivalent of a given SL text or portion of text' whereas formal correspondence refers to 'any TL category (unit, class, element of structure, etc.) which can be said to occupy, as nearly as possible, the "same" place in the "economy" of the TL as the given SL category occupies in the SL' (Catford, 1978, p. 27). Therefore, he defines 'shifts' as 'departures from formal correspondence in the process of going from the SL to the TL' (Catford, 1978, p.73). He discriminates two different types: 'level shifts' occur when a SL item at one linguistic level, for example grammar, has a TL equivalent at a different level, for instance lexis) and 'category shifts' occur when there are changes in structure (structure shifts), rank (unit shifts), class (class shifts) or term (intra-system shifts) categories (Catford: 1978, p.75-82). Catford's attempt to consider the communicative function of the SL item and his functional approach to language is found to be contributory to translation studies. However, the fact that his book does not involve any examples from actual translations and 'he does not look at whole texts, nor even above the level of the sentence' has faced sufficient criticism (Munday, 2008, p.61).

Anton Popovič is another translation theorist whose main concern of study is literary translation. He considers shifts 'to arise from the tension between the original text and the translation ideal and to be the result of the translator's conscious efforts faithfully to reproduce the aesthetic totality of the original' (Munday, 2008, p.62). He details the term 'shift of expression' and suggests that 'the linguistic means can only be compared in relation to the entire system of expression' (Popovic, 1970 as cited in Baker, 2001, p. 228). According to Popovič, style can be used to compare source and TTs because its stable nature involves abstract and general categories and qualities. He accepts even the additions or omissions as shifts and distinguishes between constitutive shifts and individual shifts. If the shifts are because of the differences between languages, then these shifts are constitutive. On the other hand, if the shifts are the conscious or unconscious decisions of the translator, then they are termed individual shifts. Although Popovič highlights the importance of decisions, he takes the ST as the basis of translation performance and indicates that shifts of expressions are for the better transfer of the ST (Gürçağlar, 2014, p.120).

During the 1980s, 'cultural turns' in the field of cultural studies affected many fields of social sciences (Bassnett & Lefevere, 1998). Leaving the linguistic approaches to translation behind, translation studies was also influenced with the turns in cultural studies. These changes lead to the concept of translation to being a scientific field of study (Yazıcı, 2011, p.9). James Holmes was the first person who attempted to present an 'ongoing activity' – the realm of translation studies. (Baker, 2001, p. 277). In his study '*The Name and Nature of Translation Studies*', Holmes put a spotlight on the two essential 'impediments' to the development of a new discipline. He clarified the development of a "disciplinary utopia" and presented "the seemingly trivial matter of the name for this field of research" as the first impediment. (Holmes, in Venuti, 2000, pp. 172-185). He dwelled on the diverse terms of translating and translation and evaluated various usages of the term in different languages and countries as well. He named the discipline 'Translation Studies' as the most appropriate of all. As the second and greater impediment to the development of translation studies, Holmes draws the attention to 'the lack of any general consensus as to the scope and structure of the discipline'. He structures translation study as 'pure' and 'applied' and suggests that

pure areas of translation studies have two main objectives: (1) to describe the phenomena of translating and translation(s) as they manifest themselves in the world of our experience, and (2) to establish general principles by means of which these phenomena can be explained and predicted' (Holmes, in Venuti, 2000, p. 176). In other words, he sub-categorizes pure studies as 'descriptive translation studies' and 'theoretical translation studies'. Descriptive translation studies are separated into three basic kinds of research according to their focus. 'Product-oriented descriptive translation studies' focuses on the existing translations. It can include 'the description or analysis of a single ST-TT pair or a comparative analysis of several TTs of the same ST (into one or more TLs)'. 'Function-oriented descriptive translation studies' implies the description of the function of translations in the recipient sociocultural situation. The subject is not the text but the context of the existing translation. 'Process-oriented descriptive translation studies' is concerned with the psychology of translation. In other words, it deals with the translation process and the act of translation during which the translator makes decisions.

Holmes defines theoretical translation studies as the other branch of pure translation studies that is interested in 'using the results of descriptive translation studies, in combination with the information available from related fields and disciplines, to evolve principles, theories, and models which will serve to explain and predict what translating and translations are and will be' (Holmes, in Venuti, 2000, p. 178). The theoretical branch is divided into two as 'general theory' and 'partial theory'. As befits its name, general theory develops more general theories of translation such as Vermeer's skopos theory whereas partial theories are restricted to some specific types. Medium-restricted theories are related to the medium that is used to translate. Holmes indicates that it can be further subdivided according to the performer of the translation as machine translation, human translation (oral or interpreting) and mixed or machine-aided translation. Area-restricted theories are restricted to linguistic (language pair, language group or language-group pair) or cultural groups involved. Rank-restricted theories deal with the specific ranks or levels and 'rank restricted problems focussing on the sentences or words are today of less interest than in the early linguistic approach-Holmes himself encouraged the development of 'rank-free theories' (Snell-Hornby,

2006, p.43). Text-type (or discourse-type) restricted theories deal with 'the problem of translating specific types or genres of lingual message' (Holmes, in Venuti, 2000, p. 180). Time-restricted theories deal with 'translating texts from an older period as opposed to contemporary texts' and lastly problem-restricted theories are concerned with 'the translation of metaphor or idioms' (Mona Baker, 2001, p.277-278)

Focusing on the applied branch of translation studies, Holmes explains the 'translator training' including teaching methods, testing techniques, curriculum design, the needs for 'translation aids' composing of lexicographical and terminological aids and grammar, the 'translation policy' and 'translation criticism' as the evaluation criteria of translations (Holmes, in Venuti, TS reader p. 181-182). Lastly, Holmes sees his categories as "three fairly distinct branches of the entire discipline" and remarks the dialectical correlation between each branch:

Translation theory, for instance, cannot do without the solid, specific data yielded by research in descriptive and applied translation studies, while on the other hand one cannot even begin to work in one of the other two fields without having at least an intuitive theoretical hypothesis as one's starting point. (Holmes, in Venuti, 2000, p. 183)

Many scholars of translation studies accept Holmes' disciplinary utopia as the beginning of the translation studies as a distinct and independent field of study that has its own methods and theories. His direction has given way to many new theories to translation studies and acts as the beginning of descriptive translation studies. In fact, the study of Holmes was not a typical lecture presented at a conference, but it was a prime mover for all scholars of translation studies to develop new approaches and theories.

Thanks to the classification of Holmes, the twentieth century witnessed the rise of translation studies as an academic discipline. Since the rise of translation studies, the concept of equivalence associated with the linguistic-oriented science of translation has been questioned and reconceived and the ongoing source-oriented approaches under the linguistic theories have started to lose their

eminence and importance (Munday, 2008, p.13). Moreover, functional approaches that take translation as a communicative and social act have drawn more the attention and above all, descriptive translation studies have come into prominence. Functional and descriptive, both are specified as target-oriented approaches that focus on the TT and target culture. It was thought that translation was not limited to a linguistic transfer but it was also a cultural transfer, which was a reflection of the target-culture oriented approaches.

Justa Holz-Manttari's 'theory of translatorial action' is counted among the most influential functional approaches to translation that is applicable especially to professional translation situations and approaches to translation as 'an act'. Holz-Manttari takes translation as a complex form of action, or intercultural communication in a social context and the process involves a series of roles and players. All these players take roles during the translatorial action, in other words, during the communicative process. So, it places translation within its sociocultural context. The focus of this action is to produce a TT that is 'functionally communicative for the receiver' (Munday, 2008, p.78-79). The 'theories centred around text types and text purpose' dominate the translation studies in Germany and affects others (Munday, 2008, p.13). Katharina Reiss is seen as the pioneer of functional approaches to translation study at text level. Reiss (2000) states that 'every translation project is a balancing process achieved by constructing a TT under the constant restraint of a ST.' (p.3). Reiss classifies different types of translation: 'informative text types', 'expressive text types', 'operative text types' and 'audiomedial text types' (Reiss in Venuti, 2000 p. 160-171). The skopos theory of Hans J. Vermeer suggests a 'translatorial action which is based on ST, which has to be negotiated and performed and which has a purpose of a result' (Munday, 2008, p. 79). Vermeer remarks that 'it must be the intended purpose of the TT that determines translation methods and strategies.' (Baker, 2001, p. 236). These methods and strategies are to be employed in order to produce a functionally adequate result (Munday, 2008, p.79).

The 'polysystem theory' of culture researcher Itamar Even-Zohar brought a new dimension to the descriptive translations studies. The aim of the theory was to highlight the role of literature within the changing society (Yalçın, 2015, p.57). He

tried to highlight the complexity of culture between cultures. With his polysystem theory, he refers to a system that consists central and peripheral layers involving any literary works. He proposed the polysystem term to stress the dynamic nature of the system. According to Even-Zohar, socio-cultural system is 'heterogeneous, versatile and a dynamic' network and like every system, translation can also exist between primary (innovative) and secondary (conservative) literary principles (Baker, 2001, p.177). This indicates the translation strategies employed by the translator. If the translations are in primary state and the literary work of source polysystem does not exist in the target polysystem, then the translations are considered to be 'adequate' showing the use of the TL and culture norms (Gürçağlar, 2014, p.131). After the polysystem theory of Even-Zohar, the descriptive translation studies went beyond to be just a theoretical suggestion. Gideon Toury, as another Israeli scholar of translation studies influenced by this theory and proposed his own study on translational norms. In the following part, the concept of norm in translation studies is discussed in detail as it is one of the theoretical basis of this study.

### **1.3. The Concept of Norm in Translation Studies**

In dictionaries, the term 'norm' is attributed to sociology and described as 'generally accepted standards of social behaviour' ('Longman Dictionary', 2016) and this description shows that it is, in fact, basically a sociological matter. As a communicative and social act, translation also involves 'shared ways of behaviour motivated by shared ways of thinking' (Browlie, 1999). So, translation includes the behaviour of the translator. During a translation process, the translator makes decisions in order to create the correct and most appropriate translation and employs certain translation strategies accordingly. However, this behaviour cannot be 'idiosyncratic' (Toury, 1995, p.54). This is because of other actors such as authors, editors, publishers and readers taking part in the translation process and all of them also affect the decisions made by the translator.

The attempts of translation scholars to explore some of the theoretical aspects of the concept of norm show that the norms are 'basically descriptive in nature' (Pei, 2010). In order to see how they tackle the concept of norms, it is

convenient to look at some of the ideas on the notion. The concept of norms has been used differently within translation studies and its value has been both asserted strongly and called into question (Schaffner, 1999, p.1). Approaching to the fine line between convention and norm, Theo Hermans (2009) explains 'how conventions and norms operate' and 'what the difference between convention and norm'. He states that they function to 'regulate our lives so as to develop a sustainable form of coexistence' and resolve 'coordination problem' among members of a group, which is, a social interaction problem (p, 72). In order to resolve a coordination problem in a social interaction, first a convention is adopted for an effective solution. Then a regular behaviour is developed to conform by all participants and after a period of time this convention turns to be a norm (Hermans, 2009, p.72). Baker refers to the theoretical aspects of the concept of norms and states that conventions are 'not binding but only express preferences' (Baker, 2001, p. 164).

Andrew Chesterman (1987) propounds a set of norms and distinguishes it in two. First, he identifies 'expectancy norms (product norms)' that are generated by 'the expectations of readers of a translation (of given type) concerning what a translation (of this type) should be like' and as another set of norms he defines the 'Professional norms (process norms)' that govern the accepted methods and strategies of the translation process. Expectancy norms are important in their allowance to evaluate judgements about translations since the readers, with their notion of what is an appropriate or acceptable translation of the specific text variety, can approve the translator who conforms to these expectations. Profession norms cover the ethical (accountability norms), social (communication norms) and linguistic (relation norms) subjects. Moreover, any 'norm authority' such as a teacher, literary critic and publisher's reader, can confirm or offend any common norm in a translation by criticising it and this may result in controversy between these norm authorities and society (Munday, 2008 p. 117). Pym exemplifies the norms of Chesterman and states that 'if translators in a given society usually add numerous explanatory footnotes, that might be a professional norm. If readers are frustrated when such notes do not appear, then that frustration will be in relation to expectancy norms' (Pym, 2010, p. 74). The debates about norms remained to be discussed in linguistic frames that were interested in

the norms of language systems because translation was seen as 'a process of transcoding between the SL and TL (Schaffnerr, 1999, p. 2).

### **1.3.1. Translational norms of Gideon Toury**

As it is the backbone of all studies investigating the norms in translation, 'the translational norms of Toury' constitutes one of the theoretical basis of this study to analyse the texts. Gideon Toury, as an eminent scholar of translation studies, was influenced by the polysystem theory of Itamar Even-Zohar and Holmes' ideas on translation study. In his book *In Search of a Theory of Translation* (1980) and also in his further refined book *Descriptive Translation Studies and Beyond* (1995), Toury envisages a descriptive and thus target-oriented approach to translation and sees translation as 'a norm-governed activity' (Toury, 1995, p.56).

Gideon Toury suggests that translation naturally has 'equivalence' and so during any ST-TT comparison the focus point should not be this equivalence but it should be the 'type and extent' of the equivalence produced in actual translations. Thus, he indicates 'norms' as the determiner of equivalence (Toury, 1995, p. 61). As Munday (2008) states Toury focuses on the trends of translation behaviour, the decision-making processes of the translator and reconstruction of the norms that have been in operation in the translation (p. 111). Norms are the regular behaviour of translators and they also serve as the decisions taken during a translation process. Toury (1995) places socio-cultural constraints along a scale that has 'absolute rules' on one extreme, 'pure idiosyncrasies' on the other and norms in-between the two poles. He describes some of the norms as stronger in other words 'more rule-like', and some others as weaker or 'almost idiosyncratic'. The validity and potency of norms are related to the changes of their status within a society (p. 54). He defines norms as 'the translation of general values or ideas shared by a community- as to what is right and wrong, adequate and inadequate- into specific performance instructions appropriate for and applicable to specific situations' (Toury, 1995, p. 55). Translational norms are internalized behavioural constraints consisting of the values shared by a community and they govern all the decisions taken in the translation process.

Toury describes three different kinds of norms, mainly, *initial norms*, *preliminary norms* and *operational norms*, all of which operate at different stages of the translation process. *Initial norms* govern the decision or choice of translator to adhere to the ST or to the target culture or language. If the translator has the tendency to use the norms of the ST and culture, then the TT (or translation) will be 'adequate'; on the other hand, if the translator follows the norms of the target culture, the translation will be 'acceptable'. Toury asserts that no translation is totally adequate or acceptable and shifts are inevitable because of the cultural norms of the TL (Toury, 1995: 57). *Preliminary norms* are concerned with the existence and nature of a *translation policy* and the *directness of translation*. Translation policy includes factors such as the selection of ST types, authors, SL or culture and the directness of translation, as is evident from its name, is related to the direct use of an original language or existence of an intermediate language (Baker, 2001: 164). *Operational norms* direct all decisions made and changes performed during the act of translation itself. Toury explains operational norms as two different types: *matricial norms* which describe the distribution of textual material, any changes in segmentation such as omission, relocation, addition of passages or footnotes, and *textual-linguistic norms* which are concerned with the selection and presentation of linguistic material to formulate the TT or replace particular segments of the ST (Toury, 1995, pp. 58-59).

Toury also suggests 'textual sources' and 'extra-textual sources' for the reconstruction of translational norms. Textual sources are the translated texts themselves that include translational norms. Toury defines extra-textual sources as the theoretical or critical formulations such as prescriptive theories of translation, statements made by translators, editors, publishers or other people involved in or connected with the act of translation, critical appraisals of individual translations, or the activity of a translator or school of translators, etc. (Toury, 1995, p. 65). Toury highlights the fundamental difference between these two types of sources. He explains textual sources as the primary and immediate representations of norm-regulated behaviour due to the nature of texts as 'primary products of norm-regulated behaviour' and he also suggests the treatment of extra-textual sources with every possible circumspection as they are partial, biased and likely to lean toward propaganda and persuasion (Toury, 1995: 65).

In translation studies, Toury's concept of 'translational norms' has been one of the most applicable, influential and detailed approaches among various theories and discussions. It has been applied to many studies on translation and as a theoretical basis in theses, articles, lectures and book chapters. In her thesis, Kaya (2015) aims to analyse and define the strategies employed in translating the taboo references of sexual and social nature in three different Turkish translations of D.H.Lawrence's *Lady Chatterley's Lover* (p. 3). She uses translational norms of Toury as one of the theoretical basis of her study and tries to find out the translation strategies that are employed by the translator in the translations of taboo expressions. Galic (2012) compares the Croatian and Turkish translations of *Bridget Jones's Diary* in order to find whether the difference between the translations are due to cultural differences. The study also examines the translation examples to find the translation methods that the translators employed during the translation process (p.4). In their study Yalçın and Pazarlıoğlu (2013) aim to identify the translation strategies employed to the translations of literature work. They critically compare five different translations of the novel *Madam Bovary* and evaluate the example sentences in the light of Toury's translational norms as a target oriented approach. It is also possible to see some studies that focus on the translations of children's literature and their manipulative effects on the target cultures, while conducting sentence analysis in the light of Toury's translational norms. Karadağ, Bozkurt and Alimen (2015) aim to investigate Sabiha and Zekeriya Sertel's translations of children's literature and books on children's education between 1926-1928 by two specific publishing companies. The theoretical basis of their study is the Manipulation School approach that involves ideology, manipulation and patronage factors. They analyse the translated texts in accordance with Toury's translational norms.

#### **1.4. Cultural Transfer in Translation Studies**

Cultural transfer generally reminds the reference of transferring culture from generation to generation and contrary to this reference, the term 'cultural transfer' is intentionally used in this study to refer the translation/transference of any cultural item from the SL text to TL text. As the culture is the irrevocable of translation studies, it should be defined and stated in detail in the studies taking

culture as the centre. Considering the language as the most important tool for translation, it cannot be denied that there is a relation between language and culture and also translation as their inevitable result. Aixela uses the terms CSIs for the cultural elements identified in a source text. The classification of Aixela for the translations of CSIs contributes to much to the field and these classification includes substitution and constitution strategies that may be employed by the translator during the translation process of CSIs.

#### **1.4.1. Definitions of culture**

As a system shared by a group of people, culture cannot be limited to certain aspects. Due to its vast, extensive and complex nature, there have been many attempts to define the concept of culture in many fields of study such as sociology, anthropology, cultural studies and translation studies. It is even possible to see many studies that criticise the definitions of 'culture' showing the logical or substantive incompatibility between them (Jahoda, 2012). All these various definitions show that they provide comprehension about indispensability of culture in translation studies

To begin with some short definitions of culture, the definition of *Cambridge English Dictionary* can be given as an example that states culture as 'the way of life, especially general customs or beliefs, of a particular group of people at a particular time' ('Cambridge English', 2016). The *Longman Dictionary of Contemporary English* lists many definitions of culture ('Longman Dictionary', 2016). The related ones define culture as 'the beliefs, way of life, art and customs that are shared and accepted by people in a particular society' and as 'the attitudes and beliefs about something that are shared by a particular group of people or in a particular organization'. On the other hand, in the *Oxford Online Dictionary* (2016), culture is defined as 'the ideas, customs and social behaviour of a particular people or society' and as 'the attitudes and behaviour characteristics of a particular social group'. Although, these very similar definitions of dictionaries are simple and undetailed, they show the extensive and complex nature of culture.

Edward Burnett Tylor, an English anthropologist who presented one of the first definitions of culture in the 19<sup>th</sup> century, defines culture as ‘...that complex whole which includes knowledge, belief, art, morals, law, custom and any other capabilities and habits acquired by man as a member of society’ (Katan, 2014, p. 25). In their study, in which they present more than one hundred definitions of culture, the anthropologists Alfred Louis Kroeber and Clyde Kluckhohn state that ‘culture consists of patterns of and for behaviour acquired and transmitted by symbols, constituting the distinctive achievements of human groups, including their embodiments in artefacts; the essential core of culture consists of traditional (historically derived and selected) ideas and especially their attached values’ (Kroeber & Kluckhohn, 1952: 35).

#### **1.4.2. The language-culture-translation triangle**

Hearing someone speaking a foreign language directly associates with the probability of that person to be from another country. In this case, one of the parties is expected to know the language of the other’s in order to communicate. Then, language comes into play as a guide of that culture and it tells about where its people come from. Obviously, language is at the centre of human communication (oral or written) and more importantly it is the indicator of its culture. In her book, Susan Bassnett (2002) likens language to ‘the heart within the body of culture’ and she adds ‘it is the interaction between the two that results in continuation of life-energy. In the same way that the surgeon, operating on the heart, cannot neglect the body that surrounds it, so the translator treats the text in isolation from the culture at his peril.’ (p. 23) Therefore, it is also possible to say that any literary translation involves the transfer of a language and also its culture as the two companions. In other words, a translator transfers not only the language but also the cultural items and references within the ST.

Shaffner uses the quotation of Komissarov to explain the relationship between language, culture and translation:

‘The translator renders into another language what the words in the original message mean in their culture. The cultural specifics influence the way the

language units are used and understood. Culture finds its expression in the language and through the language. A linguistic theory of translation must incorporate the cultural aspects as well. Translation from language to language is ipso facto translation from culture to culture.' (Shaffner in Hoffman, 1996: 153)

So, in order to convey the message of the ST skilfully, the translator should have fluency in the TL, and also knowledge of the target culture. Just as Cook claims 'Translation cannot be conducted at a purely linguistic level but must incorporate cultural and contextual factors too.' (Cook, 2003, p. 55).

### **1.4.3. Culture specific items**

The term CSI exists in some different forms like 'cultural foreign words' (Nida, 1945), 'cultural terms' (Newmark, 1991), 'culture specific concepts' (Baker, 1992) in translation studies literature and is denominated by many scholars of translation studies. Javier Franco Aixela has been the one who used the term 'Culture Specific Items' (CSIs) in order to refer to these aspects. He defines the CSIs as the ones that are problematic in transference to a TT.

### **1.4.4. Javier Franco Aixela's categorization for the transfer of CSIs**

Aixela recognizes the complexity of the definition and classification of CSIs that can be used to analyse and identify them. He states that everything, beginning with the language itself, is culturally produced and so this situation makes it difficult to identify the cultural component (Aixela, 1996, p. 57). Aixela highlights the cultural differences between any two communities or cultures and explains this with the 'variability factor'. Each culture has its own values, habits or classification systems, which are sometimes different and sometimes coincide. In other words, it is almost impossible to find any two linguistic communities that would have the same cultural aspects, whereas it is possible to see similarities and differences in certain areas (Aixela, 1996, p. 53).

According to Aixela, in general, authors avoid to explain the meaning of any 'cultural references' or 'socio-cultural terms' in texts and this static character of the

situation points to the idea of 'permanent CSIs'. However, CSIs may also be time-variant as an indication of their 'dynamic nature' in translation. In other words, the status of an identified CSI may change as time passes and it may not be counted as a CSI anymore. A cultural item treated as the item of SL may be internalised in the target culture over time. Moreover, in order to mention the existence and visibility of any CSI as a 'translation problem', there must be 'a conflict arising from any linguistically represented reference in a ST that creates a problem in the target culture due to the non-existence or to the different value of the given item in the target culture' (Aixela, 1996, p. 57).

After his profound explanation on the cultural aspects of translation, Aixela defines his 'CSIs' as 'those textually actualised items whose function and connotations in a ST involve a translation problem in their transference to a TT, whenever this problem is a product of the non-existence of the referred item or of its different intertextual status in the cultural system of the readers of the TT.' (Aixela, 1996, p. 58). This elaborative definition contextualises the CSIs with their function in the text, their acceptability, and perception in the target culture.

He categorizes possible strategies employed to CSIs in translation and orders the scale based on the degree of intercultural manipulation (from lesser to greater). He suggests that these strategies will permit to see the general tendency of translation to 'be a representation of a ST' and to 'be a valid text in itself' (Aixela, 1996, p. 60). Therefore, the choice of the translator shows 'the degree of tolerance' of the receiving society ranging from 'conservation' to 'naturalization', i.e. if the translator decides to use the conservation method, this reveals their tendency to show the existence of the CSIs, on the other hand, if the choice is to use naturalization then this means that the translator shows a tendency to hide the presence of CSIs (Aixela, 1996, p. 54)

Aixela divides his scale into two major groups both of which are sub-divided in compliance with their 'conservative or substitutive nature'. Thus, within different strategies presented in his article, the less manipulated ones are respectively categorized as 'conservation' consisting of methods such as 'repetition', 'orthographic adaptation', 'linguistic (non-cultural) translation', 'extra-textual gloss',

and 'intra-textual gloss'. 'Substitution' division, on the other hand, involves 'synonymy', 'limited universalization', 'absolute universalization', 'naturalization', 'deletion', and 'autonomous creation' all of which constitute a greater degree of manipulation relatively (Aixela, 1996, pp. 60-64). The categorization of strategies are explained below with the original examples given by Aixela.

#### **1.4.4.1. Conservation**

##### *Repetition*

The translators employ this strategy in order to maintain the original reference of the cultural item identified in a ST.

e.g. Seattle → Seattle

##### *Orthographic adaptation*

Including procedures like transcription and transliteration, orthographic adaptation directs the translators to turn the original reference into the alphabet that is used by the target culture.

e.g. Kemidov (English) → Kenidof (Russian)

##### *Linguistic (non-cultural) translation*

The CSI is transferred with the TL version that is based on pre-existing translation. However, the version can still be recognized as belonging to the cultural system of the ST and thus the comprehensibility of the reference increases.

e.g. Grand Jury-English → grand jurado (Spanish) → big jury – a phrase which makes sense in Spanish in connection with US culture, as there has practically never been any type of jury in Spain.

### *Extra-textual gloss*

Even if the translator employs some of the strategies like repetition or linguistic translation, they can find it necessary to explain the meaning or implications of the CSI. In this case, the translator decides to mark it separately as footnote, endnote, glossary, in italics, commentary in brackets, etc. This strategy is generally used when the translator encounters ‘untranslatable’ words or references.

e.g. Arnold Rothstein\* → \*Célebre gangster de los años 1920. (N. del T.)  
→ Famous gangster of the year 1920. (Translator’s Note)

### *Intra-textual gloss*

In order not to distract the reader’s concentration from the text, the translator decides to use intra-textual gloss for the CSI identified. However, this time, they elucidate the meaning or implications of the CSI in the original text explicitly. Aixela describes this strategy also as ‘the strategy of explicitness’.

e.g. five feet eight → cinco pies con ocho pulgadas → five feet with eight inches;

#### **1.4.4.2. Substitution**

##### *Synonymy*

The translator uses a synonym or parallel reference in order not to repeat the same CSI.

e.g. He had drunk his third glass of Bacardi. → Acababa de tomar su tercera libación del sabroso aguardiente de caña. (He had just had his third libation of the delicious liquor of sugar cane).

*Limited universalization*

If the translator thinks that the CSI is unrecognized and complicated to understand for the target readers, then they use this strategy to replace the item with another reference of the SL culture and thus for credibility, the choice of the translator is a reference closer to the target readers.

e.g. five grand → cinco mil dólares → five thousand dollars

*Absolute universalization*

The translator encounters with an unrecognized and complicated CSI for the target readers as indicated above in limited universalization but this time decides to replace the item with a neutral reference instead of a better known or closer one, then it can be clearly said that they employ absolute universalization.

e.g. Chesterfield → un sofa (a sofa)

*Naturalization*

Aixela defines this strategy as the one that is used when 'the translator decides to bring the CSI into the intertextual corpus felt as specific by the TL culture' (p.63).

e.g. dollar → duro (a currency still in use in Spain)

*Deletion*

When the translator finds the CSI unacceptable because of its ideological or stylistic grounds, or of the obscurity of the item, then they omit/delete the item in the target culture.

e.g. Dark Cadillac Sedan → Cadillac Oscuro (Dark Cadillac)

### *Autonomous creation*

The translator decides to put some non-existent cultural reference so as to excite the attention of the target reader.

e.g. Beautiful volcanoes like the Etna → Volcanoes hermosos come el Teidi y el Etna (beautiful volcanoes like Teide and the Etna)

The classification suggested for the translation of CSIs by Aixela has been applied to some criticism or comparison studies on literary translation. Recently, the most common studies have been on the ST-TT comparison of literary works. Zengin (2010) studied on the role played by cultural affinity and cultural distance in the selection of translation strategies in Salman Rushdie's *Shame* as a novel of postcolonial literature and used the classification of Aixela in order to find the strategies adopted for the translations of CSIs in Turkish and French texts. The findings of her case study showed that the repetition method (a constitution method) was the most employed strategy by both translators. Shokri and Ketabi (2015) sought to find the strategies used in the English translation of the novel *Shazdeh Ehtejab* from Persian literature and they used the model of Newmark to examine the CSIs in accordance with the classification of Aixela. The findings of their study showed that the most frequently used strategy was synonym. On the other hand, there are also some studies on the translations of CSIs in informative texts. Narvaez (2014) focused on the translations of cultural elements in tourist promotion campaigns and examined the role of the translator in the field of tourist promotion campaigns. In another study, Tükenmez (2012) studied on the translation strategies employed by the translator to the translations of contents, style and culture-specific words in the articles of a geography and science magazine. In his descriptive study, he showed that naturalization, orthographic adaptation and intra-textual gloss methods were employed in the majority of translations.

The BBC articles as written texts in 'Culture', 'Earth', 'Future' and 'Travel' links intend to give some information and the subject of these links are related to their titles. (e. g. 'Travel' link includes articles about travels, journeys, trips, tours or

how to travel or where to travel and so on). In order to analyse the 'cultural items/elements or cultural norms' identified in the articles and how they are transferred, Aixela's categorization of 'CSIs' are adopted in the present study.

### **1.5. The Mass Media and Translation**

This study analysis and describes the translation strategies employed by the translator of the BBC Turkish Service website during the translation process of CSIs. The articles are selected from the link 'Dergi' of the Service. So, as a global media organization, the BBC offers information on its various media platforms. The sample articles are intentionally selected from the website of the BBC Turkish Service as the websites have important effect on the readers with its easily accessible features. Therefore, it will be better to explain media and its platforms, its effect on society, global media organizations and the relation of media with translation studies.

As expected, it will be usual to mention the publication organizations such as radio, television, newspaper, magazine or internet when trying to define what the mass media are. These organizations can be taken as very well known tools to get information. So, the mass media are the underlying structure of information circulation and they ensure communication between people as well. Technological changes and transformation have developed this structure. Communication technologies have changed societies and in return, the developments of societies have changed and varied these technologies and the process of communication throughout the history. The original platform for mass media was the newspapers that were produced after the invention of print. People began to rely on writers and journalists, who provided the latest news in current events. Then, after the radio was invented, people began to listen to the programmes and they could hear the latest news regarding social issues, politics or entertainment. Later, the television was invented and it replaced the radio. It has been one of the most effective platform for people watching it. The last and most effective form of the mass media can be considered as internet. After the inventions of print, radio and television, and evaluation of the internet, it is now possible to mention many more technological forms of the mass media through which communication occurs.

Although the technological forms of the mass media generally differ not in contextual sense but in terminology, it is possible to identify the most common ones. Broadcast media transfer information via film, radio, recorded music or television; print media provide information with books, magazines, journals or newspapers; digital media involve some tools of internet and mobile and lastly, billboards and advertising are also considered as the outdoor media tools. The mass media are not just the medium for the latest news, social issues or entertainment; they also serve as a medium of cultural transfer by using various contents.

Among the aforementioned media platforms, today, digital media occupy an important place on the transmission of information. Also, it is one of the most effective form of media involving the internet and the mobile. The internet comprises some of the services such as e-mail, social media, and the most importantly websites, which people mostly apply to get information of unlimited subjects and news. These media tools create new and easily accessible communication platforms. Numerous websites provide people with various services. Together with their broadcast and print media tools, global media organizations offer digital media services as well. Global media organization websites are among the most widely read websites and they have very high effects on society and culture. It is now very easy to reach these websites that have millions of visitors. Due to the 'global' or 'international' features of these organizations, their websites offer various language options, which connects these digital platforms with translation studies.

In order to relate the translation with the media, Bassnett highlights the importance of translation technology in our daily life;

Translation technology has increased in sophistication to the point where today we can all click onto a chosen website and change language with the touch of key. Whether we recognize its significance or not, translation flows through our daily lives, affecting what we eat, what we read, or what we buy; the 24-hour breaking news that we now demand comes to us often via highly complex

processes of interlingual and intersemiotic translation. (Bassnett in Abend-David, 2014, xvi)

In the book *Media and Translation* (2014), Bassnett emphasizes that the definition of translation have already moved from 'the transfer of a text in one language directly into other' to 'a highly sophisticated, complex textual practice (Abend-David, 2014, xvi). Moreover, It is clear that media studies take place in many fields of study. Dror Abend-David (2014), the scholar of media studies notes that 'linguists find that the use of language (and translation) in the media effect oral and written forms of expression; sociologists find that media and access to media can affect social trends, hierarchies, and identities; and literary scholars are surprised to find out that even printed texts are a form of media, affected by the same financial, ideological and technical elements that are used to describe electronic media (but are continuously absorbed into Literary Studies)'. He also states the translation and media relates in many fields that anything ranging from film and television, drama to news casting, commercials, video games, web pages and electronic street signs (Abend-David, p.ix). Today, these relations show themselves in different forms of translation such as film translation and adaptation, subtitling and dubbing or computer translation.

## **1.6. The British Broadcasting Corporation**

### **1.6.1. The BBC overview**

The British Broadcasting Corporation (the BBC) is known as the oldest and largest broadcasting corporation in the world ([www.bbc.co.uk](http://www.bbc.co.uk)). It was first created as a private company under the name of British Broadcasting Company in 1922 and licenced to broadcast by the British General Post Office. After the General Strike that brought the company into direct confrontation with the government, the company was liquidated and British Broadcasting Corporation replaced it in 1927 when it received its first Royal Charter and was transferred to a non-commercial public service funded by the licence fee paid by UK householders. *The Empire Service*, known as BBC World Service today, was launched in 1932 and in 1936 BBC started the world's first television service. However, when the Second World

War erupted in 1939, the television service was closed and didn't broadcast for about seven years leaving the responsibility to the radio. John Reith was the first general manager who contributed to the BBC for a long time and disseminated the idea to see broadcasting as 'a public service'. From the 1950s onwards, the television became very popular for people and this provided more funding with more licence fee and the BBC introduced new programmes and shows ('History of the BBC', 2016).

Now, all these broadcasts are also supported by websites. In the BBC Annual Report and Accounts (2006), the Director-General reports that 'the BBC is living between two worlds: the world of traditional radio and television broadcasting and the dizzying new world of digital media' (p.4). The first BBC website called 'BBC Online' was launched in 1991 and 'BBC iPlayer' was created in 2007 to reach the digital media world. Since then the BBC has enlarged its number of audience with its broad portfolio of websites.

### **1.6.2. Values and public purposes**

BBC produces and broadcasts various kinds of services all with the same mission on television, radio and online including national TV channels, national radio stations and TVs and radio services for Scotland, Wales and Northern Ireland and over 40 local radio stations for England, BBC online and BBC World Service. There are also separate commercial ventures around the world including BBC Worldwide and BBC World News ('Inside the BBC', 2016). The BBC claims itself as 'the world's leading public service broadcaster' and declares its mission 'to enrich people's lives with programmes that inform, educate and entertain' and its values as 'trust, independence, impartiality, honesty and quality' ('Mission and Values', 2016). It has six public purposes that are defined in the current Royal Charter (The current Charter came into force in 2007 and runs until the end of 2016) and Agreement and outline its mission and values ('Public Purposes', 2016). The first public purpose is defined as 'sustaining citizenship and civil society'. By doing so, it aims to provide independent journalism of the highest quality, engage a wide audience in news, current affairs and other topical issues, encourage conversation and debate about news, current affairs and political

institutions governing the UK, while enabling audiences to access, understand and interact with different types of media. These priorities to support citizenship and civil society clearly shows that the BBC values the needs of its target audience.

In the same Charter, the second public purpose is given as '*promoting education and learning*' that has the priorities to stimulate informal learning across a full range of subjects and issues for all audiences, engage audiences in activities targeted to achieve specific outcomes that benefit society, promote and support formal educational goals for children and teenagers and support adult education, especially related to essential skills development. '*Stimulating creativity and cultural excellence*' is the third purpose of the BBC defined in the Charter and it involves establishing a leading reputation for creative and innovative programming, ensuring enrichment for all audiences by covering a wide range of cultural activities, encouraging active participation in cultural activities, providing a wide range of enjoyable and entertaining content and fostering creativity and nurturing and supporting UK talent across a wide range of genres. This purpose to encourage creativity and cultural excellence shows that the BBC supports the cultural activities.

The last three purposes are directly related to the communicative, national and international representations of the BBC. So, these purposes should be described in more detail as they support this study to reason the selection of the BBC articles as the data. The purpose to *represent the UK, its nations, regions and communities* leads the following priorities:

- Represent the different nations, regions and communities to the rest of the UK.
- Cater for the different nations, regions and communities of the UK.
- Bring people together for shared experiences.
- Encourage interest in and conversation about local communities.
- Reflect different religious and other beliefs in the UK.
- Provide output in minority languages

Among these priorities, the last one attracts the attention as it aims to *provide output in minority languages*. This indicates that the BBC considers not only the languages of other countries but also the languages of the minority in its original culture. As can be seen, the following purpose directly identifies the aims of the BBC about international issues:

*Bringing the UK to the world and the world to the UK*

- Build a global understanding of international issues: (a) Provide a global international news broadcasting of the highest quality. (b) Enable individuals to participate in the global debate on significant international issues.
- Enhance the UK audiences' awareness and understanding of international issues.
- Broaden the UK audiences' experience of and exposure to different cultures from around the world.

The above three priorities assists the BBC to communicate and combine with the rest of the world. Thus, it is clear that the BBC gives importance to intercultural communication and broadcasts or publishes in accordance with the cultural differences. This also shows that the BBC gives importance to translations of its texts and interpretation of its broadcasts from original into many other languages. The last purpose is *delivering to the public the benefit of emerging communications technologies and services* including the following priorities:

- Make engaging digital content and services available on a wide range of digital platforms and devices.
- Work with the industry to deliver a UK-wide network of digital television.
- Increase coverage of DAB (Digital Audio Broadcasting).
- Support Digital UK's communications activity to build awareness of, and readiness for, a digital switchover.
- Work in partnership with other organisations to help all audiences understand and adopt emerging communications technologies and services.
- Support the Government's targeted help scheme to help the most vulnerable during the digital switchover.

Although this last purpose of the BBC cannot be associated directly to the international issues or intercultural communication, it helps the readers, viewers or users to get the new media technologies. In order to accomplish all the missions for all these values and purposes, the BBC established the BBC World Service and the details about this service is given in the following section.

### **1.6.3. The BBC World Service**

The BBC World Service is the international multimedia broadcaster, delivering wide range of language and regional services on radio, TV, online and via wireless handheld devices. The Service broadcasts in 32 different languages including the languages of African, Asian (Central, Pacific, South), European, Latin American and Middle Eastern countries ('Get the News', 2016). It uses multiple platforms to reach its weekly millions of audiences globally, including shortwave, AM, FM, digital satellite and cable channels ('Around the World', 2016). According to BBC Annual Reports and Accounts (2014), BBC World Service continues to reach more people around the world with 128 million radio listeners, 59 million TV viewers and 18.8 million website access (p. 17).

In 2007, the BBC World Service celebrated its 75 years of broadcasting ('This year the BBC World Service celebrates', n.d.). When the '*Empire Service*' was launched in 1932 as the first international broadcaster, it was only intended for English speakers around the British Empire. In the following years, international broadcast expanded and spread with the broadcasts in new languages and it reached a large number of audiences. Shortwave enabled it to reach the far end of the world. In 1938, the first foreign language services was launched and it was Arabic and also Spanish for Latin Americans. In 1940s, broadcasts were made in many European languages including Turkish language that was presented by the BBC Turkish Service launched in 1939. Therefore, the Empire Service was renamed the *BBC Overseas Service* and *BBC European Service* was added. In 1940s, in accordance with the BBC Charter and Licence Agreement, the Service operated as *External Services* and its principles were identified (Yanardağoğlu, 2013). Previously, The BBC World Service was funded by a Grant-in-Aid from the Foreign and Commonwealth Office (FCO). Then, the

Service got its current name the *BBC World Service* in 1998 and it has been funded by the licence fee since April 1<sup>st</sup>, 2014 ('About-BBC World Service', 2016).

The number of languages presented by the BBC World Service has changed continually because of several reasons. More than seventy language services have operated in various periods and less than half currently operate. In recent years, financial pressures have decreased the number and types of services offered by the BBC. Due to the launch of internet-based services, the need for a radio station is less frequent in countries where the population has easy access to the internet news sites of the BBC ('BBC World Service', n.d.). Moreover, the government applied a huge amount of budget cuts resulting in the decrease of Foreign Office fund. So, in 2011, The Albanian, Macedonian, Portuguese for Africa, Serbian, and English for the Caribbean services were closed; the Russian, Ukrainian, Mandarin Chinese, Turkish, Vietnamese, Azeri and Spanish for Cuba services ceased broadcasting a radio service and the Hindi, Indonesian, Kyrgyz, Nepali, Swahili, Kinyarwanda and Kirundi services ceased transmission on the short wave band. With this last announcement of the BBC, the Turkish Service closed only its radio broadcast and has kept its TV broadcast (programmes at NTV) and website ('BBC Dünya Servisi'nde dev kesinti', 2011).

#### **1.6.3.1. The BBC Turkish Service**

The BBC Turkish Service was launched on November 20<sup>th</sup>, 1939 as a part of the BBC World Service. It is one of the 32 languages of BBC World Service and broadcasts in London. It has the same editorial principles and practices of the BBC and it reaches its audience via its website and social media accounts. All services of the BBC World Service have a common press pool and they use the same publication policy. So, the basic publication content of the BBC Turkish Service comprises news, investigations, critics, analysis and it also includes content of the English Language teaching as a matter of the Royal Charter agreed with the BBC. As stated before, its radio broadcast was closed because of the strategies and financial problems of the BBC in 2011 ('BBC Türkçe Servisi', 2016). In accordance with the cooperation with NTV, the BBC Turkish Service provided daily news updates via videophone connections and some programmes. However, the

cooperation has been suspended since 2013 and the previous programmes can only be watched from the videos on the BBC Turkish Service website ('BBC-NTV'yle ortaklık', 2013). So, it has recently placed particular attention to its website that was launched in 1998 and has presented news and information since then.

In many fields, studies were conducted about the BBC Turkish service in Turkey: It was used as 'an example of public journalism in the international media broadcasting' (Kılıç, 2010) whereas in another study the discursive analysis of the news of the BBC Turkish Service was made to find out to what extent translational practices contribute to the institutional discourse of the Service (Polat, 2015).

#### **1.6.3.1.1. The BBC Turkish Service website**

In line with the institutional strategies of the BBC, the website of the Turkish Service has been revised and restructured since its launch. In 2004, the Turkish Service enlarged and enriched software and design of its website. The service relayed its radio broadcasts to the website and varied the content with some indexes such as Europe or Economy. Then, its TV programme started to be relayed into the website in 2008. In 2009, in order to reach new technologies and innovations, the service also presented mobile applications, online subscription and user accounts. Lastly, The Turkish Service presented a modern website design in 2010 and since then the website has offered a new view and easy access to the news, videos, and photographs ('İnternet Yayınlarımız', 2010). Currently, the homepage of the website has indexes of 'Haberler', 'Video', 'Fotoğraf', 'Dergi', 'Spor', 'Ekonomi', 'Bilim-Teknoloji' and 'Yaşam' that provide different topics and contents compatible with their index titles. It is also available to reach the BBC website from the homepage.

#### **1.6.3.1.2. The articles in the link 'Dergi'**

Since its opening, the BBC Turkish Service has kept on renewing and updating its website. The service announced the opening of a new page called 'Dergi' on October 1<sup>st</sup> in 2014 ('DERGİ-BBC Türkçe', 2014). The link 'Dergi'

includes many articles about various topics such as science, technology, culture, art, travel and the earth. The service publishes one or two articles in weekdays. In fact, these articles are the translations of the articles that are originally published on the BBC website. The Turkish Service presents the translations of the articles that are published on 'Future', 'Culture', 'Travel', 'Earth' and 'Capital' sections of the BBC website (the [bbc.com](http://bbc.com), the international version of [BBC.co.uk](http://BBC.co.uk)). In recent years, the BBC website has launched these 'international feature sections' to enlarge its content and reach more audiences via its website (BBC Annual Report, 2015, p.135). The Culture section is a fusion of videos and images coupled with editorial content from a host of well-known and respected journalists and commentators, offering an alternative lens on global trends across the arts ('Media Centre', 2013). The Future section offers universal topics and focuses on future trends in the worlds of science, technology, environment and health ('BBC.com expands site', 2012, 2014, and 2016). Also, the Travel section includes articles about all aspects of travel and the Earth section presents documentary images and videos with its articles. In the link Dergi, all the articles published online end with a link of the original article and so the readers can reach the English version of the article easily. The articles in these sections are mostly informative and the topics are the ones that stay up-to-date for a long time.

## **1.7. Conclusion**

In this chapter, the literature has been reviewed in accordance with the needs of this study. Firstly, it mentions the long history of translation and its evaluation in the twentieth century. It presents the suggestions and remarks of many theorists on the concepts of 'translation' and 'translation studies'. The discussion between word-for-word and sense-for-sense approaches leads to the descriptive translation studies that has been the popular approach of twentieth century onwards. The translational norms of Toury takes its basis from this approach of source-oriented translation. The literature has also been reviewed for the translation strategies used in for CSIs. The classification of Aixela has been researched in detail as it is the theoretical basis of the study. This study aims to analyse and describe the translation strategies used in the translations of the BBC articles. So, the BBC also has been reviewed in detail.



## CHAPTER II

### METHOD

#### 2.1. Presentation

Presenting information about the methodology of the study, this chapter covers sections about the research design, data collection procedure and data analysis procedure. It gives detailed information about the texts that are analysed and interviews made with the translator and the procedures used for the analysis of both.

#### 2.2. Research Design

This study has been designed with a qualitative method approach. In qualitative research, triangulation can serve as a 'multimodal approach to data collection and data analysis' (Rothbauer, 2008, p. 892). In this study, data collection and analysis are combined in order to provide a better understanding with a variety of research methods and thus to reach more valid and reliable results for the study. It covers a 'complex/multiple triangulation method' that encompasses both the 'data triangulation' including the articles of BBC website and the interview with the translator and the 'theory triangulation' with the analysis of the texts and the interview in the light of translational norms by Gideon Toury and classification of CSIs by Javier Franco Aixela (Rothbauer, 2008, p. 892). In a broader sense, this study covers both the description of norms that direct the translation process and of the decisions and strategies of the translator that have effects on the translations of cultural elements. Therefore, in the frame of product-oriented approach of Toury, his notion of translational norms is the basis for the study and the norms that govern the translation process of cultural elements are described. Translation decisions taken for the translations of cultural elements in BBC articles are described according to the definitions and classifications of CSIs suggested by Aixela. Regarding the large volume, it is impossible to identify and describe the norms and strategies used for CSIs in all BBC articles. So, CSIs identified in the representative sample articles are used.

### **2.3. Data Collection Procedure**

Observation, interview and documentary analysis are among some of the data collection procedures of qualitative research. In a translation research, translations and their STs (original texts) can be used as data and this textual data can be supported with the interviews (Williams & Chesterman, 2011, p. 91). This also leads to the triangulation method that is used to increase the validation and reliability of research findings, to minimize the biases and to present different perspectives (Denzin, 1970). So, as the study aims to analyse and describe the translational norms and strategies used for the cultural transfer in the translations of articles of the BBC website, the original texts of articles have been obtained from the BBC website (<http://www.bbc.com/>) and their Turkish translations have been taken from the BBC Turkish Service website (<http://www.bbc.com/turkce>). Also, an interview has been made with the translator of the articles in the link 'Dergi' of the BBC Turkish Service Website. Therefore, the data has been triangulated through the STs, TTs and interview with the translator. Also the data required for the literature review and other sections has been collected from the sources of national libraries and university libraries as well as internet sources.

#### **2.3.1. The articles of BBC website**

As it is one of the strategies of triangulation, the study uses the original texts and translations of articles published on the BBC website and the BBC Turkish Service website. The BBC website has many services including News, Sport, Weather, Autos, Capital, Culture, Earth, Future and Travel. The BBC Turkish Service has presented a link called 'Dergi' since October 2014 and has included Turkish translations of articles from some of these services. This study covers the articles derived only from the Culture, Future, Earth and Travel services on the BBC website. These links/services have been intentionally selected for the study because they appear to publish the articles that include many cultural elements and thus this selection of links also provides a prior limitation for the extensive amount of all articles published in all links. The study has been limited also to the period between October 1<sup>st</sup>, 2014 (the beginning date of the link Dergi) and July 31<sup>st</sup>, 2015. The articles published during this period have been taken as

the sample to increase the possibility of finding the CSIs and of reaching the reliable and valid results. The articles taken by the translator from the links Culture, Future, Earth and Travel are not equal in number. Firstly, 100 of the total amount has been determined as the sample of this study. So, by using the stratified sampling method, 100 of the articles have been selected randomly among the total amount of articles published during that period. Then, in order to equally represent these services (Earth, Future, Culture and Travel), four articles for each link have been selected as the sample for the analysis. At this second stage of the sample selection, translations that are convenient to analyse in meaning and style and also have salient and extensive amount of CSIs have been selected as the representative articles of each service in the link 'Dergi'. The articles or writings of other services in the website mostly include the news texts and they have been excluded from the study. The style, terminology and meaning of the articles and the variety of cultural elements are also taken into consideration and the opinions of three different experts (Assoc. Prof. Zekiye Müge TAVİL, Department of English Language Teaching, Gazi University, Assoc. Prof. Onur DURSUN, Department of Journalism, Çukurova University, Assoc. Prof. Atiye NAZLI, Department of Turkish Language and Literature, Hitit University) directed the selection period of articles to be analysed.

### **2.3.2. Interview with the translator**

In this study, an interview is used as another strategy to triangulate data for more valid and reliable results. Interviews, as conversational practices can be conducted in surveys, via the internet, over the phone or face-to-face. An interview with the translator of the articles in the link Dergi has been carried out through the e-mail as the translator works on the BBC Turkish Service in London. The interview questions have been designated in light of the research questions to support the results of the study. So, the interview questions seek to get information about the translation strategies employed by the translator to preserve the original meaning of the ST and to shape the stylistic features of the TT during the translation process of CSIs. The main focus on the use of translator interview is to elicit data about the translation rules or translation policy of the BBC Turkish

Service and its link Dergi and also about the strategies employed and decisions made by the translator during the translations of cultural elements.

#### **2.4. Data Analysis Procedure**

The data, which has been gathered through the translations of articles and the interview with the translator, are analysed by using the qualitative method. For reliability and validity, the data analysis has also been supported by the theoretical triangulation of the analysis that includes the translational norms of Toury and the categorization of CSIs by Aixela.

As the study looks at the analysis of translations in the scope of descriptive research, the selected articles are described in accordance with the translational norms of Toury. The selected articles presented in the link 'Dergi' of BBC Turkish service website are analysed to seek the norms, that is, the preliminary, initial and operational decisions of the translator. Therefore, norms are used to make detailed analyses of the equivalence of translation, punctuation and sentence and paragraph structure. More importantly, the articles are also analysed to find the tendency of translators to create 'adequate' and 'acceptable' translations that leads the analysis to find the translator's source-oriented or target-oriented approach to the translations. In addition to the norms, the strategies for omitting or translating the cultural elements are described when cultural elements in the texts are analysed in the light of Aixela's classification of CSIs. In the study, this classification is used to describe the choice of the translator, which shows 'the degree of tolerance' of the receiving society ranging from conservation (repetition, orthographic adaptation, linguistic translation, extra-textual gloss, intra-textual gloss) to 'substitution' (synonym, limited universalization, absolute universalization, naturalization, deletion and autonomous creation). Thus, as Aixela suggests, the strategies that are described help see the general tendency of translations 'to be a representation of a ST' and 'to be valid text in itself' (Aixela, 1996, p. 60).

Moreover, the interview with the translator is also analysed in order to see the consistency of the results with the analysis of the selected texts. So, the interview is used to back-up and enhance the analysis of texts. Totally twelve

interview questions are taken one by one and analysed in accordance with the research questions. The analysis of the interview with the translator aims to present the existence of correlation between data obtained from the text analysis and interview analysis. Rothbauer (2008) states that for the sake of integrity and enhancing the internal validity of the findings, interview data are compared with information obtained from other sources and the interview data should be consistent with what the researcher observes from other sources related to the people interviewed (p. 191). So, the data gathered from the interview with the translator is compared with the information obtained from the website of the BBC Turkish Service, as well.



## CHAPTER III

### DATA ANALYSIS

#### 3.1. Presentation

This chapter presents the detailed analysis of the articles in the link 'Dergi' of the BBC Turkish Service Website and also the analysis of the interview conducted with the translator of these articles. The Travel, Culture, Earth and Future sections are represented by four articles. The articles have been compared and analysed in the light of Toury's translational norms for the acceptability and adequacy of the translations and the strategies used for the translations of CSIs are identified in accordance with the classification of Aixela.

#### 3.2. Descriptive and Comparative Analysis of the Selected Articles from BBC Website and Their Translations in BBC Turkish Service

##### 3.2.1. Analysis of the articles in the link 'Travel'

The Travel section includes articles about all aspects of travel. The authors of the articles generally share their own experiences from various places and countries.

##### 3.2.1.1. Analysis of the article titled 'does England make the world's most delicious breakfast?' and its translation 'ingiliz kahvaltısı üç öğün yenecek kadar iyi mi?'

As can be inferred from the title, this article mainly dwells upon the 'English breakfast'. Given the fact that both the ST and the TT give information about the English breakfast and a visit of the article's author to a café for breakfast in London, this article can be counted as an informative text. When the titles of the ST and the TT are compared, the difference can be noticed as might be seen as follows:

ST		TT
1	Does England make the world's most delicious breakfast?	İngiliz kahvaltısı üç öğün yenecek kadar iyi mi?

It is observed that the ST title emphasizes the existence of *the world's most delicious breakfast* meaning 'dünyanın en lezzetli kahvaltısı' whereas the emphasis in the TT is on the question of 'to what extent is the English breakfast good?' The translator changes the focus directly into the quality of breakfast instead of it 'being at the best' position in the world.

ST		TT
1	British playwright Somerset Maugham once said that "to eat well in England you should eat breakfast three times a day".  Was this a witty way of saying that, save for breakfast, the food in England was inedible – or that the English breakfast is so superior that it's worth eating not once but thrice daily?	İngiliz oyun yazarı Somerset Maugham şöyle diyordu: "İngiltere'de iyi yemek yemek istiyorsanız günde üç kez kahvaltı etmeniz gerekir."  Bu sözler İngiliz yemeklerinin kötü olduğu anlamına mı yoksa kahvaltının günde üç kez yenecek kadar iyi olduğu anlamına mı geliyordu?

At the very beginning of the article, the author states the above sentences about 'eating breakfast three times a day' and thus the translator uses the context-bound statement in the title: *üç öğün yenecek kadar*. In other words, she represents the context of the text with the title in order to attract the attention of the target reader. So, it can be suggested that the translation of ST title can be counted as the acceptable equivalence of ST title.

It is observed that some of the statements and even the paragraphs are omitted by the translator. In the light of Toury's operational norms, this omissions can be described within matricial norms. The omitted parts in the ST mostly represent expressive statements of the author. The paragraph below is omitted completely as it might have been found unnecessary to describe the setting in the Regency Café in detail. More omissions are identified throughout the translation:

ST		TT
1	The café's interior was simple: Formica tables, plastic chairs and walls plastered with boxing memorabilia. A dainty woman behind the counter barked orders in a booming voice: "Set tomato! Set beans with chips!" We ordered, and I got the set with black pudding and bubble and squeak.	No translation.

In the interview, the translator stated that they prefer to omit some parts of the ST when the text is so long to read for the readers. These omitted parts are not in key position for the cohesion of the text. Moreover, some parts of the ST sentences are omitted when they are transferred to the TL. Here are some examples of omitted parts:

ST		TT
1	It's <b>a symphony of deliciousness</b> on a plate, enough to ward off the worst hangover and fill you up until dinner time.	Akşamdan kalmışlık halini ortadan kaldırdığı gibi akşam yemeğine kadar tok tutar insanı.
2	It was worth <b>every calorie</b> .	Ama değdi.
3	... <b>London-based</b> food writer Jenny Linford, author of <b>Food Lovers' London</b> , suggested Quo Vadis in Soho, an upscale restaurant that focuses on modern British cuisine	Yemek yazarı Jenny Linford modern İngiliz mutfağını temsilen Soho' daki Quo Vadis' i tavsiye etti

In the examples above, the parts *a symphony of deliciousness on a plate* and *every calorie* have been omitted because they could be found as the unnecessary details that may interfere the reading fluency of the text. In the third example, the original word *London-based* implies that the food writer is from London and it is understood that she is the author of the book *Food Lovers' London*. However, these situations have been omitted in the ST. The translator may find the information about this book unnecessary for the TT reader.

When the ST is analysed in terms of the conservation or the substitution of the CSIs by other words closer to the target culture, it is observed that the translator employs some of translational strategies in order to reach target audiences. There are many proper names that are counted as CSIs and involve a

translation problem when transferred into Turkish culture. The personal names and toponyms are conserved and transferred with their original forms by the translator to the target culture. According to Aixela, in order to maintain the original reference of any cultural item, the item *repetition* could be employed to the TT. Some examples of these proper names and their translations are as follows:

	ST	TT
1	... food writer <b>Lizzie Mabbott</b> ...	... yemek yazarı <b>Lizzie Mabbott</b> ...
2	... in the <b>Pimlico</b> neighbourhood, ...	... <b>Pimlico</b> semtinde ...
3	<b>Regency Café</b> , ..., has been slinging up the full English breakfast since 1946.	... 1946' dan beri İngiliz kahvaltısı yapan <b>Regency Café</b> ' ye gittik.
4	...food writer <b>Jenny Linford</b> ...	...yemek yazarı <b>Jenny Linford</b> ...
5	...back to <b>New York</b> ...	... sonra <b>New York</b> 'a ...

Although it seems that most of the proper names are repeated when transferred into Turkish, the translator also employs 'pre-established translations' of some original words in the TL (Aixela, 1996, p. 68). The word 'London' has the lexical equivalence of *Londra* and it is commonly used in this form. Similarly, the words 'England' and 'English' have the lexical equivalence of *İngiltere* and *İngiliz* as their pre-established translation versions in Turkish.

It has been observed that, some words have been transferred through orthographic adaptation with procedures like transcription and transliteration.

	ST	TT
1	If <b>calories</b> and <b>cholesterol</b> weren't a concern, the English breakfast really would be worth eating three times per day.	Yüksek <b>kalori</b> ve <b>kolesterol</b> endişesi olmasa insan gerçekten de üç öğün yiyebilir İngiliz kahvaltısını.
2	The tomato's <b>acidity</b> helped cut the bacon grease.	Domatesin <b>asidi</b> domuz pastırmasının yağını daha az hissetmemizi sağlıyordu.
3	'If the <b>sausage</b> is good,' she said, 'then everything else on the plate should be good, too.'	..., eğer <b>sosis</b> kaliteliyse kahvaltının da genel olarak iyi olacağını söyledi.
4	The full breakfast here cost a whopping <b>£ 12</b> .	Burada kahvaltı fiyatı 12 <b>sterline</b> çıkıyordu.

The words *calorie*, *cholesterol*, *acidity* and *sausage* are transcribed as *kalori*, *kolesterol*, *asid* and *sisis* to provide easy pronunciation of the words and to bring these CSIs closer to the target culture. In the last example above, the currency sign £ represents the English currency *sterling* and has been transferred as *sterlin* in the TT. So, the original references are expressed in the one that the target readers use.

The following examples also show that the translator offers extra information about the meaning and implications of the CSIs. So, the examples can be counted as the examples of extra-textual gloss strategy of Aixela.

	ST	TT
1	...two eggs, sausage, bacon, baked beans, fried tomato and toast.	... iki yumurta, sosis, domuz pastırması, fırında pişmiş kuru fasulye (baked beans), kızarmış domates ve kızartılmış ekmekten oluşan ...
2	For a small additional fee you could also order hash browns, black pudding (blood sausage stuffed with small chunks of lard) and bubble and squeak (a sort of potato cake with cabbage).	Az bir ek ödemeyeyle patates mücveri (hash browns), pıhtılaşmış domuz kanından yapılmış sosis (black pudding), patates ve brüksel lahanası ezmesi (bubble and squeak) de ekletebilirdiniz tabağınıza.

In the first example, *baked beans* has been transferred as *fırında pişmiş kuru fasulye*. Here the translator gives the lexical equivalence but still repeats *baked beans* in brackets in the TT. As the ST belongs to the link 'travel', the reason for this repetition may be to inform the reader about the original name of the food for a possible visit or breakfast in England. In the second example, *hash browns* has been transferred as *patates mücveri*, *black pudding* as *pıhtılaşmış domuz kanından yapılmış sosis* and *bubble and squeak* as *patates ve brüksel lahanası*.

As the ST is about culture-specific breakfast of England in general, the writer of the original article (ST) prefers to use extra explanations for some traditional food names, probably for their introduction and presentation to other cultures. These explanations have been transferred as parts of the text itself whereas their originals are transferred as extra information. Thus, with the same

aim of the original text writer, the TT includes extra-textual gloss but this time written in brackets with the SL.

In addition to constitution strategies, some substitution strategies have also been observed in the translations. The ST includes some CSIs that are thought to be unrecognized and complicated for the target reader. So, the translator has employed absolute universalization and these CSIs have been replaced with neutral references.

	ST	TT
1	On my last day in London, I wandered down to the breakfast area of the <b>Milestone Hotel in South Kensington</b> , where I was staying...	Londra' daki son sabahımda da kaldığım <b>lüks semtin otelinde</b> İngiliz kahvaltısını denemek istedim; ...
2	By the 1950s, <b>the fry up</b> had become the national breakfast.	1950' lerde artık bu <b>kahvaltı</b> milli yemek haline gelmişti.

In the first example, the names of the hotel and the neighbour 'Milestone Hotel in South Kensington' have been deleted and replaced with *lüks semtin oteli*. The *Milestone Hotel* and the neighbour *South Kensington* is not recognized by the target culture as they are in London. So, these proper names are substituted by *otel* and *lüks semt* that do not cover the exact names of the places. In the second example *the fry up* is replaced by *the breakfast*. In the source culture, *the fry up* belongs to the English culture and denotes 'a meal of fried food such as eggs, bacon, potatoes etc' ('Longman Dictionary', 2016). In the TT, this CSI has been changed with the word *kahvaltı* as a neutral reference.

### 3.2.1.2. Analysis of the article titled 'Iceland, where the devil landed' and its translation 'şeytanın ayak bastığı ülke'

As an informative text again, the ST gives information about the *Krafla volcano* in Iceland. It is mostly narrated by the first person whereas the TT does not have any first person narration. The ST has been transferred without any personal narration and this naturally affects the translation.

ST		TT
1	As I walked along the pathways that spiral around Krafla's caldera, ....., I could feel the heat of the Earth through my shoes.	Bu yolda yürürken yanardağın ısısını ayaklarında hissediyor insan.
2	As I explored, I made sure to steak to Krafla's wooden walkingways, ...	No translation.

In the first example above, the author of the article shares her own travel experience and describes and narrates the scene whereas the translator transfers the sentence without first person narration into the TT. Additionally, there is no translation for the second example and there are more similar sentences and paragraphs that have been omitted in order not to affect the narration. All these changes made during the translation activity can be counted as the operational norms and these omissions can be the results of the matricial norms that have governed the translator.

It has also been observed at the very beginning of the text that the translator has deleted *Iceland*, the name of the country from the title. This may be to arouse the curiosity of the target reader about the unknown country *where the devil landed*.

The TT includes not details but general information about Krafla and so it has been transferred with many omissions. These omitted parts are mostly the sections that share the opinions of some researchers about Krafla and quotations of their own sentences.

ST	
1	"All societies have superstitions and beliefs that exist in spite of all that Richard Dawkins can throw at them," explained Terry Gunnell, a professor of folkloristics at the University of Iceland.
2	"A newcomer to the region today will not experience the landscape in a different way from a traveller half a century ago," Sigurðsson said.

Above are the examples of the sentences with quotations that have not been transferred to the target reader. There are many more omitted parts in the TT and all these huge amount of omissions from the ST may indicate the operational

decisions of the translator to avoid unnecessary details in order to save the time of the target readers.

	ST	TT
1	Despite Krafla's infernal reputation – <b>or perhaps because of it</b> – the volcano is easy to explore.	Korku salan ününe rağmen bugün Krafla' yı keşfe çıkmak <b>sanıldığından</b> daha kolay.
2	<b>In northern Iceland, it seems,</b> the road to hell is paved with wooden walking trails.	Cehenneme giden yollar bugün ahşapla döşeli.
3	<b>In fact,</b> this is where the devil landed after being expelled from heaven.	Şeytanın cennetten kovulduktan sonra geldiği yerdir burası.

In the above examples, the translations of the omitted phrases might be suggested as *belkide ondan dolayı* (*or perhaps because of it*), *Kuzey İzlanda'da, görünüşe göre* (*In northern Iceland, it seems*) and *aslında* (*In fact*) respectively. However, these phrases have been omitted by the translator as she finds them unnecessary and avoids these kinds of details while translating.

When the ST and TT are compared and analysed in terms of CSIs, it can be observed that some of the CSIs have been transferred directly from the ST to the TT indicating the usage of Aixela's repetition strategy. The following sentence and its translation might be given as an example:

	ST	TT
1	Fables passed down orally through generations describe <b>Krafla</b> volcano as a portal to hell.	Bu masallarda <b>Krafla</b> yanardağı cehenneme açılan kapı olarak anlatılır.

In the translation of the proper name *Krafla*, there is no change, and it has been repeated in the TT.

Another translation procedure employed in the translation of the ST is orthographic adaptation of the cultural item that can be used for proper names.

	ST	TT
1	The caldera is home to two craters, Leirhnjúkur and <b>Víti</b> , the latter of which translates directly to “hell”.	Tepede iki krater var. Birine <b>Víti</b> deniyor; gerçekten de ‘cehennem’ anlamına geliyor.

The word *Víti* is written in Icelandic language alphabet in the ST and it has been transferred by the translator as *Víti* in the TT, so it could be categorized as an orthographic adaptation. One of the crater names in the ST, *Leirhnjúkur*, has been deleted in the translation. This deletion procedure can be counted as one of the substitution strategies of Aixela as it could be found too obscure or not relevant enough for the effort of comprehension required for the readers.

Moreover, when the texts are analysed in terms of orthographic adaptation, it could be noticed that there are many translations that are expressed in the TL and also still recognized as belonging to the SL.

	ST	TT
1	... among the lava fields ...	... lavlar arasında ...
2	... stagnant pools belch sulphurous gas ...	... sülfürük gazlar çıkaran kaynarcalar...
3	... extra-ordinary geological activities ...	... olağanüstü jeolojik aktiviteler ...
4	... two craters ...	... iki krater ...

The words *lava*, *sulphurous gas*, *geological activity* and *crater* in the ST are transferred as *lav*, *sülfürük gaz*, *jeolojik aktivite* and *krater* that provide the TL versions.

The translator also employs intra-textual gloss to the TT in order to increase the comprehensibility of the BBC Turkish Service reader.

	ST	TT
1	Today, Krafla broods quietly.	Bugün Krafla <b>yanardağı</b> sessiz.

The ST above includes only the name of *Krafla* whereas the TT includes the word *Krafla yanardağı* showing the existence of intra-textual gloss. The word *yanardağı* has probably been added by the translator to remind the reader about what Krafla is.

### 3.2.1.3. Analysis of the article titled ‘Havana homestays get easier to find’ and its translation ‘Küba’yı yerlisinin evinde kalarak tanımak’

As one of the article published in the link Travel of the BBC website, the ST gives information about *Havana homestays* and thus it is directly associated with travel to Havana. The aim of the text can be suggested as to giving information about where and how to stay in Havana when people travel there. The text has the features of an informative text giving the reader some information about Havana homestays and the narrator changes sometimes as the author shares her own experience. The sentence below can be counted as an example of these parts:

	ST	TT
1	Coming in from Cuba’s Jose Marti Airport, my taxi pulled up to a road filled with piles of rubble and deep cavernous holes.	Küba’daki Jose Marti Havalimanı’nda bindiğim taksi, yolda önüne çıkan moloz yığını ve çukurlar yüzünden kenara çekip durdu.

In order to attract the target reader, the translator changes some of the words with their close references. These lexical changes can be counted as the ones that are directed by the matricial norms.

	ST	TT
1	Homestays have long been the best way for travellers to experience authentic Cuban hospitality-...	Otantik Küba misafirperverliğini tecrübe etmek için turistlerin yapacağı en iyi şey Kübalı bir ailenin evinde kalmaktır.
2	...hailed my suitcase along the dusty potholed street.	Bavulumu alıp tozlu topraklı yolda yürümeye başladım.

In the first example above, the word *traveller* has been transferred as *turistler* while its lexical equivalent would be *seyahat edenler/seyahat eden kişiler*. Although the translation is not word-for-word, it could be suggested that it gives the more accurate underlying meaning and function of the original sentence because the writer is actually mentioning the people who visit Havana. In the second example, the word *dusty potholed* has been translated as *tozlu topraklı* while the lexical equivalent of *potholed* would be *çukurlu yol*. Here, the translator decides to use *tozlu topraklı* that is a more familiar phrase for the target culture.

When the strategies employed by the translator are analysed to seek the transfer of CSIs from the ST to the TT in terms of Aixela's classification, certain strategies are observed at a glance.

	ST	TT
1	Coming in from Cuba's Jose Marti Airport ...	Küba'daki Jose Marti Havaalanı'nda...
2	'Hola soy Kike' (Hello, I'm Kike)	'Hola soy Kike' (Merhaba ben Kike)
3	... their son, Oli, on the sofa looking at his computer.	...oğulları Oli'yi bilgisayarının karşısında buluyordum

In the first sentence, the proper name *Cuba* has been translated as *Küba* indicating the effect of orthographic adaptation and the repetition of the *Jose Marti* shows the high degree of constitution in the sentence. As can be seen in the second example, there are some words also in Spanish, as the official language of Cuba and the phrase *Hola soy Kike* has been repeated and translated into English in the TT and into Turkish in the ST. In the last example *Oli* has also been repeated as a proper name.

	ST	TT
1	A few days later, I moved to a homestay in Vedado, the neighbourhood that sprawls south from the Malecón, Havana's famous esplanade.	Birkaç gün sonra Havana'nın ünlü meydanı Malecon yakınlarındaki başka bir mahalleye taşındım.
2	...Cuba's <i>casa particulares</i> generally provide a more reliable service than state-run hotels.	...Küba'daki ' <b>casa particulares</b> ' (özel evler) devletin işlettiği otellerden daha iyi.
3	..., such as the Cuba Casa Particular Association, ...	<b>Cuba Casa Particular Association</b> (Küba Özel Ev Derneği) gibi

In the first example above, the Spanish toponym *Malecón* has been transferred as *Malecon* to the TT and this strategy of the translator can be counted as orthographic adaptation. Besides, the toponym *Havana* in the ST has been repeated in the TT whereas the other toponym *Vedado* has been deleted in the TT. In the second and third example, the translator uses the repetition strategy and repeats the phrases *casa particulares* (written in quotes) and *Cuba Casa Particular Association* (written bold). However, she finds it necessary to offer Turkish explanations of these CSIs. Thus, they have been transferred as *özel*

*evler* and (*Küba Özel Ev Derneği*) in brackets. Aixela classifies this procedure as extra-textual gloss and states that it is used all the time in the treatment of quotations in the third languages. In order to increase comprehensibility and not to disturb the readers' attention, the translator also uses intra-textual gloss. The following sentence can be given as an example:

	ST	TT
1	Things became even easier still in April 2015, when Airbnb announced that they were starting to operate in the country, allowing people to book – and pay – online, instead of just reserving a room and paying on arrival, like most third party sites.	Binlerce şehirde evlerin ve odaların kayıtlı olduğu ve internet üzerinden kiralama imkanı sunan Airbnb adlı şirketin Nisan 2015'te Küba'da da faaliyete geçmesi işleri daha da kolaylaştırdı.

In the example, the ST mentions about *Airbnb* as if it is known by many. However, the translation is *Airbnb adlı şirket* in the TT and the translator adds the phrase *adlı şirket* in order to inform the reader about what Airbnb is. Thus, the use of the intra-textual gloss strategy offers a variation to resolve the possible ambiguity that may occur. Also, in the same example, certain additions and omissions have been observed. The translator uses some more information about Airbnb for readers and adds the phrase *binlerce şehirde evlerin ve odaların kayıtlı olduğu* whereas the ST does not provide this kind of information. Moreover, the phrase *instead of just reserving a room and paying on arrival, like most third party sites* as the last part of the sentence has been omitted.

In addition, a few more borrowings from the ST have also been observed in the TT and they have been transferred through orthographic adaptation. The following sentences can be shown as examples:

	ST	TT
1	... authentic Cuban hospitality...	...otantik Küba misafirperverliği...
2	...cocktail menu in each room...	...odaların her birine kokteyl menüsü...
3	...my taxi...	...bindiğim taksi...

The transcription of *authentic* as *otantik*, *cocktail menu* as *kokteyl menü* and *taxi* as *taksi* could be suggested as the transfer with the strategy of orthographic adaptation.

	ST	TT
1	It was basic and sparsely furnished, but contained everything I needed for a comfortable stay: a private bathroom with hot and cold water, a bed, air-con, and even a mini fridge and a safe.	Lüks değildi ama ihtiyacımı karşılayacak her şey vardı: bana ait bir banyo, sıcak ve soğuk su, yatak, klima, hatta bir mini buzdolabı ve kasa bile.

It has been also observed that the translator uses negation while translating. In the above example, *It was basic* has been transferred as *lüks değildi*. The lexical equivalence of the sentence is 'it was not luxurious'. In order to avoid meaning shift, the translator decides to negate the translation and omits the phrase *sparsely furnished*.

	ST	TT
1	Locals ambled their way around the holes, while loud <b>reggaeton music</b> blared from open doorways.	Mahalleliler çukurların arasından rahatlıkla yolunu buluyor, açık kapıların ardından <b>müzik</b> sesleri geliyordu.

The phrase *reggaeton music* has been transferred as *müzik*. Here the omission of *reggaeton* and the orthographic adaptation of *music* changes the translation on lexical level. Reggae is a kind of music that originated in Jamaica and is also popular in Cuba and the author of the ST indicates it intentionally. On the other hand, this CSI has been omitted in the TT and lost its function as an indicator of the source culture.

#### 3.2.1.4. Analysis of the article titled 'India's last surviving headhunters' and its translation 'Hindistan' daki son kafatası avcıları'

The text gives information about a tribe that still survive in Nagaland and was once known by its headhunting. The ST comprises of sub-titles presenting

information about the past and present of the tribe and the TT follows the same order of these sub-titles with their translations. The first sub-title *the largest tribe in Nagaland* has been transferred as *Nagaland'daki en büyük kabile* and the translation meets the lexical equivalence of the original. Under this title, the tribe has been described in both the source and the TT. The following sentences could be given as examples of this description:

	ST	TT
1	The remote village of Longwa, with Myanmar's dense forests on one side and India's rich agricultural lands on the other, is home to the fierce Konyak Naga tribe.	Burası Longwa köyü. Bir yanda Birmanya'nın ormanları, öte yanda Hindistan'ın zengin tarım toprakları. Konyak Naga kabilesinin yurdu burası.
2	The largest of 16 tribes living in the remote northeastern Indian state of Nagaland, the Konyaks were warriors with brutal pasts, using inter-village fights to accede land and ascertain power.	Hindistan'ın kuzey doğusundaki Nagaland eyaletinde yaşayan 16 kabilenin en büyüğü olan Konyaklar savaşçı bir kabile. Geçmişte köyler arası kavgalardan yararlanarak toprak ve iktidarı ele geçirmişler.

When the sentences are analysed in terms of Toury's operational norms, it could be suggested that the translator prefers to give underlying meaning and function of the ST instead of giving the lexical equivalent. In the first example, the ST sentence is separated into three different sentences to give the functional equivalence. The phrase *The remote village of Longwa* has been transferred as *Burası Longwa köyü* which may be the lexical equivalent of 'Here is the village of Longwa'. However, this partial translation could be suggested as functional equivalence since it provides better understanding for the reader. Also, the omission of the word *fierce* meaning 'vahşi, acımasız' results in the meaning shift as it is a characteristic of this headhunting tribe. The second example has also been segmented. The part from the beginning to the comma have been transferred with its lexical equivalence in the TT. However, the translator changes the tense of the translation and the part following the comma ..., *the Konyaks were warriors with brutal pasts* has been transferred as ...*Konyaklar savaşçı bir kabile* as if they are still a brutal tribe.

When the same examples have been analysed in terms of Aixela's strategies for CSIs, repetitions of the proper names *Longwa*, *Konyak Naga* and *Nagaland* can easily be seen. On the other hand, the translator decides to use pre-established translations and *India* and *Myanmar* has been transferred as *Hindistan* and *Birmanya*. In spite of the usage of repetition and pre-established translations for some proper names, some of the proper names have been omitted from the TT:

ST		TT
1	... older tribesmen like <b>Pangshong</b> (pictured) belong to the last generation with these striking facial tattoos.	Fotoğraftaki kabile üyesi bu dövmeleri taşıyan son kuşak arasında yer alıyor.
2	Today, Longwa straddles the international border, with one side of the border pillar containing messaging written in Burmese, and the other side written in Hindi.	No translation.

In the first example above, the picture of the tribesman has been given in both the TT and the ST but the name *Pangshong* has been omitted from the TT. In the second example, the sentence gives information about both sides of the international border pillar *messaging written in Burmese, and in Hindi*. However, the whole sentence including proper names has not been transferred to the target culture.

Besides the omissions of the proper names, some more omissions have been observed:

ST		TT
1	... huge rooms for various purposes including cooking, dining, sleeping and storage.	Kulübe farklı işlevler için geniş odalara bölünmüştür.
2	Bones of buffaloes, deer, boars, hornbills and mithun (a bovine species found in northeast India) decorate the walls of every Konyak house – prizes from generations of hunting.	Her Konyak evinde avlanan hayvanların kafatasları birer gurur kaynağı olarak sergilenir.

In the first example, the phrase *including cooking, dining, sleeping and storage* has been omitted and the room variation has not been given in the TT. In the second example, the *Bones of buffaloes, deer, boars, hornbills and mithun (a bovine species found in northeast India)* has been omitted and the word *avlanan hayvanların kafatasları* has been used instead. These omissions may have been deemed unnecessary details by the translator.

	ST	TT
1	Rice, the staple food of the Konyaks Nagas, is usually stored in <b>huge bamboo containers</b> at the back of the house.	Pirinç ve diğer temel yiyecekler ise <b>kamıştan örme kaplar</b> içinde evin arkasında tutulur.

Moreover, as can be noticed in the above example, there are also expansions in the translation. The phrase *huge bamboo containers* have been transferred as *kamıştan örme kaplar* using both the deletion and expansion strategy. The word *huge* has been deleted and the word *bamboo* has been expanded and transferred as *kamıştan örme*. On the other hand, *the staple food of the Konyaks Nagas* has been deleted from the ST. The possible translation could be *Konyakların temel yiyeceği olan pirinç* but the phrase *diğer temel yiyecekler* has been added to the TT.

When the texts are compared and analysed, the strategies for certain CSIs employed by the translator become easily noticeable.

	ST	TT
1	Konyaks were animists, worshipping elements of nature, until Christian missionaries arrived in the late 19th Century.	Konyaklar eskiden doğaya taparlardı, ta ki 19. yüzyıl sonlarında Hristiyan misyonerler köylerini ziyaret edinceye dek.

The *Christian missionaries*, in the above example, has been adapted as *Hristiyan misyonerler* and this can be suggested as an orthographic adaptation in light of Aixela's constitution strategies. Here in this example, the translation of the verb *arrive* into the verb *ziyaret etmek* can be counted as the connotative equivalence. However, the translation does not meet the lexical equivalence as the meaning of arrive can possibly be 'varmak, ulaşmak'.

### 3.2.2. Analysis of the articles in the link 'Culture'

The culture section is another section of the BBC that offers articles of well-known and respected journalists and commentators. The translator of the link Dergi also selects the articles of this section to translate and inform their target readers.

### 3.2.2.1. Analysis of the article titled ‘are the best directors tyrants?’ and its translation ‘en iyi yönetmenler despot mu olur?’

The title of the article gives some idea about the purpose and content of the article. At the very beginning, the title and the following introductory sentences of the article show that the text provides information about the best directors and their tyranny while working. When the title and its translation are analysed in terms of equivalence, it may be suggested that the lexical equivalence of *Are the Best Directors Tyrants?* has been provided with *En İyi Yönetmenler Despot mu Olur?*. Thus, it is clear that both of the texts give the same meaning and impression about the content. The introductory sentences and their translations support this idea about the content.

	ST	TT
1	Gone Girl’s David Fincher is among the <b>auteurs</b> who film dozens of takes until perfection is achieved.	<i>Kayıp Kız</i> ’ın yönetmeni David Fincher, <b>kendi bakış açısını filmlerine yansıtan</b> ve mükemmelliği yakalayınca kadar her sahnenin çekimini onlarca kez tekrarlayan yönetmenlerden biri.

When the sentences are compared in terms of their equivalence, the first sentence of the TT can be counted as the lexical equivalence of the ST sentence. Here in this translation, the word *auteur* can be counted as the CSI. It has been transferred as *kendi bakış açısını filmlerine yansıtan yönetmenler*. As the word does not have one-word equivalence in Turkish language, the translator explains the CSI with a very long phrase. The translation is still acceptable as it gives the same meaning.

As the ST is about the directors, it mentions many films. These films have been transferred in their pre-translated forms as they have already been watched in Turkey. The translator further transfers these CSIs and repeats them in brackets and thus this could be counted as an extra-textual gloss strategy of Aixela. Below are some of the examples:

ST		TT
1	Fight Club	Dövüş Kulübü (Fight Club)
2	The Kid	Yumurcak (The Kid)
3	Eyes Wide Shut	Gözü Tamamen Kapalı (Eyes Wide Shut)
4	The Exorcist	Şeytan (The Exorcist)

As the text tells about some of the directors and their behaviour during the film making, it has been observed that all proper names of these directors have been repeated. *David Fincher, Charlie Chaplin, James Cameron, Saul Metzstein, Francis Ford Coppola, and Stanley Kubrick* are among those that have been repeated in the TT. The TT also involves some orthographic adaptations transcribed from the ST.

ST		TT
1	If Fincher walks the line between director and dictator, he's not alone.	Fincher direktörlük ve diktatörlük arasındaki çizgide yürüyen tek yönetmen değil.
2	... a dark saga of cruelty, manipulation and insanity.	... karanlık bir zulüm, manipülasyon ve cinnet öyküsüdür.

In the first example, the target sentence is not the grammatical equivalence of its source version. The sentence starts with *if* meaning *condition* but the translator changes the sentence into *the form of to be*. Also, the words *director and dictator* have been transferred as *diktatörlük ve direktörlük* and they can be counted as the examples of orthographic adaptations. It is clear that the translator has used the words *direktör and diktatör* with the *suffix-lük* as she has changed the stylistic features of the sentence. The word *saga* in the second sentence has been transferred as *öykü*. Since, the word *saga* is the synonym of the *epic and tale*, this translation can be deemed acceptable. Besides, the word *manipulation* has been transferred as *manipülasyon* and it is again an example of orthographic adaptation. Some more words like *sadistic, sympathy, and strategy* have been transferred as *sadistlik, sempati and strateji* showing the use of orthographic adaptation for these CSIs.

In order to transfer some of the phrases with the same sense of the ST and to attract the reader's attention, the translator uses some idioms.

	ST	TT
1	A legendarily demanding director, Fincher likes to shoot the same sequence over and over again, dozens of times, reducing his exhausted cast and crew to blubbing wrecks in the process.	Fincher talepkârlığıyla tanınan bir yönetmen; her sahneyi defalarca çeker ve set ekibinin canını çıkarır.
2	But Stanley Kubrick was the control freak's control freak.	Ama etrafındaki insanları kontrol altında tutma düşkünlüğü konusunda kimse Stanley Kubrick'in eline su dökemez.

In the first sentence, the phrase *reducing his exhausted cast and crew to blubbing wrecks in the process* has been translated as *set ekibinin canını çıkarır*. When the sentence is analysed holistically, it can be said that the whole sentence has been transferred with a sense-for-sense approach. Here, blubbing wrecks has been transferred with *canını çıkarmak* as another CSI that is an idiom known by the target readers. However, certain omissions have also been observed like the omissions of the words *likes*, *dozens of times*, and *in the process*. In the second sentence, the phrase *control freak* is a noun meaning a person who feels an obsessive need to exercise control over themselves or others and to take command of any situation ('Oxford Dictionaries', 2016). The phrase *control freak's control freak* gives the impression of its redundancy and in the TT this CSI has been transferred with the idiom *eline su dökmek* as another CSI of target culture. both of the examples have been transferred with naturalization strategy as they replace the CSIs with CSIs from the target culture.

Certain phrases have been omitted and these omissions can also be counted as the deletion strategy of Aixela as they have been deleted because of their ideological grounds.

	ST	TT
1	"I hate earnestness in a performance," <b>he told the New York Times</b> . "Usually by Take 17 the earnestness is gone."	No translation.
2	"He was bawling because [the producers] wouldn't give him another shot," Al Pacino revealed in London's <b>Evening Standard</b> . "I thought there was something good about that."	Al Pacino onun için "Yapımcılar sahneyi yeniden çekmek istemediğinde bağırıp çağırıyordu. Bunun iyi bir tutum olduğunu düşünüyordum," diyor bir röportajında.

The first sentence is a quotation of the film director Fincher from the newspaper New York Times. This quotation has not been transferred to the target reader. This may be because of the publication policy of the BBC Turkish Service. In the second sentence, the local newspaper Evening Standard of London has been omitted and it has been replaced with the phrase *bir röportajında* as a neutral reference and this can be counted as an absolute universalization.

There are many more omissions from the ST, but they do not interfere with the fluency of the text.

	ST	TT
1	“But his films are amazing, and there’s something in them which you couldn’t get unless you were being unbelievably particular and methodical.	Ama filmleri muhteşemdir.
2	Saul Metzstein is a director who has notched up two feature films, as well as numerous episodes of Doctor Who and The Musketeers, and he doesn’t see anything unreasonable about double-and-triple-digit takes.	<i>Doctor Who</i> ’nun yönetmeni Saul Metzstein bir sahneyi onlarca kez çekmekte mantık dışı bir durum görmüyor.

In the first example, the second sentence after and has been completely omitted and in the second example the ST gives a detailed definition about Saul Metzstein and his works, but they have been shortened as *Doctor Who’nun yönetmeni Saul Metzstein* in the TT.

### 3.2.2.2. Analysis of the article titled ‘does the internet rewire your brain?’ and its translation ‘internet beynimizi nasıl etkiliyor?’

Giving information about the effects of the internet on the brain, the ST was written by one of the authors of the BBC Culture Section. The author informs his readers about the point and uses the subject pronoun ‘you’ or the possessive adjective ‘your’ in most sentences. However, as it can be seen, the TT also addresses the reader but the translator uses *we* or *our* to narrate the content. So, the ST title has changed in meaning when translated. More sentences from the texts can be given to back up this observation:

	ST	TT
1	Your life, however you live it, leaves traces in the brain.	Beynimiz, ne şekilde yaşadığımızın izleriyle doludur.
2	Are Facebook, Twitter and other social media tools preventing you from forming normal human bonds?	Facebook, Twitter ve diğer sosyal medya araçları bizi normal insan ilişkilerinden uzaklaştırıyor mu?

It has been observed that in most cases, the functional equivalents have been used in the TT instead of their lexical equivalence. On the other hand, there are also sentences that have been transferred with their lexical equivalents.

	ST	TT
1	This modern age has brought with it a new set of worries.	Modern dünyanın yaşamımıza soktuğu yeni kaygılar var.
2	Internet use would only be a worry if it was getting in the way of us practicing some other life skill.	İnternet kullanımı ancak hayatımızda önemli olan başka bir beceriyi kullanmamızın önüne geçiyorsa endişe yaratmalıdır.

In the first example above, the ST sentence has the verb *bring with it* whereas in its translation the verb changes to *there are*. The possible translation may be *modern dünya berberinde bir dizi endişe getirmektedir*. Although the translation is not the lexical equivalence of the ST sentence, it offers a similar meaning. On the contrary, in the second sentence, the ST sentence has been transferred with its lexical equivalence to the TT.

The ST does not contain too many proper names. However, it can be seen that some of them have been repeated and some have been transferred with the strategy of orthographic adaptation.

	ST	TT
1	Facebook, Twitter and other social media tools ...	Facebook, Twitter ve diğer sosyal medya araçları ...
2	In Ancient Greece, Socrates ...	Antik Yunan'da ise Sokrates, ...

In addition, some more words have been borrowed from the SL and transferred through orthographic adaptation. The following sentences can be suggested as examples:

	ST	TT
1	Taxi drivers, famously, have a larger <b>hippocampus</b> , a part of the brain recruited for navigation.	Örneğin taksi şoförlerinin beyinde, yön bulmada işe yarayan <b>hipokampus</b> bölgesi çok daha büyüktür.
2	... if you look at the motor <b>cortex</b> ...	... motor <b>korteksin</b> bir tarafı...
3	... who have spent thousands of hours on an <b>activity</b> ...	... saatler boyu aynı <b>aktivitede</b> bulunan insanların ...

The translation of *hippocampus* as *hipokampus*, *motor cortex* as *motor korteks* and *activity* as *aktivite* can be suggested as transference with orthographic adaptation.

	ST	TT
1	Amazon's virtual shelves groan with brain-training books and games.	Kitapçı rafları artık beyin eğitici kitaplar ve oyunlarla da dolu.

Here in the ST, *Amazon*, the electronic commerce company as an online bookstore, has been transferred as *kitapçı* to the TT. This transference can be counted as absolute universalization because the item *Amazon* has been replaced with a neutral reference.

Here in the following example, the translator omits or changes some words, phrases or even sentences from the part.

	ST	TT
1	The truth is that everything you do changes your brain. ... Yes, the internet is rewiring your brain. But so is watching television. And having a cup of tea. Or not having a cup of tea. Or thinking about the washing on Tuesdays. Your life, however you live it, leaves traces in the brain.	Gerçek şu ki, yaptığımız her şey beynimizde değişime yol açıyor... . Buna internet de dahil. Ama televizyon seyretmek, çay içmek, temizlik yapmayı düşünmek vb. de. Beynimiz, ne şekilde yaşadığımızın izleriyle doludur.

In this part of the ST, the author gives some examples on the things that *change our brain*. He explains them in different sentences one by one. However, it can be observed that the translator combines them in a sentence with commas as *televizyon seyretmek, çay içmek, temizlik yapmayı düşünmek* v.b. Here, the phrase *thinking about washing on Tuesdays* has been transferred as *temizlik yapmayı düşünmek*. In fact, the phrase *on Tuesdays* could have been written

intentionally by the ST author as it is a superstition of Indian culture which is supposed to bring something bad from God when they do it (**'List of Superstition in India', 2016**). That is to say, by using the day *Tuesday*, the author might have implied that such superstitious ideas may also occupy your brain. Therefore, in the TT, the translator deletes a cultural item and this changes the underlying meaning of the ST sentence.

### 3.2.2.3. Analysis of the article titled 'how the English language became such a mess?' and its translation 'İngilizcenin yazılışı neden zor?'

The text gives information about *the story of English language* and it even has sub-titles supporting the problems rooted even in the past. The ST title gives the impression of dealing with all complexities (*became such a mess*) of English language and it has been transferred as '*İngilizcenin yazılışı*' in the TT. In fact, the content of ST is on *spelling*. So, the translation of title can be counted acceptable in this respect although it is not the lexical equivalent of the ST title. The author of the ST starts his article with the first stanza of a poem called *The Chaos* by Gerard Nolts Trinité and then he tells that *the poem runs through about 800 of the most vexing spelling inconsistencies in English*.

	ST	TT
1	You may have seen a poem by Gerard Nolst Trinité called <i>The Chaos</i> . It starts like this: Dearest creature in creation Studying English pronunciation, I will teach you in my verse Sounds like corpse, corps, horse and worse.	Gerard Nolst Trinité adlı Hollandalı şair, İngilizcenin yazımındaki tutarsızlıkları 800 kelime üzerinden sergileyen 'Kaos' adlı bir şiir yazmış.
2	In its fullest version, the poem runs through about 800 of the most vexing spelling inconsistencies in English. Eight hundred.	

However, as can be seen in the above example, the beginning part of the ST has been transferred as a sentence informing about the poem and its poet. Therefore, lexical equivalence has not been provided completely with word-for-word and most parts of the sentences have been omitted. Also, in the TT the word

*Hollandalı* has been added to the text as an intra-textual gloss for the Turkish readers. This choice of the translator can be deemed acceptable as the part begins with a poem including rhymes of pronunciation and would have no meaning when translated into another language.

As the ST is about English language and its spelling and pronunciation in other languages, the author of the ST gives certain amount of examples on pronunciation and spelling.

	ST	TT
1	... Norwegian turned <i>chauffeur</i> to <i>sjåfør</i> and Finnish turned <i>strand</i> to <i>ranta</i> .	No translation
2	... <i>galosh</i> (from French <i>galoche</i> ), <i>strange</i> (from French <i>estranger</i> ).	No translation

It has been notably seen that the translator has omitted these examples of pronunciation and spelling from the TT as she might have found them unnecessary and difficult to explain in the Turkish language.

When the translations of some words, phrases or sentences are analysed, it has been observed that the translator uses some different methods to transfer them.

	ST	TT
1	Building a spelling system for English using letters that come from Latin – despite the two languages not sharing exactly the same set of sounds – is like building a playroom using an IKEA office set.	İngilizce Latince ile benzer sesleri paylaşmasa da Latin harflerine dayalı bir yazı sistemi kullanıyor. Bu ise IKEA'dan ofis takımı alıp oyuncak odası yapmaya çalışmak gibi bir şey.
2	Under Scandinavian and French influence, ...	İskandinav ve Fransızların etkisi altında ...
3	Once the English tossed out the French (but not their words) a few centuries later, they started to acquire territories around the world – America, Australia, Africa, India.	Birkaç yüzyıl sonra Fransızlar adadan atıldığında (ama kelimeleri kalmıştı) adalılar bu kez de Amerika, Avustralya ve Hindistan'a el atmış, ...

In the first example above the word *IKEA* can be counted as a cultural item as a Swedish furniture store and it has been repeated in the TT. This repetition

can be counted acceptable as it is known all over the world. When the sentence is analysed in terms of punctuation, certain interference has been observed in some parts of the translation. To begin with, the sentence has been divided into two different sentences. Also, the phrase between the hyphens has been expanded in the first sentence and the metaphor *like building a playroom using an IKEA office set* has been given in the second sentence of the TT example.

Moreover, in the second and third example, it has been observed that the proper names *Scandinavian, French, America, Australia* and *India* have been transferred with their pre-established versions as *İskandinav, Fransızlar, Amerika, Avustralya* and *Hindistan*. Also, the third example has been excerpted from the part titled *invasion and theft* giving information about the invasions of Britain by different nations. Here, the word *English* has been transferred as *adalılar* with absolute universalization method. So, the translator deletes the foreign connotation *English* and chooses *adalılar* as a neutral reference.

In order to increase comprehensibility, the translator shortens, divides or expands the sentences instead of using their exact lexical equivalents.

	ST	TT
1	... we tossed out troublesome bits of the complex Old English inflections, so a word like <i>hopian</i> got whittled down to <i>hope</i> ,...	... eski İngilizcenin bazı karmaşıklıkları giderilmiş (örneğin <i>hopian</i> kelimesinin yerini <i>hope</i> almış) ya da ...
2	Sounds tend to change to save effort for either the speaker (dropping sounds out) or the listener (making sounds more distinct).	Konuşanın işini kolaylaştırmak için bazı sesler düşürülmüş ya da dinleyenin işini kolaylaştırmak için bazı sesler daha baskın hale getirilmiştir.

In the first example, the author gives an example of *hopian* to *hope*, but it has been transferred in brackets as an extra-textual gloss in the TT in order to elicit the example and increase the comprehensibility for the readers. On the other hand, the brackets of the second example have been deleted and the phrases *dropping sounds out* and *making sounds more distinct* have been expanded in the sentence itself.

Some of the proper names have been transferred through the use of the repetition method whereas some has been replaced with pre-established versions.

	ST	TT
1	... <b>Noah Webster</b> 's desire to create a distinctive American English.	... <b>Noah Webster</b> Amerikan İngilizcesini sadeleştirme çabasına girdiğinde ...
2	... in the 9 <sup>th</sup> Century, <b>Vikings</b> occupied ...	9. yüzyılda <b>Vikingler</b> bazı bölgeleri işgal etmiş ...

In the example above, the name Noah Webster and Viking have been repeated and the *American English* has been replaced with *Amerikan İngilizcesi*.

Orthographic adaptations have also been observed in the TT. Some of the pre-established versions of the words can also be counted as orthographic adaptations as they have been pre-established with transcription or transliteration.

	ST	TT
1	... with each new colony...	... her yeni koloniyle ...
2	... scientific and technical terms ...	... bilimsel ve teknik terimler ...
3	... turned into a social filter ...	... sosyal bir filtreye dönüştürülmüş ...
4	... the Angles and Saxons ...	... Anglo-Sakson ...

In the above examples, the words *colony*, *technical terms*, *social filter* and *Angles and Saxons* have been transcribed as *koloni*, *teknik terim*, *sosyal filtre* and *Anglo-Sakson*.

#### 3.2.2.4. Analysis of the article titled 'are Grimm's Fairy Tales too twisted for children?' and its translation 'masallar çocuklara uygun mu?'

In this article, the author discusses about whether the tales of Grimm's are too twisted for children or not. The content of the ST includes the discussions regarding the fairy tales of Jacob and Wilhelm Grimm. However, the translator deletes the name of the writers and it seems that the focus point is only the fairy tales in the TT. So, the lexical equivalence has not been employed. Certain omissions of the sentences and even paragraphs have also been observed throughout the text. The first sentence below is the introduction sentence of the ST before the author's own sentences. The second excerpt is a full paragraph and it

has been omitted from the text and has not been transferred to the TT. According to the interview with the translator these types of omissions can be acceptable when the text is so long to read for the readers. The reason for these deletions could be also be ideological or stylistic but in almost all texts it is possible to find more omissions in the translation of this text and also in most of the TTs.

ST		TT
1	Stephen Evans explores the twisted world of Grimm's Fairy Tales – bedtime stories complete with mutilation, cannibalism, infanticide and incest.	No translation.
2	Some pop culture versions of the tales have sugar-coated their more unpalatable aspects. It's true that the Cinderella made by Disney in 1950 is a work of schlock – the titles of the songs (A Dream is a Wish Your Heart Makes", Bibbidi-Bobbidi-Boo and Sing Sweet Nightingale) give the flavour. But Disney's older animated versions of Grimm Fairy Tales are much darker.	No translation.

In the ST there are many proper names that can be counted as CSIs. These proper names mainly are the names of the tales and some of them have been transferred with their pre-established versions as in the following examples.

ST		TT
1	Some stories have fallen out of favour but some- Red Riding Hood, Cinderella, Hansel and Gretel, Snow White- seem eternal.	Bunların bir kısmı popüleritesini yitirdi, ama Kırmızı Başlıklı Kız, Kül Kedisi, Hansel ve Gretel, Pamuk Prenses gibileri ölümsüzlüğe kavuştu.

Here in the above example, the tales *Red Riding Hood*, *Cinderella*, *Hansel and Gretel*, *Snow White* have been transferred as *Kırmızı Başlıklı Kız*, *Kül Kedisi*, *Hansel ve Gretel*, *Pamuk Prenses*. The Turkish readers are very familiar with the pre-established translations of these tales and the translator has no need to use any other methods to transfer them. Besides, when the example is dealt within the translational norms, it can be counted as acceptable because the verb *fall out of favour* has been transferred as *popüleritesini yitirmek* as its lexical equivalence. On the other hand, the phrase *seem eternal* has been transferred as *ölümsüzlüğe kavuştu*. Given the lexical equivalent of *seem* as *gibi görünmek* in Turkish and the

equivalent of eternal as *sonsuz*, the possible translation could be *sonsuz gibi görünmek*. Although the lexical equivalence has not been provided, the translation can be deemed as acceptable as it gives the similar and proper meaning without any shift.

In addition to this, there are a few more proper names that have been transferred with the repetition method.

	ST	TT
1	Some parents wouldn't read Rumpelstiltskin to their children because it was about kidnapping and execution.	Bazıları ise çocuk kaçırma ve idam içeriğinden dolayı Rumpelstiltskin masalını okumadıklarını söylüyor.
2	'And these aren't just Disney productions - ...	Bunlar sadece çocuklara yönelik Disney filmleri de değil.

The name *Rumpelstiltskin* does not have any known or familiar translation in Turkish. So, it has been repeated in the translation as the proper name of the tale. In the second example, the word *Disney* has been repeated again because it is a famous film production company known all over the world.

	ST	TT
1	Jacob and Wilhelm Grimm were writing in a different world. They lived in the town of Kassel in Germany	Jacob ve Wilhelm Grimm <b>kardeşler</b> Almanya'nın Kassel kentinde yaşıyordu
2	... according to Maria Tatar...	...Maria Tatar'a göre ...

Moreover, when the above examples are analysed, in the first example the proper name *Kassel* has been repeated again whereas the word *Germany* has been transferred as *Almanya*. In the same example, the translation of the writers' name attracts the attention. *Jacob and Wilhelm Grimm* has been repeated in the TT, but the word *kardeşler* has been added to the translation as an intra-textual gloss. This addition of information may be found necessary to remind the reader of these well-known storytellers that are also known as The *Brothers Grimm* in English and *Grimm Kardeşler* in Turkish. In the second example, the proper name *Maria Tatar* has been repeated.

	ST	TT
1	... professor of Germanic folklore and mythology at Harvard University:...	... Harvard Üniversitesi'nden Alman folkloru ve mitolojisi profesörü ...
2	One of the curators Louisa Dench ...	Derginin küratörlerinden Louisa Dench ...
3	It is a magic based on fantasy ...	Bu, fantaziye dayanan bir büyü ...
4	... number of new versions of Snow White ...	Pamuk Prenses' in kaç yeni versiyonu ...

In the first example above, the proper names have been transferred with different methods and certain orthographic adaptations have been observed in the TT sentence. The word *Harvard* has been transferred with the repetition method whereas the word *University* has been transferred as *Üniversitesi* with the method of orthographic adaptation. Also, the *folklore* and *mythology* have been transferred as *folklor* and *mitoloji* with the orthographic adaptation method. In the second and third examples, the words *curator* and *fantasy* have been transferred as *küratör* and *fantazi* and in the last example, the *version* has been transferred as *versiyon* with the same method.

As a further point, some parts of the ST have been translated with both constitution and substitution methods.

	ST	TT
1	There have been productions of some of the tales in the Botanical Gardens and a <b>thought-provoking exhibition</b> in the city's documenta-Halle.	Grimm kardeşlerin yaşadığı Kassel'deki Botanik Bahçesi'nde bazı masallar canlandırılıyor, ayrıca masallarla ilgili sergi insanı düşünmeye itiyor.

In fact, in the ST, the information about the town Kassel where the Botanical Gardens are located has been provided in the previous sentences by the author. However, the translator constitutes and gives this information at the beginning of this sentence as an intra-textual gloss. Also, the *documenta-Halle* has been deleted from the sentence and the phrase *masallarla ilgili sergi* has been added. Besides, the phrase *a thought-provoking exhibition* has been used as an adjective clause in the ST and the possible suggestion for the translation could be *düşündürücü sergi*. So, it has been transferred as the verb phrase *düşünmeye itiyor* in the TT. This can be considered an acceptable translation because it has

not changed the underlying meaning of the sentence and here the tendency of the translator is towards the target-oriented translation.

### 3.2.3. Analysis of the articles in the link 'Future'

The articles in the Future section of the BBC involve some topics on future trends of science, technology, environment and health. The translator mostly chooses the articles of the Future section to translate and present in the link Dergi.

#### 3.2.3.1. Analysis of the article titled 'should we build a village on the Moon?' and its translation 'Ay' da köy kurma hedefi gerçekçi mi?'

As can be inferred from the titles of both source and TTs, the texts provide information about building a village on the Moon. The author of the ST gives information about the head of the European Space Agency and his future plan to build a village on the Moon. When the titles are compared in terms of equivalence, it might be suggested that acceptable equivalence has been ensured.

	ST	TT
1	Should we build a village on the Moon?	Ay' da köy kurma hedefi gerçekçi mi?

The modal verb *should* is used to emphasize the necessity of something, and so it has been observed that the title of the ST highlights the importance or necessity of building a village on the Moon. On the other hand, addition of the phrase *hedefi gerçekçi mi?* changes the focus and the title of the TT highlights the question of its possibility or factuality.

Some shifts in lexical equivalents and changes in the structure of the ST are inevitable in acceptable translations (Toury, 1995: 56). Therefore, the following examples can be considered as acceptable when they are analysed in terms of such interferences:

	ST	TT
1	... the relatively limited number of nations involved in the ISS.	... ISS' deki sınırlı katılımın da ...
2	... who criticise money spent on space exploration and astronomical research.	... uzay arařtırmaları için büyük paralar harcanmasını eleřtirenlere ...
3	... Woerner has been in his new job ... for a week.	... Woerner bir hafta önce yeni görevine bařladı.
4	"We should have international cooperation, without any limitations, with any countries of the world," says Woerner.	"Herhangi bir sınırlama olmaksızın uluslararası iřbirlięi olmalı.

In the first example above, the omission of *number of nations* can be counted as an interference. Also in the second example *space exploration and astronomical research* have been transferred as only the phrase *uzay arařtırmaları*. The omissions of the words *exploration and astronomical* might be suggested as an interference because the translation of the phrase could be *uzay keřifleri ve astronomik arařtırmalar*. In the third example, the source sentence has been transferred by using an addition procedure. The verb *bařladı* has been added. However, the lexical equivalence of the sentence could be *Woerner bir haftadır yeni iřinde*. In the last example, the phrase with *any countries of the world* has been omitted. However, the phrase *uluslararası iřbirlięi* might be enough to suggest the translation as acceptable.

When the ST and TT are analysed in terms of sentence structure and punctuation, some changes have been observed:

	ST	TT
1	"Look at the greenhouse effect – everyone knows what it is and we use satellites to investigate it – but..."	Sera gazı etkisini ele alalım. Bugün herkes bunun ne olduęunu biliyor. Arařtırmak için de uyduları kullanıyoruz. Ama ..."
2	"The Americans are looking to go to Mars very soon – and I don't see how we can do that – before going to Mars we should test what we could do on Mars on the Moon."	Amerikalılar yakın zamanda Mars'a gitmenin yollarını arıyor; oysa ben bunun nasıl başarılılabileceęini anlamıyorum; Mars'a gitmeden önce, orada neler yapılabileceęini Ay'da denememiz gerekiyor."
3	"We have enough Earthly problems between different nations – space can bridge these Earthly problems and the Moon seems to be a good proposal."	Dünya'da farklı uluslar arasında yeterince sorun var; uzay bu Dünyevi sorunlar arasında köprü kurabilir ve Ay ideal bir alan gibi görünüyor."

In the first example above, it can be noticed that *hyphens* have been removed in the translation and the sentence between hyphens in the ST has been

divided into two separate sentences in the translation. In the second example, the hyphens have been removed again but they have been replaced with semicolons. In the last example, the hyphen has been replaced with a semicolon again. In general, it has been observed that the ST sentences have been transferred with their lexical equivalents except these punctuation changes in the TT.

In addition to these, as in the example below, some punctuations have been changed because of the numerical reasons.

	ST	TT
1	... a €4.4 billion annual budget...	... 4,4 milyar euro civarında yıllık bütçesi olan...

The symbol of *euro* in the example has been transferred as *euro* with the repetition method. Also, *€4.4 billion* has been transferred as 4,4 milyar euro. The *dot* between numbers has been converted to *comma* as its Turkish version. Moreover, here in this example, the translator adds the word *civarında* as an extra information and this can be categorized as an intra-textual gloss according to classification of Aixela. In addition to this, the TT sentence below also includes some extra information:

	ST	TT
1	Europe's new observation, weather, communication and navigation satellites; astronauts on the International Space Station (ISS); missions to Mars, Mercury and Jupiter; and a <b>sleepy lander on a duck-shaped comet</b> all come under his remit.	Avrupa'nın yeni gözlem, hava, iletişim ve navigasyon uyduları, Uluslararası Uzay İstasyonu'ndaki (ISS) astronotlar, Mars, Merkür ve Jüpiter'e gönderilecek uzay araçları ve 10 yıldan uzun bir süre önce Dünya'dan ayrılıp da uzaydaki bir göktaşına konan Philae adlı robot onun gözetiminde olacak.
2	Nasa is still vague about where it plans to fly its new Orion spacecraft- ...	Amerikan Uzay ve Havacılık Dairesi NASA, Orion uzay aracının bir sonraki uçuşunun nereye olacağı konusunda henüz net değil.

The phrase *a sleepy lander on a duck-shaped comet* has been used to refer to *the ESA's lander Philae* that was sent with the spacecraft Rosetta and landed on a comet. But it had a problem while landing in 2014, entered safe mode and it has not sent messages regularly since then ('Philae', 2016). The lexical equivalence of

this phrase can be suggested as *ördek biçimli bir kuyruklu yıldız üzerine inen ve uyuyan uzay aracı*. However, when translated like this, this definition would require the readers further investigate about this lander. So, it has been transferred with an intra-textual gloss of *10 yıldan uzun bir süre önce Dünya'dan ayrılıp da uzaydaki bir göktaşına konan Philae adlı robot* by the translator and this phrase gives some more information about the *sleepy lander Philae*.

In the second example above, the abbreviation *Nasa* has been repeated as *NASA*. Also, the *Amerikan Uzay ve Havacılık Dairesi* has been added to the beginning of this abbreviation *and thus* some extra information has been provided to the readers with intra-textual gloss again. The abbreviation *NASA* stands for the *National Aeronautics and Space Administration* and this translation is enough to be a possible Turkish version. So, these translations can be considered acceptable with the addition of such intra-textual glosses.

Some repetitions also draw the attention in the translation. In general, it has been observed that the proper names of the ST have been repeated in the TT.

	ST	TT
1	... Professor Johann-Dietrich Woerner ...	... Profesör Johann-Dietrich Woerner ...
2	Orion spacecraft	Orion uzay aracı

In the first example, the name of the professor has been repeated whereas his academic title *professor* has been transferred as *profesör*. In the second example, *Orion*, the name of the spacecraft, has been repeated as a proper name.

Besides these repetitions, some of the proper names have been transferred with their lexical equivalents or pre-established versions that have already been adapted to the Turkish language in their orthographic forms.

	ST	TT
1	European Space Agency (Esa)	Avrupa Uzay Ajansı (ESA)
2	International Space Station (ISS)	Uluslararası Uzay İstasyonu (ISS)
3	Mercury and Jupiter	Merkür ve Jüpiter
4	Venus	Venüs

In the first and second examples, the *European space Agency* and the *International Space Station* have been transferred with their lexical equivalents in the TT. However, the translator repeats their abbreviations. On the other hand, in the third and fourth examples, the names of the planets *Mercury*, *Jupiter* and *Venus* have been transferred as *Merkür*, *Jüpiter* and *Venüs*. These translations are in fact pre-established translations of the planet names and they have been adapted in the Turkish language with orthographic adaptation procedure before.

The TT includes some more orthographic adaptations. The words *navigation*, *cosmonaut* and *taikonaut* have been transferred as *navigasyon*, *kozmonot* and *taykonot*. However, the following example can be counted as the most remarkable example for the orthographic adaptation:

	ST	TT
1	... in what could be taken as a veiled criticism of America's refusal to engage with the Chinese space programme.	Bu sözler ABD'nin Çin'in uzay programına angaje olmayı reddetmesine üstü örtülü bir eleştirisi olarak alınabilir.

Here, the verb *to engage with* has been transferred as *angaje olmayı* with the method of orthographic adaptation. In fact, the usage of the verb of *angaje olmak* has recently become popular in the Turkish language and here can be counted as a pre-established version. However, the possible translation can be suggested as *katılmayı*. Thus, it has been observed that the translator has preferred to conserve the original form with transcription of the verb.

### 3.2.3.2. Analysis of the article titled 'could your birthday predict your fate?' and its translation 'doğum gününüz kaderinizi belirler mi?'

It is clear from the title that the text aims to give information about the effect of birthdays on a person's fate. The title of the article and its translation both give the same impression of this subject and the predictable content of the article.

	ST	TT
1	Could your birthday predict your fate?	Doğum gününüz kaderinizi belirler mi?

Both of the titles are in question form and the translated title is the lexical equivalent of the ST title. The only difference is that the modal *could* has been transferred as *belirler mi?* instead of its lexical equivalent as *belirleyebilir mi?* However, the translation gives the same effect and so, it could be suggested as an acceptable equivalent in this sense.

When the text is analysed in terms of procedures like omission, addition or sentence structures within the framework of Toury's translational norms, it is possible to see some omissions. But, in this text, there are less omissions than in the previous texts. Here are some of the examples of these omissions:

	ST	TT
1	Crucially, the scientists found that people who know nothing of their horoscope fail to match its predictions.	Bilim insanları, burcundan habersiz olan insanların öngörülere uymadığını gösteriyor.
2	... over the last few years, scientists have begun to notice that the month of your birth really can predict your fate.	... birkaç yıldır bilim insanları doğduğunuz ayın kaderinizi belirlemede etkili olabileceğini fark etmeye başladı.

In both of the examples above, the translation can be counted as their lexical equivalents in general. In the first example the adverb *crucially* and in the second example the adverb *really* have been omitted. The possible translation for these can be suggested as *önemli biçimde* and *gerçekten*. However, these omissions have not changed the underlying in meaning and the translator transfers the sentences to the target reader without any shift of meaning. For this reason, the translations can also be counted as acceptable equivalents.

Together with these omissions, some additions of the translator have been observed in the translation of the ST.

	ST	TT
1	Your month of birth could influence your lifespan, mental health and even your eyesight.	Ömrünüzün uzunluğu, ruh sağlığınız, hatta göz sağlığınız üzerinde doğduğunuz ayın etkisi olduğunu <b>biliyor muydunuz?</b>
2	He points out that some of the earlier studies had only examined a small number of participants – meaning it was hard to be sure that the results weren't simply a fluke.	<b>Araştırma görevlisi,</b> daha önceki çalışmaların az sayıda katılımcı üzerinde yapıldığını, bu nedenle sonuçların tesadüfi olmasından şüphelenildiğini ifade ediyor.

It has been observed that some affirmative sentences have been transferred into questions in the TT. In the first sentence above, the affirmative sentence has been changed to question with the addition of phrase *biliyor muydunuz?*. Here, the translator addresses the reader with a question in order to attract their attention. In the second example, the subject pronoun *he* has been replaced with *araştırma görevlisi*. In the ST, the name of this researcher has been given but there is no information about his title. In the TT, this has been given as an extra information and this addition can also be counted as an intra-textual gloss.

The ST and TT have been analysed in terms of sentence structure and punctuation and it has been noticed that some sentences have been changed.

	ST	TT
1	With my birthday in the first week of October, my horoscope tells me that I should be <b>fair-minded and balanced; courageous but indecisive.</b>	Ben Ekim'in ilk haftasında doğmuşum. Burcuma göre adil, dengeli, cesur, ama kararsız biri olmam gerekiyor.
2	Then there's Vitamin D, which is produced when our skin is exposed to the sun.	Bir de D vitamini sorunu var tabii. Vücudumuz bu vitamini güneşin deriyle etkileşimi yoluyla üretiyor.
3	Changes in diet and yearly waves of infection could, feasibly, influence the growth of developing baby, with a lingering effect on its health for decades afterwards – even your talent at baseball could be affected (...).	Beslenmedeki değişiklikler ile her yıl yaşanan enfeksiyon dalgaları bebeğin gelişimini etkileyerek daha sonraki yaşamı üzerinde de kalıcı etkilerde bulunabilir. Hatta beyzbol oynama yeteneği üzerinde bile... (...).

In the first example above, the source sentence has been divided into two sentences. Also, the semicolon coming after the adjective *balanced* has been removed and instead a comma has been used after its translation *dengeli*. In the second example, the ST sentence has been divided again and here Vitamin D has been transferred with the addition of the word *sorunu*. Besides, the addition of *tabii* has also been observed in the translation. Moreover, by omitting the *comma* before the relative clause *which*, the ST sentence has been divided again. In the translation of the last sentence, the hyphen has been removed, the sentence has been divided and triple dots have been used at the end of the sentence.

In addition to these procedures and strategies used, it has also been observed that there are some words transferred with the strategy of orthographic adaptation, including the transcription of the CSIs from the ST to the TT.

	ST	TT
1	According to one <b>19th Century astrologer, Raphael</b> , ...	19. Yüzyıl astrologlarından Raphael'e göre ...
2	... at risk of schizophrenia, depression and bipolar disorder ...	... şizofreni, depresyon ve manik depresiflik riskinin ...
3	...professional baseball ...	...Profesyonel beyzbol ...
4	... neurological abnormalities ...	... nörolojik anormalliklere ...

In the first example above, the word *astrologer* has been transferred as *astrolog*. In the second, the words *schizophrenia* and *depression* have been transferred as *şizofreni* and *depresyon* with the procedure of orthographic adaptation. In the same example the *bipolar disorder* has been transferred with its lexical equivalent as *manik depresif*. In the third and fourth examples, the *professional baseball* and *neurological abnormalities* have been transferred as *Profesyonel beyzbol* and *nörolojik anormalliklere* using the same method.

	ST	TT
1	Zac Efron and Gwen Stefani	Zac Efron ve Gwen Stefani
2	Leonid Gavrilov at the University of Chicago	Chicago Üniversitesi'nden Leonid Gavrilov
3	Sreeram Ramagopalan, at the University of Oxford, ...	Oxford Üniversitesi'nden Sreeram Ramagopalan ...

The proper names above have been repeated in the TT. In the second and third example, the name of the universities have been transferred as *Chicago Üniversitesi* and *Oxford Üniversitesi* and here the names have been repeated but the word *University* has been transferred with its pre-established version.

	ST	TT
1	Others traits influenced by your birth season appear to be your eyesight (winter babies are the least likely to be highly short-sighted) and your risk of allergies ( <b>people born in the summer are less susceptible</b> ).	Doğduğunuz mevsimin etkilediği diğer özellikler arasında görme duyusu ve alerji riski de var. Kışın doğanlarda sonradan yüksek dereceli miyop olma (uzağı görememe) ihtimali en az. Aynı şekilde yaz bebeklerinde de alerji riskinin daha az olduğuna inanılıyor.

Here in this paragraph of the article, the author also tells about the *eyesight* and the *risk of allergies* as the other traits influenced by the season and gives some extra information about these in parenthesis. However, these extra-textual glosses of the ST have been transferred as intra-textual glosses to the TT. So, the whole sentence has been separated into three sentences giving the information in parenthesis in the ST.

### 3.2.3.3. Analysis of the article titled ‘on your commute? may be you shouldn’t read this’ and its translation ‘bu makaleyi yolculuk sırasında okumalı mı?’

The author of the ST discusses the prejudicial effect of smartphones and tablets in our daily lives. By looking at the short interviews of another BBC writer with the passengers, the author mentions about these people who ‘commute’ on the London underground and are called ‘commuters’. He questions about whether people live in the moment while using these types of devices. The following introduction sentences of the ST and their translations can support this information about the content:

	ST	TT
1	Smartphones and tablets absorb the attention of today’s commuters.	Yolculuklarda artık tüm dikkatimizi akıllı telefonlara ve tabletlere veriyoruz.
2	But does that mean they aren’t ‘in the moment’ – and what are device-less passengers doing instead?	Bu o anı yaşamadığımız anlamına mı geliyor? Bu tür cihazları kullanmayan insanlar ne yapıyor yolculuk sırasında?

It has been observed that the ST sentences have not been transferred with their lexical equivalents. The use of the subject pronoun *we* in the translation can be considered an acceptable translation as it directly addresses the target reader. However, both of the source and TT sentences support the content of the article. Besides, when the titles are analysed from this point of view, the title of the TT can be accepted as the functional equivalent of the ST title.

	ST	TT
1	On your commute? May be you shouldn’t read this	Bu makaleyi yolculuk sırasında okumalı mı?

In fact, the word *commute* means *to travel to and from work* and a *commuter* is a person who commutes. The possible translation for the ST title can be suggested as *İşten eve dönüş yolunda mısınız? Belki de bunu okumamalısınız*. Instead, it has been transferred as a question sentence *bu makaleyi yolculuk sırasında okumalı mı?* with the suffixes –meli/-malı and the word *commute* has been transferred as *yolculuk*. However, these changes in the translation can still be acceptable as the translation still manages to give some clue about the content.

The translator uses a few different procedures during the translation in order to convey the meaning of the ST. The following sentence can be taken as an example for the use of different procedures in only one short paragraph translation.

	ST	TT
1	In 2009, BBC News Magazine contributor (now BBC Future associate editor) Stephen Dowling approached passengers on a London train who were not occupied with an iPod or newspaper and asked what they were doing instead. The answers ranged from practicing yoga breathing to thinking about a sister in hospital.	2009'da BBC'den Stephen Dowling Londra metrosunda elinde iPod müzik dinleme cihazı ya da gazete olmayan yolculara yaklaşp neyle meşgul olduklarını sorduğunda, yogayla nefes alma tekniklerini deniyor olmak, hastanedeki kardeşini düşünüyor olmak gibi cevaplar almıştı.

When the sentences have been analysed in terms of sentence structure, it has been observed that the two ST sentences have been combined as one sentence in the TT. The verb *asked* has been transferred as *sorduğunda* in order to combine the sentences. The phrase *BBC News Magazine contributor (now BBC Future associate editor) Stephen Dowling* has been transferred as *BBC' den Stephen Dowling*. The proper name *Stephen Dowling* has been repeated, but the extra information about him has been omitted, and just the word *BBC' den* has been added instead. Moreover, the word *iPod* has been repeated as a proper name again and also *müzik dinleme cihazı* has been added as an intra-textual gloss to inform the reader about the device.

In addition to this, there are a few more word, phrase, or sentence omissions from the ST. The following examples can be counted as examples of these types of omissions:

	ST	TT
1	On a cloudy Thursday morning ...	Bir Perşembe sabahı ...
2	As a biologist, Ham occasionally reads a scientific paper on the train.	Bazen de bilimsel yayınları okurmuş.

In the first example, the word *cloudy* has been omitted and the phrase has been transferred as *bir Perşembe sabahı*. In the second example, the translation can be accepted as a suitable equivalent of its source sentence because the whole paragraph of this sentence is about Jonathan Ham, one of the commuters. So, it is clear that the translated sentence is also about this man when the whole paragraph has been taken into account. However, the phrase as a biologist is an extra piece of information about this commuter and this has been omitted and not mentioned in the translation. In the TT, it is also possible to see similar omissions of some toponyms given in the ST. In the examples above, the translations of the three examples have been omitted. The common point of these sentences is that all include toponyms of London. So, *the Wembley Park*, *Liverpool Street* and *Baker Street* have not been transferred and submitted to the target readers.

	ST	TT
1	The journey begins above ground at <b>Wembley Park</b> ; ...	No translation
2	... as the train approaches <b>Liverpool Street</b> , its penultimate stop.	No translation
3	At <b>Baker Street</b> , the Metropolitan line joins the oldest stretch of the entire Underground network. There have been trains running here since 1863.	No translation

Furthermore, a few more additions and repetitions have been observed in the TT. These procedures have also been used to translate extra information about some proper names.

	ST	TT
1	Not Rahul Giri, 38.	38 yaşındaki Rahul Giri ise ...
2	Mike Deerman, 66, is similar.	66 yaşındaki Mike Deerman ise ...
3	Jonathan Ham, 54, ...	54 yaşındaki Jonathan Ham ...

In all of the above examples, the proper names have been repeated and their ages have been transferred with the addition of the word *yaşındaki*. It is a common approach to write the age of people after their names between commas as an extra piece of information. However, in the Turkish language, the age of a person can be written either in number between parenthesis or in a written form as in the examples. So, in the translations, the addition of the word *yaşındaki* can also be counted as an intra-textual gloss.

When the ST and TT have been compared in terms of methods proposed by Aixela for cultural items, some more procedures like repetitions, orthographic adaptations and absolute universalization have been observed.

	ST	TT
1	... commuters on London Underground's Metropolitan line still heading into city offices, ....	...Londra metrosunda yolculuk sırasında çoğu insan telefonuna gömülmüş.

Here in the above example, the cultural item *London Underground's Metropolitan line* has been replaced only with a neutral reference as *metro*. The translator has preferred to delete *Underground's Metropolitan line* and has just chosen the word *metro*, which is better known by the readers.

	ST	TT
1	... English professor Tom Montgomery Fate, of Chicago's College of DuPage.	Şikago'daki DuPage Koleji'nde İngilizce profesörü Tom Montgomery Fate ...
2	... Deerman, who works in telecoms infrastructure.	... Deerman ise telekom işçisi olarak çalışıyor ...

In the first example, the word *Chicago* has been transcribed as *Şikago* in the TT and the word *college* has been transcribed as *kolej* both showing the use of orthographic adaptations. The translations of the words *English* and *professor* as *İngilizce* and *Profesör* can be recognized as pre-established versions, since they have already been accepted by the TL and culture. In the second example, the word *telecom* has been transferred as *telekom* with the same procedure of Aixela.

	ST	TT
1	The comment chimes neatly with the viral photo of commuters on what appears to be a 1940s or 1950s train carriage, ...	Bu sözler bir süre önce viral olan ve 1940'lara ya da 50'lere ait bir fotoğrafı doğrular nitelikte.
2	Sometimes Giri checks emails on his BlackBerry; otherwise he prefers to relax on the train.	Arada bir BlackBerry' den e-postasını kontrol etmenin dışında telefona bakmazmış Giri.

The word *viral*, in the first example above, has been repeated in the TT. Here, the adjective *viral* can be defined as 'circulated rapidly and widely from one internet user to another (of an image, video, piece of information, etc.)' ('Oxford Dictionaries', 2016) and recently this word has also been used in the Turkish language. So, this repetition of the translator can be deemed as acceptable as she defines the target readers of BBC Turkish Service as 'Turkish people, especially educated younger population' (Interview with the translator). In the second example, the word BlackBerry, a smartphone trademark, has been repeated in the TT. This repetition again can be counted acceptable as the trademark also known by the target readers.

#### 3.2.3.4. Analysis of the article titled 'will we ever ... read at superspeed?' and its translation 'bir gün süper hızlı okuyabilecek miyiz?'

Touching on the possibility of reading at superspeed in the future, this article informs the reader about speed-reading apps with the author discussing their utilities. At the very beginning of the text, the author refers to the promise of some companies to read at superspeed and this introduction and the title foreshadow the content of the text. It is obvious that the translations of the title and the introductory statements give the same impression about the content.

	ST	TT
1	Will we ever... read at superspeed?	Bir gün süper hızlı okuyabilecek miyiz?
2	Some companies promise that they can make us all read at five times the speed. But given what we know about the brain, what's realistically possible?	Bazı şirketler okuma hızımızı beş katına çıkarma vaadinde bulunuyor. Beyin hakkında bildiklerimizi düşünürsek böyle bir beklenti doğru olur mu?

The main focus of the text can be inferred from the title and the same meaning has been given in its translation. The word *ever* has been transferred as *bir gün*. This can be considered an acceptable equivalence because when the word *ever* is used with future form grammatically, it implies ‘a day’ or ‘in any way’ in the future. Also, the verb *read at superspeed* has been transferred as *süper hızlı okumak* and this translation can be accepted as the lexical equivalent of its original showing the focus point of the text. The second example is the first two sentences of the texts. The translation of the first sentence can be recognised as the lexical equivalent of the ST sentence, whereas, in the second sentence there are some omissions and additions to convey the similar meaning in the translation. The part *But given what we know about brain* has been transferred as *Beyin hakkında bildiklerimizi düşünürsek* and this is the conditional clause of the sentence. Here, “But” has been omitted in the TT. Besides, the rest of the sentence after the conditional form comes *what’s realistically possible?* and it has been transferred as *böyle bir beklenti doğru olur mu?* The possible translation can be suggested as *gerçekte mümkün olan ne?* But, the phrase *böyle bir beklenti* has been added to the translation to refer to the first sentence and the word *realistically* has been omitted. These strategies employed by the translator can be considered acceptable although the translation is not the lexical equivalence of the original.

After the introductory part, the author directs some more questions to the readers in order to arouse their interest to the focus point.

	ST	TT
1	How quickly can you read?	Ne kadar hızlı okuyorsunuz?
2	Are you the sort of person who finishes the daily newspaper before breakfast? Catches up with the gossip on social media in mere minutes? Races through the latest bestseller in a single sitting?	Günlük gazeteyi sabah kahvaltısından önce bitiren ya da sosyal medyadaki tartışmalardan birkaç dakika içinde haberdar olanlar arasında mısınız?

Here, the first example has been transferred with its lexical equivalence and it is directly related to the topic of the article. Asking about the quick reader profiles, the second example has also been transferred with the word-for-word method but the last question of the second example has been omitted in the TT.

This omission can be considered acceptable as the absence of the whole part has made no change.

When the translation has been analysed in terms of Toury's operational norms, it can be clearly seen that there are certain omissions, additions or replacements employed by the translator and the following can be notated as a few examples of these methods:

	ST	TT
1	Spritz is asking us to process the written word at a similar pace to how we do speech, <b>Andrews told BBC Future.</b>	<b>Andrews'a göre</b> , Spritz, yazılı kelimeyi de konuşurken yaptığımız şekilde işlemekten geçirmemizi istiyor.
2	...but in theory, we could train ourselves to digest information faster.	Fakat <b>gözleri ve beyni</b> eğitme yoluyla bilgiyi daha hızlı algılamamın teorik olarak mümkün olduğu söyleniyor.
3	"That's the <b>\$64m question</b> ," says Andrews. "I don't have an answer."	"Bu <b>milyon dolarlık bir soru</b> , ama cevabını bilmiyorum," diyor Andrews.

As can be noticed, in the first example the part *Andrew told BBC Future* has been replaced with *Andrew's a göre* and *BBC Future* has been omitted in the translation. In the second example, the phrase *gözleri ve beyni* has been added to the translation. This addition of information in the main body of the text can also be defined as intra-textual gloss in the translation. In the last example, *the \$64m question* has been transferred as *milyon dolarlık soru*. The symbol of *dollar* in the example has been transferred as *dolar* with the orthographic adaptation method and the amount 64 has been deleted in the translation. This is because, the question refers to the name of a quiz show broadcasted in the USA in the 1940s and the largest prize was 64 million dollars. So, it is now used as a noun meaning the critical or basic question or problem ('Sixty-four-dolllar', 2016). However, this deletion of the translator can still be deemed acceptable, because the underlying meaning of the noun may be associated as unfamiliar terminology to the target reader and so the translator has decided to employ the procedure of deletion by using one of the substitution strategies of Aixela.

It has been observed that the translator has also employed some replacement strategies in order to transfer the similar meaning to the target readers.

ST		TT
1	Sound too good to be true?	Aklınıza yatmadı mı?

The verb *sound* has some more meanings such as appear to be, seem, or give/create the impression of being ('Oxford Dictionaries', 2016) and is generally used in phrases of everyday life. Here in the example, the translator has found a better known reference and replaced it with the idiom *aklına yatmak*. So, the translator substitutes the cultural item and this can be accounted as the absolute universalization strategy of Aixela.

Apart from these strategies of omission, addition or replacement, some constitutive strategies like repetition and orthographic adaptation have been observed in the translation.

ST		TT
1	That means you could read War and Peace in around 9 hours, and Moby Dick in a mere three-and-a-half.	Bu, Savaş ve Barış'ı 9 saatte, Moby Dick'i ise 3,5 saatte okuyup bitirmek demek.
2	... fovea, a tiny section at the centre of the retina...	Göz retinasının ortasındaki <b>fovea</b> , ...
3	But Sally Andrews, a professor of cognitive psychology at the University of Sydney, ...	Fakat Sidney Üniversitesi'nde bilişsel psikoloji profesörü Sally Andrews, ...

In the first example above, the name of the book War and Peace have been transferred with word-for-word procedure as *Savaş ve Barış* whereas the name Moby Dick has been repeated. In the second example, the *fovea* and *retina* are the parts of an eye which have also been repeated. When the third example has been analysed, it has been observed that the proper name *Sally Andrews* has been repeated. Also, the words *Sydney*, *psychology*, *professor* and *University* have been transferred as *Sidney*, *psikoloji*, *professor* and *Üniversite* with their pre-established versions that were established with the transcription of these words before. This also shows the use of orthographic adaptation.

### 3.2.4. Analysis of the article in the link ‘Earth’

The articles in this section cover information about humans, animals, space, the planet Earth and various topics on the Universe. This website section also supports the articles with documentary images and videos.

#### 3.2.4.1. The analysis of the article titled ‘rats will save their friends from drowning’ and its translation ‘sıçanda empati duygusu: boğulan arkadaşına yardım’

Based on an experiment conducted on rats, the author of the article writes about these rodents’ feeling of empathy. As it has been seen in some of the previous analyses, the translator has changed some expressions of the author when needed, although these kinds of changes are rare.

	ST	TT
1	Saving another person from a life-or-death situation is something many of us do instinctively.	Tehlike içindeki başka bir insanı kurtarmak insanın içgüdüsel olarak yaptığı bir şeydir.
2	In other words, our willingness to save others is an ancient trait, which modern humans have inherited.	Başkasını kurtarma isteği modern insanın miras aldığı eski bir özellik. Belki de tahmin ettiğimizden çok daha eskilere dayanıyor.

As can be seen in the first example, the noun phrase *many of us* has been transferred as *insanın* whereas the possible translation can be suggested as *pek çoğumuz*. In the second example, the phrase *our willingness to save others* have been transferred as *başkasını kurtarma isteği*. These translations can be deemed acceptable as they have not changed the underlying meaning of the sentences and the only difference has been made in the narration. In the second example again, it has also been observed that the adverb *in other words* has been omitted in the translation.

When the titles of the ST and the TT have been compared, the difference can be observed at first glance.

	ST	TT
1	Rats will save their friends from drowning	Siçanda empati duygusu: Boğulan arkadaşına yardım

The title of the article directly gives the information about the result of the experiment. The translator has omitted the sentence, changed the translation and referred to the content of the article. This decision of the translator may be because of the idea to create a new title that could attract the target readers.

It is also possible to mention about some more omissions in the translation of the ST. Compared with the previous articles that have been analysed in this study, there are less omissions of sentences and paragraphs in the translations of this article.

	ST	TT
1	They are our closest relatives, so it's likely that our ape-like ancestors behaved in similar ways.	No translation
2	Saving a distressed rat was valuable to them.	No translation

The above sentences have been omitted in the translations. However, the decision of the translator to omit these sentences has not resulted in any shift of expression through the text. Together with the procedure of omission, the translator has also employed some procedures of addition in order to transfer the ST to the target reader.

	ST	TT
1	But it's not unique to humans. Many primates will also help each other out.	Fakat bu sadece insana özgü bir davranış değildir. Birçok primatın da birbirine yardım ettiği <b>biliniyor</b> .
2	When one was soaked in water, another rat quickly learned how to operate a lever that would allow it to escape to a safe and dry area.	Kafesteki siçanlardan biri sulu bölmeye sokulduğunda diğeri kısa sürede aradaki bir kolu kaldırmayı öğrenip onun güvenli ve kuru bölgeye kaçmasını sağlıyordu.

In the first example, the first sentence has been transferred with its lexical equivalent. However, the *yardım ettiği biliniyor* has been added to the translation of the second sentence, whereas, there is no phrase like *it is known / it has been*

*found* in the ST. Here, the translator may refer to the previous experiments in order to inform the target readers. In the second example, the phrase *kafesteki sıçanlardan bir sulu bölmeye sokulduğunda* has been added to the translation, whereas, there is no phrase to be translated in the ST. The aim of the translator in this addition procedure, could be to figure out the experiment and increase the comprehensibility of the text for the target readers (although there is no such information in the ST).

When the text has been analysed in terms of Aixela's classification of CSIs, it has been observed that these omission or addition procedures leads to the methods proposed in this classification.

	ST	TT
1	"Empathy is one of the important abilities for our social life," said lead author of the study Nobuya Sato of Kwansei Gakuin University in Japan.	Uzmanlar empatinin insanın sosyal yaşantısında en önemli beceri olduğunu söylüyor.
2	Published in the journal <i>Animal Cognition</i> , the research suggests that...	<i>Animal Cognition</i> ( <b>Hayvan Bilişimi</b> ) adlı dergide yayımlanan araştırma, ...

In the first example, *one of the important abilities* has been transferred as *en önemli beceri* instead of *en önemli becerilerden biri*. So, the phrase *one of* has been omitted. Also, *said lead author of the study Nobuya Sato of Kwansei Gakuin University in Japan* has been omitted in the translation and it has been replaced with the word *uzmanlar ... söylüyor*. As a CSI, the phrase is too obscure and includes unnecessary details for the Turkish reader. So the translator has chosen a neutral reference for the target readers and this transfer can be accounted as an absolute universalization. In the second example, the *Animal Cognition* has been transferred with the repetition method and it has been repeated directly. However, in order to increase comprehensibility, its lexical equivalent as *Hayvan Bilişimi* has also been added to the translation in brackets. This addition of information in brackets can be considered as an extra-textual gloss.

Moreover, it has been observed that some words has been borrowed from the ST and orthographic adaptation has been employed in order to transfer them to the TL.

	ST	TT
1	... the neural basis of social behaviour.	... sosyal davranışın nörolojik temellerinin ...
2	Many primates ...	Birçok primatın ...
3	... psychological conditions where individuals lack empathy.	... empati yapamayan bireylerin psikolojik durumunu ...

The translation of *neural* as *nörolojik*, *social* as *sosyal* in the first example and *primate* as *primat* in the second example can be accepted as orthographic adaptations. Also, in the third example psychological has been transferred as psikolojik and empathy has been transferred as empati by using the method of orthographic adaptation (Aixela, 1996: 61).

### 3.2.4.2. Analysis of the article titled ‘diamonds can form in outer space and fall to Earth’ and its translation ‘uzayda oluşup Dünya’ya düşen elmaslar’

As can be inferred from the title, both the ST and the TT give information about a new study on the possibility of diamonds being formed in outer space and fall to Earth within a meteorite. Given that the title *Diamonds can form in outer space and fall to Earth* clearly evokes an idea about the content of the article, when the titles of the ST and the TT have been compared, the difference can be noticed as follows:

	ST	TT
1	Diamonds can form in outer space and fall to Earth	Uzayda oluşup dünyaya düşen elmaslar

The title of the ST is in an affirmative sentence that has been formed with the modal *can* in order to refer to the possibility of the subject whereas the TT title has been established as a noun phrase. Yet, the translation can be suggested as an acceptable equivalence when analysed within Toury’s initial norms (Toury, 1980: 55). There are a few more examples of acceptable equivalence through the translation of the text in spite of the interferences.

ST		TT
1	Some meteorites that fell to Earth from space contain tiny diamonds.	Uzaydan dünyaya düşen bazı göktaşlarında az miktarda elmas rastlanıyor.
2	It quickly became clear that the rock fragments contained diamonds.	Bu kaya parçalarında elmas olduğu tespit edildi.
3	However, the early system was a turbulent place, with lots of fragments of rock and ice whizzing around and colliding with each other.	Ama bildiğimiz bir şey var ki o da gezegenlerin ilk olduğu dönemler kaya ve buz parçalarının ortalıkta dönüp durduğu ve birbiriyle çarpıştığı oldukça çalkantılı dönemlerdi.

In the first example above, the replacement of the verb *contain* to *rastlanıyor* can be suggested as an example of interference because the translation of this verb could be suggested as *içeriyor*, *barındırıyor* instead. In the second example, the adverb quickly has been omitted in the translation. In the third example, the addition of the phrase *bildiğimiz bir şey var ki* can be suggested as another interference of the translator. These interferences of the translator can be considered acceptable. It is possible to find some more omissions through the translation of the article.

ST		TT
1	That wasn't too surprising: some kinds of meteorite often do.	Çoğu göktaşı elmas içerdiği için bunda şaşılacak bir şey yoktu.
2	We can't know for sure if that is true, and it's a big extrapolation from a few diamonds in one meteorite.	Bunu tam olarak bilemiyoruz.

In the first sentence, *some kinds of* has been omitted and it has been replaced only with *çoğu* although *some kinds of meteorite* could be transferred as *bazı göktaşı türleri* instead. In the second example, the whole part after the comma has been omitted.

When the proper names in the texts have been analysed, it has been observed that they have been mostly repeated although some of them have been transferred with their lexical equivalence or with the use of other conservation strategies of Aixela.

	ST	TT
1	... Nubian Desert in Sudan.	... Sudan'daki Nubian ölü ...
2	... in the journal <i>Geochimica et Cosmochimica Acta</i> .	... <i>Geochimica et Cosmochimica Acta</i> adlı dergide ...
3	... Almahata Sitta meteorite...	... Almahatta Sitta adı verilen göktaşının ...
4	... Masaaki Miyahara of Hiroshima University in Japan...	... Japonya'nın Hiroşima Üniversitesi'nden Masaaki Miyahara ...

In the first example, *Nubian Desert* has been transferred as Nubian ölü. The name of the desert has been repeated, but the word desert has been transferred with its lexical equivalence. On the other hand, Sudan has also been repeated in the TT and so it has been observed that the proper names have been repeated in the translation. In the second example, the name of a journal *Geochimica et Cosmochimica Acta* has been repeated both in the source and the TT. In the third example, the proper names *Masaaki Miyahara* has been repeated in the translation and *Hiroshima University* has been transferred as *Hiroşima Üniversitesi* showing the use of the orthographic adaptation method.

In addition to these repetition methods employed by the translator, some more methods have also been employed in the translation.

	ST	TT
1	A new study suggests they formed in an unknown planet that shattered long ago	Yeni arařtırmalar, bu elmasların uzun zaman önce parçalanan gezegenimsi bir yapıda oluşmuş olabileceğine işaret ediyor.
2	The more likely possibility is that the diamonds formed inside a "planetesimal": a lump of rock not quite large enough to count as a planet, but far bigger than any asteroid.	Daha olası bir açıklama ise elmasların gezegenlerin etrafındaki küçük gezegenimsi yapılar içinde oluşmuş olması. Bu yapılar gezegenden küçük, asteroidden büyük kaya parçalarıdır.
3	The diamonds are mostly tiny, around 40 micrometres across, although one is almost 100 micrometres	Elmasların 40 ila 100 mikrometre (metrenin milyonda biri) büyüklükte olduğu görüldü.

The first sentence above, *an unknown planet* has been expanded and transferred as *gezegenimsi bir yapı* and this has been made with the addition of an intra-textual gloss. Here, the translator may have intended to ensure the reader about the notion of this planet in their mind. In the second example, the word

"*planetesimal*" has been transferred as *küçük gezegenimsi yapılar* again. However, a colon comes after the word and gives extra information in the ST, while in the TT the colon has been omitted and the extra information has been given as another sentence in the translation. This extra information can be accepted as an intra-textual gloss to explain the word for the target reader. In the third example, the measuring unit *micrometres* has been transferred as *mikrometre* and this translation can be accepted as an orthographic adaptation. Also, the translator has given an extra information in brackets as *metrenin milyonda biri* and this has been created by the translator although there is no information in brackets in the ST. This addition can be deemed as extra-textual gloss as it possibly aims to inform the target reader about the CSI.

Moreover, it has been observed that the translator prefers to employ some transcriptions of the words showing also the use of the orthographic adaptation strategy of Aixela. Apart from the above examples of orthographic adaptation, the followings can also be accepted as a few more examples:

	ST	TT
1	... the separate crystals ...	... farklı kristaller ...
2	... into Earth's atmosphere ...	... bir göktaşı atmosfere girince ...
3	... carbon into tiny diamonds.	... karbonu minik elmaslara dönüştürecek ...

The words *crystals*, *atmosphere* and *carbon* have been transcribed as *kristaller*, *atmosfer* and *karbon* and so it has been clear that these words have been transferred with orthographic adaptation.

### 3.2.4.3. Analysis of the article titled 'dogs can bond like babies' and its translation 'bakışma yoluyla köpekle bağ kurmak'

The article informs the readers about the relationship between dogs and people. The author mentions that the eye contact between a dog and a person can also strengthen their relationship just like a relationship between a mother and a baby. Based upon this topic, the article mentions some detailed research on the

subject. This content can also be inferred from the titles as well as the introductory sentence of the article.

	ST	TT
1	Dogs can bond like babies	Bakışma yoluyla köpeklerle bağ kurmak
2	Gazing into a dog's eyes can stimulate the same bonding process that occurs between mother and child	Köpeğin gözlerinin içine bakmak anne ile çocuğu arasındaki bağlanma sürecinin aynısını insan ile köpek arasında da devreye sokuyor.

The ST title has been formed with the *modal can* and this implies the possibility of the situation. The possible translation could be suggested as *köpekler bebekler gibi bağ kurabilir*. On the other hand, the title of the TT has been established as a phrase not a sentence. So, it has been observed that the translation is not the lexical equivalence of the ST title. However, it gives a similar impression about the content to the reader and in this sense can be accounted as acceptable equivalence according to Toury's translational norms. When the introductory sentence has been taken into account, it has been observed that the sentence has been transferred with its lexical equivalence and both the ST sentence and the TT sentence present an introductory information to the target readers.

When the text has been analysed in terms of sentence and paragraph structure, some segmentations with omissions or additions of punctuation have been observed.

	ST	TT
1	Now a team of Japanese have found that the 'mutual gaze' between dogs and their owners can lead to a bond that is similar to that between a mother and child, with humans experiencing the same feelings of affection for their dogs as they might do for their family, therefore helping to bring the species closer.	Japon arařtırmacılar, köpeklerle sahipleri arasında karşılıklı bakışmanın, anne ile çocuğu arasında oluşan bağlanma duygusuna benzer bir duygu oluşturduğunu ortaya koydu. Bu bağlanma duygusu oluşunca insan, ailesine karşı duyduğu hisleri köpeğine karşı da duymaya başlıyor. Böylece iki canlı arasında yakınlaşma oluyor.

The above sentence has been established as a paragraph in both texts. The ST sentence has been transferred with three separate sentences in the

translation. The *comma* after the phrase *a mother and child* has been omitted and a new sentence has been established instead. Similarly, the *comma* after the phrase *for their family* has been omitted and the rest of the sentence has been transferred as a new sentence starting with *Böylece*, the lexical equivalence of *therefore*.

It has been clearly seen that the translator has not employed so many interferences to the translation. The following can be given as an example of phrase omission that has been seen in the translation:

	ST	TT
1	The dogs that gazed at their owners the most saw a significant increase in their oxytocin levels after the experiment, ...	Sahiplerine en uzun süreli bakan köpeklerin oksitosin hormonu seviyesinde önemli bir artış gözlemlendi.

The phrase *after the experience* in the ST has been omitted and has not been transferred to the translation. Also, the sentence was revised and changed from the *active form* to the *passive form* and this has resulted in the translation of the verb *saw* as *gözlemlendi*. However, this translation can be recognised as an acceptable equivalence of the ST, because these changes have been required for the TL and employed by the translator to increase the comprehension for the target culture.

In addition to these changes, some methods of Aixela have also been observed in the translation.

	ST	TT
1	... lead author Dr Miho Nagasawa, from the School of Veterinary Medicine, Azabu University, Japan.	Japonya'daki Azabu Üniversitesi Veterinerlik Okulu'nda araştırmacı ve makalenin başyazarı Dr Miho Nagasawa'ya göre ...
2	The findings are reported in the journal <i>Science</i> ...	Araştırmanın sonuçları <i>Science</i> dergisinde yayınlandı.
3	... oxytocin levels ...	...oksitosin hormonu seviyesinde...

In the first example, the proper names *Miho Nagasawa* and *Azabu* have been repeated whereas the words *Veterinary* and *University* have been transferred with their pre-established versions. In the second example, the name

of the journal *Science* has been repeated again as a proper name. Also, in the last example the phrase *oxytocin levels* has been transferred as *oksitosin hormonu seviyesi*. Although the word *oxytocin* have been repeated many times in the ST and each has been transferred with orthographic adaptation, here in this example the word *hormon* has been added to the translation. This can be accepted as an intra-textual gloss because of the translator's intention to remind the target reader about what oxytocin is.

#### 3.2.4.4. Analysis of the article titled 'the 9 rarest plants in the world' and its translation 'dünyanın en nadir 9 bitkisi'

The articles in the link Earth mostly include the ones that lists 'the most(s)' in the world like 'the largest living thing on Earth', 'the hottest insect in the world' or 'the most amazing lakes' etc. (<http://www.bbc.com/earth/world>). The title of this article also presents a similar impression as the article informs the reader about the nine rarest plants in the world. When the translation of the title has been analysed it is observed that it has been transferred with its lexical equivalence as *Dünyanın en nadir 9 bitkisi*. The translation of the title can be considered an acceptable equivalence as it also informs the target reader about the content in the same manner. In addition to this, compared with the ST, most of the introductory sentences have been omitted from the TT:

	ST	TT
1	We've all heard about the most endangered animals. Creatures like the critically endangered black rhinoceros are famous, and in some cases have been reduced to just a handful of individuals.	No translation.
2	But what are the most endangered plants? They might not be as exciting or loveable as animals, but they are just as important to the ecosystem-and humanity relies on that ecosystem	No translation

In fact, these two sentences are also two separate paragraphs of the ST. Both have been omitted from the text and have not been transferred to the TT.

The translator might have found it unnecessary to transfer them to the target readers.

Apart from these omissions of the introductory part, the translator has combined some sentences of the ST and transferred them as the introductory part of the TT.

ST		TT
1	These strange and amazing plants live in remote corners of the planet, and are all critically endangered ...	Dünya Doğa Koruma Birliği (IUCN)'in nesli tükenme tehlikesi olan bitkiler listesinde yer alan bu bitkiler dünyanın en uzak ve yalıtılmış bölgelerinde yetişiyor.
2	They are almost all classed as critically endangered by the International Union for Conservation of Nature (IUCN). ...	
3	They are threatened by habitat destruction, illegal collection, poaching, and competition with invading species.	Habitatlarının bozulması, kaçak toplama ve başka canlıların istilasası gibi nedenlerle bu bitkilerin geleceği tehdit altında.

The first sentence is the first paragraph of the ST and the second sentence belongs to the fourth paragraph of the ST. However, as it can be seen, these sentences have been combined and replaced in the TT. Also, the third sentence is the last sentence of the fourth paragraph of the ST whereas it is the continuum of the first paragraph of the TT. So, it has been observed that sentence and paragraph structures have also been changed by the translator.

After this introductory part of the ST, the nine rarest plants in the world are presented one by one with a picture of each. The TT follows the same order. The Latin versions of the plant names have been given under the images of them in both of the texts. These plants and their translations are as follows:

ST		TT
1	Attenborough's pitcher plant	Attenborough sürahi bitkisi
2	Suicide palm	İntihar palmyesi
3	Western underground orchid	Yeraltı orkidesi
4	Golf ball	Golf topu
5	Venda cycad	Venda cycad
6	Jellyfish tree	Denizanası ağacı
7	Poke-me-boy tree	Acacia anegadensis
8	Ascension Island parsley fern	Maydanoz eğreltiotu
9	Coral tree	Mercan ağacı

The *suicide palm*, *golf ball*, *jellyfish tree* and *coral tree* has been transferred as *intihar palmyesi*, *golf topu*, *denizanası ağacı* and *mercan ağacı* with their lexical equivalence, except for the repetition of the word *golf*. Also, *Attenborough* has been repeated as a proper name and the *pitcher plant* has been transferred as *sūrahi bitkisi* with word-for-word method. Similarly, *Ascension* Island as a proper name has been repeated and the parsley fern has been transferred as *maydanoz eğreltiotu*. The *Venda cycad* has been repeated and lastly the *poke-me-boy tree* has been replaced with its Latin version *Acacia anegadensis*. The phrase *poke-me-boy* is a CSI that comes from the feature of the plant as a *spiny shrub* and would have no meaning when transferred into Turkish.

When the text has been analysed in terms of Toury's operational norms, it has been observed that the translator has been governed by some translational norms during the translation process and she has used some procedures, omission being in the first place as usual. These omissions also require some additional procedures in the translation.

	ST	TT
1	... found only on the <b>islands of Anegada and Fallen Jerusalem</b> in the British Virgin Islands.	... Britanya Virjin Adaları'nda yetişiyor.
2	It was declared extinct in 1998, but rediscovered in 2001 in a small patch of forest.	1998'de nesli tükendiği sanılan ağaca 2001'de yeniden rastlandı.

In the first example above, *the islands of Anegada and Fallen Jerusalem* has been omitted and also *Virgin Islands* has been transferred as *Virjin Adaları* showing the use of transcription procedure for orthographic adaptation. In the second example, the phrase *in a small patch of forest* has been omitted and has not been transferred to the TT.

One of the substitution strategies of Aixela is that of absolute universalization. In this article, some replacements have been observed that can be accounted as absolute universalization.

ST		TT
1	... mature poke-me-boy trees are being cultivated in the nearby JR O'Neal Botanic Garden on Tortola, and at the Royal Botanic Gardens in Kew, UK.	..., fakat Botanik bahçelerinde de yetiştiriliyor
2	It is found only on Ascension, a volcanic island in the south Atlantic Ocean.	Sadece Atlantik Okyanusu'nun güneyindeki bir yanardağ adasında yetiştiriyor.
3	summit of Mount Victoria in Palawan in the Philippines	Filipinler'in Palawan bölgesindeki bir dağın tepesinde

In the first example, *the JR O'Neal Botanic Garden on Tortola, and at the Royal Botanic Gardens in Kew, UK* has been omitted and replaced with only *Botanik bahçelerinde*. In the second example, *Ascension* has been omitted and it has been replaced with the phrase *bir yanardağ*. In the third example, similarly, *summit of Mount Victoria* has been omitted and *bir dağın tepesi* has been added to the translation. The decision of the translator to replace these CSIs with a neutral reference can be accepted as absolute universalization.

In order to transfer the measuring units to the TT, the translator uses their pre-established versions.

ST		TT
1	with pitchers up to 30cm in height	30 cm büyüklüğündeki bu çanaklara
2	reaching 18m in height	18 metreye kadar uzuyor
3	in an area of less than 10 sq km.	10 kilometrekarelik bir alanda

In the first and second example *30 cm* and *18m* has been repeated and these are also their pre-established versions. In the third example, *less than 10 sq km.* has been transferred as *10 kilometrekarelik* because *sq km.* is the abbreviation of *square kilometer*.

In addition to this, it can be seen in general that the proper names have been repeated in the translation as well as being transferred with orthographic adaption.

	ST	TT
1	International Union for Conservation of Nature (IUCN)	Dünya Doğa Koruma Birliği (IUCN)
2	... the palms can be seen on Google Earth.	... bu palmiyeleri Google Earth'te görmek mümkün.
3	... in the mountains of Queretaro in Mexico ...	... Meksika'nın Queretaro dağlarında ...

The abbreviation of the Union, (IUCN) has been repeated and given in brackets in the first example whereas *International Union for Conservation of Nature* has been transferred with its lexical equivalent as *Dünya Doğa Koruma Birliği*. Although the word *International* could have been suggested as *Uluslararası*, the word *Dünya* is also an acceptable equivalence as it does not cause a meaning shift. In the second example, *Google Earth*, a virtual map and geographical program, has been repeated in the TT as the program is known by the target readers. In the third example, the name of the mountain *Queretaro* has been repeated whereas the word *Mexico* has been transferred as *Meksika* with its pre-established version that might have been established with orthographic adaptation. It is also possible to see some more example of orthographic adaptation in the translation.

	ST	TT
1	Christian missionaries	Hristiyan misyonerlerin
2	It lacks chlorophyll...	...klorofil olmadığı için..
3	... north-west Madagascar.	Madagaskar'ın kuzey batısında ...
4	... in the Seychelles...	Seyşeller...

In the above examples, *missionaries* and *chlorophyll* have been transferred as *misyonerler* and *klorofil*. Also, the proper names *Madagascar* and *the Seychelles* have been transferred as *Madagaskar* and *Seyşeller*. So, these examples show the use of orthographic adaptation in the TT.

### 3.3. The Analysis of the Interview with the Translator

This interview analysis includes the analysis of the interview made with the translator of articles in the link 'Dergi' (can be found in Appendix A). It aims to triangulate the data to reach more valid and reliable results. It helps to support and

enhance the results of the text analysis. Twelve interview questions have been designated to get information about the translation strategies employed by the translator to preserve the original meaning of STs and to shape the stylistic features of the TTs during the translation process of CSIs. The findings of the text analysis and the interview analysis will be combined and compared in the Findings and Discussions section.

### *The Analysis In the Light of Toury's Translational Norms*

As stated before, in order to find information about the target-oriented or source oriented approaches in the translations of the text, preliminary norms and operational norms should be analysed first. When the interview with the translator has been analysed in terms of Toury's translational norms, it is possible to find information about 'the preliminary norms' that govern the translator before she starts the translation process. In order to reach some general knowledge about the translation policy of the BBC Turkish Service, a few questions have been posed to the translator. When she has been asked about the employment of the translator, she states that the employees working at the BBC Turkish Service, such as journalists or producers must have an excellent command of English. This employment policy of the Service shows that the translator, as one of the employees of the BBC Turkish Service, also has the high level of English language skills. Moreover, she adds that she has been the only one who is in charge of the translations of articles in the link Dergi since October 1<sup>st</sup>, 2014, the opening date of the link Dergi. She also highlights that she received an MA in Translation for a year. Her proficiency in English as a second language has directed her to translate the articles for the Turkish reader. She also states that their target readers or followers are the Turkish people and particularly the educated younger ones and this shows 'the directness of translation' without any mediating language. When the translator has been asked about the selection stage, she states that she selects the articles to be translated among the original articles published in the 'Culture', 'Earth', 'Future' and 'Travel' services of the BBC website. At the selection stage, she chooses the articles that arouse the interest of the target audience. There are no exact rules or required criteria for selection, so she tries to select the appropriate and compelling ones among them, while taking reader preferences

into account. Or else, she adds, they decide to translate the ones that stay up-to-date all the time and give some information about important subjects to the target readers. If they belong to a specific period like a fashion week or an exhibition, then they decide to translate and publish it in the link Dergi. Furthermore, at times they select the previously published articles and change the tense structure of the sentences like from simple tense to past tense when translated into Turkish.

When the translator has been asked how she makes decisions about the omissions, additions or any changes of the words, sentences or paragraphs during the translation, her answer gives information about 'the operational norms' that govern the translator during the translation process. She states that she prefers to shorten some of the long articles and to omit some sentences in order to provide coherence and integrity. She says that she avoids the transfer of unnecessary details that interfere with the fluency of the TT. When she has been asked about the knowledge of any translation theory or the use of any translation method intentionally, she says they do not use any method specifically and the selection of the method employed changes according to the aim and situation. When she has been asked about the translation of titles, she emphasizes that the ST titles are generally transferred with changes. They prefer to use a new title that arouses the attention of the target readers, gives information about the content of the text and they sometimes change the titles from sentence to question forms.

#### *The Analysis in the Light of Aixela's Classification for CSIs*

When she has been asked about the translation of cultural items, she asserts that the Service discusses and decides together as a group, especially when she hesitates over the translation of cultural items and cultural transfer. They generally give extra information when translating the original concepts or terms that seem to be exotic for the Turkish culture. They give this extra information either in the text or in the brackets and thus explain them in the TL. So, this indicates the use of intra-textual gloss or extra-textual gloss strategies of Aixela. The translator also states that she deletes or omits some concepts or parts that are found impossible to transfer or unnecessary for the target readers. This strategy can be counted as the deletion strategy as one of the substitution

strategies of Aixela. They try to keep the proper names in their original forms and it shows the use of Aixela's repetition strategy. However, as an exception, if they already have pre-established versions as norms used in Turkish culture, they prefer to use that version. These types of pre-established versions can also be accepted as orthographic adaptations as they generally have been established with transcription or transliteration procedures. Moreover, the translator has been asked about the strategies for foreignization or domestication of cultural items in translation. The underlying aim of this question is to understand the tendency of the translator to constitute or to substitute the cultural specific items during the translation. She answers that she generally decides the strategies to be employed alone, but sometimes the Service decides about the constitution or substitution issues together.

Regarding the data obtained from the interview with the translator, it can be inferred that the translator shows a tendency towards acceptability of the translations. So, it is possible to infer that she adopts the target culture and language oriented approach of translation. Furthermore, it can also be inferred from the interview that she mostly employs repetition, orthographic adaptation, intra-textual gloss and extra-textual gloss. These results obtained from the answers of the translator show that she and the Service mostly prefer to constitute the CSIs in the translation, referring to the constitution classification of Aixela. On the other hand, they also employ the deletion strategy and this strategy is at the lowest level of the substitution classification of Aixela.

### **3.4. Conclusion**

In this chapter, the articles that are selected as samples and the interview with the translation have been analysed in order to see the translation strategies employed by the translator according to Toury's translational norms and classifications of Aixela for the CSIs. The source texts and the target texts have been compared to find in the light of research questions and the interview has been analysed in accordance with the theoretical basis of the study. The findings of analysis are discussed in the following chapter.

## CHAPTER IV

### FINDINGS AND DISCUSSIONS

#### 4.1. Presentation

This chapter presents the findings of the study in the light of research questions and the discussions of the findings. The findings are given as the combination of both text analysis and analysis of the translator interview and these findings have been discussed within the literature of translation studies.

#### 4.2. Findings in The Light of Research Questions

Before presenting the results of the study, it is better to remind the research questions as the results will be their responses: (1) To what extent is the translator able to create adequate and/or acceptable translations according to Toury's translational norms? (2) Which translation strategies of Aixela are mostly employed during the translation process of CSIs? (3) To what extent does the translator constitute or substitute the CSIs in terms of Aixela's classification? Here, the findings are given as the combination of both text analysis findings and the findings of the translator interview.

##### 4.2.1. To what extent is the translator able to create adequate and/or acceptable translations according to Toury's translational norms?

This question seeks information about the adequacy or acceptability of the translations in terms of Toury's initial norms that leads the study to find the translator's source-oriented or target-oriented approach to the translations. As it has been mentioned before in the second chapter, it is only possible to mention the adequacy or acceptability of the translation, when the preliminary norms and operational norms are described in detail. So, the first question intends to describe and analyse all these norms that govern the translations. In this sense, when the texts and the interview have been analysed in line with Toury's preliminary norms, it is possible to suggest about the directness of the translations and also about the translation policy of the BBC Turkish Service and the translator. As the translator

states, the target audience of the link 'Dergi' is the people of Turkey, especially the educated and young population, due to which the direction of the translation is from English to Turkish. According to the interview, the translator has an excellent command of the English language as she is employed on the BBC Turkish Service. So, the articles are directly translated from the SL (English language) to the TL (Turkish language) without any mediating language. Moreover, when the text analyses are taken into account, it has been observed that some of the STs include Spanish words such as 'casa particulares', French words such as 'galoche' and Latin words such as 'Venda cycad'. While the meaning of Spanish word 'casa particulares' has been given as an extra information in brackets, the French word 'galoche' has been omitted and the Latin word Venda Cycad has been repeated. So, it might be useful to point out that, the main idea behind these decisions shows the general translation policy of the BBC Turkish Service to decide together in these cases, a fact supported by the translator's interview. Besides, the BBC Turkish Service has some general rules about writing the news and articles. These rules include using simple and clear language and making facts and events more understandable for the target audience. They use these rules as the translation policy. The articles from the BBC links of Future, Culture, Travel and Earth are selected randomly as the STs. The translator also states that at the selection stage, she tries to choose compelling and permanent articles that stay up-to-date for a long time and give information to the target audience clearly. When all the texts analysed in this study have been taken into account, it can be suggested that they are mostly informative texts that are compelling and kept up-to-date. The analysis of the articles in the link 'Travel' shows that the articles selected by the translator to transfer into Turkish language are all compelling ones giving information about the *English breakfast*, *a volcano in Iceland*, *homestays in Havana* and *India's tribe life*. When the analyses of the articles in the 'Culture' section are taken, it is possible to say that they include up-to-date and compelling subjects such as *the best directors* or *Grimm's fairy tales*. Also, the analysis of the articles in the link 'Future' shows that the original articles and their translations give information about the future such as *building a village on the moon* or *reading at superspeed*. Lastly, the analysis of the articles in the link 'Earth' indicates that their subjects are about living or non-living things on the Earth like *animals*, *diamonds* or *plants*. Therefore, even though the subjects of the articles selected

for translation are not newsworthy, they are transferred to Turkish language to inform the target readers about certain subjects. It can be inferred that the translator and her translations have the translation policy to select the texts that stay up-to-date, compelling and informative for the target readers. In the study, the examples that are taken from the STs and TTs have been compared and analysed within the operational norms of Toury. According to Toury, operational norms govern the translator during the translation process. They direct the translation strategies such as omission, addition, or replacement. It has been found out that the translator omits words, phrases, sentences or even a whole paragraph of the texts. The translator states that these parts might be found unnecessary for the target reader. Also, they are employed to the translations in order to avoid any interfere in the reading flow of the TTs and any long texts that will disturb the target reader while reading as well. Considerable omissions have been observed in the translation of certain parts such as some depiction of places or events like *'The café's interior was simple: Formica tables, plastic chairs and walls plastered with boxing memorabilia'*, some proper names like *'Food Lovers' London'* (a famous food book in London) whose translation will make no sense for the Turkish reader and some phrases like *it seems* or *in fact* that will not change the meaning at all. When these examples are taken into account, it could be possible to say that these omissions are acceptable as they intend to provide aforementioned requirements of the target readers. Also, sentences or phrases have been expanded by employing the addition strategy. The aim of these additions can be explained as the endeavour of the translator to make the sentences or phrases more understandable for the target readers. In the translations, additions are employed in order to remind the readers what the proper name in the ST is. E.g. the sentence *'Today, Krafla broods quietly'* has been translated as *'Bugün Krafla yanardağı sessiz'*. Here in this example, the translator intends to remind the readers what Krafla is and her translation seems to be acceptable as she shows tendency towards target-culture oriented approach.

Moreover, the translator employs the strategy of addition to inform the target reader about some people who might have been expected to be unfamiliar for them. For example, one of the STs mentions about the poet *'Gerard Nolst Trinité'* and his nationality was not given in the text. However, it is transferred as

*'Gerard Nolst Trinité adlı Hollandalı şair'*. Or in another example, although the ST does not include any information about the academic title of a mentioned person, the word *araştırma görevlisi* has been added to the translation in order to inform the reader about the person in question. In addition to this, most words or phrases have been transferred according to their lexical equivalence. However, in order to provide clearer translations to the target readers, some functional or descriptive equivalents have also been preferred by the translator. Translations of the text titles can be given as an example of this. The article titled *'Should we build a village on the Moon?'* has not been transferred according to its lexical equivalent but it has been translated with an expansion as *'Ay' da köy kurma hedefi gerçekçi mi?'*. As another example, the article titled *'Rats will save their friends from drowning'* has been transferred as *'Sıçanda empati duygusu: boğulan arkadaşına yardım'*. It is clearly seen that the translator omits the sentence, changes the translation and refers to the content of the article. This can be supported with the interview because the translator also states that they prefer to compose a new title that attracts the target readers and gives them information about the content of the text.

The STs and the TTs have also been compared and analysed in terms of sentence and paragraph structure and also punctuation. Some of the sentences are divided whereas some are combined. For example, the use of semicolon is common in English grammar and it becomes a comma in the translations of the texts. Or, it has been analysed that hyphens are also removed and the sentence structure is changed accordingly. These types of changes or interferences exhibit that the translator adheres to the rules of Turkish language grammar during the translation process. Therefore, it could be possible to say that this attachment to the Turkish grammar rules provides easy reading and clear understanding for the target readers.

When preliminary norms and operational norms are taken into account, it is possible to present the initial norms that govern the translations of the articles even before the translation process. Toury asserts that no translation is totally adequate or acceptable and shifts are inevitable because of the cultural norms of the TL (Toury, 1995, p. 57). Therefore, it could be suggested that acceptable equivalence has generally been employed throughout the translation in spite of

some adequate equivalences in translations. Mostly, the real and understandable meanings have been given in translations instead of their word-for-word equivalents. All these show that the translator of the link Dergi has the tendency towards target-oriented translation approach.

As a last point, any translation of BBC articles from English to Turkish can also be taken as the translation of cultural elements due to the fact that language - together with all its components- is one of the most important cultural items itself. So, these results of the analysis within Toury's translational norms should naturally be taken as the results of the cultural transfer in the translations of media organization websites. That is, the translator generally employs some strategies to translations that helps her to create acceptable equivalences for the cultural items in the translations of BBC articles.

#### **4.2.2. Which translation strategies of Aixela are mostly employed during the translation process of CSIs?**

In order to find a suitable answer to this question, both the texts and the interview with the translator have been analysed and the CSIs have been identified in line with Aixela's classification of CSIs.

It has been found out that most of the proper names have been repeated in the majority of the translations. The names of the famous directors like *David Fincher*, *James Cameron* or the names of the universities like *Harvard* or *Oxford* have all been transferred with repetition strategy. Besides, the analysis of the articles in the link Travel shows that some phrases in other languages have been repeated. *Hola Soy Kike* is in Spanish and this phrase has been repeated and its Turkish translation has been given in brackets in the TT. The aim of this repetition can be to inform the readers before they travel to the mentioned places. The names of the social media tools such as *Facebook* or *Twitter* and some of the brand names like *IKEA* or *Blackberry* have also been repeated. The translator even repeats some of the book names like *Moby Dick*. Therefore, it may be suggested that the translator constitutes these names as she thinks they are known by the educated target readers. Also, the translator prefers to transfer some

of the proper names with their pre-established versions: The toponyms *London* and *England* have been transferred as *Londra* and *İngiltere* or the story name *Snow White* has been transferred as *Pamuk Prenses* instead of repeating them. The translator claims that they try to keep the proper names in their original forms and this also supports the findings in the repetition strategy.

The translator also mentions an exception and adds that if the proper names have pre-established versions, the BBC Turkish Service prefers to employ this to the texts. Pre-established versions are generally the ones that have been transferred with transcription or transliteration procedures. So, it has been seen that some of the CSIs have been transferred with Aixela's strategy of orthographic adaptation that requires the use of transcription or transliteration. Proper names like *Cuba*, *Chicago*, *Hiroshima* or *Seychelles* have been transferred as *Küba*, *Şikago*, *Hiroşima* and *Sejšeller*. Also, some words like *sterling*, *sulphurous gas*, *hippocampus* or *kortex* have been transferred as *sterlin*, *sülfürük gaz*, *hipokampus* and *corteks*. The translator also employs orthographic adaptation to the translations of some verbs, for example to *engage with* has been transferred as *angaje olmak*. This verb has recently been begun to be used in the Turkish language and so it could be suggested that the translator constitutes the pre-established versions of the words or phrases of the STs. Measuring units such as the translation of *micrometres* to *micrometre* are also the ones that have been adapted orthographically.

Although the translator uses repetition or orthographic adaptation strategies, she also considers it necessary to explain the meaning or implications of CSIs. So, it has been found out that some of the words or phrases have been explained with extra-textual gloss strategy that is one of the other constitution strategies. In the TTs, the proper names *Cuba Casa Particular Association* has been repeated and transferred as *Cuba Casa Particular Association (Küba Özel Ev Derneği)* or the words *Animal Cognition* has been repeated and transferred with an extra gloss in brackets as *Animal Cognition (Hayvan Bilişimi)*. On the contrary, it has been seen that some of the CSIs have been transferred according to their lexical equivalence, but their original forms have been repeated in brackets as extra-textual gloss. For example, the phrase *baked beans* has been transferred

as *fırında pişmiş kuru fasulye* (baked beans) or the film *Fight Club* has been transferred as *Dövüş Kulübü* (*Fight Club*). As it is seen, the lexical equivalences are given but the original forms of the CSIs are repeated in brackets. These have also been accepted as extra-textual gloss, because the aim of the translator can be suggested as to inform the reader about the original versions of the CSIs in order to make the original forms of the CSIs familiar for them.

Besides, in order to not disturb the readers' attention while adding extra information, some of the CSIs have been transferred with the intra-textual gloss strategy. For example, one of the articles mentions *the lander Philae* without any direct explanation of the assumption that the readers know it, whereas, the translator provides extra information and transfers this CSI with an explanation like '*10 yıldan uzun bir süre önce Dünya' dan ayrılıp da uzaydaki bir göktaşına konan Philae adlı robot*' in the TT. Or, in another article the author directly mentions the proper names *Jacob and Wilhelm Grimm* as a cultural item, whereas, the translator transfers the names as '*Jacob and Wilhelm Grimm Kardeşler*'. This addition of information may be found necessary to remind the reader of these best-known storytellers that are also known as *The Brothers Grimm* in English and *Grimm Kardeşler* in Turkish. The translator claims that they give extra information whether in the text or in the brackets to explain the original concepts or terms that seem to be exotic for the Turkish readers. So, all these findings about the translations of CSIs by using intra-textual gloss or extra-textual gloss strategies can also be supported with this explanation of the translator.

It has been inferred that the CSIs are mostly transferred by constituting them in the TTs. However, there are also some substitution strategies that are employed to the texts. The most employed substitution strategy is the absolute universalization that includes procedures like replacing the CSI with a neutral reference to eliminate the foreign quality of the word. For instance, the author mentions about the *Milestone Hotel in South Kensington* in the source article. The author seems to be sure that all English readers know about the hotel and its luxury location as it is in London. However, the translator decides to omit these proper names and replace the CSI as *lüks semtin oteli* to inform the reader just about the content. Or, the

cultural item *London Underground's Metropolitan line* has been replaced only with a neutral reference as *metro* that is a better known word for Turkish readers.

Deletion is another substitution strategy that is employed in the translations of BBC articles. The sentence *that's the \$64m question* is in fact a cultural item. It refers to the name of a quiz show broadcasted in the USA and now it is used as a noun when faced with a critical question or problem. However, the CSI *\$64m* has been deleted in the translation and transferred just as *bu milyon dolarlık soru*. This employment of the deletion strategy to the translation removes the CSI and makes it an ordinary sentence. Also the phrase *washing on Tuesdays* is another cultural item from the Indian superstition that is supposed to bring bad luck when washing on Tuesdays. However, the CSI has been deleted and transferred as *temizlik yapmak*. The reason for the use of deletion strategy can be explained with the translator interview because the translator states that they delete the items that are unnecessary and complicated for the target readers.

To conclude, repetition, orthographic adaptation, extra-textual gloss and the intra-textual gloss are the most employed translation strategies to constitute the CSIs whereas absolute universalization and deletion are the most employed strategies to substitute the CSIs in the link Dergi of the BBC Turkish Service website.

#### **4.2.3. To what extent does the translator constitute or substitute the CSIs in terms of Aixela's classification?**

The translations of CSIs have been established by employing some of the translation strategies. In line with Aixela's classification of CSIs, it could be noticed that in the majority of the texts constitution strategies like repetition, orthographic adaptation, extra-textual gloss and intra-textual gloss have been employed to the translations for the transfer of CSIs. Also, some of the substitution strategies like absolute universalization and deletion have been used even if sparingly. So, it is clear that the translator mostly constitutes the CSIs and also substitutes some of them.

These findings show that the tendency of the translations is towards 'to be a representation of their STs'. In other words, the translator of the link Dergi has the tendency 'to present the existence of the CSIs' as she mostly decides to employ the conservation method (Aixela, 1996, p.60). However, this result of the translations to show tendency towards constitution of CSIs must not be understood as the tendency of the translator to directly employ foreignization strategies to translations. This is the case, because the translator states that their target readers are the ones that are educated and young population. So, the translator shows this tendency as she thinks they will mostly know the CSIs that are constituted. That is, by mostly employing constitution strategies, the translator of BBC Turkish Service shows tendency to establish translations that are the representations of their source texts.

### **4.3. Discussion of The Findings**

In this study, the translation strategies employed by the translator during the translation process of CSIs in the selected articles of the link 'Dergi' on the BBC Turkish Service, have been analysed and described in light of a specific theoretical background that has been designed to triangulate for reliable and valid results. This background of the study involves the translational norms of Gideon Toury and CSIs classification of Javier Franco Aixela. The research questions of this study have been established for this aim and they seek answers about translation strategies employed by the translator in light of these theoretical foundations. In accordance with the translational norms of Toury, the findings show that the translations are mostly target oriented and so most of the translations are acceptable equivalences of their source texts (Toury, 1995). The strategies of Aixela used for the translations of CSIs are repetition, orthographic adaptation, extra-textual gloss, intra textual gloss and deletion. The findings also show that the translator mostly constitutes the CSIs in the texts. This indicates the general tendency of the translations to 'be a representation of a source text' (Aixela, 1996). However, the translator specifies the target readers of the link as the 'educated young population' and this does not complicate the comprehensibility of the CSIs by the target readers.

It has been observed and mentioned in the Literature Review section that the research in the literature of translation studies mostly seeks answers to questions or problems about literary translations or literary texts. In her thesis, Kaya (2015) uses translational norms of Toury as one of the theoretical basis of her study and tries to find out the translation strategies that are employed by the translator in the translations of taboo expressions. She aims to analyse and define the strategies employed in translating the taboo references of sexual and social nature in three different Turkish translations of D. H. Lawrence's *Lady Chatterley's Lover* published by three different publication companies in the same period. So, her case study consists of the comparative analysis of three Turkish translations of a novel. Unlike the study conducted by Kaya (2015), this study analyses the translation strategies employed by the translator of the link Dergi of the BBC Turkish Service during the translation process of CSIs rather than taboo expressions of a novel. Also, Kaya supports her study with the classification of strategies proposed by Allan and Burridge (2006), whereas in this study, the target-oriented approach of Toury is supported with the CSIs classification of Aixela.

There are some more studies analysing the translation strategies employed by the translator and considering from different angles within the framework of target-oriented approaches. In their study, Yalçın and Pazarlıoğlu (2013) aim to identify the translation strategies applied to the translations of a literary work. They critically compare five different translations of the novel *Madam Bovary* and evaluate the example sentences in the light of Toury's translational norms as target oriented approach. They make the analysis in the light of preliminary norms, operational norms and initial norms of Toury. As a result, they rank the translations from adequate to acceptable translations showing the tendencies of the translator towards target-oriented or source-oriented translational approach. Unlike the study carried out by Yalçın and Pazarlıoğlu (2013), in this study the findings of the text analysis are supported with an interview and only the source text–target text comparison has been made. There are also a few more studies that focus on the texts of the literary works. One of them tries to find out the manipulative effects of children's literature on the target cultures (Karadağ, Bozkurt and Alimen, 2015). Their aim is to investigate Sabiha and Zekeriya Sertel's translations of children's

literature and books on children's education published by different companies from 1926 to 1928. The theoretical basis of their study involves ideology, manipulation and patronage factors. They analyse the translated texts in accordance with Toury's translational norms within descriptive translation study and reveal how the translators manipulated target cultural and literary systems by using translation as a tool. Unlike their study, this study focus on the description of the translation strategies employed by the translator rather than ideological issues.

Many studies have been conducted to analyse the translation strategies for the transfer of CSIs in translation studies. For example, in her study, Zengin (2010) focuses on the role that cultural affinity and cultural distance play in the selection of translation strategies in Salman Rushdie's *Shame* as a novel of postcolonial literature and used the classification of Aixela in order to find the strategies adopted for the translations of CSIs in Turkish and French texts. In order to demonstrate the effects of cultural affinity or distance, she categorizes the CSIs as Perso-Arabic cultural terms and Hindi-Urdu cultural terms. The findings of her case study shows that the repetition method (as a constitution method) is the most employed strategy by both translators. Similar to the study of Zengin, the findings of this study show that repetition is the most widely used strategy in the translations of BBC articles. However, unlike her study that analyses the CSIs and their translations within the framework of Venuti's (in)visibility concept (Venuti, 1995), this study analyses the CSIs and their translations with the classification of Aixela. Additionally, Shokri and Ketabi (2015) seek to find the strategies used in the English translation of the novel *Shazdeh Ehtejab* from Persian literature and they used the model of Newmark (1988) to examine the CSIs in accordance with the classification of Aixela. The findings of their study show that the most frequently used strategy was that of synonym. Moreover, unlike the aforementioned studies which focus on literary translation, this study aims to analyse and describe the texts of a media organization website.

There are also some studies on the translations of CSIs in different text types. Narvaez and Zambrana (2014) focus on the translations of cultural elements in tourist promotion campaigns and examine the role of the translator in the field of tourist promotion. They use the texts of the Spanish Tourist Board that

employ CSIs as a sales argument to promote Spain worldwide as a tourist destination. They also support their study with a short survey of English mother-tongue speakers. The findings of their study show that the CSIs translation show a general tendency towards both exoticisation and assimilation. In another study, Tükenmez (2012) describes the translation strategies applied by the translator, to the translations of the texts, in a geography and science magazine. His descriptive study shows that naturalization, orthographic adaptation and intra-textual gloss methods were employed in the majority of translations. Considering only the text types as the data, it is possible to mention many more studies focusing on the translation of advertisements, subtitling or dubbing texts. However, this study takes only informative texts of the BBC website as data rather than other types of news. Polat (2015) compares the source texts and the target texts of the BBC Turkish Service and aims to find the extent to which translation contributes to the institutional discourse of the BBC Turkish Service. Besides the use of informative texts rather than news texts as data, this study also differs in that it analyses and describes only the translations of CSIs within the target-oriented approach rather than comparing the news texts for discourse analysis.

#### **4.4. Conclusion**

In this chapter, the findings of the study have been revealed at first. Then, in the second part these findings have been discussed in the light of research questions. The findings showed that the translator uses many strategies before the translation process or during the translation process. This shows the effect of initial norms as her decisions have the tendency towards acceptable equivalence. In other words, the translator chooses to employ translation strategies with a sense-for-sense approach, instead of their word-for-word equivalents. These findings show that the translator of the link Dergi has the tendency towards a target-oriented translation approach. Moreover, The findings showed that the translator of the BBC Turkish Service mostly employed repetition, orthographic adaptation, extra-textual gloss and intra-textual gloss strategies relatively. On occasion, she also employed absolute universalization and deletion strategies for the translations of CSIs and this shows that the translator mostly constitutes the CSIs.

## CHAPTER V

### CONCLUSION AND SUGGESTIONS

#### 5.1. Presentation

This chapter gives a summary of the study at first. Then, some suggestions for further studies follows the summary. Lastly, the chapter gives an overall conclusion of the thesis.

#### 5.2. Conclusion

The starting point of this study was the acceptance that media organization websites are easily accessible, have millions of readers and reach many more individuals in different languages and cultures and so they inevitably affect the transfer of cultural items when their original texts are translated into other languages. So, they are expected to transfer the original texts without any shift or loss of meaning or the translated texts should not be too obscure or complicated for the target readers. Here, the translator takes the responsibility as a mediator between any two or more languages and employs some translational strategies towards the translations in order to provide comprehensibility of the text in the target language version, while preserving the original meaning. Therefore, this study aims to present the translation strategies employed particularly in the cultural transfer of media organization websites with a descriptive analysis of selected articles from the BBC website and its Turkish Service website in light of Toury's translational norms and Aixela's classification of CSIs. Thus, it reveals the tendency of the translations and/or translator towards a translational approach, such as source-oriented or target-oriented. It shows the most commonly employed strategy for the translations of CSIs and as a result also gives information about the tendency of the translator to create a valid text or to represent the source texts.

The study has been designed according to the qualitative method and covers multiple triangulation methods, including data and theory triangulation in

order to reach more valid and reliable findings. The texts have been supported with an interview with the translator and both the translational norms of Toury and classification of Aixela have been used as theoretical foundations. The articles in the link Culture, Travel, Future and Earth of the BBC website have been collected as the source text and their translations in the link Dergi of the BBC Turkish Service have been collected as the target texts. The textual data has been limited to the period from October 1<sup>st</sup>, 2014 to to July 31<sup>st</sup>, 2015. By using a stratified sampling method, 100 of the articles have been selected randomly among the total amount of articles published during this specified period. Then, four articles for each link have been determined for equal representation, style, terminology, variety of CSIs in the articles, while also taking into account the advice of three experts. Moreover, the interview with the translator is also analysed in order to see the consistency of the results with the analysis of the selected texts. The selected 16 texts, in addition to the interview with the translator, have been analysed within the light of research questions that are designed in accordance with the aim of this study. Before the beginning of the analysis, the literature has been reviewed in order to find similar or different studies that have been conducted till now in translation studies and other fields. After the detailed literature review, the data has been analysed and the findings have been compared and discussed with the information gathered in the literature review.

The research questions have been determined to describe the cultural transfer in the translations of the articles on the BBC Turkish Service on the basis of the aforementioned theories: (1) To what extent is the translator able to create adequate and/or acceptable translations according to Toury's translational norms? (2) Which translation strategies of Aixela are mostly employed during the translation process of CSIs? (3) To what extent does the translator constitute or substitute the CSIs in terms of Aixela's classification? The first question seeks answers about translational norms, that is, the preliminary, initial and operational decisions of the translator. Therefore, norms have been used to make detailed analysis of the equivalence of translation, punctuation and sentence and paragraph structure. More importantly, the articles have also been analysed to find the tendency of the translator to create 'adequate' or 'acceptable' translations that leads the analysis to find the translator's approach to translations i.e. whether it is

source-oriented or target oriented. The findings showed that the translator uses many strategies before the translation process or during the translation process. This shows the effect of initial norms as her decisions have the tendency towards acceptable equivalence. That is, it could be suggested that acceptable equivalence has generally been employed throughout the translation process, in spite of some adequate equivalences in translations. The translator seeks the needs of the target readers to comprehend all the references or meanings without any shift, while aiming to provide understandable meanings in the translations. In other words, the translator chooses to employ translation strategies with a sense-for-sense approach, instead of their word-for-word equivalents. These findings show that the translator of the link Dergi has the tendency towards a target-oriented translation approach.

The second question tries to find answers about the translation strategies that have mostly been used for omitting or translating the cultural elements. In the study, Aixela's classification is used to describe the choice of the translator which shows 'the degree of tolerance' of the receiving society ranging from conservation (repetition, orthographic adaptation, linguistic translation, extra-textual gloss, intra-textual gloss) to 'substitution' (synonym, limited universalization, absolute universalization, naturalization, deletion and autonomous creation). Thus, as Aixela suggests, the strategies that are described allow the observation of the general tendency of translations 'to be a representation of a ST' and 'to be a valid text in itself' (Aixela, 1996, p. 60). The findings showed that the translator of the BBC Turkish Service mostly employed repetition, orthographic adaptation, extra-textual gloss and intra-textual gloss strategies relatively. On occasion, she also employed absolute universalization and deletion strategies for the translations of CSIs.

The last research question serves as the extension of the second question. It has the basis of Aixela's classification for the translation of CSIs. He orders the scale based on the degree of intercultural manipulation (from lesser to greater). According to this scale, it is possible to see the general tendency of translations to 'be a representation of a ST' and to 'be a valid text in itself' (Aixela, 1996, p.60). The choice of the translator shows 'the degree of tolerance' of the receiving

society ranging from 'conservation' to 'naturalization'. The findings of the analysis showed that the translator mostly employs conservation strategies while translating the CSIs. This reveals her tendency to show the existence of the CSIs in the texts of the BBC Turkish Service and she does not find it necessary to hide the presence of CSIs. It also showed that the degree of tolerance of the target readers is greater according to this scale. These findings are supported with the translator's interview; she stated that the target readers of the Turkish Service comprise of an educated and young population. That is, the findings showed that the translator mostly constitutes the CSIs in translations as she considers the specific target readers to be able to tolerate this kind of constitution or foreignization of CSIs in the translation.

### **5.3. Suggestions for Further Studies**

When the limitations of this study are taken into account, some suggestions can be made accordingly. Firstly, in order to present the translation strategies used in the cultural transfer of media organization websites, the texts to be analysed were limited to the articles from the BBC website's 'Culture', 'Earth', 'Future' and 'Travel' services and their Turkish translations in the link Dergi of the BBC Turkish website. Therefore, a new study can be conducted with the texts of another media organization website to see the translation strategies employed during the translations of CSIs and also to present the acceptability and adequacy of their translations.

Also, the study was limited to the articles published in the link Dergi. However, a new study can be conducted to describe the cultural transfer also in the translations of other texts published in the other links of the BBC Turkish Service. Moreover, in this study, both the STs and the TTs are used as the data and a translator interview is added to triangulate the study for more valid and reliable results. However, it is possible to increase validity and reliability with other instruments, such as conducting online surveys with the target readers.

The study is based on the target-oriented approach to translation with the translational norms of Toury and also CSIs are classified according to the

categorization of Aixela. The theoretical basis can be changed and thus other translation strategies can be used as a tool for the analysis of data. Besides, Aixela's classification of CSIs are applied to the articles of the BBC that are mostly categorized as informative texts. However, the classification of Aixela can be better applied to literary texts, such as novels or short stories, as they may involve more cultural elements than these types of informative website texts. Moreover, this study is designed according to the qualitative method and it describes the strategies used for the translations of cultural elements in light of the research questions. So, it aims to find the 'the most' frequently used strategies in the translations of CSIs. However, a new study can be designed with a mixed type method using both qualitative and quantitative approaches and thus certain amounts of information can be found about the use of certain translation strategies for the transfer of cultural elements.

Most of all, this study contributes to the literature of translation studies in its analysis and description of the translation strategies employed on the BBC Turkish Service text, as a known media organization website. As mentioned before, media organization websites have millions of readers all over the world and they offer many language options. Keeping this in mind, it would be better to suggest a few more research questions for further studies. For example, by using the question: *To what extent are the translated texts of any media organization website acceptable equivalences of their source texts?* a researcher can describe the translated texts of other global media organization websites and compare the findings with the conclusions of this study. Additionally, by combining the findings of this study with a few others, a researcher can study the analysis of three or four different website texts to find the strategical differences or similarities of different media companies including the BBC. Moreover, by using a survey or questionnaire with the target readers, a researcher can seek answers to the following two questions: *To what extent do the media organizations consider the age of their target readers while translating the original texts into their TL?* and *To what extent do the translations of CSIs interfere with the reading fluency of the target readers?* Also, a few more studies can be conducted not only on the cultural transfer of media organization websites but also on the website texts of any commercial companies that offer different languages to reach their international

consumers and readers. In addition to these, ideological studies can be conducted to see whether the translated texts of any media organization website (or the BBC) or the translator of a website, intentionally manipulate the CSIs in the text.

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## **APPENDICES**

## APPENDIX A

### THE INTERVIEW WITH THE TRANSLATOR OF THE LINK DERGI OF THE BBC TURKISH SERVICE WEBSITE

**Çevirmen:** Aynur Toraman

1. BBC Türkçe Servisi'nde servis kurulduğundan bu yana devamlı çalışan bir çevirmen var mı? Çevirmen, mütercim tercümanlık mezunu mu?

**Çevirmen:** BBC Türkçe Servisi'nde çalışan gazeteci ve prodüktörlerin iyi derecede İngilizce bilme şartı olduğundan herkes bir nebze çevirmenlik de yapıyor aslında – haber hazırlarken yabancı dilden ajanslardan ve diğer kaynaklardan yararlanmak gerektiği için. Devamlı çalışan çevirmen niteliğinde kimse yok.

Ancak Ekim 2014'te Dergi başladığından bu yana ben varım diyebilirim ve sadece Dergi başlığı altında yayımladığımız makalelerden sorumluyum. Bu alanda bir yıllık bir yüksek lisans çevirmenlik eğitimim var.

2. 'Dergi' linkinin hedef kitlesi kimlerdir? Linkte yayınlanan makaleleri hangi tür olarak tanımlarsınız?

**Çevirmen:** Hedef kitlemiz genel olarak çoğunluğu Türkiye'dekiler olmak üzere Türkçe konuşan toplum denebilir. Ancak veriler BBC Türkçe'yi takip eden ana kitlenin eğitilmiş genç nüfus olduğunu gösteriyor. Bu nedenle esas olarak onları hedef almakla birlikte toplumun diğer kesimlerinin de ilgisini çekebilecek konulara yer verdiğimiz söyleyebiliriz. BBC Future, Culture, Travel, Earth ve Capital sitelerinde genellikle zaman bakımından eskimeyecek türden makaleler yer alıyor.

3. Ekim 2014 itibariyle oluşturulan 'Dergi' linkiyle birlikte, çeviri ile ilgili herhangi bir karar alındı mı?

**Çevirmen:** Özel olarak Dergi'ye dair değil ama genel haber ve makale yazımına dair açık ve anlaşılır bir dil kullanma, genel okuyucu kitlesinin bilme ihtimali az olan olguları anlaşılır bir şekilde ifade etme, gerekirse açıklama genel kuralına uyacak şekilde makaleleri çevirmeye özen gösteriliyor.

4. Çeviriler yapılırken kullanılmak üzere önceden BBC tarafından belirlenmiş olan çeviri kuralları ya da uygulanan bir çeviri politikası var mı?

**Çevirmen:** Yukarıda anlatıldığı şekilde.

5. Özellikle kültürel unsurlar karşınıza çıktığında nasıl bir strateji geliştiriyorsunuz? Örneğin; İngiliz kültüründe ya da herhangi bir kültürde olup da Türk kültüründe var olmayan (fish&chips gibi) unsurları çıkarmak ya da açıklama yapmak gibi kararları nasıl veriyorsunuz?

**Çevirmen:** Dergi için makale seçimi bize ait olduğundan Türkiye'de halkın anlaması zor olan ya da ilgisini çekmeyeceğini düşündüğümüz bilgileri içeren yazılar zaten baştan elenmiş oluyor. Seçtiğimiz yazılarda Türkiye'deki kültüre yabancı olguları ise çoğunlukla anlaşılır bir dille ve ek bilgilerle/ifadelerle açıklama, o ifadenin Türkçe karşılığı olmasa bile Türkiye'de yaygın olarak biliniyor ve kullanılıyor ise orijinal haliyle kullanma, açıklanması mümkün olmayan ve konu açısından özel bir önem taşımayan kavramları ise çıkarma gibi bir yöntem izlediğimizi söyleyebiliriz.

6. Çevirmene çeviriyi yapması için ne kadar süre veriliyor?

**Çevirmen:** Bir günde iki makale yayımlama zorunluluğu var. Yani günlük çalışma saatinin 8 saat olduğunu düşünürsek genellikle 1000 kelimedenden fazla olan makalelerin her birini bulmak, seek, kısaltmak, çevirmek ve

internet için prodüksiyonunu yapmak için dört saat gibi bir zaman var diyebiliriz.

7. Çevirisi yapılacak olan makalenin (kaynak metnin), BBC'nin kendi web sayfasında bulunan Culture, Travel, Future ya da Earth linklerinin hangisinden alınacağına nasıl karar veriliyor? Belirleme esnasında hangi kriterler göz önünde tutuluyor?

**Çevirmen:** Culture, Travel, Future, Earth, Capital linkleri var. Buralardaki makaleler genel olarak zamanı olmayan, eskimeyen, her an kullanılacak türden. En önemli kriterlerimiz hedef okuyucu kitlemiz açısından ilgi uyandırmaları ve bazen öyle olmasa da önemli bir konuda bilgi veriyor olmaları.

Belli dönemlere özgü iseler (London Fashion Week, herhangi bir sergi vs.) ve ilgi uyandıracaklarına inanılıyorsa o dönemlere yakın yayımlanmasına dikkat ediliyor. Bazen de bir makalenin zamanı önemli ve tarihi geçmiş olsa bile ilgi çekeceği düşünülüyorsa makale içinde gerekli değişikliklere gidilerek (örneğin olacak diye ifade edilen şeyi oldu diye yazarak ve olduktan sonraki bilgiyi de gerekiyorsa ekleyerek –bir müzayede haberi vb.) yayımlayabiliyoruz.

8. Genel olarak incelendiğinde, yapılan çevirilerde kaynak metne doğrudan bağlı kalınmadığı gözlenmekte. Kaynak metinden kelimeler, cümleler, paragraflar ya da fotoğraflar çıkarılarak/değiştirilerek hedef metin oluşturulmuş görünüyor. Bu çıkartmalar ya da değişiklikler neye göre yapılıyor?

**Çevirmen:** Okurların bir makale için harcadıkları zaman çok uzun olmayabiliyor. Bu nedenle fazla uzun makaleleri kısaltmayı, okur açısından ya da yazının bütünlüğü bakımından çok önemli olmayan kısımlarını çıkarmayı tercih ediyoruz. Bu ayrıca günde iki makale yetiştirme bakımından da pratik bir zorunluluk olabiliyor. Yazının akışını zorlayacak gereksiz ayrıntılardan da kaçınmaya çalışıyoruz. Bu bazen bir kelime, bazen bir cümle ya da paragraf olabiliyor. Fotoğraf ise iki nedenden dolayı değiştirilebiliyor: 1) Bazı ajansların fotoğraflarını kullanma hakkımız

olmadığından yerine alternatif bulmak zorunda kalıyoruz. 2) Kültürel nedenlerle bazı fotoğrafların uygun olmayabileceği düşüncesiyle (Örneğin gülümseme konusundaki bir makalenin orijinalinde Obama'nın fotoğrafı kullanılıyordu, biz jenerik bir fotoğraf tercih ettik.) Ya da bazı fotoğraflar kültürel nedenlerle rahatsız edici bulunabilir kaygısıyla tercihimizi farklı yönde kullanabiliyoruz.

**9. Çeviri yaparken herhangi bir çeviri kuramından faydalanılıyor mu?**

**Çevirmen:** Özel bir kurama göre çeviri yapıyoruz diyemem. Kullanılacak yöntem amaca ve duruma göre değişebiliyor.

**10. Kültürel unsurların çevirisinde standardı yakalamak için alınan kararlar var mı? Örneğin; 'özel isimler olduğu gibi kalsın' v.s. gibi .....**

**Çevirmen:** Genel olarak kültürel unsurlar özel isimler ise aynen kalması (ancak bunun da istisnaları olabiliyor: bazı şehir isimlerinin Türkçe yazılışı norm haline gelmişse örneğin, o şekli tercih edilebiliyor) kavram ve olgular ise parantez içinde verilmesi ve Türkçe açıklamalarının yapılması yöntemi benimseniyor.

**11. Kültürel unsuru yerleştirmeye (hedef kültüre uygun hale getirme) ya da yabancılaştırma (kaynak kültürü tanıtmaya) kararını kim veriyor?**

**Çevirmen:** Genellikle çevirmenin kendisi buna karar veriyor, ama tartışmalı konularda ya da emin olmama halinde tartışılarak ortak karar veriliyor. Fakat genel ilke burada da geçerli diyebiliriz: orijinal kavramı parantez içinde verip türkçe açıklamasını yazmak.

**12. Özellikle makale başlıkları çevrilirken izlenen bir yol var mı?**

**Çevirmen:** Makale başlıkları çoğu zaman orijinalinden farklı olabiliyor. Hedef kitlenin ilgisini uyandıracak ve makalenin içeriği hakkında bilgi verecek, genellikle soru formatında başlıklar tercih ediliyor.

## APPENDIX B

## THE LIST OF SOURCE TEXTS AND TARGET TEXTS ANALYSED

TRAVEL		
1	ST	Does England make the world's most delicious breakfast?
		<a href="http://www.bbc.com/travel/story/20150611-does-england-make-the-worlds-most-delicious-breakfast">http://www.bbc.com/travel/story/20150611-does-england-make-the-worlds-most-delicious-breakfast</a>
	TT	İngiliz kahvaltısı üç öğün yenecek kadar iyi mi?
		<a href="http://www.bbc.com/turkce/haberler/2015/07/150709_vert_tra_ingiliz_kahvaltisi">http://www.bbc.com/turkce/haberler/2015/07/150709_vert_tra_ingiliz_kahvaltisi</a>
2	ST	Iceland, where the devil landed
		<a href="http://www.bbc.com/travel/story/20150212-iceland-where-the-devil-landed">http://www.bbc.com/travel/story/20150212-iceland-where-the-devil-landed</a>
	TT	Şeytanın ayak bastığı ülke
		<a href="http://www.bbc.com/turkce/ozeldosyalar/2015/03/150313_vert_tra_izlanda">http://www.bbc.com/turkce/ozeldosyalar/2015/03/150313_vert_tra_izlanda</a>
3	ST	Havana homestays get easier to find
		<a href="http://www.bbc.com/travel/story/20150624-havana-homestays-get-easier-to-find">http://www.bbc.com/travel/story/20150624-havana-homestays-get-easier-to-find</a>
	TT	Küba'yı yerlisinin evinde kalarak tanımak
		<a href="http://www.bbc.com/turkce/haberler/2015/07/150722_vert_tra_havana_kuba">http://www.bbc.com/turkce/haberler/2015/07/150722_vert_tra_havana_kuba</a>
4	ST	India's last surviving headhunters
		<a href="http://www.bbc.com/travel/story/20140811-indias-last-surviving-headhunters">http://www.bbc.com/travel/story/20140811-indias-last-surviving-headhunters</a>
	TT	Hindistan'daki son kafatası avcıları
		<a href="http://www.bbc.com/turkce/ozeldosyalar/2014/10/141022_vert_tra_hindistan_kabile">http://www.bbc.com/turkce/ozeldosyalar/2014/10/141022_vert_tra_hindistan_kabile</a>
CULTURE		
1	ST	Are the best directors tyrants?
		<a href="http://www.bbc.com/culture/story/20141001-are-the-best-directors-tyrants">http://www.bbc.com/culture/story/20141001-are-the-best-directors-tyrants</a>
	TT	En iyi yönetmenler despot mu olur?
		<a href="http://www.bbc.com/turkce/ozeldosyalar/2014/10/141003_vert_cul_yonetmenler">http://www.bbc.com/turkce/ozeldosyalar/2014/10/141003_vert_cul_yonetmenler</a>
2	ST	Does the internet rewire brain?
		<a href="http://www.bbc.com/future/story/20120424-does-the-internet-rewire-brains">http://www.bbc.com/future/story/20120424-does-the-internet-rewire-brains</a>
	TT	İnternet beynimizi nasıl etkiliyor?
		<a href="http://www.bbc.com/turkce/ozeldosyalar/2015/03/150304_vert_fut_internet_beyin">http://www.bbc.com/turkce/ozeldosyalar/2015/03/150304_vert_fut_internet_beyin</a>
3	ST	How the English language became such a mess
		<a href="http://www.bbc.com/culture/story/20150605-your-language-is-sinful">http://www.bbc.com/culture/story/20150605-your-language-is-sinful</a>
	TT	İngilizcenin yazılışı neden zor?

		<a href="http://www.bbc.com/turkce/haberler/2015/06/150608_vert_cul_ingilizce_yazi_mi">http://www.bbc.com/turkce/haberler/2015/06/150608_vert_cul_ingilizce_yazi_mi</a>
4	ST	Are Grimm's Fairy Tales too twisted for children? <a href="http://www.bbc.com/culture/story/20130801-too-grimm-for-children">http://www.bbc.com/culture/story/20130801-too-grimm-for-children</a>
	TT	Masallar çocuklara uygun mu? <a href="http://www.bbc.com/turkce/ozeldosyalar/2015/01/150121_vert_cul_masallar">http://www.bbc.com/turkce/ozeldosyalar/2015/01/150121_vert_cul_masallar</a>
<b>FUTURE</b>		
1	ST	Should we build a village on the Moon? <a href="http://www.bbc.com/future/story/20150712-should-we-build-a-village-on-the-moon">http://www.bbc.com/future/story/20150712-should-we-build-a-village-on-the-moon</a>
	TT	Ay'da köy kurma hedefi gerçekçi mi? <a href="http://www.bbc.com/turkce/haberler/2015/07/150713_vert_fut_aydaki_koy">http://www.bbc.com/turkce/haberler/2015/07/150713_vert_fut_aydaki_koy</a>
2	ST	Could your birthday predict your your fate? <a href="http://www.bbc.com/future/story/20140820-the-hidden-truth-of-star-signs">http://www.bbc.com/future/story/20140820-the-hidden-truth-of-star-signs</a>
	TT	Doğum gününüz kaderinizi belirler mi? <a href="http://www.bbc.com/turkce/ozeldosyalar/2014/10/141001_vert_fut_burclar">http://www.bbc.com/turkce/ozeldosyalar/2014/10/141001_vert_fut_burclar</a>
3	ST	On your commute? May be you shouldn't read this <a href="http://www.bbc.com/future/story/20150707-on-your-commute-maybe-you-shouldnt-read-this">http://www.bbc.com/future/story/20150707-on-your-commute-maybe-you-shouldnt-read-this</a>
	TT	Bu makaleyi yolculuk sırasında okumalı mı? <a href="http://www.bbc.com/turkce/haberler/2015/07/150715_vert_fut_trende_telefon">http://www.bbc.com/turkce/haberler/2015/07/150715_vert_fut_trende_telefon</a>
4	ST	Will we ever ... read at superspeed? <a href="http://www.bbc.com/future/story/20140923-will-we-ever-read-at-superspeed">http://www.bbc.com/future/story/20140923-will-we-ever-read-at-superspeed</a>
	TT	Bir gün süper hızlı okuyabilecek miyiz? <a href="http://www.bbc.com/turkce/ozeldosyalar/2014/10/141024_vert_fut_okuma_hizi">http://www.bbc.com/turkce/ozeldosyalar/2014/10/141024_vert_fut_okuma_hizi</a>
<b>EARTH</b>		
1	ST	Rats will save their friends from drowning <a href="http://www.bbc.com/earth/story/20150514-rats-save-mates-from-drowning">http://www.bbc.com/earth/story/20150514-rats-save-mates-from-drowning</a>
	TT	Sıçanda empati duygusu: Boğulan arkadaşına yardım <a href="http://www.bbc.com/turkce/haberler/2015/05/150515_vert_ear_sicanda_empti">http://www.bbc.com/turkce/haberler/2015/05/150515_vert_ear_sicanda_empti</a>
2	ST	Diamonds can form in outer space and fall to Earth <a href="http://www.bbc.com/earth/story/20150528-the-diamonds-that-come-from-space">http://www.bbc.com/earth/story/20150528-the-diamonds-that-come-from-space</a>
	TT	Uzayda oluşup Dünya'ya düşen elmaslar <a href="http://www.bbc.com/turkce/haberler/2015/06/150601_vert_ear_goktasi_elmas">http://www.bbc.com/turkce/haberler/2015/06/150601_vert_ear_goktasi_elmas</a>
3	ST	Dogs can bond like babies

		<a href="http://www.bbc.com/earth/story/20150416-dogs-can-bond-like-babies">http://www.bbc.com/earth/story/20150416-dogs-can-bond-like-babies</a>
	TT	Bakışma yoluyla köpekle bağ kurmak
		<a href="http://www.bbc.com/turkce/haberler/2015/07/150706_vert_ear_kopekle_bakisma">http://www.bbc.com/turkce/haberler/2015/07/150706_vert_ear_kopekle_bakisma</a>
	ST	The 9 rarest plants in the world
		<a href="http://www.bbc.com/earth/story/20141121-the-rarest-plants-in-the-world">http://www.bbc.com/earth/story/20141121-the-rarest-plants-in-the-world</a>
4	TT	Dünyanın en nadir 9 bitkisi
		<a href="http://www.bbc.com/turkce/ozeldosyalar/2015/01/150123_vert_ear_nadir_bitkiler">http://www.bbc.com/turkce/ozeldosyalar/2015/01/150123_vert_ear_nadir_bitkiler</a>

## ÖZGEÇMİŞ

### Kişisel Bilgiler

Soyadı, adı : AKSOY, Özge  
 Uyuğu : T.C.  
 Doğum tarihi ve yeri : 24.01.1983 Çorum  
 Medeni hali : Evli  
 Telefon : 0 538 327 63 69  
 e-mail : ozgeertek@gmail.com

### Eğitim

Yıl	Derece	Bölüm/Program	Üniversite
2001-2006	Lisans	Batı Dilleri ve Edebiyatları Ana Bilim Dalı, İngiliz Dili ve Edebiyatı Bilim Dalı	Ankara Üniversitesi
2014-2016	Yüksek Lisans	İngilizce Mütercim Tercümanlık Ana Bilim Dalı, Çeviri ve Kültürel Çalışmalar Bilim Dalı	Gazi Üniversitesi

### Akademik Deneyim

Yıl	Görev Unvanı	Görev Yeri
2008-	Okutman	Hitit Üniversitesi

### Lisans Tez Başlığı ve Danışmanı

The Second Shepherd's Play and Middle Age Theatre / Prof. Dr. Ayşegül Yüksel

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*GAZİ GELECEKTİR..*

