Analysis of the Concept of "Hand" in Idioms in Turkish and German with Conceptual Metaphor Analysis Method and Its Pedagogical Implications

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Abstract: *Cognitive linguistics is one of the lower arms of cognitive science. In this context, cognitive science collects elements of many different fields and hosts a new field like cognitive linguistics. The cognitive development processes that he tackled within his development came to the fore together. In the last quarter of the 20th century, that is, in the 1980s, cognitive linguistics gained a new format with computer linguistics. In this format, he has now revealed that this field's process should work not only with mental functions but also with the body that makes sense of the language and the mind. Researchers tried to explain language acquisition and language processes based only on mental functions have led to this issue in previous studies. This study analyzes idioms in differences and similarities of two different cultures based on contemporary metaphor theory and tries to explain them with examples. In this context, metaphor is not part of speech, but a metaphor is the meaning of a concept's overall meaning. It includes knowledge of the behavior and thoughts of the concept both cognitively and emotionally, and the meaning is different for each individual. Based on this definition of Lakoff and Johnson (1998), this study will explore the German and Turkish idioms about hand and try to reveal the awareness of two different cultures on the same subject. By using metaphor analysis in German and Turkish texts, differences in cultural contexts can be observed. Simultaneously, a method on how to teach idioms in teaching German as a foreign language will be introduced. This method is drama in education. An example will be given about it.*

Keywords: *metaphor, cognitive linguistics, idioms, Turkish language, German language*

Alman Dili ve Türk Dilindeki "El" ile İlgili Deyimlerin Metafor Analizi ve Dil Öğretimi Kapsamında Yansıması

Öz: *Bilişsel dilbilime bakıldığında, bilişsel dilbilim, bilişsel bilimin alt kollarından biridir. Bu bağlamda bilişsel bilim, bir çok farklı bilim alanından oluşan yeni bir alana ev sahipliği yapar ve bu alandan biri de Bilişsel dilbilimdir. Bilişsel dilbilimi, Bilişsel bilimlerin bünyesinde dil gelişimini ele aldığı bilişsel gelişim süreçleri ile birlikte ön plana çıkmıştır. 20. yüzyılın son çeyreğinde, yani 1980'lerde bilişsel dilbilim, bilgisayar dilbilimiyle birlikte yeni bir önem kazandı. Bu anlamda, bu alandaki sürecin sadece zihinsel işlevlerle değil, aynı zamanda dili ve zihni anlamlandıran bedenle birlikte anlam dünyasını oluştururken bir bütün olarak çalışması gerektiğini ortaya koymuştur. Önceki çalışmalarda dil edinimi ve dil süreçlerini sadece zihinsel işlevlere dayalı olarak açıklamaya çalışan araştırmalar bu soruna yol açmıştır. Bu çalışmanın amacı, iki farklı kültürün farklılıkları ve benzerliklerindeki deyimleri çağdaş metafor teorisi temelinde analiz etmek ve örneklerle açıklamaya çalışmaktır. Metaforlar yalnızca konuşma sanatının bir parçası değildir. Metafor, hem bilişsel hem de duygusal olarak kavramın davranış ve düşüncelerinin bilgisini de içeren kavramın genel anlamıdır. Lakoff ve Johnson'ın (1998) bu tanımına dayalı olarak yapılan bu çalışması, el ile ilgili Almanca ve Türkçe deyimleri keşfedecek, aynı konudaki iki farklı kültürün farkındalığını ortaya çıkarmaya çalışacaktır. Aynı zamanda dil öğretimi ile ilgili örnekler, tavsiye ve öneriler sunulmuştur.*

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I. Introduction

George Lakoff and Mark Johnson (1999), with their works called "Metaphor we live by" and "Philosophy of Flesh" in the last quarter of the last century, have revealed that the issue of human and language is not just a mental issue by adding a holistic dimension to include the Body to cognitive linguistics. This theory is also called Cognitive Linguistics. With such works, the holistic approach of the concept of metaphor (Body and Mind) has given a new meaning to the subjects in its philosophical content, which is dualistic. Since metaphor's synonym in Turkish is lexical meaning metaphor, the metaphor used in this classic context is mostly seen as an element of style and poetry. However, the meaning of metaphor in cognitive linguistics is a conceptual whole that affects the behavior, thought and emotion of the person and presents continuity.

According to Schwarz (2008), Cognitive Linguistics has two different approaches:

a- Researches with holistic approach (Lakoff / Johnson)

According to the holistic approach, they argues that metaphor is formed as a result of the interaction of all the elements of the body experience and cognitive processes in time and space, that is, the world of meaning is determined. From a neurological point of view, the scientists who advocate this approach thought that the mental infrastructure is a priori, but the most important element that adds functionality and meaning to it is the collaboration of all lobes.

b- Researches with modular approach (Chomsky / Bierwisch)

Modular approaches argues that meaning only comes from the Brocka and Wernike regions of the left lobe in our brain, thus being part of language psychology in cognitive linguistics. In short, modular approximations agree that each part of our brain has autonomous fields on its own and that these fields do not interact. The most important advocates of this type of Cognitive Linguistics are Chomsky and Bierwisch (Schwarz, 2008: 52). In addition, in this study, a sample method that can be used to transfer German idioms to students in German lessons in teaching German as a foreign language will be presented.

II. Conceptual Metaphors

Cognitive Linguistics is a sub-element of cognitive science and aims to produce close-to-human autonomous beings by coming together with different disciplines. Cognitive language Science is the branch of science in this study that examines the brain and thus language acquisition as a whole. In this context, Metaphor tries to prove this holistic theory based on deductive discourses. Metaphors do not only contain elements related to language, they are the linguistic expression of the experiences we have acquired in physical and emotional emotions in time and space. For this reason, Lakoff (1999) examines the linguistic expressions as a whole and claims that the way of thinking

of the person and the society will be understandable with the method of metaphor analysis. According to Lakoff (1998: 14), metaphor is not a whole word, but rather a whole set of concepts. Metaphors are used to make concepts understandable.

According to the Conceptual Metaphor Theory, metaphor is not an understanding of a word from another word but an understanding of a concept area according to another concept area (Çalışkan, 2013:96). Conceptual metaphors connect two fields of knowledge. One is typically a well-defined, familiar physical space, and the other is a less-defined, less familiar, abstract space.

The first is called the source domain, the second is the target domain (for a more detailed explanation of this view, see especially Lakoff and Johnson 1980 and Lakoff 1993). The source domain is typically used to convey understanding of the target. In the above examples, the fire field is used to understand various abstract concepts that are particularly sensitive to figurative understanding, many of them expressing an emotion and concepts expressing personal relationships (see, for example, Kovecses 1986, 1988, 1990, 1991 to 1995c). Radden (1995) provides a perfect representation of incoming and outgoing phrases using conceptual cognitive semantic tools. He provides the semantic motivation of conceptual metaphors for the event of certain words in idioms. To see this, let's consider some examples we have seen above.

In this context, the experience gained in concrete terms, namely "source" (source), and with this source, "target" (target) is a way to express an abstract phenomenon. These are, for example, Time is money is a conceptual metaphor; It can be understood that the target is a concrete item (source), the Time, which is an abstract item. Linguistic metaphors are expressions in the language that express these abstract ideas. For example, "You should make good use of your time." "Time is money." is the expression of his conceptual metaphor in the language.

Conceptual metaphor is analyzed and formed based on expressions in the language. These linguistic expressions are also linguistic metaphors. This metaphor is unique to a culture, each culture has linguistic prototypes created in their own language according to life, climate and geographical conditions (Kınsız, 2011: 384).

Metaphors are a product of our conceptual system. This conceptual system is the world that we try to make sense of based on the experiences we have gained. Thus, if our thoughts and behaviors gain meaning in accordance with the experiences we have acquired, we can examine the metaphors and analyze our thoughts and behaviors.

III. Idioms and Metaphors

In the formation of idioms; your daily lives, professions, jokes and folk beliefs have an important effect. As in all nations, these cultural textures have taken their place in the idioms of Turkish and German nations (Koçak & Yeşil, 2016:180) Most views of idioms agree that idioms consist of two or more words and that the overall meaning of these words cannot be predicted from the meaning of the individual words (for the standard views see, for example, Gairns and Redman (1986), Carter and McCarthy (1988). McArthur (1992) and the phrases cited above (Kövecses & Szabo, 1996: 328).

Idioms are also considered to be independent of each other. If they were just a question of language, we would only have to characterize their syntactic properties and meanings individually. Words are individually characterized in the lexicon according to their syntactic properties and meaning, and it is believed that this also applies to idiomatic expressions. Certain relationships between words are recognized, but they are only specific sensory relationships such as homonymy, synonymy, polysemy and antonyms. Idioms can be seen as related. However, it should be noted that these are relationships of linguistic meanings, not relationships in a conceptual system. Traditionally, linguistic meaning is separated from the human conceptual system and the encyclopedic knowledge that speakers of a language share (see, for example, Haiman l980). We would like to suggest that a major obstacle to understanding the nature of idioms and using that understanding when teaching foreign languages is that they are viewed as linguistic expressions that are independent of any conceptual system. It could therefore be important to show the different cultural concept systems in different languages in comparison of idiomatic expressions.

IV. Comparative Metaphor Analysis

In the study, idioms in German and Turkish will be divided into three categories semantically:

a. Idioms that have the same meaning with the same concept

b. Idioms with the same meaning as close to each other

c. Idioms that have the same meaning with many different concepts

In short, this study will look at the idioms created with the same, close and different concepts. The examples are given below. Accordingly, some examples of idioms formed with the same concept for the concept of hand in the context of German and Turkish language are:

1 sich die **Hände** schmutzig machen- elini kirletmek

2. Trümpfe in den **Händen** halten- bütün kozları elinde tutmak

3. jemandem rutscht die **Hand** aus- elinin kayması

4. jemandem sind die **Hände** gebunden- eli kolu bağlı olmak

5. etwas in die **Hand** nehmen- ele almak

Table1: sich die Hände schmutzig machen- elini kirletmek

Conceptual metaphor	Doing bad work to dirty your hand
Source Domain	Hand
Target Domain	Bad

Table 2: trümpfe in den Händen halten- bütün kozları elinde tutmak

Conceptual metaphor	To hold in the hand, to have treasure
Source Domain	To hold
Target Domain	Treasure

Table 3: jemandem rutscht die Hand aus – elinin kayması

Conceptual metaphor	Hand beat tool
Source Domain	Hand
Target Domain	To beat

Table 4: jemandem sind die Hände gebunden – eli kolu bağlı olmak

Conceptual metaphor	Hand tied helplessness
Source Domain	Hand
Target Domain	helplessness

Table 5: etwas in die hand nehmen – ele almak

conceptual metaphor	to handle a job, problem
source Domain	handle
target Domain	to do something

Table 6: an etwas hand anlegen – el vermek, sorumluluk almak

conceptual metaphor	have responsibility
source Domain	hand
target Domain	responsibility

Some examples of idioms created with different concepts for the concept of Hand in the context of German and Turkish language are:

1. jemandem aus der **Hand** fressen- birisinin kölesi olmak.

2. sein Herz in die **Hand** nehmen – canını dişine takmak.

3. die **Hand** ins Feuer legen – birisine kefil olmak

4. weder **Hand** noch Fuß haben – ne başı ne de sonu belli

5. die Beine in die **Hand** nehmen – topuklamak

Table 7: jemandem aus der Hand fressen- birisinin kölesi olmak.

Conceptual metaphor	take legs in hand like run	slap your heels against your buttocks
Source Domain	hand	heels
Target Domain	run	run

Table 8: sein Herz in die Hand nehmen – cesaretini toplamak.

Conceptual metaphor	to take in hand is brave	gather courage
Source Domain	In hand	To gather
Target Domain	courage	courage

Table 9: die Hand ins Feuer legen – birisine kefil olmak.

Conceptual metaphor	put hand in the fire to trust	Body as vouch for
Source Domain	Put hand	Body
Target Domain	Trust	Trust

Table 10: weder Hand noch Fuß haben – ne başı ne de sonu belli.

Conceptual metaphor	No Ideas are like no hand	No Ideas are like no ways
Source Domain	Not hand	Not ways
Target Domain	Not ideas	Not ideas

Table 11: die Beine in die Hand nehmen – topuklamak

Conceptual metaphor	take legs in hand like run	slap your heels against your buttocks
Source Domain	hand	heels
Target Domain	run	run

V. Drama In Education

According to Koch and Streisand (2009) in England and other countries where English is spoken as a first language, there are four different types of theater practice in schools: Drama education, drama in education, theater education and theater in education. Drama education in English is a text writing technique used to describe the creative development of dramatic texts. The concept of drama in education involves the participants to consciously play with their social roles. Teather education, a distinction is made between the concept of theater and education. While the concept of theater

education includes role play similar to the work of professional actors, the concept of theater in education means that professional theater groups come to educational institutions to play their plays. In the English language there is a clear distinction between the four subfields of theater work in schools.

In this section, the use of the body for language teaching, more precisely for teaching words and idioms, will be provided. While a student, for example, demonstrates the Turkish idiom "to be tied up" in front of the board by tying his arms together, other students guess. Later, while "jemanden sind die Hände gebunden" shows the German of this idiom in front of the board with a student , a third student tries to express the "despair", which is the true meaning of this idiom, in both languages with his body. And other students in the class try to find the true meaning of this concept (idiom).

VI. Conclusion

In this study, we tried to analyze the idioms related to Hand, which is an organ used by human for communication, by using metaphor analysis, which is a method of cognitive language science, through two different societies and cultures. Our aim was to reveal that societies' behaviors, thoughts, and experiences used different conceptual elements in linguistic expression while looking at the same event. In short, our aim in this context was to explain the whole of a semantic concept formed as a result of the physical and mental experiences acquired in time and space, how these common and different points are reflected in the language.

As a result, there are about 25 Hand related phrases in the German Language (Phrasen, 2019). In Turkish language, there are 92 hand related idioms (NFKU, 2019). The fact that the hand expressions related to the German language are less than the Turkish language does not mean the poverty or richness in the language. Only in German can we say that different cultural experiences are used as idioms rather than the concept of Hand. It was revealed that the expressions related to the hand in German and Turkish language were expressed with the same and different concepts. At the same time, every culture wanted to make witty expressions by using its body while expressing the facts they created in line with their own experiences. They derive different idioms by getting different environmental and physical experiences to the same events. If the idioms related to the hand consist of a concept in the German language, they have almost equivalent in Turkish. But when a phrase in German consists of two concepts, then there is no equivalent in Turkish. It has to be explained with another Turkish idiom. As a result, idioms positively affect the width of the vocabulary and the ability of the individual to understand and explain (Demir & Melanlıoğlu, 2011, 633). With this metaphor analysis method, a new method can be created by combining the teaching of words and idioms in foreign language teaching. With the metaphor analysis method of a concept or idioms, the cultural origin point can be found and the source domains in two languages can be compared and transferred as expressed in the example. This method can be used and developed for different concepts and idioms.

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