Hacettepe University Graduate School of Social Sciences

Department of Translation And Interpreting

THE EXPERIMENTAL STUDY EXAMINING THE EFFECT OF SUBJECT AREA KNOWLEDGE ON TRANSLATION QUALITY

Utku BAYDAN

Master's Thesis

Ankara, 2023

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ACCEPTANCE AND APPROVAL

The jury finds that Utku Baydan has on the date of 14/09/2023 successfully passed the defense examination and approves his Master's Thesis titled "The Experimental Study Examining the Effect of Subject Area Knowledge on Translation Quality".

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……/………/……

UTKU BAYDAN

ETİK BEYAN

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ABSTRACT

BAYDAN, Utku. *The Experimental Study Examining the Effect of Subject Area Knowledge on Translation Quality*, Master's Thesis, Ankara, 2023

This thesis aims to contribute to the research on the effect of subject area knowledge on the quality of translation focusing on a sports field: football. An experiment was conducted with a sample of university students in which they were divided into two groups: the experimental group and the control group. During the experiment, both groups took a pre-test translation task. Then, the experimental group participated in a 4-week special training program in the field of football. The control group continued their normal education in the department. Following the training program, both groups took a post-test translation task. Results were evaluated in terms of three categories: translation quality, terminology, and accuracy. The result of the pre-test translation task shows that there were no significant differences between the two groups. However, the result of the post-test translation task shows that there were significant differences between the two groups and also there were significant differences between the pre-test and post-test translation results of the experimental group. It was observed that experimental group participants who went through the training program performed better results compared to control group participants. This thesis aims to help emphasize the importance of subject area knowledge training in the translation process by focusing on football which to my knowledge, has not been studied in translation studies in terms of the effect of subject area knowledge.

Keywords

Subject area knowledge, football translation, translation quality, accuracy, terminology

ÖZET

BAYDAN, Utku. *Özel Alan Bilgisinin Çeviri Kalitesi Üzerindeki Etkisini İnceleyen Deneysel Çalışma*, Yüksek Lisans Tezi, Ankara, 2023

Bu tez, bir spor alanı olan futbola odaklanarak özel alan bilgisinin çeviri kalitesi üzerindeki etkisi üzerine yapılan araştırmalara katkıda bulunmayı amaçlamaktadır. Deney grubu ve kontrol grubu olmak üzere iki gruba ayrılan üniversite öğrencilerinden oluşan bir örneklem ile bir deney gerçekleştirilmiştir. Deney öncesinde her iki gruba da ön test niteliğinde bir çeviri görevi verilmiştir. Ardından, deney grubu futbolla ilgili 4 haftalık özel bir eğitim programına katılmıştır. Kontrol grubu normal eğitim programına devam etmiştir. Eğitim programının ardından her iki gruba da deney sonrası çeviri görevi verilmiştir. Sonuçlar üç kategori açısından değerlendirilmiştir: çeviri kalitesi, terminoloji çevirisi ve çevirinin doğruluğu. Deney öncesi çeviri görevinin sonucu, iki grup arasında önemli bir fark olmadığını göstermiştir. Bununla birlikte, deney sonrası çeviri görevinin sonucu, iki grup arasında anlamlı farklılıklar olduğunu ve ayrıca deney grubunun deney öncesi ve deney sonrası çeviri sonuçları arasında anlamlı farklılıklar olduğunu göstermiştir. Eğitim programından geçen deney grubu katılımcılarının kontrol grubu katılımcılarına kıyasla daha iyi sonuçlar elde ettiği görülmüştür. Bu tez, araştırmalarımdan öğrendiğim kadarıyla özel alan bilgisinin etkisi açısından çeviri araştırmalarında daha önce çalışılmamış olan futbola odaklanarak, özel alan bilgisi eğitiminin çeviri sürecindeki önemini vurgulamaya yardımcı olmayı amaçlamaktadır.

Anahtar Kelimeler

Özel alan bilgisi, futbol çevirisi, çeviri kalitesi, çevirinin doğruluğu, terminoloji çevirisi

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INTRODUCTION

Background of the Study

Transferring the meaning of a text from a particular language to another while maintaining its meaning and style is a challenging procedure called translation. It is critical in bridging linguistic and cultural boundaries, allowing successful communication between groups and nations. However, assuring the accuracy and quality of translations is a difficult process since translation is more than just changing words from one language to another. It necessitates a thorough grasp of the source language and culture, as well as proficiency in the target language.

Subject area knowledge is one of several aspects that might influence the overall quality of translation. The subject area knowledge of the translator, which refers to their familiarity with the language and substance of the text's subject area, is an important component that influences the quality of translation.

Gouadec (2007) claimed that subject area knowledge is required for translators to fully interpret the content and context of the original material. This knowledge enables them to make accurate assessments during the translation process. If this subject area knowledge is lacking, translators may not be able to comprehend the original material sufficiently, affecting the translation's quality.

According to Pym (2010), translators who lack subject area understanding struggle to correctly portray specialist vocabulary and concepts in the target language. This lack of expertise might lead to misunderstandings and translation problems.

Translators who have sufficient subject area knowledge have access to extensive glossaries, style guidelines, and reference resources particular to their field. Because of this understanding, they are able to maintain consistency throughout the translation, resulting in a unified and professional end product. Subject area knowledge, according to

Bowker and Pearson (2002), helps translators develop and maintain terminological consistency, which is critical for assuring translation clarity and accuracy.

The significance of subject area knowledge in translation cannot be underestimated. Translators with subject area knowledge are more prepared to deal with language, cultural, and contextual issues that occur throughout the translation process. We may comprehend the vital role that subject area knowledge plays in creating accurate, dependable, and culturally acceptable translations by understanding the relevance of subject area knowledge and its influence on translation quality.

Purpose and Scope of the Study

The aim of this thesis is to contribute to the research on the effect of subject area knowledge on the quality of translation focusing on one of the most popular sports fields all around the world: football. By the term subject area knowledge in the field of football, we mean the knowledge of football terminology and general rules of the game. An experimental research design is utilized in the study.

Research Questions

The thesis seeks to answer the following research questions:

1. How does subject area knowledge in the field of football affect the quality of translation in the field of football?
2. How does subject area knowledge in the field of football affect the translation of terminology in the field of football?
3. How does subject area knowledge in the field of football affect the translation accuracy in the field of football?

A comprehensive experiment was conducted to answer the above-mentioned research questions. The results obtained are detailed in the following chapters.

Significance of the Study

There have been several studies that investigated the effect of linguistic knowledge, extralinguistic knowledge, and background knowledge on the quality of translation. However, the text types selected in these studies as a focus were generally medical texts, economic texts, legal texts, etc. To my knowledge, so far there has been no study focusing on the translation of sports texts in this field. In addition, most of the studies did not utilize an experimental design which is considered a golden standard for establishing cause and effect relations between dependent and independent variables.

Thus, it is presumed that the present experimental study examining the effect of subject area knowledge on the quality of translation would contribute to the available evidence on the topic in the field of translation, in general, enlarge the scope of the research and emphasize the importance of subject area knowledge for translators/interpreters working in the sports field.

Limitations

The main limitation of the present study is related to its external validity, that is the generalizability of the results since the study utilizes a limited number of participants. Therefore, further research is called for to support the findings of this study.

English proficiency was not explicitly examined since it was assumed that the students participating in the experiment had an advanced level of proficiency since they were required to score at least 85 out of 100 on their proficiency exam to be admitted to the Department of Translation and Interpreting.

Before starting the study, the participants were not given a test related to football knowledge. Therefore, the participants' knowledge of football terminology and game rules was not tested. In future studies, testing the participants' knowledge of the specific field will contribute to obtaining more accurate results.

CHAPTER 1

LITERATURE REVIEW

1.1 TEXT TYPES IN TRANSLATION STUDIES

Before making a classification of text types, it may be necessary to mention the definition of text type. It is the classification of text types in a conceptual framework by considering communicative processes (Sager, 1997). There are various classifications of text types.

However, Katherina Reiss is the first to come to mind when it comes to the classification of text types. Her classification has influenced many subsequent works. In her classification, she mentioned three types of classification: a) informative (content-focused), b) expressive (form-focused), and c) operative (appeal-focused). She later added an additional classification to these three: audiomedial/multimedial. The main purpose of informative text types is to inform the reader. Therefore, it focuses directly on the content. Accuracy is one of the main features focused on in this text type. Examples of these text types are scientific reports, operating instructions, patent specifications, etc. In expressive text types, the main aim is to preserve the feeling that the author tries to create in the source text in the target text. Therefore, instead of focusing directly on the content, it focuses more on aesthetics. Examples of these text types are novels, short stories, different types of poetry, etc. On the other hand, in operative text types, the main aim is to create the function of motivating the recipient in the target text, which is tried to be created in the source text. Examples of these text types are advertisements, propaganda, promotional texts, etc. The audiomedial/multimedial text type, which was added to these text types later on, is a text type that focuses on visual sources rather than content and writing. Examples of this text type are radio/TV scripts, songs, operas, dramatic productions, etc. (Reiss & Rhodes, 2014; Gambier, 2013; Tezcan, 2015).

Subsequently, many studies have attempted to classify text types, and many different classification categories have been proposed (Newmark, 1981; Nord, 1988/2005; Beaugrande and Dressler, 1981; Werlich, 1975; Hatim and Mason, 1990; Adam, 1992;

Snell-Hornby, 1988, etc.). However, with the increase in translation studies and encountering different text types, it has become increasingly difficult to fit text types into a small number of categories. Therefore, texts have started to be classified according to their characteristics. One of these classifications was made by Jenny Williams and Andrew Chesterman. Williams and Chesterman (2002) define technical texts as those that have their own terminology and subject area knowledge and require specialization for translation (p. 12–13). Since the translation of sports texts also includes special terminology and subject area knowledge, it can be considered a technical text type.

1.2 IMPORTANT ELEMENTS OF THE TECHNICAL TEXTS TRANSLATIONS

Technical texts are any written materials that contain specialist terminology relating to a certain subject or field in translation studies. Such writings frequently need a high degree of subject area knowledge, as well as a thorough comprehension of the language and jargon employed in that discipline. Byrne (2006) defined the translation of technical text in his book as "…technical translation is sometimes allocated to the bottom tier of translation work, viewed as little more than an assignment of special terminology and subject area knowledge. Indeed, these factors, notably subject area expertise, have led to the technical translation being feared and despised in some sectors, like a modern-day barbarian of the linguistic world..." (p. 1).

Technical text translation is an important topic of translation studies. The specialist content and usage of unique terminology distinguish technical texts. Technical translation necessitates not only linguistic skills but also knowledge of the subject area and technical terminologies. This literature review seeks to offer an overview of studies on technical text translation.

Early studies on technical text translation were primarily focused on linguistic aspects of translation. Vinay and Darbelnet (1958) established a translation approach based on the linguistic and cultural characteristics of the source and target languages, which was one of the most prominent research in this area. They contended that translation should consider not only the text's surface structure but also its underlying structure,

incorporating cultural references and meanings. The work of Vinay and Darbelnet had a considerable impact on subsequent translation theory and practice, particularly in technical translation.

Later, other researchers built on Vinay and Darbelnet's work, developing translation methods tailored to technical writings. Wilss (1982) advocated a "text-oriented" approach to technical translation, emphasizing the significance of the technical text as a whole and the importance of understanding its structure and organization. He also emphasized the importance of context in technical translation, arguing that translators should be conversant with the text's context, especially the target audience's expectations.

Nord (1991) also devised a system for analyzing technical writings that she referred to as "translation-oriented text analysis." This method entails determining the text's purpose and function, as well as its structure and organization, as well as the language and style used. The goal of this analysis is to provide a translation that is both linguistically correct and culturally acceptable.

Technical translation requires a solid understanding of terminology. Technical literature frequently contains specialized vocabulary and terms that are specific to a given field or discipline. Translators must be able to translate these terms precisely in order to successfully express the meaning of the source text.

Terminology is an important component of technical publications, and its appropriate translation is critical for text understanding. Shoshana et al. (1989) investigated the use of requests and apologies in technical texts, emphasizing the significance of translating these pragmatic aspects accurately. They contended that translators must be aware of cultural and contextual aspects that influence the use of these features in technical texts.

Similarly, Šarčević (1997) stressed the need for terminology knowledge for legal translators in their research on legal translation. They contended that in order to create reliable translations, legal translators must be conversant with the legal vocabulary of

both the source and destination languages, as well as the legal systems in which these terms are utilized.

1.3 THE IMPORTANCE OF SUBJECT AREA KNOWLEDGE IN TECHNICAL TEXTS

Besides terminology, many scholars underlined the necessity of the subject area knowledge in technical text translation. According to Nida and Taber (1982), a skilled translator of technical texts should have a strong comprehension of the subject topic. They proposed categorizing technical texts into two types: "cognitive" texts, which require a comprehension of scientific or technical principles, and "pragmatic" texts, which require an understanding of the text's purpose and function.

Holz-Mänttäri (1984) suggested in a study of technical text translation in the automobile sector that translators must have a thorough awareness of the industry's technical and scientific features in order to generate accurate translations. She recommended that translators have prior experience working in the automobile business, as well as awareness of the industry's specialized vocabulary.

Pym, A. (1992) emphasized the significance of subject area expertise in scientific and technical translation, suggesting that in order to create an accurate and successful translation, technical translators must have a thorough comprehension of the content and context of the original text.

Nida (1993) claims that translators typically have a specialty in one or more fields of expertise, such as legal documents, scientific and technical materials, or literary works. However, these translators are extremely rare. He also emphasizes that specialization is usually required to get a high degree of proficiency.

In "Pathways to Translation: Pedagogy and Process," Kiraly (1995) emphasizes the significance of subject area expertise in technical translation. Kiraly contends that in order to reliably and efficiently translate technical literature, translators must not only

have a solid comprehension of the source and target languages, but also knowledge of the subject area. He underlines the significance of specialized training and ongoing education for translators in order to improve subject area knowledge and stay relevant in an ever-changing technological context.

Nord (1997) explores functionalist approaches to translation in the book where she emphasizes the importance of considering the function and purpose of the source and target texts in order to produce an effective translation. Nord contends that subject area knowledge is critical for translators dealing with technical writing because they must comprehend technical vocabulary and concepts in order to express the intended meaning properly in the target language. She also highlights the need for cultural knowledge and context in translation, pointing out that technical writing are frequently entrenched in unique cultural and social situations.

Trosborg (1997) highlights the difficulties of translating political writings that mix genres and registers, such as speeches, interviews, and official reports. She contends that translators of such writings must have a thorough awareness of the subject area as well as the rhetorical norms of the source and target languages in order to properly express the intended meaning. Trosborg underlines the need for subject area expertise in translating political writings, which are typically rich in cultural and historical allusions and necessitate a grasp of the political and social circumstances in which they were written. She contends that translators having backgrounds in political science, international relations, or other related subjects are more suited to producing high-quality translations of political writings.

Other studies have emphasized the significance of subject area expertise in various domains. In their study of legal translation, Šarčević (1997), for example, stressed the need for legal experience for translators working on this subject. They contended that in order to create appropriate translations, legal translators must be knowledgeable about the legal systems and terminology of both the source and target languages.

Wong and Shen (1999) claim that a translator must be competent in source language comprehension and target language production. In order to do that translator has to have a subject area knowledge or experience regarding the related area of translation. Moreover, they emphasize that if the translator does not have adequate knowledge competence in the related field the outcome of the translation would not be satisfactory (p. 96).

Another example, Beeby et al. (2003) discovered that subject area expertise was one of the most essential components of translation competence for technical translators in their study of translation competence. They contended that in order to generate accurate and effective translations, technical translators must have a thorough comprehension of the subject area knowledge.

Olohan, M. (2004) contends that subject area expertise is required for translators to properly employ corpus-based approaches. To ensure accurate and successful translations, she advises that corpus-based translation studies include translators with subject area understanding in addition to linguistic abilities.

Annely Rothkegel (2005) defines knowledge in one of her articles as world or domain expertise which consists of a structure of concepts and of items and current events and content knowledge that implies the linguistic patterns of how to present determined world knowledge to persons through the use of language (and/or visual means) (p.83). According to Annely Rothkegel, "Text knowledge plays an important role in translation purposes because the text is the real subject of the translation process" (p.83).

According to Birgitta Englund Dimitrova (2005), the degree of explicitation that happens in the translation process is affected by subject-area expertise, with more skilled translators being better able to perceive and express implicit information in the original text. Dimitrova also observes that subject-matter experts utilize fewer explicitation tactics because they are better suited to discern and explain the intended meaning of the source material.

Anthony Pym (2010), subject area knowledge is essential for good translators. He contends that a translator's knowledge of the subject area of the material being translated is equally as crucial as their language ability. A translator cannot completely grasp the text and its intended meaning if they lack appropriate subject area expertise, and they may make mistakes or misinterpretations that jeopardize the translation's quality. Pym highlights the significance of translators regularly upgrading their knowledge of the subject area with which they deal, as well as obtaining assistance from subject area specialists as appropriate.

Risku et al. (2010) emphasized in their articles that many forms of knowledge are crucial to translation practice, such as linguistic, cultural, and subject area knowledge. According to the author, translators must have a thorough awareness of both the source and target languages, as well as the cultural settings in which they are employed. The author also highlights the significance of subject-matter knowledge in making accurate and acceptable translations.

According to Bhatia (2014), technical and professional writings contain distinct genre features that are strongly related to the subject area being treated. This implies that the translator must have a thorough comprehension of the subject area in order to correctly interpret and translate technical documents. In other words, subject area knowledge is critical in technical text translation because it helps the translator comprehend the underlying concepts and terminology and properly transmit them in the target language. Bhatia highlights that subject area knowledge acquisition is a continual process and that translators must be prepared to commit time and effort to increase their understanding of the subject area with which they are working.

Similarly, Karwacka (2014) concluded in her study of medical translation that a translator's lack of subject area knowledge understanding might lead to major errors in medical translations, potentially jeopardizing patient safety. She emphasized that a translator must have great translation skills and great subject area knowledge in order to produce quality translations.

Shun-Chih (2015) emphasized the importance of subject area knowledge in her study. She found that professional knowledge plays a vital role in technical translation. Moreover, she claimed that translators must have professional knowledge in technical fields such as law, media, economy, science and technology, etc.

Hurtado Albir and Taylor (2015) investigates translation competence growth in translator training programs. The author emphasizes the necessity of subject area expertise, among other skills, in developing translation proficiency. The use of genuine activities and evaluation in translator training to build and evaluate translation ability is also discussed in the essay. The author underlines the need for an integrated approach to translator training that considers the diverse talents required for good translation.

Jing Zheng (2018) addresses the significance of combining subject area knowledge into scientific translation instruction. The author contends that in order to generate high-quality scientific translations, translators must have a thorough comprehension of the subject area. Zheng discusses the difficulties that scientific translators confront, such as the intricacy of scientific vocabulary and the requirement for exact and correct translation. According to the author, in order to solve these issues, scientific translators must have a thorough comprehension of the scientific topics they are translating.

1.4 THE EFFECT OF SUBJECT AREA KNOWLEDGE ON TRANSLATION QUALITY

As explained above, the influence of the subject area knowledge has been an important issue for scholars in translation studies. From this subsection, the studies which can be considered the root of this thesis will be explained.

In their study "Background Knowledge and Translation Ability" Parvis Birjandi and R. Aminzadeh (1998) aimed to investigate the relationship between background knowledge and translation ability. The researchers specifically aimed to investigate the strong link between background knowledge and translation ability, the relationship between a multiple-choice test of translation and a production test of translation in assessing

translation ability, and the relationship between the foreign language proficiency of the foreign language learners and their translation ability. The research included 56 Iranian university students learning English translation as part of their coursework. They were selected according to their TOEFL scores. They were homogenous considering their sex, age (from 20 to 30), nationality, and level of language proficiency. Based on their marks in translation courses, the participants were separated into two groups: high achievers and poor achievers. The researchers employed a questionnaire to collect information about the individuals' linguistic, textual, and extratextual background knowledge. The questionnaire has 100 items from various areas of expertise. The researchers then gave the subjects a translation multiple choice test and a translation production test to see how well they could translate. The researchers examined the link between background knowledge and translation skills using correlation and regression analysis. They also employed t-tests to examine the translation test performance of high and poor performers. Finally, they examined the relative impact of linguistic, textual, and extratextual information for translation competence using ANOVA. Overall, the study discovered a considerable link between prior knowledge and translation skills, with linguistic knowledge playing the most crucial role. The study also discovered that high achievers performed much better on the translation exam than poor achievers.

Ryonhee Kim (2006) investigated the implementation of extralinguistic information in the translation process in her study. Kim looked at the importance of the non-linguistic knowledge in comparison to other aspects or components of translation competence. Furthermore, she also aimed to investigate how non-linguistic knowledge utilized and how crucial it was during interpreting a source text. 5 experienced translators (4-13 years experience), 11 translation students (4 months to 5 years experience), and 21 language learners (college seniors who had taken the course "Introduction to Interpretation and Translation") participated in the study. The subjects were told to translate the supplied text into their mother tongue, Korean. They were permitted to take the material home and use whatever sources they wanted. There was also no time constraint. Aside from the translated papers, questionnaire and think-aloud protocol data were obtained. The translation and questionnaire instructions were supplied in writing, while the think-aloud procedure instructions were presented verbally. Translations were evaluated by the

researcher based on a five-point scale and questionnaire results were collected according to responses taken from the participants. Kim discovered that a lack of understanding of current events, subject area, and terminology led to worse translation quality as a consequence of this study. Furthermore, translation effort and comprehension did not significantly contribute to overall greater translation quality.

Kim Haeyoung (2006) aimed to investigate the effects of background knowledge on quality by emphasizing quality, quantity, or both. She specifically investigated the relationship between background knowledge and translation quality, and the aspects which affect the translation quality most: quality, quantity, or both. 32 undergraduate Korean/English students participated in the study. 16 of them had no background knowledge and the rest had background knowledge in the subject area. First and foremost, all participants were advised to complete the TOEIC practice reading exam, which consists of one hundred questions. The participants were then assigned an assignment requiring a translation from Korean to English. Participants were divided into two groups. The first group of participants was allowed to utilize a dictionary while translating, but the second group was given the source text before the scheduled time and permitted to bring in background information on the subject to be translated. The last step of the study involved three native speakers evaluating translated materials without providing any information about the participants. The same respondents also assessed the quantity and quality of background information. The results from the initial step (pre-test and translation quality) were analyzed using ANCOVA. A multiple regression analysis was performed to examine the background knowledge and its impact on translation quality. Kim Haeyoung discovered that students' TOEIC scores, which represent their overall English reading skills, have no effect on translation quality. Furthermore, she underlined the need for background knowledge in general, as well as its quality, in order to assure translation quality.

Zekavati and Amoli (2013) wanted to see how medical background information affected translation quality. They looked if there were significant difference between medical and translation students in terms of translation quality. The research included 100 medical students and translation students. There were 45 men and 55 women. Their average age

was 22 years old. After administering the Nelson proficiency exam, students with results ranging from -1 to +1 SD were chosen to form a homogenous group. There were 40 medical students and 47 translation students for the last round of study. First and foremost, the level of skill of the participants was established by administering the Nelson proficiency exam. The five medical paragraphs were then translated from English to Turkish by the participants. Raters assessed the translations. In order to analyze the texts, the rubric given by Waddington (2001) was used. SPSS was then used to analyze the data based on the average scores. The Kolmogorov-Smirnov test was used to determine if the samples were regularly distributed or not, and the Independent sample t-test was performed to evaluate the means of two separate samples. Researchers discovered that students having technical expertise, in this case, medical knowledge did greater in translating some materials linked to medical science than those who were unfamiliar with medical information. In other words, technical expertise may be useful in improving the quality of medical translation from English into Persian. Translation students were expected to do better since they were more conversant with translation procedures and approaches and had more translation experience. However, the findings of this study contradicted this notion and showed that medical expertise is more important.

In another research Akalin(2013) aimed to investigate the role of content background knowledge on translation. She tried to find if there is any effect of collecting pre-knowledge regarding the translation topic on translation quality. 65 students, all of whom are in their second year at Atatürk University's English Language Department and are highly proficient English learners. The subject's genders, ages, and socioeconomic origins were not taken into account. Subjects also learned about the research's substance and purpose before taking part in it. The study was divided into three phases, each of which was divided into two portions. Each week, the participants were given five sentences to translate into their home tongue Turkish on a certain day and time. The first phase consisted of two parts: the subjects translated the five sentences directly, and the second phase entailed the subjects retranslating the same lines after being given content background information of the sentences. After translating the sentences, the respondents were invited to discuss their translations, particularly those who provided correct translations of some of the statements prior to receiving topic background knowledge. As

a consequence of this study, 69% of the participants failed to translate the phrases accurately in the first parts of the stages, but after obtaining content background information, they were able to continue translating the sentences into Turkish in the second part of the phases. Approximately 16% of the individuals failed translation in both stages, indicating that having topic background knowledge had no influence on these subjects. Approximately 9% of the individuals provided correct translations in the first part without obtaining topic background information, and their translations in the second part were identical to those in the first part. Finally, 6% of the individuals understood the unseen meanings of the phrases.

Zheng and Xiang (2014) aimed to investigate the impact of cultural background knowledge in sight translation. They specifically try to find an answer for the effect of cultural background knowledge on sight translator's efficiency in terms of translation speed and quality. Furthermore, they tried to find if cultural background knowledge had an influence on the strategy selection of the sight translators. This research included 64 fourth-year undergraduates majoring in English Language and Literature. Subjects were comparable in age (about 22) and background (Chinese as a native language, English as a second language). Prior to the assessment, all volunteers completed an intermediate interpreting course. All of the participants lacked professional translating and interpreting expertise. All participants were divided into experimental and control groups based on their performance in a previous interpreting course. As for the experiment, first, the task was described and briefed the subjects on the occasion of Clinton's speech. After that subjects completed the questionnaire. The control group left the lab while the experimental group was studying parallel text for 10 minutes. The control group re-entered the lab and made a warm-up task with the experimental group. Both groups made the sight translation task within a pre-defined time span. Following the completion of the sight translation task, the subjects were questioned by the experimenter regarding their processing of the 10 metaphors during the sight translation task. Because four of the 68 individuals knew nothing about the presidency of Bill Clinton and three had heard about this speech before the experiment, these seven samples were deleted from the corpus. Another randomly picked sample was also deleted to confirm that the numbers were even. The quantitative evaluation results are given, in which the processing time of

metaphorical phrases was computed and translation faults and strategies were identified and tallied. The findings are interpreted as indicating the influence of Cultural Background Knowledge on the translation speed, quality, and methods of the participants. Each section includes qualitative analysis based on guided interview data to assist in explaining the quantitative results. According to the findings of this study, for subjects with comparable language proficiency and translation ability, acquiring Cultural Background Knowledge before starting sight translation tasks may efficiently reduce the cultural difference-based cognitive load caused by metaphors, as well as aid in more precisely deducing the meaning of metaphorical expressions and speeding up target language production. The Experimental Group's decrease in metaphor processing time did not come at the price of translation quality. Although not perfect, the quality of the Experimental Group's translations was noticeably better than that of the Control Group's translations. Cultural Background Knowledge did not have a major influence on the participants' choice of translation approach.

Gafiyatova and Pomortseva (2016) sought to study the importance of background knowledge in the development of linguists' translating/interpreting abilities. 70 fourth-year students participated in the research. There were both females and males majoring in Linguistics and specializing in Translation/Interpretation studies. Participants were given a test including 20 questions about subjects from the school curriculum such as Geography, History, Mathematics, Natural Science, etc. They were instructed to complete the test in 30 minutes. After the test, participants were given a survey question asking the participants to point out their spheres of excellence (the field of knowledge they are like to demonstrate highest general knowledge). They discovered that background knowledge is critical for future translators/interpreters and made suggestions for enhancing the process of background knowledge learning for improved communication agent understanding.

In another study Korkmaz (2019) aimed to investigate the relationship between terminology and translator competence. He specifically tried to investigate the effect of terminology study on translation competence regarding technical texts. Students in their third year at Trakya University participated in the study. The participants were placed into

two groups: experimental and control. The experimental group had 22 students, whereas the control group included 20 students. Experimental group participants were given terminology lists and reference texts and instructed to translate the reference texts. Control group students were given different types of technical texts in order to keep them on track in the course schedule. After four weeks, both group participants were given a part of a manual of an automotive company and instructed to translate the manual. As a result of the study, Korkmaz found out that Group A (experimental group) had an acceptability rate of 64.09%, while Group B (control group) had an acceptability rate of 48% in the first source text. Looking at the general average of group A (experimental group), an acceptability rate of 73.18% was observed, while group B (control group) had an acceptability rate of 55% in the second source text. In addition to courses such as specialization or special field translation, it was observed that the acquisition of a certain level of domain terminology knowledge in technical translation courses led to a considerable improvement in students' translation sub-acquisitions of domain acquisition and specialization acquisition.

Ezeyi (2020) conducted a study to evaluate the significance of factual and cultural pre-knowledge in scientific and technical texts. She looked particularly the importance of the factual and the cultural pre-knowledge and how they affect the translation process in scientific and technical texts. In order to give insights into the challenges and techniques for coping with the problems based on extra-textual knowledge in scientific and technical texts, the study employs a qualitative research approach and draws on the author's experience as a translator and translation trainer. Ezeyi discovered, at the end of the study, that factual prior knowledge and a thorough awareness of intercultural variations in scientific discourse patterns are two key approaches to dealing with various extra-linguistic and extra-textual problems while dealing with scientific and technical writing. Specializing in a certain subject of science is the greatest approach to ensure a degree of prior knowledge. This type of specialization will broaden the translator's knowledge of scientific subjects. As the preceding studies show, subject area knowledge has a considerable impact on translation quality. This study was carried out to shed light on this critical aspect. One key reason for selecting this issue is that there is little research on it in the Turkish literature. Sports translation, which is preferred in this study, has not

previously been addressed. It is hoped that this research will help to bridge the knowledge gap in this subject.

1.5 QUALITY ASSESSMENT IN TRANSLATION

Translation quality assessment (TQA) has grown in importance as a subject of study in translation studies. The evaluation of translation quality may be handled from a variety of angles, including linguistic, functional, and user-oriented viewpoints. In this part of the literature review, I will try to address some critical concepts of the TQA.

Juliane House's work on TQA is one of the oldest and most commonly recognized, suggesting that to be able to evaluate the quality of translation, one asks himself/herself 3 concepts: (1) the relationship between the source and the translated text, (2) the relationship between(features of) the text and how they are perceived by human agents(author, translator, recipient), and (3)the consequences views about these relationships have for determining the borders between a translation and other textual operations (House, 1977).

Considering these parameters and adding different views from different scholars (Newmark 1988, Hatim and Mason 1990, Steiner 1994), al-Qinai (2000) suggested a useful list of parameters for TQA:

1. Textual Typology & Tenor: this refers to both the linguistic and narrative framework of ST and TT, as well as textual functionality (e.g. educational, instructive, instructional, convincing, emotive... and so on).

2. Formal Correspondence: general content size and layout, section division, punctuation, replication of headers, quotations, motos, emblems... and so on.

3. Thematic Framework Coherence: the level of referential consistency and thematic harmony.

4. Cohesion: Connection replacement, ellipsis, deixis, and conjunctions are all examples of cohesion.

5. Text-Pragmatic Equivalence: the extent to which TT is close to the desired impact of ST (i.e. satisfaction or breach of reader expectations), as well as the illicit relationship between ST and TT.

6. Linguistic Characteristics: terminology, phrases, borrowed words, slogans, collocations, paraphrases, implications, and emotional elements of linguistic meaning.

7. Grammatical/Syntactic Equivalence: choice of words and the order, sentence arrangement, cleaving, quantity, gender and person, method, choice of tense, and perspective are all examples of grammatical/ syntactic equivalence.

After these parameters, Munday (2001) proposed 4 criteria:

1. Accuracy: indication of perfect understanding and the proper transmission of knowledge.

2. Correct use of terminology, idiom, vocabulary, and style.

3. Structure, cohesion, and coherence.

4. Correct punctuation, etc.

Lastly, Larson (1998) suggested accuracy, clearness, and naturalness as the most important criteria for the TQA.

There are other parameters given by professional translation institutions such as JD Edwards QA Form[1]. The form includes 4 categories: accuracy, style, grammar, and formatting. Each category has its own different point scoring system that reaches out %100 separately.

Another form is the LISA Quality Assurance Form (version 1.0). There are 7 categories in the form and each of them is separated by 3 scale. While categories are mistranslation, accuracy, terminology, language, style, country, and consistency, scales are minor, major, and critical.

As can be seen from all these examples, translation evaluations are based on certain frameworks. In this study, considering the subject of the study and the data to be measured, only terminology and accuracy were taken into consideration in the evaluation of translations. Since the main focus was on subject area knowledge, translation evaluations were scored by 2 academicians/translators directly based on these criteria.

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[1] This form is taken from an article titled "TRANSLATION QUALITY ASSESSMENT OR QUALITY MANAGEMENT & QUALITY CONTROL OF TRANSLATION?" written by Marcel Thelen.

CHAPTER 2

METHODOLOGY

In this chapter, the methodology of the thesis is explained. The design of the research was detailed first, then the participants of the study and the tools were described. The data analysis of the target texts was also enlightened. Lastly, the statistical analysis approaches were described in depth and supported by evidence.

The statistical analyses performed within the framework of this study were done by using ANOVA.

2.1 ETHICAL CONSIDERATIONS

The Hacettepe University Ethics Commission granted the permission of the requisite ethics for the experiment, with decision number 12908312-300 dated 24.01.2023. Before accepting to participate in the study, all participants were fully informed about the goal, design, and conduct of the investigation, and they all signed consent forms.

2.2 THE STUDY

2.2.1 Participants

The participants who volunteered for the experiment were undergraduate second-year students who were studying at the English Translation and Interpreting department at Hacettepe University. Thirty two participants volunteered for the study including eight males and 24 females. The age of participants varied from 19 to 21. The mean age of both groups is 19.9.

All the participants had taken a Proficiency Language Exam and scored 85% and above as a requirement for entering the Department of Translation and Interpreting. Before the study, all the participants had been taking language-related classes (academic writing,

academic speaking skills, academic reading, language, and culture, etc.) as well as introductory courses to translation (introduction to the translation, translation of literal texts, translation studies, etc.) as a part of their translation and interpreting department program.

The participants were assigned randomly to two groups: the experimental group and the control group. The number of students who participated in the experimental group was 14 students including nine females and five males. The mean age of the experimental group was 19.71. The number of students who participated in the control group was 18 students including 15 Females and three Males. The mean age of the control group was 20.10.

2.2.2 Tools

2.2.2.1 Source Texts

Two source texts (English and Turkish) were used in this study. The Turkish text consisted of 346 words. The English text consisted of 298 words. The texts were chosen from authentic open sources regarding football. Texts were specially chosen by considering the terminology and the game knowledge of football.

2.2.2.2 Presentation on Football Knowledge

The presentation was prepared to train the experimental group of the study about football. The rules and in-game knowledge concepts such as false 9 or line-breaking passes were detailed in the slides. Some structures, such as formations, numbers, or positions were explained and enlightened. The main purpose was to provide the participants of the experimental group with overall knowledge of the football game rules and concepts.

Figure 1

Zones in Football Field
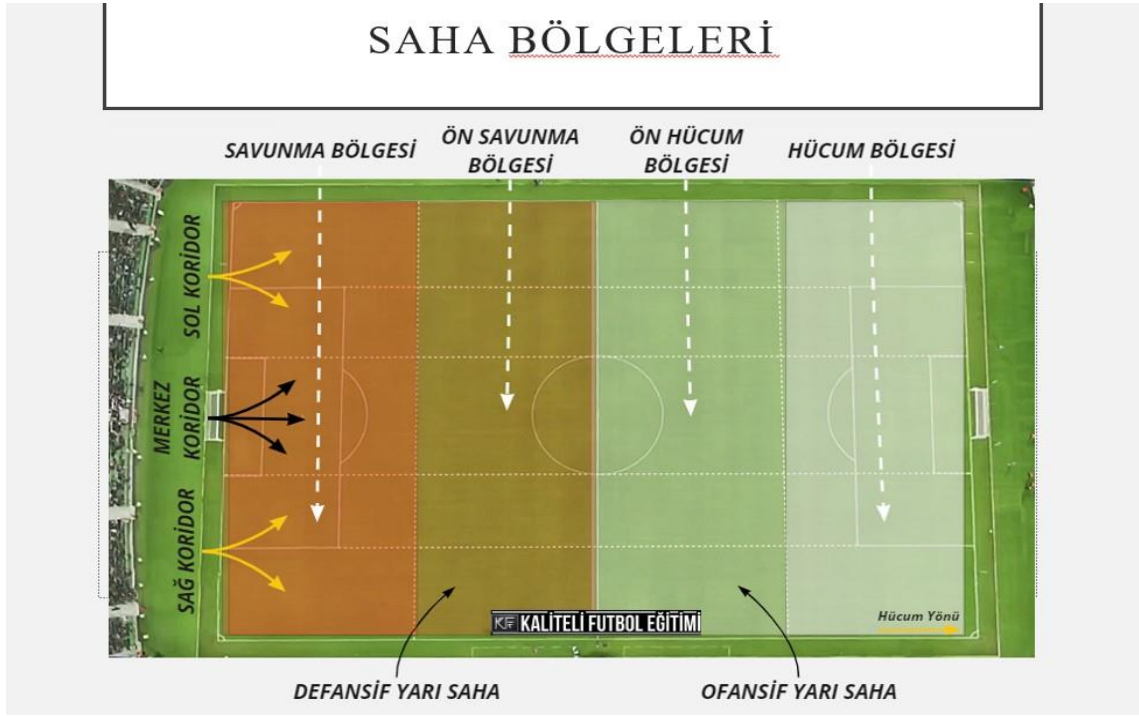
Note. Figure 1 was taken from the presentation showing the zones in football. All of the zones were explained with their English equivalents during the presentation. From Futbol sahasının bölgeleri, by Kaliteli Futbol Eğitimi, 2022, Twitter (https://twitter.com/KFE_Futbol/status/1512444685167570945)

Figure 2

Numbers and Roles
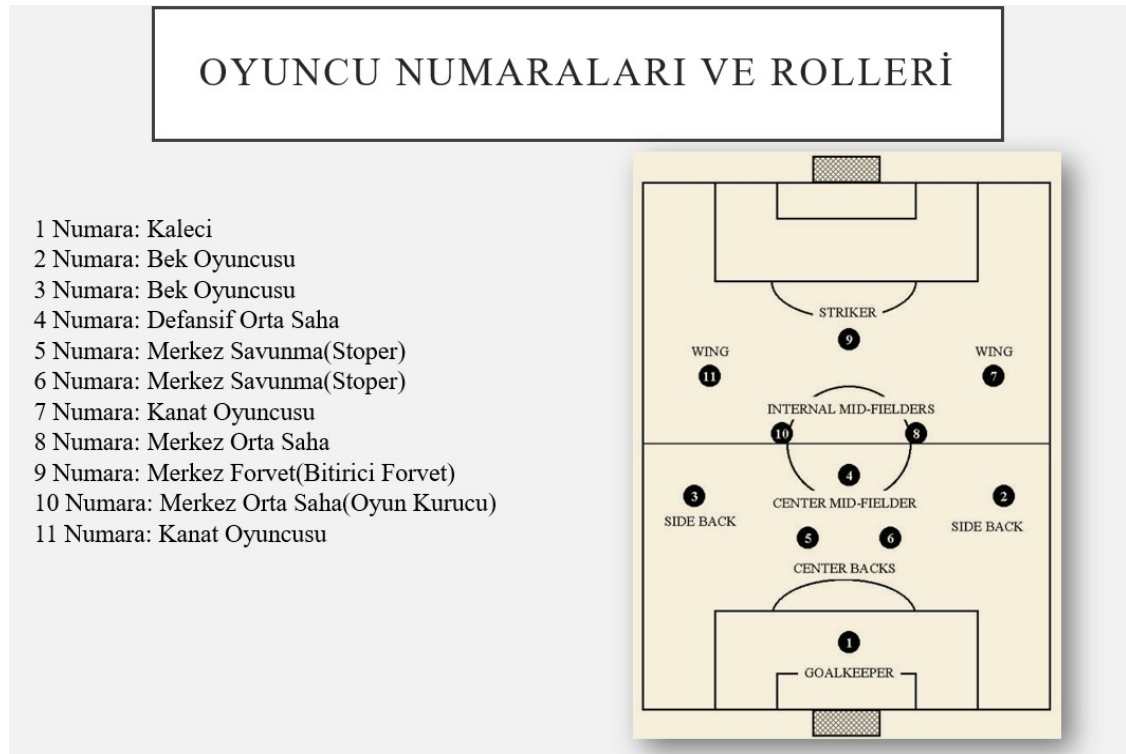
Note. Figure 2 was taken from the presentation showing the roles and jersey numbers of the players in the field. During the presentation, it was explained what number plays which role. English equivalents of the roles were given. Visual examples were presented. From Analiz 4-3-3 sistemine bakış, by Futbol Akademi, 2015, Eurosport, (https://www.eurosport.com.tr/futbol/analiz-4-3-3-sistemine-bakis_sto4794115/story.shtml)

Figure 3

Formations
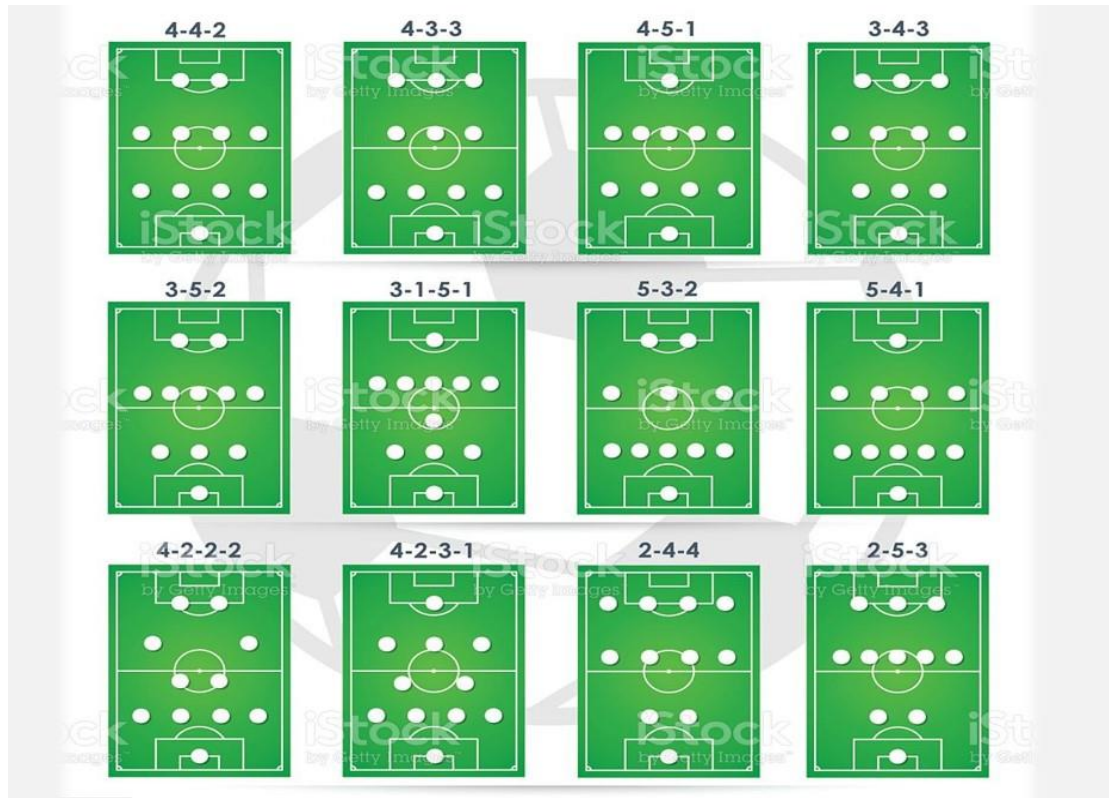
Note. Figure 3 was taken from the presentation showing the formations in football. During the presentation, the weaknesses and strengths of each formation were explained. Moreover, it was also explained which formation could be better for which playing style. From Football formations, tactics, playing positions, by wissanu99, 2016, iStock (https://www.istockphoto.com/tr/vekt%C3%B6r/football-formations-tactics-planning-position-gm539853566-96302881). Copyright 2016 by iStock.

Figure 4

Playing Style
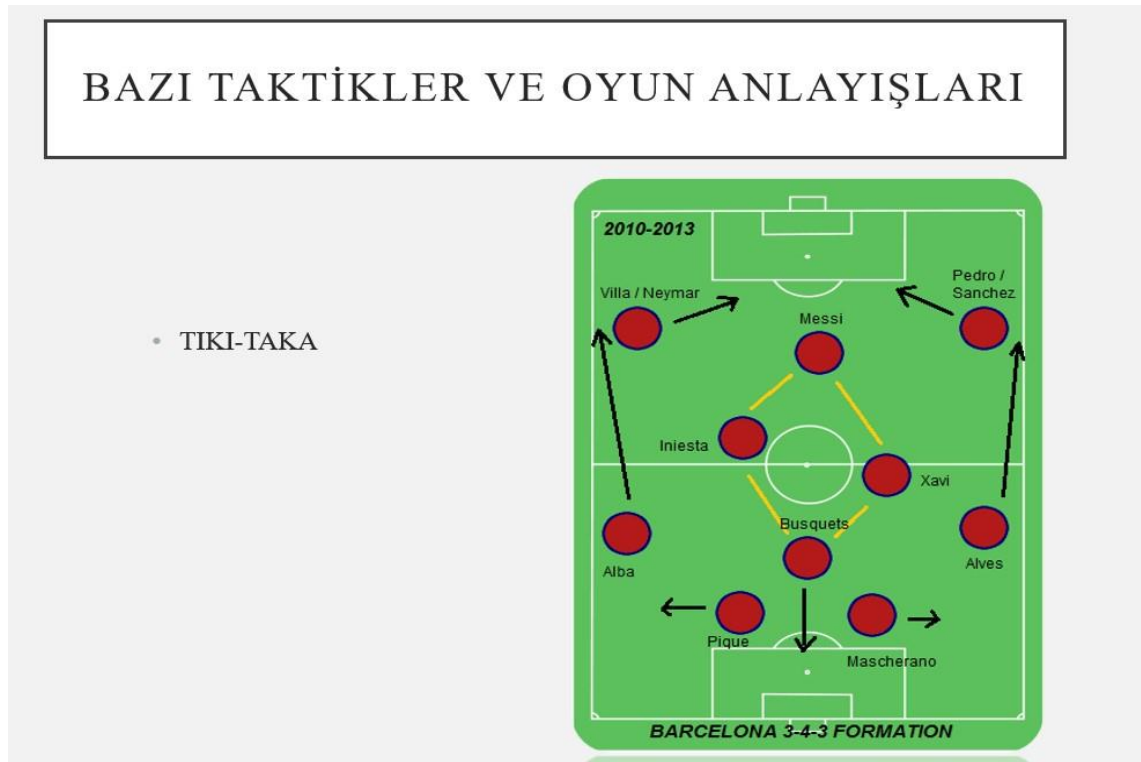
Note. Figure 4 was taken from the presentation showing a particular playing style. During the presentation, the tactics of this type of play were explained. The weaknesses and strengths of these playing styles were enlightened. Different team examples from different times were provided to participants. From Tactical analysis of the Barcelona tiki taka playing style, by Espen, 2023, Passion4FottballManager (https://www.passion4fm.com/tactical-analysis-of-the-barcelona-tiki-taka-playing-style/).

2.2.2.3 Exercises

The exercises were prepared for all the weeks that the experiment was carried out. The main purpose was to train the experimental group on the knowledge of football. Exercises involved some terminology training, translation training, and knowledge testing. The

words chosen for terminology training were taken from reliable football authority sources. Similarly, some of the critical sentences chosen for the translation training were taken from the parallel football texts. Knowledge testing involves some fill-in-the-blank exercises. These exercises were prepared by considering both the presentation and the terminology in the source texts. The main purpose was to establish a link between abstract terms and their meaning in the heads of the members of the experimental group.

The first part of the exercise was a vocabulary exercise. 15 words were given in English and asked to write their Turkish equivalents. 15 words were given in Turkish and asked to write their English equivalents. In the second part of the exercise, there was a 10-question fill-in-the-blank exercise. The content of the fill-in-the-blank exercises focuses on abstract concepts related to football and football rules. The third part of the exercises included translation exercises. In this part, 7 sentences were given and the participants were asked to translate the sentences. The selected sentences were chosen from authentic sources regarding football. Afterward, the sentences were discussed with the participants. All exercises were prepared in no more than 2 pages. After the exercises, the questions of the participants were answered. These exercises were practiced for all 4 weeks after presentation.

Figure 5

Terminology Exercise English to Turkish

İNGİLİZCE	TÜRKÇE
Winger	
Fullback	
Striker	
Holding the ball up	
Formation	
Create Superiority	
Possession Structure	

Figure 6

Terminology Exercise Turkish to English

TÜRKÇE	İNGİLİZCE
Orta Saha	
Kontra Atak	
Hücum	
Forvet	
Farkındalık	
Sahayı Tarama	
Çok Yönlü	
Kanat Forvet	

Note. Figures 5 and 6 above were taken from the terminology exercises. Word equivalents were discussed and shared. The words were presented to the participants with sentence examples.

Figure 7

Translation Exercise

1. Positional play applies to any part of the pitch, from goal-kick restarts and midfield play to the attacking half and the final third.

2. The model uses vertical and horizontal lines on the pitch, with each player assigned to a zone.

3. Positional play, also known as juego de posición, is a principle of play in football that many of the world's top coaches adopt.

Note. Figure 7 was taken from the translation exercise. Translation work was done in discussion with the participants. From Positional play: football tactics explained, by T. Hodson, (N.d), The Coaches' Voice (https://www.coachesvoice.com/cv/positional-play-football-tactics-explained-guardiola-cruyff-manchester-city/). Copyright 2023 by The Coaches' Voice.

2.2.2.4 Terminology List

The terminology list was obtained from different reliable sources (IFAB, football dictionaries, etc.) to help participants enlarge their vocabulary knowledge regarding football. Terminology lists were distributed to participants and they were given permission to take them home. The terminology list distributed to the participants involved 50 words. The words in the terminology list were mixed in English and Turkish.

2.2.3 Procedures

The experimental design was utilized in this study. An experimental and a control group were requested to fulfill pre-test translation tasks. Participants of both groups were instructed to translate two source texts and they were given a time limit of one hour to complete both tasks. The participants of both groups were instructed not to use any kind of dictionaries or relevant sources during the translation process.

After ensuring that their level of translation quality was not significantly different in the field of football translation, the experimental group was given a four-week training program in the area of football. This program consisted of a presentation explaining the rules of the game, relevant vocabulary including terminology, and further exercises to practice the presented materials. All of the exercises and presentations were prepared and presented to participants by the researcher after consulting the professionals who are currently working as lecturers in the Foreign Languages School of other universities in Turkey. The training program involved 4 sessions. All of the sessions followed a similar structure: First, a presentation explaining the rules of the game along with relevant lexical items and structures. Second, the participants were allowed to ask questions regarding the presentation. Third, the participants were given partial production exercises (completion, fill in the gaps) to practice lexical items and constructions. Fourth, the participants were requested to do translation exercises covering the new material. Sessions were held each week for one month. During this period, students in the control group continued their normal education in the department and did not take any extra education.

After a period of one month, both groups took the translation task again. The participants were also instructed not to use any kind of dictionary or a similar source during their translation process.

The participants were instructed not to use their names or ID numbers in their translation papers. Instead of using their names and ID numbers, they were given different random numbers by the researcher so that evaluators could not know which paper belonged to whom.

The translations of both groups done as the pre-and post-tests were evaluated by two freelance translators and academicians who are working in the English Translation and Interpreting department.

2.2.4 Data Analysis

Obtained translation texts in this study were evaluated based on two criteria: accuracy and terminology. Source texts were divided sentence by sentence and scored accordingly. Academicians/translators gave a score out of 100 for the translation texts in terms of the terminology and the accuracy part. The total quality score was evaluated by taking the average of both terminology and accuracy scores. The scores were recorded on a numerical scale, and as a statistical analysis method, a two-way ANOVA test was used to compare the results of the translations produced by the control group and the experimental group participants.

CHAPTER 3

DATA ANALYSIS AND RESULTS

In this chapter, the data analysis and the results of the translation data will be presented. The two-way ANOVA test is used to determine if there is a significant difference in the pre-test and post-test scores of both groups in terms of overall quality of translation, use of terminology, and accuracy, as well as whether there is a significant difference between the two groups. Considering the results, answers to the research questions stated in the introduction will be enlightened. The results obtained using the two-way ANOVA test are explained under three headings to cover the research questions.

In the first section, how subject area knowledge in the field of football affects the quality of translation is analyzed. In the second section, how subject area knowledge in the field of football affects the translation of specialized terminology is analyzed. In the third section, how subject area knowledge in the field of football affects the translation accuracy in the field of football is analyzed.

3.1 RESULTS FOR RESEARCH QUESTION 1

The first question of the study was to determine how subject area knowledge in the field of football affects the quality of the translation in the field of football. In order to answer this question, the translation of terminology and the translation accuracy scores were evaluated and then the scores of both of them were averaged. The average of the scores were taken for analysis.

The mean scores and the standard deviations obtained for the pre-tests and post-tests of the experimental and control groups in terms of the overall translation quality were calculated.

Further, a two-way analysis of variance (ANOVA) was conducted to see whether there was a significant difference between the overall quality of translation of the experimental

and the control groups. The scores revealed that there was a significant difference between the experimental and the control groups' overall quality of translation at the level of p = .05, [F (1, 60) = 70.46, p = .00]

Then, a Post Hoc comparison using the Tukey HSD test was conducted. First, the scores of the overall translation quality for the pre-test obtained by the experimental group (M = 41.56, SD = 13.03) were compared with those of the control group (M = 32, SD = 13.02), and no significant difference was found between the groups (p = .11). These results suggest that the experimental and the control groups did not differ in terms of their overall translation quality before the experiment.

Second, the scores of the overall translation quality for the post-test obtained by the experimental group (M = 89.74, SD = 5.01) were compared with those of the control (M = 31.79, SD = 12.10), and a significant difference was found between the groups (p = .001). These results suggest that the experimental group did significantly better than the control group in terms of the translation quality after the training experiment.

Third, the scores of the overall translation quality obtained by the experimental group on the pre-test (M = 41.56, SD = 13.029) were compared with those obtained on the post test (M = 89.743, SD = 5.01). A significant difference between scores obtained by the experimental group between the pre- and post-tests was revealed (p = .001). These results suggest that the experimental group did better in terms of overall quality of translation after the experiment.

Fourth, the scores of the overall translation quality obtained by the control group at the pre-test (M = 32.16, SD = 13.02) were compared with those obtained at the post-test (M = 31.790, SD = 12.096). No significant difference between scores obtained by the experimental group between the pre- and post-tests was revealed (p = 1.00).

3.2 RESULTS FOR RESEARCH QUESTION 2

The second question of the study was to determine how subject area knowledge in the field of football affects the translation of terminology in the field of football. In order to answer this question, a list of terms was compiled and scored out of 100. These lists were handed over to the aforementioned instructors who work both as freelance translators in the translation sector and in the relevant departments of universities and asked to score them. The average of the two scores was taken for the analysis.

The mean scores and the standard deviations obtained from the pre-tests and post-tests of the experimental and control groups in terms of the use of the terminology were calculated.

Further, a two-way analysis of variance (ANOVA) was conducted to see whether there was a significant difference between the translation of the football terminology of the experimental and the control groups. The scores revealed that there was a significant difference between the experimental and the control groups at the level of $p = .05$, $[F (1, 60) = 155.75, p = .001]$

Then, a Post Hoc comparison using the Tukey HSD test was conducted. First, the scores of the use of football terminology in the pre-test obtained by the experimental group ($M = 30.004$, $SD = 11.16$) were compared with those of the control group ($M = 22.81$, $SD = 10.76$), and no significant difference was found between the groups (p = .16). These results suggest that the experimental and the control groups did not differ in terms of their terminology use before the experiment.

Second, the scores of the use of football terminology in the post-test obtained by the experimental group ($M = 90.27$, $SD = 5.01$) were compared with those of the control ($M = 22.72$, $SD = 9.74$), and a significant difference was found between the groups ($p = .001$). These results suggest that the experimental group did significantly better than the control group in terms of the use of football terminology after the training experiment.

Third, the scores of the use of football terminology obtained by the experimental group on the pre-test (M = 30.00, SD = 11.16) were compared with those obtained on the post test (M = 90.27, SD = 5.01). A significant difference between scores obtained by the experimental group between the pre- and post-tests was revealed (p = .001).

Fourth, the scores of the use of football terminology obtained by the control group on the pre-test (M = 22.811, SD = 10.761) were compared with those obtained on the post-test (M = 22.72, SD = 9.74). No significant difference between scores obtained by the experimental group between the pre- and post-tests was revealed (p = 1.00).

3.3 RESULTS FOR RESEARCH QUESTION 3

The third question of the study was to determine how subject area knowledge in the field of football affects the translation accuracy in the field of football. In order to answer this question, all sentences in the source texts were marked individually and scored out of 100. Translations of both English and Turkish source texts were handed over to the aforementioned instructors who work both as freelance translators in the translation sector and in the relevant departments of universities and asked to score them.

The mean scores and the standard deviations obtained from the pre-tests and post-tests of the experimental and control groups in terms of accuracy were calculated.

Further, a two-way analysis of variance (ANOVA) was conducted to see whether there was a significant difference between the accuracy of translation of the experimental and the control groups. The scores revealed that there was a significant difference between the experimental and the control groups' accuracy of translation at the level of p = .05, [F (1, 60) = 26.44, p = .001]

Then, a Post Hoc comparison using the Tukey HSD test was conducted. First, the accuracy scores for the pre-test obtained by the experimental group (M = 53.11, SD = 16.33) were compared with those of the control group (M = 41.50, SD = 15.87), and no significant difference was found between the groups (p = .11). These results suggest that

the experimental and the control groups did not differ in terms of their accuracy of translation before the experiment.

Second, the scores of the translation accuracy in the post-test obtained by the experimental group ($M = 89.21$, $SD = 5.97$) were compared with those of the control ($M = 40.86$, $SD = 15.12$), and a significant difference was found between the groups ($p = .001$). These results suggest that the experimental group did significantly better than the control group in terms of translation accuracy after the training experiment and that the training had a beneficial effect on translation accuracy.

Third, the scores of the translation accuracy obtained by the experimental group on the pre-test ($M = 53.11$, $SD = 16.33$) were compared with those obtained on the post test ($M = 89.21$, $SD = 5.97$). A significant difference between scores obtained by the experimental group between the pre- and post-tests was revealed ($p = .001$).

Fourth, the scores of the translation accuracy obtained by the control group at the pre-test ($M = 41.50$, $SD = 15.87$) were compared with those obtained at the post-test ($M = 40.86$, $SD = 15.12$). No significant difference between scores obtained by the experimental group between the pre- and post-tests was revealed ($p = 0.99$).

All in all the above presented data analysis revealed that the subject area training has had a beneficial effect on the translation of student translators in terms of their overall translation quality, the use of terminology, and translation accuracy in the field of football.

CHAPTER 4

DISCUSSION

The aim of this thesis is to contribute to the research on the effect of subject area knowledge on the quality of translation focusing on one of the most popular sports fields all around the world: football. This study attempts to answer three research questions that require the examination of these terms. These questions are listed below:

1. How does subject area knowledge in the field of football affect the quality of translation in the field of football?
2. How does subject area knowledge in the field of football affect the translation of terminology in the field of football?
3. How does subject area knowledge in the field of football affect the translation accuracy in the field of football?

In order to answer the above questions, an experimental design was utilized in this study. First of all, the participants were randomly distributed into two different groups, and a control group and an experimental group were formed. Then, a pre-test was implemented for both groups, and the results were evaluated by two expert academicians/translators. After that, training (presentation, exercises, translations) was given to the participants by the responsible researcher on the subject area knowledge (football) for four weeks. A list of terminology was also shared with the participants during these trainings. Following these four weeks, both the experimental and control groups were given a post-test, and the final scores were reviewed by two experienced academics/translators.

For the first research question, our findings revealed that subject area knowledge in the field of football had a positive effect on the quality of translation. There was no significant difference between the two groups in the pre-test in terms of translation quality. However, when the training was completed, it was discovered that there were significant differences between the two groups in terms of translation quality. It was also observed that there were significant differences between pre-test scores and post-test scores of the

experimental group. The control group participants, on the other hand, did not get the training, and no significant difference was seen between their pre- and post-test outcomes in terms of translation quality.

For the second research question, our findings revealed that subject area knowledge in the field of football had a positive effect on the translation of terminology in the field of football. There was no significant difference between the two groups in the pre-test in terms of translation of terminology. However, when the training was completed, it was discovered that there were significant differences between the two groups in terms of translation of terminology. It was also observed that there were significant differences between pre-test scores and post-test scores of the experimental group. The control group participants, on the other hand, did not get the training, and no significant difference was seen between their pre- and post-test outcomes in terms of translation of terminology.

For the third research question, our findings revealed that subject area knowledge in the field of football had a positive effect on the translation accuracy in the field of football. There was no significant difference between the two groups in the pre-test in terms of translation accuracy. However, when the training was completed, it was discovered that there were significant differences between the two groups in terms of translation accuracy. It was also observed that there were significant differences between pre-test scores and post-test scores of the experimental group. The control group participants, on the other hand, did not get the training, and no significant difference was seen between their pre- and post-test outcomes in terms of translation accuracy.

Considering previous studies, our findings were consistent with the findings of previous studies (Birjandi and Aminzadeh 2018; Kim 2006; Kim 2006; Ezeyi 2020; Gafiyatova and Pomortseva 2016; Akalın 2013; Korkmaz 2019; Zheng and Xiang 2014; Zekavati and Amoli 2013). All of these studies revealed that the subject area knowledge had a beneficial effect on the quality of translation for the fields of medical science, law, economics, science and technology, etc.

Considering all these studies, the findings of our study supported the findings of the above-mentioned studies. Although this thesis is methodologically similar to some other studies, it differs from them in terms of content. The majority of the studies focused on medical texts, legal texts, economic texts, etc. However, in our study, we focused on football in terms of content. According to a report published by Nielsen Sports DNA (2018), 736 million people all around the world voted "interested" or "very interested" in football. This was by far the most popular sport all around the world, according to the report. However, there has been no previous study focusing on football for subject area knowledge in translation studies. This study will be the first to connect the field of sports, especially football, with translation studies in terms of the effect of subject area knowledge.

Football is a very broad field, both in terms of terminology and game knowledge. It is natural that the fact that it is so followed and popular around the world may create an illusion about football translation. The findings of our study revealed that, despite being such a popular field, people who lack technical and detailed knowledge of football were unable to produce quality translations despite having translation practice. Even popular areas such as football need to be taught to translators by experts with the right training. Many universities in Turkey offer translation studies programs. However, many universities do not employ experts in their fields. This situation may cause students to remain insufficient. According to the findings of our study, students who did not go through the training program performed poor results compared to participants in the experimental group in terms of translation quality, translation of terminology, and translation accuracy in the field of football. As it can be understood from this situation, subject area knowledge training given to students at universities should be given by experts, and students' competencies should be increased.

CONCLUSION

This chapter summarizes the findings of this experimental study on the effect of subject area knowledge on translation quality in the field of football. The chapter highlights the important results, examines the consequences, and makes suggestions for further study in this area.

Summary of Findings

Using experimental design, the study sought to evaluate the effect of subject area knowledge on translation quality. The study included a sample of students who were studying for their second-year bachelor's degree in the Department of Translation and Interpreting. During the study, participants were divided into two groups: the control group and the experimental group. Both groups were assigned pre-test and post-test translation assignments. After the pre-test assignment, the experimental group went through a training period of 4 weeks on the related subject area of football, whereas the control group continued their education. After post-test translations, the resulting translations were assessed for accuracy, terminology, and total quality by two academicians/translators.

The study's findings provided numerous crucial insights. First of all, in terms of the total quality, participants who had gone through the training in subject area knowledge outperformed those without. Their translations showed more clarity and fidelity to subject-specific terminology and ideas. This shows that subject area knowledge is crucial in terms of translation quality.

Secondly, the improvement in the translation of terminology was obvious. Significant changes were noticed when the pre-test and post-test outcomes of the experimental group individuals were compared. They showed a great improvement in terminology knowledge and coherence compared to the pre-test results.

Thirdly, it was observed that translation accuracy improved significantly. When the experimental group members' pre-test and post-test results were evaluated, it was observed that there were significant differences in the outcomes. When compared to the pre-test scores, they demonstrated a significant improvement in accuracy.

Implications and Significance

The findings from this research have significant implications for translation studies. Findings emphasize the need for subject area knowledge to ensure translation quality, especially in specialist disciplines such as sports, for this study, technical, scientific, legal, or medical fields. The research shows that subject area knowledge improves not just linguistic accuracy but also terminology and contextual authenticity in translations.

These findings are very important for translators, translation firms, and instructors. To increase the quality of their translations in certain fields, translators might benefit from establishing and retaining subject area knowledge. Subject area knowledge can be used by translation services to pick translators for particular tasks. To help training of future translators, educators might incorporate subject area knowledge training into translation programs more and more.

Limitations and Future Research

While this study has offered useful information, it is critical to recognize its limits. The study concentrated on a small number of topic areas and a small sample size of translators. To improve the generalizability of the findings, future studies should broaden the spectrum of topic areas addressed and involve a bigger and more varied group of translators.

Furthermore, the primary focus of this study was on the influence of subject area knowledge on translation quality. Future studies might look at the precise mechanisms and cognitive processes that impact subject area knowledge and translation outcomes. This might entail looking at the decision-making processes, information

retrieval processes, and cognitive burden connected with subject area knowledge in translation activities.

Furthermore, future study might benefit from investigating the efficiency of various training techniques and methodologies for learning subject area knowledge in translation. Investigating the long-term retention and application of subject area knowledge among translators might give insight into the long-term influence on translation quality.

Conclusion

In conclusion, this study has demonstrated the significant impact of subject area knowledge on translation quality. The data support the idea that subject area knowledge improves translation accuracy, terminology, and overall quality. They underline the significance of acquiring and maintaining subject area knowledge in specialized translation disciplines.

Translation practitioners, organizations, and educators can better comprehend the importance of subject area knowledge by appreciating its importance in creating high-quality translations. Future studies in this area should continue to examine and deepen our understanding of the effect of subject area knowledge on translation processes and outcomes, so contributing to the growth of the discipline of translation studies.

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APPENDIX 1: SOURCE TEXTS

ENGLISH

De Zerbi's possession structures in Sassuolo and Shakhtar feature an interesting quirk: unlike most possession-based teams using 4-3-3, he usually goes for a 4-2-3-1. The fullbacks take rather conservative roles in possession and remain closer to the center backs, while the wingers stay wide to provide width in the attacking structure. The double-pivot play unusually close together to maximize their ability to find each other through safe passes and keep the ball. Meanwhile, the striker and number ten roles usually do not participate much in the buildup, looking more to hit the box from deep positions rather than holding the ball up and linking up with teammates.

Formation: from 3-5-2 to 3-2-3-2

Generally speaking, Gasperini effectively goes with a 3-5-2 formation that transforms into a 3-2-3-2 in attack.

Defense

During a build up, the wingbacks give depth and width on the wings, pulling the game towards them and making more room for the midfielders. They position themselves on the edges of the box whilst the central defender enters the box to receive the ball and create superiority with the keeper. All of this allows them to create enough space to be able to drive the ball forward in this phase of the attack.

Midfield

Two midfielders position themselves in the middle of their own half, moving inside to receive passes, but always leaving free space to open passing lines that drive the game forward.

Attack

The attacking midfielders take up a position between the opposition lines to receive the ball in a danger zone. The two forwards, meanwhile, share the work. One gives deep support to whoever has the ball, again getting between the defensive lines to receive passes in dangerous positions. The other breaks wide, creating space and pulling the opponent's defense out in the process.

TURKISH

Sahte 9'un takım topa sahip olurken sorumlulukları nelerdir?

Sahte 9 için en önemli sorumluluklardan biri, hem uzun süreli topa sahip olma sürelerinde hem de kontra ataklar sırasında forvetlerle bağlantı olarak, hatlar arasında topu alıp rakip stoperlerin alanından uzaklaşmasını sağlamaktır. Daha derin pozisyonlara doğru hareketlenme, rakibin stoperlerine forveti orta sahada mı takip edecekleri yoksa onları bırakıp kendi alanlarında mı kalacakları konusunda bir ikilem yaratabilir. Sahte 9, zamanlamasını doğru yaparsa tahribata yol açabilir.

Üst düzey bir sahte 9, olağanüstü bir farkındalığa ve düzenli olarak tarama becerisine ihtiyaç duyar. Bu sayede özellikle arkadan gelen herhangi bir baskıdan kaçınmak için ilk dokunuşlarını nereye yapacaklarını bilirler. Bu daha sonra takım arkadaşlarıyla bağlantı kurarak boşluğa gitmelerine yardımcı olur.

Sahte 9'un çok yönlü olması; hızlı dönüş, top sürme ve topla oynama gibi top becerilerine sahip olması da önemlidir. Bununla birlikte, bitiricilik – genellikle çeşitli açılardan önemli savunma baskısı altında – hala rolün önemli bir parçası. Sahte 9'un genellikle derinlere geldikten sonra tekrar oyunu yakalamak zorunda kalacağı göz önüne alındığında, pozisyonu bitirmek için önce ceza sahasına hızlı koşular yapmakta usta olması gerekir.

Sahte 9, klasik bir santrafordan ancak takımları topa sahip olduğunda gerçekten farklıdır. Topa sahip olmadıklarında ise genellikle normal bir forvetin görevlerini yerine getirirler.

Ana savunma sorumluluklarının başında genellikle karşı pres yapmak gelir. Orta sahaya gelip sayısal üstünlük sağlamak, oyunu genişletmeye yardımcı olmak veya topu geri kazanmaya çalışmak da görevleri arasında yer alır.

Uzun süreli savunma yaparken, sahte 9 genellikle en ilerdeki merkezi oyuncu olarak pozisyon alır. Bu stoperlere agresif bir şekilde basılması anlamına gelir.

Sahte 9 ile oynamanın faydaları nelerdir?

Rakip stoperin merkeze gelmesiyle defans hattında boşluklar oluşmasına neden oluyor. Rakip stoper pres yaparsa, diğerleri için – genellikle kanat forvet veya ofansif orta saha oyuncusu – içeri bir koşu yapmak için boşluklar ortaya çıkar. Bek, stoper pres yaparken daralırsa çizgide değerlendirmek üzere birebiri oynayacak oyuncular için alan açılır. Hiçbir defans oyuncusu pres yapmazsa, orta saha- forvet arasındaki hatlar arasında sahte 9 serbestçe dönebilir, oyunu yönlendirebilir. Rakip takımın merkez orta saha oyuncusu sahte 9'u takip ederse, sahte 9'un merkezi orta saha olan takım arkadaşı daha sonra bıraktıkları alana ilerleyebilir, merkezdeki üstünlük sayesinde oradan rahatlıkla bir pas alabilir.

APPENDIX 2: TERMINOLOGY EVALUATION LIST

İngilizce	Türkçe
quirk	gariplik, tuhaflık, beklenmedik olay
fullback	bek oyuncusu
winger	kanat oyuncusu
stay wide	kanatların çizgiye basması
width	genişlik
double-pivot	iki defansif orta saha
striker	bitirici forvet oyuncusu
buildup	oyun kurulumu
box	ceza sahası
deep/depth	derin/derinlik
holding the ball up	top tutma, topa sahip olma, top hakimiyeti
linking up with teammates	takım arkadaşları ile bağlantı kurarak oyun kurmak
formation	diziliş
defense	savunma
wingback	kanat bek
keeper	kaleci
attack	hücum
half	yarı saha
midfield	orta saha
passing line	pas hattı
attacking midfielder	ofansif orta saha
opposition line	rakip takımın savunma hattı
possession structure	topa sahip olma kurgusu
possession-based teams	topa sahip olma kurgusuyla oynayan takımlar
create superiority	sayısal üstünlük kurma

Türkçe	İngilizce
Sahte 9	false 9
topa sahip olma	possession
kontra atak	counter attack
forvet	forward
hat	line
rakip(karşı takım)	opponent team
orta saha(alan)	midfield
hücum	attack
farkındalık	awareness
sahayı taramak	scanning the field/pitch
baskı	pressure
ilk dokunuş	first touch
çok yönlü	versatile
top sürme	dribbling
topla oynama	possession play
top becerileri	ball skils
bitiricilik	finishing
derine gelmek	drop back/move into deeper position
ceza sahası	box/penalty area
santrafor	center forward
karşı pres	counter pressing
stoper	center-back
boşluk/boş alan	free space
kanat forvet	wing forward
ofansif orta saha	attacking midfielder
bek oyuncusu	back
bire bir	one-on-one
oyunu yönlendirmek	leading the play
serbestçe dönmek	freely roaming
merkez orta saha	center midfield
pas	pass
merkezdeki üstünlük	numerical superiority in center
hızlı dönüş	agility

APPENDIX 3: ETHICS BOARD APPROVAL FORM

T.C.
HACETTEPE ÜNİVERSİTESİ REKTÖRLÜĞÜ
Rektörlük

Sayı : E-35853172-300-00002682504   9.02.2023
Konu : Utku BAYDAN Hk. (Etik Komisyon İzni)

SOSYAL BİLİMLER ENSTİTÜSÜ MÜDÜRLÜĞÜNE

İlgi   : 13.01.2023 tarihli ve E-12908312-300-00002628098 sayılı yazınız.

Enstitünüz Mütercim Tercümanlık Anabilim Dalı İngilizce Mütercim Tercümanlık Yüksek Lisans Programı öğrencilerinden **Utku BAYDAN**'ın **Doç. Dr. Elena ANTONOVA ÜNLÜ** danışmanlığında hazırladığı **"Özel Alan Bilgisinin Çeviri Kalitesi Üzerindeki Etkisini İnceleyen Deneysel Çalışma"** başlıklı tez çalışması, Üniversitemiz Senatosu Etik Komisyonunun **24 Ocak 2023** tarihinde yapmış olduğu toplantıda incelenmiş olup, etik açıdan uygun bulunmuştur.

Bilgilerinizi ve gereğini rica ederim.

Prof. Dr. Serhat ÜNAL
Rektör Yardımcısı

APPENDIX 4: ORIGINALITY REPORT

<table>
<tr><td>

HACETTEPE ÜNİVERSİTESİ
SOSYAL BİLİMLER ENSTİTÜSÜ
YÜKSEK LİSANS TEZ ÇALIŞMASI ORİJİNALLİK RAPORU

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HACETTEPE ÜNİVERSİTESİ
SOSYAL BİLİMLER ENSTİTÜSÜ
MÜTERCİM-TERCÜMANLIK ANABİLİM DALI BAŞKANLIĞI'NA

Tarih: 29/09/2023

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Programı:	İNGİLİZCE MÜTERCİM-TERCÜMANLIK BİLİM DALI TEZLİ YÜKSEK LİSANS PROGRAMI

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GRADUATE SCHOOL OF SOCIAL SCIENCES
MASTER'S THESIS ORIGINALITY REPORT

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