

Analyzing Translation Errors of Trainee Translators: A Case Study on Tourism Promotional Material

Aday Çevirmenlerin Çeviri Hataları:
Turizm Tanıtım Materyali Çevirileri Üzerine Bir İnceleme

Olcay Şener Erkırtay*
Afyon Kocatepe University

Abstract

The present study aims to scrutinize the trainee translators' errors in their translations of tourism promotional material, a brochure, from Turkish into English. Thus, this study is designed as a descriptive qualitative research and corroborated with quantitative analysis, presenting a thorough analysis of the translated texts based on the American Translators Association (ATA) translation error taxonomy. The framework of this study employs Corder's taxonomy of phases for error analysis, namely, selection of a text, identification of errors, classification of errors, and explanation of possible reasons for those errors. The data discussed in this paper derive from the translated texts of fifteen trainee translators i.e., third- and fourth-year T&I students at a private university enrolled in the Cultural Aspects of Translation and Interpretation course. The results revealed a statistical difference between the main error categories. According to the findings, trainee translators made most errors in the form of the language, i.e. target language mechanics, followed by errors in meaning and errors in writing quality. In acting as a "cultural mediator" in tourism text translations, trainees have also been found to be not so effective as they are supposed to be. With the results unfolded, it is hoped to benefit to both translation professors and trainees themselves.

Keywords: translation studies, tourism promotional materials, translation errors, ATA framework, trainee translators

Introduction

"Error" is one of the hotly debated issues in translation studies and a great deal of scholarly attention has been given to the issue of translation errors in different areas, such as Google Translation (Anggaira, 2017; Rahmannia & Triyono, 2019; Jabak, 2019; Ismailia, 2022), news translation (Gharedaghi et al., 2019), and tourism text translation (Sumiati et.al., 2019; Afdal et.al., 2022). In the literature, many scholars defined translation errors and proposed classifications from different approaches. From the perspective of theories based on the concept of equivalence, the term translation error is perceived "as some kind of non-equivalence between ST and TT or non-adequacy of the TT" (Koller in Hansen, 2010, p.385). From the functionalist approach, which is based on the skopos theory, translation error "must be defined in terms of the purpose of the translation process or product" (Nord, 1997, p.73), and regarded as "a failure to carry out the instructions implied in the translation brief and as an inadequate solution to a translation problem" (Nord, 1997, p.75). Within a functionalist approach, translation errors can be classified into four types: pragmatic, cultural, linguistic, and text-specific (ibid). Hansen (2010, p. 386), at this point, justifiably advocated the view that the classification of errors depends on the theoretical approaches adopted and "the evaluators' expectations and attitudes with respect to fidelity, loyalty, equivalence, norms, and acceptability."

*Asst. Prof. Dr., Dept of Translation and Interpreting Studies, Afyon Kocatepe University
ORCID# 0000-0002-5971-2585; senerr.olcay@gmail.com; <https://doi.org/10.47777/cankujhss>
CUJHSS (ISSN 1309-6761). June 2024, 18/1: pp. 92-109. Received Feb 21, 2024; Accepted May 25, 2024
This is an Open Access article distributed under the terms of CC BY-NC-ND 4.0. 2024 © The Author(s)

Along the same line, Lommel et al. (2014, pp. 456-457) indicate that error assessment in translation is far from being objective. In other words, professors and revisers might classify translation errors differently or even disagree on what constitutes an error, “resulting in a translation being considered very good by one reviewer and inadequate by another” (Lommel et al., 2014, p. 457). For this very reason, it is of great importance to create a unified comprehensive error typology framework that can be applied in evaluating translation and interpreting performances. Even though there are a number of different translation error taxonomies (Pym, 1992; Nord, 1997; Liao, 2010; Popescu, 2013; Dordevic & Stamenkovic, 2022), two main error types that were agreed upon are errors in meaning and errors in form (Giancola & Meyers, 2023, p. 91). However, the American Translators Association’s framework developed for error marking in the certification exam provides a more comprehensive framework, which also includes mechanical errors.¹ The framework further provides an explanation of how to grade errors,² which can be adapted to assess trainees’ in-class translation performances.

Another point that needs to be elucidated is the differentiation between the terms “error” and “mistake.” While errors arise from a lack of learners’ knowledge, mistakes are caused by “temporary lapses of memory, confusion, slips of the tongue, and so on” (Hubbard et al. in Du & Saeheaw, 2020, p. 130). In line with the foregoing descriptions, the concept of “error” used in this paper is to be understood as emerging from a lack of trainees’ language and translation knowledge. Rather than focusing on the term’s negative connotation, however, detecting trainees’ translation errors might hint at their linguistic and cognitive processes, which are otherwise hidden (Kroll & Schafer, 1978, p.242). In that respect, translation errors can be utilized as a tool in translator training both to be informed and to raise awareness about the trainees’ linguistic and translation competencies as well as deficiencies, if any. Drawing upon Pym’s (1992, p.5) statement “the teaching of the translation may be described as the transfer of translational competence from teacher to student,” identification and analysis of errors can be considered an asset in terms of gaining insight into the students’ “translational knowledge.” In the same manner, Corder (1967, p.167) used the term “translational competence” to express the process of students’ evolving system. Following Corder’s (1967) statements, the contribution of the error analysis is threefold: for teachers, as the translation errors provide them hints for their students’ progress, for researchers, as it shows evidence as to how language is learned, and for learners themselves, as they are informed about their own linguistic resources.

Error analysis in the translation of tourism texts is equally important. By virtue of overcoming barriers such as time, expenditure, and distance, tourism has massively boomed in recent years. With the increased international mobility, the demand for cross-cultural and cross-linguistic transfer is rapidly growing. The main motivation underlying the demand for translational activities is to promote and sustain international tourism activities. To continually sustain the expansion of tourism, translation is perhaps the most powerful driving force. Obviously, the translation quality of tourism promotional materials (henceforth TPM) plays a decisive role that gives the initial impression of a country from the translations of TPMs, “be it a tourist brochure, an information leaflet, a sign, or a guide book” (Kelly, 1998, p. 34). However, this is not an easy task, since tourism is itself a kind of cross-cultural activity (Sulaiman & Wilson, 2018, p. 630) and entails culture-specific items

¹ The term “mechanical errors” is used as “Writing Quality” in the Explanation of Error Categories in Version 2022.

² See <https://www.atanet.org/certification/how-the-exam-is-graded/error-categories/>, (accessed on the 20th July, 2023).

which may be related to a religious belief, a societal tradition, or a particular cuisine culture (Jiangbo & Ying, 2010, p. 37). It is also important to consider that societies have different worldviews and cultural values and that something appealing in one culture might not attract attention in the same way in another culture (Sulaiman, 2016a, p. 29). Thus, it can be challenging for the translator to deal with certain cultural elements and transfer them into another culture, which emphasizes the significance of a set of competencies including translational and linguistic ones. By doing so, the act of translating “tourism discourse” becomes a kind of “cultural mediation” by “translating” cultural values (Agorni, 2016, p. 19).

Despite the substantial income increase and tourism activities in Türkiye,³ scientific research on the translations of tourism texts is still limited in numbers. Starting from this point, this study sets out to answer the following overarching research question:

- 1) What are the most frequently occurring translation errors made by trainee translators in tourism promotional material?
This question will be furthered by the sub-question, which is:
- 2) What are the underlying forces that induced those errors?

Since it is commonly deemed that translators are more proficient in “direct translation” (into a mother language) than “inverse translation” (into a foreign language) (Du & Saeheaw, 2020, p.130), this study focuses on students’ “inverse translations” i.e., from Turkish into English, as it requires more attention and competence. Thus, 15 translated texts (henceforth TTs) of an informative brochure retrieved from a private airline company’s in-flight magazine were analyzed based on the American Translators Association (ATA) translation error taxonomy.⁴ Based on the trends in the errors unearthed, this research aims to promote the students’ error-to-competence transition by integrating and employing appropriate instrumental teaching methods in class.

Previous Studies on the Translation of Tourism Texts

In the literature, many studies examine TPMs by focusing on many different aspects such as cultural and linguistic issues (Pierini, 2007; Napu, 2019; Sumiati et al., 2021; Lees, 2022). However, existing literature reveals that the translation quality of tourism texts is not satisfying, despite translation’s vital role in the tourism sector (Sumberg, 2004; Pierini, 2007; Pinazo, 2007; Sulaiman, 2016b; Sulaiman & Wilson, 2018). The primary reason for the criticism of tourism text translations, as Sulaiman (2016b) clearly points out, is that they fail to fulfill their functions. Sulaiman (2016b) further stresses that commissioners as well as the translator are responsible for inadequate translations. Hence, a successful collaboration between the translator and commissioner is essential (Sulaiman, 2016b).

The poor translation quality in tourism texts has long been discussed from different perspectives. From a linguistic perspective, focal points are grammatical problems (e.g., Milton & Garbi, 2000; Pierini, 2007; Napu, 2016, 2019), semantic problems (e.g., Valdeon, 2009; Wang, 2011; Guo, 2012; Napu, 2016), spelling problems (e.g., Ko, 2010; Wang, 2011), and stylistic problems (e.g., Wang, 2011; Sulaiman, 2013, 2014; Budiharjo et al., 2022).

Except for the studies examining linguistic problems, several studies analyzed the translation of cultural elements in tourism texts. Sodiq et al. (2020), for instance, found 10 common translation strategies utilized to translate culture-specific words in an Indonesian religious tourism brochure: “1) pure borrowing; 2) established equivalence; 3) pure

³ See <https://www.tursab.org.tr/turizm-geliri/turizm-geliri-2023> (accessed on 24.09.2023).

⁴ See <https://www.atanet.org/certification/how-the-exam-is-graded/error-marking/> (accessed on the 20th July, 2023).

borrowing-established equivalence; 4) deletion; 5) pure borrowing-deletion; 6) generalization; 7) modulation; 8) generalization-pure borrowing; 9) pure borrowing-modulation; 10) modulation- deletion” (Sodiq et al., 2020, p.33). In this field of research, apart from the translation techniques used for cultural words, some problems related to the transfer of culture-loaded words were also addressed. The findings detected untranslated cultural words, which make the text incomprehensible (Napu, 2016, 2019). In the cases where a word has no translation equivalence, it is the translator’s task to intervene by adding extra information to enable the reader’s comprehension (Napu, 2016, p. 54). Otherwise, the translator would fail to act as a “mediator” (Katan, 2009; Liddicoat, 2015; Agorni, 2016; Napu, 2016). More recently, Pratama et al. (2021) obtained similar results, finding that accuracy, deemed as one of the key aspects of translation quality, is threatened when transferring cultural words into tourism texts.

Recent years have also revealed an increase in academic interest in the translation of tourism texts in Türkiye, which contributes significantly to the literature. The focus has been on the translations of tourism promotional texts (Yazıcı, 2018; Bulut & Abdal, 2018; Yaman, 2018; İkiz, 2018; Barut, 2022), menu translations as a part of gastronomy tourism (Pekçoşkun Güner, 2023; Şener Erkırtay, 2023), and interpreting strategies used by non-professionals in the tourism sector (Akgün, 2023). These studies shed light on different aspects and problems in tourism text translations; however, to the best knowledge of the author, little research has been conducted on students’ translation errors in tourism texts. It is undeniable that there is a need for qualified and professional translators, and making errors is inevitable in the process of becoming qualified. During their training process, students learn from feedback on errors to reach the desired results and achieve their goals (Amara, 2015). Therefore, it is deemed timely and necessary to shift focus toward trainee translators’, i.e. translation students’ errors, potentially providing further contribution to the discussions in the literature.

Conceptual Framework

The Framework for Standardized Error Marking of the American Translators Association (ATA) is a model for assessing translations of participants taking a test to receive ATA certification. It provides detailed “grading metrics and instruments” which consist of a) types of errors with their labels, b) explanations of error types, and c) a flowchart provided to decide the point value of an error. Explanations of error types that were adopted in this study, together with their codes, are presented below:⁵

Error Type	Code	Reason
Target Language Mechanics	G	Grammar
	SYN	— Syntax
	WF/ PS	— Word form/ Part of speech
	SP/ CH	Spelling/Character
	C	— Capitalization
	D	— Diacritical marks/Accents
	P	Punctuation
	OTH- ME	Other Errors

⁵ See <https://www.atanet.org/certification/how-the-exam-is-graded/error-categories> (accessed on 27.09.2023).

Meaning Transfer	A	Addition
	AMB	Ambiguity
	COH	Cohesion
	F	Faithfulness
	FA	Faux ami
	L	Literalness
	MU	Misunderstanding of source text
	O	Omission
	T	Terminology
	VF	Verb Form
	IND	Indecision
	UNF	Unfinished
	OTH-MT	Other Meaning Transfer Errors
Writing Quality	U	Usage
	Text type	Text type
	R	-Register
	ST	-Style
	ILL	Illegibility

Table 1 – Explanation of error types (adapted from ATA Version 2022)

Source– American Translators Association

The model presented above encompasses twenty-six types of translation errors in total, which are divided into three main sections. Section 1 “Target Language Mechanics” includes errors such as “a) Grammar, b) Syntax, c) Word form/ Part of Speech, d) Spelling/ Character, e) Capitalization, f) Diacritical marks/Accents,” g) Punctuation that “clearly violate one or more rules that prescribe the “correct” written forms of the Target Language” (ATA Version 2022).⁶ Errors that do not fit any of these categories are evaluated in the “Other Errors” section.

Section 2 “Meaning Transfer” refers to the errors that have a negative impact on the target readers’ comprehension of ST meaning or ideas. In other words, meaning transfer errors clearly distort the ST meaning, and these errors are “a) Addition, b) Omission, c) Terminology, d) Faux ami, f) Verb Form, g) Ambiguity, h) Faithfulness, i) Literalness, j) Misunderstanding, k) Indecision, l) Unfinished, m) Cohesion.” If any meaning errors cannot be evaluated under these categories, then they are categorized as “Other Meaning Transfer Errors.” Lastly, Section 3 “Writing Quality” refers to “target-language errors” that are semantically correct, yet distort the quality of the translation with “nonidiomatic, inappropriate or unclear wording/phrasing.”⁷

This research applied the latest version, namely Version 2022 of the ATA Framework, the effectiveness of which has already been proven. As Doyle puts it, “it [the framework] provides a ready-made, standardized, time-tested, and professionally recognized model for conducting theory-based, systematic, coherent, and consistent evaluations of student translations” (Doyle, 2003, p. 21). Evaluating his own students’ translations based on the ATA Framework, Doyle (2003, p. 23) further asserts that any professor, whether ATA

⁶ For further explanation, also see: <https://www.atanet.org/certification/how-the-exam-is-graded/error-categories/> (accessed on 27.09.2023).

⁷ <https://www.atanet.org/certification/how-the-exam-is-graded/error-categories/> (accessed on 27.09.2023).

certification exam graders or not, can adopt this framework in translation classes. In the same vein, Koby and Baer (2005) advocate the effectiveness of this framework as a tool to “introduce novice translators to the professional standards of error marking” (Dewi, 2015, p. 37). More recently, Phelan (2017) tested the applicability of the ATA’s error framework in legal translation in language pairs English and Spanish and confirmed the framework’s suitability for use with legal texts.

The Study

The Method

This research is designed as a descriptive qualitative research (Saldanha & O’Brien, 2014) and corroborated with quantitative analysis. As indicated by Tenny et al. (2017), qualitative research is a common method utilized in social sciences to gather broader insights into real-life situations and can also be used to support quantitative data. Along the same line, this study employs Corder’s (1974) five-phase taxonomy of error analysis. However, in this study, only four of these stages were employed for the error analysis: selection of a text, identification of errors, classifications of errors, and explanation of possible reasons for these. A total of fifteen TTs were analyzed individually based on the American Translators Association’s categorization of translation errors, as discussed in the section above. Each error occurrence was counted and included in the analysis, even when the same errors were repeated in a text. Each error was categorized according to type. The categorized errors were counted manually and the obtained figures for each error sub-category were calculated as percentages. After the results were provided with frequency counts and percentages, qualitative analysis was conducted based on the quantitative data to have a deeper understanding of the trainees’ status quo. In the results and discussion part, possible reasons for the errors identified will be discussed.

Participants

The participants in this study were a group of fifteen third and fourth-year students enrolled in the course Cultural Aspects of Translation and Interpretation offered at the Department of English Translation and Interpretation at a private university during the Fall Semester of 2022- 2023. Participation in the study was on voluntarily basis after participants were informed regarding the research’s aim and scope. The students shared similar linguistic and translational competence. All students had Turkish as their first language (henceforth L1) and learned English as their second language (henceforth L2). Their level of English is at least B1 according to The Common European Framework of Reference for Languages: Learning, Teaching, Assessment. In terms of their translational competence in dealing with culture-specific elements, all had similar educational backgrounds, having completed the main translation classes, such as Introduction to Translation I and II, Comparative Language and Cultural Studies, and Fundamental Concepts of Literature. Furthermore, all participants were taking the newly introduced course Cultural Aspects of Translation and Interpretation, offered for the first time at the department. Their ages vary between 21 and 35 years. Data analysis shows an even gender distribution, with 7 male and 8 female students.

Translation Task and the Procedure

The data is based on the translations of a TPM in the form of a brochure, which was set as one of the weekly course assignments. The course was elective and given 3 hours a week for 14 weeks. It aimed to increase awareness regarding the impact of culture in translation, and the students were frequently reminded of the function of the tourism texts. As a part of the course, every week, the students were assigned to translate different texts from Turkish

into English and vice versa on various topics, including tourism. These topics were chosen for their culture-specific content.

The ultimate objective of the task providing the research data was to investigate the students' translation and linguistic skills by identifying their translation errors. Students were individually assigned to translate the text from L1 (Turkish) into L2 (English). They were free to use any online and/or printed dictionaries and sources, but not CAT tools or machine translation. After the assignment's deadline, the students were asked to present their translations in class for the assessment of the reliability of their translations.

In line with Purposive Sampling, a part of the brochure was uploaded in a Word format to the system digitally for students to translate. The source text was obtained from the July 2022 issue of Sun Times, an online/printed magazine published by Sun Express,⁸ and shortened to align with the weekly workload of the course. The selection criterion of the source text was that it contained cultural references and expressions. The text was about Patara, located in Gelemiş village in Türkiye. It was a challenging text including cultural elements and nuances that needed creative translation solutions, and the students had a week to complete the task. The text given to the students was relatively short consisting of 433 words including the title⁹. The author cross-examined the students' translations and categorized the most frequent errors. The errors detected in the translations were reviewed and verified, in addition to the author, by a translation scholar with 9 years of experience. Only translations that were submitted voluntarily as data for this study were included in the analysis. The students voluntarily signed a consent form, allowing their work to be analyzed.

Results and Discussion

The Most Frequent Error Types in the TTs

The translation errors in tourism texts were identified and the results clearly show that there is a statistically important difference between the error types. Among all the error categories, the most frequent errors were observed in target language mechanics (70%, n=167), followed by meaning transfer (24%, n=59) and writing quality (6%, n=14). To put it another way, students paid less attention to "correct" written forms of the target language, and more, although incomplete attention to the reader's comprehension of the message given in the source text and the quality of translation (ATA Version 2022). Because of the space restrictions, the discussion focuses only on the most frequent and most striking translation error categories and examples.

Error Frequency in the Section of Target Language Mechanics

Among the error types in this section, grammar is the most identified type of error (46%, n= 77), followed by punctuation (19%, n= 32), spelling / character (16%, n= 27), capitalization (14%, n=23), syntax (3%, n= 5), word form/part of speech (1%, n=1), and diacritical marks/ accents (1%, n=1). According to the statistical data, grammar was by far the most challenging problem, while the diacritical marks and word form were the least problematic issues.

⁸See <https://suntimesmagazine.com/2022-07/> (accessed on 07.11.2022).

⁹https://docs.google.com/document/d/1yVuy5Yi1X1uFMgqH8TASF43PjRjjs5GX/edit?usp=drive_link&oid=116915640921531638110&rtpof=true&sd=true

Grammar Errors

ATA describes grammar errors as “lack of agreement between subject and verb, incorrect verb inflections, and incorrect declension of nouns, pronouns, or adjectives” (ATA, 2022). In line with this description, the two most frequent grammar errors in this study were incorrect verb inflection and use of tense. The following example shows a common grammar error which is the use of incorrect time references. There are instances of events in the present simple tense, even though the events narrated occurred in the past (Table 2):

Source Text	Target Text	Back Translation
Liman tacirlerin, politikacıların ve inancın izini süren hacıların da uğrak noktası haline gelmiş.	The port is now a popular stop for businesspeople, politicians, and religious pilgrims.	The harbor had become a frequent destination for merchants, politicians, and the pilgrims who followed their beliefs.

Table 2 – Example of Grammar Errors

Source– Author

In the example above, the port was described as a frequent destination for a group of visitors such as merchants, politicians, and pilgrims. However, even though the ST is describing a past incident, the translation above transfers the message to the present tense, which is misleading for the TT reader. Based on Table 2, it can be observed that students have difficulty in analyzing even their L1, which leads to a mistranslation.

Punctuation Errors

The second most frequent translation error was detected in punctuation (19%, n=32). Punctuation errors are defined as violations of target language convention rules such as “quotation marks, commas, semicolons, and colons” (ATA, 2022). Almost all punctuation errors in this corpus arose from either the incorrect use or omission of commas. The example below showcases both the non-use of a comma and the incorrect use of a comma in the TT.

Source Text	Target Text	Back Translation
O kadar ki müziğin, sanatların, ışığın ve kehanetin tanrısı Apollo'nun doğum yerinin Patara olduğu düşünülüyor.	So much, so that the birthplace of Apollo, god of music, arts, light and prophecy, is believed to be Patara	Such that Patara was perceived as the birthplace of Apollo, the God of music, art, light, and divination.

Table 3– Example of Punctuation Errors

Source– Author

Two punctuation errors can be observed in the example above. The first is the incorrect use of the comma in “so much, so that”, a phrase which does not necessitate the use of the comma. The second error in the same TT is a lack of a comma before “and prophecy”, which, as opposed to the first part of the sentence, necessitates a comma.

Spelling/ Characterization Errors

Spelling/character errors (16%, n= 27) are ranked third in the category of target language mechanics. As the name suggests, spelling/ character errors refer to the incorrect use of a word or a character (ATA, 2022). Although spelling/character errors are among the top three errors in the form of the language, they need to be dealt with cautiously, since it is difficult to determine whether or not these errors are deliberate choices.

Source Text	Target Text	Back Translation
İrili ufaklı pansiyonlarında horozların sesini cırcır böceklerinin kestiği, çam ormanlarıyla çepeçevre kuşatılmış bu köyde güne başlamak ve sonra Patara'nın çekim alanına girmek paha biçilmez bir deneyim.	In this village surrounded with pine forests, it is an invaluable experince with crickets interupts rooster's sounds in many pensions while twelcoming to the dawn and get into to ambience of Patara	Starting the day in this village surrounded by pine forests, where the roosters are interrupted by the voice of the crickets, and then entering into the gravitational field of Patara is an invaluable experience.

Table 4– Example of Spelling/Characterization Errors

Source– Author

There exist three spelling/character errors in the extract above in which the word “experience” was written as “experince,” the verb “interrupt” as “interupt,” and the verb “welcome” as “twelcome.” As stated before, those spelling errors might be typos, since the assignments were completed digitally.

Capitalization Errors

The target language convention regarding capitalization refers to upper- and lower-case letter usage. In the corpus of this study, capitalization errors (14%, n=23) stem from two main sources: 1) incorrect upper-case usage, and 2) unnecessary upper-case usage. For example, the following table showcases both capitalization error types.

Source Text	Target Text	Back Translation
Yerlerden Akdeniz, güneşle özdeşleşen kutsal kent Patara'nın çekim alanına girmenin tam zamanı.	Place is mediterranean and, time to joining area of the divine city Patara, identified with the Sun .	The location is the Mediterranean, and it is the right time to be in the gravitational field of Patara, which is a sacred city identified with the sun.

Table 5– Example of Capitalization Errors

Source– Author

The first error that draws the attention is the wording of “Mediterranean.” The initial letter was written in lowercase but should have been capitalized, while the word “Sun” was unnecessarily capitalized.

Error Frequency in the Section of Meaning Transfer

According to the error frequency data in the category of meaning transfer, literalness (39%, n=23) ranks first, terminology (18%, n=11) ranks second while omission (17%, n=10) and

misunderstanding (15%, n=9) rank third and fourth, respectively. The fewest errors were found for ambiguity (3%, n=2), faux ami (2%, n=1), cohesion (2%, n=1), unfinished (2%, n=1), and other meaning transfer errors (2%, n=1).

Literalness Errors

ATA indicates that students make a literalness error because of following the ST word for word, which leads to an incomprehensible or incorrect translation (ATA, 2022). The results showed that the students were generally confused with the literal meaning of the ST and unable to focus on the nuanced meaning of the TT (39%, n=23). References specific to Turkish culture were especially challenging, and most students failed to transfer the full cultural meaning to the TT, which brought about an unclear and incorrect rendition. The most challenging word for the students was “uzam” which obliged students to translate literally, thus leading to “literalness error”.

Source Text	Target Text	Back Translation
Efsanelerin gerçeğe dönüştüğü bir coğrafya, zamanın takvimden bağımsız aktığı bir uzam.	Patara, the geography where the legends become true and an extension flows independently from time's Schedule.	A geography where legends come true, where time flows independently from the calendar.

Table 6– Example of Literalness Errors

Source– Author

The word “uzam” (space) refers to “time” in this context. However, in the extract above, the word “time” (*uzam*) was seen to be translated literally as “extension,” contrary to the ST message.

Terminology Errors

Terminology errors emerge when the translator uses incorrect or inappropriate words or phrases that distort the meaning of the ST (ATA, 2022). The rule also encompasses a literal translation of a single word if it leads to incorrect meaning. The results showed that terminology was also problematic since students could not find the appropriate corresponding words. As in the literalness errors, trainee translators failed to take into consideration the TT culture and reader and focused solely on the literal meaning.

Source Text	Target Text	Back Translation
Kentin bu büyüleyici etkisinde uzun yıllardır binbir emekle gerçekleştirilen arkeolojik çalışmaların payı da yadsınamayacak ölçüde.	The share of archaeological works carried out with great effort for many years in this fascinating effect of the city is undeniable.	The archaeological excavations conducted in the city for many years with great efforts have a considerable impact on this city being fascinating.

Table 7– Example of Terminology Errors

Source– Author

As seen in the example in Table 7, the Turkish word that caused the most difficulty in the terminology category is “pay” in Turkish (i.e., share). The word “pay” in Turkish refers to a “share,” but it was used to mean “impact” or “contribution” in the ST. Nevertheless, the majority of the students (n=8) translated the word literally, ignoring the difficulty in comprehension this would cause.

Omission Errors

Another error category that was observed in the translation corpus is omissions (17%, n=10). Omission error, according to the ATA error typology, is described as omitting elements, including both textual and non-textual aspects of the ST in the TT (ATA, 2022). In this study, it was observed that the main cause of omissions appears to be the linguistic features of the ST, i.e., the literary language used to describe and promote the places. It is noteworthy that the students generally had difficulties in translating the word plays.

Source Text	Target Text	Back Translation
Varlığı Erken Tunç devrine kadar uzanan Akdeniz'in bu emsalsiz kentinin adına tarihte ilk defa Hitit Kralı IV. Tuthaliya'ya ait Yalburt Yazıtı'nda rastlanıyor.	For the first time in history, it is found in the Hittite King IV. Tuthaliya's inscription of Yalburt.	The name of this unique city of the Mediterranean, whose existence dates back to the Early Bronze Age , is first mentioned in history in the Yalburt Carving of the Hittite King Tudhaliya IV.

Table 8– Example of Omission Errors

Source– Author

The example given in Table 8 illustrates that the trainee translator omitted all the ST descriptions. The first omission is the word “emsalsiz” (unique) and the second is the detailed information provided regarding the history of the city “Varlığı Erken Tunç devrine kadar uzanan” (whose existence dates back to the Early Bronze Age), which directly affects the promotional function of the tourism texts.

Misunderstanding Errors

Misunderstanding is another sub-category of meaning transfer errors and stands for misconceived words or idioms, or incorrect sentence structure (ATA, 2022). Taking into consideration the definition of misunderstanding error of ATA (2022), the results revealed the students misunderstood some ST sentences despite being in their L1. All except one misunderstanding error occurred in the description of a location, which resulted in a shift in the meaning. A good example of this type of misunderstanding is the following extract, in which the location of Patara was mistranslated.

Source Text	Target Text	Back Translation
Yerlerden Akdeniz , güneşle özdeşleşen kutsal kent Patara'nın çekim alanına girmenin tam zamanı.	It is time to enter the attraction area of Patara, the sacred city identified with the Mediterranean and the sun.	The location is the Mediterranean , and it is the right time to be in the gravitational field of Patara, which is a sacred city identified with the sun.

Table 9– Example of Misunderstanding Errors

Source– Author

In this extract, the ST clearly states that Patara is located in the Mediterranean. However, the majority of the students (n=8) misunderstood this, and combined it with the previous part of the sentence “[Patara is] identified with the Mediterranean and the sun”, which is rather misleading.

Error Frequency in the Section of Writing Quality

The last error category deals with writing quality. Writing quality is also related to target-language errors; however, rather than violating grammar, spelling rules, or punctuation rules, such errors reduce the quality of the translation with improper or ambiguous wording (ATA, 2022). In this category, the most frequent error is usage (93%, n=13), whereas only a single error is related to style (7%, n=1).

Usage Errors

Usage error is described as violations of wording or phrasing conventions in the TT, such as the use of definite/indefinite articles, prepositions, and collocations (ATA, 2022). The corpus revealed misused wording and prepositions. One of the most striking examples in this category is shown below in Table 10, where the student failed to use the phrase “beyond doubt” correctly:

Source Text	Target Text	Back Translation
Kentin bu büyüleyici etkisinde uzun yıllardır binbir emekle gerçekleştirilen arkeolojik çalışmaların payı da yadsınamayacak ölçüde.	The share of archaeological works carried out with great effort for years in this amazing effect of the city is beyond doubts .	The archaeological excavations conducted in the city for many years with great efforts have a considerable impact on this city being fascinating.

Table 10– Example of Usage Errors

Source– Author

The findings of the error analysis demonstrated that the students experience the most difficulty in grammar (46%, n= 77). A closer look revealed the causes were mainly incorrect verb inflection and incorrect use of tense. This finding, moreover, is in agreement with the findings of Wongranu (2017) and Soltani et al. (2020), in that verb tense errors were common. Wongranu (2017, p. 5) rationalizes those errors as caused by “a limited grammatical and lexical knowledge,” while Soltani et al. (2020, pp. 14-15) believe that the errors in time references are caused by negligence, not by a lack of language competence. However, when the highest frequency of grammar errors (46%, n= 77) among other form-related errors in this corpus is taken into account, incorrect tense usage and incorrect verb inflection seem to occur not due to negligence, but to language incompetence, which in turn seriously distorts the sense of the ST. Another possible reason for an erroneous tense time reference might lie in the fact of the morphological differences between Turkish and English. The error corpus in grammar showed that the Turkish suffix *-miş* in the ST creates a great challenge (see Table 2) because it is very versatile and is “not limited to one morphological slot” (Jendrascheck, 2011, p. 262). In other words, it might create a semantic difference between the present and the past tense (ibid). Even though it is occasionally used evidentially, referring to the present, as in “Derste uyuyormuşum/ I allegedly sleep in class” (Jendrascheck, 2011, pp. 261-262), it is more commonly “inferential and reportative” (Jendrascheck, 2011, p. 262), referring to past events which were not eye-witnessed. The suffix *-miş* was inferential, and used to refer to the past tense in this study; however, it was found to be confused with the evidential meaning, and thus translated into the present tense. This finding might also confirm the argument that “The learners’ mother tongue serves as the linguistic scaffolding upon which they develop their L2 competence” (Llach et al., 2005, p. 3), which highlights the importance of a critical analysis of the mother language. Thus, it is safe to assume that the students’ lack of analytical approach to their mother

language was well reflected in their translations as errors. The other form-related errors were found in punctuation (19%, n= 32), spelling/characterization (16%, n= 27), and capitalization (14%, n=23). One problem encountered in the translations was the use of commas, which were used either incorrectly or not at all. Likewise, the students were unaware of the correct upper- and lower-case letter usage. When combined with grammar errors, those errors might serve as pro-arguments, which increases the probability of students' lack of language competence, contrary to the argument of Soltani et al. (2020).

The second most frequent translation error was identified in meaning transfer. This result was expected because errors in meaning were found to be common in the literature (Havnen, 2019). One of the reasons for the students' difficulties in accurately transferring the message may lie in the different associations of the languages. Being unaware of the nuanced meanings of the words based on a context, the students mostly attempted to translate the sentences literally, causing a "literalness error" (39%, n=23), used inappropriate and incorrect phrases or words, causing "terminology errors" (18%, n=11), or omitted phrases altogether, leading to "omission errors" (17%, n=10). Lack of contextual analysis also led to "misunderstanding errors" (15%, n=9), especially in the descriptions of places. By the same token, it affected the "Writing Quality" because of the inappropriate use of wording and prepositions, giving rise to "usage errors" (93%, n=13).

Some other possible variables might also have caused differences regarding the errors. Students' areas of interest and experience, for instance, in the field of tourism text translation might have contributed to variations in the frequency or type of errors made in the assignment. The students who are interested or experienced in translating tourism promotional materials might have been able to more easily find solutions to transfer culture-specific items and descriptions of places in the text. At this point, conducting interviews with the students could provide more robust and concrete outcomes regarding the errors.

The examples discussed in this part illustrated the interrelatedness of the errors since these directly impact the reader's perception. Furthermore, the results might also be interpreted as an indicator of the limited language proficiency of the translation students in translating tourism promotional material, thus contributing to the argument that they were less effective than expected in acting as a "mediator" between the two cultures in tourism text translations (Katan, 2009; Liddicoat, 2015; Agorni, 2016; Napu, 2016).

Conclusion

Error analysis has become a particular interest in many branches of translation studies. A detailed analysis of errors i.e., identification, classification, and explanation of errors can be considered an asset in terms of providing reasonable grounds for developing unified assessment materials and using these to assess trainee translators' in-class performances, and accordingly, meet the needs for better quality translations. With this in mind, this study aimed to conduct an error analysis in the translations of a single tourism promotional material made by trainee translators. A total of fifteen translations of the text from Sun Times magazine were investigated under the three main error categories and twenty-six error sub-categories used to assess the translations of American Translators Association certification exam candidates. The most frequent translation errors were presented in the results and discussion part, while the least encountered error categories were excluded due to space restrictions.

The contributions of the errors found in this study are multifaceted. First and foremost, this study was an attempt to draw a broader picture of the translation students' status quo by

providing a comprehensive error analysis, rather than focusing on the translations of a single unit of the text. Furthermore, according to Sager (1998, p. 75), it is important to “ascertain the purpose of the translated text separately, because it may differ from that of the original writer’s intention”. Many students seem to fail to achieve the purpose of the ST author’s intention; nevertheless, these errors are an intrinsic part of their developmental process as they gain experience before entering the professional sector (Meyers, 2023, p. 101). Therefore, receiving feedback on their translation errors is a great opportunity to improve their language and translation skills over the longer term. The results can also be valuable for the trainers in terms of identifying students’ translation errors and the challenges faced during their translation process. It also allows translation trainers to provide students with a framework for a well-planned training curriculum which can be integrated into a remedial training program. Since the language in tourism texts has an aesthetic dimension in its aim to attract tourists, especially in the description of the places, it can be said that tourism texts also have an “expressive” function (Reiss, 1989), which requires special attention. Therefore, stipulating the Literary Translation course as a prerequisite for the Translation of Tourism Texts course could help students improve their coping mechanisms with the challenges faced to fulfill the expressive function of such texts. Moreover, the findings revealed that the students still have difficulties in grammar despite obtaining the required score in the Foreign Language Exam (YDS). Taking into consideration their lack of foreign language knowledge, grammar can become a compulsory course in first grade in the department.

Along with its contributions, this paper has limitations, as it is limited to the translations of a single form of tourism promotional material, namely, a brochure. Further studies can broaden the scope of the research by analyzing tourism brochure corpus in different language pairs. Furthermore, multiple source texts can be included in the research. To obtain more concrete results, students can be interviewed regarding their errors. Research can also include tourist responses to gather more data regarding users’ quality perceptions. A final possible focus could be the impact of directionality on translation errors in tourism promotional texts.

References

- Afdal, T., Iswanto, J., & Mayasari, E. (2022). An analysis of the translation errors in the tourism guide book "Wonderful Riau Islands" and its impact on the visit interests of foreign tourists to the Riau Islands province. *SALEE: Study of Applied Linguistics and English Education*, 3(1), 86-97. <https://doi.org/10.35961/salee.v3i1.391>
- Agorni, M. (2016). Tourism across languages and cultures: Accessibility through translation. *Cultus*, 9, 13-27.
- Akgün, E. (2023). Turizmde profesyonel olmayan çeviri işlemleri: Fethiye’den örnekleriyle. In M. Yazıcı & E. S. Güner (Eds.), *Turizm Metinlerinin Çevirisi: Türkiye Örneği* (pp. 131-160). Grafiker Yayınları.
- Amara, N. (2015). Errors correction in foreign language teaching. *The Online Journal of New Horizons in Education*, 5(3), 58-68.
- Anggaira, A. S. (2017). Linguistic errors on narrative text translation using Google Translate. *Pedagogy: Journal of English Language Teaching*, 5(1), 1-14.
- Barut, E. (2022). An analysis of translations of objects in ethnography and traditional culture museums in tourism regions: Manavgat city museum. In Ü. Albiz (Ed.), *Kuram ve Uygulamalar ile Çeviribilim* (pp.131- 153). Paradigma Akademi.

- Bin, A. (2013). Soil restaurant? An investigation into the English translation of travel signs in China. *Journal of China Tourism Research*, (9)3, <http://dx.doi.org/10.1080/19388160.2013.812894>
- Bulut, A. & Abdal, G. (2018). Kültür varlıklarının tanıtımında çevirinin rolü: Terim çevirisi kararlarına çeviribilimsel bakış. In M. Yazıcı (Ed.), *Turizm Metinlerinin Çevirisi: İstanbul Örneği* (pp. 99-117). İstanbul Üniversitesi Edebiyat Fakültesi.
- Budiharjo, B. & Nuraeni, A. & Saptaningsih, N. & Murti, B. D. & Rusjayanti, A. (2022). Persuasion in tourism promotion bilingual texts: The importance of syntactic forms and choices. *Leksema: Jurnal Bahasa Dan Sastra*, 7(1), 1-12. <https://doi.org/10.22515/ljbs.v7i1.4419>
- Corder, S. P. (1967). The significance of learner's errors. *IRAL-International Review of Applied Linguistics in Language Teaching*, 5(1-4), 161-170.
- Corder, S. P. (1974). Error analysis. In J. P. B. Allen, & S. P. Corder (Eds.), *Techniques in Applied Linguistics (The Edinburgh Course in Applied Linguistics: 3)* (pp. 122-154). Oxford University Press (Language Learning).
- Dewi, H. D. (2015). *Comparing two translation assessment models: Correlating student revisions and perspectives*. Kent State University.
- Đorđević, P. J. & Stamenković, D. (2022). Classification of multimodal translation errors in the entertainment industry: A proposal. *The Translator*, 1-16. <https://doi.org/10.1080/13556509.2021.2024654>
- Doyle, M. S. (2003). Translation pedagogy and assessment : Adopting ATA's Framework for standard error marking. *The ATA Chronicle (Nov.- Dec. 2003)*, 21-28, 45.
- Du, W. & Saeheaw, T. (2020). Errors in translation: A Case study of Chinese into English translation. *Language Learning in Higher Education*, 10(1), 129- 142.
- Giancola, K. & Meyers, C. (2023). Errors in specialized translation training: A corpus-based study on the sight translation of a popular science article. *CLINA*, 9-2, 85- 115. <https://doi.org/10.14201/clina20239285115>
- Gharedaghi, M., Eslamieh, R., & Shahidi, H. R. (2019). Content equivalence analysis of health news translation: A Bakerian approach. *Theory and Practice in Language Studies*, 9(9), 1198-1207. <https://doi.org/10.17507/tpls.0909.17>
- Guo, M. (2012). Analysis on the English-translation errors of public signs. *Theory and Practice in Language Studies*, 2(6), 1214-1219.
- Hansen, G. (2010). Translation 'errors'. In Y. Gambier & L. V. Doorslaer (Eds), *Handbook of Translation Studies*, 1. (pp.385-388). John Benjamins. <https://doi.org/10.1075/hts.1.tra3>
- Havnen, R. (2019). Multimodal and interactional aspects of sight translation: A critical review. *FITISPos International Journal*, 6, 91-106.
- İsmailia, T. (2022). The analysis of errors on translating informative texts by Google Translate. *Journal of English Language Teaching, Linguistics and Literature*, 2(2), 123-132.
- İkiz, F. (2018). Teknik bir metin türü olarak turizm metinlerinin çevirisi: Nuruosmaniye Camii Örneği. In M. Yazıcı (Ed.), *Turizm Metinlerinin Çevirisi: İstanbul Örneği* (pp. 69-97). İstanbul Üniversitesi Edebiyat Fakültesi.
- Jabak, O. (2019). Assessment of Arabic-English translation produced by Google Translate. *International Journal of Linguistics, Literature and Translation (IJLLT)*, 238- 247. <http://dx.doi.org/10.32996/ijllt.2019.2.4.24>

- Jendraschek, G. (2011). A Fresh look at the tense-aspect system of Turkish. *Language Research*, 47(2), 245-270.
- Katan, D. (2009). Translation as intercultural communication. In J. Munday (Ed.), *The Routledge companion to translation studies* (pp.74-92). Routledge.
- Kelly, D. (1998). The translation of texts from the tourist sector: Textual conventions, cultural distance and other constraints. *Trans: Revista de Traductología*, 2, 33-42. doi:10.24310/TRANS.1998.v0i2.2354
- Ko, L. (2010). Chinese-English translation of public signs for tourism. *The Journal of Specialised Translation*, 13, 111-123.
- Koby, G. S. & Baer, B. J. (2005). From professional certification to the translator training classroom: Adapting the ATA error marking scale. *Translation Watch Quarterly*, 1(1), 33-45.
- Kroll, B. M., & Schafer, J. C. (1978). Error analysis and the teaching of composition. *College Composition And Communications*, 29, 242-248.
- Lees, C. (2022). A sociolinguistic approach to the concept of translation 'error' in non-professional translation settings: The translation landscape of Thessaloniki. *Translation and Translanguaging in Multilingual Contexts*, 8(2), 114-142. <https://doi.org/10.1075/ttmc.00090.lee>
- Llach, M.P.A, Fontecha, A.F. & Espinosa, S.M. (2005). Differences in the written production of young Spanish and German learners: Evidence from lexical errors in a composition. *Barcelona Language and Literature Studies*, 14, 1-13.
- Liao, J. (2010). *The impact of interactive discussions on L2 Chinese composition writing* [PhD dissertation]. University of Iowa.
- Liddicoat, A.J. (2015). Intercultural mediation, intercultural communication and translation. *Perspectives*, 24(3), 1-10. <https://doi.org/10.1080/0907676X.2014.980279>
- Lommel, A., Uszkoreit, H. & Burchardt, A. (2014). Multidimensional quality metrics (MQM): A framework for declaring and describing translation quality metrics. *Tradumàtica: Tecnologies de La Traducció*, 12, 455-463. <https://doi.org/10.5565/rev/tradumatica.77>
- Milton, J. & Garbi, A. (2000). Error types in the computer-aided translation of tourism texts. *Proceedings of the 11th International Workshop on Database and Expert Systems Applications*, 138-142. <https://doi.org/10.1109/DEXA.2000.875017>
- Napu, N. (2016). Translating tourism promotional texts: Translation quality and its relationship to the commissioning process. *Cultus: the Journal of Intercultural Mediation and Communication*, 9(2), 47-62.
- Napu, N. (2019). Tourism promotional materials: Translation problems and implications on the text's effectiveness for tourism promotion. *Advances in Social Science, Education and Humanities Research*, 335, 435-440.
- Nord, C. (1997). *Translating as a purposeful activity: Functionalist approaches explained*. St. Jerome Publishing.
- Pekçoşkun Güner, S. (2023). Gastronomi turizminin bir bileşeni olarak menü çevirileri. In M. Yazıcı & E. S. Güner (Eds.), *Turizm Metinlerinin Çevirisi: Türkiye Örneği* (pp. 95- 130). Grafiker Yayınları.

- Phelan, M. (2017). Analytical assessment of legal translation: A case study using the American Translators Association framework. *Journal of Specialised Translation*, 27, 189-210.
- Pierini, P. (2007). Quality in web translation: An investigation into UK and Italian tourism web sites. *The Journal of Specialised Translation*, 8(July), 85-103.
- Pinazo, E. P. (2007). The language of tourism/leisure: The translation in English and Spanish of documents related to leisure activities. Paper presented at the Maastricht Session of the 4th International Maastricht--Lodz Duo Colloquium on "Translation and Meaning", Zuyd University
- Popescu, T. (2013). A Corpus-based approach to translation error analysis. A case-study of Romanian EFL learners. *Procedia Social and Behavioral Sciences*, 83, 242-247. <https://doi.org/10.1016/j.sbspro.2013.06.048>
- Pratama, A. A. & Ramadhan, T. B. L. & Elawati, F. N. & Nugroho, R. A. (2021). Translation quality analysis of cultural words in translated tourism promotional text of Central Java. *ELTL (Journal of English Language Teaching and Linguistics)*, 6(1), 179-193, <https://dx.doi.org/10.21462/jeltl.v6i1.515>
- Pym, A. (1992). Translation error analysis and the interface with language teaching. In C. Dollerup & A. Loddegaard (Eds), *The Teaching of Translation* (pp. 279-288). John Benjamins
- Qassem, M. & Abdulrahman, L. & Muhayam, N. M. (2021). Translation quality in English-Arabic translation of tourist texts: A product perspective. *International Journal of Linguistics and Translation Studies*, 2(2), 1- 21. <https://doi.org/10.36892/ijlts.v2i2.136>
- Rahmannia, M., & Triyono, S. (2019). A study of Google Translate translations: An error analysis of Indonesian-to-English texts. *International Journal of Linguistics, Literature and Translation (IJLLT)*, 2(3), 196-200.
- Reiss, K. (1989). Text types, translation types and translation assessment. Translated by A. Chesterman, in A. Chesterman (Ed.) *Readings in Translation Theory*, 105-15, Finn Lectura
- Saldanha, G. & O'Brien, S. (2014). *Research methodologies in translation studies*. Routledge.
- Sager, J. C. (1998). What distinguishes major types of translation?. *The Translator*, 4:1, 69-89. <https://doi.org/10.1080/13556509.1998.10799007>
- Sodiq, J., Sophia Budiman, T. C., & Hidayat, N. (2020). Translation techniques in translating cultural issues in the Indonesian religious tourism brochure in Semarang City. *International Journal of Research in Education*, 1(1), 33-40. <https://doi.org/10.26877/ijre.v1i1.6479>
- Soltani, F. & Nemati, A. & Yamini, M. & Chaemsaitong, K. (2020). An analysis of translation errors in 5 literary genres based on American Translation Association (ATA) Framework. *Cogent Art & Humanities*, 7(1), 1-37.
- Sulaiman, M. Z. (2013). *Translating tourism: A cultural journey across conceptual spaces*. [Doctoral dissertation], Monash University.
- Sulaiman, M. Z. (2014). Translating the style of tourism promotional discourse: A cross cultural journey into stylescapes. *Procedia-Social and Behavioral Sciences*, 118, 503-510.
- Sulaiman, M. Z. (2016a). Translating nature tourism and the pitfalls in promoting "paradise" in Malay. *Cultus: The Journal of Intercultural Mediation and Communication*, 9(2), 28-46.

- Sulaiman, M. Z. (2016b). The misunderstood concept of translation in tourism promotion. *The International Journal of Translation and Interpreting Research*, 8(1), 53–68. <https://doi.org/10.12807/ti.108201.2016.a04>
- Sulaiman, M. Z. & Wilson, R. (2018). Translating tourism promotional materials: A cultural-conceptual model. *Perspectives*, 26:5, 629-645. <https://doi.org/10.1080/0907676X.2018.1437193>
- Sumberg, C. (2004). Brand leadership at stake: Selling France to British tourists. *The Translator*, 10(2), 329-353.
- Sumiati, A. & Laksana, A. & Noverino, R. (2021). Translation error taxonomies in Indonesian tourism guidebooks. *Lililacs Journal: English Literature, Language, and Cultural Studies*, (1)1, 21- 32. <https://doi.org/10.21009/lililacs.011.03>
- Şener Erkırtay, O. (2023). Türk mutfak kültürünün menü çevirileri yoluyla aktarımı. *Journal of Literature and Humanities*, 70, 49-58.
- Tenny, S., Brannan, G. D., Brannan, J. M., & Sharts-Hopko, N. C. (2021). *Qualitative Study*. StatPearls Publishing, <http://www.ncbi.nlm.nih.gov/pubmed/29262162>
- Valdeon, A. R. (2009). Info-promotional material discourse and its translation: The case of the Asturian tourist board texts. *Across Languages and Cultures*, 10(1), 21–47. <https://doi.org/10.1556/Acr.10.2009.1.2>
- Wang, B. (2011). Translating publicity texts in the light of skopos theory: Problems and suggestions. *Translation Quarterly*, 59. <http://translationjournal.net/> [Accessed: October 2023]
- Yaman, B. (2018). Turizm metinlerinin çevirilerine bütüncül bir yaklaşım: Ayasofya Müzesi Örneği. In M. Yazıcı (Ed.), *Turizm Metinlerinin Çevirisi: İstanbul Örneği* (pp. 42-67). İstanbul Üniversitesi Edebiyat Fakültesi.
- Yazıcı, M. (2018). Çeviride araştırma yöntemleri dersi için proje tabanlı bir araştırma modeli. In M. Yazıcı (Ed.), *Turizm Metinlerinin Çevirisi: İstanbul Örneği* (pp. 1-39). İstanbul Üniversitesi Edebiyat Fakültesi.