

The Effects of Translation Theories on the Assessment of Translations

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Abstract

This study has discussed the effects of translation theories on the assessment of translations. The fundamental argument which has been argued in this study was the fact that having a profound knowledge of translation theories gains more importance when assessing and criticising a translated work rather than the practice of translation. In this research the information about the history of translation has been given as well as the theories that an educator should know before he/she assesses a translated work, and how translation theories govern an assessment of translation has been elucidated respectively. The aim of this study is to explicate the effects of translation theories on the criticism, education and assessment of translation. The research model of this study is document analysis. Qualitative research has been carried out in this study rather than quantitative research. The fundamental finding which has been obtained in the conclusion of this study is the fact that it is absolutely mandatory for an educator who will assess a translated work to have a profound knowledge of translation theories.

Keywords: translation theories, communicative translation, shift of expression, norms, divergent similarity

ÇEVİRİ KURAMLARININ ÇEVİRİ DEĞERLENDİRMESİ ÜZERİNDEKİ ETKİLERİ

Öz

Bu çalışmada çeviri kuramlarının çevirilerin değerlendirilmesi üzerindeki etkisi ele alınmıştır. Bu çalışmada tartışılmış olan en temel tartışma, çeviri kuramlarının bilinmesinin, çevirinin pratiğinden ziyade değerlendirmesini, eleştirisini ve öğretimini yaparken önem kazandığı gerçeğidir. Araştırmada sırasıyla çeviri tarihinden bahsedilmiş ve yapılan bir çeviriyi değerlendirmek için mutlaka bilinmesi gereken kuramlardan söz edilerek çeviri kuramlarının çeviri değerlendirmelerini nasıl yönlendirdiği izah edilmiştir. Bu çalışmanın amacı, çeviri kuramlarının, çeviri eğitimi, değerlendirmesi ve eleştirisi üzerine etkilerini izah etmek, araştırma modeli ise doküman incelemesidir. Bu çalışmada istatistiki verilere yer verilmeyip konuyla ilgili alan taraması yapılmıştır. Araştırmanın sonucunda elde edilen en temel bulgu ise çeviri değerlendirmesi yapacak olan bir eğitimcinin mutlaka çeviri kuramlarına hâkim olması gerektiğidir.

Anahtar sözcükler: çeviri kuramları, iletişimsel çeviri, deyiş kaydırma, normlar, değişik benzerlik

INTRODUCTION

Throughout the history of mankind, translation has always occupied a very important place, especially when it comes to how to ensure communication between individuals. Translation discourses date back in historical records. Translators, who carried out the first translation practices in history, undertook a very large task in order to ensure that cultural and divine texts could be delivered to other cultures. Translation has been discussed by many scholars, especially Cicero and Horace in BC 1st century, in the 4th century St. Jerome's approaches to Bible translations had a great impact on the translations of written texts that were made in the following years. It is a fact that Bible translations set the stage for conflicts of ideology in Western Europe.

In addition, translation has maintained its importance as a branch under the name of foreign language teaching even before it was considered a science because it is quite difficult to teach a foreign language by completely eliminating translation. Munday (2012, p.11), states that there are four different factors that indicate that the translation-related studies are gaining importance and momentum. According to Munday, these four different factors have caused a debate between the field in which professional translation is applied and the field of research that includes more abstract examination.

The translation was first introduced as an individual area of study by the English scholar Holmes (2004), in 1972. Thanks to Holmes, the fact that translation has now come to be accepted as an individual area of research has also prepared a basis for the theories that were to be developed later on. Thus, translators have emerged from many countries that have developed important theories. After such an important contribution by Holmes to the history of translation, the field of translation has not only become an independent specialty, but has also been divided into three sections as descriptive, theory and practice.

In this study, the fact that translation theories become very important when evaluating translation rather than translation practice will be discussed, and detailed information will be provided about the theories that an educator should master in order to make an accurate translation assessment. These theories are Popovic's "Shifts of Expression" Theory, Toury's Theory of Norms, the theories called Semantic Translation and Communicative Translation by Newmark, and Chesterman's concepts of "divergent similarity" and "convergent similarity". In addition to these, the map of translation put forward by Holmes will also be discussed. The fundamental argument of this study is the fact that it is compulsory for a translation educator or a critic who will assess a translated work to have a profound knowledge of translation theories. This study is vital for determining and revealing how translation theories affect translation evaluation. The methodology of this study is document analysis, the data will be obtained via literature review thus qualitative research will be conducted in this research.

1. HOLMES/TOURY MAP OF TRANSLATION AND ASSESSMENT OF TRANSLATIONS

Holmes (2004), defines Translation Studies as a specialization that addresses problems related to translation action and translations. The British academician Holmes, who played a significant role in the beginning of the acceptance of translation as a individual area of study, made a classification in 1972 that had a great impact on the world of translation studies. Munday (2012, p.19), underlines that this classification, which was put forward by Holmes in his work, is the starting point of many translation discussions today. Holmes divides Translation Studies into two different categories as "Pure Translation Studies" and "Applied Translation Studies". Pure Translation Studies is divided into two categories as "Theoretical" and "Descriptive" and "Applied Translation Studies" is divided into four categories as "Translator Training," "Translation Aids," "Translation Policy" and "Translation Criticism" by Holmes (Munday 2012, p.16). However in this study only Applied Translation Studies will be elucidated as it is directly pertinent to the subject.

Translator training is divided into three different subgroups as "teaching methods," "testing techniques," and "curriculum preparation". The subgroups of the translation aids category consist of "IT applications," "dictionaries," and "expert informants". The translation criticism category is divided into four separate subgroups. They consist of "proofreading," "editing," "reviews" and "evaluation of translations."

Holmes states in his article (2004), that translation education is divided into two basic categories and that these two basic categories should be distinguished from each other. The first of these is translation education as part of foreign language teaching and foreign language proficiency exams, and the second is professional translator education provided in schools and courses. Holmes notes that with the acceleration of professional translator educations, many questions about teaching methods, testing techniques and curriculum planning have also arisen that are waiting to be answered, and the focus of the research area of Applied Translation Studies is the answers to these questions.

In the context of translation aids, Holmes mentions two fundamental translation aids, however he emphasizes that these aids can increase according to different needs. The first of these aids is related to dictionaries, and the second is grammatical tools. The point that the author emphasizes with the expression grammatical means is books that teach the grammar of a foreign language. However, Holmes notes that dictionaries are often missing during the acquisition of translation, while grammar books are insufficient to help correctly transfer the grammar of the source language to the target language when translating. For this reason, the author suggests that scholars working in the field of Applied Linguistics should collaborate with lexicographers and comparative linguists in order to develop these aids.

In the context of translation principles, Holmes (2004), emphasizes the definition of translator, translation and translation texts within society. A translation researcher is required to determine the work to be translated and to define the social and economic position of the culture in which the translator is located. Another point stated by Holmes within the scope of translation

principles is the determination of how translation will play a role in foreign language education by a translation researcher. Regarding this issue, Holmes recommends that emphasis be placed on research that determines the extent to which translation is effective as a method and testing technique in foreign language teaching.

The fourth and last sub-branch of Applied Translation Studies, translation criticism, focuses on issues such as proofreading, criticizing and evaluating translations that have been made. Holmes emphasizes that works on translation criticism that have good quality are lamentably scarce and notes that the criticism of translation is based only on subjective judgments. Although it has reached the desired level of translation criticism, Holmes states that, it may be possible for translation criticism to reach a more scientific level accepted from the level of subjective judgments in the coming years with translation researchers who work together with translation critics.

As it can be understood from this classification made by Holmes, translation evaluation is a very complex process that entails multifarious aspects. An educator who will evaluate the translation should be well aware of the issues mentioned in the explanations of this classification put forward by Holmes such as the fact that the evaluation and criticism of translations should not be based strictly on subjective judgments. Regarding this issue, Reiss (2014, p.2), in her book emphasizes that criticism of translation is usually limited to judgments such as “very fluent,” “a great translation” because theories are not mastered.

2. THE SIGNIFICANCE OF TRANSLATION THEORIES IN THE ASSESSMENT OF TRANSLATIONS

Popovic (1970), proposed a concept that he called “Shift of Expression” in his article. This is not equivalence in translation according to the linguist, but there may be “shifts of expression.” The translator must make a translation that conforms to the norms of the target culture in order to increase the level of understanding of the text he will translate. This, in turn, may bring with it some shifts of expression. With this theory, Popovic introduced a concept that is very similar to Dynamic Equivalence into the literature with a different terminology.

Popovic (1970), explains that the most basic goal of translation is to transfer mental and aesthetic values from one language to another. This transfer process cannot be done directly and may cause some difficulties and losses. According to translator, the losses emerged during this process can also create doubts in the mind about whether a work of art is really translatable. However, Popovic argues that the result of the translation process may be the opposite in some cases, and that it may also provide gains instead of losses. Another point that this linguist argues for is that these possibilities can lead to the fact that the translation, by its nature, shifts some mental and aesthetic values. Popovic suggests that the existence of these shifts can also be proved experimentally.

The elements that prevail during the process of translation are the components that make up the actual text. According to Popovic, there are many kinds of factors that determine this process. The first of these is the fact that the target text has a two-sided feature. The most basic reason for this is that linguistic and literary norms and cultures come into contact when formulating a target

text. The differences existing between the source text and the target text are determined by the characteristics of the two languages. When these differences are evaluated together, it determines the integrative principle in the structure of the translation, called form.

Popovic (1970), states that language differences are inevitable because these differences are caused by a cultural mismatch between two languages. The conflict between the author and the translator is guided by the evaluation of readers. In other words, the response of the target reader to the target text will be one of the criteria for determining the extent to which the translator remains loyal to the author.

In addition, Popovic (1970), claims that in practice, these shifts can be reduced to separation between the source text and the translated text in the structural process. Each translation method is determined by whether there are shifts in different layers. According to this theorist, every element that looks like a new one in the source text or that cannot provide it in the event that it should look like a new one can be considered a shift.

The most important point that Popovic (1970), points out when explaining his theory is that the translation process may require shifts in the semantic properties of the text, not as the translator wants to reduce the semantic attractiveness of the source text, but rather as the person making that translation should be understood as the concern of maintaining the “norm” of the source text. In other words, the fact that the translator is resorting to shifting is because he is trying to convey the semantic essence of the source text.

Popovic’s theory called the Shift of Expression is also vital in the evaluation of translation. This theory developed by Popovic should definitely be known by an educator in the context of translation assessment. The most basic reason for this is that if the educator does not know such a theory, this will lead him to consider any changes that occur in the translation as an error. Regarding this issue, Karantay (1993), emphasizes in his article that many translation analyses conducted in Turkey remain only at the level of error hunting because such theories are unknown. İnce (1997), on the other hand, states in her article that even translation criticism studies based on a theoretical framework are lamentably scarce.

In his book, Toury (2012, p.61), discusses the norms in translation in detail and develops his own theory about the norms. The word norm is expressed in its terminological sense as attitudes adopted by people at a certain time. Although Toury was the first translator to introduce the concept of norms into the world of translation in a very detailed and systematic way, many translators used this concept before him. According to Toury, many translation theorists, especially James Holmes, could have developed a theory called norms before him if they wanted to.

Toury considers translation as a work guided by norms and considers in detail how norms can be applied to translation. According to the author, the issue of how norms can be applied to translation is quite complicated. Toury (2012, p.63), states that norms are generally accepted as values or ideas shared by a society. In the context of translation, norms are instructions that serve to determine judgments such as false, true, sufficient or insufficient and can be applied to concrete events.

Toury (2012, p.79), presents many theories of norms that only focus on translation, as well as explanations of how norms affect general forms of behavior and how they can be applied to behavior patterns. Toury emphasizes that; first of all, the translator should adopt an Initial Norm. This Initial Norm explained by Toury is related to whether the translator would prefer to adhere to the norms of the source text or the norms of the target text when translating.

Toury explains that it would be useful and enlightening to think that the choices made during the translation constitute an Initial Norm. The premise is that what is meant by the term norm is the most general attitude adopted when making a translation. Thus, the translator will prefer to adhere either to the source text and the norms that it performs, or to the norms that are active in the target culture or in the part of the target culture that will host the target culture.

By considering the concept of equivalence in translation in the context of norms, Toury introduces two different norms, which he calls "Adequate" and "Acceptable" translation, which can be considered as an Initial Norm. The author explains that the definition of the Initial Norm in translation is not based on strict rules; it can only be justified by the fact that one of the two different approaches is more appropriate than the other, and sometimes it can be randomly preferred.

The Initial Norm serves as an explanation and justification of the translation being made. According to Toury, in cases where an appropriate Initial Norm cannot be determined at the macro level, it will be in the translator's interest to determine the Initial Norm at the micro level. On the other hand, in cases where an Initial Norm is determined at the macro level, the preferred norm to be applied to the macro level does not necessarily have to be similar to the norm to be applied to the micro level. Toury (2012, p.81), also suggests that, with the exception of some exceptional cases, when there is a very large degree of similarity between macro and micro level norms, the target text may be doubted in terms of decisiveness.

According to Toury, if a translation is close to the norms of the source culture, this is an "adequate" translation. But if a translation that has been made is close to the norms of target culture, then it is an "acceptable" translation. If it is aimed to make an "adequate" translation, it means that the translation has been subject to the norms of the source language and culture. This, in turn, may cause some incompatibilities in the norm system of target culture. But if an "acceptable" translation is aimed, then the norm systems of the target culture take effect.

Toury also focuses decisively on the relationship between translation and translator education. The author expresses that the relationship between these two elements can be quite confusing. Toury claims that in translator educations, most of the time, the behavioral characteristics that a translator should have are not taught, but the behavioral characteristics that experts in other fields of science should have. In addition, the author adds that extremely dogmatic and strict rules are included in the translator educations given in some exceptional cases (Toury 2012, p.73).

Toury (2012, p.74), also argues in his work that a translator's educator should not be impartial. According to the author, many of the translator educators usually have a worldview that can lead to real norms or manipulate these norms. For this reason, many educators aim to

develop norms that will apply to target text in the light of their own worldview. Translator educators often think that the current situation is bad and needs to be corrected. However, Toury (2012:74), also notes that in some cases, translator educators seek solutions without considering the norms. Toury (2012, p.74), explains that the general problem of translator educators is that they act with the authority given to them by the state, and not with the identities of educators, critics, or scholars.

In addition, Toury (2012, p.74), adds that institutions providing translation education often behave like narrow-minded craftsmen. According to the author, many of the institutions providing translation education are trying to create their own norms and make these norms accepted by society and newly arrived students. Toury (2012, p.74) states that not only did these efforts of the institutions not achieve success, but also that the quality standards were extremely low.

Toury (2012, p.74) elucidates that the students who have graduated from these educational institutions whose quality standards have not reached the desired level also have a lot of problems in the field of application. The author also explains that in some cases, students who are equipped with incorrect information are forced to forget what they have learned when they go to the practice area. In addition, often students are forced to put aside the information they have learned in institutions and act with norms that are applied in society.

The Theory of Norms developed by Toury is of vital importance in the translation evaluation process. If a translation educator manages to ascertain whether a translation done by a candidate who will be recruited or an undergraduate student is “acceptable” or “adequate” this will certainly enhance the quality of the assessment in terms of accurateness. Besides, it is also a fact that an educator who has mastered these approaches of Toury will not be narrow-minded. In addition to norms Toury (2014), also highlights the fact that it is crucial for the translation analysis to be systematic and develops a translation analysis model within the ambit of descriptive translation studies.

Newmark (1988, p.38), introduces two different translation theories in his book, which he calls “Semantic Translation” and “Communicative Translation”. First of all, Newmark elaborates the concept of translation theory. Newmark explains that the main focus of translation theory is to develop an accurate translation method to cover the widest range of text types. In addition, translation theory aims to provide principles, restricted rules and tips that can be used in the translation of texts and in the criticism of translations. As an example of these three elements, the author gives the opinions expressed on idiom translations. According to the author, translation theory also focuses on the possible translation procedures related to the translation of idioms and which of the specific translations in a context should be preferred. (Newmark 1988, p.19).

Newmark states that translation theory is also pertinent to the relationship between thought, meaning and language. These three mentioned elements include universal, cultural and individual aspects of language and behavior, recognizing cultures and interpreting texts that reach readers through translation. In addition, translation theory covers a wide range of efforts and aims to always be useful to help the translator overcome common translation problems. According to Newmark, hypotheses and suggestions related to translation are generally put forward by the field

of application and should not be put forward without referring to examples in the source texts (Newmark 1988, p.19).

Newmark, in accordance with the above-mentioned considerations, as mentioned in the previous page expresses two different translation theory put forward that fit each text type termed as "Semantic Translation" and "Communicative Translation". Newmark, defines Semantic Translation as translation method that adheres to the syntactic and semantic structure of the source text in order to most accurately convey the meaning given by the author and Communicative Translation as translation method aimed at creating the text on the target reader with same effect that the source text has on the source reader. Newmark's Semantic Translation Theory is similar to Nida's (1964), concept of Formal Equivalence, and Communicative Translation Theory is similar to Nida's concept of Dynamic Equivalence

Newmark (1988, p.38), in his work emphasizes that a more scientific approach has begun to be adopted in the context of translation in 19th century. Newmark, states that the view of the "equivalence effect" put forward by Nida (2004), have been adopted by many translators since the 19th century. However, Newmark suggests that discussions about equivalence will never reach a full solution, and differences of opinion on this issue will continue at any time. Newmark expresses that he has coined these two translation theories in order to make a contribution to the work on equivalence.

Newmark also mentions in detail the features of the Semantic Translation and Communicative Translation Theories that he has put forward. Communicative Translation aims to get as close as possible to the effect created by the source text. Semantic Translation, on the other hand, aims to create a target text by adhering to the semantic and syntactic structure of the source text to the extent that the target language allows. In addition, Semantic Translation aims to reflect the contextual meaning of the source text one-on-one with the actual text.

Newmark also points out the fact that there are great theoretical differences in these two separate translation methods mentioned. Communicative Translation is intended for readers who do not want to encounter difficulties or closed meanings and wish that all kinds of extraneous elements in the source text would not stand out in the target text. However, despite communicative translation address such an audience, Newmark emphasizes that he should also take into account the formal features of the source text, respecting the original work when creating the target text and he must be aware that the source text is the only basis for his own work.

Semantic Translation, on the other hand, aims to create a target text that adheres to the source culture and reveals the cultural elements of the source text to the reader. The author notes that the fundamental difference between Semantic Translation and Communicative Translation is point of view. Communicative Translation, unlike Semantic Translation, should emphasize the impact of the message instead of its content. Therefore Communicative Translation is actually smoother, clearer and flatter in general.

Semantic Translation, on the other hand, has a more complex and peculiar structure compared to Communicative Translation and tries to reflect the idea rather than the intention of the transmitter. Semantic Translation is much more painstaking than Communicative Translation

in order to find the most accurate equivalence. In addition, Semantic Translation evaluates many meanings of words in order to find the most accurate equivalents of the meanings in the source text.

Besides these, Newmark states that both Semantic Translation and Communicative Translation have to adapt to general syntactic equivalences. According to Newmark, in the case of any deviation from the formal norms of the source language in the context of Semantic Translation, large-scale shifts in the norms of the target text will also occur. Newmark also points out that in cases where these shifts are ubiquitous the translator may have decisiveness between reflecting the author's style and maintaining the norms of the target language. According to Newmark, in the translation of works in which the author uses long and complex sentences, the translator may prefer to shorten these sentences.

These theories mentioned by Newmark will also give a broader perspective to a translation educator who evaluates translations. Mastering the theory of Communicative Translation, which is introduced by Newmark, will enable the translation educator to evaluate the jargons, tautology and repetitions included in the source text are reflected in the target text from a much more systematic point of view.

In his article, Chesterman (2007), proposes two different concepts of similarity in translation, which he calls "Divergent Similarity" and "Convergent Similarity" Chesterman notes that the concept of similarity has been discussed many times before under the name of equivalence, and various opinions have been put forward on this issue. According to Chesterman, the concept of similarity between texts is easier to perceive than the concept of equivalence.

Chesterman (2007), states that the Divergent Similarity aims to place the words A' or A'' as the equivalent of the word A, instead of putting the word B as the equivalent of the word A. In other words, a Divergent Similarity tries to find a different word for the same word. Chesterman states that if a translator takes a Divergent Similarity approach as a basis, there will definitely be a similarity between the target text and the source text. According to Chesterman, Translation Studies is a special kind of science of generating various Similarities. Because, in general, the source text will continue to exist even after the translation has been produced, the operation that has been performed is that only another text has been placed next to the source text.

Convergent Similarity is not based on the requirement that the like be preferred as the equivalent of a word. Chesterman explains that within the ambit of Convergent Similarity the translator aims to find the B-word as the equivalent of the A-word. According to Convergent Similarity, even if the equivalent of one word in the other language is something else, there is a similarity between them in a hermeneutical sense. Chesterman argues that comparative analysis is a kind of examination of Convergent Similarities. Comparative analysis is a study conducted by examining the similarities and differences of two separate languages, and as a result of the research, unexpected findings can also be found.

Chesterman explicates (2007), that when a researcher examines the translations made by comparing them with the source texts, he tries to identify both similarities in the translations. According to Chesterman, a researcher who is trying to find the similarities between two different

texts is conducting a Convergent Similarity analysis. Chesterman suggests that a target text should not make readers forget the source text. In addition, the author adds that the purpose of the translator who is trying to produce Divergent Similarities should also be examined. Thus, the author explains that the most basic task of a researcher who conducts translation analysis is to compare perceptions of similarity.

Chesterman explains (2007), that the researcher conducting the analysis is actually studying Convergent Similarities at the meta-level. According to Chesterman, the researcher evaluates two different items when analyzing. The first of these elements is the Divergent Similarity created by the translator, and the second is the researcher's subjective assessment of Convergent Similarity existing between two texts. According to Chesterman, the assessment of similarity is based on several elements such as context purpose and point of view. The theory that is based fundamentally on purpose was coined by Vermeer (2007), in the name Skopos Theory.

It will be in the best interest of an educator who will conduct a translation assessment to know these two different concepts that Chesterman has developed. A translation educator who has mastered the concepts of Divergent Similarity and Convergent Similarity will be able to evaluate the translation that has been made in the context of similarities between the source text and the target text. In addition, an educator who has mastered these concepts will know that his/her main task when performing an assessment is to compare perceptions of similarity, as he is aware that he is conducting a meta-level analysis of Convergent Similarities when conducting a translation assessment.

Moreover, it is vital for a translation educator who will assess a translation to know all four types of translation procedures under the "Oblique Translation" category developed by Vinay and Darbelnet (1995, p.94). Among these procedures are such elements as Modulation, Transposition, Equivalence and Adaptation. The translation procedure, called Modulation by Vinay and Darbelnet, is defined as transferring the meaning to another language by changing its semantics. Vinay and Darbelnet (2004), states that a Modulation occurs when the point of view changes. A translation educator should determine whether an expression that has been rendered into the target language by changing its semantics is an error or a Modulation when evaluating a translation that a translator has made.

Furthermore Nida (1964), also introduces a translation theory called Formal and Dynamic Equivalence. Formal Equivalence is a literal translation that is fully faithful to the source text. Formal Equivalence is also called formal correspondence as stated by Suçin (2013, p.39-40). Apart from Formal Equivalence, as mentioned in the previous pages Nida defines Dynamic Equivalence as the way of translating in which the "dynamic effect" is taken into account. (Nida 2004). Dynamic equivalence aims to translate the source text in a way that the responses of both the source and target reader are the same. In the context of dynamic equivalence Nida and Taber (2003, p.4), allows the phrase "white as snow" to be rendered into a language whose culture is not acquainted with snow as "white as fungus" claiming the fact that the word "snow" as an object is not crucial to the message. However when assessing a certain translation the translator educator

who has not mastered this approach developed by Nida will presumably mark the translated phrase “white as fungus” as an erroneous translation.

In addition to these theories, Kocabıyık (2021, p.129), introduces a new translation theory in his book, which he calls Golden Equivalence. Kocabıyık criticizes translation approaches that allow deviation from the source text, such as Shifts of Expression and Modulation, in the context of the theory he has developed, due to the fact that such approaches become detrimental to the source text. Having a profound knowledge of the translation theory called Golden Equivalence, which suggests creating a balance between the source and the target text, will also provide a more salutary and systematic perspective for the translation educator.

As it can be understood from the theories elucidated in this study, translation theories should definitely be mastered so that translation assessment can be carried out in a qualified, systematic and scientific way. However it can be argued that mastering translation theories for interpreting might not be as crucial as it is for translation assessment. Although there is no doubt that translation theories will give the translator who will conduct a written translation and the interpreter different perspectives even in the context of translation practice, it cannot be argued that translation can never be done without knowing the theories. However, as it can be understood from the discussion made in this study, a translation assessment made without having a profound knowledge of translation theories will not be accurate and this will negatively affect the result of the assessment.

CONCLUSION

In this study, the effects and importance of translation theories on translation assessment have been elaborated. In the research, it is stated that theories should be taken into consideration in translation analysis, criticism and evaluation processes. Furthermore, in this research, Holmes' classification, Popovic's, Toury's, Newmark's and Chesterman's theories were mentioned in detail and how these will affect translation evaluation was analyzed.

The basic point emphasized in the research is that the translation assessment conducted by a translation educator who has not mastered the translation theories will lead to incorrect conclusions due to not being able to fulfill the criterion of the assessment being scientific. In addition, in the study, it is explained in detail which aspects of the explained translation theories will contribute to the evaluation of translation.

The most basic finding obtained as a result of the study is that the translation theories gain great importance when evaluating rather than practicing translation. Another finding obtained in the research is that these theories can help the translator by providing a new perspective even in the process of translation practice. However, as a result of the study, it was concluded that the practice of translation can very well be carried out without knowing the theories, unlike the assessment of translation.

As a result, the most basic argument of this research is the fact that having a profound knowledge of translation theories is crucial when conducting translation assessment. Translation theories are also very important in the context of translation practice, but texts can also be

translated in a satisfactory quality without the knowledge of translation theories. However, it will not be possible to conduct an accurate translation assessment without knowing the translation theories. It is thought that this research is very important in terms of scientifically proving how vital translation theories are, especially in the context of translation assessment, and will make a great contribution to the field.

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