

**T. C.  
İSTANBUL 29 MAYIS ÜNİVERSİTESİ  
SOSYAL BİLİMLER ENSTİTÜSÜ  
MÜTERCİM TERCÜMANLIK ANA BİLİM DALI**

**A STUDY ON THE IMPACT OF TRANSLATORS'  
INTERCULTURAL COMPETENCE ON CUSTOMER-  
PERCEIVED QUALITY**

**(YÜKSEK LİSANS TEZİ)**

**H. Gamze TÜRKMEN**

**Danışman:  
Prof. Dr. Işın ÖNER**

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Mütercim Tercümanlık Ana Bilim Dalı, Çeviribilim (İngilizce) Tezli Yüksek Lisans Programı'nda 200520YL03 numaralı Hediye Gamze TÜRKMEN'in hazırladığı “*A Study on The Impact of Translators’ Intercultural Competence on Customer-Perceived Quality*” konulu yüksek lisans tezi ile ilgili tez savunma sınavı, 07/02/2023 günü (15:<sup>30</sup>-16:<sup>30</sup>) saatleri arasında yapılmış, sorulan sorulara alınan cevaplar sonunda adayın tezinin başarılı olduğuna oy birliği ile karar verilmiştir.

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## BEYAN

Bu tezin yazılmasında bilimsel ahlak kurallarına uyulduğunu, başkalarının eserlerinden yararlanılması durumunda bilimsel normlara uygun olarak atıfta bulunulduğunu, kullanılan verilerde herhangi bir tahrifat yapılmadığını, tezin herhangi bir kısmının bu üniversite veya başka bir üniversitedeki başka bir tez çalışması olarak sunulmadığını beyan ederim.

H. Gamze TRKMEN

07.02.2023

## ÖZ

Kültürün çeviri sürecine dahil edilebilmesi amacı, çeviribilimde “kültürel dönemeç” ile birlikte “kültürlerarası iletişim olarak çeviri” kavramının vurgulanmasıyla ortaya konulmuştur. Kültüre özgü metinsel ve söylemsel gelenekler bilgisi ve bu bilgiyi çeviri sürecinde uygulamak, kültürlerarası edincin özüdür. EMT Edinç Modeli’nin çeviri edinç tanımı, bir çevirmenin “belirli kültürlerarası bağlamlarda çeviri yapmayı ve arabuluculuk yapmayı” bilmesi gerektiğini vurgulayan yaklaşımıyla, kültürlerarası edinci bir çevirmenin temel becerileriyle bütünleştirir. Disiplinlerarası yaklaşımlarla kültürlerarası edincin somut sonuçlarını araştırmak, ürün ve hizmetlerin algılanmasında çevirmenin rolünü vurgulamak açısından önemlidir. Bu çalışmada, çevirmenin kültürlerarası edincinin tüketici tarafından algılanan kalite anlamında etkisinin ve sonuçlarının araştırılması amaçlanmaktadır. Araştırma kapsamında, Türkiye’de iş amaçlı bulunan ve Türkçe bilmeyen kişiler arasından kolayda örnekleme yöntemiyle belirlenen 26 kişi ile görüşülmüştür. Yüz yüze görüşmeler yoluyla toplanan veriler; bir çevirmenin kültürlerarası edincinin müşteri tarafından algılanan kaliteyi önemli ölçüde etkilediğini ve kültürlerarası edincin olmaması durumunda tüketicinin olumsuz izlenimler edindiği ve ürün veya hizmet satın almaktan kaçındığını ortaya koymuştur.

**Anahtar Kelimeler:** Kültürlerarası Edinç, Kültürel Dönemeç, Algılanan Kalite, Nitel Araştırma

## **ABSTRACT**

The objective that culture may be included in the translation process was introduced with the ‘cultural turn’ in translation studies, highlighting the notion of “translation as intercultural communication”. Knowledge of culturally specific textual and discourse conventions and applying this knowledge in the process of translation is the essence of intercultural competence. The identification of translation competence of EMT Competence Framework integrates intercultural competence with the essential skills of a translator by its approach emphasizing that a translator knows how to “translate and mediate in specific intercultural contexts”. Researching the concrete results of Intercultural competence with interdisciplinary approaches is significant to highlight the role of the translator in perception of products and services. In this study, it is aimed to investigate the impact and outcomes of the translator's intercultural competence in the means of customer-perceived quality. Among the people living in Turkey who do not speak Turkish, 26 individuals who were determined by convenience sampling method were interviewed. The data collected through the face-to-face interviews revealed that the intercultural competence of a translator significantly affects the customer-perceived quality, and in the lack of intercultural competence, the consumer has negative impressions and avoids purchasing products or services.

**Keywords:** Intercultural Competence, Cultural Turn, Perceived Quality, Qualitative Research

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07.02.2023

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## LIST OF ABBREVIATIONS

|          |                                                                        |
|----------|------------------------------------------------------------------------|
| CQ       | : Cultural Quotient                                                    |
| DTS      | : Descriptive Translation Studies                                      |
| EMT      | : The European Master's in Translation                                 |
| EU       | : European Union                                                       |
| PACTE    | : Process in the Acquisition of Translation. Competence and Evaluation |
| PICT     | : Promoting Intercultural Competence in Translators                    |
| Rev. ed. | : Revised edition                                                      |
| TT       | : Target text                                                          |
| TS       | : Translation studies                                                  |
| ST       | : Source text                                                          |

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## INTRODUCTION

In 2010, a project titled “Promoting Intercultural Competence in Translators” (PICT) was launched by the contribution of six European universities which involved in translator training. The essential goal of the project was to enable higher education institutions within the European Union to cover Intercultural Communication within their postgraduate programs in Translation. The ‘tool kit’ which was produced as a result aimed to facilitate curriculum alternatives as well as the integration of intercultural skill development in the learning environment. This was one of the numerous attempts to highlight the significance of intercultural competences in translators in today’s world where the concurrent development of “intercultural” communicative competence was regarded as a crucial issue for every professional to be hired and act efficiently in the global village (Fantini 2007).

Intercultural competence is undoubtedly more significant for translators than any other professionals since translation is not based solely on linguistic skills or processes, yet there are several other competences to be taken into consideration. Since the focus from the source text/language/culture was shifted to the target text/language/culture, the target-oriented approach has introduced a fresh look to translation phenomena (Öner 2013).

The significance and role of intercultural competence is better acknowledged when translation is reviewed by a holistic and interdisciplinary approach. The studies of Lefevere (2017) highlighted the role of translation in the development of politics, culture, and society, as well as in intensifying communication among countries. The significance of Lefevere’s theory is that it expands the translator’s task from the basic linguistic level to a more holistic social frame of reference. Since ‘culture’ is a unit of translation (Lefevere 2017) and the cultural approach to translation is a part of the "cultural turn" in translation studies, intercultural competence is one of the key features of translation. The

translator “is capable of perceptual position and modelling the worlds of both the source text (ST) and the target text (TT). S/he is not only capable of choosing the most appropriate strategies from an array of language tools to produce a text as different as necessary for that context but is able to adapt (mediate/manipulate) the text for a different value system. S/he is also aware of the consequences of any mediating action taken” (Katan 2009, 293).

The significance of intercultural competence in translation is never limited to translation studies since the consequences and outcomes of translation are intermediaries in various stages of globalized living and economies. It is not only the issue of literature or language studies, but it is an issue of how human beings will survive by making a living, sharing the limited resources, and building a diverse business environment. As Anthony Pym (2010) stated, by relating the work of translators to the challenges of intercultural transfer, translation studies should take its rightful interdisciplinary place among the social sciences. The Covid-19 outbreak in 2020 indicated the compelling reconsideration of a globalized world, where it has become a must to collaborate, act with or along, and merchandise with different countries and cultures. Multiculturalism has become a vital issue as a result of high rates of international mobility, immigration, and international trade. Different disciplines such as marketing and tourism have focused on the significance of intercultural awareness and the recent advancements in the collaborative pedagogy for translation based on improving social and cultural skills, for providing the students with the strategies for enhancing their professional practices within a social-constructivist approach reinforce the role of the translator as an intercultural communicator.

Awareness of cultural differences, particularly, awareness of the significance of intercultural competence in translation implements a critical role in analyzing business communication and satisfaction of intercultural service encounters in the multicultural atmosphere and ensures long-term business success, positive word of mouth, improved customer retention, profitability, and dynamic competitiveness (Ihtiyar et al. 2014). In multinational companies, translators are the agents to facilitate business communication and guide enterprises to acknowledge the importance of intercultural encounters and to understand the unique challenges posed by the differences in the perceptions,

expectations and evaluations of their employees and clients shaped by their diverse cultures (Sharma et al. 2012).

In an era in which machine translation and artificial intelligence-powered translation rise, intercultural competence is one of the most important features that a translator as a human being can contribute to what makes communication between different cultures possible, playing an irrevocable role and taking responsibility to span boundaries, therefore enable innovations and sustainability to inure to the benefit of every society from different cultures, due to the fact that it is not the machine or enterprise but as an individual, a human being, or in this context, the translator themselves that create what culture is.

The impact and outcomes of intercultural competence are essential to an effective assessment of the translator's position and role in today's world. Considering how the rapid changes in technology and business world altered translation profession and constant academic and professional mobility, it is a must to meet the demands and offer scope for international harmonization (Albir 2015). The significant role of intercultural competence in achieving this harmonization is indisputable. However, current studies on the impact and outcomes of the translator's intercultural competence do not suffice. This research aims to fill this gap and explore the impact of intercultural competence of a translator on customer's quality perception.

## **I. THEORETICAL BACKGROUND**

The theoretical background of this study consists of the key concepts of the study. In this Chapter; the concepts, constructs and notions such as culture, culture and language relationship, cultural turn, intercultural competence, and perceived quality have been examined with their relevant assertions throughout the study.

Culture and its relationship with language, which are included in the key concepts of this study, have been researched and defined by distinctive approaches by different disciplines and have been the subject of various scientific discussions. Rather than being a part of these discussions, this study focuses on the aspects of these concepts that relate to translation studies. Cultural turn and intercultural competence are included in this study as concepts defined in translation studies. Perceived quality, on the other hand, has been scrutinized as a term in business studies, as a feature of the interdisciplinary characteristic of this research.

### **1.1. Culture**

The Latin word “cultura” was derived from the verb “colere” which means “to inhibit”, “to tend” and “to cultivate”. This metaphor of “cultivation” indicates the notion of culture as a process of culturing which is elaborated through social interactions. The reference to the meaning of “inhibiting” points out its formation in a certain place and region (Beabout 2001, 348). Both "cultivation" and "inhibiting" references are elements that shape the concept of "culture", which is widely used today.

Although there is some clarity about the etymology and the basic references, one of the issues encountered in researching on culture is that there are various meanings attached to the term. As a significant determinant in human life, culture is defined differently in various disciplines, and it is also interpreted by a broad range of definitions within the same discipline. Anthropology and sociology are the fields that contain the

largest literature on the way of having a clear definition of culture. However, there is a distinct approach-based conflict. Two perspectives that dominate the anthropology and sociology literature regarding culture are either based on an idealistic or realistic approach. The idealist approach, normatively, asserts that culture has an objective presence and is shaped within human life. Nonetheless, the realistic approach focuses on the emergence and role of culture as an attribute of human social behavior and defines it as an acquired collection of values, traditions, institutions, and habits (Bidney 1942, 449-450). Kroeber and Parsons (1958, 583) propose a definition that combines both approaches: “transmitted and created content and patterns of values, ideas, and other symbolic- meaningful systems as factors in the shaping of human behavior”. The patterns that shape culture are obtained and transferred by symbols representing the distinctive acquirements of human beings, as an essential feature of ideas and values (Kluckhorn and Kroeber 1952).

In terms of its structure, culture is not static, it is in a state of transformation. Because the elements that make up the culture change and transform depending on time and events, and the perception and transfer of social heritage that structures the culture is also affected by this. It is regarded a kind of self-cultivation process. Within all physical and mental aspects, culture encapsulates the transformation of the state of being cultured as an outcome of human beings’ and societies’ self-cultivation. The elements that lead to self-cultivation are always in a state of flux; which means an individual peculiarity in present could turn into a universal pattern in the future. Therefore, it is necessary not to ignore these procedural features when considering culture (Bidney 1942).

Translation scholars approach culture by associating it with holistic understanding and language structures. However, at this point, it should be noted that there emerges more than one perspective. Newmark (1988) defined culture as "the way of life and its manifestations that are peculiar to a community that uses a particular language as its means of expression". This is a counterargument to Vermeer's views, who asserted that "language is part of a culture" (1992). From the point of view of translation, in which there is an act of transfer, the concept of culture is highly problematic since it comprises values, knowledge, and traditions shared by a community within defined linguistic borders (Olk 2009).

Toury explains the cultural significance of norms in translation while highlighting the social role of ‘translatorship’: “The acquisition of a set of norms for determining the suitability of that kind of behavior and for maneuvering between all the factors which may constrain it, is therefore a prerequisite for becoming a translator within a cultural environment” (Toury 1978, 83).

The cultural turn in translation studies has been a key step in solving this problematic situation, not only defining culture within the discipline, but also making its role and function comprehensible. Studying the cultural transformation processes and constant flux enable a distinctive understanding of how various cultures construct their linguistic forms of communication (Bassnett 2007, 22). In this study, culture is considered as a concept shaped by these features.

### **1.2. Interculturality**

Interculturality refers to the interactions and relationships between individuals and groups from different cultural backgrounds. It refers to the exchange of ideas, customs, and values, as well as the recognition and respect for cultural diversity. Interculturality is becoming increasingly important in all areas of life, including business, education, and personal and professional development.

There are several theories that have been developed to understand interculturality. Two of the most notable include the contact hypothesis, which proposes that contact between different cultural groups can lead to greater understanding and acceptance of cultural diversity and reduced prejudice. The hypothesis was first proposed by Gordon Allport and his colleagues in the 1950s, who suggested that when individuals from different cultural groups have positive and meaningful contact with each other, it can lead to improved attitudes towards the other group, and a decrease in prejudice and discrimination (Allport et al. 1954). The contact hypothesis is based on the idea that direct personal experience can be a powerful tool for reducing prejudice, stereotypes, and discrimination. The contact hypothesis is supported by numerous studies (Pettigrew and Tropp 2008; Dovidio et al. 2009) and is widely considered as a valuable approach in intercultural education and intercultural communication.

The other one is the cultural intelligence theory which proposes that individuals have the capability to adapt their thinking and behavior to interact effectively with people from different cultural backgrounds. Cultural intelligence theory, also known as cultural quotient (CQ), proposes that cultural intelligence can be developed and improved through training and education.

There have been numerous studies (e.g., Ang et al. 2007; Ang et al. 2015) on the cultural intelligence theory and they emphasize the importance of developing knowledge, skills, and mindset to navigate effectively across cultural differences.

Another aspect of interculturality is intercultural communication, which is the process of exchanging information and ideas between individuals or groups from different cultural backgrounds. Effective intercultural communication requires an understanding of the cultural context and the use of appropriate communication strategies. According to Gudykunst, the development of communication skills that allow individuals to navigate the cultural and relational dynamics in intergroup encounters is crucial for effective intergroup communication. (Gudykunst 2008).

In "Intercultural Communication: A Contextual Approach", James W. Neuliep (2014) also explores this concept of intercultural communication and its role today. The author argues that effective intercultural communication requires an understanding of the cultural context and the use of appropriate communication strategies. The book provides an overview of the main theories and research on intercultural communication. It also offers practical guidance on how to improve intercultural communication, such as identifying cultural stereotypes, adapting communication styles, and building rapport with people from different cultures.

Another important aspect of interculturality is intercultural communication. It refers to the process of exchanging information and ideas between individuals or groups from different cultural backgrounds. To achieve successful intercultural communication, it is important to have knowledge of the cultural context and the use of appropriate communication techniques.

A framework for communication is Hofstede's cultural dimensions theory, which describes and explains cultural differences between nations. The theory proposes that different cultures have distinct values and communication styles that can affect behavior and decision-making in various contexts, such as business, education, and personal

interactions. Hofstede's work has been applied to intercultural research and various fields such as business, management, education, and psychology. However, it has also been criticized in that "the social reality that is depicted is not simply captured but is constructed in a manner that implies less significance to certain groups of individuals" (Ailon 2008, 14).

Another important aspect of interculturality is intercultural competence, which refers to the ability to understand, appreciate, and work effectively with people from different cultural backgrounds. In this context, intercultural competence involves developing knowledge and skills related to cultural diversity, as well as a willingness to challenge one's own biases and stereotypes. In "Intercultural Competence: Interpersonal Communication Across Cultures" Myron W. Lustig and Jolene Koester focus on this concept of cultural competence and its role in interpersonal communication across cultures. The authors argue that cultural competence is essential for effective communication and interaction in today's globalized world, and that it involves both cognitive and behavioral dimensions. The book provides an overview of the main theories and research on cultural competence, including the cultural intelligence theory, wherein individuals have the capability to adapt their thinking and behavior to interact effectively with people from different cultural backgrounds. It also puts forward some practical strategies for developing cultural competence, such as becoming aware of one's own cultural biases, learning about other cultures, and practicing intercultural communication skills.

Interculturality also has implications for education, particularly as schools and universities serve increasingly diverse student populations. For this reason, intercultural education is another important aspect of interculturality. Michael Byram (1997) argues that intercultural education is important because it promotes mutual understanding and respect among different cultural groups and prepares students for the increasingly diverse and interconnected world. Byram explores the concept of intercultural education and its implications for teaching and learning and suggests that intercultural education can take many forms, such as multicultural curriculum, language instruction, and teacher training, and that it should be integrated across the entire curriculum, not just in separate classes or programs. He also examines the challenges and limitations of intercultural education and provides practical strategies for implementing it in the classroom.

In conclusion, interculturality is a complex and multi-faceted concept that encompasses the interactions and relationships between individuals and groups from different cultural backgrounds. It is becoming increasingly important in our post-globalization world, and holds importance for areas such as communication, education, and personal and professional development. By developing cultural competence and intercultural communication skills, individuals and organizations can navigate the challenges and opportunities of a diverse world and build more inclusive and equitable societies.

### **1.3. Relationship between Culture and Language**

The relationship between culture and language and their influence on each other has been examined by various disciplines such as anthropology, linguistics, translation studies, and cultural psychology. According to Nida (1998, 29) language and culture are two symbolic systems which present meanings, designative or sociative, denotative or connotative. Most research questions how language and culture influence each other (Imai and Masuda 2013, 1). However, it would be a more efficient approach to address this relationship in common points and notions where numerous disciplines meet. Language and culture converge at many points. First, "culture" includes language as one of its elements (Vermeer 1992, 38). Secondly, language and culture have significant common domains. Thirdly, both language and culture have a notable common denominator as they are constantly evolving.

Language is one of the many elements that make up culture. Although how language is included in culture has been the subject of diverse discussions, this state of inclusion is accepted in its specific development (Vermeer 1992, 38). This specific development highlights the fact that language is one of the primary features of culture, namely a "construct". As a construct, it reflects an objectively actual phenomenon. From this point of view, it is noticed that language has a very predominant role in the elements of culture since it acts as a key determinant of culture (Boas 1942, 178). Language is a "cultural semiotic" and "encoded in the linguistic sign" (Kramsch 2014, 32). According to Brown (1994, 165), "A language is a part of a culture, and a culture is a part of a language; the two are intricately interwoven so that one cannot separate the two without

losing the significance of either language or culture.” In this respect, culture and language cannot be considered separately.

Language and culture act on common domains. Their effects on human cognition and thought have predominant common features. In cultural psychology, influence of language is considered together with influence of culture (Imai et al 2016, 72). Within the framework of this view, the relationship between language and culture should be carefully analyzed to understand human cognition correctly. Considering culture as a system of meanings or ideas, this approach emphasizes that semantic structures in language cannot be interpreted and comprehended by ignoring the cultural determinant. Better understanding of centrality of language and culture to human intelligence and cognition can provide a better understanding of the individual and social development of human beings (Lupyan 2016, 540).

Finally, while examining the relationship between language and culture, it should be noted that both are not static and evolve under different conditions. Both culture and language have the characteristics of transformation, and while the reasons for this transformation are the subject of separate studies, the consequences are highly observable on language. The distinction between language and cultural changes is occasionally tenuous (Tamariz 2017, 388). The nature of the change could be debatable. Whether it is a historical language change or cultural language evolution that emerges as a transformation of a new communication system could be researched considering social processes. However, regardless of the cause and nature of the change, the transformative feature of both language and culture plays an important role in their formation and interrelationship.

The relationship between language and culture is a starting point for observing the role of interculturality and understanding translation processes. Based on the Sapir-Whorf, it is considered that language provides the means for thought and perception, in a way to manipulate perception. It is the discourse that creates language-culture relationships (Sherzer 1987, 295). In this study, it is aimed to reach a discourse-centered point of view based on common points and to research interculturality with it.

#### **1.4. Cultural Turn**

The cultural turn underpins the approach to intercultural competence in translation today. In this respect, it has an important function in the theoretical background. The role of translator as intercultural mediator has become more significant since the emergence of the 'cultural turn' of the 1990s. As a result of the cultural turn in translation studies, translation is acknowledged as a form of intercultural communication. This positioning of translation demolishes the linguistic borders it was once placed in and enables translation to be evaluated as an intercultural mediation (Liddicoat 2016).

The "cultural turn" refers to a shift in academic and intellectual focus in the late 20th and early 21st centuries, in which the study of culture and cultural phenomena has become a dominant topic of inquiry. Examining the impact of the cultural turn on the field of sociology, Jacobs, and Spillman acknowledge its significance, noting that it '...has been one of the most influential trends in the humanities and social sciences in the last generation'. (Jacobs and Spillman 2005). They also question the possibilities of integrating cultural analysis with other strands of sociological inquiry. The authors also discuss the changes in understanding of culture in recent years and the ways in which cultural perspectives have been applied to different substantive topics and integrated with other perspectives. They argue that cultural sociology has gained prominence as a field at the crossroads of sociology, filling gaps in the discipline and addressing important theoretical issues such as agency/structure and macro/micro (Jacobs & Spillman 2005).

Kate Nash names the "cultural turn" in sociology as two different perspectives: the "epistemological" one, which posits that culture is a universal shaping force in social relations and identities, and the "historical" one, which suggests that culture plays a unique and increasing role in shaping social relations and identities in modern society. Both perspectives intersect in the study of contemporary social life and are associated with the cultural turn in sociology (Nash 2001).

However, sociologist David Chaney notes that this emphasis on culture in shaping social order has led to conflicts in acknowledging and respecting the distinctiveness of different groups. Chaney examines the cultural turn in Britain and its potential impact on other post-industrial societies, critically evaluating the practices and interests of contemporary cultural analysis and defending their sociological legitimacy. According to Chaney (1994), the theory struggles to keep up with the rapidly changing social and

cultural reality of post-industrial societies and suggests that the concept of a separate cultural space is becoming obsolete.

Other fields of social sciences besides sociology were also included in the discussions. Translation studies has undergone a significant shift in focus from linguistic elements to cultural elements, analyzing the importance of culture in translation, the impact of cultural traditions, and the subjectivity of translators. This broadening of the scope of translation studies was concurrent with the broader shift in humanities and with the emergence of professional translators. In the late 1970s, translation studies began to be taken seriously by linguists and translation theorists as a guide for appropriate and suitable translation, resulting in the creation of the field of translation studies. Theories such as Nida's dynamic equivalence theory, Vermeer's skopos theory, Nord's loyalty theory, and the polysystem theory all considered social and cultural elements in translation. Taking the field's history of word-to-word translation to translation that takes into account the background, reality, and environment of the text was not a sudden development but had deep social roots and emerged gradually (Yan and Huang 2014).

The origins of the cultural turn can be traced back to the 19th century debate between idealism and materialism, in the works of Hegel and Hegelians after him. Alexander (1988) argues that this debate laid the foundation for the cultural turn by highlighting the importance of understanding the role of ideas and culture in shaping society. One of the key drivers of the cultural turn has been the recognition that culture is a powerful force that shapes our understanding of the world and our place in it. Jameson (1991) notes that this has led to increased interest in the ways in which culture is produced, consumed, and transmitted, as well as the ways in which it shapes our beliefs, values, and behaviors. Another key theme of the cultural turn has been the idea that culture is not simply a passive reflection of society, but an active force that shapes and is shaped by social relations and power dynamics, as Gramsci (1971) argued.

The cultural turn has also emphasized the idea that culture is not a monolithic entity, however it is instead made up of a diverse range of subcultures and countercultures. Williams (1977) notes that this has led to a focus on the ways in which different groups of people use culture to define their identities and to forge connections with others.

The cultural turn has also had a significant impact on the way researchers evaluate the relationship between culture and technology. McLuhan (1964) argues in his book that with the rise of mass media, there has been increased interest in the ways in which new technologies are shaping the way we produce, consume, and share culture. It has been a powerful force in shaping the way we think about the world and our place in it. It has led to a deeper understanding of the ways in which culture shapes people's lives and has opened new avenues of inquiry and research. Appiah (2006) argues that as the world continues to change and evolve, the study of culture will continue to be an essential tool for understanding and engaging with the complexities of the human experience.

### **1.5. Intercultural Competence**

Intercultural competence is rooted in the term “communicative competence” based on Hymes's construct and its theoretical origin lies in the merging of two important developments in applied linguistics that took place just before and after 1960: Noam Chomsky's transformational generative grammar (1957) and Hymes and Gumperz's ethnography of communication (Cazden 2011). Hymes defines competence "as the most general term for the capabilities of a person" (1972). According to Hymes (1971), communicative competence does not only include knowledge of language forms but also knowledge of form-function relationships learned from all languages used in social life. Extending the concept, Canale and Swain (1980) stated that communicative competence has four components, such as linguistic competence, sociolinguistic competence, discourse competence, strategic competence.

Translation competence has been analyzed in Translation Studies since the mid-1980s and became prominent in the 1990s (Albir 2015). The PACTE Group, a team of researchers gathered at the Universitat Autònoma de Barcelona to conduct empirical and experimental-based research on translation competence and its acquisition in written translation, has developed a model to describe translation competence. The model embraced translation competence as the underlying knowledge system needed to translate with four distinctive features: “(1) it is expert knowledge and not possessed by all bilinguals; (2) it is basically procedural knowledge (and not declarative); (3) it is made up of various interrelated sub-competencies; (4) the strategic component is very important, as it is in all procedural knowledge”. The TC model proposed is made up of 5

sub-competencies and psychophysiological components (PACTE 2003). Translation competence was defined by the PACTE Group as the underlying system of knowledge required to translate (2011). According to the PACTE (2011), translation competence: “(a) is expert knowledge; (b) is predominantly procedural knowledge, i.e. non declarative; (c) comprises different inter-related sub-competences; and (d) includes a strategic component which is of particular importance”. In their model (PACTE 2003), translation competence has five sub competences: Bilingual sub-competence, extra-linguistic sub-competence, knowledge about translation, instrumental sub-competence, strategic sub-competence, and psycho-physiological components. According to EMT (European Master’s in Translation) Competence Framework (2017), intercultural competence is a part of language and culture competence which was defined as a competence to include “all the general or language specific linguistic, sociolinguistic, cultural and transcultural knowledge and skills that constitute the basis for advanced translation competence. It is the driving force behind all the other competences described in this reference framework.” The identification of translation competence of EMT Competence Framework (2017) integrates intercultural competence with the essential skills of a translator by its approach emphasizing that a translator knows how to “translate and mediate in specific intercultural contexts”.

It is challenging to define, identify, develop, and eventually teach intercultural competence in translation since the term ascertains a diversified number of discussions on contexts it veritably illustrates. Above all, the terminology differs according to authors and institutions, to cover the intercepted concept in translation. The European Norm for Translation Services (ISO 17100 2015) utilized the inclusive term ‘cultural competence’. However, the European Master of Translation (EMT) group adopts ‘intercultural competence’ exemplifying it as an ability to understand presuppositions or allusions (2009), while the Trans-European Voluntary Certification for Translators (TransCert) project (Budin et al. 2013) suggests another term; ‘transcultural competence’.

According to a study (Zanettin, Saldanha & Harding 2015) topics related to intercultural studies are among the most popular themes in Translation Studies publications. The study (2015) revealed that about one-third of all abstracts were related to at least one of the first three most numerous categories: literary translation, translation theory, and intercultural studies. Intercultural competence in translation does not require

involvement in intercultural studies education programs, however, cultivation of awareness that intercultural communicative skills are indispensable.

Intercultural competence has been defined based on various perspectives not only in Translation Studies but also in other disciplines. It is essential to distinguish between intercultural competence for translators and intercultural competence in general. From a sociolinguistic perspective within language teaching, it has been stated that “where the otherness which learners meet is that of a society with a different language, they clearly need both linguistic competence and intercultural competence” (Byram et al. 2001). By analyzing its roots in sociolinguistics, it is possible to reveal how it emerged as a part of the expertise and how it is applied in translation studies. Additionally, to evaluate the role of intercultural competence in translation, a reconsideration of contemporary views on translation is required.

Since the functionalist translation theories developed, translation has been acknowledged both a cultural and a linguistic procedure (Tomozeiu and Kumpulainen 2016). Vermeer (1992) concludes that “translation involves linguistic as well as cultural phenomena and processes and therefore is a cultural as well as linguistic procedure, and as language, now understood as a specific language, is part of a specific culture, translation is to be understood as a "cultural" phenomenon dealing with specific cultures: translation is a culture transcending process”. Based on the same perspective, Schäffner (2012) highlights that cases of discursivity across languages and cultures are also of interest to translation studies. Expanding this approach, it was indicated by Lefevere (2017) that translation played an important role in the development of politics and culture, as well as in reinforcing communication among different societies. According to Lefevere (1999), translation is a task with specific purposes that are determined by certain forces which makes it possible that it becomes a means of cultural enrichment. Since the effort to convey meaning from a source text (ST) to a target text (TT) according to socio-cultural appropriateness in a way to enhance cultural enrichment is dominant in translation ability, it stands to reason that assessment procedures should encompass intercultural competence and it is inherent in the process of translation (Eykmans 2017). The study of Tomozeiu, Koskinen, and D'Arcangelo (2018) highlights the role of the translators as cultural mediators who are capable of analyzing double perspectives of the source language and target language and deciding on how to translate in case of challenging texts and points

out that it is their intercultural competence that makes it possible to successfully mediate “during the communication process between the cultures involved”.

Having defined intercultural competence as a dual perspective; sociolinguistic and textual and expressed that it was rooted in the comparison of and contrast between the discursive practices in the languages in concern (2017), Scarpa and Orlando states that:

The sociolinguistic dimension of intercultural competence combines the ability to recognize function and meaning in varieties of legal language usage (e.g. levels of jurisdiction; international, EU and national law/legal proceedings) with knowledge of the rules governing the interaction between the specific parties involved in legal proceedings (such as legal professionals and clients). The textual dimension of this competence deals primarily with the knowledge of the genre conventions, rhetorical standards, information structure, and specific legal contexts of different types of legal documents (e.g. doctrine, normative texts, forms, certificates, contracts, wills), which enables the legal translator to recognize and act on potential inconsistencies and (un)intentional ambiguities in the source document as well as preserve its intertextual nature (e.g. references to acts, laws, directives).

In wider a perspective, intercultural competence addresses the motivation, the values, and the beliefs implicated while cooperating in another community. Thus, the intercultural skills constrict or promote the forthcoming communicative skills (Katan 2009). That is concordant to the description of ISO 17100 2015 which indicates that the professional competence of translators to encompass five sub-competences: translating competence, linguistic, and textual competence in the SL and TL, research competence, cultural competence and technical competence. ISO 17100 (2015) defines ‘cultural competence’ as the ability to make use of information about the locale, behavioral standards, and value systems that characterize the source and target cultures. That is essential in what makes translation purposive and functional.

### **1.6. Perceived Quality**

Quality is "the single most important force leading to the economic growth of companies in international markets" (Feigenbaum 1982, 22). Quality has been defined as “value” (Abbott 1955), “conformance to demands” (Crosby 1979), and “meeting customer expectations” (Parasuraman et al. 1985). According to Peter Drucker (1985), quality in a

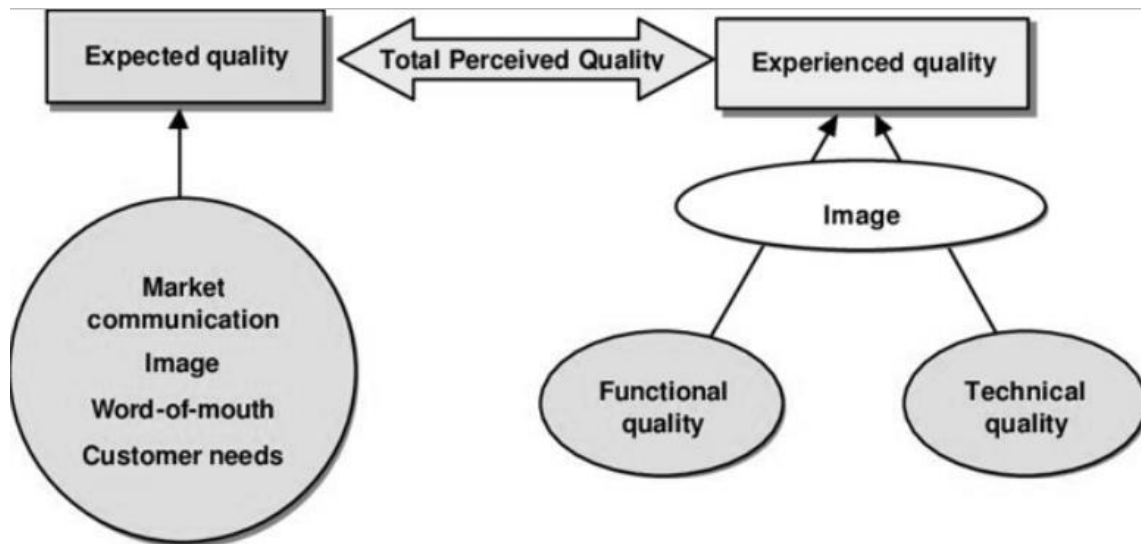
product or service is not what provided by the supplier; it is what the customer perceives and is willing to pay for.

In accordance with Drucker's definition, the perceived quality approach defines quality based on the consumer's judgment (Ophuis, and Van Trijp 1995, 177). According to Aaker (1991), it is 'the customer's perception of the overall quality or superiority of a product or service with respect to its intended purpose, relative to alternatives.' It differs from the objective concept of quality and separate from actual performance, attributes, or advantages that the customer gains. Perceived quality is the impression experienced by a customer. In other words, perceived quality is a concept that prioritizes the subjective judgments of the customer who has is responsible for the purchase decision. The purchase measure can be shaped based on various factors; however, one is always a key element: Expectations. Perceived quality is created according to the intermission between the customer perceptions and their expectations.

Customers follow a purchase process when they wish to obtain services or goods. The process consists of five consecutive phases of behavior. First, the product or service is perceived and demanded. Secondly, the perceived value is estimated by considering the benefits offered. Thirdly, the perceived values are compared so that the alternatives can be eliminated. The comparison leads to the decision of purchasing or not purchasing. After the purchase, post-purchase behaviors are experienced, which are observed as satisfaction or dissatisfaction (Iglesias and Guillen 2017, 373). The "meaning" of a product or service is created in the minds of consumers, based on what they have felt or experienced. Consumer's perceptions of a product or service's quality arise from the impressions formed in their minds by various factors (Homer 2008,715).

Perceived quality is measured by different scales. The dimensions of perceived quality are generally measured using multi-item scales, nonetheless, in the proposed segmentation not separate items or the sum or average scores are used, but latent variable scores (Kemény et al 2016). The number of dimensions vary. According to Petrick (2002), four dimensions are used to measure customer's quality perception. These dimensions are dependability, reliability, superiority, and consistency, which provide a view of overall judgement. According to Parasuraman and his colleagues, (1985) quality perception is derived by the comparison made by consumers between the expectations about service, and the real perception of them once the service has been delivered.

Therefore, service quality can be measured by comparing the consumer's expectations with their actual perceptions of delivery.



**Figure 1** The Total Perceived Quality (Gronroos 1988)

In this study, translation, which is the product of the translator, is examined within the scope of perceived quality. In the context of translation, perceived quality can occur in two different audiences: the first is the quality perception of the person or institution that requests the translation work to be done and purchases the product or service from the translator, and the second is the quality perception of the person or groups that are offered the resulting product or service by the person or institution who requested and purchased the translation. In this study, the customer is embodied as the person or group benefiting from the translation service, not the institution or person that commissions the translator to make the translation. This approach aims to address the positioning and function of the translation, which emerges as a product or service, not by the person or institution commissioning it, but by the people or groups that really benefit from it.

## II. LITERATURE REVIEW

There are very few studies in the literature that intersect translation studies and business studies as a method. There are no studies investigating the relationship between translation and customer behavior. To date, in the translation context, the customer has been defined and studied as the person ordering the translation job. Customer issues are listed as complaints about quality, missed deadlines or misplaced work orders which result in customer dissatisfaction and affect customer retention (Chamsi 2011, 55). However, the customer is also the person who benefits from translation as a product or service.

Quality management take the lead in the studies on the perception of quality in the context of translation. New concepts from business studies such as agility and customer-centeredness are integrated in theoretical work. According to Dunne (2011, 188), “...adopting a customer-focused, agile approach to quality management in translation and localization projects increases the likelihood that the deliverables will conform to the specification, be deemed fit for the intended use, and satisfy the client. Ovary time, the collection of quantitative data demonstrating consistent conformance to specification, fitness for intended use and customer satisfaction by LSPs can instill in clients the confidence and trust necessary to move beyond systematic review to random quality control or spot-checking”.

Although there is not yet a study in the literature that measures the effect of translator's intracultural competence in business settings as methodologically and consequentially as this study, there are various studies that have started with similar approaches. These could be examined in two groups as research in business domain and research in translation domain. This Chapter presents a review of literature related to these groups.

## **2.1. Research in Business Domain**

There are various studies in the literature investigating the effects of intercultural competence and majority of them are focused on fields such as business administration and health sciences. The term “cultural competence” was preferred instead of “intercultural competence” to define the skill to work and communicate efficiently with culturally distinct individuals. Most of the researchers pointed out that intercultural competence is a continuous process that may be improved over a certain period. In the majority of the frameworks, cultural knowledge, cultural skills, and cultural awareness were identified as the primary aspects of the competence. Each discipline focuses on different aspects of intercultural competence. In the business context, mainly communication skills are highlighted whereas in the medical sciences, accurate evaluation skills are valued (Alizadeh and Shavan 2015, 120).

While the first studies on intercultural competence in business context focused on the effects of linguistic skills on workforce, organization, and human resources (Hamann 2004; Freeman et al. 2009; Morley and Cerlin 2010), further research progressed on customer behavior. The authors have investigated the effects of intercultural competence on different dimensions such as service quality and customer satisfaction. With the aim of better understanding the role of intercultural competence on service quality and customer satisfaction, Ahmad and Ihtiyar (2012) explored the interrelationships between three major constructs namely intercultural competence, reliability and customer satisfaction in retail settings in Malaysia. The results of the study contributed to the development of a theory which linked intercultural competence to service quality and customer satisfaction.

Tam and her colleagues (2014) developed a model based on attribution theory and intercultural literature to research on the background of customer satisfaction process in intercultural environments. They evaluated the customer experience via in-depth interviews. underlying customer satisfaction process in intercultural service encounters. Their research contributed to the literature by enhancing theoretical knowledge on the role of intercultural competence in intercultural service enterprises. Taking the United States of America and France as examples, Dianetti (2015) addressed the significance of intercultural competence in profitable business setting in a globalized environment. She discussed the application of the intercultural competence principles which could increase

business success rate. Studies examining the importance of intercultural competence in business context in terms of customers have increased with the proliferation of digital technologies and online commerce. Intercultural service quality and perception have been the focus of numerous studies (Sharma and Wu 2015; Güneş and Ahmad 2015), bringing out findings that suggest greater consideration by businesses of intercultural competence.

**Table 1 Cultural Competence Models (Alizadeh and Chavan 2015, 120)**

| Reference                | Title                                                                 | Elements of competence                                                                                                     | Evaluation tools                                                                        | Methodology       |
|--------------------------|-----------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------|-------------------|
| Balcazar et al. (2009)   | Cultural Competence Conceptual Model                                  | Desire, Awareness/ Knowledge, Skill, Organisational Support                                                                | Cultural Competence Assessment Instrument- University of Illinois at Chicago (CCAI-UIC) | Literature review |
| Burchum (2002)           | A Model for Cultural Competence                                       | Cultural Awareness, Cultural Knowledge, Cultural Understanding, Cultural Sensitivity, Cultural Interaction, Cultural Skill |                                                                                         | Literature review |
| Campinha-Bacote (2002)   | The Process of Cultural Competence in Delivery of Healthcare Services | Cultural Desire, Cultural Awareness, Cultural Encounter, Cultural Skill, Cultural Knowledge                                | IAPCC-R and IAPCC-SV                                                                    | Literature review |
| Kim-Godwin et al. (2001) | Culturally Competence, Community Care                                 | Caring, Cultural Sensitivity, Cultural Skill, Cultural Knowledge                                                           | Cultural Competence Scale (CCS)                                                         | Literature review |

|                            |                                               |                                                                                                                                                                                                                                                        |                                                              |                   |
|----------------------------|-----------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------|-------------------|
| Papadopoulos et al. (2004) | Model for Developing Cultural Competence      | Cultural Sensitivity, Cultural Awareness, Cultural Knowledge                                                                                                                                                                                           | Cultural Competence Assessment Tool (CCATool)                | Literature review |
| Doorenbos and Schim (2004) | Cultural Competence Model                     | Cultural Diversity, Cultural Awareness, Cultural Sensitivity                                                                                                                                                                                           | Cultural Competence Assessment (CCA)                         | Literature review |
| Sue (2001)                 | Multidimensional Model of Cultural Competence | Awareness/Attitude, Knowledge, Skill                                                                                                                                                                                                                   | Cultural Competency Measure (developed by Lucas et al. 2008) | Literature review |
| Suh (2004)                 | The Model of Cultural Competence              | Attributes of cultural competence: Ability, openness, and flexibility<br>Elements of cultural competence: Cognitive Domain: [Awareness, Knowledge], Affective Domain: [Sensitivity], Behavioural Domain: [Skills]<br>Environmental Domain: [Encounter] | —                                                            | Literature review |
| Teal and Street (2009)     | Culturally Competent Communication            | Self- and Situational Awareness, Adaptability<br>Knowledge, Communication Skills                                                                                                                                                                       | —                                                            | Literature review |
| Abbe et al. (2007)         | Cross-cultural Competence in Army Leaders     | Knowledge, Affect/Motivation, Skill                                                                                                                                                                                                                    | —                                                            | Literature review |

|                       |                                                 |                                                                                                                   |                                                                  |                               |
|-----------------------|-------------------------------------------------|-------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------|-------------------------------|
| Arasaratnam<br>(2006) | Model of Intercultural Communication Competence | Empathy, Motivation, Global Attitude, Experience, Interaction Involvement, Intercultural Communication Competence | ICC measure (developed by adjusting other measures)              | Qualitative Study (Interview) |
| Deardorff<br>(2006)   | Process Model of Intercultural Competence       | Motivation/Attitude, Knowledge and Comprehension, Skill                                                           | –                                                                | Delphi study                  |
| Earley<br>(2002)      | Facets of Cultural Intelligence                 | Cognitive/Meta Cognitive, Motivational, Behavioural                                                               | Cultural Intelligence Scale (CQS) (developed by Ang et al. 2004) | Literature review             |

## 2.2. Research in Translation Domain

Studies combining translation and customer behavior are inadequate in number. Although there are studies that bring together intercultural competence in translation with business context, criticisms about their scarcity and inadequacy have an important place in the literature. The current literature explains that intercultural competence has not been adequately invested, as well as the scarcity of work addressing the role of translation in business studies.

A notable criticism comes from Jemielity (2018) who transcends the conventions of genre translation and reaches a holistic perspective that identifies the role and impact of translation in business contexts. Discussing the status of translation in the business-management environment, he criticizes the ways translation is discussed in business literature. He underlines the negative views which argue that translation is “a source of expense, frustration and operational risk” (535). Far from examining how the product (translation) produced by the translator affects the perception of an enterprise's products and services, as in this study, Jemielity reveals that the identity of the translator is a mystery for the business context at first. Ideological and behavioral disconnects between

translator-culture and business-culture are pointed out as research indicates that translators are prone to isolation within their firms. According to this, translator's status and identity within the business need to be addressed, before investigating the impact of his or her production.

One of the earliest studies in the literature that brings together two disciplines was conducted in Copenhagen Business School, Denmark. Hansen (1997) discussed a study which was carried out as a part of large-scale project to evaluate translation training. It was criticized that translators were trained via domain-specific approach and research into translation mainly focused on functional translation. Hansen argued that translator's personal traits and competence required to be addressed. Highlighting the fact that "translation is a 'cross-cultural communication activity', he proposed a model for translator training. He also examined the role of cultural competence in terms of translator training within the framework of Vermeer's theory of culture (1986):

Social, cultural, and intercultural competence comprises two factors, namely:

- an implicit socially and culturally conditioned understanding of one's own social and cultural background as well as the background of other societies; and
- an explicit knowledge of social and cultural norms and differences, e.g. living conditions, values, norms, customs, attitudes, feelings, prejudices, intentions, motives in different societies. (Hansen 1997, 206)

Translation studies scholars have addressed intercultural competence in its role predominantly in business communication through contextual factors (Franklin and Wilton 2010; Sidiropoulou 2018). When a translator's intercultural competence is explored in business setting, either contextual situations or communication issues are highlighted. According to Malyuga and her colleagues (2018), the efficiency of cross-cultural interaction depends on the quality of the translator's ability to act as a mediator between two cultures.

Andrienko and Genin (2020) researched on the relationship between intercultural business communication and translator's cultural identity. They emphasized the importance of Translator's intercultural competence for the business domain by summarizing current socio-economic conditions:

The growing scope of international business interactions and globalization of economy brings about more and more new experiences and problems in global business communication, a considerable amount of them dealing with the differences in culture specific behaviors, rules of business turnover, and cultural identities. International business deals, global outsourcing, bilateral and multilateral negotiations, workforce migration and similar processes draw the attention of ethnographers and social psychologists to the concept of cultural identity and cross-cultural adaptation. While most of research is focused on long-term changes in the psychology and behaviors of migrants, our subject of study is intercultural and meta-cultural competence as the features of cultural identity of the individuals bridging cultural gaps in intercultural communication and cultural adaptation – translators/interpreters as cross-cultural mediators. (Adrienko and Genin 2020)

Parallel to these views, Oraki and Tajvidi (2020) suggested that adding more programs focusing on competences in translator training could provide a more successful professional workforce into contemporary business environments. The findings of their study demonstrated that it was necessary to develop a curriculum to include distinct competences as well as common core competences between translation and interpreting, since the standards of the market indicate that competence-based approach in translator training could be a solution to enhance the function of the occupation.

Since intercultural competence is a focus of interest in various fields, Blommaert (1991, 13) states “intercultural communication is the locus par excellence for interdisciplinary analysis”. In this sense, translation studies domain is unique for research related to intercultural competence. Translation is one of the most important platforms which enable a through observation of the outcome of intercultural skills and communication. Since translation has a social perspective which takes account of the contextual limitations and a cognitive perspective which consists of the process of translation, there is a wide range of domains of inquiry (House 2014, 7). The wide range of domains indicate that translation is a multidisciplinary field that provides a vigorous base for research as in this study.

### **2.3. Research on Translated Material**

In this study, a restaurant menu is used as a tool to create a scenario that can quickly detect customer perception. The names of the traditional dishes of the Turkish cuisine in the restaurant menu have been transferred using the method of literal translation (direct translation or word-for-word translation). Simplicity was prioritized so that the participants could quickly take part in the scenario and express their perceptions assuredly.

Although studies examining restaurant menu translations have focused mainly on translation strategies, researchers emphasized the importance of intercultural competence in translations, argued that translations without intercultural competence would harm the operators, and stated the necessity of detailed and multidisciplinary studies that bring together many stakeholders and dimensions of the issue (Fallada Pouget 1999; Vorajaroensri 2002; Ruzaitė 2006; Ghafarian et al. 2016; Li 2019).

Translated restaurant menus play a crucial role in consumerism, however, the fact that it is important does not ensure that the translation process receives sufficient attention and elaboration. The fact that restaurant menu translations do not meet the required professional approach has economic consequences since translations that neglect cultural associations could dissuade customers (Li 2018). In each culture, there is a high percentage of dishes with culturally specific names. However, conceptual connections between culture and language regarding food have been ignored or overlooked, leaving cultural specificity challenges unsolved (Chiaro and Rossato 2015, 245).

According to Li (2018, 2), “restaurant menus and their translations are hybrid texts, which are informative and also operative with an advertising function”. Restaurant menus do not only aim to present information on a dish but also to advertise the product/service the restaurant is established to offer. Therefore, restaurant menu translations lead translators to meditate on the interlinking postulations of interculturality. As the difficulty and importance of restaurant menu translations were discussed, various solutions were suggested. Intersemiotic translation, which also includes images, was one of these solutions (De Marco 2015).

Vorajaroensri (2002) conducted comprehensive research on 40 restaurant menu translations in Thailand and identified a total of 24 different translation strategies. Translation by cultural substitution was the most preferred strategy (46%), whereas literal

translation was the second most frequent strategy (23%) in the first class restaurants. As the restaurant's class decreased, the preference rate of literal translation increased. The researcher argued that cultural substitution is the most effective strategy in restaurant menu translation and based on Baker's views on translation strategies (2018), it was implied that cultural substitution cannot be separated from cultural competence.

In a study by Desjardins and her colleagues (2015) on the food studies and translation in Canada, it was criticized that the relationship between food, culture and translation was neglected. In the study, which draws attention to the importance of restaurant menu translations for business owners and tourism professionals, the role of cultural competence in the transmission of culture-specific elements is underlined. Translation emerges as a key component of the food sector, integral to the production, transformation, distribution, labeling and marketing of food. However, a limited number of restaurants can allocate necessary resources for menu translations (Desjardins et al. 2015, 259).

In 2016, Ghafarian and her colleagues conducted an elaborative study on restaurant menu translations. Aiming to identify the translation strategies utilized in the translation of 40 restaurant menu, the study focused on the theories of foreignization and domestication as postulated by Venuti (1995). It was revealed that the dominant strategy utilized in the translation of restaurant menus within the scope of the research was foreignization. In the research, restaurant customers were asked if they considered the translations of the restaurant menus "adequate". The participants (tourists), who are familiar with the culture of the source language stated that they found the translations "adequate" because there are similar dishes in their own country, and they are familiar with them even if they cannot understand their names out of the translation. However, the participants (tourists), who are not familiar with the culture of the source language stated that the translation was "inadequate" because "it was absurd and meaningless for them" and they did not understand it and there was no counterpart in their home cuisine (Ghafarian et al 2016, 1424).

Adrián Fuentes-Luque (2017), who researched on restaurant menu translations in Spain, states that the importance of the subject is still underestimated by business owners and entrepreneurs. In the study, it is explained that the imprecise and negligent acts of translations, lead to loss of prestige and earnings for businesses. It is recommended that

translators with high intercultural competence should be hired in restaurant menu translations, and multidimensional surveys and research involving restaurant owners, translation agents, tourism officials, and customers in different geographic contexts should be conducted (Fuentes-Luque 2017,187).

Current literature has considerably contributed to the design of our research, guiding the effort to address the significance of translator's intercultural competence for businesses. The wide range of research on restaurant menu translations in the literature provided an eligible background for formalizing this study and structured the multidisciplinary approach that formed the basis of the thesis.



### **III. METHODOLOGY**

This chapter presents the methodology adopted in this study. Qualitative research methods were preferred since the research has a multidisciplinary nature and focuses on a subject that has not been adequately examined in the literature. For analysis, Atlas.ti was used as a tool in line with these methods and analysis was carried out to interpret the findings.

#### **3.1. Subject and Scope of the Research**

This research aims to seek answers to a research question through qualitative research methods. The aim of qualitative research is to respond questions in concern while developing an insight into the various dimensions of the topic, comprising its social contexts and subjective implications. Based on interpretive research paradigm, it was intended to learn the perceptions and reasoning of the participants in a certain scenario and decode the meaning of the collected data to identify all dimensions of the phenomenon.

The scope is to indicate the crucial role of intercultural competence in translation in business environments; to demonstrate how intercultural competence is not based on solely on linguistic skills or processes; to reveal the significance of the target-oriented approach within customer perspectives and business settings, and to provide a theoretical framework to highlight the target-oriented approach as “the fresh look to translation phenomena” (Öner 2013). It is also aimed to provide an overview the consequences of the lack of intercultural competence in translation and how it affects target groups, who in this case identified as customers, for further research, while proposing a conceptual framework for its role in customers’ quality perception and behavior.

### 3.2. Research Question

The research question brings together two different domains. Translation (translator's intercultural competence) and business (customer's perceived quality) are combined as two different domains. After evaluating the results of the translator's intercultural competence in terms of businesses, the issues that are to be encountered in the absence of this competence, are brought to discussion.

#### Research Question:

Does intercultural competence of a translator impact on customer-perceived quality?

Does intercultural competence of a translator have a significant effect on customer-perceived quality?

According to the research hypothesis, the intercultural competence of the translator has a significant relationship with the customer-perceived quality. In addition, high intercultural competence is expected to increase customer-perceived quality.



**Figure 2** Conceptual Framework

As the mediator, the demographic characteristics of the participants are also discussed.

### 3.3. Significance of the Research

The research belongs to rarely explored field of translation studies. It broadens the horizons of the interdisciplinary TS research which has been conducted previously mostly within cultural studies, psychological issues, and technological aspects. It provides a consequence analysis for translational information-processing. It combines the methodologies of two disciplines; social sciences and humanities which differ in not only methodologically but also epistemologically, ontologically and in publication practices and dissemination strategies.

### **3.4. Research Design**

Since the research question addresses a field of multidisciplinary study, qualitative methods are preferred. Qualitative methods are preferable for obtaining more profound understanding of emerging phenomena. In this regard, in-depth interviews offer a wide range of opportunities to explore a subject which has not been researched previously (Parasurarnan and Zinkhan 2002).

According to Denzin and Lincoln (2005), “qualitative research is multimethod in focus, involving an interpretative, naturalistic approach to its subject matter. This means that qualitative researchers study things in their natural settings, attempting to make sense of, or interpret, phenomena in terms of the meanings people bring to them. Qualitative research involves the studied use and collection of a variety of empirical materials – case study, personal experience, introspective, life story, interview, observational, historical, interactional, and visual texts – that describe routine and problematic moments and meanings in individuals’ lives”.

The research was carried out with a group of 26 participants via face-to-face in-depth interview technique. Content analysis technique was used to analyze the data obtained through semi-structured interviews and voice recording. 6 open-ended questions were asked to the participants. The participants were not only asked predetermined open-ended questions, but also, they were provided with the opportunity to present their detailed opinions on the subject with in-depth interview techniques.

In-depth interviews and semi-structured interviews are methods suitable for samples of small group of respondents. The data used in this research were gathered through interviews with 26 non-Turkish speaking professionals who reside in Turkey. In qualitative research, sample selection has a significant effect on the ultimate quality of the research. Therefore, the sample was carefully selected. The participants have been determined by the purposeful sampling method within the scope of easy sampling. Purposeful sampling is a technique which is widely utilized in qualitative research to access information-rich cases even if the resources are limited. It is essential to identify and choose participants who are experienced with the research topic and who are willing to participate (Palinkas et al 2015).

The interviews aim to collect unbiased data, thus less structured interview strategies in which the researcher tries to get to know the participant better to retrieve more information are selected. The research is designed to test a priori hypotheses and it is essential to gather conceptual information on the perceptions and experiences of the respondents. In such cases, 5 to 10 specific questions are developed to delve deeper into various dimensions of the research topic (DiChicco- Bloom and Crabtree 2006).

In this research, the questions posed were adapted from the items SERVQUAL (Parasuraman et al 1991). First, a scenario was created to ensure a semi-structured setting. The participants were given an English menu (translation from Turkish to English) lacking intercultural competence. After the participants examined the menu as if they were in a restaurant, a total of 6 questions were posed.

To ensure dependability, the emerging research pattern was carefully followed, and audit trail technique was utilized (Golafshani 2003). The reliability of the questionnaire was reviewed by three faculty members. After the pre-test and pilot implementation, expert opinion was received. The reviewers eliminated difficult-to-understand expressions among the questions. All required corrections were made, and the questionnaire was finalized.

Information about the research design was submitted to the 29 Mayıs University's Ethics Committee before the research started, and ethics committee approval was obtained. After approval, face-to-face interviews with the participants started. Each interview lasted approximately 30 minutes. The researcher did not only ask open-ended questions, but also asked spontaneous questions to obtain detailed information on the subject. Sometimes open-ended questions had to be asked again for better understanding.

The answers of the participants were recorded and transcribed by the researcher. The analysis was carried out by Atlas.ti. The answers to each question were grouped. The word frequencies, concepts, and opinion mining were determined. The word frequencies on Atlas.ti were visualized as word clouds that are images consist of texts where the size of a word or phrase represents its frequency. Primarily, it is aimed to represent data as word clouds is to thematically code responses into a word or short phrase. Once coded, words are submitted to Atlas.ti where customizable images are produced (Mathews et al 2015).

In the first part of the research, in which qualitative analysis and in-depth interview method were utilized, the frequency distributions in which demographic characteristics were determined were investigated, and in the second part, the answers to the open-ended questions were transferred to the Atlas.ti application and the code key was determined. The frequency frequencies of the expressions determined in the code key were analyzed within the answers given by the participants to the questions, and they were subjected to content analysis as positive expressions and negative expressions were separated.

### **3.5. Pretest**

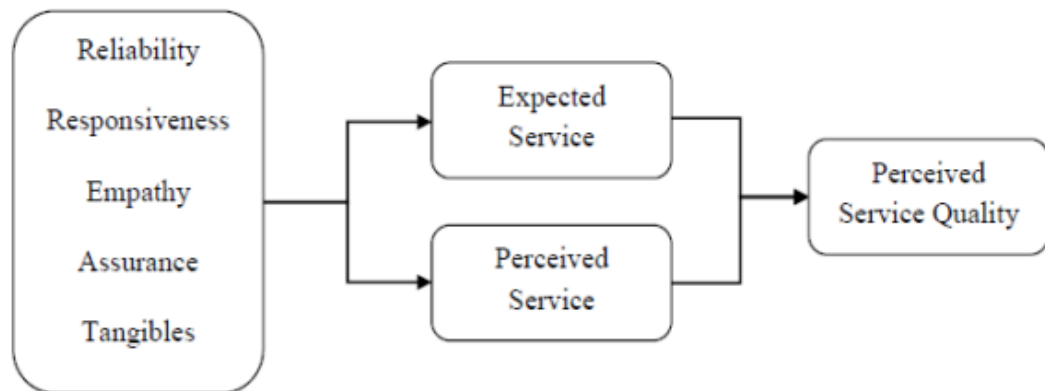
As an indispensable step in questionnaire preparation, pretesting is only method to ensure that the data gathered from respondents is appropriate for obtaining sufficient responds to the research questions. The following criteria was used to evaluate the research instrument:

- Evaluating language competency and content validity of data collection materials.
- Estimating time length of full interview delivery and marking periods of respondent fatigue.
- Maximizing methodological skills and achieving proficiency standards for qualitative data collection.
- Assessing the feasibility and fidelity of translation and transcription protocols in preparation of the interview text for qualitative analysis. (Hurst et al. 2015)

The requirements to pretest were listed after the adaptation of the questions. It was checked whether the pretesting respondents could understand the research concept and they were prompted to answer in the right direction. The questions were reviewed by the specialists and necessary corrections were made after the feedbacks. The questionnaire was presented to four individuals who were not among the participants, yet still considered as a part of the target population. The pretesting participants were asked their opinions. The information was analyzed, and the results were checked. Finally, the last version was formed.

### 3.6. Questionnaire

Semi-structured interview method was used in the research. A questionnaire consisting of 6 open-ended questions was prepared. This questionnaire was adapted from SERVQUAL dimensions (Parasuraman et al 1991). In this way, it was expected that the themes in the research could be identified and grouped indisputably.



**Figure 3** SERVQUAL model (Parasuraman et al. 1988)

The questions of the questionnaire:

1. Does this restaurant inform its customers enough about their products? Why/Why not?
2. Do you think this restaurant has the knowledge to answer your questions on its products or services? Why/Why not?
3. Does the approach of this restaurant instill confidence in you, as an international customer? Why/Why not?
4. Do you feel safe in your transactions with this restaurant? Why/Why not?
5. Does this restaurant understand your specific needs?
6. Are the materials associated with the service and products informative in this restaurant? Indicate, if they are not.

In a quantitative study, these questions would be numbered on a Likert scale and answered accordingly. However, since it is qualitative research, more emphasis was placed on the comment sections (why/why note) and efforts were made to understand the

perceptions and attitudes of the participants. During the interview, the participants not only answered these questions, but also shared their own ideas about the restaurant menu and their experiences in similar situations.

Although the open-ended questions were prepared based on a quantitative research scale, as exemplified in this study, the aim is to stretch the boundaries of the interviewer's semi-structured questions and to give participants the opportunity to explain their views on the subject in detail. Open-ended questions do not demand one correct answer. However, there is a structure that guides the participant to focus on the main issue. Open-ended questions cannot accept any kind of response. In contrast, open-ended questions are functional for describing processes. As a result, the open-ended question format directs the participant to understand the construct as a whole and to come up with a solution to the question (Badger 1992).

Since the restaurants focused on this research scenario are service businesses, they are evaluated in terms of service quality. Restaurant menus are also part of the service, almost the starting point. Although revised and updated over the years, SERVQUAL (Parasuraman et al. 1988) stands out as a metric that has been used in numerous studies to date. This metric is based on the five dimensions that customers pay attention most in service quality. The five service quality dimensions are listed as tangibility, reliability, responsiveness, assurance, and empathy.

Within the scope of this research, it is aimed to examine these dimensions with a restaurant menu. The perception processes of the participants who do not speak Turkish and have not lived in Turkey for many years start with the menu as the first step of their relationship with a restaurant as a service enterprise.

In the context of this questionnaire, the restaurant menu is an element to indicate tangibility signifying the communication materials. This dimension highlights the fact that customers expect well-prepared and well-designed materials and facilities. The skill to perform the assured service precisely is defined as reliability. It is vital to satisfy the customers via accurate and trustworthy performance. In this context, it is also associated with the way the company communicates with the customer via the restaurant menu. Providing proper service and assist customers whenever necessary is responsiveness. In the context of this study, it is related with the information presented. The customer wishes to order food and learn what they will receive as a result of this procedure. Conveying

confidence to customers is assurance. Thus, customers will trust the institution. In this study, the relationship of trust with other dimensions can also be observed. Finally, the dimension of empathy is the individualized attentiveness and care provided by the company. Customers wish to feel valued. They aim to build a relationship. Communication is the most important step in starting this relationship. The interview was not limited to these open-ended questions and was expanded to question the perceptions of the participants regarding these dimensions.

### 3.7. Participants

Participants of the study were selected by the purposeful sampling method within the scope of easy sampling.

**Table 2. Frequency Distributions Based on Demographics**

|                            | <b>Groups</b>            | <b>Frekans</b> | <b>%</b>    |
|----------------------------|--------------------------|----------------|-------------|
| <b>Age</b>                 | 18-30                    | 3              | 11,5        |
|                            | 31-40                    | 15             | 57,7        |
|                            | 41-50                    | 4              | 15,4        |
|                            | 51-60                    | 4              | 15,4        |
| <b>Education</b>           | <b>Master Degree</b>     | <b>5</b>       | <b>19,2</b> |
|                            | <b>Bachelor's Degree</b> | <b>21</b>      | <b>80,8</b> |
| <b>Field of Profession</b> | Education                | 11             | 42,3        |
|                            | Engineer                 | 10             | 38,5        |
|                            | Finance                  | 3              | 11,5        |
|                            | Tourism                  | 2              | 7,7         |
| <b>Active Languages</b>    | English                  | 26             | 100         |
|                            | Second language          | 8              | 30,8        |

|                        |         |    |      |
|------------------------|---------|----|------|
| <b>Years in Turkey</b> | 1 year  | 8  | 30,8 |
|                        | 2 years | 11 | 42,3 |
|                        | 3 years | 7  | 26,9 |

Table 2 shows the findings regarding the demographic characteristics of the participants of the research. The classifications were made based on age, education level, occupation, language, and duration of stay in Turkey, and frequency distributions were evaluated.

Considering the distribution of the participants according to age groups, it is observed that the largest group is between the ages of 31-40, with a ratio of 57.7%. This is followed by the 42-50 age group and the 52-60 age group. The 18-30 age group is in the third place.

The findings regarding education levels demonstrate that 21 people and 80.8% of the participants have bachelor's degree, while the remaining 5 participants have master's degrees.

The professionals from four different fields of occupation were included in the study. These were respectively calculated as education (11 people) 42.3%, engineering (10 people) 38.5%, finance (3 people) 11.5% and tourism (2 people) 7.7%.

In another evaluation, in which the participants were evaluated in terms of the language they use actively, it was determined that all of them were speakers of English. In addition, 8 of the participants stated that they actively use a second foreign language, the ratio of these to the total participants is 30.8%.

When the duration of the participants' stay in Turkey was examined, it was observed that 11 people lived for 2 years (42.3%), 8 people for 1 year (30.8%) and 7 people for 3 years (26.9%).

**Table 3. Detailed Overview of the Demographics**

| <b>Participant</b> | <b>Age</b> | <b>Education</b>  | <b>Field of Profession</b> | <b>Active Languages</b> | <b>Years in Turkey</b> |
|--------------------|------------|-------------------|----------------------------|-------------------------|------------------------|
| P1                 | 31-40      | Bachelor's degree | Education                  | English - French        | 2                      |
| P2                 | 31-40      | Bachelor's degree | Education                  | English                 | 3                      |
| P3                 | 31-40      | Bachelor's degree | Engineering                | English                 | 2                      |
| P4                 | 41-50      | Master's degree   | Education                  | English                 | 2                      |
| P5                 | 51-60      | Bachelor's degree | Finance                    | English - Spanish       | 3                      |
| P6                 | 41-50      | Bachelor's degree | Education                  | English                 | 1                      |
| P7                 | 31-40      | Bachelor's degree | Finance                    | English - Arabic        | 3                      |
| P8                 | 31-40      | Bachelor's degree | Engineering                | English                 | 1                      |
| P9                 | 31-40      | Bachelor's degree | Tourism                    | English                 | 1                      |
| P10                | 31-40      | Bachelor's degree | Tourism                    | English                 | 2                      |
| P11                | 51-60      | Bachelor's degree | Education                  | English - Spanish       | 3                      |
| P12                | 41-50      | Bachelor's degree | Engineering                | English                 | 1                      |
| P13                | 18-30      | Bachelor's degree | Engineering                | English                 | 2                      |
| P14                | 31-40      | Bachelor's degree | Engineering                | English                 | 1                      |
| P15                | 31-40      | Bachelor's degree | Engineering                | English                 | 2                      |
| P16                | 31-40      | Bachelor's degree | Finance                    | English                 | 1                      |
| P17                | 31-40      | Bachelor's degree | Finance                    | English                 | 1                      |

|     |       |                   |             |                   |   |
|-----|-------|-------------------|-------------|-------------------|---|
| P18 | 18-30 | Master's degree   | Education   | English           | 3 |
| P19 | 31-40 | Master's degree   | Education   | English - Persian | 2 |
| P20 | 31-40 | Master's degree   | Education   | English           | 2 |
| P21 | 18-30 | Bachelor's degree | Engineering | English           | 1 |
| P22 | 41-50 | Bachelor's degree | Education   | English           | 2 |
| P23 | 31-40 | Bachelor's degree | Engineering | English - French  | 2 |
| P24 | 51-60 | Master's degree   | Education   | English - Korean  | 2 |
| P25 | 31-40 | Bachelor's degree | Education   | English           | 3 |
| P26 | 51-60 | Bachelor's degree | Engineering | English - Russian | 3 |

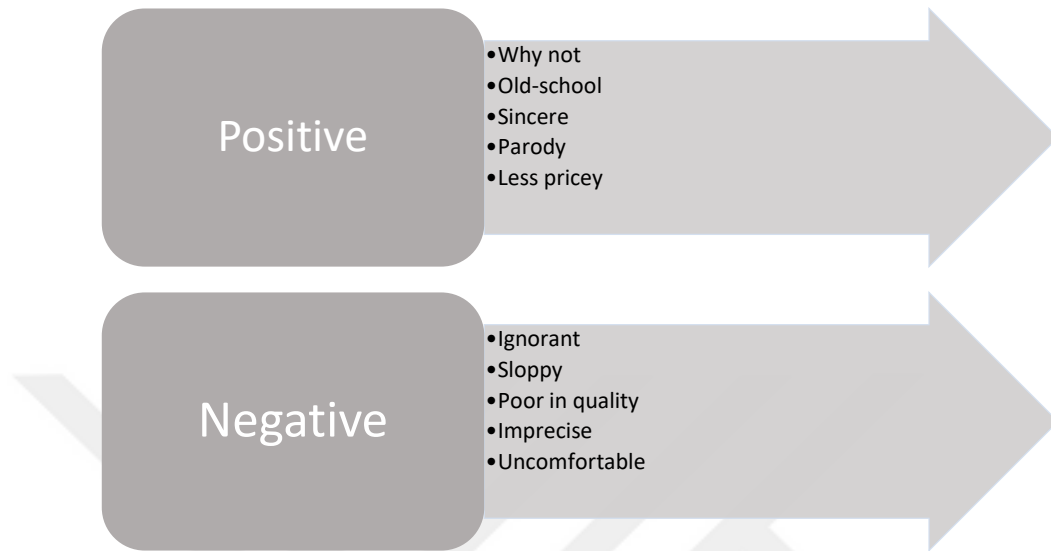
### 3.8. Analysis

During the analysis of the open-ended questionnaire, the data were coded and organized from codes to subcategories and main categories, and from categories to subcategories. The themes were formed, and the data were digitized. Then, sample excerpts were determined. A number is given to each of the participants to protect their privacy. Each participant was given a pseudonym, as P1, P2, P3... Coding process was repeated by an Assistant Professor to ensure the reliability of the questionnaire. The themes and dimensions were determined accordingly. Atlas.ti was utilized to analyze the text for the frequency of words, phrases, and concepts. The frequencies presented an understanding of hidden patterns embedded in the participants utterances and ideas.

### 3.9. Findings

The answers given to the 6 questions asked in the research transcribed and coded as positive/negative expressions. Since the answers were given according to a certain scenario, sometimes based on assumptions, it was checked whether the participants genuinely understood the questions and the answers were carefully coded. The responses

were analyzed separately and grouped. Most of the participants answered the questions asked clearly as yes or no, and then made decisive statements in their comments.



**Figure 4** Sample categorization model of positivity and negativity

The content categorized as positive or negative were examined separately as answers to each question. The final interpretation was made according to the results of opinion mining. The examples are provided by short excerpts from various parts of the interview based on questions.

**Question 01. Does this restaurant inform its customers enough about their products? Why/Why not?**

**Table 4. Analysis of Responses to Question 01**

|          | Frequency | %    |
|----------|-----------|------|
| Positive | 6         | 23,1 |
| Negative | 20        | 76,9 |
| Total    | 26        | 100  |

When the participants were asked whether there was sufficient information about the products, it was observed that 76.9% of the participants responded negatively and only 23.1% gave a positive answer. Among the reasons can be listed as they could not

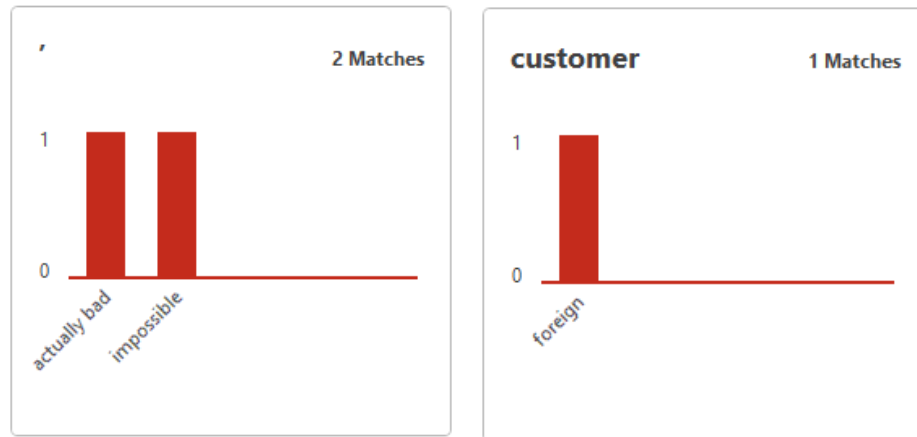
understand what to order and the menu was “mistranslated”. The participants who gave positive answers stated they had previous knowledge on Turkish cuisine so they were familiar with the dishes and could understand the menu.



**Figure 5** The distribution of participant responses in the code key regarding the dimension of tangibility.

**Participant 3:** “No, they don't. I am not informed enough on the products. It is always the menu; it informs us in a clear way of what is available to us. I don't understand a single word of the menu.” (negative)

**Participant 11:** “Maybe yes. I cannot explain now, but I feel it is enough for me. I come across these kinds of things a lot. Of course, it is not very informative. But when it comes to dishes that I already know, I understand what is being offered. After all, it is food, not a mystery. I don't want to embarrass anyone. Maybe it is a parody of someone with poor command of English.” (positive)



**Figure 6** The selected opinion mining related to Question 01.

The opinion mining indicated that the participants responding to this question use clear and unambiguous negative statements, and they identify themselves as foreigners, stating the sense of alienation.

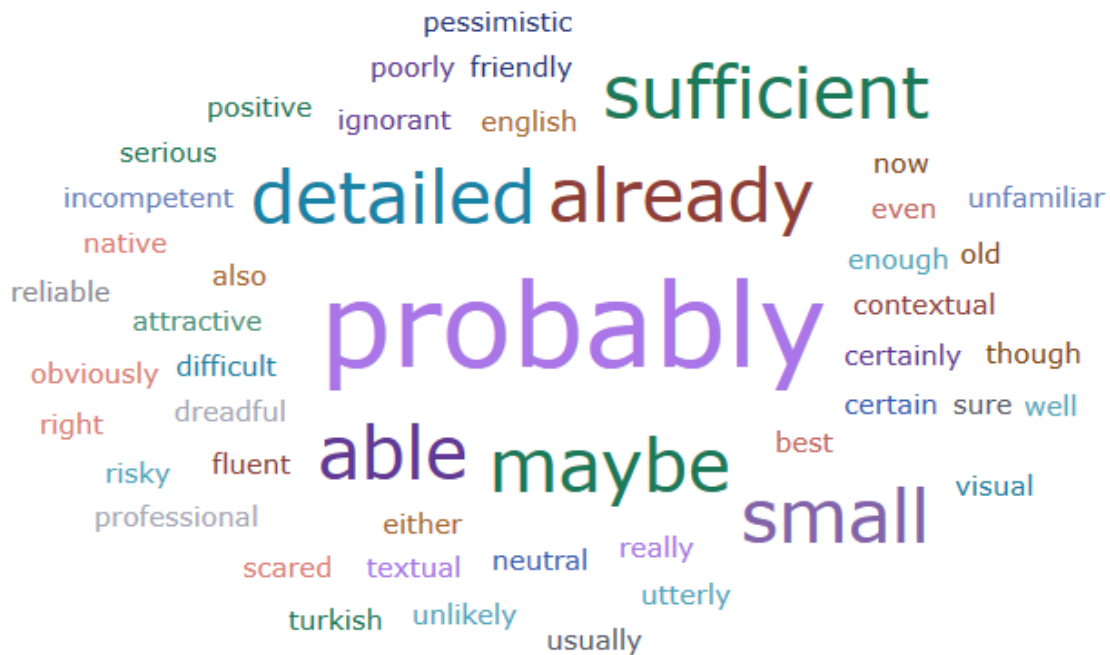
**Question 02. Do you think this restaurant has the knowledge to answer your questions on its products or services? Why/Why not?**

**Table 5. Analysis of Responses to Question 02**

|          | Frequency | %    |
|----------|-----------|------|
| Positive | 11        | 42.3 |
| Negative | 15        | 57,7 |
| Total    | 26        | 100  |

Even if the only intention of the question is not communication, the participants perceived it as communicating through a common language and shared these comments during the interviews. It was necessary to paraphrase the question. All participants took another look at the menu after this question and considered their first impression. It was observed that the answers of the participants gathered mainly on the negative cluster. When the answers given to this question were evaluated by the Atlas.ti software, it was observed that the answers were gathered under certain headings. These titles include concepts such as trust, misunderstanding, job-related information, and education. Those

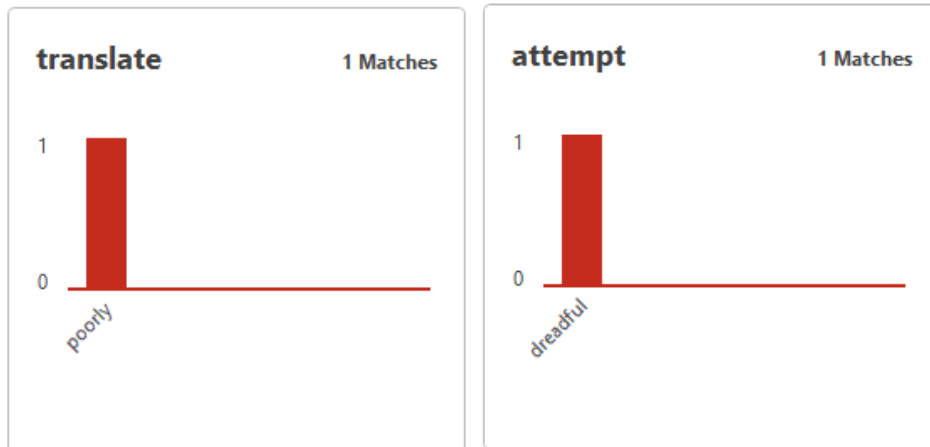
who gave positive answers stated that the business was sufficient for reasons such as being small, old-school, and unprofessional.



**Figure 7** The distribution of participant responses in the code key regarding the dimension of responsiveness.

**Participant 1** *“I doubt it. They probably do not have enough information that they can share. They don’t seem to provide the best service.”* (negative)

**Participant 23** *“Yes, it has. Quite likely. It must be a small and friendly place. Not very professional. It feels more reliable. Aren’t we tired of businesses trying to make everything perfect? They charge you for all the expensive branding and interior decoration.”* (positive)



**Figure 8** The selected opinion mining related to Question 02.

The opinion mining results reveal that some participants criticized the translation of the menu or the use of language.

**Question 03. Does the approach of this restaurant instill confidence in you, as an international customer? Why/Why not?**

**Table 6. Analysis of Responses to Question 03**

|          | Frequency | %    |
|----------|-----------|------|
| Positive | 20        | 76,9 |
| Negative | 6         | 23,1 |
| Total    | 26        | 100  |

The evaluation of the open-ended question about whether the company's approach instills confidence or not is discussed in Table 6. After this question was asked, all the participants repeated the phrase "as an international customer". The majority of the responses included negative expressions. 20 of the participants stated that the company's approach did not instill confidence, while only 6 of the participants stated that they appreciated the approach. 5 participants explained that they could not come to a complete conclusion with the impression they got from the menu and that they would get an opinion over time. The expressions reflecting the attitude of indecision were also included in the category of positive opinion. Only one of the participants expressed their positive opinion with an insistent and definite expression.



**Figure 9** The distribution of participant responses in the code key regarding the dimension of reliability.

**Participant 13:** “Why not? I would give it a try. If I let myself be guided by my opinions, and do not base my ideas on facts, prejudices can become quite obnoxious.” (positive)

**Participant 2:** “No, it doesn’t. It seems totally unreliable. I would become paranoid. From the menu emerged a severe anxiety of being sick after I eat.” (negative)



**Figure 10** The selected opinion mining related to Question 03.

Based on the opinion mining, it was determined that the scenario evoked their uncomfortable restaurant experiences, and they had doubts about the food quality.

**Question 04. Do you feel safe in your transactions with "This restaurant"? Why/Why not?**

**Table 7. Analysis of Responses to Question 04**

|          | frequency | %    |
|----------|-----------|------|
| Positive | 4         | 15,4 |
| Negative | 21        | 80,8 |
| Neutral  | 1         | 3,8  |
| Total    | 26        | 100  |

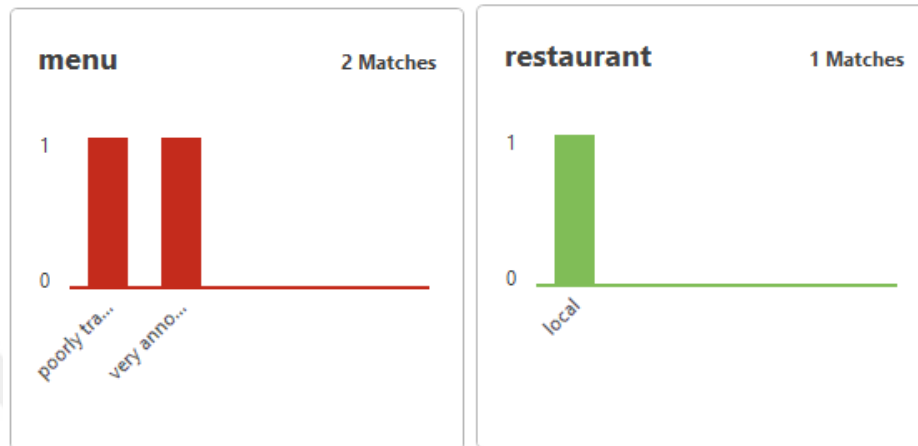
When the question about whether the participants felt safe or not, most of the participants responded negatively. 80.8% of the participants stated that they did not feel safe, and 15.4% stated that this was not a problem as they considered it as an experience. With the rate of 3.8%, 1 person did not find it appropriate to answer this question.



**Figure 11** The distribution of participant responses in the code key regarding the dimension of assurance.

**Participant 18:** “Yes, I do. My experience with similar places were always good. Small and less professional restaurants are always the best, they always have something special to offer.” (positive)

**Participant 10:** “No, I don’t. It doesn’t seem to be a trustworthy restaurant. I don’t think I will be able to express my demands. I had this type of restaurant experience before. It’s a nightmare to order food without knowing what it really is.” (negative)



**Figure 12** The selected opinion mining related to Question 04.

The opinion mining results demonstrate that some participants comment on the language used in the menu as an important indicator, while some are unaffected by it, and one user even sees it as a sign that the business is local and trustworthy.

#### **Question 05. Does this restaurant understand your specific needs?**

**Table 8. Analysis of Responses to Question 05**

|          | Frequency | %    |
|----------|-----------|------|
| Positive | 3         | 11,5 |
| Negative | 23        | 88,5 |
| Total    | 26        | 100  |

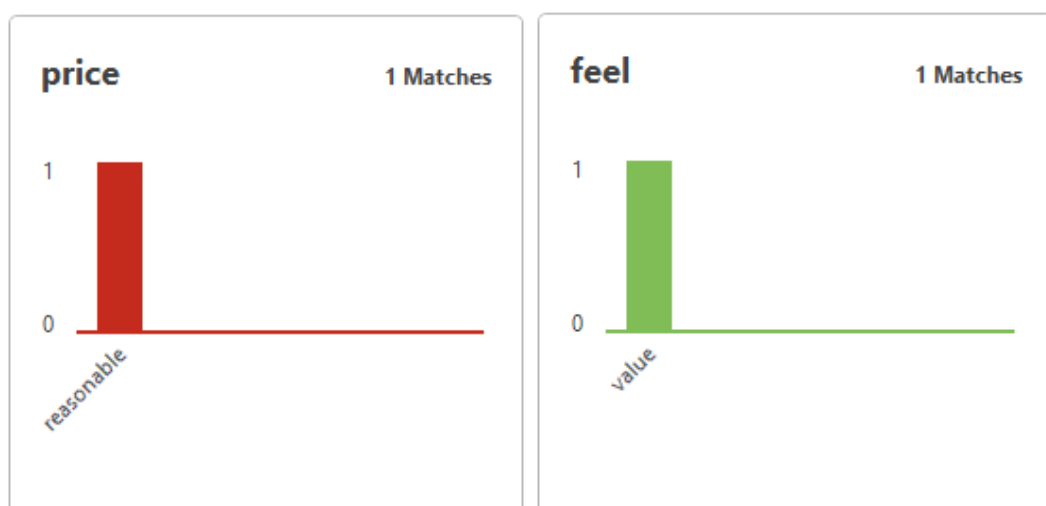
The respondents were asked whether the business owners understood the specific needs of the customers. The responses are indicated in Table 6. According to this, it has been observed that the majority of the participants, such as 88.5%, are of the opinion that the company does not understand the customers and their demands at all.



**Figure 13** The distribution of participant responses in the code key regarding the dimension of empathy.

**Participant 5:** *“It depends on what I really ask from them. It is a matter of expectations.”* (positive)

**Participant 6:** *“No, it doesn't. It doesn't seem to care about international customers. They may even see international customers as a burden.”* (negative)



**Figure 14** The selected opinion mining related to Question 05.

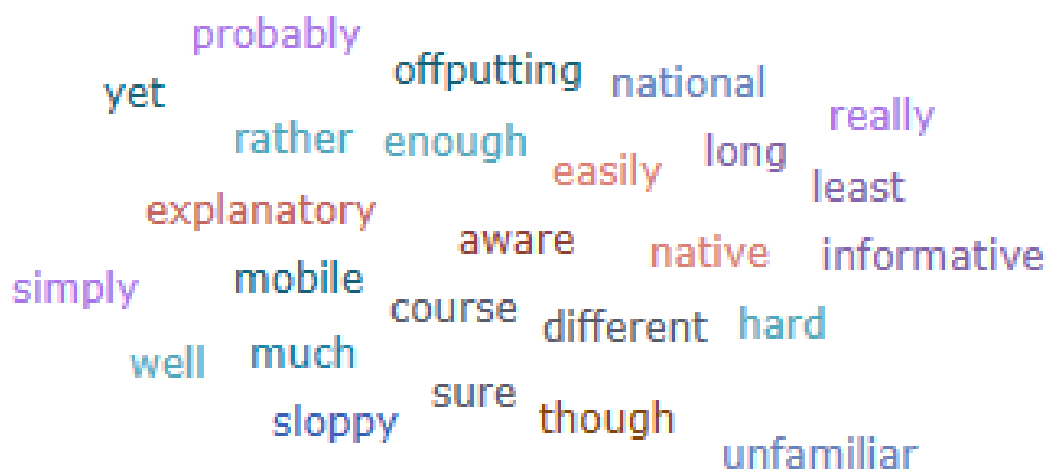
Based on the opinion mining, it was revealed that the positive answers consisted of the assumptions that the restaurant would have reasonable prices and tasty, local food (because it is not very professional, or it does not particularly plan to attract tourists). Remarkably, one participant focused on the concept of being valued. The respondent stated that either by the menu or other sources of information, it was very important to feel valued as an international customer.

**Question 06. Are the materials associated with the service and products informative? Indicate, if they are not.**

**Tablo 9. Analysis of Responses to Question 06**

|          | Frequency | %    |
|----------|-----------|------|
| Positive | 1         | 3,8  |
| Negative | 25        | 96,2 |
| Total    | 26        | 100  |

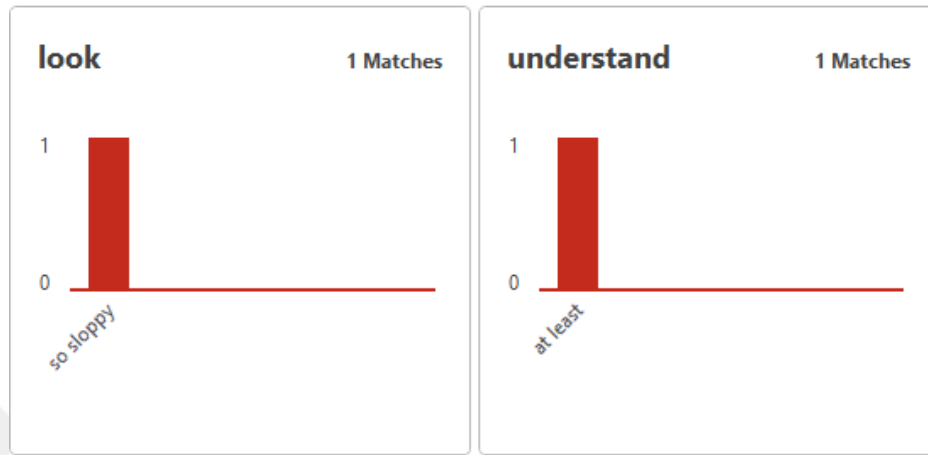
Another question asked to the participants is whether the in-service materials are sufficient. The answers to this question are presented in Table 7. As indicated in the table, almost all the participants express a common opinion, and this opinion is categorized as negative. Only one participant stated that the in-service materials are sufficient.



**Figure 15** The distribution of participant responses in the code key regarding the dimension of tangibility.

**Participant 7:** *"I don't think so. Look at the menu. "* (negative)

**Participant 10:** *"I must see the other materials, as well."* (positive)



**Figure 16** The selected opinion mining related to Question 06.

Most respondents gave short answers to this question. Based on the opinion mining, it is concluded that the participants who expressed a positive opinion or were undecided were content with understanding some of the written material presented. On the other hand, the impressions or feelings of those who express negative opinions come to the fore.

As the mediator, the demographic characteristics of the participants are also discussed. It is thought that there may be a difference between the perceived quality of the participants from cultures close to the source language and the perceived quality of the participants from cultures far from the source language. Two participants were determined based on their cultural backgrounds. The Iranian participant told he had a significant life experience in Turkey. Also, during the interview, the participant said that they knew Turkish cuisine and that they thought there were many similarities between Turkish cuisine and his own home cuisine. However, the time spent by the participant from the UK in Turkey was limited to just one year. During the interview, they explained that they did not know Turkish cuisine, that they were not interested in cuisine at all, and that they preferred international restaurant chains when they were abroad. The responses of the participants were compared.

**Question 01 Does the restaurant inform its customers enough about their products? Why/Why not?**

**P (Familiar with Source Culture):** *“...As a customer, if I had previously been introduced to Alexander which seems to be the main course, yes, to some extent, however, if I see the menu for the first time, I cannot order anything by myself.”*

**P (Less Familiar with Source Source):** *“...No. As a foreign customer, it's actually worse because it's impossible to make a decision for the main course based only on the descriptions provided.”*

**Question 02 Do you think the restaurant have the knowledge to answer your questions on its products or services? Why/Why not?**

**P (Familiar with Source Culture):** *“...I think they do in their native language not in English language obviously. The reason would be the poorly translated menu that speaks for itself...”*

**P (Less Familiar with Source Source):** *“...Very difficult to tell but certainly whoever wrote the menu – no. If I were someone who knew no Turkish, I'd find the meat descriptions utterly baffling due to the lack of contextual information. Such information (visual or textual) might overcome the dreadful attempts to translate the names of the dishes.”*

**Question 03 Does the approach of the restaurant instill confidence in you, as an international customer? Why/Why not**

**P (Familiar with Source Culture):** *“...As an international customer, I only care about the food not the menu, I can ask for a menu with picture, or at least look at other foods on tables. The reason for that is, if I go to a new restaurant, I have either heard about it through references or I have selected it based on some observations, so menu does not play a role....”*

**P (Less Familiar with Source Source):** *“...I would feel bemused rather than lacking confidence in the restaurant – and possibly a little intrigued.”*

**Question 04 Do you feel safe in your transactions with the restaurant?**

**Why/Why not?**

**P (Familiar with Source Culture):** *“...Yes, I do feel safe, maybe it is a local restaurant whose food is great, but they have no access to translators....”*

**P (Less Familiar with Source Source):** *“...Of course, no. There is a huge communication problem.”*

**Question 05 Does the restaurant understand your specific needs?**

**P (Familiar with Source Culture):** *“...As a tourist, I can make myself understood through translation services or pictures, since I only care about the food quality not menu or the service...”*

**P (Less Familiar with Source Source):** *“...To be honest, I don't seek personal understanding from a restaurant. I seek tasty food at reasonable prices, which is why the lack of pricing information and the baffling meat section with no descriptive text is such a serious loss.”*

**Question 06 Are the materials associated with the service and products informative? Indicate, if they are not.**

**P (Familiar with Source Culture):** *“...Of course not, they simply indicate that guests cannot understand much from the menu, at least...”*

**P (Less Familiar with Source Source):** *“...For some items, yes, because they're self-explanatory – “tomato soup”, for instance. On the other hand, the descriptions of the meat dishes would mean nothing to anyone unfamiliar with the national context. The issue with the dessert description is engrossing. The literality of the description is off-putting (who eats dough in a restaurant?) rather than baffling like the meat dishes...”*

When the impact of demographic differences as a mediator is evaluated, it has been revealed that more positive expressions were found in the perceptions of customers from cultures close to the source language. Even where the intercultural competence of the translator is insufficient, communication challenges can be reduced when cultural similarity is involved. Within the scope of this research, it can be concluded that the

proximity of the customer with the source culture plays a role as a mediator in the formation of customer-perceived quality perception.

As a result of this analysis, the themes and dimensions were determined. Sample narratives were categorized according to them.

**Table 10. Themes and Dimensions**

| <b>Dimension</b> | <b>Sample Narrative</b>                                                                                                                                       | <b>Theme</b>                                                                |
|------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------|
| Tangibility      | “All I want to learn is what I can eat or order.”                                                                                                             | Understanding what was written on the restaurant menu                       |
| Reliability      | “That team must be very ignorant.”                                                                                                                            | Evaluating the restaurant’s trustworthiness via presentation of information |
| Responsiveness   | “It seems incapable of satisfying the needs of international customers.”                                                                                      | Evaluating the communication skills                                         |
| Assurance        | “Menus are essential for customers to understand what they will receive in a dish they order. How can you feel safe without understanding what you will get?” | Evaluating the brand image.                                                 |
| Empathy          | “I don’t think it’s this company’s priority to understand my needs.”                                                                                          | Evaluating the way, the restaurant addresses the needs.                     |

The expressions coded and selected from narratives grouped under themes and dimensions reveal the extent to which customer perception is influenced by the translator's intercultural competence. The translator may not even be a full-time employee of the business (restaurant). However, the performance of the translator plays a key role in the evaluation of the business by the customers. A key feature of this performance is the translator's intercultural competence.

## IV. RESULTS AND DISCUSSION

As a professor of education, Myra Strober explains significance of multidisciplinary research based on the critical condition of today's world:

The complexity of knowledge in the contemporary world creates a paradox. On the one hand its sheer volume and intricacy demand disciplinary specialization, even sub-specialization, because innovative research or scholarship increasingly requires immersion in the details of disciplinary dialogue. On the other hand, that very immersion can limit innovation. Disciplinary specialization inhibits faculty from broadening their intellectual horizons: for example, considering questions of importance outside their discipline, learning other methods for answering these questions and pondering the possible significance of other disciplines' findings for their own work. (Strober 2006, 315)

As demonstrated in this statement, research questions posed by the constantly evolving global conditions can be responded more efficiently by multidisciplinary research. With its multidisciplinary feature stemming from its development, translation constitutes a unique domain for wide-ranging research.

Based on the eminently interdisciplinary character of translation studies, it was endeavored to address a common problem in terms of translator's intercultural competence by this study. The cultural turn in translation studies is related to the general wave of cultural turn in the humanities at the end of the 1970s. Nourished by polysystems theory, cultural turn brought the cultural significance of translation activities to the fore. Thanks to cultural turn, it is revealed that translation offers an ideal 'laboratory situation' for cultural interaction research and analysis of relationship between two cultural systems (Bassnett 2007, 19). Translation, which plays an important role in understanding interculturality and examining hierarchical relations gets connected with various disciplines to solve cultural issues.

Interculturality has come to the fore among the research topics of numerous disciplines with the spread of globalized economies, the penetration of digitalization into all areas of life and every living generation, and the weakening of geographical borders with e-commerce and remote working. In several cases, culture-based and interculturality-originated problems cannot be solved without the mediation of a domain such as translation. This study draws particular attention to this reality.

This research, conducted using qualitative research techniques, aimed to explore the impact of the translator's intercultural competence on customer-perceived quality. First, it was questioned whether there was a significant relationship between these two variables, and when it was revealed that there was a significant relationship according to the research findings, the direction and dimensions of this relationship were investigated. It has also been revealed that individuals' cultural backgrounds have an effect as a mediator in determining the development and direction of the relationship between these two variables.

The study has countless limitations. Primarily, qualitative research methods were preferred because the subject discussed has not yet found a wide place in the literature. Qualitative research allows for data collection through face-to-face interviews, allowing for in-depth analysis. However, although the sample size of the research is considered high compared to similar studies utilizing qualitative research, it may not be sufficient to reach consensus. The in-dept interview technique helped the participants to describe their experiences in restaurant menu translations, which are a part of the scenario, by going beyond the questionnaire forms. However, the limited interview durations and the frequent distractions of the participants made it difficult to identify the patterns. Considering this, it is recommended that quantitative research techniques should be applied in further research on this subject.

The research scenario was prepared in an articulate way against time constraints. However, it can be considered as an important limitation that the customer-perceived quality is investigated by examining the restaurant e menu only, without experiencing the different services of the enterprise. However, what is expected to be revealed is not the perception towards all services, but the emergence of the impression, perception and attitude formed by evaluating the translation of the menu, which is demonstrated as a major part of similar services in the literature. Today, many customers order from their

own home, without ever visiting the physical environment of the restaurant. They only see a menu on the Internet or mobile application. The disadvantage in the research is that there are no intersemiotic elements in the menu, as some participants have pointed out. Apart from that, even just one menu enables the customer to comment on or develop a perception about the business, as mentioned before in the literature (Ghafarian et al. 2016). Yet, further research should be enriched with scenarios and materials to overcome this limitation.

Examining a variable such as customer-perceived quality within the translation studies literature and relating this variable to the translator's intercultural competence required careful establishment of the research methodology. Some studies in the literature, as referred before, like the research of Ghafarian and her colleagues on restaurant menus (2016), intersect with our study without mentioning the business context. While Ghafarian and her colleagues were examining the impact of restaurant menus translated with a literal translation strategy on customers, they reported that customers' perceptions regarding the restaurant (business) were also affected. In our research, this was taken a step further, the impact was signified with the marketing term "customer-perceived quality", and the role of the translator's intercultural competence, not the translator's strategy, was investigated.

According to Karadağ, the most striking development in recent years is the support given to translation studies by the concepts of "culture" and "ideology". Indeed, with this support, the translator has become "visible" in the translated text. Thus, the presence of the translator has left its mark on the translated text to a considerable extent, and translation has begun to be considered as an action that includes the "ideological" choices of the translator. Translator's visibility makes it possible to examine their impact with different dimensions and projections in different areas. In this respect, translator's competencies do not only reveal results about the quality of the translation, but also directly or indirectly leads to distinctive results in many domains affected by the translation.

Considering today's conditions, translator's intercultural competence should be more important both in terms of translator training and in the domain of business and entrepreneurship. Enhancing intercultural competence in translator training and pedagogy has been a widely discussed topic in the last two decades (Nord 2000; Olk 2009; Yarosh

2015; Koskinen 2015; Albir and Olalla-Soler 2016; Li 2016). The results of the PICT study (2012) indicated that although the practices were varied, there was a high level of awareness of intercultural issues both among students and trainers. A majority of the participants stated that intercultural competence was extensively important for translators. Therefore, it was worth discussing the differentiation among terms; cultural competence, cross-cultural competence, and intercultural competence and in what way they could be defined in translator training (Koskinen, 2015). the challenges are not limited to the individual differences of translators. Tomozeiua, Koskinen, and D’Arcangelo (2016) indicated the misunderstanding concerns on what intercultural competence was considered to consist of. According to them (2016), numerous studies pointed out that the most important area was ‘general knowledge of “culture”, such as institutions, politics, current affairs, religion, geography, and the arts. They criticized this emphasis because it does not really engage in “the element of ‘inter’, that is, the idea of moving between two entities or residing in a hybrid space in-between or being able to adapt fluently to situations with coexisting cultural influences from various directions. It is thus debatable whether and to what extent cultural competence and intercultural competence can be successfully merged conceptually”.

Studies related to the significance of intercultural competence will expand with the accumulated knowledge and inquiries put forward by different domains and disciplines. At this point, this study is to be regarded as a starting point for further research. More comprehensive and large-scale studies are required, not only on intercultural competence, but also on the role of the translator in the values and perceptions explored by different disciplines.

## **V. CONCLUSION**

According to the results of data collection and analysis carried out using qualitative research techniques, the intercultural competence of the translator directly affects the customer's perception of quality. When the answers given by the participants were evaluated, it was revealed that the quality perception dimensions determined as tangibility, reliability, responsiveness, assurance, and empathy were significantly affected. Consequently, it is revealed that the translated materials, from manuals to restaurant menus, categorized as either technical writing or advertising material, have various effects on customers and play a significant role in the perception of the service or product offered. This effect can be measured in terms of quality perception, as in the scope of this study, and can be evaluated in terms of different customer behaviors in the field of business. These findings indicate that the quality of translated texts affect businesses in many ways, from quality perception to branding, and that the outcomes of the competencies of the translator must be taken into account multidimensionally.

In addition, the proximity of the participants to the source culture enables them to better understand the translated text, which plays a mediator role between intercultural competence and customer quality perception. While examining the significance of the intercultural competence, cultural proximity should be considered as an important determinant. The elements that constitute the translator's intercultural competence make an impact on the translated text as a determinant, and in this way on the target audience who will use these texts. Identifying these determinants based on various dimensions will provide researchers with the opportunity to consider the crucial role played by intercultural competence, in detail.

Despite its many limitations, this study is a roadmap for future research to be carried out with similar approaches. Research questions that cannot be answered by the methodologies and approaches of a single discipline can be answered through the

multidisciplinary approach of translation studies. As an example, in this regard, this study makes efficient use of the multidisciplinary nature of translation studies. The multidisciplinary characteristic of the field enables to investigate the impact of translation in various domains by distinctive methodologies.

Considering the development of today's economies, it is noticed that intercultural competence stands out. Economic activities have forced businesses to pay more attention to concepts such as interculturality and multiculturality. The closest source of information for businesses in this situation is translation studies, which offers a unique experience and observation opportunity. Translator's intercultural competence produces solutions that can meet the sociological and economic demands of today's world.

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## APPENDIX

### A. ETHICAL COMMITTEE'S APPROVAL



İSTANBUL 29 MAYIS ÜNİVERSİTESİ  
BİLİMSEL ARAŞTIRMA VE YAYIN ETİĞİ KURULU  
(Karar Sureti)

Toplantı Tarihi: 30.05.2022

Toplantı Sayısı: 2022/05

**KABARNO: 2022/5-4:** Sosyal Bilimler Enstitüsü Çeviri Bilim Bölümü Tezli Yüksek Lisans Programı öğrencisi Hediye Gamze TÖRKMEN'in "A Study on the Impact of Translators' Intercultural Competence on Customer -Perceived Quality" konulu bilimsel çalışma ve araştırma yapmaya ilişkin talebi incelenmiş olup, yapılan değerlendirme "A Study on the Impact of Translators' Intercultural Competence on Customer -Perceived Quality" konulu bilimsel çalışmada etik açıdan bir sakınca olmadığına oybirliği ile karar verildi.

ASLI GİBİDİR  
30.05.2022

Prof. Dr. Feridun M. EMECEN  
Başkan

## B. RESTAURANT MENUS

# MENU

## HOT STARTERS

Cheese Pastry

Lentil Soup

Tomato Soup

## MEAT DISHES

*Returns*

Returns Servings

Over Rice

Alexander

Alexander Confused

Rotating Sandwich

Return Wrap

## DESSERTS

Shredded Phyllo Dough

## DRINKABLES

Ayran

Cola

Water

## SALADS

Shepherd's Salad

Seasoned Salad

# MENÜ

## SICAK BAŞLANGIÇLAR

Börek

Mercimek Çorbası

Domates Çorbası

## ET YEMEKLERİ

*Dönerler*

Porsiyon Döner

Pilav Üstü

İskender

Karışık İskender

Sandviç Döner

Döner Dürüm

## TATLILAR

Kadayıf

## İÇECEKLER

Ayran

Kola

Su

## SALATALAR

Çoban Salata

Mevsim Salata

## ÖZGEÇMİŞ

|                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                              |                                      |
|--------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------|--------------------------------------|
| <b>Adı, Soyadı</b>                               | Hediye Gamze                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                              | TÜRKMEN                              |
| <b>Doğum Yeri ve Yılı</b>                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                              |                                      |
| <b>Bildiği Yabancı Diller</b>                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                              |                                      |
| <b>ve Düzeyi</b>                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                              |                                      |
| <b>Eğitim Durumu</b>                             | <b>Başlama - Bitirme Yılı</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <b>Kurum Adı</b>             |                                      |
| <b>Lisans</b>                                    | 1994                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | 2001                         | Boğaziçi Üniversitesi Çeviribilim    |
| <b>Yüksek Lisans</b>                             | 2010                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | 2011                         | Uluslararası Kazak-Türk Üniversitesi |
| <b>Doktora</b>                                   | 2013                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | 2018                         | İzmir Katip Çelebi Üniversitesi      |
| <b>Çalıştığı Kurum/lar</b>                       | <b>Başlama - Ayrılma Yılı</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <b>Çalışılan Kurumun Adı</b> |                                      |
| <b>1. Öğretim Görevlisi</b>                      | 2010                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | 2016                         | Gediz Üniversitesi                   |
| <b>2. Öğretim Görevlisi</b>                      | 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | 2018                         | Cyprus Science University            |
| <b>3. Öğretim Görevlisi Dr.</b>                  | 2018                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                              | FMV Işık Üniversitesi                |
| <b>Üye Olduğu Bilimsel ve Mesleki Kuruluşlar</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                              |                                      |
| <b>Katıldığı Proje ve Toplantılar</b>            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                              |                                      |
| <b>Yayınlar:</b>                                 | <p>Türkmen, Hediye Gamze, and Yasemin Akman. 2022. "Scope and Patterns of Marketing Agility in Tourism Enterprises During COVID-19 Pandemic Restrictions." In Agile Management and VUCA-RR: Opportunities and Threats in Industry 4.0 towards Society 5.0, pp. 129-143. Emerald Publishing Limited, 2022.</p> <p>Türkmen, Hediye Gamze. 2022. "Determinants of Quality Perception of Students in Online Learning in Higher Education." In Geo-economic Perspectives in the Global Environment, pp. 184-194. Routledge.</p> |                              |                                      |

|                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                       |
|----------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------|
|                            | <p>Türkmen, Hediye Gamze. 2022. "Bhutan: Sosyo-Kültürel ve İktisadi Analiz." Güney Asya Ülke Analizleri. GASAM: İstanbul.</p> <p>Akman, Yasemin, and Hediye Gamze Türkmen. 2022. "Impact of digital innovation on women's entrepreneurship: research in Kırklareli province." Güncel İşletmecilik Araştırmaları 2, Eğitim Yayınevi.</p> <p>Akman, Yasemin, and Hediye Gamze Türkmen. 2021. "A Study on Customer Perceptions and Attitudes Towards Digital Coupons." Journal of Business Innovation and Governance 4, no. 2: 174-193.</p> <p>Türkmen, Hediye Gamze. 2021. "Systematizing the Dialogue between Translation Studies and Business Studies: An Interdisciplinary Approach." transLogos Translation Studies Journal 4, no. 1: 81-99.</p> <p>Türkmen, Hediye Gamze. 2019. Müşteri Vatandaşlık Davranışı. Detay Yayıncılık.</p> <p>Türkmen, Hediye Gamze, and Sinan Nardalı. 2019. "Müşteri Vatandaşlık Davranışı Literatür Taraması." Uluslararası İktisadi ve İdari İncelemeler Dergisi: 865-878.</p> <p>Türkmen, Hediye Gamze. 2014. "A Brief Analysis on Effects of Anxiety on Student Approach to L2 Writing Tests". Humanising Language Teaching.</p> <p>Türkmen, Hediye Gamze. 2012. "Using social networking in EFL classroom in higher education." In Conference proceedings of» eLearning and Software for Education «(eLSE), vol. 8, no. 01, pp. 350-354. Carol I National Defence University Publishing House.</p> |                                                                                                       |
| <b>Diğer:</b>              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                       |
| <b>İletişim (e-posta):</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                       |
|                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <p><b>Tarih :</b> 07.02.2023</p> <p><b>İmza :</b></p> <p><b>Adı Soyadı :</b> Hediye Gamze TÜRKMEN</p> |