



ORIGINAL PAPER

Translating Texts with Sports Terminology versus Literary Translation – Similarities and Differences

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Abstract:

The translator is the person who equates the meaning of a text from one language to another. The translator uses language to translate the culture of a people. Translation is an art, and certainly not an easy art.

Universal literature or specialized literature in Romanian could not exist if there were no translators.

Translators must have a perfect command of both the source and target languages. Only in this way, the translated text can have the meaning that the author gave it at the time of writing. The translator creates a bridge between the two languages, the one they are translating from and the one they are translating into, thus giving access to valuable information written in languages that not everyone can know. The role of the translator can be a primary one because without translated texts, the world of letters would have been infinitely poorer. In addition to mastering the two languages, the translator must also be well versed in the field in which he is translating. He must be a specialist in the field in which he performs the translation, so the versatility of the person doing the translations cannot be disputed.

Keywords: *translator, translated text, specialized language, sports terminology.*

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Introduction

According to Becker “sport belongs to a wonderful and childish world; he representing the eternal youth of the human being”. (Becker, 1972:104)

The translation of texts for specific purposes is a different translation than the literary translation which allows a wider interpretation of the translated text. Literary translation can deviate a little from the original text by using synonymy and metaphorizing epithets. Translation for specific objectives requires the mastery of specialized terms from the field in which the translation is carried out. The role of the specialized translator is to distinguish between the two types of translations and to use specific means for each of them.

According to Luca “starting from the views according to which terminology is essentially a linguistic and cognitive activity, and the terms are linguistic units that convey a conceptual meaning within the texts of specialized knowledge, I conceived the present work as an approach, within which the terms are analyzed in their complexity, both as units that fit into a terminological system, and as dynamic lexical units, which manifest their term status in specialized discourse (texts, contexts, co-texts)”. (Luca, 2019:9)

Literary translation – between technique and art

Literary translation is a difficult exercise that requires real writing skills to bring out all the skill of an author, the musicality of his writing, the rhythm of his sentence. And the translator must disappear behind the work and make the reader forget that he is reading a translation. Translation is an exercise in interpreting ideas, which requires a lot of mental agility and writing skill. Also, knowledge of the two languages, the one from which one is translating and the one into which one is translating, are essential things.

According to Bărbuceanu “Literacy generally highlights the capacity of humans to decode reading and writing, but in the twenty-first century, literacy has other values added to the meaning, that of understanding and connecting data through a variety of media formats, using phone applications, imageries, video, audio, and digital texts. Phones, nowadays, are not merely objects of conveying oral messages, they no longer serve this intended purpose, now, phones or smartphones are digital devices, with computer memory, satellite identification and wi fi structures incorporated, with running application, mini portable computers, which can access information from every corner of the world, from libraries and dictionaries with a single touch set”. (Bărbuceanu, 2021:178)

From one translated text to another there is a movement, an emotion, a constant challenge. Before moving on to the actual translation, the translator must understand the text he has to translate. Translation can also be called as a rewriting of the text. The translator leaves his mark on the translated text.

The role of the translator as a bridge for «translating» values between cultures has been discussed since the time of Terence, the second-century BCE Roman adapter of Greek comedies.

According Sfetcu “the role of the translator is, however, by no means a passive, mechanical one, so that he has been compared to that of an artist. The main reason seems to be the concept of parallel creation considered by critics like Cicero. Dryden observes that «Translation is a kind of drawing after life...» The comparison of the translator to a musician or actor is older, with at least Samuel Johnson's remark about Alexander Pope playing Homer to the music of a flageolet, while Homer himself he used a bassoon”. (Sfetcu, 2014:4)

Included among the traditional methods recognized to be used in school since the 19th century, translation has been used consistently to this day. The main purpose of this methodology was the reading and translation of literary texts in a foreign language, which therefore placed the spoken word in the background.

Maria Brăescu speaks of two main tendencies of this method: “a synthetic tendency within the framework of the grammatical method and an analytical tendency within the framework of the lexical method. Followers of the «grammar and translation» method offer as a working tool:

1. a grammar book where the student finds rules and explanations that refer to a normative conception more often than to a coherent description of the language system;
2. a bilingual dictionary where the student finds long lists of words, grouped by area of interest, attached to their equivalents in the native language;
3. texts to be translated one way or the other, preferably literary texts”. (Brăescu, 1979:28)

In his opinion the grammatical (synthetic) method pays particular attention to grammar which must be studied in a mechanical way without any relation to the text. We teach morphology first, then syntax. The rules, then the examples are learned by heart. The reading of the text follows the grammar.

According Chirițescu and Păunescu “ legal translations and documents drafting, could not function without knowing the social and cultural background of the language, as legal translations reveal meanings within certain situations or contexts”. (Chirițescu, Păunescu, 2020:259)

The lexical (analytical) method puts in the foreground the detailed study of the text with its translation. This method reflects the dominant linguistic conceptions of the respective period: myth of grammar, identification of language and thought, identity of notions in different languages, etc.

The direct methodology, introduced in France in 1901, is systematically opposed to the traditional grammar-translation method because of its direct principle.

According Christian Puren it uses the principles of the «natural method», such as:

– “the direct and intuitive method: the child accesses meaning directly, by relating the sounds he hears to the objects shown to him, the gestures and expressions of those close to him;

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- the oral method: the only linguistic reality remains for a long time exclusively audio-oral for the child;
- the active method: the child learns to speak by speaking; the motor of this activity is the need, the interest or the pleasure, and its object the familiar and concrete world which surrounds it, and on which it can act;
- the imitative method: the child learns by imitating, even before understanding them, the sounds produced by his relatives;
- the repetitive method: the linguistic forms are engraved in the mind of the child thanks to constant and intensive hearing and reuse”. (Puren, 1988:112)

According Stoian “Therefore, students/ learners feel the need to be independent, to try to learn on their own. This new tendency should take into account that foreign languages need special filters for the abundance of online information”. (Nedelcuț, 2024: 213)

A scheme of the translation is made, with the main ideas, with the coherent theme. First they reflect on the text, only then they move on to the actual writing. You have to find a way to capture the attention of the readers. The translated text must be faithful to the original writing, but equally, take the inflection of the language into which it is translated and transpose the lexical artifices used by the translator.

According Scorțan “The psycho-affective dimension in building a team is not negligible. Of course, it is easier to work with people „that we like”, but the question that arises is rather to know how to work together while going beyond emotional divisions”. (Scorțan, 2024: 145)

Maria Brăescu indicates the main methodological ideas of this method:

- a) “the teaching of a language takes place through the same natural pathway that is seen in the acquisition of the first language; translation is completely banned from the classroom;
- b) the meaning is explained either by the direct presentation of objects or actions (the teacher ostensibly opens the classroom door and declares: «I open the door»; or by the representation of objects (drawings, photos, engravings) For abstract concepts, definitions, synonyms and antonyms are used, or the meaning is deduced from the context;
- c) grammar takes a secondary place; it is taught through the practice of the language; the method used for teaching grammar is induction;
- d) students are never given isolated words, but coherent sentences and texts”. (Brăescu, 1979:29)

Any collection of terms used in a certain field of knowledge represents a complex, logically structured system and ranked.

According Sfetcu “the role of the translator in relation to a text has been compared to that of an artist, for example a musician or actor, who interprets a work of art. Translation, like other arts, inevitably involves choices, and choice involves interpretation”. (Sfetcu, 2014:14)

To draw a parallel with the sports world, we could say, following Jean Paulhac's model, that the translator must defeat the text he has to translate, no matter what category it belongs to:

According Paulhac “L’athlète allemand ou français dominé est le plus souvent battu. L’athlète anglais continuera à se battre alors que la logique lui dit qu’il est battu. Et sa belle stupidité risque une fois de plus de faire de lui un vainqueur”. (Paulhac, 1954:33)

The automatic translation would be this: “*The dominated German or French athlete is most often beaten. The English athlete will continue to fight even though logic tells him that he is beaten. And his beautiful stupidity risks once again making him a winner*”.

However, the logical translation is different: “*The German or French athlete who is dominated, most often, is the defeated one. The English athlete will continue to fight even if, logically, he knows that he will be defeated. And it is precisely this stupidity of his that will make him, once again, victorious*”.

Nowadays, there are a multitude of technical means that help both teachers and students translate texts from one language to another. There are websites and programs that help students compare their translations simultaneously.

According Bărbuceanu “Technology allows the digital native to feel that easiness they experience when they surf the internet for information, it is the at home, relaxed freedom to touch, multitask, search and discover the subject, making them independent learners, who have incorporated the power that is already in the hands of students”. (Bărbuceanu, 2020:140)

Translations with sports terminology

According Benraho “Why do we teach «technical or scientific French» rather than French? Why do we describe a specialty language rather than the language itself for automatic processing? These two attitudes imply that there are special languages that stand out from a total language or at least from the particularities inherent in scientific and technical language. What makes a doctor's note, a court order, a maintenance notice different from what we want to call ordinary language”? (Benraho, 2015:11)

Sports terminology is complex and in constant movement and formation, as is the field in which it originates. Currently, the field of sports is one of the most accepted and loved by the general public. Sports attract masses of people from all corners of the world, uniting them through the dedication they all have for practicing a certain sport or simply practicing physical movement in ordinary everyday life. Football, handball, tennis, gymnastics, sports dance, winter sports, all these are activities loved all over the world.

“Sports terminology refers to the important words used in the field of sports. It is important to know about various sports terminology. This increases general awareness and helps enjoy sports programs to the maximum”. (<https://data-flair.training/blogs/sports-terminology/>)

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Sports terminology is perhaps the most used and widespread terminology because sports are present everywhere on the planet. Not only linguists or translators are familiar with sports terms, but the whole world uses these terms, hears them in sports commentary. We all use sports terminology when we watch a football, handball, basketball match on TV, when we watch gymnastics, tennis, boxing, winter sports or a sports dance competition. We don't need to be knowledgeable about the sport itself, nor about the linguistics, we just need to love sports in general and practice it at any level, and this will lead us to know sports terminology.

According to Becker “The relationship between sport and society is a very strong one. Does sport provide a model for society? Does sport prepare us for life? On the contrary, is sport a marginal phenomenon”? (Becker, 1972:101)

In terms of motivating students to learn sports terminology, this is an achievable one given their motivation through the admiration they have for one sport or another.

According to Altmanova “In the teaching of an L2, sport, as the main motivating factor, is already quite widespread. It is a link and an instrument of social integration between learners, especially learners from different ethnic backgrounds. Sports rules, shared by adolescents/learners, are often the only body of knowledge from which communication can begin”. (Altmanova, 2012:110)

Sports create interpersonal relationships from the friendships formed between children in kindergarten to the closest relationships formed between adults.

According to Becker “A child’s life is nothing but a continuous game. Games imply freedom and spontaneity”. (Becker, 1972:11)

Games must contain specific language. The specific language must be mastered by all actors, participants in those games. Thus, since childhood, a language specific to games, or better said, specific to sports, is created.

According to Caillois “There is also no doubt that play must be defined as a free and voluntary activity, a source of joy and amusement. A game which one would be forced to play would at once cease being play. It would become constraint, drudgery from which one would strive to be freed. As an obligation or simply an order, it would lose one of its basic characteristics: the fact that the player devotes himself spontaneously to the game, of his free will and for his pleasure, each time completely free to choose retreat, silence, meditation, idle solitude, or creative activity”. (Caillois, 1961:6)

Referring to the pleasure that games and playing sports can bring to people's lives, we chose a quote from a great French writer who described with great pleasure his childhood and the games he played with his cousins.

According to Gide “My cousins who shared my taste for this game, but were less patient, shook the device each time to contemplate a total change. I did not proceed in the same way: without taking my eyes off the scene, I turned the

kaleidoscope gently, gently, admiring the slow modification of the rose window. Sometimes the imperceptible displacement of one of the elements led to overwhelming consequences. I was as intrigued as dazzled, and soon wanted to force the device to reveal its secret to me. I uncorked the bottom, counted the pieces of glass, and took three mirrors out of the cardboard sheath; then put them back; but, with them, more than three or four beads. The agreement was poor; changes no longer caused surprise; but how well we followed the games! how well we understood the reason for pleasure"! (Gide, 1924:19)

Sports unite people from all continents, so sports terminology is the most widespread and the easiest to understand. Without in any way underestimating the role of the specialist translator, we must mention the fact that people in sports sometimes understand each other without speaking the same language. There are countless sports teams that have coaches of other nationalities who do not speak the language of the team they are coaching.

According to Caillois "In addition, a strict and absolute code governs amateur players, whose prior assent seems like the very condition of their participation in an isolated and entirely conventional activity. But what if the convention is no longer accepted or regarded as applicable? Suppose the isolation is no longer respected? The forms or the freedom of play surely can no longer survive". (Caillois, 1961:44)

There are many athletes who are active in several club teams, from several countries, without knowing the language of the respective countries. For example, there are Romanian athletes active in countries such as China, Japan, or at various sports clubs on the African continent. No one expects these athletes to know the language of the country they have chosen to represent.

There are countless Romanian coaches who train teams or athletes from the Asian or African continent. Sports language is accessible, that's why these things described above are possible.

Terms like - *captain, catch, champion, coach, compete, competition, competitor, contest, court, course, cup, defend, fan, field, final score, fitness, goal, gym, half-time, judge, league, lob, manager, offside, pass, penalty, perform, performance, physique, player, record, rules, score, serve, shoot, skill, spectator, stadium, strategy, tactics, talent, teammate, teamwork, tournament, trainer, trophy, victory* - are used and recognized anywhere on the planet.

In sports terminology, terms of French and Anglo-American origin predominate.

From the French language, terms such as - *attitude, effacé, passé, tire-bouchon, en passant, duplex, pièce touchée, pièce jouée*.

From the English language, terms such as - *arm wrestling, bodybuilding, bandy, baseball, curling, fotbal, golf, handbal, hochei, kitesurfing, paintball, rugbi, snowboard, scrabble, snooker, softball, skandenberg, rafting river, scheleton, skateboard, squash, wrestling, yachting, zorbing, aut, corner, dribling, drop, event, fault, forward, gol, goalkeeper, golgheter, half, ofsaid, outsider, stoper, time blitz, peel-off, play-blitz, aut, break, draw, footing, forcing, groggy, knock-down, knock-blitz (ko), non combat, non contest, upercut, ring, backhand, forehand, ghem, set, setbol, smeș, tie-break, topspin, knee up, kick, jumping kick, outdoor, outsider*.

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In sports terminology there are also Greek elements - *biatlon, triatlon, pentatlon, hexatlon, heptatlon, decathlon*.

Elements borrowed from the Japanese language should not be omitted either – *aikido, judo, age, ago, kata, aiki no sen, ashi, ashi-garami, ashi-gatame, bushido, shido, ippon, yuko, kohaku, ko soto gake, ko soto gari, ko uchi gari, kyo, shisen-tai, migi shisen tai, o soto gari, o uchi gari, kouchi gari, kansetsu waza, uci mata, okuri ashi barai, komi ashi, shime waza, juji jime, hadaka jime, waza ari*.

Korean language terms are also mentioned – *Taekwondo, junbi seogi, charyeot seogi, naranhi seogi, juchum seogi, ap seogi, ap kubi seogi, moa seogi, chuchum seogi, momtong jireugi, ap kubi seogi momtong bandae/baro jireugi, ap kubi arae makki, ap kubi momtong an makki, ap kubi olgul makki, ap chaoligi, yop chaoligi, ap chagi, dollyo chagi, bi chagi*.

According Burtea-Cioroianu “We must know how to use the right text depending on the social and intercultural context, because we do not speak to all interlocutors in the same way, but differently depending on the various intentions we have and the place where we are”. (Burtea-Cioroianu, 2023:121)

The mentioned terms represent only a small part of the specialized terminology in the field of sports, which a specialized translator must master.

According Chirițescu and Păunescu “Collective discussion involves the organized exchange of ideas, impressions, information and criticism, the purpose of which is to deepen or study a notion, concept or theory. Oral expression is the targeted skill of this work technique that explores creativity”. (Chirițescu, Păunescu, 2024: 243)

Of course, sports terms can be classified according to each sport, how they were formed, when they were formed, whether they are widely used or not. But we in this paper do not deal with the sports terminology from a philologist's point of view, but we try to emphasize the fact that sports unite people not only because they can easily understand each other without speaking the same language, but also because sports it means openness, vision, free spirit, positivism, smile.

Translating sports texts involves both playfulness and seriousness.

According Duhamel “I want to play. He looks preoccupied, worried, as if to say - I want to work. And he's right - because the game is his primary concern, his duty. What can we ask him first? To play, but to play conscientiously, with patience and with ingenuity”. (Duhamel, 1945:16)

Sport has its own language that goes beyond words, phrases, terminology. Sport speaks for itself through what it shows, what it releases, what it gives.

According Choupaut “To understand the language of sports is to place it in the complexity of its social, political and economic evolution, it is to grasp, for example, the tension between the apparent universalism, sometimes advocated, of modern sport and therefore of the linguistic standards that it imposes and which legitimizes it, and its past and current forms of diversification, the social uses of

which must be placed in an economy of symbolic exchanges and power relations”. (Choupaut, 2021:2)

Sports terminology is part of the specialized terminology and must be documented as such. Texts that involve sports terminology are specialized texts, and sports is a vast field with many branches. Specialized translators must be good experts in the field of sports, but also very good experts in sports language. Specialized texts require specialized translation, specialized texts in one field or another cannot be translated word for word. They must be integrated into contexts.

Conclusions

In conclusion, the translator of text containing sports terminology must be a big fan of sports. Because he must rather understand with his spirit and soul what he has to translate. Sport gives life, the translator also gives life to the sports text, making it accessible in a language other than the one in which it was written.

The translation of a text requires climbing it, just as the mountaineer must climb the mountain, being prepared for all the obstacles that it might bring in his way.

According Rebuffat “Therefore, an ascent is not only an escalation of a mountain of rock and ice, but it also implies an itinerary that must be found, passages that must be connected to each other, a well-established schedule”. (Rebuffat, 1979:28)

Sports unites people from all corners of the world, the translator makes accessible information about sports competitions from anywhere on the planet, about interviews with great athletes, about competitions and their role.

Regarding the difference between the translation of a literary text and the translation of a text with sports terminology, we draw attention to one fact. In both cases, the translator must have a very good command of both languages to know how to transpose the information into the language in which he is translating, in such a way as to respect the linguistic norms of the language in which he is translating.

According Chirițescu and Păunescu “Growing aware of professional specialisation and lifelong learning requirements to meet the contemporary market demands, translators undertake considerable efforts to answer both general and specialised translation loads”. (Chirițescu, Păunescu, 2020:254)

The literary text requires a greater adaptability of the language. Text with sports terminology requires knowledge of sports terms to be able to use them correctly in contexts and also knowledge of the field of sports in general.

Authors' Contributions:

The authors contributed equally to this work.

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