DO MANUALS DEVELOP "TRANSLATION COMPETENCE"?
TRANSLATION COMPETENCE: PARADIGMS REDEFINED

Mine YAZICI[1]

Abstract

In the last twenty years, although the number of translation manuals declines in the West, it inclines in Turkey. Although the underlying reason for this may be the use of such manuals as tools of language learning for a long period of time, the main reason can be related to the conventional learning habits in Turkey. This paper deals with one of the the best selling translation manuals in Turkey as the representative of the whole corpus setting out from the hypothesis "whether manuals' not developing translation competence" is something peculiar to Turkey, or it is related with the features of manuals as a "text type". For this purpose, first a comparative analysis is conducted in both Turkish and Western manuals to rationalize retrospectively to what extent they have met the expectations of the target language not only in Turkey, but also in the West; next, the paper will focus on the features of text types that serve best for translation didactics with prospective ends.

Key Words: Performative skills, translation competence, translation manuals, mental procedures, text level.

ÖZET

Türkiye'de çeviri kılavuzlarının sayısının her geçen gün artmasına karşın Batıda bu kaynakların sayılarının azaldığı görülmektedir. Buna bir neden olarak çevirinin uzun yıllar dil öğrenim aracı olarak kullanılma geleneği gösterilebileceği gibi, bir başka neden olarak da Türkiye'de yerleşmiş öğrenme alışkanlıkları da gösterilebilir. Ancak, bu yazıda Türkiye'deki çeviri kılavuzlarını temsil etmek üzere en çok

---

[1]   Assoc. Prof. Dr., Istanbul University, Department of Translation Studies.

satılan çeviri kılavuzlarından yola çıkılarak, çeviri eğitimiyle ilgili bu tür kaynakların çeviri edincini geliştirmediği konusundaki hipotezin salt Türkiye'ye özgü bir durum mu olduğu, yoksa bunun kılavuzların "metin türü" olarak özelliklerinden mi kaynaklandığı konusu irdelenecektir. Bu varsayımdan yola çıkarak farklı iki dilde en çok satan iki kılavuzla karşılaştırma yapılarak hem geriye dönük olarak kılavuzların okuyucuların beklentilerini niçin karşılayamadığı gerekçelendirilecek, hem de ileriye dönük hedefler açısından bu tür çeviri eğitimiyle ilgili kaynakların hangi metin türü özelliklerine sahip olması gerektiği konusunda çıkarımlarda bulunulacaktır.

Anahtar Sözcükler: Edimsel beceri, çeviri edinci, çeviri kılavuzu, anlıksal işlemler, metin düzeyi.

There has been an increase in the number of not only the manuals, but also the departments of Translation Studies in the last two decades in Turkey. The underlying reason for that increase in quantity may be related to the demands of the globalizing world. Within this framework, the demand for manuals can also be justified as the outcome of theoretical studies. However, there are two factors that hinder the interaction between the market and academia. The market should consider the conventional learning habits of the target culture. On the other hand, in Turkish academic convention, universities are responsible for producing theoretical works, but they do not have to get into interaction with the market. However, it should be noted that this past-isolated attitude has been replaced with the interactive approach in academic studies by the new trend initiated by project studies through the mediation of scientific research funds of European Council. Thus, this human-oriented approach has been urging the academicians to strip out of their cocoons. With these concerns in my mind, I will deal with both manuals in order to redefine the paradigms of translation competence in the light of the academic knowledge. This interaction will provide feedback to improve the quality of manuals or finding other solutions to replace manuals, which in turn will help to determine the new paradigms in the course of the descriptive study.

In Turkey, translation manuals usually address to the candidates who take university entrance exams, academicians who have to sit for translation exams for gaining academic titles and the trainees in translation departments. These exams are composed of multiple choice questions based on lexico-grammatical knowledge, reading comprehension, sentence completion, cloze tests and multiple choice translation questions. As seen from the profile of addressees and

the content of the questions, it is clear that they aim to assess the linguistic skills of the candidates rather than developing translation competence of the trainees. In this case, manuals serve as complementary resources to language learning resources. What addressees expect from the manuals is assimilating basic rules to pass the above-mentioned exams and the manuals in the market aim to fulfill addressees' expectations by limiting the content of manuals with mechanic translation exercises based on transfer or linguistic competence. Moreover, in consideration of the expectations of the customers from the manuals as self study books, the publishing houses print keys to exercises as supplementary to manuals. Perhaps this is the main reason why linguistic exercises overlap with the exercises concerning translation competence. It is for this reason that they narrow down the complex procedures necessary for translation procedures and such defining features of translation competence as situationality, complexity and open-endedness are put aside (Neubert 2000:2-5). So, the problem here may arise from the dilemma between the manuals as text-types and their object of study, "translations". Accordingly, the best way to see to what extent manuals fulfill the mission of teaching translation is to define translational competency in such a way as to distinguish it from linguistic proficiency.

Translation competence

Translation competence is acquired not only through lexico-grammatical or cultural knowledge, but also through strategic competence in producing a functional text embedded in the target culture. It means that the trainer, or the manuals should aim to build up communicative and performative competences of the trainees in consideration of the features mentioned above. In other words, the manuals should develop such exercises to help trainees practice their linguistic competences in real life situations, which would urge them to activate their performative skills to get into communication (Hönig&Kurultay 1992:73). That is to say, translation competence is the overall competence of performative and communicative skills as opposed to the widespread misconception that it is an activity composed of two phases: comprehension phase and recoding or restructuring phases, which can be related only to transfer competence. As for the translation competence, it develops as long as the trainee problematizes the source text within the framework of target culture and proceeds in the direction of the preset goals determined prior to the translation process. One can conclude from these remarks that the translator should develop such a reflex as to proceed within the framework of preset goals set, which can be closely related to the

feature of translation as commission. However, it should be noted that achievement of the commission is bound by awareness of text types, situationality of communicaton, as well as critical thinking acquired from theoretical knowledge (Hönig&Kurultay 1992: 75-76).

When these findings are combined with the learning goals of the trainees the following paradigms can be elicited:

1. **Gaining linguistic awareness**: It is closely related with lexico-grammatical knowledge. Undoubtedly, the trainees are supposed to have been equipped with advanced level of linguistic knowledge. But their dependency on linguistic or grammatical rules may result in translation errors due to lack of knowledge on the irregular workings of language use arising from idiomatic usage of language.

   Inference: Linguistic exercises independent of grammatical rules based on idiomatic language and exercises on paraphrasing and collocations will broaden the scope of the trainees in terms of perceiving the multiple aspects of language.

2. **Gaining awareness of socio-cultural context**: It aims to earn the trainees awareness of language use in different contexts and situations. It develops cultural awareness alongside the appropriate and correct usage of language in a certain situation. Accordingly, the trainees are expected to acquire knowledge of socio-semiotic variables in consideration for the constituents of discourse analysis such as field, tenor and mode (Roberts 1992: 5-7).

   Inference: It would be much better to embed the task in the brief in a context of situation. This would direct the trainees to have a recourse to "translation by cultural substitution". With this strategy, the trainee would have to replace culture specific items with target text equivalents, which would lead him to question the limits of his/her decisions based on the purpose of the task commissioned to him/her.

3. **Developing communicative skills**: It aims to develop awareness of the goals of the task in consideration for the demands of the client as well as the expectations of the addressee so as to provide communication between the source and the target culture. Therefore, it is related with the awareness of tolerance of the commissioner and the norms of the target culture.

Inference: The translation task can be commissioned in such a way as to correspond to real situations and provide translator with license to take individual decisions to maintain correspondence.

4. **Developing problem solving skills** in place of error avoiding skills: Since in real life situations translators usually deal with faulty texts, they should develop such strategies to overcome the linguistic problems.

   Inference: A manual dealing with problem solving skills would hinder trainees from the past habits acquired from language learning. For example, giving them faulty texts as translation task would not only cure their shortsightedness, but would also draw their attention to "sense" in place of "signs".

5. **Developing** s**pecific field research** skills: Giving them awareness in what way the knowledge of specific field affects not only the correctness, but also the quality of translation since the field is the main determinant in language use.

   Inference: We cannot expect the trainees to acquire knowledge of specific field, but we can build-up their awareness about research methods on the path to professionalism and teach them how to acquire knowledge during the translation process.

6. **Developing critical thinking skills[2]:** The translator questions his decisions in such a way as to set up correlations with the knowledge he has acquired from theoretical knowledge; in other words, he learns to assume the whole responsibility of his decisions that make him reach the ultimate goal he has set before.

   Inference:This dialectic way of argumentation with the source text from the pole of the target culture would also develop self-confidence of the translator.

In the light of these preliminary remarks a descriptive study on manuals will shed light on translation competence in terms of their main concern as developing translation competence.

---

[2] The term "Critical thinking skills" is also used in the field of applied linguistics. However, it is closely related with "evaluative thinking" and textual understanding. As different from Translation Studies, it is based on analytical skills rather problem solving skills. From this point of view, "critical thinking skills" in linguistics concerns critical reading and aims to teach "objective methods of textual analysis" (McCormick 1994:60).

<u>Descriptive study</u>

Aim: This study aims to disclose in what way cultural turn in TS in the eighties reflected into practice, thereby assessing whether the gap between practice and theory have been bridged. Accordingly, it aims to problematize the concept of translation competence according to the data obtained from manuals. Within this framework, it first discloses the perception of the translation competence today based on a descriptive study on the below mentioned manuals and shows the ways to expand its borders in the light of the theoretical knowledge acquired today.

Corpus: It consists of three books which are issued from 1998 up till now. The corpus is limited both in consideration for the limitations of this paper and the role model they set for future manuals. Accordingly it covers the most popular and the latest manuals. The reason why descriptive study on manuals starts from 1998 is that the manuals gain popularity after 1990s with the impact of globalization and advances recorded in the field of information technologies. Moreover, knowledge accumulated in the field of TS in 1980 has been assimilated in 1980s and the need to put them into practice ends in increase in number of manuals.

Manual 1

Boztaş, İ. & Ziya Aksoy , Ahmet Kocaman, et al.,(2001) *Çeviri Kılavuzu* [A Guidebook for Engish Translation], Ankara : Hacettepe Taş yayınları.

It was first published in 1986 and it has been printed 16 times since then (Taylan 1992:113). It consists of six chapters. The first chapter is on grammatical knowledge. It is printed 16 times. It aims to teach translation by giving grammatical rules at sentential level. This chapter is composed of 254 pages, and exercises on paragraphs takes place at the end of the chapter it deals with. However, the brief is limited with such a statement as "Translate from English to Turkish or vice versa. The second chapter is on translation theory. It focuses on the issue of equivalency after giving a brief account of perception of equivalency within the framework of Turkish translation history. Next, it gives place to the linguistic account of translation concept, touching on text typology and applied linguistics. This part also ends with translation exercises at paragraph level. The third chapter deals with texts from specific fields; accordingly it is on translations from scientific and sociological texts. In the

fourth part the author passes on to the issue of comparative translation analysis, the subtitle of which is "notes on translation criticism". The author conducts the comparative analysis by adopting a linguistic approach and discusses "equivalency" in terms of sense, structure and function. At the end of the section, the author touches on the issueof translation criticism, however he narrows down it in such a way as to restrict the field of translation criticism with developing error avoiding strategies, based on the knowledge of linguistics. At the end of this section the students are asked study Turkish and English versions of the Constituiton of the Turkish Republic in the light of the information given in the beginning of the chapter. There are two problems here: first, English version is not original; next, there is no correlation between the knowledge given in the beginning and the translation task in the brief. Fifth chapter is on journalism. Introductory notes and rules on the jargon of journalism is given, and next, the trainees are asked to translate the excerpts from the journals. Exercises are designed under the subtitles of headlines, articles, ads and letters to the editors. Linguistic notes are inserted into each section. The last chapter is translations from business English and daily English. Within this context, it covers business letters, letters of condolences, congratulation, identity cards, power of attorney and etc.

Content analysis

This guidebook addresses to all levels of trainees. There are numerous samples and translation exercises not only from different specific fields, but also from different text types, however they are not arranged in a systematic order to lead the trainee to competence stage. It is limited with submitting different samples from different fields. The author attempts to give theoretical knowledge, however, he cannot link the gap between theory and practice. However, when considered the main aim of guidebooks as verbalizing the inferences obtained from theoretical knowledge, the space given to theoretical knowledge is enough. What is misleading here is that there is no brief that lead the trainee to translation–oriented text analysis. The only guide is the key to the exercises which disguises the open-endedness of translation act. Moreover the text types are confused with each other to such an extent that it erases the borders between specific fields and its related subtextypes. Therefore the feature of heterogeneity also gets lost.

Manual 2

Zaro, Juan Jesus & M. Truman (1999) *Manual de Traducción,* **Madrid: Nueva Imprenta.**

This bilingual source (Spanish/English) is composed of eleven chapters. It was published in 1998. Each chapter is divided into sections; they are respectively Spanish and English. It addresses to Spanish students who are taking translation classes as part of their education. There is a commentary in each section on both source texts and target text which provides contextual feedback to the trainee.

Content analysis

The guidebook claims that its theoretical framework is based on Skopos theory; however there is no brief in translation tasks. The author verifies his theoretical claim by stating that the translations belong to professional translators, therefore he did not endeavor to translate the texts.

After introductory remarks on how to use the manual in the first chapter the author gives brief information on translation strategies in the second chapter. In third chapter the author mentions text typology; however, he limits the borders of text typology with the content areas of specific fields. In the next seven chapters, he deals with texts of specific fields such as legal and administrative texts, literature and entertainment; socio economic texts; journalism; consumer-oriented texts and science and technology. In the choice texts he remarks he deals with texts only concerning professional translators. Each chapter related with specific fields starts with a sufficient amount of introductory remarks on translation task, then the author submits the source text and comments on the terminological problems arising from cultural differences. In other words, translation problems at lexical and terminological level are explained and discussed within the context of the target culture. After that, the accredited translation of the text is given and the author has also referred to back-translation in consideration for the legal documents sometimes asked from official organizations together with the translations done by professional translators, which serve to prove the authenticity of the legal documents such as contracts, title deeds, death certificates or diplomas. Although the author claims to set out from the Skopos theory, he does not give any information on the translation task which will lead translators to discuss translator's decisions during the translation process in the light of the directions in the brief. So, it

again creates the impression of setting out from micro-scale decisions. However, when the prospective goal of manuals as developing translation competence is concerned, such an approach to translation problems ends in retrospective description of translations. The author claims that he discusses linguistic choices within the framework of target text conventions and he proves his claim by choosing texts from Spanish in consideration for the demands of English clients. However, the correlation between specific fields and its related subtexts are sound. It reflects the heterogeneity of the field even if it does not emphasize the creative and open-ended features of translation. It only serves to explain the communicative performance of the translations from the linguistic material. So the trainee may gain awareness passively, but cannot put it into practice without undergoing the same mental processes. To gain reflexual habits, one should practice it. Here, by practicing I do not mean the space allocated to translation tasks, what I want to emphasize is the quality of the translation tasks; consciously designed briefs similar to real life conditions. Therefore, the question is to what extent product- oriented approach in manuals will serve to develop translation competence of trainees. I think, the answer lies in the fuzzy border in the difference of reference and manual books. This issue can also be related to back translations of legal documents. Today, the translation memories are able to fulfill such tasks, anyway. Thus, the question is whether manuals should give place to such texts, if their main goal is not developing the machine, but the human competence.

Manual 3

Taylor, Christopher (2007) *Language to Language A practical Theoretical Guide for Italian/English Translators,* **Cambridge: Cambridge University Press.**

The last most popular manual was first translated in1998 and printed 6 times. The last issue was printed in 2007. Its language is English and Italian. It consists of two parts. The first part contains theoretical knowledge. It consists of three chapters, and adopts linguistic approach. Accordingly, the first chapter is related with applied linguistics and translation. After giving introductory knowledge on applied linguistics it deals with Firbas' functional sentence perspective, which is related with the ordering of information units in sentences and its impact on communicative dynamism. Relevantly, it focuses on the issue of cohesion, lexical density, collocations, proper nouns, terminology and

languages for specific fields. It ends up with translation strategies. The examples are at lexical and sentential level. The second chapter is on "translating meaning in context". Accordingly, the author gives place to semantics, context, pragmatics and cultural constraints. In the last chapter the author focuses language varieties. Within this context, it deals with text types and genres and gives brief information subtext-types of specific fields. However, this information is restricted with linguistic features of specific fields. The second part aims to analyze the process of translation. It is composed of three chapters they are literary, journalistic and film texts,; technical and scientific texts and legal, commercial and promotional texts respectively. Each chapter starts with a very brief introductory information on specific fields; next it focuses on source text analysis to make correct target text choice at all levels. That is to say, the author analyzes each text-type from lexico-grammatical and semantic-pragmatic and cultural aspects.

Content analysis

The author adopts linguistic approach in the first part. Although translation studies has primary relations with linguistics, its primary concern is to reproduce a functional text in favour of the literary polysystem of the target culture. Yet, the author here has not been able to set up relations with the second part. The two parts seem to be isolated from each other in spite of author's attempt to provide a sound theoretical base for translations. Subsequently, theoretical information given in the first part ends in source text analysis and information processing in the second part. In the second part, the author develops a new technique called "rolling on approach". In this technique, after brief remarks on the source text, the translation is carried out literally. Next, literal translation is yielded to lexico-grammatical analysis and second version of literal translation is analyzed from semantic-pragmatic and cultural aspects. The last version belongs to the accredited and official translation of the source text. At the end of all these procedures, the next chapter of the source text is offered for practice. It is seen that although the technique, especially the last stage, inescapably orientates the author to adopt target-oriented analysis, it remains at micro-scale level. Even if it gives the trainee a chance to question the lexical items from the pole of the target culture -the theoretical part of the manual being not linked to translator's decision- it falls short in consolidating translator's decisions within the framework of the target culture.

Identification of paradigms: These introductory remarks composed of bibliographical records and content analyses of the manuals will yield data related with the paradigms for comparative analysis. In other words, these paradigms function not only as the main determinants of manuals, but also the concept of translation competence. In determining these paradigms I have followed a logical sequence in terms of the relationships between the paradigms. For this reason, the following determinants proceed in a hierarchical order to disclose the flow of the descriptive study:

1. Translation-oriented linguistic exercises: it will serve to gain linguistic cultural awareness and develop sense-oriented approaches. Translation tasks in a manual may cover faulty texts. They would help trainees to question the underlying reasons why they fail in understanding the text. For example, a trainee may overlook grammatical and lexical errors as well as errors in punctuation in the source text due to her/his shortsightedness. By dealing with linguistic material, they would gain awareness in focusing on linguistic material, which would help them to overcome linguistic barrier in solving micro-scale translation problems. In other words, gaining such awareness would also lead them to deliberate analysis of their decisions which is closely related with developing critical thinking skills. However, we cannot restrict translation-oriented linguistic exercises to only those developing error avoiding strategies. It would be much better to enrich linguistic exercises with idiomatic language use as well as exercises related with exercises concerning scientific jargon of the specific field. Accordingly, lexico-grammatical exercises in translation manuals can be expanded as exercises on idiomatic usage of language covering cliches, collocations and established statements as well as those concerning langue of specialty. Therefore, variables in the table are set as exercisces based on lexico-grammatical knowledge, those based on idiomatic usage of language as well as those on langue of specialty which concerns professional language of specific fields including knowledge of terminology.

2. Level of translation task: It is related with the level of texts in terms of complexity of procedures the translator has to overcome. While texts that are too complex in lexicon and grammar would lead the trainee to lose his self-confidence, texts that are too simple or exercises based on grammatical rules would end in the loss of motivation. Therefore, the text should be at such a level for the trainee to spot the translation problems and overcome them by making use of his intuitive skills based on both cotexual and contextual knowledge.

Accordingly, the variables in studying the manuals can be set as simple, fair or complex.

3. Mental orientation: It is related with the starting point of processing information in a translational task. If the translational task starts from lexico grammatical analysis of the source text, the trainee will concentrate on solving micro-level translational difficulties and will develop error avoiding strategies based on bottom up procedures. And this will hinder the translator from developing such strategies to assess the overall function of the translation in the target culture. If the translation task is defined by a brief that draws trainee's attention on translation task as a purposeful activity, it will provide the trainee sound grounds to steep the source text into the target culture, or will lead him to translation-oriented text analysis. Here the existence of well-defined briefs determines how to process information in the source text, and will help him/her to unite top-down mental procedures with bottom up mental procedures. Accordingly variables here are set as bottom up and top down processing.

4. Mental processing: A manual should define the translation task in such a way as to put the trainee into the communication mode. It can be claimed that the brief should be the main determinant in translation in terms of considering the factors of situationality and critical thinking (Nord 1997:59-62). Then, it can be claimed that manuals should provide briefs in translation tasks. A translation task limited with just "translate this excerpt into x or y language", would serve nothing more than consolidating literal translation competence. It should also be noted that trainees can also be asked to write down the brief themselves to be reminded of the responsibility of the translation act. This would prevent the discrepancy in his/her decisions and would lead him to take decisions in consideration of the overall end of translation task. To put it another way, it is related with the mental processing of the information of the source text. Therefore the author may adopt product or process oriented-approach in analysis. While product-oriented approach refers to deductive way of reasoning, process-oriented approach indicates inductive way of reasoning. It is acknowledged that translator training aims to serve for prospective ends; however, the adoption of product-oriented approach may end in literal translation of the source text since the trainee focuses on retrospective analysis of the source. Accordingly, a manual should give place to such briefs as to support translation-oriented approaches. This would give him both awareness of open-endedness of translation activity and multitude of strategies involving translation procedures. As Sakine Eruz remarks, "translation-oriented text

analysis should aim to develop such strategic knowledge as to analyze the source text from the pole of literary polysystem of target culture and text-type conventions"(Eruz 2008:63). Therefore, considering the close relationship between mental orientation and mental processing, while the main variables of mental processing in this paper are determined as product-oriented and process-oriented analysis. Here, the main determinant of these options can be set as "briefs" in terms of revealing situationality of translation as a purposeful activity.

5. Strategy: It is the outcome of the above mentioned paradigms related with mental orientation and mental processing. It discloses what strategy the author adopts in analyzing translation task. Its variables are set as target-oriented and source-oriented.

6. Creativity: It is closely related with the level of translation task. Since the directives, analysis and the keys are given by the manual itself, most of the manuals would not allow novice translators to give creative decisions. The tasks manuals can achieve this end only when they arrange open-ended tasks to the trainees. This would also help the trainee to question the functionality of his decisions during the translation act. Therefore, the variables of creativity are set as close-ended and open-ended. However, in giving such tasks the level of texts should be considered in terms of complexity, because a text that is too difficult may halt the trainees in taking creative decisions. That is to say, the complexity of the text should be arranged in such a way as to activate his skills of top down and bottom up processing skills. The topic and linguistic and terminological density of the texts should be arranged to develop the creativity of the trainee, the main elements of which are fluency and divergent thinking (Kussmaul 1995: 50-51).

7. Specific field knowledge: It is related with the interdisciplinary feature of translation task. Specific field knowledge is necessary for professional translators as long as it facilitates their procedures in translation. However, in some cases the translator may have the risk of getting lost in the specific field. The best way to acquire it is during the translation process. However since novice translators do not have the opportunity to acquire specific knowledge by the experience acquired from professional translation activity, the manuals gives specific field knowledge in order just to touch on the correlation between specific field knowledge and translation. In the light of these remarks, the variables are set as specific and general knowledge of the domain.

Accordingly, the manual should also cover the sub text-types of the specific fields, which correspond to disclose the heterogeneity, or diversity, of the translation activity.

8. Approach to specific field: It indicates the direction of the translation of specific fields. In the light of the above mentioned information, the approaches in the manuals are identified as those proceeding from specific field, those proceeding from text-type knowledge and those proceeding from translation process.

9. Awareness of text-type variety: This paradigm is related with the heterogeneous feature of translation. The introduction of variety of subtext-types will develop the performance of the trainees. In other words, the excerpts from different text-types of specific fields will build up in the trainee not only the notion of intertextuality but also the hybridity of texts. Accordingly, a manual should give place to sub text-types of specific fields to develop the students' socio-cultural and linguistic awareness. That is to say, the author should choose such texts as to lead trainees to experience both approximation and open-endedness simultaneously. Binomial option as plus or minus will illuminate also the correlation between specific field and awareness of text types (Nord 1997:9-10).

10. Research skills: The manual should lead the trainee to research. Asking the sources of the source text and leading them to search for parallel texts, or asking them the way they reach the information in overcoming terminological, lexical difficulties would serve not only to develop specific research strategies, but would also give them competence in using electronic tools. Translational activity today is regarded as a computer-based activity. However, exercises should be arranged in such a way as not to mislead the trainee, or let them fall into the pitfall that they are arranged for linguistic purposes. Within this context, research exercises should also serve to introduce types of electronic tools and their function in the process of translation. Integrating electronic tools into research exercises will help them to develop research strategies and give them awareness of expectations from professionals in terms of emphasis placed on research and electronic tools in translation process (Yazıcı 2007: 140).

11. Space allocated to theory: It is related to what extent the manual allocates to theoretical knowledge. Since the main function of manuals are to answer the question "how" rather than "why", the content and the amount of

theoretical knowledge should be directly related with practice, and should not be more than necessary. The variables are set as half, quarter and non-existent.

12. Correlation between practice and theory: This paradigm questions to what extent theoretical knowledge correlates with the translation task in the brief. The variables are set as relevant-irrelevant.

13. Theoretical knowledge: A manual should give place to theoretical knowledge which respect to the translation process, however they should be given in such a way as to foreground target texts and target text conventions. Direct transfer of theoretical knowledge would only help the trainee to get lost in the translation process. As Nihal Akbulut remarks, the theoretical knowledge gains functionality only if the trainee raises the translation problems to consciousness level by reasoning, rationalizing and bearing the responsibility of his decisions during translation process (Akbulut 2004:68). This conscious way of approach will help translator to assimilate not only the historicity, but also the functionality of translation theory during the translation process. In short, this paradigms asseses to what extent theoretical knowledge contributes to critical thinking. The variables are set as "yes" and "no".

14. Overall function: This paradigm serves to asses to what extent the above-mentioned paradigms serve to develop translation competence. Andrew Chesterman lists five stages in the acquisition of translation skill; they are novice, advanced beginner, competence, proficiency and expertise respectively. However, when one considers the textual features of manuals as a reference book, it can be claimed that these sources cannot go beyond the competence stage. Accordingly, translation exercises in manuals can proceed from novice stage to competence stage. In novice stage, the manual should deal with such material as drawing the attention of the trainee on information processing. Accordingly, it may aim to teach lexico-grammatical rules. However, since the precondition of translator training is the advanced level of language knowledge, dealing with this material at sentential level may end in developing linguistic skills since it is context-free. As for the advanced beginner stage, it is more appropriate for manuals to start from this stage since the trainee begins to situationalize the previously acquired information and set up correlations between similar situations. By this way, he/she begins to take individual decisions. As for the competence, stage he/she observes a logical sequence in taking decisions and starts to identify his/her priorieties on the path to professionalism. However, it cannot be claimed that the trainee has gained reflexual habits. He/she is just claimed to develop "rational problem solving skills" by processing information and developing research skills (Chesterman 1997: 148-160). Therefore, at this stage the translator's behavior is still

conditioned. Accordingly with reference to the textual features of manuals the variables are set as novice, advanced beginner and competence stage.

The following data is obtained from the paradigms and their variables. The table below will disclose the findings:

Table 1: Comparative Analysis

	Manual 1	Manual 2	Manual 3
Translation-oriented linguistic exercises	Lexico-grammatical exercises	Lexico-grammatical exercises, exercises on idiomatic usage of language, and exercises on professional language of specific field.	Lexico-grammatical exercises, exercises on idiomatic usage of language, and exercises on professional language of specific field.
Level of translation task	From too simple to too complex	Fair (not too simple not too complex)	Fair (not too simple not too complex)
Mental orientation	Product-oriented	Product-oriented	Process-oriented
Mental processing	Bottom up	Top down	Top down
Strategy	Source-oriented	Target oriented strategy ends in Source oriented translation	Literal+Source oriented+source-oriented
Creativity	Close-ended	No task	Open ended
Specific field knowledge	No specific field knowledge	General	General
Approach to specific field	Based on Textual knowledge	Based on knowledge of text-type and translation problem	Based on knowledge of text-type and translation problem
Awareness of Text-type variety	Yes	Yes	Yes
Research task	No research task	No research task-	No research task
Space allocated to theory	Less than quarter	A quarter	Half
Translation theory	Based on linguistic theory	Skopos Theory	Linguistic approach
Correlation bet. practice and theory	irrelevant	Irrelevant	irrelevant
Overall function	Novice-advanced beginner	Advanced beginner-competence stage Information processing and assimilation of translation practice	Advanced beginner-competence stage Information processing and assimilation of translation practice

All the paradigms can be subsumed under three titles and such relations can be set up between the above-mentioned paradigms:

1. Mental procedures

The relationship between the components of mental procedures can be idenfied as follows:

Translation-oriented linguistic exercises, level of translation task, mental orientation, mental processing, strategy, creativity.

2. Knowledge of Specific field

The relationship between the components of knowledge of specific field is identified as follows:

Specific field knowledge, approach to specific field , awareness of Text-type variety and acquisition of research skills.

3. Theoretical knowledge:

The relationship between the constituents of theoretical knowledge is identified as follows:

Knowledge of translation theory, coverage, space allocated to theoretical knowledge.

Conclusion

All the above mentioned manuals are the best selling and the most popular manuals in the countries they are printed. However, when they are compared with each other, the following relations are identified according to the paradigms subsumed under three categories:

1. Mental procedures

As seen from the table, there is no brief determining future goals of translation tasks. Lack of briefs in the manuals denotes that translation tasks are not considered within the framework of real life situations. They all adopt product-oriented approach. It means the authors adopt bottom-up processing even in translations of specific fields. This approach to translation tasks inevitably transforms translation tasks to close-ended linguistic exercises. Even in the manual 2, where the author attempts to set out from Skopos theory, it is

seen that it adopts a linguistic approach by not referring to any real life situation or translation task arranged according to the conditions of translation market. One can conclude that all the manuals tend to serve as reference books rather than developing creative skills of the trainess. However, it is closely related with the textual features of manuals as informative texts.

As for the translation-oriented linguistic exercises, it is seen that there are linguistic exercises in all of the manuals to avoid shortsightedness of the practitioners. In the Turkish manual, which addresses to novice translators, the exercises are at sentential level, and limited with processing information of grammatical knowledge. However, it should be noted that manuals should develop such perceptual skills to discern the linguistic pitfalls and the ways how to overcome them. However, focusing too much on linguistic exercises may end in error-avoiding strategies rather than developing problem-soving skills of translators.. As for the Western manuals, there are no such exercises. Linguistic exercises generally focus on lexical and terminological problems. The authors' approaches in overcoming them can be summed up in two ways; while solutions to lexical problems are related to the target culture, solutions to terminological problems are questioned in terms of specific field jargon.

In terms of text levels and creativity, the foreign Manuals 2 and 3 are appropriate to develop creative solutions. They are neither to complex nor too easy in terms of supporting creative solutions; however, the keys to exercises, or analysis on the target text produced by the accredited translators may end in a passive way of knowledge acquisition. However, in the preface of the manuals, the authors all aim to activate trainees' translational competence.

2. Knowledge of specific fields

In the Western manuals there are general remarks on specific fields. In manual two, specific field knowledge is determined by the requirements of the professional translators. In manual 3, specific field knowledge is based on encyclopedic and general remarks. However, in the Turkish manual there is no information on specific field, which will give the trainee the awareness of interdisciplinary or heterogeneous nature of translation activity. Undoubtedly, too much knowledge on specific field may distract the trainee from his/or her main target. Therefore, the general remarks in Western resources are sufficient in terms of distinguishing the borders of professional translators from specialists or experts of the specific field. This also opens up the present discussion

whether translators can do translations of specific fields. According to me, if translation is an acquired skill, then those who have gained translation competence and professional experience in domain specific translation can do much better translation than the specialists who do not undergo any training in the field of translation, thereby lack performative skills. However, gaining professionalism requires developing research skills. Knowledge of resources of specific fields will raise the credibility of translation in terms of terminological usage and gain professional translator time. This would also raise the translator to expert status. However, there are no such translation tasks concerning research in any of the manuals. In terms of the correlation between specific field knowledge and text typology, in all manuals, there is enough number of text-types from sub-fields of different disciplines to denote the heterogeneity of translation activity. However, their strategies in choice of texts are different from each other. For example, in the Turkish manual, content areas of specific fields are mixed with each other; not only the legal documents and business letters, but also thank you letters, letters of condolence take place in the same section. However, in Spanish and Italian manuals, categorization of text types are made according to the content analysis of specific fields. This would contribute to developing awareness of subfields of specific fields. Moreover research tasks also contribute to the acquisition of specific field knowledge; yet, none of the manuals give research tasks to the trainees.

3. Theoretical knowledge

The space allocated to theory in manuals seems to be adequate. However, the problem is the link between theory and practice, which would lead the trainee to develop problem-solving skills. In other terms, the trainee should not get stuck in the pool of problems. This may contradict with the notion of critical thinking. However, in the field of Translator Training, it serves to develop the trainee's reflex of giving account for the decisions that he/she takes before and during the translation process. From this point of view, theoretical knowledge limited with the identification of problems will not suffice to solve problems in the translation process. They only serve to problematize, and avoid shortsightedness of trainees. However, when it is considered that translation is a task limited with deadline, the theoretical knowledge should direct the trainees to focus on how to develop professional strategies in line with the knowledge they acquire from theory. When the relationships are studied in three resources, it is seen that they have not achieved the ends they have aspired to, even if they

allocate enough space to theoretical knowledge. This may be related to the irrelevance between theory and practice and the way theoretical knowledge is submitted. It is observed that all the manuals are satisfied with introducing conceptual knowledge of theory. Yet they are not questioned from the point of translation practices. For example, even the general knowledge on Skopos theory in Manual 2 does not fit the aim of the source, since Skopos theory is a general theory and addresses to the conditions in the translation market. Accordingly, this theoretical knowledge could not be correlated with the Skopos theory.

All in all, the underlying reasons why manuals cannot fulfill the expectations of the academia may be the fact that manuals as text-types are not appropriate resources for developing translation competence. Manuals are reference books which respond to the question "how to do something". One can earn translation competence not just by analysis of the source text, or by "definition", but by searching for the answers to the question "why" before and during the translation process. Therefore, it requires reasoning, discussing all the above mentioned features to establish the most effective way of communication. One can infer from these remarks that manuals are not appropriate tools in developing translation competence in terms of the restricted options they submit just opposed to the dynamic, flexible, open-ended, heterogeneous and situational nature of translation activity. Here, the descriptive study conducted on three pioneering manuals may have at least served to disclose the parameters of translation competence and made me reach the conclusion that graded course books for translation competence would be much more functional in developing translation competence. This way the product-oriented approach in the manuals will be replaced with process-oriented approach of the course books which are arranged according to the levels of translation competence. This may be related to the declining number of translation manuals in the West contrary to the boom in Turkey. To put an end to this erroneous approach in translator training, the market and academia should interact and cooperate with each other to prepare graded translation course books as in the example of language learning materials.

REFERENCES

AKBULUT, Ayşe Nihal (2004) *Söylenceden Gerçekliğe [=From Utterance to Reality]*, İstanbul: Multilingual.

BOZTAŞ, İ.& Ziya Aksoy , Ahmet Kocaman, et al., (2001) *Çeviri Kılavuzu* [A Guidebook for Engish Translation], Ankara : Hacettepe Taş yayınları.

CHESTERMAN, Andrew (1997) *Memes of Translation* Amsterdam/ Philadelphia: John Benjamins Publishing Company. pp. 47-150.

ESEN-ERUZ, Sakine (2008) *Akademik Çeviri Eğitimi[Academic Translator Training]*, İstanbul: Multilingual.

GİLE, Daniel. (1995) *Basic Concepts and Models For Interpreter and Translator Training,* Amsterdam/Philadelphia: John Benjamins.

HÖNİG, Hans& Turgay KURULTAY (1992)"Çeviri Çeviri Yapılarak Öğrenilmez" [Translation cannot be learned by translating], Metis Çeviri, sayı 19, İstanbul: Metis. p. 65-76.

KUSSMAUL, Paul (1995) *Training the Translator,* Amsterdam/Philadelphia: John Benjamins Publishing Company.

NEUBERT, Albrecht (2000) 'Competence in language, in Languages, and in Translation', *In* Christina Shaffner& Beverly, Adab*, Developing Translation Competence*, Amsterdam Philadelphia: John Benjamins Publishing Company. pp.3-18.

NORD, Christiana (1997) Translating as a Purposeful Activity, Manchester: St Jerome.

ROBERTS, Roda P. (1992)'The Concept of Function of Translation and it Application to Literary Texts', Target 4:1, Amsterdam: John Benjamins, pp. -16.

TAYLOR, Christopher (2007) *Language to Language A practical Theoretical Guide for Italian/English Translators ,* Cambridge: Cambridge University Press.

YAZICI, Mine (2007) Yazılı Çeviri Edinci, İstanbul: Multilingual.

ZARO, Juan Jesus & M. Truman (1999) *Manual de Traducción,* Madrid: Nueva Imprenta.