

63. Prospective translators' responsibilities in the transition from translation competence to translator competence and contributions of translation education in this process

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Abstract

This study focuses on the concept of translation competence, which develops further with professionalization following the translation education and evolves into the concept of translator competence in practice. For this purpose, the word “competence” was first defined from different perspectives and the synonyms of the term were explained. After that, the linguistic competence, used first by Noam Chomsky, was discussed. Because one of the main components of the translation competence is the linguistic competence. At a time when classical approaches dealt with translation as a mere linguistic transfer, the linguistic competence was considered sufficient to explain the translation. And the translation activity was, therefore, regarded as a sub-branch of Applied Linguistics. But at a time when the demand for translation has been constantly growing in a globalized world, it is obvious that the phenomenon of language alone is not enough to explain translation. In order to meet economic, global, social and cultural needs of the target audience, different competences have also begun to take part under the translation performance. The most important of these is by far the cultural competence. Because the translator cannot make an adequate and acceptable levels of translation, which are Toury's initial norms, without knowing the source culture very well and by ignoring the expectations of the target culture. The concept of culture is then necessary in terms of empathy with both the source and the target reader. For example, a word can have multiple connotations other than its denotative meaning and what is expected of translation may be one of the most distant connotative meanings of the word. In this respect, it is important to recognize the culture in finding a translation equivalent. In addition, in today's approaches and in terms of the market expectations, even the cultural competence has started to be not enough to explain the translation action. Then it can be asserted that translation competence can no longer be explained only by linguistic and cultural competences. New sub-competences brought by market driven needs like the increasing necessity of the use of modern technologies in the translation process have also begun to be among the important components of the translation competence. How can a translator gain all these? First of all, in order to successfully overcome the translation process, the translator as well as gaining an expertise in the subject area, must also have a meta perspective of the translation process and internalize the theoretical infrastructure that explains the translation competence. This is also possible with a good translation education² which is guiding and inspiring. In fact, all kinds of theoretical knowledge and components learned by prospective translators towards enhancing translation competence which is constantly supported by translation assignments throughout the translation education are put into

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² This study aims at translation students in terms of their responsibilities in acquiring translation competence that has to evolve into translator competence eventually.

practice more intensively after graduation, allowing the translation competence to cross existing boundaries and to turn this concept into the translator competence at the end. In this case, a translation pedagogy which can be useful in practice among existing translation theories/approaches for prospective translators should be adopted, and this pedagogy should be organized in such a way as to enable translation students to be able to create a self-guiding model of education by translation instructors. In this way, translation students can develop their translation performance. Last but not least, it is thought that this study will also be useful to show how prospective translators will make their declarative information procedural at the end.

Keywords: Translation performance, translation competence, translator competence, linguistic competence, cultural competence, sub-competences in translation

Çeviri edincinden çevirmen edincine geçişte çevirmen adaylarının sorumlulukları ve çeviri eğitiminin bu sürece katkısı

Öz

Bu çalışma, çeviri eğitiminin ardından profesyonelleşmeyle daha da gelişen ve uygulamada çevirmen edinci kavramına dönüşen çevirmen edinci kavramına odaklanmaktadır. Bu amaçla önce “edinç” kelimesi farklı açılardan tanımlanmış ve terimin eş anlamlıları açıklanmıştır. Sonrasında, ilk olarak Noam Chomsky tarafından kullanılan dilsel edinç veya dil edinci kavramı tartışmaya açılmıştır. Çünkü çeviri edincinin temel bileşenlerinden biri de dil edincidir. Klasik yaklaşımların çeviriyi sadece dilbilimsel bir aktarım olarak ele aldığı zamanlarda, dil edincinin çeviri olgusunu açıklamada yeterli olduğu düşünülüyordu. Ve bu nedenle çeviri etkinliği Uygulamalı Dilbilimin bir alt dalı olarak ele alınıyordu. Ancak küreselleşen dünyada çeviri talebinin sürekli arttığı bir zamanda, dil olgusunun tek başına çeviriyi açıklamaya yeterli olmadığı açıktır. Erek kitlenin ekonomik, küresel, sosyal ve kültürel ihtiyaçlarını karşılamak için çeviri ediminde farklı edinçler de ele alınmaya başlamıştır. Bunlardan en önemlisi kültürel edinçtir/kültür edincidir. Çünkü çevirmen, Toury'nin öncül normları içerisinde yer alan, kaynak kültürü çok iyi bilmeden ve erek kültürün beklentilerini göz ardı ederek yeterli ve kabul edilebilir düzeyde çeviri yapamaz. Kültür kavramı, hem kaynak hem de erek okuyucu ile empati açısından gereklidir. Örneğin, bir sözcük, temel anlamı dışında birden fazla yan anlama sahip olabilir ve çeviriden beklenen, kelimenin en uzak yan anlamlarından biri olabilir. Bu bakımdan, sözcüğün çevirideki eşdeğerini bulmada kültürü tanımak önemlidir. Ayrıca günümüz yaklaşımlarında ve piyasa beklentileri açısından kültür edinci bile artık çeviri eylemini açıklamaya yetmemeye başlamıştır. Öyleyse, çeviri edincinin artık sadece dilsel ve kültürel edinç kavramlarıyla açıklanamayacağı iddia edilebilir. Çeviri sürecinde modern teknolojilerin zorunlu kullanımı gibi piyasa odaklı ihtiyaçların getirdiği yeni alt ediçler de çeviri edincinin önemli bileşenleri arasında yer almaya başlamıştır. Bir çevirmen tüm bunları nasıl elde edebilir? Öncelikle çeviri sürecini başarılı bir şekilde aşmak için çevirmenin konu alanında uzmanlık kazanmasının yanı sıra çeviri sürecine dair üst bakış açısına da sahip olması ve çeviri edincini açıklayan teorik altyapıyı içselleştirmesi gerekir. Bu, yol gösterici ve ilham verici iyi bir çeviri eğitimi ile mümkündür. Nitekim, çeviri eğitimi boyunca çeviri ödevleriyle sürekli desteklenen çeviri edincinin artırılmasına yönelik çevirmen adayları tarafından öğrenilen her türlü teorik bilgi ve bileşen, mezun olduktan sonra daha yoğun bir şekilde uygulamaya konulmaktadır. Bu durum çeviri edincinin mevcut sınırları aşmasına ve sonunda çevirmen edinci kavramına dönüşmesine katkı yapar. Bu açıdan, çeviri eğitmenleri tarafından çevirmen adayları için mevcut çeviri kuramları ve yaklaşımları arasından pratikte faydalı olabilecek bir çeviri pedagojisi benimsenmeli ve bu

pedagoji, çeviri öğrencilerinin kendi kendine rehberlik eden bir model oluşturabilmelerini sağlayacak şekilde düzenlenmelidir. Bu sayede çeviri öğrencileri çeviri edimlerini geliştirebilirler. Son olarak, bu çalışmanın çevirmen adaylarının bildirimsel bilgilerini sonunda nasıl yordamsal hale getireceklerini göstermede de faydalı olacağı düşünülmektedir.

Anahtar sözcükler: Çeviri edimi, çeviri edinci, çevirmen edinci, dil edinci, kültürel edinç, kültür edinci, çeviride alt edinçler

Introduction

The focus of the study is the concept of translation competence on the basis of translation education, which develops further with gaining experience after graduation. As can be seen from the title, this study deals with how the concept of translation competence is turned into translator competence³ (cf. O'Hagan and Ashworth, 2002; Pym, 2003; Rothe-Neves, 2007; Kiraly, 2013; Eraković, 2014; Chesterman, 2016; Huangfu, 2018; Wu, Jun Zhang and Wei, 2019)⁴ based on a deductive methodology. Therefore, the paper starts with explaining the concept of competence from different perspectives and synonyms of the concept are specified. After that, linguistic competence used first by Noam Chomsky is discussed. This is because one of the main components of translation competence is the linguistic competence. At a time when translation was considered a mere linguistic transfer, the linguistic competence alone was considered sufficient to explain the translation activity. Translation activity was then considered a sub-branch of Applied Linguistics. Today translation can, however, no longer be explained only by the linguistic competence, and translation cannot thus be reduced into a linguistic transfer only.

The demand for translation has also increased in the globalized world. In line with these demands, the approach to translation performance has also changed. Accordingly, it has been proven that the phenomenon of language alone is not sufficient to explain translation itself. In translation, the concept of the target text has also gained importance, especially in parallel with the functional translation theories that emerged in the 1980s. Functional translation theories that developed based on the theory of action regarded translation phenomenon as an action and claim that translation also has a function, based on the fact that every action has a function. This function is determined based on a purpose.

As a purposeful activity, translation is often carried out according to the expectations of the target audience. These expectations might be on economic, global, social and cultural bases. In order to respond to all these, the translation process must proceed within certain norms and criteria. From this point of view, different competences have also begun to take part within the concept of translation competence, which is necessary in the process leading to the translated text. The most important of these, as it is known, is the cultural competence. The translator cannot make an adequate and acceptable levels of translation, which are the initial norms put forward by Toury, without knowing the source culture very well and without meeting the expectations of the target culture. Culture is therefore

³ In the concept of translator competence, emphasis is placed on the complex nature of the tasks that the professional translator is obliged to perform as well as the necessary extra-linguistic skills in the translation process. Among translator competences, response to difficulties encountered in the translation market, flexibility, creativity, independent thinking, problem solving skills, etc. are available (qtd. in Wu, Jun Zhang and Wei, 2019: 235-236 from Kiraly 1995; 2000; Baer and Koby). In addition, the concept of translator competence is an extended version of the concept of the translation competence or it includes a combination of multicomponential models for translation competence and professional competence essential for translators (See Wu, Jun Zhang and Wei, 2019: 236).

⁴ There are also other scholars who used the "concept of translator competence or translator's competence" in their past and present papers. The meaning of the concept in each of the studies is approached in various respects.

a necessary component in terms of empathy with both the source⁵ and the target reader. In the simplest way, a word can have connotative meanings other than its denotative one, and what is expected of translation may be one of the most distant connotative meanings. For instance, when someone is asked about the meaning of the word "to enjoy", its meaning of "to like" can first come to the mind. However, from a contextual point of view, the word "enjoy" has also the meaning of "to have". Similarly, when the word "spirit" is mentioned, people can assume the meaning of "soul" while it can also mean "ethyl alcohol" according to the context. From this point of view, it is important to recognize the culture and the context of the culture in finding a translation equivalent.

In addition, given today's approaches and market expectations, translation competence may even no longer be explained only by linguistic and cultural competences. For instance "technology", which Snell Hornby describes as a technological turn brought new sub-competences within the framework of needs. These sub-competences have also begun to take part among the important components of the concept of the translation competence. Well, how can a translator gain all these?

First of all, for a successful translation process, the translator must have a meta perspective of the translation and internalize the theoretical infrastructure that explains the translation competence, in addition to gaining an expertise in the subject area. This is also possible with a good translation education which is guiding and inspiring. In fact, all kinds of theoretical knowledge and components learned by prospective translators towards enhancing translation competence which is constantly supported by translation assignments throughout the translation education are put into practice more intensively after graduation, allowing the translation competence to cross existing boundaries and to turn this concept into the translator competence. In this case, a translation pedagogy which can be useful in practice among existing translation theories/approaches for prospective translators should be adopted, and this pedagogy should be organized in such a way as to enable translation students to create a self-guiding model of education by translation instructors. In this way, translation students can develop their translation performance.

In this study, these points will be explained through translation education and how students will make their declarative information procedural will also be tried to be shown.

Research questions

1. Can the translation action be explained only by the concept of the linguistic competence? What is the place of the cultural competence in translation, which is one of the main components of the translation competence?
2. In addition to the linguistic and cultural competences that are the basic components of the translation competence, what other types of sub-competences should translation students learn in accordance with today's translation demands to develop their translation competence in general?
3. How can prospective translators improve their translation competence?

⁵ The expectations of target reader are of importance during the translation process but this does not mean that we have to ignore source text. It is because the destination point for translators and without knowing the culture of the source text, a successful translation cannot be done even if the target culture is well known. Translator is here responsible for empathy in terms of both source and target text. In creating an acceptable target text, the respect towards source text author and source culture must not then be eliminated totally.

4. What is the best model of translation education in developing a translation competence?

The concept of competence

In a colloquial language, the concept of competence implies respectively “the ability to do something well and effectively”, “the condition of being capable”, “a sufficient income to live on”, “the state of being legally competent”, “sufficient means for one's needs”, “the condition or quality of being competent; ability; fitness; specif., legal ability, power, or jurisdiction or qualified” or “the ability of embryonic tissues to react to external condition in a way that influences subsequent development” etc. As a synonym for the word, the words “Ability”, “Skill”, “Capacity” and “Talent” are used⁶.

Linguistic competence⁷.

From a linguistic point of view, competence means “(in transformational grammar) the form of the human language faculty, of its psychological embodiment in actual human beings”.⁸ The linguist who first introduced this concept was Noam Chomsky. According to him, (*Aspects of the theory of syntax*, 1965) competence in linguistics implies the concept of the “abstract ability of an individual to speak the language in which he/she has learned as a native language in his/her childhood”⁹. Because every individual is born with an innate language capacity, and this language capacity is shaped on the native/mother language of the individual. In this way, the individual constantly speaks, thinks, listens and writes in that language, being exposed to his/her native language in a sense. This means acquiring four basic skills (writing, speaking, listening, reading) in a language. Individuals who acquire their native language in this way and in doing so develop their native language competence (language A) later learn other languages. This process of learning or acquiring other languages implies developing a second language or a foreign language competence. From time to time, the individual can also be grown up in a bilingual environment, of course. But one language is often more dominant than the other.

While the linguistics competence is explained within the framework of Chomskian approach and when the first definition is carefully checked, it seems that generative transformational grammar plays an important role in the individual's ability to learn a language. In the theory of generative transformational grammar, an individual is able to produce an infinite number of sentences from a limited number of grammatical rules and thus to have a good command of that language even with a limited grammatical structure (See also Stevens, 1988). This applies to both native and acquired languages¹⁰.

As soon as it is decided to become a translator, it should not be forgotten that the linguistic competence is the first step of the translation process and is not enough on its own. In other words, in order to develop a translation capacity, the translator must have other different competences as well as the linguistic competence. At the beginning of these comes the cultural competence first.

⁶ <https://www.collinsdictionary.com/dictionary/english/competence>

⁷ Lehmann defines “linguistic competence that is applicable to linguistic abilities of individuals in a uniform, objective way under a variety of conditions” (Lehmann, 2007: 1).

⁸ <https://www.collinsdictionary.com/dictionary/english/competence>

⁹ <https://www.uni-due.de/ELE/LinguisticGlossary.html>

¹⁰ An example of generative transformational grammar is the conversion of the active sentence like “the man killed his enemy” into the passive sentence “his enemy was killed by the man”. The meaning is the same. The first sentence version is active, while the second sentence version is passive.

Cultural competence

Before defining the concept of cultural competence, it is necessary to briefly explain the concept of culture. Culture is a complex and inter-connected concept consisting of wide-ranging patterns of behavior acquired by members of a society or a community, or it is a combination of knowledge, art, law, customs, skills, habits learned within or outside the family¹¹. According to "Glossary of Cross Cultural Terms", the etymological origins of the culture stem from the Latin word "colere". "Colere" means to cultivate, from which is derived 'cultus', which is cultivated or fashioned¹². The same dictionary defines cultural competence as "the ability to respond respectfully and effectively to people of all cultures, classes, ethnic background and religions in a manner that includes both values and cultural differences and similarities".¹³

Translation competence

The foundations of translation competence are laid by the combination of linguistic and cultural competences. Just like the linguistic competence, translation competence also requires from translators to acquire different skills. For example, a person who speaks a language fluently cannot be a good translator if he/she lacks the cultural competence, which is one of the main translation competences. If the translator does not know the shared thoughts, beliefs and customs of the source culture, he/she cannot go beyond theoretical thinking, no matter how competent he/she speaks a foreign language. As a result of this, he/she cannot transfer linguistic frames to the other languages and cannot revitalize a scene¹⁴ in his/her mind (caused by not knowing the source culture) for translation. Similarly, the translator should know the target culture very closely. Even if the source culture is mastered by the translator, unfamiliarity with the target culture will also reduce the success in translation. Then the translator must be an expert who plays with words, and when analyzing words, he/she must already start creating a target text in his/her mind. Vermeer, one of the pioneers of functionalist translation theories and the founder of Skopos theory described the translator 37 years ago as a bilingual and bi-cultural expert¹⁵.



Figure 1: Basic components of translation competence¹⁶

When the latest developments on the translation market are examined, it is apparent that translation competence may (even) be explained no longer by only the basic combinations of linguistic and cultural competences. Instead, it is now explained by (new) sub-competences as a result of the increase in translation demands towards different needs on the basis of fast and radical technologies or on other emerging factors within translation market. Until recently, translation phenomenon have been

¹¹ <https://www2.palomar.edu/anthro/culture/glossary.htm>

¹² https://www.seniorscouncil.net/uploads/files/issues/mobilizing_action_report/glossary%20of%20cross%20cultural%20terms.pdf

¹³ https://www.seniorscouncil.net/uploads/files/Issues/Mobilizing_Action_Report/Glossary%20of%20Cross%20Cultural%20Terms.pdf

¹⁴ Czulo, Oliver, "Aspects of a primacy of frame model of translation" <https://langsci-press.org/catalog/view/132/1053/917-1>

¹⁵ Reiss & Vermeer, 1984; 2013.

¹⁶ In the figure, linguistic and cultural competence, which are the main components of translation competence, are shown with a reciprocal arrow. Because having one without the other is not enough for the translation to take place. The fact that these two components feed each other and co-exist is a prerequisite for starting the translation process, and eventually a translation production emerges from this combination.

able to be described on linguistic and cultural bases. But now it is time to change something so as to adapt to something new. In this sense, there is a lot of of research in the literature about approaches to the translation competence or about this concept¹⁷. The most important of these were carried out by the PACTE group. PACTE group as Thunnissen (2015) puts it, describes the translation competence with five different sub-competences:

1. The Bilingual sub-competence: the ability to communicate in two languages;
2. The Extra-linguistic competence: general world knowledge, domain-specific knowledge, cultural knowledge and encyclopaedic knowledge.
3. Knowledge about translation, including both knowledge about how translation functions and knowledge about professional translation practice.
4. The Instrumental sub-competence, related to the use of resources such as dictionaries, encyclopedias and search engines, etc.
5. The Strategic sub-competence, controlling the translation process.

In the classical sense, the translation competence which is explained as a linguistic and a cultural competence, was interpreted differently here, as can be seen from the initiative of PACTE. PACTE defined the linguistic competence as a bilingual sub-competence, while the cultural competence was included in the category of extra-linguistic sub-competence. PACTE also incorporated psycho-physiological components into the model¹⁸.

At this point, we can also see that today's translation market no longer limits translation performance with only the combination of linguistic and cultural competences. In fact, most dominant translation models today have started to be multi-componential, and many models have been developed based on needs. For this, Pym gives an example of the European Masters in Translation (EMT)¹⁹ model. In the EMT model, in addition to linguistic and intercultural competences, there are thematic competence, technology competence, information mining competence at the core of the translation service provider competence (Pym, 2013: 489-490).

Translation competence in translation education and suggestions ²⁰

Most of the functional translation theorists, especially Vermeer, and defenders of culture-oriented approaches, explain the translation performance as a transfer between both languages and cultures²¹, stating actually that translation is not merely a linguistic transfer. As can be recalled, cultural competence is a broad concept and it contains both source and target culture. For this reason, the

¹⁷ There are lots of studies about the concept of translation competence abroad and in our country. Due to the scope of this study, some literature on this concept might be given as: Pym; 2003; Yazıcı, 2007; Eruz, 2008; Pym, 2013; Birkan Baydan, 2013; Yazar; 2014; Eser, 2015; Akalın, 2016; Haldan, 2018; Durukan, 2018; Şahin ve Yalçın, 2019; and papers on Studies of PACTE Group, EMT, etc. In addition, references used in the study might be checked in terms of this concept.

¹⁸ PACTE describes this component as "different types of cognitive and attitudinal components and psycho-motor mechanisms", for example, cognitive components like memory or attention, and attitudinal aspects like intellectual curiosity, the ability to think critically, and their abilities like creativity and logical reasoning" (Thunnissen, 2015:1).

¹⁹ https://ec.europa.eu/info/sites/info/files/emt_competence_fw_k_2017_en_web.pdf **Access:** 22.01.2021.

²⁰ This part represents the ideas of the author based on theoretical frameworks and experiences obtained from translation classes.

²¹ See Reiss and Vermeer, 1984.

courses in translation education should be linguistic and cultural oriented in a way that, however, integrates other sub-competences for current needs required by the market.

The above multi-componential translation competence models (such as EMT, PACTE model) are actually models in which prospective translators can put all information about the translation competence (including linguistic and cultural competences that integrate other sub-competences) they learn during the course into the practice. Such models include skills on translation practice and translation functions, subject area expertise, instrumental competence (such as the ability to use dictionaries, parallel texts, MT systems, CAT tools etc.), field knowledge, world knowledge, information mining, ability to use technology in general, etc.²². In this way, it is clear that the theoretical knowledge forming the translation competence is not only limited to the definition of this concept, but can cross boundaries and turn into the translator competence eventually.

In fact, while the translation competence is defined as a theoretical concept that provides information about what translation is, we can say that the practical process of the translation competence represents the translator competence, leading to the translated text at the end. Of course, in order for this process to take place, the translation students must learn to apply what he/she has learned throughout the course with his/her own efforts and perhaps by activating lifelong learning processes and prepare a suitable environment for himself/herself in this way. Translation education has surely its limits. Generally, the translation education consists of 8 half year undergraduate courses if one year compulsory preparatory program is excluded. This means that translation students only have four years to gain specialization in translation. Translation courses have, on the other hand, a limited period of time in classroom settings. That is to say, duration of courses are usually 40-50 min. During the courses, students are generally responsible for translation assignments or interactively perform translations accompanied by the translation instructor. Students can, nevertheless, be offered cultural courses (i.e. European culture and institutions, American-British history, Chinese history, Japanese history, Current Issues, etc.). Besides new approaches and theories of translation on the basis of the current needs mostly arising from translation technologies are, for instance, taught for students to acquire the necessary components required by the translation market. Furthermore students can take courses like sociology, philosophy, archaeology, anthropology, art history, etc., from other departments for specialization in different fields of translation.

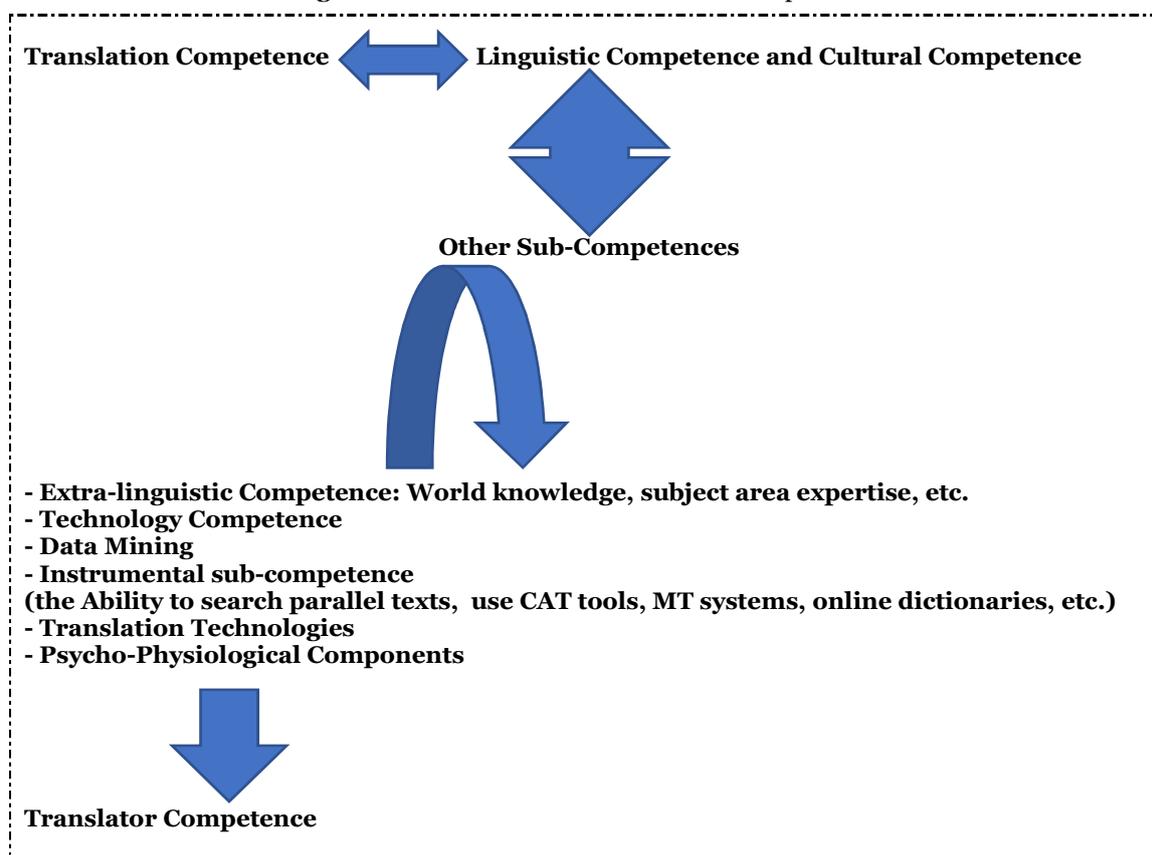
In each course, the instructor only guides the translation students during the acquisition of the translation competence supported by new multi-componential models. Indeed, the instructor allows students to have an inspiration through special topics in translation and provides them, so to speak, with a navigation service. If we approach this situation more metaphorically, a translation instructor is like a driving course instructor. He/she teaches the student how to drive. Once the student gets his driver's license, he/she will be alone on the road. It is then the student himself/herself who will complete or not complete this path either quickly or slowly. For this reason, prospective translators should continue the translation education with his/her own efforts, with self-awareness and self-consciousness outside the classroom teaching having a limited period of time and they should keep in their mind that they will be on their own when they graduate²³. For instance, students can intensively put the theoretical approaches and practices learned in the course into different translation

²² See also Yazıcı, 2007.

²³ Students will be alone seemingly. If they know how to act during the challenges on the translation market and if their expertise is proven, they, however, tend to join translation market based on collaboration instead of isolation. But in order for this to happen, their translation competence level is supposed to be evolved into translator competence.

environments instead of leaving them only in the classroom. In this way, theoretical translation competence supported by practices such as translation assignments in the course is not limited only to the translation performance as far as the course time allows. In a sense, the process of turning the translation competence into a translator competence becomes only possible with the active role of students outside the class.

Figure 2: The formation of a translator's competence²⁴



In the development of translator competence, examples can be expanded. "Sight translation"²⁵, for instance, is an important course in the introduction to interpretation skills. Let's assume that the translation instructor has told students to do research on "global warming" before the class. In this way, a different text about global warming brought by the instructor to the course can be easily interpreted through sight translation by students who are ready for the class, if they have already studied the subject and have found parallel texts in advance. After the end of the course, instead of saying that "this is enough," students can find another text about global warming and study this text this time voluntarily out of the class. This is important for the development of interpretation skills, and in this way the student can catch his/her interest, expand his/her knowledge of the field, or increase

²⁴ In the figure, linguistics and cultural competence, which are the main components of translation competence, are shown with a reciprocal arrow. Because having one without the other is not enough for the translation to take place. The fact that these two components feed each other and co-exist is a prerequisite for starting the translation process, and eventually a translation production emerges from this combination. In today's models, these two basic components are similarly reciprocally fed from one another and combined with other sub-competences. At the end, the translator competence arises, which means experience. This figure also includes the combination of multi-componential translation competence models such as those of EMT and PACTE Group.

²⁵ "Sight translation is the oral rendering of text written in one language into another language and is usually done in the moment." <https://www.massmedicalinterpreting.org/sites/massmedicalinterpreting.org/files/Sight%20Translation.pdf>

his/her knowledge of the world. In doing so, the student actually begins to turn the translation competence he/she has learned from the translation education into the a translator competence through his/her own efforts based on self-awareness and self-consciousness. A sustainable translation process can be initiated in this way. In the translation education, translation internships are also important in this respect. Thus, the translation student can get rid of being an apprentice translator and find the opportunity to actively continue the practice of translation outside the course, and with the full knowledge when he/she graduates, the student has already become an expert in performing translator competence in the best way. Therefore, he/she can easily be hired or recruited. From this point of view, self-effort as well as self-awareness and self-consciousness have an important place in the transformation of the translation competence into the translator competence.

Of course, outside the course, sometimes it may not be possible for the translation students to deal with his/her profession all the time. The student can be overwhelmed by excessive burden on translation activities expected of them either voluntarily or compulsorily. But it should be remembered that "if there is no pain, there is no gain".

For this reason, students must be curious or at least sensitive to his/her environment in terms of knowledge acquisition. Although it may seem boring at first, activities such as discovering new topics and following latest news, etc. can even turn into a hobby over time. And the prospective translator may enjoy passing on what he/she has learned to others via discussions or share of ideas.

It is also important to adapt to translation technologies, based on the effort factor, self-awareness and self-consciousness, in transforming the translation competence into the translator competence. As a matter of fact, what is mostly expected of translator by the translation market is the ability to use new technologies in translation, especially in terms of written translation. Recently, translation performance has also begun to be provided by a number of machine translation systems and CAT tools based on the productivity, especially in the context of pragmatic texts such as user manuals. This is a positive development in terms of reducing the workload on a translator who will translate for long hours. The above mentioned sub-competences (instrumental sub-competence etc.) was actually developed by observing the place of technology in translation (see also, Pym, 2014).

In parallel with this, courses towards translation tools in translation education are already offered either compulsorily or electively, making students ready for the market. But in translation education, these courses are at a introductory-level due to the limited time. For this reason, it would be a positive attitude for students to continue using technologic tools at home by establishing their workstations with their own efforts in a sense of curiosity for the self improvement. In translation projects where technology is required, the fact that the prospective translator knows how to use these tools very well will make him/her reputed faster than others when he/she graduates. But avoiding technology and worrying that technology²⁶ will take away the translation job will demoralize fresh graduates. By reducing the burden of the translation process on the translator, technology can also reduce the amount of money a newly graduated translator might earn, since most of the translation is already done by machine translation systems or computer assisted translation tools. Most negative reactions to translation tools also arise at this point. But a fresh graduate who uses the technological tools well is always one step ahead for the employment. At this point, the translator can also have different tasks except only to translate. He/she can post-edit the raw translation output of the machine translation system, for instance. To be able to convert pdf. files via different softwares (Acrobat, Acrobat,etc.)

26 cf. Pym, 2013; Pym, 2014.

using OCR (Optical Character Recognition)²⁷ to word document, to edit graphics with programs like Photoshop or Corel Draw, to organize a layout via the converted document on a word file, to make the text ready for translation by pre-editing, to be specialized on translation technology tools (such as cloud-based tools and softwares: Memsources, Memoq, Smartcat, Trados, Wordfast, etc.) seem simple for some but they are effective points that guarantee a financial gain to the translator. In this way, when you graduate, you can also be a well known translator sought in the translation market. This, in turn, is possible if the concept of translation competence, described mostly in translation education theoretically but tried to be supported by practice, might turn into a translator competence in an environment where translation performance is intensive (via an effort factor). Declarative knowledge²⁸ learned, that is, the technical knowledge, is transformed into the procedural knowledge²⁹ in this way. Thus the apprenticeship period ends and the specialization period begins. Therefore, resisting to technology must be carried out rationally. Fresh graduates, if they have already started to guide themselves on their own before the graduation, know when to benefit from technologies. This means employability for them. That's why it can be claimed that translation education should serve as an important guiding process in converting translation competence into a translator competence. Such a kind of education shows translation students who he/she is or who he/she will be on the market. It is actually a way that leads them into a certain point, perhaps to a self-guiding attitude. In addition, the awareness gained through the translation education makes it easier to hold on to the market when students graduate, and it is then time to put theories and acquired declarative knowledge into practice, i.e. into procedural knowledge. The process of replacing the translation competence with the translator competence, which already begins with self effort, self-awareness and self consciousness before graduating is completed in this way, and the translation students start becoming specialized faster and more tremendously in a field of translation compared to others.

Conclusion

In this study the concept of translation competence, which is a necessary concept in explaining translation performance, was briefly explained along with its basic components and other sub-competences, and it was stated that the theoretical and practical courses offered by translation education curricula are at the introductory level due to the limit of courses or time constraints. Of course, translation education gives the translation students all the components³⁰ that he/she needs to learn about translation through theoretical-practical examples and through supporting courses, including courses from other departments. But it is not a right approach for a translation student to depend solely on the translation curriculum to specialize in translation.

It can then be stated as a conclusion that the translation education with all its components, although serving as a driving factor, is not possible to accompany the translator all the way. Only a self-guiding and supportive path is offered to the translation student. All the necessary infrastructure to gain expertise in translation is supported by practice without ignoring theoretical approaches in a sense

²⁷ "Optical Character Recognition (OCR) is defined as the process of mechanically or electronically converting scanned images of handwritten, typed, or printed text into machine-encoded text" (<https://anyline.com/news/what-is-ocr/>).

²⁸ "Awareness and understanding of factual information about the world—knowing that in contrast to knowing how" (<https://www.oxfordreference.com/view/10.1093/oi/authority.20110803095705926>).

²⁹ "Information about how to carry out sequences of operations—knowing how in contrast to knowing that" (<https://www.oxfordreference.com/view/10.1093/oi/authority.20110803100347456>)

³⁰ As claimed earlier, the curriculum only guides the student by offering a categorization of courses which include inspirations and a self guidance model of education. For instance, the translation education can include for students theories and approaches to be applied in the translation process, discussions on current issues, culture courses, courses on how to use translation tools and practices related to fields of expertise in translation etc. All these are the driving/guiding factors in translation students' understanding professional ethics and taking a path in the profession.

through translation education. However, a translator should also not expect to become an expert, relying on translation assignments that he/she performs for the class, which is repeatedly stated in the study. When metaphorically approached, the translator who gets his/her driver's license must drive on his/her own, so that he/she can complete the path provided by the translation education. If this becomes possible, all course contents learned in a limited period of time and theoretical approaches supported by translation assignments throughout the translation education in developing translation competence can be evolved into the intense/productive translation process required by the translation market. And the translation competence seems to complete its conversion into a translator competence in this way. For this purpose, translation education curricula should be revised in such a way as to give translation students this meta perspective. The real effort actually belongs to the translation students to gain awareness and consciousness through self effort. In short "he/she that would eat the fruit must climb the tree".

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