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THE DYNAMIC NATURE OF TRANSLATION COMPETENCE: A COMPREHENSIVE APPROACH TO TRANSLATOR TRAINING

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ABSTRACT

This article explores the evolving nature of translation competence, emphasizing its dynamic and multifaceted nature. The study positions translators as mediators who go beyond language conversion to fulfill specific objectives in the target culture and language. This shift from traditional linguistic models to more functional approaches highlight the growing need for translators to possess not only linguistic proficiency but also a range of extra-linguistic skills. The integration of cultural awareness, interpretive abilities, and context-specific knowledge is now recognized as equally crucial in navigating the complexities of modern translation practices. The increasing demand for comprehensive translator education is reflected in the expansion of translation programs at both undergraduate and graduate levels. Scholars have developed models to address the wide array of competences essential for translation, such as linguistic precision and cultural sensitivity. These models illustrate that translation competence must be adaptive, evolving in response to the growing demands of multilingual communication, which frequently involves navigating intricate interactions across diverse platforms and cultural contexts. As a result, translation education is shifting towards a more holistic approach, integrating a broader spectrum of skills beyond mere language proficiency. In conclusion, the study advocates for a comprehensive approach to translation education that encompasses all necessary competences for professional success. By emphasizing the interconnectedness of linguistic, cultural, technological, and theoretical skills, the article reinforces the idea that translation competence is a dynamic construct that must adapt to the industry's evolving demands. As the translation profession continues to expand both academically and commercially, future research and training initiatives should focus on further refining these competencies, ensuring that translators are equipped to produce high-quality, culturally aware translations in an increasingly globalized world.

Keywords: Translation competence, translation education, linguistic precision, cultural sensitivity.

Çeviri Yeterliliğinin Dinamik Yapısı: Çevirmen Eğitime Kapsamlı Bir Yaklaşım

ÖZ

Bu makale, çeviri yeterliliğinin dinamik ve çok yönlü yapısını vurgulayarak, gelişen doğasını araştırmaktadır. Çalışma, çevirmenleri hedef kültür ve dilde belirli hedefleri yerine getirmek için dil dönüşümünün ötesine geçen arabulucular olarak konumlandırır. Geleneksel dil modellerinden daha işlevsel yaklaşımlara doğru bu değişim, çevirmenlerin yalnızca dil yeterliliğine değil, aynı zamanda bir dizi dil dışı beceriye de sahip olmalarına yönelik artan ihtiyacı vurgulamaktadır. Kültürel farkındalığın, yorumlama becerilerinin ve bağlama özgü bilginin bütünleştirilmesi artık modern çeviri uygulamalarının karmaşıklıklarında gezinmede eşit derecede önemli olarak kabul edilmektedir. Kapsamlı çevirmen eğitime yönelik artan talep hem lisans hem de lisansüstü düzeyde çeviri programlarının genişlemesine yansımıştır. Bilim insanları, dilsel kesinlik ve kültürel duyarlılık gibi çeviri için gerekli olan çok çeşitli yeterlilikleri ele almak için modeller geliştirmiştir. Bu modeller, çeviri yeterliliğinin uyarlanabilir olması gerektiğini, sıklıkla çeşitli platformlar ve kültürel bağlamlar arasında karmaşık etkileşimlerde gezinmeyi içeren çok dilli iletişimin artan taleplerine yanıt olarak gelişmesi gerektiğini göstermektedir. Çeviri eğitimi daha bütünsel bir yaklaşıma doğru kaymakta ve salt dil yeterliliğinin ötesinde daha geniş bir beceri yelpazesini gerektirmektedir. Sonuç olarak, mevcut çalışma profesyonel başarı için gerekli

tüm yeterlilikleri kapsayan kapsamlı bir çeviri eğitimi yaklaşımını savunur ve dilsel, kültürel, teknolojik ve teorik becerilerin birbirine bağlılığını vurgulayarak, çeviri yeterliliğinin sektörün gelişen taleplerine uyum sağlaması gereken dinamik bir yapı olduğu fikrini savunur. Çeviri mesleği hem akademik hem de ticari olarak genişlemeye devam ettikçe, gelecekteki araştırma ve eğitim girişimleri bu yeterlilikleri daha da geliştirmeye odaklanmalı ve çevirmenlerin giderek küreselleşen bir dünyada yüksek kaliteli, kültürel olarak bilinçli çeviriler üretmeleri için donatılmalarını sağlamalıdır.

Anahtar Kelimeler: Çeviri yeterliliği, çeviri eğitimi, dilsel kesinlik, kültürel duyarlılık.

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INTRODUCTION

The majority of conceptualizations of translation ability that are used today are functional in nature as opposed to linguistics. They place special emphasis on the mediating role of the translator, who must transform a text into a new form intended to fulfill a purpose in the target language (TL) and culture after it is originally produced in the source language (SL). Translation competency is influenced not only by a wide range of abilities, expertise, and experience, but also by the translator's own perceptions and understanding, the target and source languages' cultures, and their general comprehension. Both general and specialized abilities and competencies can be categorized in a variety of ways. A variety of competencies are required of translators in order to operate in the quickly developing sector of multilingual and multimedia communication as well as to have effective competence for translation jobs.

The number of relevant studies in this field and the rise in undergraduate and graduate translation programs throughout the globe indicate the rising interest in translator training (Yan et al., 2018). Consequently, there has been a surge of curiosity around the concept of translation competence (TC), which is understandable given that linguistics and its associated fields have long recognized competence. Thus, interest in the concept of translation competence has increased. Since the middle of the 1980s, scholars have been interested in translation competency (Tomozeiu et al., 2016; Albir, 2017; Schäffner & Adab, 2000; Beeby, 2000). Research on competence in translation first concentrated on characterizing the concept and its elements. There have been several attempts (Froeliger et al., 2023; PACTE, 2017) to develop models for translation competences. The development and acquisition of translation ability has been the subject of another trend (PACTE, 2017; Chesterman, 2016; Toury, 2012; Castillo, 2015).

Nowadays, it is widely acknowledged that a translation's quality is dependent not just on the target text (TT) but also on how the inferred reader understands the text. An eccentric assortment of social, sociocultural, political, and ideological traits is brought along by this supposed reader. Translator trainers have proposed ways to raise the competencies of student translators in order to improve translation education. The field of translation education demands a wide range of competencies. Because of this, it could be suitable to assess translation competency as well as the following competencies: technology competence, text production competence, theoretical knowledge of translation studies, language competence, and cultural competence. The current study's objective is to employ the descriptive analytical method, which entails systematically observing, describing, and interpreting existing phenomena related to translation education. By analyzing theoretical frameworks, curriculum content, and relevant empirical findings, this approach enables the identification and categorization of critical competencies necessary for efficient translator training. Using this approach, the study aims to make well-informed judgments regarding the nature, scope, and application of these competencies in the framework of contemporary translation pedagogy. The qualities and abilities necessary for a translator, often known as translation competences, are also investigated in the current study.

Translation Education

Though they go by different names in various sources, translation studies researchers have identified many competencies in translation that are essential for a translator and are frequently combined under the heading of translation competence. Researchers in translation studies categorize translation competency in many ways, some limited and some in detail. These categories include, but are not limited to, expert knowledge,

research methods, translation studies knowledge, source and target language knowledge, cultural knowledge, knowledge of generating multilingual texts, theoretical knowledge, knowledge of electronic tools, knowledge of project design, knowledge of marketing, and knowledge of researching and meta-knowledge and skills (Neubert, 2000; Ammann, 2008).

One useful method for communication that promotes the development of interdisciplinary networks is translation. It also builds bridges across cultural divides. But translation takes a while to become recognized as an officially recognized scientific discipline. Translation education manages to maintain its multidisciplinary nature while becoming a separate scientific field apart from linguistics and literature (Holmes, 2000). It is possible to say that the history of academic translation training began to take shape after World War II. Later, notably after the 1980s, a number of departments offering master's and PhD education in the field of translation studies were founded. Translation education, which had previously been provided in private institutions and vocational schools, eventually started to be offered at universities (Gambier & Van Doorslaer, 2010). Education in translation differs from that in foreign languages since a translator must not only deal with language but also with cultural differences, potential issues resulting from these differences, and new, modern theories and methodologies. Knowing both the culture of the target language and their own is advantageous for translators. Translators also need to be proficient in making and modifying texts in a computer environment, compiling literature lists, and setting up data banks (House, 2015). The competencies and skills that must be acquired during the translation training process include mastery of both native and foreign languages as well as their respective cultures, general culture, listening, speaking, understanding, teamwork, interest and research skills, use of electronic equipment, analysis skills, ability to translate in emotionally charged environments, and updating skills (Beeby, 2000). Actually, academic instruction in other scientific fields is comparable to that of translation studies. As a result, training in translation is more than just a vocational program. In the meantime, instruction in translation should provide students with a better understanding of the relationships among language, culture, and philosophy (Salamah, 2021).

Translation education should therefore encompass more than just translation practice. The translator should receive support in the areas of culture, language, field knowledge that calls for specialization, translation technologies, text production, and translation studies theories throughout their education. As a result, discussing the competences needed for translation education is crucial. After elucidating translation competence, it might be useful to look at competences that are believed to be associated with translation, such as research, text production, theoretical, expertise, cultural, and language competences.

Translation Competency

Translation competence can be defined as the set of knowledge and abilities required to translate. The need to grow personally and learn from our experiences is known as competence, and it can be satisfied when people overcome obstacles, pick up new skills, and get a sense of mastery over their surroundings (Rigby & Ryan, 2016). Another definition states that the translator's comprehension of his translation constitutes translation competence. Proficiency in translation encompasses language, subject, text, and research knowledge and abilities. It highlights that translation is done with a target audience in mind, according to specific conventions and for a specific purpose (Orozco & Albir, 2002). Translation competence is defined by translation studies researcher Antony Pym as a multi-component competence that encompasses linguistic, cultural, technological, and professional skills; a state of bilingualism that is open to linguistic analysis; a question regarding market demands due to historical and social changes; and a super competence (superior competence) above all other competences (Pym, 2003, s. 481). Translation competence, according to the PACTE research group, is a system of knowledge and skills needed to translate. It manifests itself in various ways depending on the context and primarily entails procedural knowledge. Strategies play a significant role in translation competence, and like any other area of expertise, the majority of its processes are automatic (Albir, 2017).

Competencies that a translator should employ either before or throughout the translation process make up translation competence. These competences—research, text production, theoretical, expertise, cultural, and language—are examined below.

Research Competence of Translators in the Translation Process

Translators need research competence in order to provide accurate translations that are appropriate for the target environment. Finding, assessing, and using pertinent information from a variety of sources to address

terminological, cultural, and contextual difficulties that arise during translation are all part of this competency. A literal translation is sometimes deemed insufficient or improper by translators because of variations in subject-specific vocabulary, legal structures, or cultural settings. In these situations, careful research is necessary to guarantee that the translated material truly reflects the original meaning.

The capacity to effectively use glossaries, reference materials, and specialist databases is a crucial component of research competency. Translators need to be skilled at identifying reliable sources and assessing the veracity of the data they uncover. For instance, translating legal or technical content demands a profound comprehension of certain vocabulary and ideas, which frequently calls for in-depth study of the relevant subject (Göpferich, 2009). Lack of research skills might make it difficult for translators to locate the right translations or force them to translate anything literally, which loses the nuance of the original. Translators must possess expertise in research, often known as research competence. Research competence is also known as information search competence (Froeliger et al., 2023), tools and research competence (PACTE Research Group, 2014), research competence (Schaffner & Adab, 2000), and research competence in translation competence studies (Ammann, 2008).

Furthermore, research competency encompasses more than just determining terminological counterparts; it also entails comprehending the larger context in which a term or phrase is employed. To make sure that the translation satisfies the cultural expectations of the intended audience, this entails investigating the historical and cultural context of the source and target texts. When translating a work that makes references to historical events or culturally particular behaviors, for example, the translator must do some study and may need to modify these references in order to make the text understandable and relevant to the intended audience (Nord, 1997).

In his studies on translation competence, Ammann also includes a study title under the heading of fundamental translation abilities. One of the translator's everyday tasks is research. He or she expands and evaluates their knowledge base, as well as opens it up to new fields. Target-oriented translation theories, personal preferences for using research methodologies in translation, and the most recent translation education in a particular sector should all be known to translators. These may all help translators produce translations that are functional (Ammann, 2008). Translators need to be aware of the methods they will employ in order to quickly determine the most trustworthy and correct sources of information.

Within the framework of research competence in the translation competence model, some scholars also suggest broad strategic skills, particularly the capacity to address challenges that may arise throughout the process of cultural transmission of texts (Schäffner, 2020). It is possible to generalize that Schaffner's research competence points to a competence concentrated on resolving issues that are probably going to come up throughout the translation process. Another study claims that translators with research competence can identify information and documentation requirements, develop strategies for generating documents and terminological research, find and process pertinent information for a given task (document formation, terminology study, vocabulary), and have knowledge that is accessible in any setting. They can also develop criteria for document evaluation, assess the reliability of documentary sources, effectively use tools and search engines (such as electronic dictionaries, electronic companies, and terminology software), and archive their own documents (Froeliger et al., 2023).

The use of conventional and technological instruments, as well as translation-specific software, is another aspect of research competency for translators. This skill may encompass the following resources: machine translation systems, translation management systems, terminology, corpora, search engines, parallel texts, databases, term banks, encyclopedias, and dictionaries. In conclusion, research competence is a critical ability that translators need in order to translate documents that are precise, considerate of cultural differences, and appropriate for their intended context. It takes more than just choosing the correct words; it also calls for in-depth knowledge of the subject, the ability to assess sources critically, and the flexibility to modify the translation to suit the demands of the intended audience. Research proficiency is still critical to producing highly qualified translations even as the translation profession develops.

Text Production Competence of Translators in the Translation Process

One of the most important aspects of a translator's skill set is text production competence, which includes the capacity to produce target texts that are logical, well-organized, and appropriate for the context. This proficiency goes beyond simple word translation; the translator must produce a work that maintains the original text's content, tone, and intent while reading smoothly and naturally in the target language. Schäffner

and Adab (2000) define text production competence as the translator's capacity to comprehend the target language's customs, the target audience's demands, and the translation's intended meaning—all of which are critical for generating a translation of the highest quality.

Translation professionals are required to comprehend texts in the source language and accurately transfer them in the target language while maintaining the text's substance, meaning, and integrity. Competency in text production demands translators to have a long-term commitment to written materials. Text production competence necessitates knowledge of a variety of text kinds, from common to specialized and involves the ability to comprehend the source text and produce text in the target language (Albir, 2020). Translators are expected to perceive and produce the target culture as well as their own culture in the texts they translate. In this case, drawing broad conclusions regarding the manner and degree to which the source text is incorporated into the production of the target text would not be possible. Stated differently, the cultures associated with the translations hold significant value.

Making sure the translated content follows the target language's stylistic and rhetorical conventions is one of the major issues in text production. Sentence structure modifications, idiomatic expression rephrasing, and word selection that meets target audience expectations may all be necessary to achieve this. According to Nord (2005), translators need to be skilled at figuring out the purpose of the original text and translating it into the target language. This frequently calls for original problem-solving techniques and a profound comprehension of linguistic and cultural peculiarities. What sets professional translators apart from bilinguals is their capacity to produce accurate, stylistically suitable texts.

Additionally, the ability to revise and edit a translation to ensure that the final product is devoid of mistakes and inconsistencies is a component of text production competence. To guarantee correctness, coherence, and clarity in their translations, translators must be meticulous in their work, painstakingly going over and editing their translations. According to Pym (2023), producing texts effectively also entails choosing wisely whether to modify a text to better fit the norms of the target language and when to stay true to the original. A sophisticated grasp of both languages is necessary for this balancing act, as is the capacity to predict how the intended audience will perceive the translated material.

Research techniques, text analysis and production competence, linguistic and cultural competencies, and translation competence may all be engaged when translation competence is acknowledged as a higher competence. Proficiency in translating technical materials into many languages may also be necessary for text production translation competency. By integrating their academic knowledge with language expertise, translators may produce multilingual technical documents (Neubert, 2000). A different viewpoint holds that translators should be made more conscious of and knowledgeable about texts and text kinds. Translators may find this useful since it allows them to generate various kinds of texts in the target language. Translation training might include modules on identifying patterns in text types, translation-focused text analysis, and writing strategies from both the source and target cultures. The subskill of text generation for translation purposes can also benefit from these (Schäffner, 2020). By internalizing text types, translators can enhance their translation proficiency by considering text norms in both the source and target languages while formulating their strategies for translation. According to this approach, words and linguistic structures are part of text competence (Neubert, 2000). It is possible that the translation competence models put out by scholars in translation studies include the text production competence. According to competence models, competencies related to language and culture are prioritized, followed by competencies related to expertise and text production. Various text forms, translation methods, techniques for writing in both the target and source languages, and teaching grammar and theoretical knowledge to students as a whole can all be helpful in translation education. It might be essential to acquire fundamental abilities like reading texts in both source and target languages, comprehending and receiving information, analyzing texts, and communicating ideas in order to become competent in text production.

In conclusion, text production competence is an essential part of the translation process that helps translators produce target texts that are appropriate for the target audience as well as well-written and faithful to the original. The ability to produce high-quality translations requires a variety of skills, including language expertise, stylistic sensitivity, and editorial accuracy. Scholars like Schäffner and Adab (2000) and Nord (2005) have emphasized that text production competency is crucial to guaranteeing reliable translations that serve their intended communicative function.

Theoretical Competence of Translators in the Translation Process

A translator's skill set must include theoretical competence, which serves as the cornerstone for making well-informed decisions at every stage of the translation process. This competency entails a thorough comprehension of translation theories, models, and techniques that help translators select the best methods for various text kinds and translation difficulties. Munday et al. (2022) asserts that having theoretical knowledge helps translators approach their job with a critical perspective. This helps them to evaluate the source material, foresee potential problems, and employ appropriate translation strategies that are in line with the text's intended audience and purpose.

In addition to the linguistic, cultural, and expertise competencies, translators and translation students should be proficient in the theoretical competencies of translation studies. Translators may translate mindfully, understanding what, why, and how they translate if they are familiar with the theories of translation studies. As a result, translators can select implementation strategies and make judgments throughout the translation process more quickly and clearly when they have theoretical understanding. This may ensure accurate and efficient translation of the text into the target language and culture.

The capacity of theoretical competence to guide translators through the nuances of authenticity and equivalency—two fundamental ideas in translation studies—is one of its main advantages. While fidelity refers to the translator's faithfulness to the source text, equivalency describes how well a translated text maintains the original's meaning, style, and functionality. According to theories like Nida's (1964) dynamic equivalency, it is crucial to make the target audience feel the same way the original work did for its readers. Translators can decide how to strike a balance between the requirement for linguistic and cultural adaptation and authenticity to the original text by having a solid knowledge of these theoretical ideas.

Translation and interpreting professionals are required to possess both explicit and implicit descriptive knowledge. This information includes details regarding professional translation methods as well as how translation works. The ability to determine the translation function and approach with the aid of theoretical knowledge may increase a translator's confidence and allow them the opportunity to employ metalanguage throughout the translation process. Furthermore, by using the information that theories give, a translator may translate cognitively, make wise judgments during the process, and gain confidence in their abilities due to their theoretical understanding. For this reason, it could be required to include translation science expertise in translation education. Simultaneously, integrating translation theories into translation education can enable students to view the phenomena of translation from a scientific point of view. Students may get an overview and make practical, tangible judgments while producing the target texts in this way.

Furthermore, theoretical competency gives translators the means to work with materials that are more complicated and specialized, like legal, technical, or literary works. Different texts call for different translation strategies, and translators may select the best method for each situation by having a firm understanding of translation theory. Venuti's (2017) theory of domestication and foreignization, for instance, discusses the decision a translator must make while translating a text: should they modify it to fit the target culture or preserve certain aspects of the source culture? Translators with theoretical competence are able to use these decisions wisely, taking into account the particulars of the translation assignment at hand.

In conclusion, theoretical proficiency is critical for translators since it supports the translation process as a whole and improves the quality of their output. It enables translators to approach their work with a comprehensive viewpoint, based on a thorough comprehension of translation theories and concepts. This competency enables the translator to critically interact with their work and consistently develop their abilities, in addition to improving their capacity to generate accurate and culturally appropriate translations. Scholars like Venuti (2017) and Munday et al. (2022) have highlighted the importance of theoretical knowledge in professional translation practice. Translation students and professionals might feel more confident when theoretical information is included in their study. In other words, the translator accurately chooses the translation techniques and decisions to be made during the translation process. The strategies used by the person in charge of the translation work and process are likely to benefit from theoretical competence.

Expertise Competence of Translators in the Translation Process

Another quality that translators should possess is expertise. When transferring texts from the source

language and culture to the target language and culture, translators are also required to possess competence in the target texts. Consequently, it may be concluded that expert competence and possessing advanced academic knowledge are connected. Translators are expected to acquire sufficient knowledge in specialized fields and professions in both their native tongue and at least one other language. This establishes the assumption that translators, regardless of subject or field, will translate properly into the target language. Nowadays translations of texts from many disciplines are becoming necessary as a result of the wide range of fields in which countries now interact with one another. Expertise in each of these domains is expected from translators.

A crucial part of a translator's skill set is expertise competence, often referred to as subject-matter competence. This term describes the translator's in-depth knowledge and comprehension of the particular subjects or domains relevant to the texts they translate. This proficiency ensures that translators can faithfully translate materials in fields like legal, medical, technical, financial, or literary translation, as well as their specific terminology and subtleties. Gile (2009) asserts that specialist competence enables translators to produce translations that satisfy the criteria required in the particular profession and are not only linguistically accurate but also contextually and conceptually correct.

Both general knowledge of the world and specialized subject knowledge can be considered components of expertise competency. Translation professionals may improve their field competences by learning how to find relevant material to better grasp a document's theme, growing in their area of expertise and practice, and cultivating a spirit of analysis, summarization, and inquiry. A different perspective holds that translators must understand how to obtain the data they require for the translation process. While encyclopedic knowledge or skill in any topic is not a need for translators, they should be able to acquire information. Translation-level knowledge, rather than subject-matter expertise, is adequate in this case (Neubert, 2010). Expertise competence is a competence in an area or subject that some academics have included in the translation competence paradigm. Within the parameters of the translation, terminology management is proposed as a means of achieving field competency. The field competency includes tasks like managing terminology for translation needs, using IT tools, and building a word bank (Schäffner, 2020).

The significance of expertise competency is most apparent when working with highly specialized texts that include intricate language and ideas exclusive to a certain field. Translators who lack adequate experience in the relevant field run the danger of misinterpreting or translating crucial terminology, which can result in serious mistakes. For instance, translating legal documents incorrectly or producing legally improper translations might result from a lack of knowledge of legal vocabulary and concepts. According to Gamero (2001), a translator's proficiency with the subject matter is closely related to their capacity to comprehend and translate specialist words effectively, making expertise competence crucial for preserving the accuracy and integrity of the translated material.

Furthermore, a translator's capacity for efficient research is directly tied to their level of experience. Within a specialized text, even experienced translators might run upon new terminology or ideas. In addition to being knowledgeable in the subject, a translator with excellent expertise competence is adept at locating and using trustworthy sources to fill in any knowledge gaps. According to Olohan (2016), one of the most important components of specialist competence is the capacity to quickly obtain and use appropriate information. This allows translators to translate difficult or unfamiliar content into translations that are accurate and well-informed.

The translator's word selections fall under the category of expertise competency in translation. Translators' word choices, translation studies knowledge, and area of specialization are all included in the definition of expertise competence. Translators can utilize translation technologies' hardware and software, as well as texts from a wide range of subjects, to communicate successfully when translating. The ability to determine which word in a dictionary is right is a necessary skill for translators. It is important for translators to possess the ability to discern between the accurate and preferred meanings of terms they come across in dictionaries. The translators need to have professional viewpoints on the content they are translating in order to make an efficient and accurate decision.

As a result, expertise competence is a crucial component of the translation process, especially when working with specialized materials that demand a high degree of subject-specific knowledge. Translators with this competence can guarantee that their translations are accurate, suitable for the context, and satisfy the needs of the intended audience in the relevant sector. Expertise competency, as highlighted by Gile (2009) and

Olohan (2016), not only improves the quality of the translation but also helps the translator establish credibility and a solid professional reputation in specialized translation fields.

Cultural Competence of Translators in the Translation Process

The correctness and efficacy of translated texts are significantly impacted by cultural competency, which is a crucial component of the translation process. In addition to having fluency in both the source and target languages, translators need to have a thorough understanding of the cultural settings in which the texts are being translated as well as where they came from. A civilization's way of life and the ways in which a particular language is employed to communicate ideas unique to that society are considered its culture (Newmark, 2009). A vast range of components are included in this understanding, such as idiomatic phrases, historical allusions, values, beliefs, and social conventions, every language group has distinctive cultural traits. Translations may lose their intended meaning in the absence of this cultural sensitivity, which might lead to misunderstandings and poor communication.

Getting around idioms and cultural references that might not have exact translations in the target language is one of the main difficulties in translating. A culturally competent translator can overcome these obstacles by identifying suitable substitutes or coming up with inventive ways to express the intended meaning without disrupting the original message. It is required of translation students and professionals that they possess a strong understanding of the cultures of the source and target languages in the language pair they translate. This requires an in-depth understanding of both of the relevant cultures as well as the capacity to modify information so that the target audience finds it engaging, because translation competency also depends on having an understanding of the source and target cultures. For example, a popular statement in one culture could require an entirely different phrasing in another culture to elicit the same emotion.

Additionally, cultural competency helps translators preserve the original text's tone and style, which is essential for retaining the author's voice and the text's overall effect. This is especially crucial for literary translations, since the storyline heavily depends on the linguistic nuances and cultural background. The emotional and cultural richness of the source material may be accurately reflected in the translated work by a translator with a strong cultural background, giving the intended audience a genuine and captivating reading experience.

Cultural competency is much more important in professional contexts like legal, medical, or commercial translation. Culturally insensitive misunderstandings can have major repercussions, such as lawsuits, misdiagnoses, or failed businesses. Thus, in order to produce translations that are accurate as well as relevant and acceptable for their target culture, translators need to possess both language expertise and cultural understanding. Cultural studies training and continued education may greatly improve a translator's capacity to work well in a variety of dynamic translation contexts.

Newmark claims that a translator may maintain the aesthetic and functional elements of the original text while preserving its cultural substance, all while transferring the effect of the source text without losing it in the target language. The translator chooses translation techniques such as transfer, adaptation, neutralization, clarification, functional equivalency, or deletion on how the cultural aspects in issue will be transferred to the target language while translating the text of the source culture (Newmark, 2003). However, Gideon Toury's theory, pre-translation and translation process norms, which play a significant role in the translator's decision-making process, allow the translator to make choices that are in line with the target or source culture. Basic aspects including text selection, target and source cultural adaptation, and the translation approach to be used are often covered by these norms (Toury, 1980). There is a wide range of translation techniques and approaches that have been developed for translating cultural materials and effectively conveying their contents.

One of the main components that contributes to a culture's existence is its language. Thus, it is important to recognize that language and culture are not entirely distinct entities. Being proficient in both the source and target cultures is a necessary component of cultural competency. A solid broad cultural foundation, attentive observation of global events, and an interest in foreign languages and cultures are additional requirements for those pursuing a career in translation.

According to Margaret Ammann's definition, cultural competence is the capacity to deal with and handle cultural phenomena, such as behaviors and values, in a conscious manner through abstraction, comparison, and application. The multidisciplinary nature of translation studies is further demonstrated by the fact that

the roots of these skills are found in sociology, cultural studies, and communication (Ammann, 2008). Another definition of cultural competency is concentrating on learning about the nation, geography, political system, economic, social, and cultural advancements, as well as comparable aspects of the target culture (Schäffner & Adab, 2000).

When translating texts with cultural, literary or social content, translators frequently need to be culturally competent. Translators must possess a thorough understanding of both these languages and cultures in order to prevent problems or losses in such texts. Newmark proposes a factor categorization in literary text types to successfully transfer the meaning from the source text to the target text in this situation. When it comes to cultural competency, this factor categorization is also acknowledged by field researchers, and it indicates the sort of cultural understanding that translators have to possess. In addition to the natural world (flora, animals, winds, plains, hills, etc.), Newmark's factors also include actions, habits, political, administrative, and religious concepts, procedures, activities, customs, organizations, socio-culture (business, entertainment, etc.), and material culture (food, clothes, town, city, transportation system, etc.) (Newmark, 2003).

Translators are considered to be interculturally competent, although their thoughts and emotions are mostly focused on their own culture. Nonetheless, they make every effort to ensure that the translation interacts with the important ideas rather than merely translating the text. Translators therefore act as a mediator between the sender's and the recipient's cultures. These cultural specialists identify what is noteworthy and also combine aspects that contradict or are the same in different text kinds from the source and target cultures (Neubert, 2010).

Cultural competency should not be defined as knowing only two cultures really well or restricted to a small range of situations. Another way to characterize cultural competency is as the awareness of the ongoing acquisition of information and the ongoing desire to learn. Translation may be defined as a kind of text that is part of the target text, forms culture, incorporates social norms, and results from a dynamic process that changes depending on the circumstances (Hermans, 2020). Cultural equipment, which may be defined as the translator's general culture and the equipment s/he obtains while practicing her/his translation profession, is one of the most significant components in the development of translation competence.

According to a different translation competence model, the goal is cultural competence, which includes understanding the sociocultural context in which the source text is produced, being aware of the systematic nature of language, being able to comprehend texts written in the target language and the cultures to which it belongs and being able to comprehend the target language, is to create target messages that are acceptable, truthful, and significant in the eyes of the audience (Beeby et al., 2000). Cultural competence is also the capacity to apply knowledge of unique local characteristics, norms of conduct, and value systems unique to both the source and the target cultures. It is a concept that is incorporated in this established concept of translator competence (PACTE Research Group, 2014).

Another perspective lists intercultural competence as one of the skills that have to be offered in translation services. It is based on sociolinguistic and textual aspects. Emphasis is placed on the need to identify and characterize components, references, and values that are acceptable for the cultures shown here, as well as how to mix cultural aspects to produce texts and compare them (Torres-Simón and Pym, 2019). Speaking and writing fluently in both the source and target languages is insufficient for translating in accordance with cultural competency, which is one of the standards of translation. When translating a language pair, the translator has to be sufficiently knowledgeable about the source as well as the target cultures. It is widely acknowledged that language and cultural competence are the fundamental skills that professional translators, and particularly prospective translators, need to continuously acquire and grow during the pre-translation and translation processes. Since the translator is also the one who rewrites and interprets the material, these two competences call for mastery of both the source and target languages and cultures. Therefore, it is expected of translators to absorb the characteristics of both languages and cultures, evaluate them, and translate the texts they will redevelop in the target culture's language in a way that is natural and acceptable—that is, without giving the impression that the texts are being translated.

To sum up, a crucial element of a good translation is cultural competency. It guarantees that translations maintain the integrity and meaning of the source material by being both linguistically and culturally correct. In our increasingly interconnected world, culturally competent translators play a critical role by bridging cultural barriers and facilitating greater communication and understanding across many cultures.

Language Competence of Translators in the Translation Process

Effective translation is based on a translator's command of both the source and the target languages, which is known as language competence. This proficiency entails a profound comprehension of the grammatical structures, lexicon, colloquial idioms, and stylistic subtleties of every language, going beyond simple fluency. Translators need to be skilled in faithfully capturing the original text's content, tone, and intent while modifying it to meet the language standards and expectations of the intended audience. Hatim and Mason (2005) assert that equivalency—the ability to translate a message from one language to another without losing its meaning or functionality—requires a translator to be linguistically competent.

Language proficiency is evidently one of the most important competencies that many translation studies experts believe should be incorporated in the translation education process. Understanding the target language or a foreign language is not the only factor in language competency. It is insufficient for translators to be proficient in just their native tongue or the target language when assessing their level of translation competency. Proficiency in both the source and target languages is a must for translators. Proficiency in a language entails not just speaking it effectively but also comprehending and interpreting spoken words and phrases, as well as being actively proficient in grammar and writing rules.

Language proficiency helps translators negotiate the challenges of syntactic and lexical variations between languages throughout the translation process. For example, there may be idioms or concepts in certain languages that have no direct translations in other languages. Strong language skills enable a translator to fill in these gaps in a novel way, maintaining the original text's impact and meaning in the translated version. To produce a translation that is correct and sounds natural, as suggested by Vinay and Darbelnet (1995), this calls for both a thorough grasp of the source language and a flexible, nuanced command of the target language.

Additionally, language competence is necessary to preserve the original text's stylistic integrity. Whether the author's style is formal, informal technical, or literary, translators need to be aware of it and faithfully translate it into the target language. This calls for a great degree of adaptability and skill in both languages. According to Newmark (2003), a translator must be able to identify and maintain stylistic features in order to produce a translation that will have the same effect on the intended audience that the original text has on its readers.

Language competency is frequently discussed in relation to the target language that has to be translated in translation education. But in the translation process, the translator's proficiency in her/ his native language is equally crucial. However, students of translation could also have a sense of incompleteness about their native language and encounter challenges during the translation procedure. It is well known that individuals acquire languages naturally and that language skills may be enhanced by communication and innovations, according to the theories advanced by N. Chomsky, whose research is still recognized by scholars in the fields of linguistics and translation studies. Providing an atmosphere for students to exhibit and apply the issues mentioned earlier and innovative thinking should be one of the objectives of translation education. It has been noted that while translation students are skilled in writing, reading, speaking, and expressing themselves in their mother tongue, they struggle to provide documents that follow spelling norms and to interpret on topics in which they are not culturally knowledgeable.

According to this viewpoint, in order to produce more successful translations in the target language, students undergoing translation training must develop language abilities within the bounds of translation competence. Translators are required to have the requisite knowledge of the language, style, syntax, and even word preferences in their original tongue while learning a foreign language. Being a proficient speaker of their native language is one of the requirements for translators. After obtaining translation education, students are essentially able to operate at the level of structure and meaning. It may be beneficial to study subject-predicate relations in translation, the structure and context of activities, sentence and word kinds, synonyms, antonyms, connotative and metaphorical meanings, and formulaic terms in order to grasp the structural and semantic elements of the language.

Translation education requires not only a high level of proficiency in both the source and target languages, but also a thorough understanding of all the standard and social common language features and use norms necessary for language acquisition. Furthermore, it is evident that knowledge of the language, proficiency in translating and communicating within the language when needed, awareness of social constructs and idiolects, mastery of stylistic variances, and recognition of norms and their proper and effective application

are all prerequisites.

The translator is required to have proficiency in the target language or languages after mastering the native language when it comes to language competency in translation education. This is regarded as a fundamental prerequisite for translating. When bilingual individuals start translating, they first translate for themselves and subsequently for others. To accomplish this, they must have the same fundamental qualifications as translators (Pym, 2003). When the term bilingual competence is used in this context, it refers to the understanding of the target and source languages by translators.

A further definition of translation competence is the capacity to integrate the linguistic skills learned in both languages (Koller & Henjum, 2020). Translation students must be proficient in both their native language and the foreign language or languages they will be translating, both orally and written, as well as in terms of their structural and functional features. The translator should be knowledgeable with the languages and cultures of both the source and target languages, and source and target language and cultural information should be processed simultaneously.

The knowledge of ongoing changes in the source and target languages, which is partially represented in dictionaries and related research, can also be used to explain language competency. Linguistic competence specifically refers to the syntactic and morphological synthesis of language materials for specific purposes (Neubert, 2000). Conversely, Schaffner asserts that language competence refers to the language ability modules of translators that concentrate on communicative uses and grammatical structures in both the target languages and their own language (Schaffner & Adab, 2000). Bilingual competence is defined as the body of knowledge that includes sociolinguistics, pragmatics, textuality, grammar, and lexical structures necessary to communicate in two different languages, whereas being bilingual is defined as knowing all grammatical rules and more in two different languages (PACTE Research Group, 2014).

Another viewpoint includes the label of language competency as one of the qualities that translators ought to possess. It is crucial in this situation to comprehend the vocabulary, grammar, and idiomatic structures of the two languages that need to be translated as well as their respective working norms, structures, and needs. Translators should also learn to be sensitive to changes in the languages (Froeliger et al., 2023). A different translation competence model that places strategic competence and motivation at its core lists competencies like research and tool competence, field competence, psychological motor competence, routine activation competence, and communication competence in at least two languages. In this particular context, bilingualism and the ability to communicate in at least two languages have similar characteristics. This competence states that the use of vocabulary and grammar in both target languages, the acquisition of communication competence in the source language through the reception of the source text, and, concurrently, the reception process in the target language, can all be used to determine the quality of the target text (Göpferich, 2009).

It is possible to argue that the language competency of students obtaining translation education needs to be a part of a structure based on F. de Saussure's theory that language is a system (Joseph, 2017). The first competency that is thought to be required to be included in translation competence is language competence, according to translation studies, linguistics research, and theories. It is acknowledged that translators possess a strong mastery of these domains and are fully conversant with the grammatical, structural, and narrative characteristics of their source languages.

To sum up, language competence is an essential ability for translators since it allows them to accurately and efficiently convey meaning between languages. The intricacies, subtleties, and nuances of the source material cannot be properly captured by a translator lacking good language abilities, which might result in translations that are misleading or erroneous. Thus, as noted by academics like Hatim and Mason (2005) and Newmark (2009), linguistic competency is about mastering the art of communication in numerous languages rather than merely fluency. Being proficient in a language involves more than just speaking it; it also entails comprehending written and spoken words, learning the grammar and spelling standards, interpreting what you read, and communicating well both orally and in writing.

CONCLUSION

As a result, this study emphasizes how crucial it is to see translation competence as a dynamic, diverse skill set that is necessary to successfully navigate the difficulties of modern translation practice. The duty of the

translator is perceived as a mediator who transforms texts to meet specific objectives in the target culture and language, rather than just as a language converter, as the focus moves from strictly linguistic models to more functional methods. The need for a deeper integration of linguistic and extra-linguistic skills is highlighted by this expanded understanding of translation competence, which recognizes the importance of the translator's cultural awareness, interpretive skills, and context-specific knowledge in addition to their command of the source and target languages.

The increasing realization of the necessity for comprehensive translator training is reflected in the growth of translation programs at the undergraduate and graduate levels. Models that take into consideration the many competences needed for translation, such as linguistic accuracy and cultural sensitivity, have been established by scholars. These models highlight the fact that translation competency is dynamic and has to change to meet the ever-increasing demands of multilingual communication, which can include intricate interactions across several platforms and cultural contexts. As such, translation education has to change to incorporate a wider range of competences outside of language proficiency.

Moreover, for translation studies to produce translators who can succeed in the modern market, specific competences including technology, text creation, and theoretical understanding are essential. For instance, technological competence gives translators the ability to operate digital tools and translation software efficiently, while text production competence guarantees the capacity to generate texts in the target language that are comprehensible and suitable for the target culture. Similar to this, knowledge of translation theory offers a crucial foundation for wise decision-making, assisting translators in resolving ethical challenges and making aesthetic judgments that come up throughout the translation process. Together with language and cultural knowledge, these specialized competencies serve as the foundation for contemporary translation competency.

As cross-cultural interactions grow more regular and sophisticated, cultural competency in particular becomes more and more important in translation. For translations to be appreciated by the target audience, a translator must be able to decipher and communicate idiomatic idioms, sociocultural references, and cultural nuances. In this way, the assumed reader of a translation takes with them expectations shaped by their own ideological and societal background. In order to ensure that translators can effectively comprehend and convey a variety of cultural ideas, translator training must prioritize cultivating a deep understanding of cultural contexts.

In the end, this research supports a comprehensive strategy for translation education that includes all of the skills necessary for successful career advancement. The study backs up the notion that translation competence is a dynamic construct that must change to meet the ever-changing needs of the industry by highlighting the connections between linguistic, cultural, technological, and theoretical abilities. Future research and training efforts must concentrate on further developing these competencies as the translation profession grows in dimensions both academically and commercially. Only then will translators be prepared to produce outstanding, culturally aware translations in an increasingly interconnected world.

Ethical Statements

This study was not supported by any institution. This study was conducted in accordance with ethical rules. The author(s) declared no potential conflicts of interest with respect to the research, authorship, and/or publication of this article. The researcher's contribution rate to this article is 100%. Ethical approval was not required for this study as no human subjects or personal data were involved in the study.

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GENİŞLETİLMİŞ ÖZET

Bu makale, çeviri yeterliliğinin dinamik ve çok yönlü yapısını vurgulayarak, bu alandaki gelişmeleri ve değişen doğasını kapsamlı bir şekilde incelemektedir. Çeviri, geleneksel olarak dilsel bir faaliyet olarak görülse de, modern yaklaşımlar çevirmenleri yalnızca dilsel dönüşümler yapan kişiler olarak değil, aynı zamanda kültürler arası iletişimi sağlayan, hedef kültür ve dilde belirli hedefleri yerine getiren arabulucular olarak konumlandırmaktadır. Bu yeni perspektif, çeviri yeterliliğinin yalnızca dil bilgisi ve kelime dağarcığıyla sınırlı olmadığını, aynı zamanda kültürel farkındalık, bağlamsal anlama, yorumlama becerileri ve teknolojik yetkinlik gibi dil dışı becerileri de içerdiğini ortaya koymaktadır. Çeviri yeterliliğinin bu genişletilmiş tanımı, geleneksel dil modellerinden daha işlevsel ve pratik yaklaşımlara doğru bir kaymayı temsil etmektedir. Özellikle küreselleşen dünyada, çevirmenlerin yalnızca kaynak metni hedef dile çevirmekle kalmayıp, aynı zamanda hedef kültürün beklentilerini, değerlerini ve bağlamsal dinamiklerini de dikkate almaları gerekmektedir. Bu durum, çeviri eğitiminin de yeniden şekillenmesine yol açmıştır. Artık çeviri programları, öğrencilere yalnızca

dilsel beceriler kazandırmakla yetinmemekte, aynı zamanda kültürlerarası iletişim, metin türleri, terminoloji yönetimi, çeviri teknolojileri ve etik gibi konularda da kapsamlı bir eğitim sunmaktadır.

Kültürel farkındalık, modern çeviri uygulamalarının merkezinde yer alan bir kavram haline gelmiştir. Çevirmenler, kaynak ve hedef kültürler arasındaki farklılıkları anlamak ve bu farklılıkları çeviri sürecine yansıtmak zorundadır. Örneğin, bir edebi metnin çevirisinde, yalnızca kelimelerin anlamını aktarmak yeterli değildir; metnin arkasındaki kültürel referanslar, tarihsel bağlam ve yazarın üslubu da dikkate alınmalıdır. Benzer şekilde, teknik veya tıbbi metinlerin çevirisinde, terminolojik doğruluk kadar, hedef kitlenin anlayabileceği bir dil ve üslup kullanmak da önemlidir. Yorumlama becerileri de çeviri yeterliliğinin ayrılmaz bir parçası haline gelmiştir. Çevirmenler, kaynak metni yalnızca kelimesi kelimesine çevirmekle kalmaz, aynı zamanda metnin alt metnini, niyetini ve hedef kitle üzerindeki etkisini de analiz eder. Bu, özellikle reklam, pazarlama veya siyasi metinler gibi ikna edici metinlerin çevirisinde kritik bir rol oynar.

Bağlama özgü bilgi de modern çeviri uygulamalarında giderek daha önemli hale gelmektedir. Çevirmenler, çalıştıkları alana özgü terminoloji, kavramlar ve standartlar hakkında derinlemesine bilgi sahibi olmalıdır. Çeviri eğitimindeki bu genişleme, hem lisans hem de lisansüstü düzeyde çeviri programlarının sayısında ve kapsamında bir artışa yol açmıştır. Günümüzde, çeviri eğitimi programları, öğrencilere dilsel yeterliliklerin yanı sıra, kültürlerarası iletişim, çeviri teknolojileri, proje yönetimi ve etik gibi alanlarda da eğitim vermektedir.

Bilim insanları, çeviri yeterliliğinin bu karmaşık yapısını ele almak için çeşitli modeller geliştirmiştir. Bu modeller, çeviri yeterliliğinin statik bir kavram olmadığını, aksine, sürekli gelişen ve uyarlanabilir bir yapıya sahip olduğunu vurgulamaktadır. Özellikle çok dilli iletişimin artan talepleri, çevirmenlerin farklı platformlar ve kültürel bağlamlar arasında karmaşık etkileşimlerde bulunmalarını gerektirmektedir. Bu nedenle, çeviri yeterliliği, yalnızca dilsel becerilerle sınırlı kalmayıp, kültürel duyarlılık, teknolojik yetkinlik ve stratejik düşünme gibi becerileri de içermelidir. Çeviri eğitimi, bu gereksinimlere yanıt olarak daha bütünsel bir yaklaşım benimsemektedir. Artık çeviri programları, öğrencilere sadece dilsel yeterlilik kazandırmakla kalmayıp, aynı zamanda kültürlerarası iletişim, çeviri teknolojileri, proje yönetimi ve etik gibi alanlarda da eğitim vermektedir.

Sonuç olarak, bu çalışma, çeviri yeterliliğinin dinamik ve çok yönlü bir yapıya sahip olduğunu ve sürekli gelişen bir alan olarak kabul edilmesi gerektiğini savunmaktadır. Çeviri eğitimi, dilsel, kültürel, teknolojik ve teorik becerilerin birbirine bağlılığını vurgulayan kapsamlı bir yaklaşım benimsemelidir. Bu bağlamda, çeviri eğitiminin sadece dilsel becerilere odaklanmak yerine, çevirmenlerin kültürlerarası iletişim, teknolojik yetkinlik ve stratejik düşünme gibi alanlarda da gelişmelerini sağlayacak bir yapıya kavuşması gerekmektedir. Bu, çeviri mesleğinin geleceği açısından büyük önem taşımakta ve çevirmenlerin, küresel iletişimin karmaşıklıklarında etkili bir şekilde rol almalarını sağlayacaktır.