

## ÇEVİRİ EĞİTİMİNDE PROFESYONEL AMAÇLARA YÖNELİK ARAŞTIRMA TRANSLATOR TRAINING RESEARCH FOR PROFESSIONAL ENDS

Mine YAZICI\*

### Abstract

The demand for translation has increased as a result of a huge information flow throughout the world. In spite of the advances in the field of information technology, technology cannot be replaced with human-based translation as a cognitive and purposeful activity requiring complex mental procedures. Put another way, translation requires gaining professional skills. Accordingly, this paper discusses teaching professionalism from the perspective of research techniques. It deals with the issue of complying theoretical knowledge with the new international academic regulations such as the Bologna Process and professional standards. The paper consists of two parts: a theoretical account of professionalism, and a model of teaching research for professional ends. Firstly, the paper discusses the main components of professionalism in terms of the Bologna process and professional standards under the headings of domain specific knowledge, translation competence, and translation as a communicative service; secondly, it submits a model focusing on research techniques and strategies to help trainees to develop professional identity. In conclusion, it aims not only to disclose the problems underlying academic training in terms of international professional standards, but also the logics of research in translator training.

**Key words:** Translator training, professionalism, translation competence, research techniques.

### Özet

Dünyada yüklü bilgi akışı sonucunda çeviriye talep arttı. Bilgi teknolojileri alanında kaydedilen ilerlemelere karşın teknoloji bilişsel ve amaçlı bir eylem olarak karmaşık anlaksal işlemler gerektiren insan odaklı çevirinin yerini alamaz. Başka bir deyişle, bu çevirinin profesyonel beceriler kazanmasını gerektirir. Bundan böyle, bu yazı çeviri teknikleri açısından profesyonelliği tartışmaya açar. Buna göre kuramsal bilginin Bolonya süreci gibi düzenlemeleri ve mesleki yeterliliklerle uzlaşması konusu ele alınır. Yazı iki bölümden oluşmaktadır: profesyonelliğin kuramsal tartışması ve profesyonel amaçlı araştırma tekniklerini sunan bir model. İlk olarak profesyonelliğin Bolonya süreci açısından standartları özel alan bilgisi; çeviri edinci ve bir hizmet sektörü olarak çeviri başlıkları altında tartışılmakta; ikinci olarak da çeviri öğrencilerinin profesyonel kimlik geliştirmesine yardımcı olacak bir model sunulmaktadır. Sonuç olarak, yazı sadece uluslararası mesleki yeterlilikler açısından akademik eğitimin altında yatan sorunları ortaya çıkarmayı değil, aynı zamanda çeviri eğitiminde de araştırma mantığını da ele almaktadır.

**Anahtar Kelimeler:** Çeviri eğitimi, profesyonellik, çeviri edinci, araştırma teknikleri

\* Prof. Dr., İ.Ü. Çeviribilim Bölümü  
Professor, İstanbul University, TS Department\*

## **Introduction**

Even if the number of Translation Studies departments increases and new international formations such as the European Union and UNESCO support the founding of departments of translation studies to improve translation services, there will still be a lack of sound international cooperation in Turkey for specialized training of professional translators capable of overcoming complex translation problems, particularly of distant languages. The underlying reasons may not only be related to academic concerns about the gap between theory and practice. In other words, it has to do with the established concept of universities in Turkey where they are considered to be institutions of theoretical knowledge. Accordingly, the conflict between teaching theory and teaching practice places Turkish scholars into predicaments in several ways. Questions about the problems of translator training institutions might be as follows:

- Who will teach trainees? The dilemma involves employing scholars, or leaving the training to class professionals devoid of theoretical and pedagogical knowledge.
- Do theoretical classes serve the end results of the translation market or should theoretical classes be isolated from translation classes? Particularly relevant is whether classes at the undergraduate level should focus only on practice?
- What strategy should scholars follow in integrating theory with practice? In other words, should trainees begin theoretical classes after they experience translation problems or should they begin with theory to broaden their horizons and contribute to their self-confidence as professionals?

At the same time new international organizations related to higher education ask universities to act in such a way as to develop professionals according to the needs of a global market. Turkey as a candidate member of the European Union tries to keep up with the Bologna Process reforms at the very least by signing agreements and fulfilling the red tape of carrying out formalities. However, it certainly has not internalized all the directives imposed by the European Union.

### **Training vs Professionalism**

Students generally think that they will only deal with technical texts and pertinent references as well as ways of retrieving domain specific knowledge about translation activity. However, this may end in getting lost in domain specific knowledge of other disciplines. This approach only helps to solve translation difficulties arising from lexical or terminological difficulties translators encounter in translation. However, anyone who knows a foreign language can also reach these references or resources, which are in lexical or terminological dictionaries, term banks, encyclopedias and parallel texts. The trainees may overcome the lexical or terminological barriers in the same way as students of Translation Studies. One might infer from these remarks that limiting class content to the research material and retrieval techniques may take one back to the past and claim that translation is merely an act of transferring original text material with a “fixed meaning”, or back to linguistic or informational analysis of texts with no regard to their communicative function. This approach does not comply with the concept of “professionalism” particularly when considering the new Bologna process, professional standards and The European Qualification Framework for Life Long Learning that has been imposed on professionalism in Higher Education. Thus, before dealing with the research techniques class in the second section, I discuss professionalism from the point of view of Translation Studies and how its components can be brought into the Bergen Conference reports :

- Domain specific knowledge
- Competence
- Translation as a service. [http://www.aic.lv/bolona/Bologna/Bergen\\_conf/Reports/EQFreport.pdf](http://www.aic.lv/bolona/Bologna/Bergen_conf/Reports/EQFreport.pdf)

Starting with the definition of professionalism may shed light on why professionalism is a controversial issue for the translator, or why it takes ages for amateurish translators to gain professional status. “Professionalism” is defined as “the methods, character and status, etc. of a professional as well as the pursuit of an activity for gain or livelihood”. Quite simply this means one needs to have required skills and knowledge to be authorized to do a job. It can be claimed that only those who hold departments of

Translation Studies diplomas are entitled to “professional performance”. However, professionalism is a controversial issue in the translation field since others who have a higher education diploma in other fields may be equally competent or can act as a professional translator as long as they have fulfilled documented practical experience. That is to say, those holding diplomas in other fields of study may earn the title “professional translator” if they prove their translational skill in practice. The following excerpt from the final draft 15038 verifies these claims:

At least one of the following prerequisites must be fulfilled

- a recognized higher education degree in translation ;
- equivalent qualification in any other subject plus a minimum of two years of documented experience in translating;
- at least five years of documented professional experience in translating; (<http://www.statsaut-translator.no/files/standard-15038-final-draft-en.pdf>).

These prerequisites refer to the principles governing translation as a profession. The openness to those from other fields may overlap with the discerning feature of translation studies as being interdisciplinary. This enriches its scope, but does not protect translators from criticism as compared to professionals practicing in other fields. That is to say, in practice translation as a profession is subject to criticism by the layman even if a translator holds a diploma from another highly esteemed field of study such as medicine, law or architecture. Sergio Viaggio calls it “objective vulnerability” (2005:106).

On the other hand, if the remarks stated in the final draft of 15038 are compared with Andre Gile’s list concerning the prerequisites of the ideal translator, the following comes up :

- Adequacy: It concerns spending enough time and energy to meet a customer’s needs.
- Fidelity: It is related with translation norms, especially the relationship norm. It concerns not only the omission of information, but also in Gile’s terms, the insertion of unwarranted information in the target text.

- Ideational clarity: It is related with the intelligibility of messages.
- Linguistic acceptability: It concerns the linguistic correctness of the target text, and is related with lexical, syntactic problems and punctuation errors.
- Terminological accuracy : Correctness and appropriateness of terminology
- Acceptability: Linguistic and stylistic appropriateness of target text that generally concerns editorial scrutiny.
- Professional behavior/behavioral component: It is related with the conformity with working conditions such as deadlines and team spirit (Gile 1995: 103).

From the above, we may infer that professional expectations are limited to the cognitive, or behavioral skills of the translator since most of them are related to efficient translation, or the translation process, however they do not relate to professional identity, or a translator's status. Furthermore, there is no mention of domain specific knowledge which serves as a reference in recognizing translators as professionals. Identifying translation problems and making macro-scale decisions is closely related with domain-specific knowledge. Although one cannot expect a doctor to make professional decisions without domain specific knowledge, or a diploma, translators without higher education in translation may fulfill their performance through the help of translatorial experience in the market. This verifies not only the misconception that anyone who knows a foreign language may become a professional translator, but also its openness in employing the graduates of other disciplines for professional translation work. However, this openness does not save the translation field from criticism. Quite simply, at the present time professional translators cannot develop a recognized professional identity as well as a professional jargon as in other fields of study, which can be assumed as one of the main determinants in discerning professional tasks from amateurish ones. At this stage a fully developed scientific jargon of translation would likely contribute to the development of a full set of scientific terms, that is a scientific jargon. The acquisition of theoretical knowledge helps professionals to speak the same language when discussing translation problems since they are expected to have shared the same aca-

demic or educational background. Not only does this speed up the research process in other disciplines, but it also helps graduates of disciplines other than translation studies to assume new translation strategies, which will in turn improve the quality of translations. To sum up, when one refers to one's own field of study, he/she inevitably uses the jargon of his/her specific field, and this will lead him to discuss problems and solutions within the borders of translation studies TS. Adopting such a translatorial behaviour will, on the one hand, yield data to the theoretical field; on the other hand, it will enable communication amongst the professionals, which in turn consolidates the foundations of translation studies by maintaining the continuity of the meta-discourse on translations. Undoubtedly, assimilating such an approach is closely related with the professional identity of the translator, and helps to broaden the "translation notion" of the trainees, which would lead them to question what sort of service they fulfill in society at the end of their training.

### **Domain Specific knowledge**

The first component of professionalism can be defined as the knowledge of a metadiscourse in on the scope of a field. In translation it can be categorized into two groups: domain specific knowledge related with the field of specialization and domain specific knowledge related with operation. While the former helps the translator to take translation-oriented macro-scale decisions, the latter serves to take micro-scale decisions in the translation process, and acts as a catalyst in taking micro-scale decisions. In taking macro-scale decisions the trainers may direct the trainees to the knowledge of translation theory to help them question their overall strategy in terms of its function in target culture. On the other hand, since professional deals with texts from different fields of study, she/he requires domain specific knowledge concerning the translation task he/she has assumed in proving his professionalism. However, his/her strategy in acquiring knowledge related with the translation task is different from his professional knowledge. She/he acquires it through practice and experience in the course of time. If we discuss domain specific knowledge within the framework of translation studies, one can claim that it is difficult to distinguish the meta-discourse on translation from the translation itself because it cannot detach itself from its

object of study, translations. Theo Hermans claims that “Translation studies is always contaminated by it having to repeat the operation it attempts to insulate itself from”. (Hermans 1997: 18) Accordingly, he defines TS as the subsystem of the system of translation. It is for this reason that scholarly discourses on translation refer to the other scholarly discourses. The ambivalence arising from the nature of translation as operation and as institution constrain the professionals in developing a scientific jargon. However, it is difficult to mention professionalism without scientific jargon peculiar to the discipline since it provides continuity and communication between the professionals, and helps to demarcate the borders of the specific field. Without acquiring domain specific knowledge, one cannot speak the language of specific field, or domain specific language. That is to say, using the scientific jargon of a field of study is one of the main prerequisites of professionalism to maintain correspondence with the professionals, and reach the resources of a specific field. Otherwise, one can neither verbalize, nor share the problems one encounters in his or her field of study. At this stage theoretical knowledge comes to the assistance of the translator in verifying his/her decisions, and helps him/her to “theorize”, or to “rationalize” his product.

This brings forth the question “Should the instructor direct trainees to theoretical readings before practice, or would it be much better to start from practice in terms of providing grounds for trainees to reflect upon the translatorial actions they take?”. For example, Isin Bengi Öner suggests the latter course in translator training in terms of its impact in developing translation notion of trainees and explains in what way she changes, or revolutionizes the conventional course of translator training in Bosphorus University “I do not mean there is no theoretical knowledge behind practice. Yet with this practice, we reverse the course of training. Instead of taking theory as a springboard, we aim to involve students to theoretical debates from the practice” (Bengi-Öner&İnce 2009:14) In fact, what Ulker Ince and Bengi-Öner discuss is the inductive way of training model based on task-based models as opposed to the deductive way of training adopted in conventional teacher-based learning strategy. To summarize, translators are expected to have gained domain specific knowledge concerning TS in the course of their training in higher education. However, even after graduation from higher education they are asked to undergo an apprenticeship phase to gain

professional identity in a certain field of study. Such an approach in practice verifies the abovementioned claim as teaching domain-specific knowledge by translation practice help trainees to reflect upon translatorial actions, or decisions they take in the course of translation. However, in adopting such an inductive strategy trainer's theoretical knowledge on Translation studies should be directive enough to guide trainees to reach inferentially reasonable conclusions. For example, assigning tasks by briefs and discussing Skopos Theory afterwards would inculcate theoretical knowledge in trainee's mind.

As for the requirement of domain specific knowledge in the translation process, one may acquire specific field knowledge in the course of translation. It means that s/he develops specific field knowledge at work after he/she decides on a certain field of translatorial job according to his/her skills, and undergoes a certain period of apprenticeship to acquire knowledge in his/her field of interest s/he wants to gain professionalism.

### **Translation Competence**

Competence is closely related with learning outcomes as identified by the European Higher Education Area, the Bologna Process and the ECTS. It means having acquired strategic knowledge in overcoming problems. However, strategic knowledge requires "subcompetences" which function "in an interrelated way" (Orozco&Albir 2002: 389). The definition can be expanded as the knowledge of strategies in real life conditions in line with the knowledge acquired from specific field. It is, undoubtedly, related with achievement strategies as opposed to reductionist strategies in solving linguistic problems. Within the framework of The European Qualification Framework for Life Long Learning "competence" is defined in ECTS Users' Guide as follows:

*"Competence" means the proven ability to use knowledge, skills and personal, social and/or methodological abilities, in work or study situations and in professional and personal development. In the context of the European Qualifications Framework, competence is described in terms of responsibility and autonomy". ([http://www.ec.europa.eu/education/li-felong-learning-policy/ects/guide\\_en.pdf](http://www.ec.europa.eu/education/li-felong-learning-policy/ects/guide_en.pdf))*



From these remarks we can infer that competence means to be authorized to put knowledge into practice, or it can be summarized as a sum total of knowledge of theory and practice. While *knowledge* stands for the conceptual and theoretical knowledge; *practice* refers to the application of domain specific knowledge to the practice. However, the process does not end in the applied field. It serves to start up new discussions on new problems encountered in practice, which ends in searching for new ways and strategies for prospective ends. On the other hand, Paul defines “translator competence” as a combination of procedural and factual knowledge. According to him, they are interrelated with each other. We cannot limit cultural competence to procedural decisions taken at lexical or terminological levels. In fact all the procedural decisions in transferring cultural elements are based on factual knowledge of the translator. (Kussmaul 2011: 246-251) Bilingual knowledge would not suffice to overcome the problems in intercultural correspondence or communication. The efficiency of translation is closely related with a translator’s competence in coordinating procedural knowledge with factual knowledge.

If we are to discuss them from the point of professional standards, we can draw up two conclusions: first, professionalism does not proceed in a linear way; on the contrary, professional identity prospers only if the professional adopts a circular way of thinking. It means that professionalism requires communicative grounds to survive amongst other professions. When the above-mentioned components of professionalism is studied, one can clearly see the Bologna process, and the European Qualifications Framework for Life Long Learning are the outcomes of the ages long practice of translation activity. The professional competences of the translators enlisted in the final draft of standard-15038 verifies it as follows:

*Translating competence comprises the ability to translate texts to the required level. This includes the ability to assess the problems of text comprehension and text production, as well as the ability to render the target text in accordance with the agreement between the client and the translation services provider and to justify the results.*

In the above-mentioned excerpt the term “translating competence” is used in place of “translation competence”. It refers to the translators’

practical decisions at macro and micro level in transferring the texts, and can be related more to “the transfer competence” and “basic professional requirements” than to the cognitive skills acquired in the course of translator training. Accordingly it can be claimed that “translating competence” refers to the practical skills of translators in daily life situations. Here, Anthony Pym’s definition of “translation competence” as a skill “to generate a series of translations” and the ability “quickly and “with justified confidence to select the optimally appropriate” corresponds more to “the translating competence” mentioned in the standard-15038 than to the cognitive definition of “the translation competence”.(Pym 1992:281)

### **Translation as a communicative service**

Acknowledging translation as a communicative service would lead us to question its socio-cultural environment regarding its function in correspondence. When we define the notion of translation as a means of interpersonal or intercultural communication, we have to consider the operating response mechanisms in both sides. The expectations of a society from translation activity in line with the translatorial norms, conventions, rules, vocational standards, or the laws are what determine, or legitimize its operation as institution.

The second element of professionalism is related with the goal of achievement. In communication, we can adopt two strategies: it can be whether achievement strategy, or reductionist strategy. If we assume translation as a communicative service, the translator professionally has to adopt achievement strategy in transferring the message. Even if the reductionist strategy is a way of transferring the message, it lies behind the cognitive expectations of the receivers and from the normative expectations of translation as a social structure, e.g. as an institution (Chesterman 1998: 135-147). Here the question is how we can comply achievement strategy with the concept of translation as institution as formulated by normative expectations.

Nicklas Luhmann poses three factors in defining communication which we can relate to achievement strategy in translation:

1. Enunciation: It is related with submitting information according to the context , or situation so as to present the message.
2. Selection: Choosing the best alternative amongst a number of options to elicit the message of the information
3. Interpretation: Understanding the “intent” of the message in a given situation at a certain time. (Hermans 1997: 11-12).

Luhmann defines the components of achievement in communication by conflating **cognitive expectations** with normative ones. A translator achieves his/her end only when cognitive expectations do not conflict with the normative ones. In other terms, the translator should consider both expectations simultaneously to provide **primary communication situation** if s/he wants to raise to the position of a professional translator. Undoubtedly, translations do not fulfill the same function as the original ones. In this case, one may ask to what extent translations fulfill **primary communication situation**. The As long as the translator abides by the expectations without getting into conflict with one or another and seize the delicate balance between them, it can be claimed s/he has achieved his/her mission as a translator. This also justifies the dilemma between the translation and original in terms of primary communication situation since the receivers expect to see the discerning features of translations as import as posed by the regulative norms of the institution called translation. (Hermans 1999: 139-141) In other words, the target culture as a societal structure tends to see the intermediary position of translation in literary polysystem. The difficulty in translator training arises from the dilemma between the cognitive norms in communication and normative norms regulating translation activity as institution. And if we want our students gain professional identity we should gain them awareness of the mechanism of translation as social institution, and arrange our schedules accordingly. For example in selecting staff for the European Commission, the following requirements are enlisted as the Professional basics of candidates applying for the position:

*Your profile*

*Commission translators are required to translate political, legal and administrative texts, and web texts — usually into their main language. These are frequently complex and encom-*

*pass all the European Union's areas of activity (economic, financial, scientific, technical, etc.). We are looking for **high-calibre graduates** — including people with science degrees or non-language arts degrees relevant to EU policies.*

*Basic requirements*

- an ability to grasp varied and complex issues, react swiftly to changing circumstances, manage information and communicate effectively;
- initiative, imagination, and intellectual curiosity and motivation;
- a capacity to work consistently and under pressure — independently and as part of a team — and to fit into a multicultural working environment;
- an ability to maintain the self-discipline required to work in a large public-service organisation.

- *Specific skills*

- *In addition to these basic requirements, which apply to all Commission recruits regardless of their specialisation, our recruitment profile focuses on graduates who have — or are prepared to acquire — the **specific skills** set out below, and are willing to upgrade these and other skills throughout their term of employment.*

- *Language skills*

- perfect command of all aspects and stylistic levels of your mother tongue/main language.
- Thorough knowledge of two or more official EU languages — at least one of which must be English, French or German.

- *Thematic skills*

- familiarity with economics, financial affairs, legal matters, technical or scientific fields.

- *Translation skills*

- *a capacity to understand texts in the source language and to render them correctly in the target language, using a style and register appropriate to the purpose of the text*
- *a capacity to research topics and terminology quickly and efficiently — in both source language and target languages.*
- *a capacity to master computer-assisted translation and terminology tools, as well as standard office-automation software.* ([http://ec.europa.eu/dgs/translation/workwithus/staff/profile/index\\_en.htm](http://ec.europa.eu/dgs/translation/workwithus/staff/profile/index_en.htm))

Most of the prerequisites mentioned above, in fact overlap with the professional quality standards of 15038, except for the statement ” *including people with science degrees or non-language arts degrees relevant to EU policies.* ” . However, in the draft of 15038 translator profile is elaborated to such an extent that only those who have the translator’s degree in translation are acknowledged as professional. Yet those who have a degree in other fields are to have “*a minimum of two years of documented experience in translating*”, or if they do not have a degree of higher education they are asked to have “*at least five years of documented professional experience in translating*”. One can draw up two conclusions here: first, from now on fulfilling a communicative service as a professional translator one should have a higher degree diploma; second, anyone who knows a foreign language cannot be authorized to act as a professional as long as s/he proves his/her professionalism.

Undoubtedly, putting all these remarks into application in the class, is difficult since in the beginning trainers focus on cognitive procedures rather than normative or regulatory principles shaping translator’s decisions on macro level. However, at this stage trainees may gain awareness of regulatory norms by such translation tasks concerning their profession just as in the job advertisement mentioned above. Such assignments would not only lead them to translation-oriented text analysis, but also inform them about the prerequisites of becoming a professional translator. However, in giving such assignments, trainer’s directive role in arranging the brief will help trainees to question the requirements of her/his job as a communicative service under a stressful atmosphere.

### **Practice in research techniques class**

I start with a question how I can teach professionalism in a research techniques class when considered the restructuring of Higher Education as a result of the Bologna Process. Furthermore, when considering the standards of 15038, professionalism requires not only domain specific knowledge on translation, but also specific knowledge in other fields of study. One cannot expect a new graduate of the departments of Translation Studies to have fully acquired specific field knowledge in other fields. What they are expected to have acquired is research techniques based on their theoretical knowledge in previous years. But the main issue is to what extent they have assimilated it, or to what extent they bridge the gap between theory and practice to fulfill “a communicative service” as a professional. The research techniques class may provide sound grounds to test the claims concerning the bridge between theory and practice.

#### ***Practice I***

The content of the course is composed of two parts: theory and practice. The theoretical content aims to direct trainees to understand the logics of their actions in research before developing reflexes. Accordingly, the theoretical content of the course involves cognitive skills and translation competence of the trainees by guiding them to extract knowledge both from textual and extra-textual elements. To test their improvement, the instructor may start the class in a traditional way and ask students to search for informative texts in print. Next, he/she may ask them to digitalize the printed material to share and use them as class material. After that he/she may ask the students to prepare a term bank to deal lexical and terminological problems. Adopting an assignment-based model may simulate professional working conditions. After that, discussing their strategies and research techniques may help them to start theorizing on translation. The model can be expanded as follows:

#### ***Step 1***

##### ***Selection of the text***

Since the main mission of translation is transfer of knowledge from a

foreign culture, starting from informative texts would lead the trainees to question the notion translation not only as a bilingual skill, but also as an action based on bi-cultural knowledge which involves both procedural and factual knowledge. Moreover, such texts will enhance both their encyclopedic knowledge, but also their awareness in correlating their bilingual competence with extra-textual knowledge. Furthermore, I have made some changes; for example, I insert Latin equivalent of bald eagle in parenthesis in the title, and delete some parts so as to do translation in the class. The text is composed of approximately 225 words; the length of the text is suitable for two class hours. Accordingly, I assign the following text:

### *Bald Eagle*

*(Haliaeetus leucocephalus)*

*Once a powerful symbol of freedom, the bald eagle became an icon of endangered species. But with a little help and an 8-foot wingspan, it's now soaring back to health. Despite Benjamin Franklin's protests that it is a "bird of bad moral character," the bald eagle became the national symbol of the United States in 1782, beating out the wild turkey for the honor. But by the 1960s, hunting and the widespread use of the pesticide DDT had caused the bald eagle population to nose-dive. With fewer than 500 nesting pairs in the continental United States, the species was almost extinct in the Lower 48-a far cry from the bold bird depicted on the country's official seal. Today, however, the bald eagle is well on its way back from the brink. In June 2007, the U.S. Fish and Wildlife Service removed it from the federal list of threatened species. The Nature Conservancy has been proud to play a role in restoring the bird to its former glory. In 2005, for instance, biologists reintroduced seven 8-week-old bald eagle chicks to Santa Cruz to begin repopulating California's Channel Islands (see Nature Conservancy, winter 2006, "Restoration Takes Flight"). And from Robinson Neck, Maryland, to Sandy Island, Missouri, to Skagit River, Washington, Conservancy preserves provide ideal habitat for these regal raptors as they reclaim their native range. (<http://www.nature.org/magazine/winter2007/features/index.html>)*

## ***Step 2***

### ***Preparation***

Asking the students to make necessary preparations professional preparation required for the production of translations, which may also include the ability to operate technical resources. Next, I ask them to conduct a translation-oriented text analysis and spot translation problems and difficulties. At the end of the class they just handed me in a long list of words and terms from the text without any information neither on the source of the text, nor on the intention of the author, nor on the functionality of the source text in target culture although are familiar with theoretical knowledge.

## ***Step 3***

### ***Source-text analysis***

I ask the students to arrange a table categorizing the translation difficulties they encounter in translation process to develop their analytical skills, and to see whether they can have a recourse to their scientific jargon. After discussing them in class the following table appears (Yazıcı 2011: 60-63)

Institutional and cultural knowledge	Collocational knowledge	Idiomatic knowledge	Domain specific knowledge/ knowledge of measurements	Geographical/historical knowledge, or eponyms	Knowledge of Acronyms
Fish and Wildlife Service	Nesting pairs	on its way back from the brink.	Haliaeetus Leucocephalus	<u>Robinson Neck</u> , Maryland	DDT
<u>Conservancy preserves</u>	<u>Endangered species</u>	<u>a far cry from</u>	the bald eagle	<u>Sandy Island</u> , Missouri	
Official seal	<u>Regal raptors</u>	Soar back	8-foot wingspan	<u>Skagit River</u> , Washington	
Wild turkey	<u>Endangered species</u>	<u>Beat out</u> Nose-dive		The Lower 48	



#### ***Step 4***

##### ***The Translator's tools***

Next, I ask them to discuss the resources of references and electronic tools according to their availability, internal or external access, their reliability as well as their function in solving the translation problems. For example, at the first stage asking the source and reliability of the source text may tip the trainees about the place of the source text in source culture.

#### ***Step 5***

##### ***Target-oriented text analysis***

“After that, I ask them to translate the text and give the following brief so as to direct them to translation oriented text analysis:

##### ***Brief***

*Translate the text which will be issued in a textbook of geography class aged for 11-12 by the Turkish Ministry of Education. Now translate it. Next, explain your strategies, and discuss your resources of information in terms of their access to knowledge in solving translation problems.*

By this brief, I try to guide them to rationalize their decisions. The first problem they may encounter is how to translate the Latin equivalent (*Haliaeetus leucocephalus*) of “Bald Title” into Turkish. The trainee’s question on whether keeping the Latin equivalent in the text, or erasing it may help instructor, to question the trainee’s indeterminacy, or lack of confidence in giving decisions. Or it may indicate her/his shortsightedness in overlooking the details in the brief concerning the age of children. Warning about reading the brief carefully would help the trainee to experience such a situation as to correlate procedural knowledge with the factual one. Besides, suggestions regarding inserting a footnote in place of the Latin equivalent as the subtitle may also help students to question the function of paratextual elements in translation. The trainee may be aware of the function of the or footnotes or endnotes in the course of translation instead of learning them through instructor’s theoretical account of translation strategies. Learning

as a constructive activity requires experiencing it in real life conditions. Namely, the students can assimilate knowledge and develop problem solving skills only if the instructor can involve them into action Undoubtedly, she/he may resort to several translation procedures such as deleting the Latin equivalent of bald turkey, inserting a footnote to it, or preserving the same position of it as in the original, in other words, as a subtitle with, or without parenthesis. However, selecting the best option is based on translation competence, which involves institutional knowledge related with the frequency of Latin names in the textbooks in Turkish scientific literary convention. Moreover, in Turkish some geographical names are subject to orthographic shift as in the example of Washington (=tr Vashington), while most of them remain in same form as in the original. Similarly, while discussing the occurrence of “interference” in translation process, the instructor may touch on the debates in the Turkish media about the confusion of name of the bird “turkey” with the name of our country “Turkey”. Meanwhile, the instructor may inform in what way sign-oriented translation, or access to unreliable resources may end in interference. Such practices in class may remind the trainee of the necessity of following the daily agenda from the press, and to question the position of translator as a cultural mediator and researcher in transferring knowledge, and maintaining international correspondence.

As seen from this exemplary brief example, I drew up such a schedule for my Research Techniques class:

- The notion of research in translation
- Resources of knowledge and the ways of retrieving information
- Acquisition of specific field knowledge in translation process
- Translation Theory vs Specific field translation
- Intratextual research in the source text analysis (the source text analysis )
- Intratextual and extratextual analysis of the source text(lexical, terminological and cultural elements)
- The concept of Brief vs Faithfulness

- Translation-oriented text analysis (eliciting meaning hypothesis, decisions on text type and function)
- Cognitive account of translation procedures in translation
- Discussion on trainees' decisions.

Accordingly, one can easily infer from the above-mentioned items in the list that the theoretical content focuses not only on theoretical knowledge on cognitive procedures in translation, but also on the retrieval techniques and the reliability of resources of knowledge. Furthermore, research material such as parallel texts, encyclopedias, electronic sources and tools etc. are studied in terms of internal and external access to knowledge. All these topics are discussed in the first half of the term by assigning translation tasks and discussing them in class to direct trainees to inductive learning.

### ***Practice II***

The background knowledge, creative skills and teaching experience of the trainers are important factors in training students since the above-mentioned factors enable trainers to correlate translation tasks with real life scenarios.. The material is composed of informative texts concerning specific field knowledge to draw trainees attention to comprehension and acquisition of specific field knowledge in translation process. Accordingly, I can define the main aim of this course as getting students acquainted with professional expectations and disclosing them to what extent normative expectations are related to the cognitive procedures in translation. Since they have the established habit of translating technical texts literally without any consideration for sense, they pose sound material to discuss their strategy in translation. In this case, before asking them to choose their texts, starting with real life situations may serve to prove that translation is an act which involves both procedural and factual knowledge; therefore, even translations of highly technical should be intelligible even if they concern only a small group of professional in a certain specific field. Bearing these points in mind, in one occasion I ask one of the students to set up the projector manually. When he cannot do it, I ask another one who is competent in technical equipment to dictate the installation of it to his friends in Turkish. Meanwhile, I ask the rest of the class to take notes in case he may not attend the class. Next,

I ask them to arrange their notes in the form of a directive in Turkish. After that I ask them to translate their directives into English, and co-edit each other's directives and discuss so as to see whether they use the professional jargon of their field of study while discussing their decisions. After their discussion ended, I ask them to reply the following questions and revise their translations:

1. Now study directive as text type: What are the textual features of them in general? Consider addressee, product and source of the producers and etc. in Turkish and English?
2. Study syntactic features
3. Spot translation problems at lexical and terminological and pragmatic levels.
4. Decide what visual elements can we insert? (illustration, table, diagrams)
5. Consider thematic order of the text. For ex. introduction, installation
6. List the kinds of references they refer to.
7. Study the European standards of technical writing.
8. Test the confidentiality of their resources.
9. Study the European standards of technical writing.
10. Read your text to a specialist, or ask one of your friends to install the equipment.

The last item is important since translations of technical texts are revised, or edited by specialists in terms of technical knowledge, and translator's professionalism is expected in the linguistic efficiency of the text in transferring the informative content of the original text in most clear and fluent way. This inevitably requires contact with the specialists and developing team spirit when considered the huge amount of translation load waiting for the professionals. After studying the parallel texts, they handed me the following drafts respectively:

DRAFT I	DRAFT II MANUAL
<p>Toshiba TDP-S8 Manual                      To use the Toshiba TDP-S8 projector you have first of all</p> <ul style="list-style-type: none"> <li>● You will find two cables inside the projector cover. The “power supply cable” is to be connected to the proper port. The second cable connecting the computer and the projector is to be put to the port on which “computer input” sign is written.</li> <li>● The other side of the cable is to be connected to your computer case from the port written “video output” on.</li> <li>● Please avoid any kind of loose contact.</li> <li>● Press “power” button on your projector</li> <li>● Press Fn and F4 to have the connection with the computer</li> <li>● When you press standby button for the second time you will see the reflection both on barcovision and on computer screen.</li> <li>● To do the resolution settings please turn the optic left and right.</li> <li>● For further explanation please contact <u>your product provider</u>.                      (Note: <u>Pragmatic error . It is a handout for their class mates</u>)</li> </ul>	<p>TOSHIBA TDP-S8 <u>MANUAL</u>                      In order to operate your Toshiba TDP-S8</p> <ul style="list-style-type: none"> <li>● The delivery includes a projector bag and two cords. Plug the power cord into the power supply port.</li> <li>● Plug the other cord, which transmits data between the PC and the projector, into the “<i>Computer InPut</i>” port.</li> <li>● Then, plug the other end of the cord into the “<i>Video OutPut</i>”, which is situated on your PC case.</li> <li>● Make sure there are no loose contacts.</li> <li>● Turn on the “MAIN POWER” switch.</li> <li>● Press the buttons “Fn” and “F4” <i>simultaneously</i> To transmit data from your computer.</li> <li>● Press the “<i>Standby</i>” button. will make the visuals visible both on the computer screen and barcovision.</li> <li>● To get the best visual quality, simply rotate the lens clockwise or the opposite way until you are satisfied.</li> <li>● For any other issue, please consult your supplier.</li> </ul>

After that, I ask students to find out texts themselves to help them discover their field of interest since gaining professional identity requires specialization in one specific field, which is parallel with the principles set by the

ECTS(European Credit Transfer System) and the standards for professional qualifications, and limit it with 250 words so as to discuss their decisions in class. Next, I ask them the underlying reasons for their choices; After that, I ask if there is a demand for translation in the field of his/her interest; if so, ask them to write down a brief and conduct a translation-oriented analysis on the text in consideration for the normative expectations of the market, and study the standards that would shape their cognitive decisions in translation process. At the editing stage, I ask them to co-edit each other's papers, and discuss their resources in terms of their capacity to solve translation problems. Meanwhile, introducing computer aided translation tools and explaining their pros and cons of them would remind them not only to develop their technical skills, but would also to develop critical eye in manipulating them in translation process. Undoubtedly, inviting professionals to the class to discuss the expectations of translation market would broaden their horizons. In fact, I ask these questions to draw students' attention to the following textual features of directives:

- Derivative character
- Informativeness
- Brevity
- Comprehensibility (Salevsky 2011: 99)

Since translations of technical texts are revised, or edited by specialists in terms of technical knowledge, and translator's professionalism is expected in the linguistic efficiency of the text in transferring the informative content of the original text in most clear and fluent way.

### **Conclusion**

Initially, one may think that the content is suitable for the first class before starting translation for specific purposes. What is contradictory here is that the third year students have not developed translatorial reflexes despite the fact that they have had translation classes in previous years.; yet However, developing reflexes and adopting new behavior requires time, substantial repetitive practice and perseverance. Put another way, learning is a constructive process, and one cannot assimilate knowledge by the force

of rules, laws or instructor directives. It is possible only when the instructor arouses curiosity in such a way as to put the trainees into learning mood. Undoubtedly, at this point instructors creative skills and imaginary power to create real life scenarios play a very important role.

All of these remarks show that we have to revise the contents of our courses not only as imposed by the Bologna process, but also the educational, academic, cultural and social conditions of Turkey have to be seriously considered. That is to say, If Turkey has acknowledged the Bologna process, and if universities have filled up a lot documents related with ECTS, we have to revise our courses and subjects taking place in our schedules first in the departments of Translation studies of each university, next with each other. For example, one of the most important issues is related with the definition of our graduate profile. In the foundation years of these departments it was defined as a specialist in the field of Translation theory to be acknowledged as an academic discipline since without theoretical grounds, the discipline would not be acknowledged as an academic discipline by academic environment.

However, we are at the crossroads today, whether we will discuss and redefine our goals in training according to the expectations of Bologna process and collaborate with each other as well as with the professionals in the applied field, or leave the floor to the professionals in training so as to settle down back to our theoretical studies. But without interaction neither academicians nor professionals reach their goals.

## REFERENCES

Alcina Ampora& Soler V. and Granell J. (2007) Translation Technology Skills Acquisition. *Perspectives: Studies in Translatology*, 15(4), Taylor&Francis,230-244.

Bengi-Öner, Işın&İnce, Ülker. (2009). *Kızılıcak Karpuz Olur mu Hiç? İlahi Çevirmen!* İstanbul: Diye.

Chesterman, Andrew. (1998). Communication Learning and Translation Strategies. In Kirsten Malmkjær (Ed.) *Translation and Language Teaching* (pp.135-146). Manchester: St. Jerome Publishing.

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

Hermans, Theo (1997) Translation as Institution. In M. S. Hornby, Jettmarova,Z., Kaml K. (Eds.) *Translation as Intercultural Communication* (pp.3-20). Amsterdam: Benjamins.

Hermans, T. (1999) *Translation in Systems*. Manchester: St. Jerome.

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

Kussmaul, Paul. (2011). Components of Translator Training. In Eruz, S. &Şan, F. (Eds). *TurgayKurultay'a Bir Armağan Çeviribilimden Kesitler*. İstanbul: Multilingual.245-259.

Orozco, A. M.& Albir, A. H.( 2002). Measuring Translation Competence. *Journal des traducteurs / Meta: Translators' Journal*, 47( 3), 375-402. Retrieved from October 12 201, from <http://www.erudit.org/revue/meta/2002/v47/n3/008022ar.pdf> .

Pym, A. (1992). Translation Error Analysis and the Interface with Language Teaching. In

Salevsky, Heidemarie&İna Müller (2011) *Translation as Sytemic Interaction*. Berlin:Frank&Timme.

Viaggio, S. (2005) *A General Theory of Interlingual Mediation*. Verlag:



Frank&Timme.

Vermeer, Hans (1996) *A Skopos Theory of Translation*. Heidelberg: Text and Context

### **WEBSITE REFERENCES**

ECTS Guide [http://ec.europa.eu/education/lifelong-learning-policy/doc/ects/guide\\_en.pdf](http://ec.europa.eu/education/lifelong-learning-policy/doc/ects/guide_en.pdf)

EN-15038 European Quality Standard for Translation Services. Available from <http://www.statsaut-translator.no/files/standard-15038-final-draft-en.pdf>

A Framework for Qualifications of the Higher Education Area 759808\_A\_Framework\_for\_Qualifications\_of\_the\_EHEA.pdf. Available from [http://www.aic.lv/bologna/Bologna/Bergen\\_conf/Reports/EQFreport.pdf](http://www.aic.lv/bologna/Bologna/Bergen_conf/Reports/EQFreport.pdf)

European Commission Translator Profile ([http://ec.europa.eu/dgs/translation/workwithus/staff/profile/index\\_en.htm](http://ec.europa.eu/dgs/translation/workwithus/staff/profile/index_en.htm))