39. A case for 'situated learning' in translator education: translating scientific texts for a digital science blog[1]

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Abstract

Translation as a cognitive process has been a topic of inquiry for a couple of decades in Translation Studies. There has been a shift from an information processing model of human mind to a situated cognition approach in defining mental processing in Cognitive Science recently. In the information processing model, human mind is likened to a machine or computer working individually and accumulating knowledge and skills in a pre-definable and programmed manner. On the other hand, the situated cognition approach takes the role of dynamic factors including social, physical, and emotional ones, into consideration, in other words the 'situationally embeddedness' of the human mind (Kiraly, 2005; Risku, 2002). When learning is evaluated from the perspective of situated cognition, it can be inferred that learning is a situated and context-dependent process, which leads to the importance of integrating various professional, real-life situations into education (Kiraly 2005; González-Davies & Enríquez-Raído 2016; Risku, 2002). This study aims to present the implementation process of a situated learning translation project in the Translation and Interpreting Department at Bolu Abant İzzet Baysal University and to contribute to the prevalence of situated learning tasks in translator education. The project has been conducted with 14 learners in two elective courses called 'Special Topics in Translation III' (5th semester course) and 'Special Topics in Translation IV' (6th semester course) in 2019-2020 Academic Year. The project included the task of translating scientific texts for a digital science blog. With this situated learning translation project, the learners had the opportunity to take part in a real-life translation task, which helped "to break the stranglehold of the 'who'll take the next sentence' teaching technique in translator education" in Kiraly's (2005) term.

Keywords: Situated learning, translator education, translation project, future translators

Çeviri eğitiminde bir 'durumlu öğrenme' örneği: bilimsel metinleri dijital bir bilim blogu için çevirmek

Öz

Çevirinin bilişsel bir süreç olarak incelenmesi çeviribilimde son dönemde, birkaç on yıllık süre içinde, gerçekleşmiştir. Bilişsel bilimde zihinsel süreçleri tanımlamak amacıyla kullanılagelen bilgi işleme modelinde, insan zihni tek başına çalışan ve bilgi ve becerileri önceden programlı bir biçimde işleyen bir makine veya bilgisayara benzetilmiştir. Yakın dönemde insan zihninin işleyişini tanımlama konusunda bilgi işleme modelinden bilişin durumlara bağlı olarak oluştuğunun savunulduğu bir başka yaklaşıma doğru bir değişim söz konusu olmuştur. Bu ikinci yaklaşımda sosyal, fiziksel ve duygusal faktörler gibi

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pek çok devingen faktörün, diğer bir deyişle insan zihninin 'durumla bütünleşik' yönünün, zihinsel süreçler üzerindeki etkileri de dikkate alınmaktadır (Kiraly, 2005; Risku, 2002). Öğrenme olgusu konumlanmış bilinç perspektifinde değerlendirildiğinde, öğrenmenin de durumla ilişkili ve bağlamlara bağlı bir süreç olduğu sonucuna varılabilir. Bu açıdan düşünüldüğünde eğitim ortamlarında gerçek veya gerçeğe yakın rollerin canlandırıldığı mesleki durumlara/bağlamlara yer verilmesinin önemi ortaya çıkmış olur. (Kiraly 2005; González-Davies & Enríquez-Raído 2016; Risku, 2002). Bu çalışmada Bolu Abant İzzet Baysal Üniversitesi İngilizce Mütercim ve Tercümanlık Bölümünde gerçekleştirilmiş olan durumlu öğrenmeye dayalı bir çeviri projesinin uygulama sürecine yönelik bilgi verilmesi ve bu tür durumlu öğrenme örneklerinin çeviri eğitiminde yaygınlaşmasına katkıda bulunulması hedeflenmiştir. Proje 2019-2020 Eğitim Öğretim Döneminde 'Çeviride Özel Konular III' (5. dönem seçmeli ders) ve 'Çeviride Özel Konular IV' (6. dönem seçmeli ders) isimli iki seçmeli ders süresince 14 öğrenci ile gerçekleştirilmiştir. Proje kapsamında dijital bir bilim blogu için bilimsel metin çevirileri yapılmıştır. Durumlu öğrenmeye dayalı bu çeviri projesi ile öğrenciler gerçek bir çeviri hizmeti gerçekleştirmiştir, böylelikle çeviri eğitiminde Kiraly (2005) tarafından ifade edildiği biçimde 'sıradaki cümleyi kim çevirecek?' öğretme tekniğinin kısıtlılığının ötesine geçilebilmesine olanak sağlayan bir öğrenme ortamı sağlanabilmiştir.

Anahtar kelimeler: Durumlu öğrenme, çeviri eğitimi, çeviri projesi, geleceğin çevirmenleri

1. Introduction

There has been significant changes in the approaches of defining the terms of competence, learning, and the way information is presented and experienced in translator education in the last few decades in Translation Studies. The first project-based approaches to translator education were presented by Vienne (1994) and Mackenzie& Nieminen (1997) and the emphasis on teamwork, real-like translation commissions and autonomy in the project-based approach was described by Amman&Vermeer (1990, as cited in Risku 2016, p. 5). Following these initial steps with a focus on social needs, authenticity, and autonomy in translator education, Kiraly (2000) developed a 'social constructivist approach to translator education', which goes beyond the traditional 'chalk-and-talk manner' (Kiraly, 2015, p.10) or 'who will take the next sentence approach' (Kiraly, 2005, p.1110) in translator education. Kiraly (2015, pp.10-11) defines the former as a teacher-oriented approach where a teacher sits in front of learners and asks for verbal contributions of individual learners who are expected to read their translation alternatives to bits and pieces of a larger text. Most of the time the text to be translated is chosen by the teacher and learners are asked to comment on certain parts of the text and reveal their translations and then commentary of the teacher is provided to learners. Kiraly reveals that this was how translation was taught in his school in the 1980s, but he further states it is likely that one still finds similar translation classes today. Similarly, the 'who'll take the next sentence approach', is described as a teacher-oriented instructional process which simply depends on homework review and most of the time the translation errors of learners are identified and corrected by the teacher in this approach. That is why, this way of teaching is reported as "the key obstacle to the development of a dynamic pedagogical culture in the domain of translator education" (Kiraly, 2005, p.1100). In these two classroom settings it is not likely to create an authentic, situated, and social learning environment. Generally the teacher has the role of transmitting knowledge to learners and learners are supposed to store this piece of knowledge in their minds, recall it when they need and then transfer it to the translation task at hand in times of need. This lacks authenticity and the social and contextual factors of real professional translation tasks. In other words, this type of approach to translator education is decontextualized and not situated (Kiraly, 2005, p. 1101).

On the other hand, with the emergence of new approaches to the concepts of human understanding and learning in the field of Cognitive Science, a new orientation in translator education has been observed (Risku, 2016, p. 5). There has been a shift from the traditional approach where learning is seen as a knowledge acquisition process, also known as 'the acquisition metaphor', to the new understanding of learning that highlights the importance of being a participant in a social community, that is 'the participation metaphor'. In this new approach to learning, knowledge is not transmitted, instead it is created and constructed by the learner, this is also referred to as 'the knowledge-creation metaphor' (Risku, 2016, p. 4).

In order for learners to gain competence in different fields, it is essential that they participate in an authentic or real-life situation including a meaningful and realistic role (Risku, 2016, p. 6). Yet it is reported that there has been a significant gap between the real needs of the translation market and the profiles of translation and interpreting graduates and "that academic translator education is too theoretical" (as cited in Kiraly, 2005, p. 1099). Similarly, it is reported in the 'Translation Industry Report in 2022' by TAUS that

> translation education follows obsolete models that are still shaped for the 20th century [and] the gap between the academic world and the industry is so wide that, when approaching the job market, translation graduates instantly and bitterly realize that they do not know much about the actual work they are supposed to do. (TAUS, 2017, p. 21)

The translation project described in this study is designed to create such a real-life learning situation that includes authenticity, cooperative work and social skills, and autonomy, simply a situated learning atmosphere. The main aim of this study is to present the implementation process of the situated learning translation project conducted in the Translation and Interpreting Department at Bolu Abant İzzet Baysal University and accordingly to contribute to the prevalence of situated learning tasks in translator education[3]. The article first draws on the theoretical framework for the situated learning approach in Translation Studies and core elements of situated learning. In the methodology part, the translation project carried out at the Department of Translation and Interpreting at Bolu Abant İzzet Baysal University is described focusing on the design of the project and the participants, the implementation procedure of the project, and the results of the study and learner remarks related to the project. The last section includes the conclusion part.

2. Theoretical background for the situated learning approach in Translation Studies from the perspective of Cognitive Science

The idea of 'situated cognition', also referred to as 'situated action' or 'embodied cognition', has led to changes in explaining human cognition in the 1980s. Previously the central concern in human cognition was the brain itself and human brain was mostly likened to a computer that stores and processes information, known as the information processing model.[4] With the development of the notion of situated cognition, the emphasis on the brain shifts to the interaction of the brain with the environment, artefacts and other human beings. We, as human beings, use and process the knowledge that is stored in our brain; yet the main concern in situated cognition is that the processes of thought and behavior are mainly shaped by the interaction of the individual -with all its history and background- with the world that surrounds it. Although the brain plays a major role in the production of thought and actions, just the brain itself is not enough to explain the whole process in these productions. It can be claimed that "the omnipotent role of the brain" has paved the way for the increasing role of the interaction of the brain, body, and the environment. For

[3] See Taş-İlmek, 2021 and Yıldız, 2020 for some other situated learning tasks implemented in the Translation and Interpreting Programs in Turkey.

[4] Epstein (n.d.) very effectively criticizes this point of view in his article called 'The Empty Brain' published on the Aeon Blog.

instance, to better understand the development of a child, the personal history of the child, the environment it is surrounded by, and the physical opportunities of the child should all be taken into consideration (Kiraly, 2005, p. 1001; Risku, 2001, pp. 528-530; 2016, p.16). In short, action cannot be described as the outcome of the predetermined or stored cognitive schemes or maps. Rather than that it is contextual and situational, we navigate depending on the contextual factors using both our internal maps or cognitive storage and the relationship we establish with the environment in each case. The 'situation' or the 'context' in which several interactions take place acts as a primary concern for the occurrence of the processes of the behavior and thought.

Risku (2001, p. 530) states that the orientation of explaining 'translation phenomena' mainly by describing the mental processes in the brain or the individual is likely to fail since it ignores the complex system including the actors and the specific social and physical environments. We use the information that is stored in the brain depending on the situation or the context we need to carry out the action. We adapt the information in our internal system according to the needs arising from the contextual factors. When all this core information concerning 'situated cognition' is taken into consideration and integrated into learning, it can be claimed that presenting real-life or authentic (or near-authentic) situations in which professional translators experience can serve as a guideline for translator education. As cognitive and social roles are intertwined, learners can develop the skills to handle the challenges of a role in a specific situation by assuming that role and experiencing the contextual factors presented by that role when learning.

3. Key features of situated learning

Risku (2010, p. 98) states that in situated cognition and learning the main concern shifts from the brain itself to the interaction of the brain with the environment and other human beings, in other words, the effect of the social environment on learning is focused on. Therefore, in situated cognition and learning, the understanding of cognition as an "individual, internal and computational" process is not supported, instead cognition is viewed as a "social, interactive and contextual" process.

Risku (2016, pp. 15-20) enlists basic features of situated learning. The first feature is related to the construction of knowledge. From this point of view learners are not empty vessels to be filled in with knowledge by the instructor simply because knowledge is not something to be prescribed; rather than that, it is actively constructed by learners themselves. Therefore, the instructor admits that learners may not end up with a unified knowledge base, they may have different levels of gain concerning different aspects of the subject matter. The second feature is the importance of collaboration in situated learning contexts. The transformationalist approach to teaching acknowledges that the exploration of the translation process with the instructor as a guide and facilitator and learners as members of a collaborative team is one of the main concerns in a learner-centered atmosphere. With the use of pair work, group work, and discussion activities, knowledge is constructed not only individually but also in society (González-Davies & Enríquez-Raído, 2016, p. 7). Learners have the chance to experience and practice cognitive, meta-cognitive, and socio-affective strategies thanks to the interactive learning environment simulating a professional context. The third feature is called self-organization. In the integration of knowledge, the importance of 'the self' is highlighted as knowledge is perceived depending on the expectations, previous experiences, and information of 'the self'. Learning basically depends on the existing knowledge of the learner and the acquisition of knowledge can only take place when the new information is linked to the existing framework in the mind of 'the self', or the learner (Risku, 2016; Wolfe, 2001). Application in a social action context is one other basic principle of situated learning. The acquisition of learning occurs due to the interaction of the participant with the environment. Although cognitive processes taking place in the human mind are

essential for learning to occur, learners need to participate in a specific situation and share information with the others. In other words, human mind does not act like a computer storing information based on mental representations solely. Social interaction plays a major role in the learning process. Cognition is constructed with the action and learning includes the overall activation of the system in the mind and the interaction of the mind with the environment (Brooks, 1995 as cited in Risku, 2010, p. 98; Risku, 2016, p. 5; Munoz Martin, 2014, p. 20). As a result, the use of a real-life learning context and all these features provided by situated learning tasks are likely to increase 'autonomy' of learners as they are the active constructors and creators of knowledge in situated learning contexts.

4. Methodology

In this section the design and implementation procedure of the situated learning translation project and the results of project and learner remarks are presented.

4.1 The design of the translation project

The translation project described in this study was carried out in the Department of Translation and Interpreting at Bolu Abant İzzet Baysal University in 2019-2020 Academic Year. The project has been conducted with 14 learners in 5th and 6th semester elective courses entitled 'Special Topics in Translation III' and 'Special Topics in Translation IV'. The project, which covered translating various scientific texts on neuroscience for a digital science blog, was developed to provide the learners with a real-life translation experience in accordance with the idea of 'situated learning'. The instructor had contacted with the editor of a digital science blog called NöroBlog that is a non-profit organization mainly publishing scientific texts related to neuroscience before the project started. Six scientific texts discussing various issues related to neuroscience were chosen to be translated from English into Turkish by the instructor, the editor, and the learners. The main aim of the translation commission was to translate six different scientific texts on various issues related to neuroscience for adult blog readers. The texts were written by the experts in neuroscience, psychology, neurogenetics, and psychiatry.

4.2 The implementation procedure of the translation project

The first phase of the project was conducted in the 5th semester elective course called 'Special Topics in Translation III' and included the subject knowledge formation phase concerning the main parts of the central nervous system and how the brain works. This course was simply aimed at deepening the learners' knowledge on specific issues that would be helpful for them in the process of translating scientific texts. Therefore, basic issues in the field such as the structure and function of the human brain, the neurons and sub-cortical structures, the cortex, and how neurons communicate with each other through neurotransmitters in the brain were covered throughout the subject knowledge formation phase of the course. In addition to these, three types of memory, namely sensory memory, working memory and long-term memory were discussed as the main locations responsible for the information processing in the brain. The learners were given the chance to choose one of the seven titles covering the above-mentioned topics and asked to prepare a presentation in groups of 2 or 3. Each class started with a brainstorming activity in which the learners gave their expectations concerning what would be dealt with in that class. Then the presenters of week took the stage and made their presentations, followed by an overview session. The overview session included a general summary of the topic at hand, answering questions coming from the listeners, making a general discussion on the topics that were covered and forming personal notes to remember the newly learned information more effectively -using mind maps, drawings, or key words-.

After the subject knowledge gathering phase of the course was completed, the main structure and content of scientific texts were analyzed as the learners would be experiencing a real-life translation task based on translating scientific texts. Following this, the texts to be translated were selected by the learners and the groups of the learners who would work together for the completion of the task were decided.

The lengths of the texts differed (i.e. 1100 words, 1300 words, 2900 words, 3300 words, 3600 words, 4000 words); therefore, in the classroom discussion it was decided that each and every learner was to translate approximately 1000- 1300 words and for texts longer than this range, the learners would work in groups of 2, 3, and 4. Table 1 shows the lengths of the texts and the number of the learners responsible for the translation of the texts.

The length of the text	Number of the learner(s) responsible for the translation of the text
1100 words	1 learner
1300 1300 words	1 learner
2900 words	2 learners
3300 words	3 learners
3600 words	3 learners
4000 words	4 learners

Table 1: The translation project teams in the situated learning translation task.

The third phase of the course, which took place for about 5 weeks, covered the translation process of the learners working collaboratively. The learners were encouraged to work collaboratively as 'collaboration' was one of the main principles in situated learning. During this process, each class turned out to be an effective learning atmosphere to exchange ideas and share opinions and experiences. The instructor acted as a motivator and guide for the learners most of the time in this phase. To support the 'construction of knowledge' principle of the situated learning approach, the leaners were generally not given direct answers to specific translation or terminology problems but were only guided concerning where to consult, how to interpret the message or produce the translation using contextual and subject knowledge cues. However, when instructor intervention was necessary, the instructor acted more than "a guide or a facilitator of knowledge" because assuming an expert role can be challenging for some of the learners (Gonzales-Davies & Enriquez-Raido, 2016, p.6). The learners in different groups also helped each other to solve problems related to translation and finding and using relevant resources.

The course 'Special Topics in Translation IV' in the 6th semester was allotted for the revision and reviewing stages of the texts that had been translated and checked by the learners acting as translators in the project. This course was designed to give them the opportunity to experience the process of revising and reviewing texts that were translated by someone else. In this way, they would find themselves in the role of a reviser and a reviewer. However, with the outbreak of the Coronavirus pandemic (COVID 19) in March 2020 in Turkey, online education process started, and this affected the course plan in a negative way. Although the course was designed to give each learner the opportunity to take or assume the role of a reviser in the classroom, due to the inconvenience of the online education especially on the part of the learners, this role had to be taken over by the instructor. The revision of the six texts translated by the learners in the previous course was carried out by the instructor. The learners were expected to compare the source text and the translation before each class. The instructor prepared an analysis document focusing on certain themes of revision for each text and the learners were presented with the revision criteria and explanation for the

revision in the classes. Accordingly, the instructor aimed to gain the learners the skills of comparing a translation with its source text and revising the translation based on certain themes like addition, omission, terminology and word choice, cohesion, ambiguity, faithfulness, grammar (syntax, word form), spelling, punctuation, and capitalization. The grading metrics and tools developed by the translator associations organizing leading translator certification exams around the world, namely the American Translators Association (ATA) -ATA Certification- and the Chartered Institute of Linguists (CIOL) -Diploma in Translation Exam-, were used as guidelines for the revision process of the translated texts[5].

4.3 Results of the study and learner remarks

With the implementation of this situated learning translation project, learners had the opportunity to take part in a real-life translation commission, experience authenticity and autonomy and develop interpersonal skills with the help of a real professional task. Key features of a situated learning task entails 'collaboration', 'construction of knowledge', 'self-organization', 'action in a social context', 'the use of authentic learning tasks' and 'developing autonomy'. As a result, through the integration of a situated learning task into a classroom setting, learners had the opportunity to experience these key elements in the learning atmosphere.

The remarks and experiences of the learners who were enrolled in the translation project described in this study support the positive effect of using a situated learning task, especially the effect of the situated learning on developing collaboration and construction of knowledge, action in a social context and autonomy. Moreover, the use of an authentic, real-life professional task becomes a powerful tool for creating a highly motivating learning atmosphere. It should be mentioned that the individual reflections of the learners can only be seen as indications of potential consequences of the translation project delineated in this study. Still these remarks can be considered as the signals for the effectiveness and positive outcomes of integrating such situated learning, real-life translation tasks, into translator education.

When the remarks of the learners regarding the project are analyzed, certain common themes can be observed. The learners generally mentioned gains in terms of acquiring subject knowledge related to neuroscience and the help of having domain knowledge for translating texts in that field. They also commented on the advantages of working in collaboration for an authentic translation project, thereby developing social skills and the importance of taking part in a real-life translation commission. Finally, the learners stated the effectiveness of the project for developing their knowledge and skills in research for translation and revising translations produced by another translator.

Some of the learner remarks concerning these themes are included in the study to reflect the perspectives and opinions of the learners concerning the project[6]:

Theme 1: The importance of gaining subject knowledge for translation in the situated learning translation task.

As is mentioned in section 4.2, in the first part of the project, in 'Special Topics in Translation III' course, the learners were expected to prepare presentations on various topics related to the structure and functions of the brain using a coursebook written in English. As the presentations would be prepared in Turkish, they had to search for the Turkish equivalents of the related terminology in neuroscience and make translations

[5] For more information on the assesment criteria and grading metrics of ATA Certification and CIOL Diploma in Translation Exam, see American Translators Association, 2021; IoLEDUCATIONALTRUST, 2017; Uysal, 2017.

[6] Learner remarks are left as they are without any correction.

from English into Turkish, which would help them build a basic framework and term list to be used for the real translation task. After this subject knowledge gaining phase, they started to make translations of the scientific texts written by the experts in the fields of neuroscience, psychology, neurogenetics and psychiatry for the digital science blog readers.

Learner remark: *"I have always believed that translation teaches people a lot. We translated the relevant parts of the source book, and we prepare presentations on the subjects we chose. While translating and preparing presentations, we learned new terms on neuroscience. We learned the anatomy and function of the brain through translation. In this lesson, after learning what the brain can do, we learned how to manage our brain, how to transfer information from short-term memory to long-term memory etc*."

Learner remark: *"We had all kinds of information about the brain and language, we automatically extracted the terminology, which is one of the most important factors in translation, among the subjects we learned, and then transferred all this information to our translations. The translation process became even easier, and it was an eye-opening event to get the opinions of our other friends about our translations."*

Learner remark: *"In the first semester of the course, we gained familiarity with the subject by making presentations about Neurology, which was the content of the texts we translated. Making these presentations in Turkish using a book in English allowed me to create a terminological infrastructure. Brain structure, which was the subject of the presentations and the book, was also the subject of the texts we translated. Thanks to our preparation for the translation in this way, the decisions I made in my translation became clearer and more robust. And after this course, I had a very good grasp of the importance of the content in translation*."

Learner remark: *"As a prospective translator, studying on neuroscience was invaluable. While studying on neuroscience in this lecture, I had the opportunity to get to know the human brain closely. Although I am not a medical student or neuroscientist, it was very beneficial for me to learn new information thanks to such a lecture. Getting to know one's brain closely is an important factor for self-development because humans are more successful in developing what they know. In this lecture, I not only got and idea about the structure of the brain but also made certain translations on neuroscience. Thanks to these translations, I think I had the opportunity to put into practice the certain knowledge I gained through this lecture."*

Theme 2: The importance of collaboration and social skills and taking part in an authentic translation task through the situated learning task.

During the translation process, the learners assumed the role of a translator and worked in collaboration in solving translation and terminology problems and finding resources. They exchanged their ideas and experiences with each other, in other words, they shared responsibilities in a social context. The length of the texts the learners were expected to translate differed, ranging from 1100 words to 4000 words. There were 14 learners in the course and each of them had to translate approximately 1000-1300 words. Therefore, majority of the learners worked in groups as a project team except for two learners translating texts with the lengths of 1100 and 1300 words. All members of the course acted in a social context working collaboratively, exchanging ideas, and helping each other throughout the classes.

Learner remark: *"Most of us translated the texts as groups consisting of two or three people. This situation led me to see how the translation process goes on in a group. The questions like how to share the text, how to cooperate with others, how to be consistent in terms of terminology are significant when working as a group. In other words, the translation process led me to find answers to these questions."*

Learner remark: *"We exchanged ideas with each other in the translations we made collaboratively, corrected the parts that needed to be corrected, and prepared weekly reports. Instead of competing with each other in this field, we became colleagues or even each other's comrades, so to speak."*

Learner remark: *"When I think about it, it was a lesson that made me understand the responsibilities of being a professional translator, how to have a full command of the process, and how to perform the translation action in the best way possible….it was an excellent experience where I felt like a translator, attended every lesson with great enthusiasm and improved myself a lot in this field."*

Learner remark: *"Special Topics in Translation is a course that helped me overcome my fears about being a translator, preparing myself for the profession as a translator, experience the process in real terms, and contributed a lot to me in my four-year university life."*

Learner remark: *"I made my first professional translation in my education life under the supervision of our instructor in the Çeviride Özel Konular (Special Topics In Translation) course."*

Learner remark: *"Previously, to convey every sentence of the source text, I was losing the importance of concepts such as fluency and intelligibility in translation. Thanks to our teacher who helped me at every step of the translation process, I was able to correct this mistake and gave up on this habit."*

Theme 3: The relevance of the situated learning translation task for developing research and revising skills.

The second part of the project taking place in 'Special Topics in Translation IV' was designed to give the learners the opportunity to experience the process of revising and reviewing texts that were translated by someone else. In this way, they were expected to assume the role of reviser. However, with the outbreak of the Coronavirus pandemic in March 2020 in Turkey, online education process started, which affected the plan of the course in a negative way. Although the learners were supposed to take the role of a reviser and reviewer, the revision process of the texts had to be completed by the instructor. However, to help the learners 'construct the knowledge', which is a feature of situated learning, they were encouraged to take part in classroom discussions concerning revision themes and examples throughout the course and also asked to reveal their opinions by preparing a reflection paper.

Learner remark: *"The things I have learned have helped me to discover the translation and reduction process. The texts we translated were related to neurological knowledge. Therefore, while we were translating, we had to search a lot. That aided me to figure out that the translation process cannot be without research."*

Learner remark: *"Besides learning how the reduction process runs, I learned a translator is expected to be a redactor when it is necessary. I comprehended that the reduction process is as vital as the translation process and sometimes more hard and tiring. Yet, no matter what, the lesson taught me that our occupation has great importance, and the translation and reduction process must be done with a good amount of attention"*

Learner remark: *"We analyzed the text we translate at the end of the first term. We learned how to redact a text through this process. While analyzing, we saw different types of translation strategies and we prepared a work on this. Thus, we gained knowledge not only about translation but also about proofreading and editing. Every homework and every study I prepared in this lesson contributed a lot to me."*

Learner remark: *"Thanks to my friends and teacher, I saw the mistakes that I could not see in my translation. Even if I thought that I could not find any mistakes in the translation that I read and checked many times, and*

that I made a perfect translation, I had the opportunity to correct myself by realizing what mistakes I made when it was read from someone else's eyes."

5. Conclusion

This study aimed at presenting the implementation process of a situated learning translation project conducted in the Department of Translation and Interpreting at Bolu Abant İzzet Baysal University in 2019-2020 Academic Year. The study also aimed to contribute to the prevalence of situated learning tasks in translator education. The situated learning project was designed to provide learners with a real-life translation experience depending on a translation commission with a digital science blog publishing scientific texts on various issues related to neuroscience.

The theoretical background for situated learning in Translation Studies is based on the studies in Cognitive Science. There has been a shift from the information processing model of the human mind to the situated cognition approach to define mental processing in Cognitive Studies recently. The former perceives human mind like a computer working individually in a pre-programmed manner without taking external factors affecting the process into consideration. However, in the latter, the role of the dynamic factors including social, physical, emotional, and context-dependent ones, in other words the 'situationally embeddedness' of the human mind, are also considered in describing mental processes. While the focus is the brain itself in the information processing model, the interaction of the brain with the environment surrounding it becomes the focus in the latter.

Translation as a cognitive process has been a topic of inquiry for a couple of decades and from the perspective of situated cognition translation is accepted as a situated cognitive and communication activity, in which several roles and actors may take place (Kiraly, 2005). Learning is also described as a situated and context-dependent process. This leads to the importance and necessity of integrating various professional and real-life situations into translator education (González-Davies & Enríquez-Raído 2016; Kiraly 2000, 2005; Risku, 2001, 2010; 2016).

The situated learning translation project in this study was conducted in two elective courses titled 'Special Topics in Translation III' (5th semester course) and 'Special Topics in Translation IV' (6th semester course). The course called 'Special Topics in Translation III' was designed to help the learners gain subject knowledge on neuroscience to build background information for the translation task and to provide them with a situated learning context in which they could experience the translation process of scientific texts written by experts in neuroscience, psychology, neurogenetics and psychiatry. In this process learners were expected to assume the role of a translator, the role of an expert as a member of a team in a translation project. The format of the course included presentations of the learners on various topics related to the structure and functions of the brain. Each class started with a brainstorming activity, in which the learners were asked to reveal what they expected to learn in that class. Following the theoretical discussion and presentation of topics, each class ended with Q&A session and a discussion on what has been covered in that class. In this way, the learners gained initial knowledge on the components of the central nervous system and the human brain and how it functions, which would be helpful for them during the translation process of the scientific texts on neuroscience. In the second phase of the course, texts to be translated were selected and distributed to the learners and the project groups were decided. After that, the translation process was completed.

The course called 'Special Topics in Translation IV' was designed to give the learners the opportunity to experience the process of revising and reviewing a translation, thereby assuming the role of an expert as a reviser and a reviewer this time. Yet, with the online education process due to Covid 19 Pandemic, this role had to be carried out by the instructor. The grading criteria used by the American Translators Association for the evaluation of the ATA Certification and the Chartered Institute of Linguists for the Diploma in Translation Exam were used as the guideline for the revision of the texts translated by the learners in the previous course. In this way they were expected to learn how to compare a translation with its source text and how to revise and review a translated document based on specific criteria.

With the implementation of this situated learning translation project, the learners had the opportunity to take part in a real-life translation task, which, most importantly, became a motivating learning experience for the learners because of the authenticity of the task. Taking part in a real professional task helped the learners assumed different expert roles depending on the situation and context like that of a translator, a reviser, or a terminologist in a translation project. They also had the opportunity to develop interpersonal skills and experience collaboration in different phases of the process such as solving problems related to transfer and terminology or finding relevant resources. This way they could also learn sharing responsibilities in a real social and professional context and time management skills, which are vital skills in real professional contexts. All these positive outcomes provided by situated learning tasks are effective for creating a learning atmosphere that may help "to break the stranglehold of the 'who'll take the next sentence' teaching technique in translator education" in Kiraly's (2005) term.

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