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Developing a Translation Competence Scale (TCS) and Evaluating the Opinions of Prospective Translators and Professional Translators in Turkey regarding Translation Competence[1]

Yazılı Çeviri Edinci (YAZÇE) Ölçeğinin Geliştirilmesi ve Katılımcıların Yazılı Çeviri Edincine İlişkin Görüşleri

Research/Araştırma

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ABSTRACT

Upon examining studies on translation competence in the field of translation studies, it is observed that although there are numerous studies in the literature as to the definition of translation competence, what the concept consists of, and evaluation of its acquisition process, much of the research up to now has been descriptive. Previous studies were not carried out to create a translation competence scale. The leading translation competence models addressed in the literature can be classified as individual competence models based on observation and experience, translation competence models based on data obtained through research projects and longitudinal empirical research, and translation competence models based on the industry. However, in our study, we created scale items and components based on the translation

[1] The Turkish version of the scale and personal information form was included in the appendix. They were not translated into English because the survey was carried out in Turkey. However, analysis results of the scale in English is available in the paper.

competence models mentioned earlier, paving the way to develop a translation competence scale. Through this new translation competence scale, we also evaluated prospective translators and professional translators in Turkey. The main aim of this study is to develop a translation competence scale and examine the opinions of prospective translators and professional translators on translation competence. The research was carried out via a survey model and it was found that the model has significant, good and acceptable values when comparing the fit indices with the data obtained from the results of the confirmatory factor analysis of the translation competence scale (TCS) (χ^2 =461,554; sd=186; p=,000; χ^2/sd = 2,481; SRMR = ,0488; RMSEA = ,061; CFI = ,918; TLI = ,908; GFI =,904; AGFI = ,880). It was also concluded that the scale is valid and reliable (with three-dimensional and 21-items). There is also a significant difference regarding the translation competence in favor of the male participants, and the effect is medium and positive. The mean scores of the participants regarding translation competence who are 46 years old and above are higher than those who are 25 years old and below. There is a significant difference for those who have lived in a country where a foreign language is spoken for more than three months, and the effect is -medium and positive, in line with the correlation values. There is a low and negative significant relationship with living in a country, while the translation competence of the participants is low and positive with sex and age. Considering these results, the following recommendations have been made: The experience factor plays a vital role in acquiring translation competence. As the level of world knowledge, subject knowledge, field of expert knowledge and exposure to working languages in translation increase with age, the acquisition of translation competence also develops in parallel. Accordingly, prospective and professional translators should be engaged in activities to increase their translation experience.

Keywords: Scale development, translation competence scale, translator competence, translation competence models.

ÖZET

Çeviri çalışmaları alanında çeviri edinci üzerine yapılan çalışmalar incelendiğinde, literatürde çeviri edincinin tanımı, kavramın nelerden oluştuğu ve edinim sürecinin değerlendirilmesi konusunda çok sayıda çalışma olmasına rağmen, bugüne kadar yapılan araştırmaların çoğunun betimleyici nitelikte olduğu görülmektedir. Çeviri edinci ölçeği oluşturmak için farklı çalışmalar yapılmıştır. Literatürde ele alınan önde gelen çeviri edinci modelleri;) gözlem ve deneyime dayalı bireysel edinç modelleri, b) araştırma projeleri ve uzun dönemli ampirik araştırmalarla elde edilen verilere dayalı çeviri edinci modelleri, c) sektöre dayalı çeviri edinç modelleri olarak sınıflandırılabilir. Bu çalışmamızda ise daha önceden oluşturulan çeviri edinci modellerinden yola çıkılarak ölçek maddeleri ve boyutları oluşturulmuş ve böylelikle de yeni bir çeviri edinci ölçeğinin geliştirilmesinin önü açılmış oldu. Bu yeni geliştirilen çeviri edinci ölçeği ile farklı üniversitelerde öğrenim gören aday çevirmenlerin çeviri edinçleri ile Türkiye'de çeviri piyasasında çalışan profesyonel çevirmenlerin çeviri edinçleri değerlendirilmiştir. Araştırmanın amacı; yazılı çeviri edincini ortaya koyabilecek bir ölçek geliştirmek ve katılımcıların yazılı çeviri edincine yönelik görüşlerini incelemektir. Tarama modelinde yürütülen araştırma; Yazılı Çeviri Edinci (YAZÇE) Ölçeği'nin doğrulayıcı faktör analizi sonuçlarından elde edilen verilerle uyum indeksleri karşılaştırmasında modelin anlamlı, iyi ve kabul edilebilir değerlere sahip olduğu görülmekte (χ^2 = 461,554; sd = 186; p = ,000; χ^2/sd = 2,481; SRMR = ,0488; RMSEA = 0,061; CFI = ,918; TLI = ,908; GFI = ,904; AGFI = ,880) olup geçerli ve güvenilir bir ölçek (üç alt boyutlu ve 21 maddeli) olduğu

sonucuna ulaşılmıştır. Bunun yanında; yazılı çeviri edincinde anlamlı farkın erkek katılımcıların lehine ve etkinin olumlu yönde-orta düzeyde olduğu, katılımcılardan 46 yaş ve üzeri olanların 25 yaş ve altında olanlara göre yazılı çeviri edinci puan ortalamalarının yüksek olduğu, bildiği bir yabancı dilin konuşulduğu ülkede üç aydan fazla bulunanların lehine anlamlı fark olduğu ve etkinin olumlu yönde-orta düzeyde olduğu, korelasyon değerleri doğrultusunda katılımcıların yazılı çeviri edinci durumlarının cinsiyet ve yaş ile düşük düzeyde ve pozitif yönde; bir ülkede bulunma ile düşük düzeyde ve negatif yönde anlamlı ilişkisi olduğu ortaya çıkmıştır. Bu sonuçlar dikkate alınarak şu önerilerde bulunulmuştur; çeviri edincinin kazanılmasında tecrübe faktörü önemli bir yere sahiptir. Yaşla birlikte dünya bilgisi, konu bilgisi, uzmanlık alanı bilgisi, çeviri yapılan çalışma dillerine maruz kalınma düzeyi arttıkça çeviri edinci de paralel olarak gelişmektedir. Dolasıyla gerek çevirmen adayları gerekse profesyonel çevirmenlerin çeviri tecrübelerini arttırmaya yönelik faaliyetlerde bulunması gerekir.

Anahtar Sözcükler: Ölçek geliştirme, yazılı çeviri edinci ölçeği, çevirmen edinci, çeviri edinci modelleri.

1. Introduction

Especially as of the 1980s, there has been an increasing trend toward the descriptive, dynamic, objective, and target-oriented instead of source and linguistically oriented approaches within translation studies. Hence, the way translation is dealt with has started to be carried out systematically and scientifically, which brings to mind Thomas Kuhn's concept of paradigm within translation studies. It is now apparent that translation activity has become a discipline, and the field has been producing paradigms to respond to different translation problems in different periods. These include the linguistic paradigm, the cultural turn, and, following the 1990s, the cognitive paradigm along with the social paradigm. These paradigms have been developed to respond to different translation problems, including the definition and nature of the translation phenomenon, the translation and translation process, and the translator's responsibilities during the production of the target text. In other words, with these new paradigms, the focus of translational research has shifted from the concept of translation to translators, and the number of studies regarding translation competence has started to be observed.

There are dozens of definitions of translation competence. However, those definitions are collectively based on concepts such as knowledge, skills, awareness, expertise, ability, *übersetzungsfertigkeit* in German, proficiency, and like. The term competence has been used in different scientific fields such as psychology, sociology, pedagogy, and linguistics. For instance, it has been used as communicative competence in Applied Linguistics since the mid-1960s. However, at this point, there should be a distinction between the Chomskian concept of competence, implying the intuitive, internalized, and unconscious knowledge speakers have of their native language and linguistic performance (actual use of language in concrete situations) (Hurtado Albir,

2017, p. 12). In the sense of translation studies, the term has been dealt with in different individual models developed by different translation scholars such as Bell, Wills, Neubert, Hurtado, Kautz, Schäffner, Pym, Kelly, Ammann etc., and in research projects such as PACTE and TransComp and models regarding the translation industry like EMT. In the translational context, competence is a superordinate, a cover term, and a summative concept that includes different components or skills during the overall translation performance (Schäffner & Adab, 2000, p. x).

When scrutinizing models regarding translation competence, it is observed that they handle the concept in different and multi-componential respects. Individual translation competence models represent the early studies in this regard. According to Hurtado Albir (2015, p. 258), these first studies foreground the following:

- Translation competence requires other competences in addition to linguistic competence.
- Translation competence includes components such as linguistic and extra-linguistic knowledge, documentation skills, the ability to use tools, transfer competence, etc.
- The components of translation competence have different types, such as knowledge, abilities, skills, and attitudes.
- There are unavoidable differences between direct and inverse translation. Regarding transfer competence as a component of translation competence is characteristic of the early studies of TC.

In the light of statements mentioned above by Hurtado Albir (2015), these early studies of translation competence can be said to emphasize “linguistic competence,” “textual competence”, “transfer competence,” “subject competence,” “cultural competence,” (see Neubert, 2000), “contrastive linguistic competence,” “contrastive discourse competence,” “extra-linguistic competence” (Beeby, 2000), “linguistic competence,” “domain/subject-specific competence,” “research competence” (Schäffner, 2000), “associative competence,” “the translation competence to develop a macro strategy (see Hönig, 1991 and 1995).

Because of the dynamic nature of translation competence, the concept is approached differently than in early studies. Along with the developments and production of technologies and increasing globalization, there is a huge demand for translation, especially in the localization industry, asking for faster and more productive translations. In the light of these developments, some research projects are carried out to make the concept more concrete and to reflect today's translation market needs. For instance, PACTE has been conducting empirical research on the concept in question. The group approaches translation competence based on "bilingual sub-competence," "extra-linguistic competence," "knowledge about translation," "the instrumental sub-

competence," "the strategic sub-competence," and psychophysiological components, pointing out "different types of cognitive and attitudinal components and psycho-motor mechanism" (see PACTE, 2011). Significantly, instrumental sub-competence can be associated with new technologies in translation.

Another example of empirical research concerning translation competence is TransComp. TransComp project (n.d.) (first initiated in 2007) is a process-oriented longitudinal study investigating the development of translation competence in twelve students of translation over three years. It compares it to that of ten professional translators. The project is envisaged to improve translation pedagogy and translator training. The project website claims that "developing more efficient methods of translator training is necessary, resulting from a shortening of degree programmes in translation as a consequence of the Bologna process."[2]. Related to this project, Göpferich's (2009) paper entitled "Towards a model of translation competence and its acquisition: the longitudinal study TransComp" outlines this project. In this paper, Göpferich states that she has developed her translation competence model highlighting "domain competence," "communicative competence in at least two languages", "tools and research competence", "translation routine activation competence", "psycho-motor competence", and "strategic competence-motivation" at the centre (Göpferich, 2007; 2009). When this model is considered, it can be asserted that it applies to today's translation market needs.

EMT (European Masters in Translation) Competence Framework, on the other hand, deals with translation competence under the titles of "linguistic competence," "thematic competence," "intercultural competence," "technological competence," "information mining competence,", and at the centre "translation service provision competence" (Pym, 2016, see EMT Competence Framework, 2017). Translation service provision competence suggests that EMT developed this 2017 model targeting the translation industry or market and, therefore, shelters innovations towards the perception of translation competence.

1.1 The Purpose of the Study

The main aim of the research is to develop a scale regarding (written) translation competence. The opinions of prospective translators and professional translators on the acquisition of translation competence were also examined through the developed scale within the scope of the research. In this context, the research questions might be given as follows:

1. Is the" Translation Competence Scale (WTCS)" a valid and reliable measurement tool to determine the translation competence of prospective translators

[2] http://gams.uni-graz.at/context:tc Access: 20.11.2021.

and professional translators?

2. Is there a significant difference in the opinions of prospective translators and professional translators regarding translation competence according to variables (such as sex, age, desire to work in the translation market, regarding translation as a profession or an additional job, living in a country where the foreign language they know is spoken)?

3. Is there a relationship between the translation competence of prospective translators and professional translators based on their sex, age, desire to work in the translation market, regarding translation as a profession or an additional job, and living in a country where the foreign language they know is spoken?

2. Method[3]

2.1. The Research Model

The research was intended to identify the current phenomenon following the translation students and professionals' opinions in this field regarding the acquisition of translation competence. For this reason, in the research, a survey model with a descriptive structure was used. The survey method describes the structure of objects, societies, institutions, and the functioning of events (Cohen et al., 2007, p. 207). The type of survey in which the data collection process is performed is a cross-sectional survey (Fraenkel et. al., 2011, p. 394). In this study, we tried to define the situation of the participants in a moment in terms of translation competence. In other words, the characteristics of a cross-section over time through a cross-sectional survey.

2.2. The Population and the Sample

The population can be defined as a group in which the obtained results via analyzing the data to be collected in the research will be valid and interpreted (Büyüköztürk et al., p. 79). In studies, there are two types of populations: the target population and the accessible population (Fraenkel et al., 2011, pp. 90-91). The target population consists of an almost impossible type to reach, and it is the ideal option for the researcher. On the contrary, the accessible population constitutes the researcher's realistic option and is the accessible type as the name suggests (Fraenkel et al., 2011, pp. 91-92). The target population of this research is prospective translators who study in higher education institutions in Turkey and professional translators working in this field. A sample from the accessible population was determined for the research. The maximum variation sampling method in purposive sampling was preferred to determine the sample. According to Büyüköztürk et al. (2009, p. 89), regarding the problem examined in the population, the determination of different situations which are similar in themselves

[3] Ethics approval has been obtained from the ethical committee of Bartin University.

and the performance of the study on these situations define maximum variation sampling. In the research, the sample among which the data will be collected through quantitative data collection tools was created in a way that includes undergraduate students studying in higher education institutions and freelance translators working at public or private institutions in the field of translation, and those who voluntarily accept to participate in the research. Hence, variation was achieved by including both prospective translators who continue their formal education in different higher education institutions and professional translators in the sampling. This sample group and the working group at the scale development phase differ. The working group at the scale development phase is defined in the findings section.

Of the 363 participants whose opinions were asked following the scale development study, 268 (73.8%) were female, and 95 (26.2%) were male. Of these, 122 (33.6%) are 18-20 years old, 179 (49.3%) are 21-25 years old, 14 (3.9%) are 26-30 years old, 13 (3.6%) are 31-35 years old, 10 (2.8%) are 36-40 years old, 5 (1.4%) are 41-45 years old, 20 (5.5%) are 46 years of age or older. Of the participants, 309 (85.1%) are currently studying at a higher education institution, while 54 (14.9%) are graduates and actively engaged in translation. Of the participants, 336 (92.6%) are graduates from departments of English language education, and 27 (7.4%) graduates are from other departments, excluding language education. Of the students who currently study at a higher educational institution, 15 (4.9%) are in the preparatory class, 151 (48.9%) are in the first grade, 52 (16.8%) are in the second grade, 55 (17.8%) are in the third-grade, 36 (11.6%) are in the fourth grade. 260 (84.1%) of the students stated that they wanted to work in the translation market when they graduated, whereas 49 (15.9%) indicated that they did not want to work in the translation market. 254 (70%) of the participants consider the translation profession their "primary profession in the future", while 109 (30%) participants considered it an additional job.

According to responses of the participants, 282 (77.7%) know English at proficiency. In addition, 63 participants (17.4%) know German, eight participants (2.2%) learn French, two participants (0.6%) know Russian, and one participant (0.3%) know Arabic, Spanish, Korean, Japanese, Greek, Italian and Dutch. While 293 (80.7) of the participants have not been in a country where the first foreign language is spoken for more than three months, 70 (19.3%) participants stated that they have lived in a country where the foreign language they know was spoken for more than three months. The participants' situations regarding listening, reading, speaking in their foreign language and listening and reading in their mother tongue are as follows: 116 (32%) of the participants listen to the audio content in their first foreign language for more than ten hours a week. 159 (43.8%) participants listen to audio content more than ten hours a week in their mother tongue. 111 (30.6%) participants read 1-3 hours a week in their mother tongue, 149 (41%) participants read 1-3 hours a week in their first foreign language, 126 (34.7%) participants read the text in their first foreign language 1-15 hours

per day.

The participants were asked in what position/positions they would like to work in the translation field. Of the participants who answered more than one question, 211 (18.5%) stated that they want to work as freelance translators, 146 (12.8%) to work as book translators, 126 (11.1%) to work at a translation agency, 117 (10.3%) to work as editors/redactors, 112 to work (9.8%) as translators in public institutions, 98 (8.6%) to work as professionals in the private sector, 88 (7.7%) to work as translation trainers, 86 (7.6%) to work as localization experts, 82 (7.2%) to work as translators in courthouses, 65 (5.7%) to work as project managers, 4 (0.4%) to work as interpreters, 3 (0.3%) to work in the game/film industry and one (0.1%) to work as an accompaniment trainer.

The participants were also asked which specialized fields they would like to offer translation services. Of the participants who gave more than one answer to the question, 180 (17.9%) stated that they want to work in the field of technical translation, 168 (16.7%) to work in the field of academic translation, 155 (15.4%) to work in the field of literary translation, 146 (14.5%) to work in commercial translation, 120 (12%) to work in the field of legal translation, 118 (11.8%) to work in the field of medical translation and 117 (11.7%) to work in the field of localization.

2.3. Quantitative Data Collection Tools and Application

A personal information form and translation competence scale were used to collect quantitative data for the research. The researchers developed all of these data collection tools under scientific research principles. These were applied to the participants in the spring semester of 2020 after obtaining the necessary official permissions. All data collection tools were prepared as a draft with a holistic approach. It was developed by taking the opinion of an expert Group at each phase and benefiting from relevant applications and statistical analyses. The opinions of 21 people, including three professors, one associate professor, three assistant professors, twelve students, and two translators, were taken to develop and implement the data collection tools of the research. Among these people, seven academicians have been working in translation studies.

On the other hand, two specialized translators have been working as translators in both the translation agency and the translation industry for many years now. In this research, a study on scale development was carried out to collect quantitative data first. Then quantitative data were collected through a personal information form and a developed scale. Explanations regarding the data collection tools have been made in the relevant section.

2.3.1. Personal Information Form

Following the research purpose, a personal information form was prepared by taking experts' opinions, and this form was applied together with the developed scale. In the form, the questions as to following were asked: The participant's sex, age, department, grade level of the students, foreign language(s) they know competently, the desire of students to work in the translation market, the fact they regard translation as a profession or an additional job, living in a country where a foreign language they know more than three months is spoken, their situation as to listening, reading, speaking in a foreign language and listening and reading in the mother tongue, the translation field they want to work in and the field of expertise they want to offer translation services.

2.3.2. Translation Competence Scale

The researchers' Translation Competence Scale was developed to collect the study's quantitative data. The scale development process is the name given to creating the set of stimuli that will stimulate the relevant characteristic of the individual that is intended to be measured and the appropriate reaction/thought categories to these stimuli (Erkuş, 2014). The phases of the scale development process are described in detail within the findings section. The scale developed in the Likert type is three-dimensional and consists of 21 items.

The researchers obtained permission from the Ethics Committee. Also, they demanded permission from the Institution to apply data collection tools and required the approval of a voluntary participation form from the participants. The data collection process was carried out online in the spring semester of 2020. The researchers applied the personal information form and translation competence scale (TCS) to a total of 363 people consisting of undergraduate students of higher education institutions and professionals or freelancers working in public or private institutions within the field of translation. Then they analyzed the data obtained.

2.4. Analysis of Quantitative Data

The analysis of the quantitative data of the research was carried out in two phases. The first phase includes data analysis for scale development, and detailed explanations about this process are made in the findings section. The second phase is analyzing the data obtained via the application carried out following the development of the translation competence scale. At this point, the SPSS 21.0 program was used.

The Kolmogorov-Smirnov test was applied to determine whether the research data showed a normal distribution, and the researchers found that normal distribution was available (Kolmogorov-Smirnov Sig. 0.062; $p > 0.05$). Since the scale has a normal distribution, *t*-test, one of the parametric tests in two-category independent variables and ANOVA test in three or more categories, was applied. Assumptions related to all

analyses (normality, relationship, multicollinearity, etc.) have been checked. In addition, as the data regarding the scale sub-dimensions and some variables did not show normal distribution, the Kruskal Wallis H-Test, Mann Whitney U-test and Spearman's Rank Difference correlation test, which are non-parametric tests, were applied in the analysis. As a result of the following significant comparisons, the source of the Difference was determined by using the Mann Whitney U-Test and the Bonferroni correction.

Besides statistical significance, the researchers calculated the effect size in comparison. Cohen's d, eta squared (η^2) and r values were calculated to determine the effect size. To interpret Cohen's d value in terms of the t-test in the study, $1.45 < d$ excellent level, $1.10 < d < 1.45$ very high level, $0.75 < d < 1.10$ high level, $0.40 < d < 0.75$ medium level, $0.15 < d < 0.40$ low level, $-0.15 < d < 0.15$ was considered an insignificant level (Green & Salkind, 2005). In the ANOVA test, eta square (η^2) values were calculated to determine the effect of independent variables on each dependent variable. Upon interpreting eta square values, it was shown that $\eta^2 = 0.1$ means small effect size, $^{\eta 2} = 0.6$ means medium, and $^{\eta 2} = 0.14$ means high effect size (Green & Salkind, 2005). Since the scale sub-dimensions do not show a normal distribution (Kolmogorov-Smirnov Sig. 0.000; $p < 0.05$) non-parametric tests were applied. In this context, the researchers determined correlation coefficients (r) effect sizes for the Mann Whitney-U test. In interpretation, the negligible relationship is expressed between .01 and .09. In contrast, a low relationship is expressed between .10 and .29. There is a medium relationship between .30 and .49, while a strong relationship is expressed between.50 and .69. However, there is a strong relationship between .70 and above (Green and Salkind, 2005).

3. Findings

3.1. Findings Regarding the Model of the Translation Competence Scale

The first research question is "Is the Translation Competence Scale (TCS) a valid and reliable measurement tool to determine the prospective translators' and professionals' translation competence?". Findings related to this question are offered in detail below.

3.1.1. Literature Review and Creating an Item Pool

A comprehensive literature review was conducted, especially for translation competence, in addition to the previous theses and research on this study. Since there is no standardized scale in the literature related to the subject, it was decided to develop an original scale first. An item pool has been created considering the literature on translation competence. The researchers first included fifty-four items in the item pool of the draft scale prepared to take expert opinions. Following the expert opinion, they corrected some items. The language expert revised the 40-item draft scale that has been made available for the pilot study. Likert-type translation competence scale was graded as "Strongly agree (5), Agree (4), Slightly agree (3), Disagree (2), Strongly disagree (1)".

The scale was applied to all participants online due to pandemic, and validity and reliability analyses were performed.

3.1.2. Pilot Study and Working Group

An application has been made for the comprehensibility of the items in the draft scale in terms of the participants. The opinions of ten participants who were not included in the sample regarding the intelligibility of the items were taken. We tried to determine whether concepts were not explicitly understood. The researchers applied the final version of the draft scale with a pilot study on 43 students who were not included in the sample group. Cronbach's alpha coefficient is commonly used to determine internal consistency on a scale, and this value should be above 0.7 (Devellis, 2012). The Cronbach alpha value of the draft scale was found to be 0.958. We used the maximum variation sampling method in purposive sampling to create the working group to apply the scale developed within the scope of the research. The total number of participants was 403, 308 (76.4%) were female, and 95 (23.6%) were male. Of the participants, 339 (84.1%) are currently studying at a higher education institution, 64 (15.9%) are graduates and actively engaged in translation.

3.1.3. Validity and Reliability Analyses of the Translation Competence Scale

The researchers examined the data set before analyzing the data collected to develop the translation competence scale. The data set to be used in scale development should be examined following missing data, single and multiple normality, sample, size, outlier observations, multicollinearity problem, residual value criteria and its suitability must be decided for the analysis (Tabachnick & Fidell, 2012). In the study, the data set used to develop the scale was examined, and it was found that there was no missing data. Two extreme values were determined and removed from the data set in the study. The normality analysis was carried out again on 401 participants, and it was determined that the normal distribution was achieved (Kolmogorov-Smirnov Sig. 0.052; $p > 0.05$).

Although there are various opinions about the sample size, over 300 is considered sufficient for exploratory and confirmatory factor analysis (Comrey & Lee, 1992; Worthhington & Whitaker, 2006; Tabachnick & Fidell, 2012). Worthhington and Whitaker (2006), on the other hand, claim that it will not be a problem to carry out an analysis upon the same sample. In this context, 40 items were included in the draft scale, and a draft scale was applied to 403 participants in the study. In the investigation of multicollinearity, the correlations between the variables were examined, and it was observed that the correlation values were not much high. In multicollinearity, Variance Inflation Factor (VIF) and Tolerance (T) and Condition Index (CI) values are examined; The fact that the VIF value is less than 10, the T value is different from zero, and the CI is less than 30 means that there is no multicollinearity problem and residual values for standardized outlier observations must be investigated (Hair, Black, Babin Anderson, & Tatham, 2010). It has been seen that there is no multicollinearity problem in the

examined data set. In determining the outlier observations, the Mahalanobis distance value was examined. For the effect status of the residual observations, the researchers investigated the standardized dfbeta and the average rate of change values. After these, they decided to exclude two everyday observations from the data set, and exploratory factor analysis (EFA) and confirmatory factor analysis (CFA) were carried out on the remaining 401 data.

3.1.4. Exploratory Factor Analysis (EFA)

In developing the translation competence scale, exploratory factor analysis was performed primarily using the SPSS 21.0 program. The sample size and the strength of the relationship between the items should be examined to check whether the data set is suitable for factor analysis. For the suitability of the sample size, the Barlett test (Barlett's test of sphericity) must be significant ($p < 0.05$), the Kaiser-Meyer-Olkin (KMO) The Kaiser-Meyer-Olkin Measure that differs between 0 (zero) and 1 (one) is suggested to be a minimum of 0.60. The item-total correlation value for the relationship strength between items should be greater than 0.30 (Tabachnick & Fidell, 2012). The KMO value of the Translation Competence Scale is 0.931 and the Barlett test value is $X^2 = 3504.454$ (sd: 210, $p = 0.000 < 0.01$). These values indicate that the sample is sufficient, and it has been decided that it is suitable for factor analysis (See Table 1).

In the first analysis conducted to determine the factor structure, it was determined that the scale did not show a one-dimensional system. Factor analysis has been undertaken with principal components analysis, which is one of the most widely used approaches in factor extraction, and the status of the scale was tried to be determined by applying a Catell slope test (Scree plot) and Horn parallel analysis test to those with an eigenvalue greater than 1 (Kaiser criterion). The analysis observed eleven components with an eigenvalue greater than one in the scale and three significant breaks in the scree plot. It is suggested to keep the factor (component) when the eigenvalue of the scale component is greater than the criterion value obtained from the Horn parallel analysis (Stober, 1998). According to the results obtained from the Horn parallel analysis conducted with the Monte Carlo PCA program, the number of factors (components) was three when comparing the eigenvalues. As a result of the analysis conducted to determine the scale's factor (component) structure, it was decided that the scale consists of three elements. The scale items were prepared to consider the dimensions of translation competence. The collection of scale items in three factors, namely language- culture-text competence, and translator competence[4]. Furthermore, translation service provision competence was also consistent with estimating the dimensions at the beginning of the study. In naming the factors, the factor load value of the items loaded into the element and the semantic structure of these items were examined. Accordingly, the factors are called "Linguistic-Cultural-Textual Competence",

[4] See also Kiraly, 2000.

"Translator Competence", and "Translation Service Provision Competence". After determining that the scale has a three-factor structure, rotation was performed for factor clustering simultaneously. The total variance ratio explained by the three-factor structure obtained due to factor rotation performed with Varimax, one of the orthogonal approaches, is %52.891. It is suggested that the total explanation variance should be more than 50% (Thompson, 2004). The scale can be used as one-dimensional and three-dimensional, and one of the factors that emerged on the scale (the linguistic, cultural-textual sub-competence) explains 23.252 % of the variance. The second sub-competence (Translator competence) explains 15.273%, and the third sub-competence explains (Translation Service Provision Competence) 14.366 % of the variance.

The factor loads related to each item in the scale change in 0.783 – 0.501. In the study, items with a factor load below 0.50 were not included in the scale. The factor load value should be above a particular value so that the item measuring a specific structure can remain on the scale by staying under a factor. It is considered good to have factor load values of 0.45 and above, while it is stated as acceptable for factor loads of a small number of items to decrease to 0.30 (Field, 2005; Ho, 2006; Harrington, 2009; Devellis, 2012). The factor loads, the proportional common variance value, and the item-total correlations of the scale are shown in Table 1.

As a result of exploratory factor analysis, the sub-dimensions of the translation competence scale were determined as Language-Cultural Competence, Translation Competence and Translation Process Competence. The scale consists of 10 items (items 1, 2, 3, 5, 6, 7, 11, 12, 15, and 16) in the Linguistic-Cultural-Textual Competence dimension, of 6 items (items 23, 24, 25, 26, 27, and 28) in the Translator Competence dimension, of 5 items (items 31,35, 36, 38, 40) in the translation service provision competence dimension, which makes up the total 21 items. Correlation analysis was performed to determine the direction and strength of the relationship between the sub-dimensions of the scale. The correlation coefficient can vary between -1 and +1. The proximity of the correlation value to -1 indicates a negative relationship, while the proximity to +1 indicates a positive relationship. According to Cohen (1988, 79-81); r = 0.10 – 0.29 is low level, r = 0.30 – 0.49 is medium level, r = 0.50 – 1.0 is high level correlation values. The correlation results of the sub-dimensions of the translation competence scale between themselves are available in Table 2.

Table 1

Factor loads of the scale, proportional common factor variance value, and item-total correlations

Name of sub-dimension	Draft scale no	Final scale no	Items	*Factor 1	*Factor 2	*Factor 3	**Item total r	Factor variance
inguistic-Cultural-Textual Competence	5	1	I can analyze the source culture and transfer this analysis to the source culture so that the source culture can understand.	.744			.600	.633
	7	2	I can use my knowledge about the source culture and the value system of the target culture when rendering a text.	.712			.611	.575
	3	3	I have knowledge of morphology and lexicology in source and target languages.	.685			.523	.507
	2	4	I can use two different languages functionally.	.683			.502	.529
	6	5	I have a general knowledge of the historical, political, economic, cultural, and so on elements of the source and target cultures.	.682			.479	.540
	1	6	I can understand the source text's images, icons, symbols, and indicators and their meanings.	.616			.509	.503
	12	7	I can produce understandable texts in both the source and target languages.	.616			.535	.498
	15	8	I can create a target text written in a language suitable for text-type traditions of the target language and target audience.	.615			.569	.482
	11	9	I can understand texts in both the source language and the target language.	.592			.597	.490
	16	10	I know translation theories and strategies.	.570			.526	.401
The Translator Competence	25	11	I can explain the translation decisions by taking responsibility for my work.		.783		.578	.650
	27	12	After finishing the translation, I review the target text again, making corrections if necessary.		.689		.521	.524
	24	13	I can plan every stage of the translation process.		.571		.641	.515
	23	14	I can compensate for my lack of knowledge about the subject I will translate.		.565		.614	.488
	26	15	As a translator, I take the responsibility of an expert text analyst and a communication expert.		.555		.623	.481
	28	16	I can think of, reason, and justify translation decisions on the translations I have made.		.532		.658	.571
Translation Service Provision Competence	35	17	I am confident about cognitive components such as memory, perception, attention, and emotion.			.723	.563	.580
	36	18	I can resist difficulties and deal with them when necessary.			.719	.539	.598
	38	19	I can reason about translation problems and analyze and synthesize them using my creativity.			.613	.595	.515
	40	20	I can create options for translation problems and choose the suitable ones for the translation purpose from different options.			.613	.631	.579
	31	21	I can create a quality standard in translation and follow the process.			.501	.563	.545
			Eigenvalue	8.091	1.954	1.061		
			Factor Exploratory Variance	23.252	15.273	14.366		
			Total Variance Explained		**52.891**			

*Values with a factor loading less than 0.50 are not shown. **p

Table 2

Correlations of the sub-dimensions of the Translation Competence Scale

Sub-dimension	Linguistic-Cultural-Textual Competence	The Translator Competence	Translation Service Provision Competence
Linguistic-Cultural-Textual Competence	1	.583*	.562*
The Translator Competence		1	.705*
Translation Service Provision Competence			1
*p			

According to the results of the correlation analysis between the dimensions of the Scale in Table 2, there is a high level of positive correlation between all dimensions. The relationship at the highest level can be said to be between the dimensions of Translator Competence and Translation Service Provision Competence (r = 0.705). It is specified that the correlation coefficient between the sub-dimensions in a scale should also be considered in terms of the multicollinearity problem and that the obtained correlation coefficient should not be 0.90 or over (Field, 2009). It is also observed that the correlation between the sub-dimensions of the scale varies between 0.562 and 0.705 and that there is no multiple collinearity problem in terms of the scale.

3.1.5. Criterion-related Validity and Internal Consistency Analyzes of Translation Competence Scale

As no equivalent scale is found for the validity of the Translation Competence Scale, only test-retest and equivalent split half-correlation analyses were carried out. On the other hand, the test-retest was applied to 35 students studying in translation and interpreting undergraduate program of a higher education institution, excluded from the sample, during the scale development process, with three weeks intervals. For the equivalent split-half correlation analysis, the scale items were divided into two halves via odd and even-numbered question technique, and correlation analysis was carried out. There was a high level of positive correlation (r = 0.756) with test-retest. At the same time, there was a high level of positive correlation (r = 0.799) with equivalent split-half correlations in terms of the translation competence scale. The Cronbach Alpha coefficient for the reliability of the Translation Competence Scale was calculated. The reliability of the 10-item Language-Culture-Text competence dimension of the scale was 0.881. The reliability of the 6-item Translator Competence dimension was 0.817. The reliability of the 5-item Translation Service Provision Competence dimension was 0.785, and the total reliability of the 21-item scale was found to be 0.917. According to the results of the validity and reliability analysis of the scale, it was found that the criterion-related validity

was ensured, and the internal consistency was high.

3.1.6. Confirmatory Factor Analysis

The implicit structure of the Translation Competence Scale, which was revealed by exploratory factor analysis, was examined employing confirmatory factor analysis, and structural equation modeling fit was examined. The AMOS 23.0 program was used for confirmatory factor analysis. This study, in which Structural Equation Modeling was used, tried to describe the relationships between structure and structures toward translation competence that cannot be measured directly. Structural Equation Modelling can describe hypothetical or significant information about a phenomenon studied through a model (Raykov & Marcoulides, 2006; Çelik & Yılmaz, 2016, 7). The implementation steps of the Structural Equation Modelling are as follows: Developing a theoretical model, drawing the path diagram showing the causal relationships for the developed theoretical model, separating the structural and measurement model using the path diagram, and obtaining the predictions for the proposed model, evaluating the suitability of the structural model and the model, and interpreting the results (Byrne, 2010).

Considering the structure of the translation competence scale determined by exploratory factor analysis, a model was drawn on the path diagram, and the operations of separating the measurement model were carried out. The Maximum Likelihood Method was used to obtain the estimations regarding the model. It was found that the model of the Translation Competence Scale, which consists of three factors and a total of 21 items, has the goodness of fit without needing modification. Analysis of the confirmatory factor of the scale in the connection diagram standard coefficients is given in Figure 1.

In structural equation modeling, how well the determined models describe the fit indices determine the data. Even though there is no consensus in the literature regarding which fit indices will be used, Kline (2016) suggested reporting the RMSA, x^2 value, CFI, and SRMR value. However, it has been claimed that more than one compliance index should be used as much as possible (Cabrera-Nyguyen, 2010: Hair, Black, Babin, Anderson, & Tatham, 2010; Brown, 2015; Kline, 2016; Tabachnick & Fidell, 2012). The model obtained by confirmatory factor analysis is interpreted by considering fit indices and acceptable range values. In this study, considering the interval values suggested for the fit indices (Kline, 2016; Tabachnick & Fidell, 2012; Hooper et al., 2008; Hu & Bentler, 1999), the fit indices of the confirmatory factor analysis results of the Translation Competence Scale and their comparisons are shown in Table 3.

Figure 1

Confirmatory factor analysis connection diagram of the Scale (L_C_T: Linguistic- Cultural and Textual Competence T_C: Translator Competence; T_S_P: Translation Service Provision Competence)

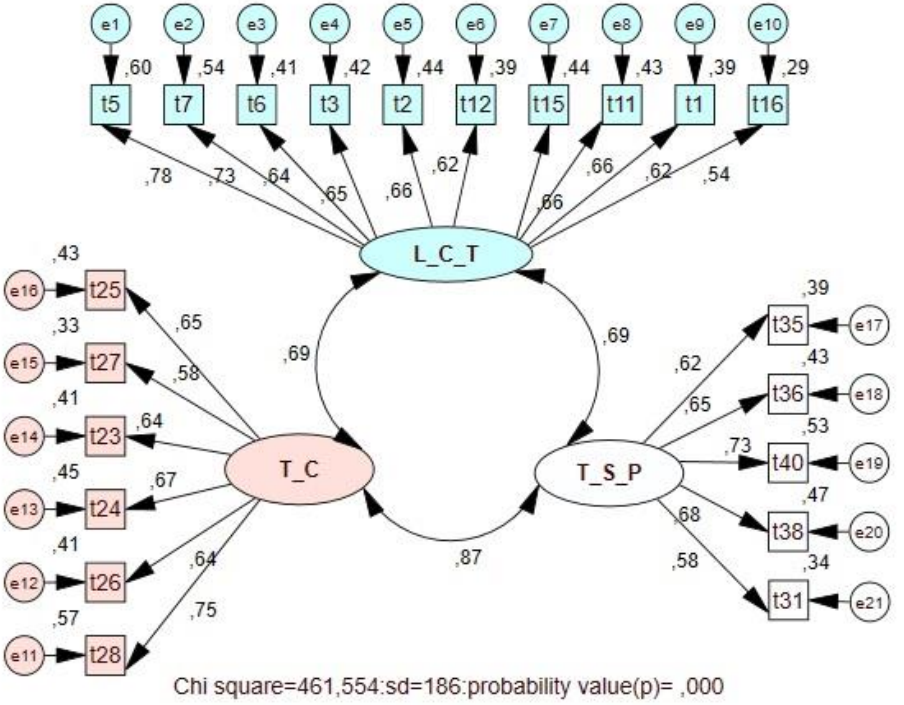

Table 3

Scale model fit indices and comparison

Fit indices (criterion)	Scale value	The goodness-of-fit	Acceptable fit	The goodness-of-fit test	Acceptable fit
χ^2/sd(CMIN)	2.481	$0 \leq \chi^2/sd \leq 2$	$0 \leq \chi^2/sd \leq 5$		+
p value	.000	$0.05 \leq p \leq 1.00$	$0.01 \leq p \leq 0.05$	+	
SRMR	.0488	$0 \leq SRMR \leq 0.05$	$0.05 \leq SRMR \leq 0.08$	+	
RMSEA	0,061	$0 \leq RMSEA \leq 0.05$	$0.08 < RMSEA < 0.10$		+
CFI	.918	$0.97 \leq CFI \leq 1.00$	$0.90 \leq CFI \leq 1.00$		+
TLI(NNFI)	.908	$0.95 \leq TLI \leq 1.00$	$0.90 \leq TLI \leq 1.00$		+
GFI	.904	$0.95 \leq GFI \leq 1.00$	$0.90 \leq GFI \leq 0.95$		+
AGFI	.880	$0.90 \leq AGFI \leq 1.00$	$0.85 \leq AGFI \leq 0.90$		+
AIC/CAIC/BIC/ECVI	Small	The compared model value should be less than the independent and saturated model.		+	

In the comparison of the fit indices with the data obtained from the confirmatory factor analysis results of the Translation Competence Scale in Table 3, it is clear that the model has significant, good and acceptable values (χ^2 = 461.554; sd = 186; p = .000; χ^2 /sd = 2.481; SRMR = .0488; RMSEA = 0.061; CFI = .918; TLI = .908; GFI = .904; AGFI = .880). These results indicate that the Translation Competence Scale has a good structure.

According to the confirmatory factor analysis results of the Translation Competence Scale, structure, item, standardized factor loading, and R^2 values are offered in Table 4.

Table 4

Factor loading and R of the Scale model² results

Structure	Items*	Standardised factor loading	R^2
• Linguistic-Cultural-Textual Competence	• t1	• .623	• .388
	t2	.660	.435
	t3	.648	.420
	t5	.776	.602
	t6	.642	.413
	t7	.735	.540
	t11	.656	.430
	t12	.622	387

	t15	.660	.435
	t16	.538	.290
The Translator Competence	t23	.641	.411
	t24	.673	.454
	t25	.653	.426
	t26	.643	.414
	t27	.578	.335
	t28	.752	.566
Translation Service Provision Competence	t31	.583	340
	t35	.624	.390
	t36	.653	.426
	t38	.683	.466
	t40	.729	.531

* All t values are significant (p < .001).

As seen in Table 4, the factor loading of the Translation Competence Scale range from 0.538 to 0.776. It is seen that the item that describes the most in the scale model is t5 (R^2 = .602).

3. 2. The Opinions of the Participants on the Translation Competence According to the Variables

Regarding the answer of the second sub-problem of the study, "Is there a significant difference in the opinions of prospective translators and professionals on translation competence, according to variables (sex, age, desire to work in the translation market, seeing translation as a profession or an additional job, living in a country where the foreign language they know is spoken)?", the descriptive findings obtained with Translation Competence Scale of the participants are given in Table 5.

Table 5

Descriptive results of the scale

Size/scale	**N**	$\overline{X}$	**ss**
Linguistic-Cultural-Textual Competence	363	3.98	.540
The Translator Competence	363	4.33	.507
Translation Service Provision Competence	363	4.15	.557
Scale (Total)	363	4.12	.469

In Table 5, when the findings related to the Scale and sub-dimensions of the Translation Competence are examined, the translator competence sub-dimension has the highest mean ($\overline{X}$ =4.33). This is followed by translation service provision competence

sub-dimension ($\bar{X}$ =4.15) and linguistic-cultural-textual competence sub-dimension ($\bar{X}$ =3.98). It can be said that the overall mean of the scale is ($\bar{X}$ =4.12) ”very high".

In addition, translation is a communicative activity that requires specialized knowledge, including decision-making and problem-solving processes (cf. Pacte, 2003). Considering these issues, the translator should take a conscious attitude to his/her work and take purposeful action in the decision-making process, considering the contextual circumstances.

The results for comparing the status of participants in translation and interpretation according to sex are given in Table 6.

Table 6

t-Test results by sex

Group	N	X	S	sd	t	p	d	Significant Difference*
1. Female	268	4.08	0.45	361	-2.931	.004	0.35	*2-1
2. Male	95	4.24	0.49					

According to Table 6, there is a significant difference between the mean test score of female participants ($\bar{X}_{female}$=4.08) and male participants' mean test score ($\bar{X}_{male}$=4.24) in translation competence [$t_{(361)}$ = -2.931; p<0.05; d=0.35]. According to this finding, in which the significant Difference in translation competence was in favor of male participants, it can be stated that sex had a significant effect on translation competence. The impact was positive and medium when the effect size was considered (d= 0.35).

According to sex, Table 7 illustrates the results for comparing the status of the scale sub-dimensions (Linguistic-cultural-textual competence, Translator competence, Translation Service Provision Competence) of the participants.

Table 7

Mann-Whitney U Test results by sex

Sub-dimension	Group	N	X_{line}	$\sum_{line}$	U	Z	p	r	Significant Difference *
Linguistic-Cultural-Textual	1. Female	268	170.47	45686	9640	-3.523	.000	-.18	*2-1

Competence	2. Male	95	214.53	20380					
The Translator Competence	1. Female	268	180.21	48295	12249	-.551	.582		
	2. Male	95	187.06	17771					
Translation Service Provision Competence	1. Female	268	172.81	46312	10266	-2.822	.005	-.15	*2-1
	2. Male	95	207.94	19754					

According to Table 7, in the linguistic-cultural-textual competence dimension of translation competence, the mean rank of male participants (214.53) is higher than that of female participants (170.47), and there is a significant difference between them, and the effect size is at a low level (U=9640; Z= -3.523; p<0.05; r = -.18). The mean rank of the male participants (207.94) is higher than that of female participants (172.81) in the translation service provision competence dimension, and there is a significant difference between them, and the effect size is at a low level (U=10266; Z= -2.822; p<0.05; r = -.15). There is no significant difference in sex in the translator competence dimension (U=12249; Z= -.551; p>0.05). A significant difference in the dimensions of Linguistic-Cultural-Textual competence and translation service provision competence is in favor of male participants.

According to age, the results for comparing the status of the participants in the translation competence are given in Table 8.

Table 8

ANOVA Test results by age

Source of Variance	Sum of squares	Sd	The mean of squares	F	p	Significant Difference *	η^2
Between groups	8.041	6	1.340	6.651	.000	*2-1 *7-1,2	0.112
In-groups	71.739	356	.202				
Total	79.780	362					
Levene Statistic, p>0.005 (p=608) (Group variances are equal.)							
1. 18-20 years, 2. 21-25 years, 3.26-30 years, 4.31-35 years, 5.36-40 years, 6.41-45 years, 7.46 and over.							

As can be seen from Table 8, there is a significant difference between the mean scores for translation competence by age, and it was found out that the calculated effect size was very high ($F_{(6, 356)}$= 6.651; p=0.000; η^2=0.112). According to the results of Tukey's multiple comparison test performed to determine between which groups there is a significant difference, it was observed that the significant Difference in translation competence is between the ages of 18-20 in favor of 21-25 years of age, between the ages of 18-20 and 21-25 years in favor of the age of 46 and above. As a result of the Tukey multiple comparison test, a significant difference was found between 18-20 years of age in favor of 21-25. Besides, there was a significant difference between 18-20 years of age in favor of 46 and above. It is seen that the mean score of the participants who are 46 years of age and older has a high translation competence score when compared to those who are 20 years of age and younger. Besides, it is remarkable that the mean age of students between 21-25 who continue their education at a higher education institution is higher than those between 18-20. This finding shows that the mean translation competence also increases as the age of the students and, accordingly, the grade level increases. The high mean score of translation competence among the participants aged 46 and over can be explained by their experience in translation.

According to the desire to work in the translation market, as a result of the T-test performed to compare the translation competence of the participants, there was no significant difference between the mean test score of the participants who wanted to work in the translation market in terms of the translation competence ($\bar{X}$=4.07), and the mean test score ($\bar{X}$=4.00) of the participants who did not want to is [$t_{(307)}$ = 1.029; p=0.304; p>0.05]. Similarly, there was no significant difference between the mean test score of the participants who see translation as a profession ($\bar{X}$=4.13) and the mean test score ($\bar{X}$=4.09) of the participants who see translation as an additional job in terms of translation competence [$t_{(361)}$ = .761; p=0.447; p>0.05].

According to the status of living in a country where a foreign language is spoken that they know, the results regarding a comparison of the level of participants in translation competence are available in Table 9.

Table 9

t-Test results by living in a country

Desire	N	X	S	sd	t	p	d	Significant Difference*
1. Yes	70	4.32	0.47	361	3.989	.000	0.53	*1-12
2.No	293	4.07	0.45					

According to Table 9, there is a significant difference between the mean test score ($\bar{X}$=4.32) of the participants who have lived in a country where a foreign language

was spoken for more than three months ($\bar{X}$=4.32) and the mean test score ($\bar{X}$=4.07) of the participants who have not [$t_{(361)}$ = 3.989; p<0.05; d= 0.53]. It is evident that the significant difference is in favor of those who live in a country where a foreign language is spoken for more than three months and considering the effect size (d= 0.53), it can also be said that the effect is positive and medium.

4. Findings on the Relationship between the Translation Competence and the Determined Variables

Findings regarding the answer to the third sub-problem of the research, "Is there a relationship between the translation competence of prospective translators and professionals and their sex, age, desire to work in the translation market, regarding translation as a profession or an additional job, and living in a country where the foreign language they know is spoken?" are offered in this section. The correlation results showing the relationships between the translation competence of the participants and the determining variables are available in Table 10.

Table 10

Spearman's Rank-Order Correlation matrix showing the relationships of variables

Variables	01	02	03	04	05	06
01. Translation and Interpretation	1.000	.146*	.291*	-.045	-.028	-.200*
02. Sex		1.000	.221*	.129*	.089	-.074
03. Age			1.000	.160*	.196*	-.354*
04. Desire to work				1.000	.668*	-.067
05. Perception of work					1.000	-.76
06. Living in a country						1.000
*p						

As seen in Table 10, there was a low level of positive correlation between the translation competence of participants and their sex (r =.146) and age (r =.291). At the same time, there is a low level significant negative relationship between living in a country where a foreign language is spoken for more than three months (r = -.200). According to the results of the research and considering the correlation values, and it was found out that the status of the participants in terms of the translation competence had a significant relationship with sex and age at a low level and in a positive direction while it is a substantial relationship with living in a country at a low level and in a negative direction. Another noteworthy finding is the medium and negative significant relationship between age and living in a country where the foreign language is spoken.

Also, there is a high and positively meaningful relationship between the desire to work in the translation market and seeing translation as the primary job.

5. Conclusions, Discussion, and Recommendations

There are individual translation competence models in translation studies literature. They handle the concept within a holistic structure depending on observation and experience towards determining the sub-dimensions of translation competence. In addition, some research projects have been carried out in light of the data from empirical research. For example, translation competence research models such as PACTE and the Transcomp research project have been put forward. In addition, translation competence models (EMT) have been put forward for the translation sector, such as the one by the European Commission. Based on these studies, in the translation competence scale that we have created, the translation process is divided into linguistic-cultural-textual competence, translator competence, and translation service provision competence sub-dimensions. In other models within the literature, translation competence is investigated in the forms of linguistic competence, cultural competence, textual competence, translation knowledge, extra-linguistic sub-competence, and instrumental competence. Since the scale's linguistic, cultural, and textual competence sub-dimensions are considered inseparable, and the translator's knowledge of translation strategies and theories is also a part of the text production process, all these sub-components are considered a single sub-dimension. Since the translator performs at a cognitive level, some of the knowledge and skills that they must be aware of on an individual level in maintaining the translation profession have been gathered in the translator competence sub-dimension. Since translation is a service provision, translation service provision competence has been included as a sub-dimension in our scale, just like in the EMT model.

There are also other studies dealing with translation and interpreting competence measures in the relevant literature on translation competence. For instance, Moritz Schaeffer and his colleagues carried out research to introduce the Translation and Interpreting Competence Questionnaire (abbreviated as TICQ), an online tool for collecting relevant quantitative and qualitative data. On the other hand, Mohammad Alawi and Ghaemi (2013) modified and re-developed Translation Competence Questionnaire by Mariana Orozco and Amparo Hurtado Albir. They found out that it has strong psychometric characteristics and good constructs validity in Iran. In our study, we, however, developed a new translation scale (see Beeby, 2000; Kiraly, 2000; Neubert, 2000; Hurtado Albir, 2015, 2017; Pym, 2013 and the like). However, in the same study, we applied the scale we developed to Turkish students studying translation and interpreting in different universities and professionals to take their opinions on their translation competence.

It is seen that the model has significant, good and acceptable values when comparing the fit indices with the data obtained from the confirmatory factor analysis results of the Translation Competence Scale (χ^2 =461,554; sd=186; p=,000; χ^2/sd = 2,481; SRMR = ,0488; RMSEA = ,061; CFI = ,918; TLI = ,908; GFI =,904; AGFI = ,880) and it was concluded that it is a valid and reliable scale (three-dimensional and 21-item). The reliability of the Translation Competence Scale was found to be 0.881 in the Linguistic-Cultural-Textual Competence dimension, 0.817 in the Translator Competence dimension, and 0.785 in the Translation Service Provision competence dimension, and to be 0.917 in the total reliability of the scale. The total variance ratio explained by the scale is 52.891%. The Linguistic-Cultural-Textual Competence dimension of the scale accounts for 23.252% of the variance, the Translator Competence dimension accounts for 15.273%, and the Translation Service Provision competence dimension accounts for 14.366%.

It was found that the significant difference in the translation competence is in favor of the male participants, and the effect was positive-medium. It was observed that the mean score of the participants who were 46 years of age and older had a high translation competence score compared to those who were 25 years of age and younger. Then it can be argued that the experience factor has an essential place in acquiring translation competence. With age, the level of world knowledge, subject knowledge, specialized knowledge, and tendency to focus on working languages increase, and the translation competence develops in parallel with this. This experience factor can also be associated with the concept of emotional intelligence. With age, the way emotions are managed can change positively. This also contributes to high translation competence. It has also been observed that there is a significant difference in favor of those who have lived in a country where a foreign language they know is spoken for more than three months. That, in turn, emphasizes the importance of direct exposure to a foreign language in acquiring translation competence because one of the components of translation competence is linguistic competence.

260 (84.1%) of the students stated that they wanted to work in the translation market when they graduated, while 49 (15.9%) stated that they did not want to work in the translation market. Considering these results, it becomes clear that most participants want to work in the translation market. On the other hand, 254 (70%) of the participants consider the translation profession as their "main profession in the future", while 109 (30%) participants view it as an additional job. In this context, it is understood that majority of them consider the translation profession their primary occupation in the future. This is a positive development in terms of professionalization in translation and has an essential place in ensuring the professional commitment of translators. This professional commitment can also change the perspective against translation positively and a remarkable step can be taken during the professionalization.

Last but not least, many translation competence models have been developed

descriptively, but a few focus on empirical research. Our study was also empirically conducted, and this can contribute to other statistical studies regarding translation competence and translation studies in general. This means that statistical and measurable research is possible in this academic field. Such research is also thought to be helpful in explaining the inter-disciplinary status of translation studies and its dynamic structure.

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Appendix I

ÇEVİRİ EDİNCİ

Değerli katılımcı;
Bu araştırma; mütercim ve tercümanlık öğrencilerinin ve çeviri piyasasında profesyonel olarak çalışan yazılı çevirmenlerin yazılı çeviri edinçlerini değerlendirmek ve çeviri öğrencilerinin çeviri piyasasına dâhil olmaları ile çeviri piyasasında çalışan yazılı çevirmenlerin bu piyasada kalmaya devam edip etmemelerini incelemek için tasarlanmıştır. Aşağıdaki ifadeleri dikkatlice okumanızı ve bireysel olarak cevaplandırmanızı rica ediyoruz. Soruları cevaplamanız ortalama 9-10 dakika sürecektir. Araştırma sırasında alınan tüm bilgiler araştırmacıda saklı kalacak ve toplanan veriler yalnızca bilimsel amaçla kullanılacaktır.

İlginize şimdiden teşekkür ederek sağlıklı günler diliyoruz.

Araştırma ile ilgili bilgilendirme yazısını okudum ve araştırmaya katılmayı gönüllü kabul ediyorum. *** (Gerekli)**
❑ Evet
❑ Hayır

***Cinsiyetiniz* * (Gerekli)**
❑ Kadın
❑ Erkek

***Yaşınız* * (Gerekli)**
❑ 18-20
❑ 21-25
❑ 26-30
❑ 31-35
❑ 36-40
❑ 41-45
❑ 46 ve üzeri

***Bölümünüz* * (Gerekli)**
❑ Mütercim ve Tercümanlık
❑ Diğer (*Lütfen yazınız.)*

***Sınıfınız* * (Gerekli)**
❑ Hazırlık
❑ 1
❑ 2
❑ 3
❑ 4
❑ 5 ve daha üstü
❑ Diğer (*Lütfen yazınız.)* .....

Yetkin düzeyde bildiğiniz yabancı diliniz/dilleriniz *(Birden fazla seçenek işaretleyebilirsiniz. I. yabancı dilinizi lütfen belirtiniz.)* * (Gerekli)
❑ İngilizce
❑ Almanca
❑ Fransızca
❑ Rusça
❑ Arapça
❑ Diğer (*Lütfen yazınız.)*

***Mezun olduktan sonra çeviri piyasasında çalışmak istiyorum.* * (Gerekli)**
❑ Evet
❑ Hayır (*Lütfen nedenini yazınız.)* .....

Cevabınız evetse mezun olduktan sonra hangi çeviri alanında ne gibi bir pozisyon/pozisyonlarda çalışmak istiyorsunuz? *(Birden fazla seçenek işaretleyebilirsiniz.)* * (Gerekli)
❑ Kitap çevirmeni
❑ Kamu kurumunda çevirmen
❑ Serbest çevirmen
❑ Büroda çevirmen
❑ Adliyelerde çevirmen
❑ Proje yöneticisi
❑ Yerelleştirme uzmanı
❑ Özel sektörde meslek elemanı
❑ Editör/Redaktör
❑ Çeviri eğitmeni
❑ Diğer (*Lütfen yazınız.)*

Mezun olduğunuz bölüm* (Gerekli)

❑ Mütercim ve Tercümanlık
❑ Diğer (*Lütfen yazınız.)*

Hangi uzmanlık alanı/alanlarında çeviri hizmeti sunuyorsunuz? (Birden fazla yanıt verebilirsiniz.) *** (Gerekli)**
❑ Ticari çeviri
❑ Akademik çeviri
❑ Hukuki çeviri
❑ Teknik çeviri
❑ Tıbbi çeviri
❑ Yerelleştirme
❑ Edebi çeviri
❑ Diğer (*Lütfen yazınız.)*

Çeviri piyasasında çalışmaya devam etmek istiyorum. *** (Gerekli)**
❑ Evet
❑ Hayır (*Lütfen nedenini yazınız.)*

Çevirmenlik mesleğini ..... olarak görüyorum. *(Aşağıdaki yanıtlardan birini seçiniz.)* *** (Gerekli)**
❑ İleride esas mesleğim
❑ Ek iş

Hiç üç aydan fazla bir süre I. yabancı dilinizin konuşulduğu bir ülkede bulundunuz mu? *** (Gerekli)**
❑ Evet
❑ Hayır

I. yabancı dilinizle ilgili aktif bilgi düzeyinizi nasıl değerlendiriyorsunuz? *(1'den (çok kötü) 100'e (çok iyi) kadar bir değeri aşağıya yazınız.)* *** (Gerekli)**
❑ .....

Ana dilinizle ilgili düzeyinizi nasıl değerlendiriyorsunuz? *(1'den (çok kötü) 100'e (çok iyi) kadar bir değeri aşağıya yazınız.)* *** (Gerekli)**
❑ .....

I. yabancı dil düzeyinizle ilgili haftada kaç saat işitsel içerik dinliyorsunuz? *** (Gerekli)**
❑ Hiç
❑ 1-3 saat
❑ 4-6 saat
❑ 7-9 saat
❑ 10 saatten fazla

Ana dilinizde haftada kaç saat işitsel içerik dinliyorsunuz? *** (Gerekli)**
❑ Hiç
❑ 1-3 saat
❑ 4-6 saat
❑ 7-9 saat
❑ 10 saatten fazla

Ana dilinizde haftada kaç saat metin okuyorsunuz? *** (Gerekli)**
❑ Hiç
❑ 1-3 saat
❑ 4-6 saat

❑ 7-9 saat
❑ 10 saatten fazla

I. yabancı dilinizde haftada kaç saat metin okuyorsunuz? *** (Gerekli)**
❑ Hiç
❑ 1-3 saat
❑ 4-6 saat
❑ 7-9 saat
❑ 10 saatten fazla

I. yabancı dilinizi ne sıklıkta konuşuyorsunuz? *** (Gerekli)**
❑ Hiç
❑ Günde 1 ile 15 saat
❑ Haftada 1 ile 15 saat
❑ Ayda 1 ile 15 saat
❑ Diğer (*Lütfen yazınız.)*

Appendix II

A. YAZILI ÇEVİRİ EDİNCİ ÖLÇEĞİ

No	Maddeler	(1) Kesinlikle Katılmıyorum	(2) Katılmıyorum	(3) Kısmen katılıyorum	(4) Katılıyorum	(5) Kesinlikle Katılıyorum
1	Kaynak metinde yer alan imgeler, simgeler, semboller, göstergeler ve bunlarla gönderme yapılan anlamları anlayabilirim.					
2	İki farklı dili işlevsel kullanabilirim.					
3	Kaynak ve erek dilde yapı ve sözcük bilgisine sahibim.					
4	Kaynak ve erek dilde dilin edimsel, toplum-dilbilimsel, metinsel, dilbilgisi ve sözlük bilgisine sahibim.					
5	Kaynak kültürü çözümleyebilir ve bu çözümü erek kültürün anlayacağı şekilde erek kültüre aktarabilirim.					
6	Kaynak kültür ve erek kültürün içinde bulunduğu tarihi, siyasi, ekonomik, kültürel vb. unsurlar hakkında genel bilgiye sahibim.					

No	Maddeler	(1) Kesinlikle Katılmıyorum	(2) Katılmıyorum	(3) Kısmen katılıyorum	(4) Katılıyorum	(5) Kesinlikle Katılıyorum
7	Kaynak kültür ve erek kültürün değerler sistemine yönelik sahip olduğum bilgiyi çeviri metin oluştururken kullanabilirim.					
8	Çeviride uzmanlık alanlarında bilgi edinebilirim.					
9	Çeviri yaptığım herhangi bir alana ait bilginin nerede olduğunu ve o bilgiye nasıl ulaşacağımı bilirim.					
10	Yeni alan ve konularla ilgi sürekli bir öğrenme sürecinin içinde olduğumun farkındayım.					
11	Hem kaynak dilde hem de erek dilde metinleri alımlayabilirim.					
12	Hem kaynak dilde hem de erek dilde anlaşılabilir metinler üretebilirim.					
13	Hem kaynak dilde hem de erek dilde metin türü geleneklerine hâkimim.					
14	Hem kaynak dilde hem de erek dilde metin türlerini ayırt edebilirim.					
15	Erek dildeki metin türü geleneklerine ve erek kitleye uygun bir dille yazılmış erek metin oluşturabilirim.					
16	Çeviri kuram ve stratejilerine yönelik bilgiye sahibim.					
17	Erek kitle, çeviri piyasası ve çeviri müşterileri hakkında bilgiye sahibim.					
18	Çeviri süreçlerinin nelerden oluştuğunun farkındayım.					
19	Dil, kültür, metin veya çeviri yaptığım bir uzmanlık alanındaki eksikliklerimi araştırma yaparak, uzmanlara danışarak ve koşut metinlerden metin gelenekleri ve terminoloji için yararlanarak kapatabilirim.					

No	Maddeler	(1) Kesinlikle Katılmıyorum	(2) Katılmıyorum	(3) Kısmen katılıyorum	(4) Katılıyorum	(5) Kesinlikle Katılıyorum
20	Sözlük, internet, koşut metinler gibi kaynakları koordineli kullanabilir, bir kaynaktan edindiğim bilgiyi diğer kaynaklardan tamamlayabilirim.					
21	Tek dilli ya da iki dilli sözlüklerin, terim veri tabanlarının nasıl kullanılacağını, internette nasıl araştırma yapılacağını ve internetteki metinlerin hangilerine güvenilip hangilerine güvenilmeyeceğini bilirim.					
22	Çevrilecek metnin konusuna hâkim olmadığımda konuyu araştırır ve konunun odağına, ele aldığı konulara göre daraltılmış bir okuma yaparak o konu hakkındaki eksiklerimi giderebilirim.					
23	Çevirisini yapacağım konu ile ilgili bilgi eksikliğimi kapatabilirim.					
24	Çeviri sürecinin her aşamasını planlayabilirim.					
25	Çeviri sürecini değerlendirebilirim.					
26	Çeviri sorunlarını belirleyip bu sorunlara yönelik çözüm önerileri getirebilirim.					
27	Çevirinin toplumsal boyutunun farkındayımdır.					
28	Müşterilerle iş görüşmesi yapabilir, çeviri piyasası ve müşterilerin beklentilerine cevap verebilirim.					
29	Zaman, iş ve bütçe planlaması yapabilir ve stresle başa çıkabilirim.					
30	Teslim tarihine ve diğer yükümlülüklere uyarım.					
31	Çeviride kalite standardı oluşturabilir ve sürecin takibini yapabilirim.					
32	Çeviri amaçlı yazılımları kullanabilirim.					
33	Terim veri tabanları oluşturup onları yönetebilirim.					
34	Yeni teknolojik araçlara uyum sağlayabilirim ve farklı formatlarda çeviri yapabilirim.					

No	Maddeler	(1) Kesinlikle Katılmıyorum	(2) Katılmıyorum	(3) Kısmen katılıyorum	(4) Katılıyorum	(5) Kesinlikle Katılıyorum
35	Bellek, algı, dikkat ve duygu gibi bilişsel bileşenler konusunda kendime güvenirim.					
36	Zorluklara karşı direnir, yeri geldiğinde zorluklarla başa çıkabilirim.					
37	Çeviri konusunda istekliyim ve motivasyonum iyi durumdadır.					
38	Çeviri sorunları ile ilgili akıl yürütebilir, yaratıcılığımı da kullanarak analiz ve sentez yapabilirim.					
39	Çeviri sorunlarını kolaylıkla saptayabilirim.					
40	Çeviri sorunlarına seçenekler üretebilir, farklı seçenekler arasından çevirinin amacına uygun olanları seçebilirim.					
41	Yaptığım çeviriler üzerine düşünür, akıl yürütür ve çeviri kararlarını gerekçelendirebilirim.					
42	Mesleğim üzerine düşünür ve mesleğimi kafamda doğru bir şekilde konumlandırırım.					
43	Çevirmen olarak uzman bir metin yorumcusu ve iletişim uzmanı olduğumun farkındayım.					
44	Çevirmen olarak uzman bir metin yorumcusu ve iletişim uzmanı sorumluluğunu alırım.					
45	Mesleğim konusunda öz güvenim ve öz saygım vardır.					
46	Mesleğimin saygın olduğunu düşünüyorum.					
47	Yaptığım işin sorumluluğunu üstlenerek aldığım çeviri kararlarını açıklayabilirim.					
48	Klavye kısayol tuşlarını kullanabilirim.					
49	Çeviri yaparken web sitelerine, veri tabanlarına, kitaplara ve diğer dış kaynaklara başvururum.					
50	Çeviri yaparken Google, Yandex, Ixquick ve diğer arama motorlarını kullanırım.					
51	Çeviride stil kılavuzlarını kullanırım.					

No	Maddeler	(1) Kesinlikle Katılmıyorum	(2) Katılmıyorum	(3) Kısmen katılıyorum	(4) Katılıyorum	(5) Kesinlikle Katılıyorum
52	Düzenli olarak müşteriden ya da çeviri eğitimcisinden aldığım geri bildirim ile ne yapacağımı iyi bilirim.					
53	Yaptığım çeviriye yönelik aldığım geri bildirim ile aldığım çeviri kararlarını kontrol eder, bir sonraki çevirilerde aynı hataları yapmamaya gayret gösteririm.					
54	Çeviriyi bitirdikten sonra erek metni yeniden gözden geçirir, gerekirse düzeltmeler yaparım.					
55	Çevirisini yaptığım müşteri ve konular açısından gizlilik ilkesine uyarım.					
56	Yaptığım çevirinin ve kararlarımın sorumluluğunu almaktan kaçınmam.					
57	Çeviride iletinin özüne sadık kalarak tarafsızlığımı korurum.					