

The Importance of English Literature Courses in Translation Education and Its Place in Associate Degree Translation Programs in Turkey*

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Abstract

The basic competence a translation education program aims at providing the students with is that of translation competence. Most translation studies scholars working in the field of translation education have declared four competences to be among the basis sub competences of “translation competence”; namely, cultural competence, critical reading competence, linguistic competence and critical thinking competence. One of the most effective ways of getting students to acquire these competences is including literature courses in the curricula. When the curricula of Applied English Translation Programs that provide associate degree of translation education in Turkey are examined, it is seen that English Literature courses are offered in very few universities and vocational schools. In addition, translator candidates graduating from these associate degree programs can have the right to take the vertical transfer exam and receive undergraduate education in the departments of English Language and Literature, American Culture and Literature where they further specialise in such fields as literature and language. This is another reason why acquisition of competences brought about by literature courses may be one of the intended objectives of these programs. Within the framework of these discussions, drawing from the analysis and comparison of the concept of “translation competence” with the competences provided by literature courses, and the intended program outcomes of Applied English Translation Programs, this research aims at arguing that English literature courses are necessary and useful components of the curricula of these programs.

Keywords: translation education, translation competence, English literature courses, curriculum design, applied English translation program, translation pedagogy

İNGİLİZ EDEBİYATI DERSİNİN ÇEVİRİ EĞİTİMİNDEKİ ÖNEMİ VE TÜRKİYE’DEKİ ÖNLİSANS ÇEVİRİ PROGRAMLARINDAKİ YERİ

Öz

Akademik çeviri eğitiminde öğrencilere kazandırılması hedeflenen temel edinç çeviri edincidir. Çeviri eğitimi alanında çalışan çoğu çeviribilim araştırmacısı, “çeviri edinci” kavramını ele alırken kültürel edinç, eleştirel okuma edinci, dil edinci ve eleştirel düşünme edinci gibi bazı alt

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edinçlere odaklanmıştır. Belirtilen edinçlerin öğrenciye kazandırılmasının en etkin yollardan biri edebiyat dersleridir. Türkiye'deki önlisans çeviri eğitimi veren Uygulamalı İngilizce Çevirmenlik Programlarının müfredatları incelendiğinde çok az sayıda üniversite ve meslek yüksekokulunda İngiliz Edebiyatı dersinin verildiği görülmüştür. Ayrıca bu önlisans programından mezun olan çevirmen adayları dikey geçiş sınavı ile İngiliz Dili ve Edebiyatı, Amerikan Kültürü ve Edebiyatı gibi anabilim dallarında lisans düzeyinde edebiyat veya dil eğitimi alma hakkına sahip olabilmektedir. Bu nedenle edebiyat derslerinin getireceği edinçlerin kazanımı bu programların ana amaçlarından biri olabilir. Tüm bu tartışmalar çerçevesinde, bu çalışmada çeviri eğitiminin temeli sayılan “çeviri edinci”, edebiyat derslerinin kazandırdığı edinçler ve Uygulamalı İngilizce Çevirmenlik programlarının program çıktıları incelenerek ve karşılaştırılarak her üçünde ortak alt edinçler olduğu tespit edilmiş ve bu programların müfredatında İngiliz edebiyatı derslerinin gerekli ve faydalı olduğu sonucuna varılmıştır.

Anahtar sözcükler: çeviri eğitimi, çeviri edinci, İngiliz edebiyatı dersi, müfredat tasarımı, uygulamalı İngilizce çevirmenlik programı, çeviri pedagojisi

INTRODUCTION

The rapid increase in the number of Translation and Interpreting Departments in Turkey over the last decade has opened up new grounds for various debates on academic translation training and education. Apart from graduate programs on MA and Ph.D. levels, and in addition to four-year programs in Translation and Interpreting Departments, academic translation education in Turkey also accommodates two-year Applied English Translation Programs, all of which are situated in Vocational Schools and provide associate degree diplomas.

Through an elaboration on the aims, intended outcomes, and course contents of these programs, this research aims to discuss the importance and possible roles of English literature courses in their curricula. Given that the primary objective of a translation education and/or training program is to guide students to acquire translation competence, the research initially looks into the theory of translation pedagogy to find out the main components of translation competence as argued by scholars of translation pedagogy. Similarly, an analysis of the skills and competences provided by literature courses in general and English literature courses, in particular, is carried out. Based on the fact that most scholars of both translation pedagogy and Literary Studies highlight the development of common particular competence and sub-competences such as linguistic competence, cultural competence, critical thinking competence, and critical reading competence, this research inquires the extent to which these common competences and sub-competences are intended in the aims, outcomes, and course contents of these programs as well as in the intended profiles of their graduates.

The study concludes that English literature courses with the competences and sub-competences they aim to develop are very crucial components of the curricula of Applied English Translation programmes whether the graduate (i) practices the translation profession, (ii) practices a non-translational profession which requires linguistic, cultural, or communicative competences,

(iii) takes the Vertical Transfer Exam to pursue further academic education in a language or culture-related discipline.

1. THEORETICAL APPROACHES TO TRANSLATION COMPETENCE AND ITS SUB-COMPETENCES

With the rise of translation practice in recent years, translation education, translation programs, and translation curricula have become increasingly important and remarkable developments have been observed in the field of translation pedagogy. One major concept under scrutiny in the field of Translation Studies is "translation competence", along with its definitions and sub-competences. The concept of translation competence and its sub-competences are addressed in different ways and under different categories by different Translation Studies scholars, as the discussion below illustrates.

Translation competence, widely recognized as a higher competency, involves various subordinate competences, and these sub-competences vary according to the approaches of scholars working on the subject (Wilss, 1976, p. 120). However, before proceeding with the notion of competence within the context of academic translation education, a brief look at the general meaning of the word "competence" may be deemed necessary. According to Franz Emanuel Weinert (2001, p. 3), competence is a "word used both scientifically and in everyday language," and it "is also employed under numerous definitions such as ability, aptitude, capability, competence, effectiveness, and skill."

The entry has two definitions in Merriam-Webster's Dictionary¹: (i) "the quality or state of being competent," and (ii) "a sufficiency of means for the necessities and conveniences of life". The first definition has three sub-definitions, which are as follows:

"a: the character or state of possessing sufficient knowledge, judgment, skill, or strength (as for a certain responsibility or in specific regard), b: law: legal authority, capacity, or admissibility, c: the understanding and ability to speak and understand a language".

As a result, the concept of competence incorporates action values, cognitive processes, theoretical knowledge, and practical knowledge. Applied linguistics, literature, psychology, human resources, and education all have their own take on the concept of competence. François Lasnier (2000, p. 32) addresses competence as follows: "A competence is a complex know-how to act resulting from the integration, mobilization, and organization of a combination of capabilities and competences (which can be cognitive, affective, psycho-motor, or social) and knowledge (declarative knowledge) used efficiently in situations with common characteristics." Lasnier's statement above clearly shows the complex and multifaceted nature of competence.

The paradigm shift in the field of Translation Studies is not without its instant consequences in the way translation -and translation competence- may be addressed. Abandoning the notion of translation as merely a linguistic transfer and the advances in academic translation education have made it necessary to address translation competence as a complex notion with a variety of definitions.

¹ <https://www.merriam-webster.com/dictionary/competence>

According to the primary sources of translation education literature, the main issue is the array of competences that a translator needs to have, which are addressed through a variety of perspectives. For example, in his work on translation pedagogy, Jean Delisle (1980, p. 235) specifies four primary translation competences as "the linguistic, encyclopedic, comprehension, and re-expression competences." Both Wilss' and Delisle's bilingual competence mode evolved in response to market demands as well as social and political shifts in the early 1990s.

According to Hans G. Hönig (1991) source cognition is critical since it influences the function of translation. As a result, the translator must be competent in both English and the target language (Hönig 1991, p. 85). According to Honig, "we have to teach students to acquire self-confidence as translators through an awareness of their mental reality" (p. 87), and that the transference capacity is a natural competency that must be cultivated together with the translator's self-confidence. Honig suggests that teachers and students become acquainted with the cognitive mechanisms involved in translation to develop theories and train translation.

Roger T. Bell (1991) also makes a contribution to translation education literature by elaborating on translation competence model in three ways. The first concept is the ideal bilingual competence, which is based on Noam Chomsky's proposals for the "ideal speaker-listener." Chomsky defines competence as follows in *Aspects of the Theory of Syntax* (1965, p.3):

Linguistic theory is concerned with an ideal speaker-listener, in a completely homogeneous speech-communication, who knows its (the speech community's) language perfectly and is unaffected by such grammatically irrelevant conditions as memory limitations, distractions, shifts of attention and interest, and errors (random or characteristic) in applying his knowledge of this language in actual performance.

The translation expertise is the second concept, in which the ability to translate is characterized by generality derived from a survey of the translator's performance. This system has two main components (Bell, 1991, p. 42). The first is a knowledge base consisting of familiarity with the source and target languages. In terms of syntactic rules, lexicons, semantics, text-generating techniques, knowledge of text types, field expertise, and comparative familiarity with each of the aforementioned. The second is a deduction agent, which aids in text deciphering by reading and comprehending original texts and text encoding by creating target messages. Third, the translator must be communicatively competent in both languages' cultures. "Communicative competence" includes the usage of both language cultures as well as the knowledge and capacity to use the information codes (Bell, 1991, p. 42).

The importance of linguistic competence in translation is emphasized by Radegundis Stolze (quoted in Marta Lesznyak, 2007, pp. 167-194) as well. Lesznyak divides translation proficiency into two categories: "competence to grasp" and "competence to convey." Translation tactics, professional experience, and metacognition, in her opinion, are crucial for understanding and communication. However, this method is ambiguous since it does not define transfer competence and does not identify the required talents or qualities to be competent in translation.

Daniel Gile (1995, p. 20) never uses the phrase "translation competency," instead refers to the following "components of translation expertise": passive hegemony of inactive standard languages;

active supremacy of dynamic common languages; adequate level of global knowledge. Donald C. Kiraly (1995, pp. 100-102) presents a "comprehensive model of translator-competence based on the psycholinguistic model of translation processes." Long-term memory, source text inputs, external sources, the relatively uncontrolled workspace, and the relatively regulated workspace are all included in this paradigm as the sources of background information. Long-term memory contains knowledge regarding the world, including information on the source and target societies, information on how to depict the implications of words, as well as how to represent the fluctuation of significance from one culture to the next, information on the arrangement and construction of words (morphology) and how words are assembled to frame expressions and sentences (punctuation) in the source and target languages, and information on translation. The knowledge on translation implies norms, taught procedures, self-appraisal guidelines, and the possible basis of mistakes and experience. While the translator is reading the text, the linguistic forms, words, expressions, sentences, and sentence groups are handled by the translator as source text data that generate structures or frames put in long-term memory. External data are items such as reference books, word references, equal texts, professionals in the subject, and information bases that are not available in the source text data or long-term memory.

So the three main competences resulting from this coalescent translator competence prototype are the ability to perceive the situational factors associated with translation; linguistic and cultural information regarding both source and target languages; and, finally, the capacity of controlled and unconstrained psycholinguistic cycles to produce sufficient target text (*ibid.*).

Allison Beeby's (1996, pp. 99-106) authoritative translation model addresses four competences of a translator: grammatical, sociolinguistic, discourse, and transfer. Grammatical competence denotes knowledge of linguistic standards, such as word arrangement or sentence structure; sociolinguistic competence denotes the ability to know, understand, and produce the appropriate setting of utilization in two societies; discursive competence denotes connection, consistency, and linguistic linkage to facilitate the comprehensibility of the text. Transfer competence is the linchpin competency that connects all the others. It is the ability to complete the transfer process from the source text to the target text. This means comprehending the source text and re-expressing it in the target language while keeping the translation's function and receptor characteristics in mind.

According to Amparo Hurtado Albir (2010, p. 55), "linguistic competence in two languages; extralinguistic competence; analysis and synthesis; translational competence; professional competence" are basic sub-competences. These five sub-competences, which now serve as the foundation of curricular formation, are classified as subject-exclusive competences (those peculiar to a particular discipline) and conventional competences (those communal to all disciplines). For Albir, the idea of translation competence has many competences in itself, and most models evaluating translation competence under written translation contain numerous components that are made up of the sub-competences that constitute translation competence. These components include language knowledge, extra-linguistic knowledge, transfer competence, documentation competences, and strategic competency.

Basil Hatim and Ian Mason (1997, p. 205) propose a linguistic competency model based on Lyle F. Bachman's approach (1990). While Bachman's model includes three types of knowledge and competences, including "organizational competence, pragmatic competence, and sociolinguistic competence, they identify several competences at each level that interact during the translation process (1997, p. 205).

According to Stuart Campbell (1998, p. 154), a translational model contains three competences: "target language textual competence, disposition, and monitoring competence." According to Campbell's model, translation competence can be divided into separate components that can be used in the design of curriculum and translation education, because students' bilingual competence differ and thus different levels of accomplishment in various translation competence components are achievable.

Albrecht Neubert (2000, p. 6) distinguishes five types of translational competence: linguistic, textual, specialized subject area, cultural, and transfer competence. He also claims that the competences are "interrelated, and that the whole competency is distinguished by its complexity, heterogeneity, approximation, open-endedness, originality, situationality, and historicity" (2000, p. 5). According to Neubert, while linguistic competence is an important condition of translation, and mother tongue knowledge and expertise are crucial, translation students, practitioners, and commissioners undervalue this competence. For Neubert, language and textual knowledge are inextricably linked (2000, p. 7). In addition to linguistic characteristics, he says that translators require discourse knowledge, text type knowledge, and use information unique to their features (2000, p. 8). On transfer competence, he believes that knowing how to translate is not enough; what is necessary is being able to use the knowledge regarding language and text. On cultural competence, Neubert contends (2000, p. 10):

Thus translators cannot but mediate between the culture of the sender and that of the recipient. They are the culture specialists who combine in their mindset elements of both, at least with respect to their knowledge, not necessarily their integration, about what is strikingly, but also less visibly, contrastive (or identical) between source and target cultural patternings.

Transmitting expresses ideas and tactics for transforming source text to the target text. From this vantage point, it is possible to claim that translation competency can never be fully attained and that translators must always expand their knowledge and be innovative. Furthermore, it is necessary for them to pay attention to the constantly changing circumstances of translation and react to these circumstances; otherwise, the intended results will not be obtained. Neubert's stated elements may change depending on demands or competences, but they are inextricably linked to the translation cycle.

Christina Schäffner and Beverly Adab are two other scholars who have addressed the multi-componential feature of translation competence. According to them, while evaluating translation competence and its sub-competences, the term competence is commonly associated with several notions and traits regarded to be crucial for translation assignment, including "knowledge, skills, awareness, and expertise" (2000, p. viii). Thus, the competence serves as an umbrella term for the overall productive ability, which appears to be difficult to quantify. It consists of numerous

components or competences to carry out certain (elaborate) activities that are dependent on information. This know-how is based on an evaluation of numerous aspects impacting the translation work, such as awareness of the communicative context, the objective of the (translation) activity, communication associations, and so on (i.e. knowledge of objects, methods, and goal). The ability to use and apply this knowledge is associated with awareness, which could also be referred to as "conscious decision-making or transfer competence" (Schäffner & Adab, 2000), indicating that Schäffner and Adab believe translation competence is a body of competences including with multiple sub-competences.

PACTE (Process in the Acquisition of Translation Competence and Evaluation), a group at the Universitat Autònoma de Barcelona in Spain that has been operating since 1997 and has worked in areas such as translation competence, translation education, and new technologies in translation research, has developed a model of translation competence through empirical-experimental research (PACTE, 2003). Its main goals are to investigate the acquisition of translation competence in written translation, and to combine the pedagogical requirements for translation education, also known as "translation competence acquisition," and to characterize the certification of a professional translator. In the translation competence research, PACTE applied both qualitative and quantitative methodologies. The translation process was the source of the former methodology, while translation products were the source of the latter. Data from the mental processes and studies included in translation were collected during the translation process to examine the abilities and competences required for translation. The quantitative research methodology, however, involved gathering and analyzing translated materials. The model developed by this group distinguishes between competences, which is the underlying knowledge system, and performance, in the act of translation. As a result, they conclude that "translation competence and bilingual competence are qualitatively separate, with bilingual competence being only one of the numerous components that comprise translation" (ibid.)."

PACTE classifies translation competence under six subcomponents: "communicative competence in two languages; bilingual sub-competence; extra-linguistic sub-competence; professional instrumental sub-competence; psycho-physiological sub-competence; strategic sub-competence; and knowledge about translation sub-competence" (PACTE, 2003, p. 52). According to PACTE, bilingual sub-competence encompasses pragmatic knowledge, sociolinguistic knowledge, textual knowledge, and grammatical-lexical knowledge, and one needs all of them while speaking in two languages.

In contrast to translation's multi-component nature, Anthony Pym identifies two skills: "the capacity to construct a series of more than one feasible target text for a pertinent source text, and the ability to pick just one viable target text from this series, swiftly and with justified confidence" (Pym, 2003, p. 489). Translation competence is defined by Pym as "the capacity to generate more than one valid term for the source material to be translated and to promptly pick only one good translation term among them" (ibid.). As a result, Pym proposes that the abilities of developing words for the source text and swiftly selecting the most relevant one of them are translation-specific, and that this is more distinctive to translation competence than other competences.

Furthermore, Pym contends that the most concise definition of translation competence distinguishes the essence of translation from competences such as language competence and business competence. Although Pym's definition shows the foundation of translation competence, it is not appropriate for curriculum design, translation assessment tools, or psycholinguistic research designs since it does not specify what needs to be created, assessed, or investigated.

Dorothy Kelly (2005) proposes seven domains of translational competency for translation curriculum design. The first competency is to be communicatively and textually proficient in at least two languages and cultures. This necessitates the use of both dynamic and passive talents in the two languages, as well as a comprehension of textuality and discourse in both cultures. "Cultural and intercultural competency" is the second. Culture is defined here as "values, myths, perceptions, beliefs, actions, and textual representations of these" (Kelly, 2005, p. 32). Attention is also paid to cross-cultural communication. The third area of topic is competency, which includes all types of documentation materials as well as terminological research. Kelly's fourth competency, professional and instrumental competence, includes the use of professional and conventional IT instruments for these goals. The fifth component is "attitudinal or psycho-physiological competence, which comprises self-concept, self-confidence, attention/concentration, memory, and initiative" (Kelly, 2005, p. 33). The sixth competency is "interpersonal competence," which means "the capacity to collaborate with other professionals participating in the translation process," and the seventh one is "strategic competence," which refers to "organizational and planning abilities" (ibid.).

As discussed above, different authors have articulated the notion of translation competence, which has emerged in language education research during the last thirty years. Parallel to the goal of producing trained translators for the translation industry, the attempt to improve translation education demanded that the idea of competence be regularly updated. When the scope of the studies and the definitions that were attempted to be developed for translation competence were examined in chronological order, the competence approach, which was initially more language-focused, brought different competence concepts as the years progressed and life conditions and needs changed, leading to the formation of higher competence and sub-competence concepts. Based on the concepts of translation competence given above, it is clear that the essential parts of the translation process are effective in obtaining translation competence. According to the research described above, competence encompasses the notions of competence, ability, and skill, which are split into several levels within itself and continue to develop and increase. Rather than being theorized, the idea of translational competence has been attempted to be described through a descriptive tendency. As previously stated, source and target language dominance in the translation business is no longer the primary basis. Nowadays, the translator's responsibilities extend beyond language competency to cultural, social, ideological, economic, cognitive, and technical considerations. The translator must also be able to control the components. Consequently, theoretical discussions on «translation competence» reveal that translation competence requires the acquisition of linguistic and non-linguistic competences such as cultural,

communicative, technological, interpersonal, professional, strategic and psycho-physiological sub-competences.

2. TRANSLATION COMPETENCE AS A BASIC COMPONENT OF ACADEMIC TRANSLATION EDUCATION

Academic translation education, which began practically simultaneously in Turkey and across the world, aims to provide students with translation competence and its other sub-competences. After James Holmes' 1972 paper "The Name and Nature of Translation Studies," translation education was separated from linguistics and literature as an academic field with the emergence of Translation Studies as an autonomous discipline. Translation studies departments began to sprout up across Europe, and the European Society for Translation Studies (EST) was founded in 1992 (Snell-Hornby & Jurgen, 2013, p. 47). Translation departments were initially established in Turkey in 1983-1984 at Boğaziçi and Hacettepe Universities ("Hacettepe University," n.d.). Although different types of academic studies on how translation education and translator training have been conducted, the fact that translation cannot be taught just by translating is a point of agreement; as Hönl states, "translation cannot be learned by translating" (1992, p. 69). The goal of translation education is to train proficient translators. To effectively conquer the translation process, the translator needs appropriate translation education in order to obtain experience in the subject area, have a greater perspective on the translation process, and internalize the theoretical basis that comes with translation competence.

Translation education aims to provide students with cultural competence, text competence, language competence, critical reading abilities, and critical thinking competences. As extensively discussed above, translation competence is the basic concept and field of research in the field of translation pedagogy and is considered to be the core component of translation education. For instance, according to the translation studies scholar Margret Ammann, the two competences that must be gained through translation education are cultural competence and textual competence, and most academic translation education programs aim to deepen and develop these two competences (2008, p. 67).

Donald C. Kiraly, an American linguist specializing in foreign language teaching and translator training, is another scholar who discusses the issue of translation education requiring cultural, textual, and language competences, stating that "teaching emphasizes the acquisition of interlingual, intercultural, and intertextual associations" (Kiraly, 1995, pp. 110-112).

Curriculum design is another aspect of academic translation education. A link between curriculum planning and academic education is required at all stages of translation education and education, including programs at vocational schools, as characterized by Robert Dockett as "an aspect of competency having significance independent of context and time." It serves as the foundation for educational, training, evaluation, credentials, duties, and occupations" (Dockett, 1994, p. 11).

As the intended outcomes of the programs reveal, cultural competence, text competence, linguistic competence, critical reading, and critical thinking competence must be acquired by

students in vocational schools that try to fit translation education into only four academic semesters.

3. THE ROLE OF LITERATURE AND ENGLISH LITERATURE COURSES IN ACADEMIC TRANSLATION EDUCATION

Because literature is associated with cultural competence, critical reading competence, critical thinking competence, and language competence, our core topic, literature, particularly English literature, provides several benefits in improving these four competences. Although there are several definitions of literature, there is no single absolute one. Lindsay Clandfield defines literature as "stories, poems, and plays, particularly those seen as having artistic merit rather than just amusement" (Clandfield, 2003). According to Brian Parkinson and H. Reid Thomas, literature is creative and inventive written or spoken work that meets specific socially and culturally recognized purposes (Parkinson & Thomas, 2000). According to Bachrudin Mustafa, "the written productions of literature are short stories, novels, poems, dramas, the pictorial-graphical representations of literature are caricatures, drawings, calligraphies, and the audio-visual of literature examples are those presented on TV and Video and those packaged through sound arrangements" (Mustafa, 1994, p. 52).

To summarize, literature is a universal form of expression that appeals to people's emotional, spiritual, and intellectual potentials; develops their critical thinking through asking questions; provides new perspectives through critical reading; and also provides cultural communication through cultural transfer. As such, literary works represents cultures in an array of ways that it instils human understanding, thought, and etiquette.

While Edward T. Hall considers language to be "one of the dominating threads in all civilizations" (Hall, 1981, p. 36), language has an impact on how we think about things in the world, as Zoltan Kövecses (2006, p:85) points out. That is why culture cannot be separated from language. According to Gillian Brown (1990), "every regular use of language has values, presuppositions about the nature of existence and what is good and evil in it" (Brown, 1990, p. 13). Every language bears its own set of social values that are inextricably linked.

While language is used to carry sentiments and concepts from one generation to the next, it is also used to communicate cultures between civilizations which is deemed to be realized by translation. When examined from this perspective, it is evident that translation is extremely important since it allows us to learn about the many cultures that exist throughout the world and allows all mankind to interact. It not only allows for the creation of a link between persons, cultures, and even former eras and the present, but also broadens our perspective on life by allowing us to recognize the cultures of others. Translation has existed for thousands of years because people from diverse backgrounds and speaking different languages must interact and communicate with one another. As Judith Woodsworth (2013,p. 72) states, "translators and their work function as a bridge enabling people having different cultural heritages and thus speaking different languages to understand and respect each other."

Without translation, literature could not have expanded beyond its origins. It is the translation that gives international literature a worldwide identity. According to Judith Woodsworth (2013, p. 72), "literature migrates through translation," which causes originality and the formation of national literature in return. Citizens of other countries who are familiar with various literary works are also familiar with the culture of the country where that literary work originated, because, as previously stated, a literary work carries the cultural characteristics of the country in which it was written and reflects this to other cultures through translation. World literature, according to David Damrosch, is "a field that comprises all literary works that circulate outside their culture of origin, either in translation or in their native languages" (2003, p. 4).

Critical thinking and critical reading are inextricably linked, and reading based on literature is a powerful agent in the formation of critical thinking. A literary reader is continuously using inferences, metaphors, analysis, decoding, and interpretation. The reader detects the patterns in the text, arranges the details within these patterns, and then links them with other texts and recalled events. According to Donald Lazere, "literature is the sole academic area that can come closest to capturing the whole spectrum of mental qualities generally regarded as critical thinking" (1987, p. 3).

Always treating the cultural side of literature from a critical standpoint permits ideology and cultural assumptions to be questioned, examined, and then strengthened, if necessary. Reading cognition involves more than just the reader doing nothing to grasp what is written; it also demands the reader to engage actively. Active involvement means that the literary reader understands the story, argument, characters, and topic of the work being read, which is used as an illustration of the process of mapping concepts that, when applied to critical thinking, comprise the whole brain.

When we read a literary book, as Rand Spiro points out, meaning is not found "in words, phrases, paragraphs, or even all sections evaluated in isolation; what language gives is a skeleton, a template for the development of meaning" (1980, p. 245). It provides patterns, but we ascribe meaning, even meanings, to these patterns as a result of our thoughts and experiences.

As Norma Decker Collins (1993) argues, reading literary texts requires readers to be active and critical because, in the text, being able to infer and question multiple underlying meanings, which Ezra Pound defines as "great literature is simply language charged with meaning to the utmost possible degree" (Pound, 1971), agree or disagree with possible suggestions requires practicing critical thinking competence, which in turn develops critical thinking.

The translator, who is expected to know not only the language but also the culture that surrounds it and convey it to the target reader, must, of course, be aware of the cultural elements that exist at every level of the language, and what matters, as Enrique Bernárdez states, is not whether culture exists in a "particular linguistic element, but to what extent culture is visible and identifiable in any element" (Bernárdez, 2013, p. 333). Literature, which also helps the development of language acquisition, does so by giving relevant and memorable circumstances and by stimulating language acquisition development. It may also be a useful resource for students interested in how members of society express or consider their events.

Literary language has complicated applications, which some claim it urges students to reflect on the standards of language use (Widdowson, 1975). Students become aware of the process of uncovering more generalizable language properties. Literary texts that are rich in meaning and invite the reader to actively participate in explaining the text's unspecified inferences and assumptions improve and contribute significantly to students' ability to form and make deductions about grammar rules and idioms in order to understand what is implied behind the dictionary meanings of the words they read. In other words, students who struggle with the literary text's various obscurities enhance their interpretive abilities. This skill may be applied in different situations where students must interpret based on inferential or nonspecific data. For example, a word in a poem may have a strong metaphoric meaning that extends beyond its established dictionary definition, allowing pupils to develop their own interpretations based on hints in the text. According to Alan Maley and Sandra Moulding, "if carefully selected, poems can open up themes that are common to us regardless of our cultural background and can thus act as a powerful stimulus to the students' own reflective thinking, leading to more mature and fruitful group discussion"(Maley and Sandra, 1985, p. 35).

The use of literature is also an effective tool in teaching languages which is an integral part of translation education. According to Hasan Atmaca and Rıfat Günday, the factors that cause the use of literary texts in foreign language education are their being "authentic and motivating material," activating students' imaginations, having rich elements concerning culture and language, providing enthusiastic attendance of students, developing students' critical thinking competences, assisting in the growth and development of the four fundamental language competences and sub-competences, and supporting t (2017). Füsün Ataseven uses the term authentic material to describe materials used in foreign language classrooms that are "visual or auditory materials, but not for the classroom because they are created to provide communication, knowledge, and a real language concept," and she considers literature as an authentic material (Ataseven, 1988, p. 191). Irma K. Ghosn holds a similar view, stating that "literature is innately authentic and offers authentic input for language acquisition" (Ghosn, 2002, p. 173), and that via literature, learners "get familiar with many diverse linguistic forms, communicative functions, and meanings."

Literary texts, according to Joanne Collie and Stephen Slater, have cultural and linguistic depth, among other qualities, that make them ideal for use in language schools (1987). Making a thorough examination of the text's linguistic style will help students make meaningful assessments and evaluations of the text by using their knowledge of grammar, vocabulary, and discourse, thereby assisting in the development of critical reading and thinking competence as well as increasing the linguistic and cultural abilities required of the students.

While reading a literary book, students must learn about the text's historical, sociological, cultural, and political periods, as well as encounter other subjects such as history, politics, and sociology. The question of how students will learn the methods required to decode the text and make expert critical judgments about the text from a course that is so crucial in a foreign language and translation education. The most appropriate key for this appears to be stylistic analysis

because the only way to comprehend the manner in which the text conveys its meaning is through a close examination of its linguistic features, which improves the student's linguistic competence as well as critical reading and thinking competence. The goal here is to assist students in decoding a text and making skilled critical judgments about the text utilizing the style and stylistic analysis approach. Stylistics is the elaborative examination of linguistic features of a text to arrive at an understanding of how the text's senses are communicated. The elaborative study serves two key purposes: helping learners to create influential interpretations of the text and increasing learners' skills and comprehension of the language.

In a nutshell, literature courses help students acquire and develop linguistic, analytical, critical, and academic competences in general and critical thinking, critical reading, analytical thinking, cultural awareness competences as well as linguistic and textual competence in particular.

4. THE ROLE OF ENGLISH LITERATURE COURSES IN VOCATIONAL SCHOOLS IN TURKEY

According to the Ministry of National Education's website, a profession is a collection of activities, the norms of which are specified by society, based on systematic knowledge and abilities learned via specific education, to generate valuable goods or services for others and earn money in exchange. Vocational education, on the other hand, is the form of education that provides the required knowledge and abilities to train skilled technical workers in all sectors of social life. ("MEB", n.d.)

Vocational education is available in four-semester associate degree programs at vocational schools in higher education. According to the Higher Education Law of the Council of Higher Education (YÖK), a vocational school is a higher education institution that strives to educate competent people for certain vocations, provides two-year education for two or three terms a year, and awards an associate degree. In today's world, when global competitiveness is at its peak, the need to integrate science and technology in every business line without exception has resulted in a workforce that is educated, can use technology, and quickly adapts to developments. To meet such competent human resources, associate degree programs, which began in the United States in the twentieth century, were designed and adopted in most nations in the 1960s (Akpınar, 2003, p. 10). Students at vocational schools receive actual vocational training as well as theoretical knowledge.

The Higher Education Law No. 2547 (YÖK, 2006) of Turkey was formed in 1981, and all higher education institutions were unified under the umbrella of YK, making Vocational Schools higher education institutions. According to the Higher Education Law, vocational schools are higher education institutions that offer four semesters of instruction and seek to prepare semi-skilled workers for certain occupations. Higher education institutions include vocational colleges inside universities and advanced technology institutes. There is a growth in the number of students enrolled in these schools, which plays an essential role in addressing the semi-skilled staff demands of industry and social institutions in the higher education system, as science and production processes advance at a rapid pace. In this environment, it is critical to build an effective

vocational education system to ensure that qualified persons undergoing training have access to vocational and technical equipment.

Applied English Translation programs are four semesters long, in addition to a mandatory preparation curriculum before the first semester. If the student's foreign language level exceeds a certain upper level, he or she may be spared from preparatory courses. To get admitted to this program, you must pass the TYT (Basic Proficiency Test), which is the first component of the YKS (Higher Education Institutions Exam) offered by ÖSYM (T.R. Measurement, Selection and Placement Center). Furthermore, the YDT (Foreign Language Test), a separate test in the subject of foreign language, is not conducted for admission to this degree. Students who finish this program take the DGS (Vertical Transfer Exam), and if they pass, they are eligible to enrol in undergraduate programs. American Culture and Literature, English Language and Literature, English Translation and Interpreting, English Linguistics, and Translation Studies are among the undergraduate programs that can be transferred from the Applied English Translation program via the vertical transfer system.

When the outcomes of Applied English Translation Programs in Turkey are evaluated, it is clear that there are significant discrepancies between them, which is represented in their curriculum. There are disparities in both the program outcomes and the aims. While some colleges strive for sector-specific goals, others strive for advanced academic translation instruction. Some programs have also stressed language acquisition.

When all twenty-one Applied English Translation Programs in Turkey are examined to see if they include an English Literature course, it is discovered that seven of them, Giresun University, Karabük University, Kastamonu University, Zonguldak Bülent Ecevit University, Aydın University, Ufuk University, Gelişim University, and İzmir Kavram Vocational School, include it.

Despite the fact that English Literature is not included in their curriculum, Niğde Ömer Halisdemir University and Avrasya University incorporate English literature in the content of various courses solely conceptually. Ufuk University also incorporates literary elements in the third and fourth semester courses titled "Literature and Translation". These courses deal with English literature both theoretically and critically, and the Applied English Translation program at Ufuk University aims to provide students with cultural competence, critical reading competence, critical thinking competence, and language competence through literature.

As a result, English Literature is taught in nine of Turkey's twenty-one Applied English Translation programs. Giresun University, Karabük University, Kastamonu University, Zonguldak Bülent Ecevit University, Aydın University, Ufuk University, Gelişim University, and İzmir Kavram Vocational School are among the universities that provide English Literature courses in Applied English translation programs.

There are five English Literature courses in the Kastamonu University Applied English Translation Programme curriculum, three in the Giresun University Applied English Translation Programme curriculum, two in the Aydın University Applied English Translation Programme curriculum, and one in the Ufuk University Applied English Translation Programme curriculum,

Karabük University, Zonguldak Bülent Ecevit University, Gelişim University, and İzmir Kavram Vocational School curriculum.

When the outcomes of Applied English Translation Programs in Vocational Schools are analyzed in terms of the intended outcomes they have on their websites it is found out that the main competences these programs aim at attaining are translation and/or interpreting competence, written and oral communication competence, language competence and linguistic competence as well as professional competence. All of these findings indicate that teaching English literature in associate degree translation programs in Turkey is beneficial and necessary in terms of assisting students in developing cultural, critical reading, linguistic, and critical thinking competences, regardless of whether they intend to work as translators or in other fields after graduation.

CONCLUSION

As these studies show, the goals of Applied English Translation programs are not uniform, which would naturally alter the curriculum. Given all of these goals, it will be advantageous and anticipated to include literary courses that demand and develop all four components in the curriculum.

The analyses have shown that English literature courses which aim to develop the competences and sub-competences are very crucial components of the curricula of Applied Translation programs whether the graduate

(i) practices the translation profession,

(ii) practices a non-translational profession which requires linguistic, cultural, or communicative competences,

(iii) takes the Vertical Transfer Exam to pursue further academic education in a language or culture-related discipline.

The reason is that all these academic and professional objectives require the acquisition of the common competences and (sub-)competences intended by translation competence training, English literature courses, and intended outcomes of the curricula of Applied English Translation Programs. In a nutshell, English literature courses are in line with the basic requirements of translation competence acquisition and program outcomes of Applied English Translation Programs which proves them useful and important as a component of translation education provided by these programs.

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