098. Developing an Interpreting Competence Scale (ICS) and evaluating the interpreting competence of prospective interpreters and professionals in Turkey

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Abstract

Even though the translation activity is as old as humankind's history, academic translation teaching started towards the end of the 20th century. The demand for interpreting has also increased with international relations, migration, asylum, and two world wars. The need to train interpreters has emerged in this field, similar to written translation. Accordingly, what kind of knowledge, behavior, skills, and perspectives must be gained by individuals who want to be interpreters has been researched by translation scholars. The concept of interpreting competence has also emerged in interpreting studies. Different studies regarding this concept have been performed, and an attempt has been made to create interpreting competence models, especially by the German scholars. This study basically intends to develop an interpreting competence scale by investigating the opinions of prospective interpreters and professionals regarding interpreting competence. Accordingly, a literature review was carried out in this area, and the developed interpreting competence scale was implemented. Through this developed scale, the situation of the interpreting market in Turkey in terms of the professionals and prospective students who have interpreting training at different universities were compared. In the study, it was concluded that the scale is valid and reliable (having four sub-dimensional and 22 items). In interpreting, a significant difference is available in favor of male participants in linguistic-cultural competence, and besides, the effect is positive. In addition, there is a significant difference in favor of those desiring to work in the interpreting market in the interpreting process management. Furthermore, it can be said that there is a significant difference in favor of participants considering interpreting their primary profession in interpreting process management. A significant difference is present in favor of those living in a country where a foreign language they know has been spoken for more than three months, and the effect can be positive-medium. For correlation values, participants' interpreting competence has a low significant relationship with sex and the status of living in a foreign country. In contrast, the relationship between age and students' grades can be either medium or positive. The study also found out a high and positive significant relationship between the desire to work in the interpreting market and considering interpreting the primary profession. Finally, those who want to specialize in interpreting must have a high level of dedication to the profession because interpreting is a practice-based process requiring intensive effort in a cognitive, intellectual, and affective sense.

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Sözlü Çeviri Edinci Ölçeğinin Geliştirilmesi (SÖZÇE) ve katılımcıların sözlü çeviri edincine ilişkin görüşleri

Öz

Çeviri olgusu insanlık tarihi kadar eski olmasına rağmen, akademik düzeyde çeviri öğretimi 20. yüzyılın sonlarına doğru başlayabilmiştir. Uluslararası ilişkiler, göç, iltica ve yaşanan iki dünya savaşı ile birlikte sözlü çeviri talebi de artmıştır. Yazılı çeviriye benzer bu alanda da sözlü çevirmen yetiştirme ihtiyacı ortaya çıkmıştır. Buna göre sözlü çevirmen olmak isteyen bireylere ne tür bilgi, davranış, beceri ve bakış açıları kazandırılması gerektiği çeviribilimciler tarafından araştırılmıştır. Sözlü çeviri edinci kavramı, sözlü çeviri çalışmalarında da ortaya çıkmıştır. Bu kavramla ilgili farklı incelemeler yütülmüş ve bilhassa Alman araştırmacılar tarafından sözlü çeviri edinci modelleri üretilmeye çalışılmıştır. Bu çalışmada, sözlü çevirmen adaylarının ve profesyonel sözlü çevirmenlerin sözlü çeviri edincine dair görüşleri araştırılarak bir sözlü çeviri edinci ölçeği geliştirilmesi amaçlanmaktadır. Buradan hareketle söz konusu alanda literatür taraması gerçekleştirilmiş ve geliştirdiğimiz sözlü çeviri edinci ölçeği uygulanmıştır. Geliştirilen bu ölçek ile, farklı üniversitelerde sözlü çeviri eğitimi alan aday öğrenciler ve profesyoneller açısından Türkiye sözlü çeviri piyasasının durumu karşılaştırılmıştır. Araştırmada ölçeğin geçerli ve güvenilir olduğu (dört alt boyutlu ve 22 maddeden oluşan) sonucuna varılmıştır. Çeviride, dilsel-kültürel edinç açısından erkek katılımcılar lehine anlamlı bir farklılık bulunmuştur ve pozitif bir etki vardır. Ayrıca sözlü çeviri süreci yönetiminde sözlü çeviri piyasasında çalışmak isteyenler lehine anlamlı bir farklılık tespit edilmiştir. Ayrıca sözlü çeviri süreci yönetiminde asıl mesleği olarak çevirmenliği düşünen katılımcılar lehine anlamlı bir farklılık olduğu söylenebilir.Bildikleri bir yabancı dilin üç aydan fazla konuşulduğu bir ülkede yaşayanlar lehine anlamlı bir farklılık bulgulanmış olup etki pozitif orta düzeyde olabilir. Korelasyon değerleri açısından, katılımcıların sahip olduğu sözlü çeviri edinci, cinsiyet ve yabancı bir ülkede yaşama durumu ile düşük düzeyde anlamlı bir ilişkiye sahiptir. Buna karşın, yaş ile öğrencilerin notları arasındaki ilişki orta veya pozitif olabilir. Bununla beraber sözlü çeviri piyasasında çalışma isteği ile asıl meslek olarak sözlü çeviri yapmayı düşünme arasında yüksek ve pozitif yönde anlamlı bir ilişki olduğu ortaya çıkmıştır. Son olarak, sözlü çeviri konusunda uzmanlaşmak isteyenlerin mesleğe bağlılıklarının yüksek olması şarttır. Zira sözlü çeviri bilişsel, düşünsel ve duyuşsal anlamda yoğun çaba isteyen, uygulamaya dayalı bir süreçtir.

Anahtar kelimeler: Ölçek geliştirme, sözlü çeviri edinci ölçeği, sözlü çevirmen edinci, sözlü çevirmen edinci modelleri

Introduction

Academic translation teaching started to develop only at the end of the twentieth century. Since then, the changing world and rapidly developing technologies within a short period have led to innovations in both translation and interpreting. The scientific developments arrived late in translation because this activity gained its disciplinary status with a seminal paper by James Holmes only in 1972. Before 1972, the translation phenomenon was approached only as a process under applied linguistics and was used for language learning purposes. Since the 1970s, together with the developments turning translation into a discipline, it was found that the definition of translation as a purely linguistic transfer was no

longer sufficient to explain the concept in question. Since then, translation studies have witnessed paradigm shifts as an academic discipline At this point, the following question can be asked: "What are these so-called paradigms of translation studies?"

For example, new approaches such as functional translation theories can be paradigms of translation studies, which contribute to the cultural aspect of the translation phenomenon and focus on the fact that translation activity must be defined not only as a linguistic transfer but also as a cultural transfer. With the contributions of translation scholars such as Zohar and Gideon Toury and representatives of Manipulation School such as Lefevere and Bassnet, research on the cultural aspects of translation also increased remarkably, paving the way for the occurrence of pragmatic, social, cognitive, and technological turns within the discipline. Nevertheless, most of the translation theories and approaches under these turns have been developed only in the context of written translation.

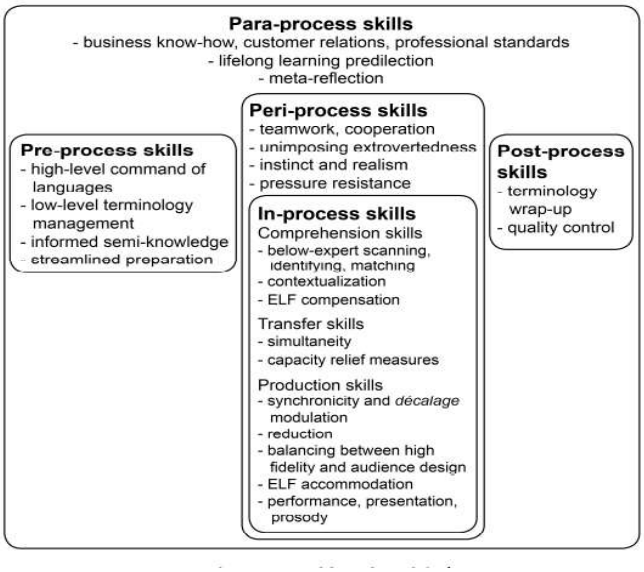
Especially in terms of written translation, many translation competence models have been created by translation scholars or by the translation research groups such as PACTE, Transcomp, and EMT in different periods. PACTE, for instance, divided translation competence into the following sub-competences: bilingual sub-competence, extra-linguistic sub-competence, strategic sub-competence, instrumental sub-competence, and knowledge about translation sub-competence and psychophysiological components (see PACTE Group, 2015).

Unlike these models primarily developed for the translator competence though they seem to include interpreters as well, the construct of competence is approached less importantly in interpreting studies. Instead, most scholars tend to refer to abilities and skills as a result of cognitive approaches to the study of interpreting processes. There are, however, some models regarding interpreting competence.[3] German-speaking countries generally develop interpreting competence models. For instance, Pöchhacker (2000) explains skills for interpreting processes as language and cultural skills, translational skills, and subject-matter knowledge in a multidimensional model together with linguistic transfer competence as a fundamental element that must be complemented by cultural competence and interaction management skills (see Pöchacker, 2015: 70). From these explanations, it can be inferred that there is no consensus regarding interpreting models. However, some models can be summarized as follows:

Based on his experience as a simultaneous interpreter and an instructor, Daniel Gile (1995), for instance, investigated interpreting practice through interpreting effort models, including the listening and analysis effort, the production effort, and the memory effort. These components have effortful nature, which is why they are called efforts. They include deliberate action requiring decisions and resources.

Similarly, according to Albl-Mikasa (2012, p. 60), Kalina (2006) has divided the overall interpreting process into pre, peri, in, and post-process dimensions that structure and model the process-oriented skills of interpreters. These process dimensions can be modeled as interpreter competence in the following figure:

[3] The concept can be defined as: “apart from the purely linguistic aspect, interpreting competence is the ability to perform in a communication situation where people (speakers, text producers) produce texts based on their knowledge, their intentions and assumptions about those to whom the text is addressed, and other people (recipients, addressees) to whom texts are addressed and whose goal is to comprehend a given text based on their knowledge, interests and assumptions about the producer of the text” (Kalina: 2000, p. 5).



(see Albl-Mikasa, 2012: 63).

The research is based on developing an interpreting competence scale. Interpreting competence can be defined in many respects, and an evaluation can be carried out to produce solutions. In addition, the opinions of prospective interpreters and professionals related with the acquisition of interpreting competence were discussed based on the developed scale. In this framework, the research questions are as follows:

1. Is the" Interpreting Competence Scale (ICS) "a valid and reliable measurement tool to disclose the interpreting competence of interpreting students and professionals?

2. Is there a significant difference in the opinions of interpreting students and professionals about interpreting competence based on variables such as sex, age, desire to work in the interpreting market, considering interpreting 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 interpreting competence of prospective interpreters and professionals on the basis of their sex, age, desire to work in the interpreting market, considering interpreting a profession or an additional job, and living in a country where the foreign language they know is spoken?

2. Method[4]

2.1. The Research Model

In the research, the panorama of the interpreting students and professionals' opinions about the acquisition of interpreting competence was shown. Besides, the survey method through a descriptive structure was used in the study. The survey method points out the structure of objects, societies, institutions, and the functioning of events (Cohen, Manion, and Morrison, 2007, p. 207). The type of

[4] The ethics approval was obtained from the ethical committee of Bartin University for the study.

survey in which the data collection process is carried out at a time is called a cross-sectional survey (Fraenkel, Wallen, & Hyun, 2011, p. 394). The status of participants in a moment for interpreting competence; that is to say, the characteristics of a cross-section over time through a cross-sectional survey were defined.

2.2. The Population and the Sample

A population can be defined as a group where the obtained results will be valid and interpreted through analyzing data to be collected within the research (Büyüköztürk, Kılıç Çakmak, Akgün, Karadeniz, & Demirel, 2009, p. 79). The population of this research includes interpreting students studying at higher education institutions in Turkey and professional interpreters who work in this field. A sample from the population was determined in terms of the research. The maximum variation sampling method in purposive sampling was implemented so as to determine the sample. Büyüköztürk et al. (2009, p. 89) claim that determining different homogeneous situations regarding the examined problem and researching these situations define maximum variation sampling. Within the research, the sample where the data will be collected via utilizing quantitative data collection tools was formed in a way including interpreting students studying at higher education institutions, professionals in public or private institutions, freelancers in the field of interpreting, and those voluntarily accepting to take part in the research. Therefore, variation was ensured, including prospective interpreters having a formal education at different higher education institutions and professionals in the sampling. This sample group differs from the working group at the scale development stage. The working group at the stage of developing the scale is explained in the findings.

Of the 351 participants, the opinions of participants were asked after the scale development study, 273 (77.8%) consisted of females, and 78 (22.2%) consisted of males. Of these, 105 (29.9%) are between 18-20, 174 (49.6%) are between 21-25, 25 (7.1%) are between 26-30, 21 (6%) are between 31-35, 9 of them (2.6%) are between 36-40, 5 (1.4%) are between 41-45, 12 (3.4%) are between 46 and above. Of the participants, 342 (97.4%) currently study at higher education institutions, and 9 (2.6%) are graduates and actively involved in interpreting settings. All participants are students of the Translation and Interpreting Departments. Of the students currently studying at a higher education institution, 152 (44.4%) are in the first grade, while 69 (20.2%) are in the second grade, 71 (20.8%) are in the third grade, and 45 (13.2%) are in the fourth grade, and 5 (1.5%) are postgraduates and doctoral students. 298 (87.1%) of the students said they desired to work in the interpreting market when they graduated, while 44 (12.9%) asserted that they did not want to work in the interpreting market. Nine participants engaged in interpreting also claimed they wanted to continue working in the interpreting market. 249 (70.9%) of the participants regard the interpreting profession as their main profession in their professional life," whereas 102 (29.1%) participants consider it an additional job. Student participants study at different higher education institutions in Turkey, including private and public universities. All participants stated that they know the English language at a reasonable level. Even though 276 (78.6%) of the participants have not been in an English-speaking country for more than three months, 75 (21.4%) have lived in an English-speaking country for more than three months.

2.3. Quantitative Data Collection Tools and Implementation

A personal information form and an interpreting competence scale were applied in order to collect quantitative data according to the research purposes. Also, the researchers developed these data collection tools based on scientific research guidelines. As soon as the necessary official permissions

were obtained, participants were reached and the scale was applied in the fall semester of 2021. All data collection tools were prepared as a draft based on a holistic approach and developed by taking an opinion from a group of experts at each stage and by conducting relevant practices and statistical analyses. During the development and implementation of the research data collection tools, support was also received from eight academicians who work in translation studies, two experts working in the sector, and from 12 people who are students. In the research, a scale development study was performed so as to collect quantitative data first, and then quantitative data were collected via a personal information form and a developed scale. Explanations about the data collection tools have been mentioned in the relevant section.

2.3.1. Personal Information Form

According to the research purpose, a personal information form was prepared by obtaining experts' opinions, and this form was implemented through the developed scale. In the form, questions as to the participants' sex, age, their department, grade levels, if they know the English language proficiently, if students desire to work in the interpreting market, if they consider translation a profession or an additional job, if they live in a country where the English language is spoken for more than three months were asked.

2.3.2. Interpreting Competence Scale

The Interpreting Competence Scale developed by the researchers was used to collect the quantitative data. This scale aims to determine the participants' opinions regarding the interpreting competence and the current situation. The scale development process is defined as forming the set of stimuli stimulating the relevant characteristic of the individual whose measurement is targeted and as the appropriate reaction/thought categories to these stimuli (Erkuş, 2014). The findings explain the stages of the scale development process in detail. The scale developed in the Likert type is four-dimensional, consisting of 22 items.

The researchers[5] received permission from the Ethics Committee and Institution to apply data collection tools, and they also asked for voluntary participation approval from the participants. The data collection process was realized online during the fall semester of 2021. The personal information form and interpreting competence scale (ICS) were implemented on 351 undergraduate students studying at higher education institutions and professionals or freelancers working in public or private institutions within the field of interpreting. Then, the data were subjected to analysis.

2.4. Analysis of Quantitative Data

The analysis of the quantitative data of the research was performed in two stages. The first stage is based on the data analysis for developing the scale, and detailed explanations regarding this process are made in the findings. The second stage includes analyzing the obtained data through the application after developing the Interpreting Competence Scale (ICS). At this stage, the SPSS 21.0 program was employed..

[5] On the same sample and based on the same methodology, the researchers also developed a translation competence scale in their previous research, published in 2022 (see Ünal and Çoban Odacıoğlu, 2022). In this study (2023), they, however, focused on developing an interpreting competence scale.

The Kolmogorov-Smirnov test determined if the research data have a normal distribution. It was found out that there was a normal distribution (Kolmogorov-Smirnov Sig. 0.031; Shapiro-Wilk Sig. 0.015; $p < 0.05$). Because the scale does not have a normal distribution, the Mann Whitney-U test in two-category independent variables, Kruskal Wallis H-Test in three or more categories, and Spearman Rank Difference test were implemented. As a result of a significant difference after comparisons, the source of the difference was determined via the Mann-Whitney U-Test and the Bonferroni correction.

Besides statistical significance, the effect size was also calculated in comparison. Eta squared (η^2) and r values were calculated so as to determine the effect size. The eta squared (η^2) values were calculated by determining the effect of independent variables on each dependent variable in the Kruskal-Wallis H-Test. While interpreting eta squared values, $\eta^2 = 0.1$ is reported as small, $\eta^2 = 0.6$ as medium, and $\eta^2 = 0.14$ as high effect size (Green & Salkind, 2005).). The effect sizes of the correlation coefficients (r) were determined using the Mann-Whitney-U test. In its interpretation, the negligible relationship has been stated. 01 and. 09 while the low relationship has been stated between. 10 and. 29. The medium relationship has been stated between. 30 and. 49 while a strong relationship has been stated between. 50 and. 69. A strong relationship has been stated. 69 and. 70 (Green ve Salkind, 2005).

Findings

1. Findings of the Model of Interpreting Competence Scale

The findings regarding the answer to the first sub-problem of the research, "Is the Interpreting Competence Scale (ICS) a valid and reliable measurement tool to determine the interpreting competence of interpreting students?" are illustrated in detail below.

Literature review and creating an item pool

Apart from the previous theses and research on this subject, a literature review was performed, especially for interpreting competence. No standardized scale is present in the literature regarding the subject; developing an original scale was decided initially. An item pool has been formed by considering the literature on interpreting competence. In the item pool of the draft scale formed by taking experts' opinions, 38 items were included first. After the experts' opinions, two more items were added. The language expert revised the 40-item draft scale, and it has been made available in terms of a pilot study. The Interpreting Competence Scale, which was prepared in Likert type, was graded as "Strongly agree (5), Agree (4), Slightly agree (3), Disagree (2), Strongly disagree (1)". Due to pandemic conditions, the scale was implemented on all participants online, and validity and reliability analyses were also implemented.

1.2. Pilot Study and working group

For the comprehensibility of the items in the draft scale in terms of the participants, an implementation has been realized. The opinions of eight participants excluded in the sample regarding the intelligibility of the items were asked, and it was determined in this way whether any concepts were not explicitly understood. The final version of the draft scale was applied to 35 students not included in the sample group through the pilot study. The alpha coefficient is largely used so as 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 as 0.938. t was preferred to use the maximum variation sampling method within purposive sampling to create the working group to implement the scale developed within the

scope of the research. The total number of participants was 389, of which 300 (77.1%) were female and 89 (22.9%) were male. All participants are undergraduate students in Turkey's translation and interpreting departments of three higher education institutions.

1.3. Validity and reliability analyses of the Interpreting Competence Scale

The data set was examined before the analysis in the collected data in order to develop the Interpreting Competence Scale. The data set used in scale development should be examined under missing data, single and multiple normalities, sample, size, outlier observations, multicollinearity problem, and residual value criteria. Its suitability must be decided in terms of the analysis (Tabachnick & Fidell, 2012). In the study, the data set used to develop the scale was investigated, and it was found out that there was no missing data. Three extreme values were determined and removed from the data set in the study. The normality analysis was performed again on 386 participants, and it was seen that the normal distribution was ensured (Kolmogorov-Smirnov Sig. 0.200; Shapiro-Wilk Sig. 0.237; $p > 0.05$).

Although there are various opinions regarding the sample size, a sample size of over 300 is considered sufficient in terms of exploratory and confirmatory factor analysis (Comrey & Lee, 1992; Worthhington & Whitaker, 2006; Tabachnick & Fidell, 2012). Worthhington and Whitaker (2006) assertthat it will not be a problem to perform an analysis on the same sample. In this framework, 40 items were included in the draft scale, and a draft scale was implemented on 386 participants in the study. In the examination of multicollinearity, the correlations between the variables were scrutinized, and it was found out that the correlation values were not too 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 examined (Hair, Black, Babin Anderson, & Tatham, 2010). It was seen that no multicollinearity problem is available in the examined data set. In determining the outlier observations, the Mahalanobis distance value was checked. In terms of the effect status of the residual observations, the standardized dfbeta and the standard rate of change values were examined. Following these studies, it was decided to exclude three common observations from the data set, and exploratory factor analysis (EFA) and confirmatory factor analysis (CFA) were applied to the remaining 386 data.

1.4. Exploratory factor analysis (AFA)

During the development of interpreting competence, exploratory factor analysis was implemented primarily through the SPSS 21.0 program. The sample size and the strength of the relationship between the items should be considered in order to understand if the data set is suitable for factor analysis. or 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 ranging between 0 (zero) and 1 (one) is suggested to be a minimum of 0.60. The item-total correlation value in terms of the relationship strength between items must be greater than 0.30 (Tabachnick & Fidell, 2012). The KMO value of the Interpreting Competence Scale is 0.926 and the Barlett test value is $X^2 = 3660.790$ (sd: 231, $p = 0.000 < 0.01$). These values indicate that the sample is sufficient, and it was determined that it is suitable for the factor analysis (see. (See Table 1).

In the first analysi performed to determine the factor structure, it was found out that the scale did not have a one-dimensional structure. Factor analysis has been carried out through principal components

analysis, 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 having an eigenvalue greater than 1 (Kaiser criterion). In the analysis, it was observed six components with an eigenvalue greater than one on the scale and four large 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). Based on the results obtained from the Horn parallel analysis through the Monte Carlo PCA program, the number of factors (components) was found to be four when comparing the eigenvalues. As a result of the analysis carried out to determine the scale factor (component) structure, it was determined that the scale consists of four factors. Categorizing the scale items prepared by considering the language, culture, thinking, listening, affective skills, interpreting process, and general culture dimensions of the translator into four factors is also consistent with predicting the dimensions at the beginning of the study. In naming the factors, the factor loading value of the items loaded into the factor and the semantic structure of these items were investigated. Accordingly, the named factors are called "Linguistic-Cultural Competence", "Interpreting Process Managemen", "Thinking Skill," and "Affective Skills." After determining the scale's four-factor structure, rotation was implemented for factor clustering simultaneously. The four-factor structure obtained owing to factor rotation through Varimax, one of the orthogonal approaches, explains the total variance ratio, **58.392**%. It is suggested that the total explanation variance should be more than 50% (Thompson, 2004). The first (Linguistic-Cultural Dimension) of the factors emerging in the scale, which can be used as one-dimensional and four-dimensional, accounts for 15.425% of the variance. In comparison, the second (Interpreting Process Management Dimension) accounts for 14.734%. The third (Thinking Skills) accounts for 14.454%, while the fourth (Affective Skills Dimension) accounts for 13,780%.

The factor loading for each item in the scale ranges from 0.757 to 0.521. In the study, items having a factor loading below 0.50 were excluded in the scale. By staying under a factor, the factor loading value should be above a specific value so that the item measuring a particular structure can remain on the scale. It is considered good to have factor loading values of 0.45 and above, whereas it is stated as acceptable for factor loading of a small number of items to decrease by 0.30 (Field, 2005; Ho, 2006; Harrington, 2009; DeVellis, 2012). The factor loadings, the proportional common variance value, and the item-total correlations of the scale are presented in Table 1.

Table 1: Factor loadings of the scale, proportional common factor variance value, and item-total correlations

The name of sub-dimension	Draft scale no	Final scale no	Items	*Factor 1	*Factor 2	*Factor 3	*Factor 4	**Item total r	Factor variance
Linguistic-Cultural Competence	20	1	I can analyze discourse in both languages by considering differences in perception and expression according to sociocultural differences.	.726				.595	.656
	21	2	I know current issues and the development processes of these issues, and the perspectives of countries, individuals, and organizations.	.700				.548	.583
	23	3	I can do a functional translation considering the cultural differences of both languages (especially one's in-jokes, proverbs, and idioms).	.687				.597	.594
	24	4	I can put the theoretical knowledge I have into practice.	.654				.491	.510
	25	5	I can evaluate extra-linguistic communication elements, take notes, and use a dictionary.	.618				.597	.577
	26	6	I have a good command of working languages and their grammatical structures, idioms, pronunciation, and concepts.	.549				.528	.426
Interpreting Process Management	32	7	I support my colleague if there are problems translating terms, numeric data, and other similar matters.		.757			.505	.632
	33	8	I review my habits in translation, word choices, correct pronunciation, and similar matters, and improve myself regarding the points that I see lacking.		.735			.548	.644
	36	9	I do not refrain from taking responsibility for my translation and my decisions.		.669			.485	.580
	34	10	I position myself well in the translation process.		.639			.517	.550
	37	11	I set my priorities in the interpreting process and use my time efficiently.		.572			.646	.565
	39	12	After the interpreting process, I repeat and internalize the terms I note down.		.521			.557	.475
Thinking Skills	7	13	I can offer different suggestions for a solution to a problem.			.744		.621	.664
	4	14	I can synthesize by thinking in multidimensional ways.			.743		.662	.703
	3	15	I think I have a strong memory.			.661		.590	.553

	1	16	I can react by thinking fast.			.660	.623	.588
	12	17	My intuition is quite strong.			.538	.539	.445
Affective Skills	38	18	I can keep calm when I have a problem caused by the speed of the speaker's speech.			.757	.563	.651
	5	19	I can focus and remain undistracted despite internal and external obstacles.			.749	.575	.744
	22	20	I can manage my emotions when I receive negative criticism.			.704	.481	.569
	35	21	I can withstand the pressure and block it when necessary.			.682	.528	.555
	8	22	I can listen to different things simultaneously with both ears; I can fully understand what I hear in my native language and all my active or passive foreign languages.			.619	.561	.584
			Eigenvalue	8.349	1.964	1.372	1.161	
			Factor Description Variance	15.425	14.734	14.454	13.780	
			Total Exploratory Variance	58.392				

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

As a result of exploratory factor analysis, the sub-dimensions of the interpreting competence scale were determined as Linguistic-Cultural Competence, Interpreting Process Management, Thinking Skills, and Affective Skills. The scale consists of 6 items in the Linguistic-Cultural Competence dimension (items 20, 21, 23, 24, 25, and 26), six items in the Interpreting Process Management dimension (items 32, 33, 34, 36, 37, and 39), five items in Thinking Skills dimension (items 1, 3, 4, 7 and 12), five items in Affective Skills dimension (items 5, 8, 22, 35 and 38), the total number of which are 22 items. Correlation analysis was implemented to determine the direction and strength of the relationship between the sub-dimensions of the scale. The correlation coefficient can range from -1 to +1. The proximity of the correlation value to -1 indicates a negative relationship, whereas the proximity to +1 shows a positive relationship. The correlation results of the sub-dimensions of the Interpreting Competence Scale between themselves are given in Table 2.

Table 2: Correlations of the sub-dimensions of the Interpreting Competence Scale

The sub-dimension	Linguistic-Cultural Competence	Interpreting Process Management	Thinking Skills	Affective Skills
Linguistic-Cultural Competence	1	.631*	.607*	.464*
Interpreting Process Management		1	.592*	.473*
Thinking Skills			1	.587*
Affective Skills				1

*p

Based on the results of the correlation analysis between the dimensions of the scale given in Table 2, it is clear that a high level of a positive relationship is present between all dimensions. The highest level of relationship is between the Linguistic-Cultural Competence and Interpreting Process Management (r = 0.631) dimensions. It is stated that the correlation coefficient between sub-dimensions in a scale should also be considered for the multicollinearity problem, and the obtained correlation coefficient should not be 0.90 or higher (Field, 2009). It is also observed that the correlation between the sub-dimensions of the scale ranges between 0.464 and 0.631 and that there is no multicollinearity in terms of the scale.

1.5. Criterion-Related Validity and Internal Consistency Analyzes of Interpreting Competence Scale

Because no equivalent scale is available for the validity of the Interpreting Competence Scale, only test-retest and equivalent split half-correlation analyses were performed. The test-retest was applied to 31 students studying in translation and interpreting undergraduate program of a higher education institution, excluded in the sample, throughout the scale development process, at four-week intervals. The scale items were divided into two halves for the equivalent split-half correlation analysis through the odd and even-numbered question technique, and correlation analysis was implemented. A high level of positive correlation was available (r = 0.810) with test-retest. However, a high positive correlation (r = 0.799) with equal split-half correlations for the interpreting competence scale (ICS). alpha coefficient was calculated in terms of the reliability of Interpreting Competence (ICS). The reliability of the scale was found to be 0.826 in the six items Linguistic-Cultural Competence dimension, 0.820 in the 6-item Interpreting Process Management dimension, to be 0.827 in the 5-item Thinking Skills dimension, to be 0.822 in the 5-item Affective Skills dimension: and to be 0.822 in the 22-item scale and to be 0.918 in the total. On the basis of the results of the validity and reliability analysis of the scale, criterion-related validity was ensured, and the internal consistency was high.

1.6. Confirmatory factor analysis (DFA)

The implicit structure of the Interpreting Competence Scale, revealed by exploratory factor analysis, was scrutinized by utilizing confirmatory factor analysis, and structural equation modeling fit was also investigated. The AMOS 23.0 program was implemented in terms of confirmatory factor analysis. In this study, in which Structural Equation Modeling is used, the relationships between structure and structures for interpreting competence that cannot be measured directly are tried to be described. Structural Equation Modelling can be carried out in order to describe hypothetical or significant information regarding a phenomenon studied via a model (Raykov & Marcoulides, 2006; Çelik & Yılmaz, 2016, p. 7). The application steps of the Structural Equation Modelling are: Developing a theoretical model, drawing the path diagram showing the causal relationships in terms of the developed theoretical model, separating the structural and measurement model using the path diagram, obtaining the predictions for the proposed model, evaluating the suitability of the structural model and the model, and making an interpretation on the results (Byrne, 2010).

Considering the structure determined by the explanatory factor analysis of the Interpreting Competence Scale, a model was drawn in the path diagram, and the operations of separating the measurement model were performed. The Maximum Likelihood Method was used the most to obtain estimates related to the model. The Interpreting Competence Scale model, which consists of four factors and 22 items, found that it fits well without any modification process. Analysis of the confirmatory factor of the scale in the connection diagram standard coefficients is given in Figure 1.

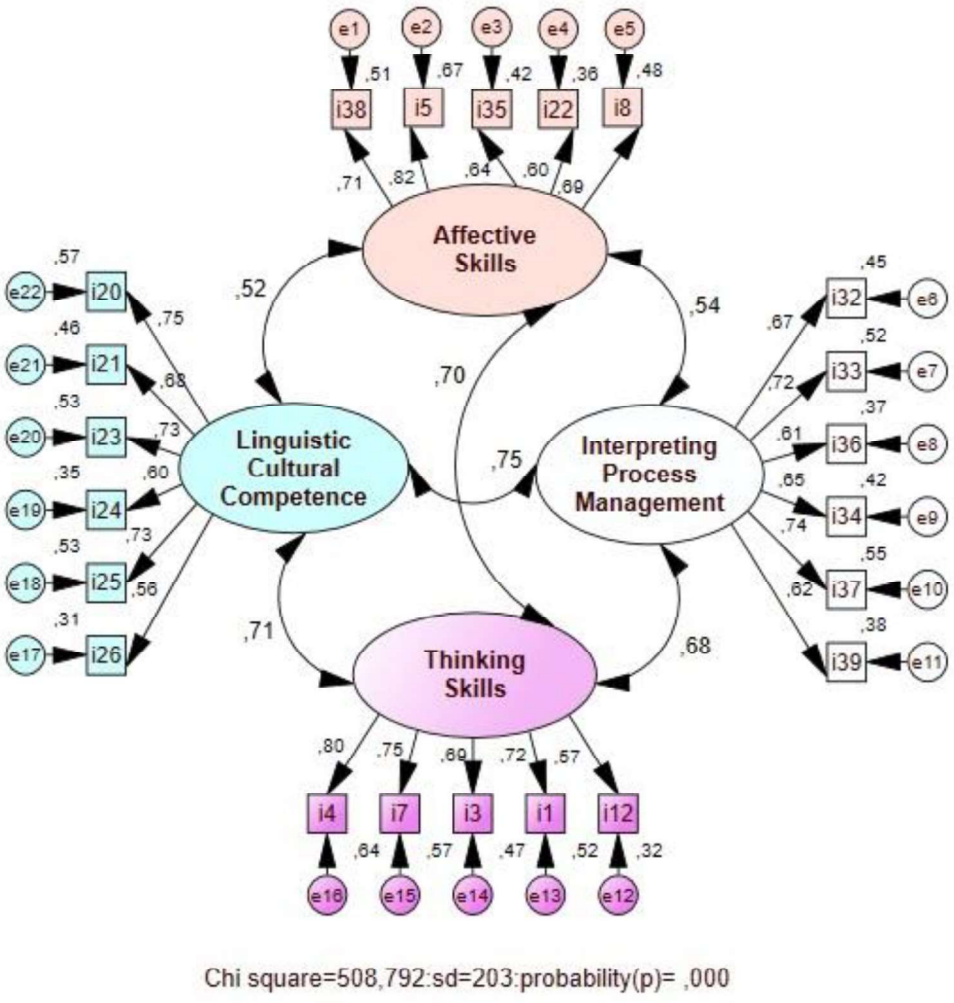


Figure 1: Confirmatory factor analysis connection diagram of the scale

In structural equation modeling, how well the determined models describe the data is determined via the fit indices. No consensus is available in the literature on which fit indices will be used, Kline (2016) suggested reporting the RMSA, x^2 value, CFI, and SRMR value. Nevertheless, it was expressed that more than one compliance index must be used as much as possible (Cabrera-Nyguyen, 2010: Hair, Black, Babin, Anderson, & Tatham, 2010; Brown, 2015; Kline, 2016; Tabachnick & Fidell, 2012). The interpretation is made about the model obtained by confirmatory factor analysis considering the fit indices and acceptable range values. In this study, considering the interval values that are 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 Interpreting Competence Scale and their comparisons are available in Table 3.

Table 3: Scale model fit indices and comparison

Fit indices	Scale value	Goodness of fit	Acceptable fit	Goodness of fit	Acceptable fit
χ^2/sd(CMIN)	2.506	$0 \leq \chi^2/sd \leq 2$	$0 \leq \chi^2/sd \leq 5$		+
p-value	.000	$0.05 \leq p \leq 1.00$	$0.01 \leq p \leq 0.05$	+	
SRMR	.0537	$0 \leq SRMR \leq 0.05$	$0.05 \leq SRMR \leq 0.08$		+
RMSEA	0.063	$0 \leq RMSEA \leq 0.05$	$0.08 < RMSEA < 0.10$		+
CFI	.915	$0.97 \leq CFI \leq 1.00$	$0.90 \leq CFI \leq 1.00$		+
TLI	.903	$0.95 \leq TLI \leq 1.00$	$0.90 \leq TLI \leq 1.00$		+
IFI	.915	$0.95 \leq IFI \leq 1.00$	$0.90 \leq GFI \leq 0.95$		+
AGFI	.863	$0.90 \leq AGFI \leq 1.00$	$0.85 \leq AGFI \leq 0.90$		+
AIC/CAIC/BIC/ECVI	Small	The compared model value should be less than the independent and saturated model.		+	

It is seen that the model has significant, good, and acceptable values when comparing the adaptation indices with the data obtained from the confirmatory factor analysis results of the Interpreting Competence Scale (ICS) given in Table 3 (χ^2 =508,792; sd=203; p=,000; χ^2/sd=2,506; SRMR= ,0537; RMSEA=,0.063; CFI= ,915; TLI= ,903; IFI= ,915; AGFI= ,863). These results indicate that the Interpreting Competence Scale (ICS) has a good structure.

Based on the confirmatory factor analysis results of the Interpreting Competence Scale (ICS), structure, item, standardized factor loading, and R^2 values ar eavailable in Table 4.

Table 4: Factor loading of the model of the scale and results of R^2

Structure	Item*	Standardized factor loading	R^2
Linguistic-Cultural Competence	i20	.754	.569
	i21	.678	.459
	i23	.729	.531
	i24	.596	.355
	i25	.725	.526
	i26	.557	.310
Interpreting Process Management	i32	.668	.446
	i33	.718	.515
	i36	.606	.367
	i34	.647	.419
	i37	.743	.552
	i39	.620	.385
Thinking Skills	i7	.754	.568
	i4	.799	.638
	i3	.687	.472

	i1	.723	.523
	i12	.569	.323
Affective Skills	i38	.714	.510
	i5	.817	.667
	i22	.603	.364
	i35	.644	.415
	i8	.690	.476

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

As shown in Table 4, the Interpreting Competence Scale (ICS) factor loadings differ from 0.817 to 0.557. The item that expresses the most in the scale model is i5 (R^2 = .667).

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

Related to the answer to the question of the research of the second sub-problem, "is there a significant difference for students of Translation Studies and professionals according to variables (such as sex, age, grade, desire to work in the interpreting market, regarding interpreting as the main profession or additional job, living in a country where the foreign language is spoken)?", the descriptive findings obtained from the participants through Interpreting Competence Scale are given in Table 5.

Table 5: Descriptive results of the scale

Dimension/scale	**N**	$\overline{X}$	**ss**
Linguistic-Cultural Competence	351	3.84	.600
Interpreting Process Management	351	4.32	.501
Thinking Skills	351	3.90	.641
Affective Skills	351	3.39	.746
Scale (Total)	351	3.88	.496

In Table 5, when the findings related to the Scale and sub-dimensions of the Interpreting Competence Scale are scrutinized, it has been found out that the highest mean score is obtained in the sub-dimension of the interpreting process management ($\overline{X}$ (=4.32) followed by the sub-dimension of thinking skills ($\overline{X}$ =3.90), linguistic-culture competence ($\overline{X}$ =3.84) and the affective skills sub-dimension ($\overline{X}$ =3.39). The overall mean score of the scale is ($\overline{X}$ =3.88), and it can be said to be "high".

Upon the analysis of the findings for the overall evaluation of the participants, interpreters' responsibility for their decisions in interpreting, position themselves well, set priorities, use time efficiently and conduct term study after interpreting, and self-improvement in the areas in which the interpreters feel as insufficient serves as a strategic sub-competence in written translation, as handled by the PACTE group. As a result, interpreting also requires strategic approaches. It is also important to manage the process.

Based on the sex, the results for comparing the interpreting competence of the participants are present in Table 6.

Table 6: Mann-Whitney U Test results by sex

Group	N	X_{line}	$\sum_{line}$	U	Z	p	r	Significant difference*
1. Female	273	171.28	46760.50	9359.5	-1.630	.103		
2. Male	78	192.51	15015.50					

In Table 6 no significant difference is available between the rank order of female participants (171.28) and the rank order of male participants (192.51) in the interpreting competence (U=9359.5; Z= -1.630; p>0.05). Based on this finding, it can be claimed that sex does not make a significant difference in interpreting.

Based on the sex, the participants' results for comparing the status of the scale sub-dimensions (Linguistic-Culture Competence, Interpreting Process Management, Thinking Skills, Affective Skills) are present in Table 7.

Table 7: Mann-Whitney U Test results for sub-dimensions according to sex

The sub-dimension	Group	N	X_{line}	$\sum_{line}$	U	Z	p	r	Significant difference*
Linguistic-Cultural Competence	1. Female	273	167.99	45862.5	8461.5	-2.777	.005	-.15	*2-1
	2. Male	78	204.02	15913.5					
Interpreting Process Management	1. Female	273	174.20	47557.0	10156.0	-.625	.532		
	2. Male	78	182.29	14219.0					
Thinking Skills	1. Female	273	172.12	46988.5	9587.5	-1.347	.178		
	2. Male	78	189.58	14787.5					
Affective Skills	1. Female	273	172.21	47012.5	9611.5	-1.315	.189		
	2. Male	78	189.28	14763.5					

In Table 7, the rank order of the male participants (204.02) in the sub-dimension of linguistic-culture competence is higher than that of the female participants (167.99), and significant differences ara present between them, and the effect size is at a low level (U=8461.5; Z= -2.777; p<0.05; R = -.15). A significant difference in the Linguistic-Culture Competence dimension is available in favor of male participants. No significant difference is present between the interpreting process management (U=10156; Z= -.625; p>0.05), thinking skills (U=9587.5; Z= -1.347; p>0.05), and affective skills (U=9611.5; Z= -1.315; p>0,05) of male and female participants.

Based on age, the findings for comparing the interpreting competence of the participants are present in Table 8.

Table 8: Kruskal-Wallis H Test results by age

Age	N	Mean Rank	sd	X^2	p	Significant difference*	η²
1. Age 18-20	105	162.29	6	11.563	.072		
2. 21-25 years old	174	174.05					
3.26-30 years old	25	195.12					
4.31-35 years old	21	170.52					
5.36-40 years old	9	221.00					
6.41-45 years old	5	197.20					
age 7.46 and over	12	251.42					
p05							

As can be seen from Table 8, no significant difference is present between the mean scores for the interpreting competence according to age ($X^2_{(6)}$=11.563; p>.05). This finding indicates no difference in the views on interpreting competence by age.

Based on the grade of undergraduate interpreting students studying at a higher institution, the results for comparing the interpreting competence are offered in Table 9.

Table 9: Kruskal-Wallis H Test results according to the grade

Grade level	N	Mean Rank	sd	X^2	p	Significant difference*	η²
1. 1. grade	152	166.52	4	3.979	.409		
2. 2. grade	69	185.38					
3.3. grade	71	179.58					
4.4. grade	45	159.42					
5. grade	5	125.50					
p05							

As can be seen from Table 9, no significant difference is observed between the mean scores of students for interpreting competence according to the grade ($X^2_{(4)}$=3.979; p>.05). This finding indicates no difference in students' opinions regarding interpreting competence according to the grade level at which they study.

Based onthe desire to work in the interpreting market, as a result of the Mann-Whitney U Test carried out to compare the interpreting competence of the participants, no significant difference between was present the mean rank of the participants who wanted to work in the interpreting market (X^-_{order}=178.41) and the mean rank (X^-_{order}=162.46) of the participants who did not want to work in the interpreting market [U=7179.5; Z= -1.055; p>0.05]. In the sub-dimensions of the scale, there is a significant difference only in the management of the interpreting process when compared to the desire to work in the interpreting market, and the effect size is low (U=5608.5; Z= -3.382; p<0.05; r = -.18). It was found out that a significant difference is available in the interpreting process management in favor of those who want to work in the interpreting market.

As a result of the Mann-Whitney U Test, which was carried out to compare the interpreting competence of the participants according to the status of regarding interpreting as a profession or an additional job,

no significant difference was present between the mean rank of the participants who follow interpreting as their primary profession (X_{rank}=181.81) and the participants considering translation as an additional job (X_{rank}=161.81) [U=11252; Z= -1.678; p>0.05]. A significant difference is present in the scale sub-dimensions only in favor of the participants considering interpreting as their primary profession in the interpreting management process, and the effect size is low (U=9315; Z= -3.944; p<0.05; r = -.21).

The findings related to comparing the status of the participants according to the level of living in a country in which foreign language is spoken they know, according to the interpreting competence and sub-dimensions, are offered in Table 10.

Table 10: Mann-Whitney U test results according to the status of living in a country

The sub-dimension	Group	N	X_{line}	$\sum_{line}$	U	Z	p	r	Significant difference*
The total scale	1. Yes	75	207.35	15551	7999	-3.019	.003	-.16	*1-2
	2.No	276	167.48	46225					
Linguistic-Cultural Competence	1. Yes	75	218.59	16394	7156	-4.116	.000	-.22	*1-2
	2.No	276	164.43	45382					
Interpreting Process Management	1. Yes	75	196.39	14729.5	8820.5	-1.974	.048	-.11	*1-2
	2.No	276	170.46	47046.5					
Thinking Skills	1. Yes	75	186.63	13997.	9553	-1.028	.304		
	2.No	276	173.11	47779					
Affective Skills	1. Yes	75	201.43	15107.5	8442.5	-2.457	.014	-.13	*1-2
	2.No	276	169.09	46668.5					

According to Table 10, a significant difference is present between the mean rank of the participants having lived in a foreign language spoken for more than three months they know (X_{order}=207.35) and the mean rank (X_{order}=167.48) of the participants who have not and the effect size is low (U=7999; Z= -3.019; p<0.05; r = -.16). A significant difference in the total scale is present in favor of participants who have lived in a country where a foreign language they know is spoken for more than three months. Similarly, a significant difference in the sub-dimensions of Linguistic-Cultural Competence, Interpreting Process Management, and Affective Skills was presemt in favor of participants who have lived in a country where a foreign language they know is spoken for more than three months.

3. Findings on the relationship between interpreting competence and the determined variables

The findings as to the answer or the third sub-problem of the research, "Is there a relationship between the interpreting competence of interpreting students and professionals and their sex, age, class, desire to work in the interpreting market, regarding interpreting 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 sindicating the relationships between the interpreting competence of the participants and the determining variables are given in Table 11.

Table 11: Spearman Rank Differences Correlation Matrix showing the relationships between the variables

Variables	01	02	03	04	05	06	07
01. Interpreting competence	1.000	.087	.134*	.006	-.056	-.090	-.161**
02. Sex		1.000	.193**	.216**	.177**	.126*	-.072
03. Age			1.000	.464**	.105*	.228**	-.352**
04. Grade				1.000	.158**	.268**	-.270**
05. Desire to work					1.000	.659**	.045
06. Job perception						1.000	-.034
07. Living in a country							1.000

*p **p

Table 11 indicates a low level and positive relationship between the participants' interpreting competence and sex (r =.134). In contrast, the relationship is low level and negatively significant between participants' interpreting competence and living in a country where the foreign language they know has been spoken for more than three months (r =.161). According to the research results, it was found out that the status of the participants' interpreting competence following the correlation values has a significant low-level relationship with sex and living in a foreign country. Another noteworthy finding is that the relationship between age and the students' grades is medium and positive. In contrast, a high and positive significant relationship is available between the desire to work in the interpreting market and considering interpreting the main job.

Conclusion

Most of the competence models are related to (written) translation competence. There are very few models for interpreting competence. For instance, the model developed by Pöchacker can be examined from this perspective. In addition, Daniel Gile's effort model and the model developed by Albl-Mikasa (2012), inspired by Kalina are also included in the literature. The interpreting competence scale (ICS), which we have created based on these studies, consists of four sub-dimensions: linguistic-cultural competence, interpreting process management, thinking skills, and affective skills. Regarding these sub-dimensions, there are numerous studies in the literature (see Kalina, 2000; Pöchhacker, 2001; Kutz, 2010; Abl Mikasa, 2012, Fitzmaurice, 2018; Pacte, 2005; EMT, 2017; TransComp, 2007, Walczyński, 2019 and so on).

When the relevant literature is reviewed, it was found that Wang and his colleagues (2020) researched interpreting competence scales in the context of China because there has been no standardized framework allowing for the reliable and valid measurement of interpreting competence in China. They have tried to do research about interpreting competence and its assessment in their country. In addition, Moritz Schaeffer and his colleagues (2019) developed a translation and interpreting competence scale known as TICQ. Similarly, Iranian scholars focused on modifying and re-developing the Translation Competence Questionnaire by Mariana Orozco and Amparo Hurtado. In our study, however, we focused on creating an interpreting competence scale consisting of linguistic-cultural competence, interpreting process management, thinking skills, and affective skills. As distinct from these mentioned studies, we applied the scale we developed to Turkish students and professionals to take their opinions on their interpreting competence in the same study.

It is clear 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 Interpreting Competence (ICS) Scale (χ^2 =508,792; sd=203; p=,000; χ^2/sd = 2,506; SRMR = , 0537; RMSEA = ,063; CFI = ,915; TLI = ,903; IFI =,915; AGFI = ,863) and it was concluded that there is a valid and reliable scale (with four sub-dimensions and 22 items). Reliability was found to be 0.826 in the Linguistic-Culture competence dimension of the Interpreting Competence Scale (ICS); 0.820 in the Interpreting Process Management dimension; 0.827 in the Thinking Skills dimension; 0.822 in the Affective Skills dimension; and 0.918 in the total of the 22-item scale. The total variance ratio explained by the scale is %**58.392**. The Linguistic and Cultural Competence Dimension of the Scale accounts for 15.425% of the variance. The Interpreting Process Management Dimension accounts for 14.734%, the Thinking Skills Dimension accounts for 14.454%, and the Affective Skills Dimension accounts for 13.780%.

In interpreting, there is also a significant difference in favor of male participants in linguistic-cultural competence, and the effect is positive. At the same time, there is a significant difference in favor of those who want to work in the interpreting business and in the interpreting process management. A significant difference is in favor of the participants considering interpreting their primary profession in interpreting process management. Furthermore, 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, and the effect is positive-medium. Regarding correlation values, participants' interpreting competence has a low and significant relationship with sex and the status of living in a foreign country.

In contrast, the relationship between age and students' grades is medium and positive. It was also concluded that a high and significant positive relationship is available between the desire to work in the interpreting market and considering interpreting as the primary profession. Also, the 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 reveals the importance of linguistic and cultural competence in interpreting. Finally, those who want to deal with interpreting must have a high level of dedication to the profession because interpreting is a practice-based process requiring intensive effort in a cognitive, intellectual, and affective sense.

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Appendix I

SÖZLÜ ÇEVİRİ EDİNCİ

Değerli katılımcı;

Bu araştırma; mütercim ve tercümanlık öğrencilerinin ve çeviri piyasasında profesyonel olarak çalışan tercümanların sözlü çeviri edinçlerini değerlendirmek ve çeviri öğrencilerinin çeviri piyasasına dâhil olmaları ile çeviri piyasasında çalışan tercümanların 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.)* ..... Uygulamalı Çevirmenlik / Uygulamalı İngilizce ve Çevirmenlik / Çeviribilim / Almanca Mütercim Tercümanlık / Amerikan Kültür ve Edebiyatı / İngiliz ve Edebiyatı /

Sınıfınız * **(Gerekli)**

❑ Hazırlık

❑ 1

❑ 2

❑ 3

❑ 4

❑ 5 ve daha üstü

❑ Diğer (*Lütfen yazınız.)* ..... Doktora

Yetkin düzeyde bildiğiniz yabancı diliniz/dilleriniz *(Birden fazla seçenek işaretleyebilirsiniz. I. yabancı dilinizi lütfen belirtiniz.)* * **(Gerekli)**

❑ İngilizce

❑ Almanca

❑ Fransızca

❑ Rusça

❑ Arapça

❑ Diğer (*Lütfen yazınız.)* ..... İspanyolca / Korece /

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.)* .....Oyun, Film / Eşlik çevirmeni / Multimedya çevirmeni / Sözlü tercüman /

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.)* ..... Görsel/işitsel çeviri / Hiç

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.)* .....

A. SÖZLÜ ÇEVİRİ EDİNCİ ÖLÇEĞİ

No	Maddeler	(1) Kesinlikle Katılmıyorum	(2) Katılmıyorum	(3) Kısmen katılıyorum	(4) Katılıyorum	(5) Kesinlikle Katılıyorum
1	Hızlı düşünerek tepki verebilirim.					
2	Yeni durumlara kolaylıkla uyum sağlayabilirim.					
3	Güçlü bir belleğe sahip olduğumu düşünüyorum.					
4	Çok boyutlu düşünerek sentez yapabilirim.					
	İç ve dış engellere rağmen odaklanabilirim ve dikkatim dağılmaz.					
6	Kısa süreli bellek ve çalışma belleği kapasitemi tasarruflu bir şekilde kullanarak zihinsel imgeleme, şemalama ve haritalandırma yapabilirim.					
7	Bir sorun karşısında çözüme yönelik farklı öneriler sunabilirim.					
8	Her iki kulağımla da aynı anda farklı şeyler dinleyebilirim, ana dilim ve tüm aktif ya da pasif yabancı dillerimde duyduğumu tam olarak					
	Kaynak ve erek dillerde dinlediğim iletinin özünü kavrayabilirim.					

No	Maddeler	(1) Kesinlikle Katılmıyorum	(2) Katılmıyorum	(3) Kısmen katılıyorum	(4) Katılıyorum	(5) Kesinlikle Katılıyorum
10	Aynı zaman dilimi içinde dinleme, konuşma, okuma ve yazma gibi çoklu işlemleri yürütebilirim.					
11	Öz farkındalığa sahibim.					
12	Sezgilerim oldukça kuvvetlidir.					
13	Çevirmen olarak başarılı olacağıma inanıyorum.					
14	Saygın bir mesleğim olduğunu düşünüyorum.					
15	Dayanışmaya ve paylaşıma yatkınım.					
	İnsan ilişkilerinde ve sosyal alanlarda girişken olduğumu					
17	Hayata olumlu bakmayı tercih ederim.					
18	Risk alabilir ve mücadele edebilirim.					
	Değişik konularda yeni şeyler öğrenmek beni mutlu eder.					
20	İnsanlarla empati kurabilirim.					
21	Sözlü çeviri görevi sırasında yaşadığım stresi yönetebilirim.					
22	Olumsuz bir eleştiri aldığımda duygularımı yönetebilirim.					
23	Aynı anda sağ ve sol elimi farklı işlerde kullanabilirim.					
24	Görme ve duyma becerilerim oldukça iyidir.					
25	Yazma ve cihaz kullanma becerilerim oldukça iyidir.					
26	Çalışma dillerine ve çalışma dillerinin dil bilgisi yapılarına, deyimlerine, telaffuz ve kavramlarına çok iyi derecede hâkimim.					
27	Bilgisayar destekli terminoloji yönetimini iyi yapabilirim.					
28	Bir konuda derin bilgiye sahip olmaktansa birden fazla konuda yüzeysel bilgiye sahip olmayı tercih ederim.					
	Sözlü çeviri işine başlamadan önce konuyla ilgili araştırma yaparım.					
30	Sözlü çeviri işine başlamadan önce konuyla ilgili terimleri tararım.					
31	Takım çalışmasına yatkınım.					
32	Terimler, sayısal veriler ve benzeri diğer konularda çeviride sorun yaşanması halinde meslektaşıma destek olurum.					
33	Çeviri süreci ve sonrasında alçakgönüllü bir tutum sergilerim.					
34	Çeviri sürecinde kendi konumumu iyi belirlerim.					
35	Baskıya dayanabilir ve gerektiğinde baskıyı engelleyebilirim.					
36	Konuşmanın ana düşüncesini anlayabilir ve gerektiğinde çıkarımda					
37	Konuşmayı eşzamanlı dinleyebilir, çevirebilir ve konuşmayı takip edebilirim.					
38	Konuşmacının konuşma hızından kaynaklı bir sorun yaşadığımda sakinliğimi koruyabilirim.					
39	Sözlü çeviri süreci atlatıldıktan sonra not edilen terimleri tekrarlar ve içselleştiririm.					

No	Maddeler	(1) Kesinlikle Katılmıyorum	(2) Katılmıyorum	(3) Kısmen katılıyorum	(4) Katılıyorum	(5) Kesinlikle Katılıyorum
40	Sözlü çeviri sonrası yaptığım işle ilgili öz eleştiri yapar ve gerekirse birlikte çalıştığım meslektaşımdan geri bildirim isterim.					
41	Çeviride kelime seçimleri, doğru telaffuz ve benzeri konularda alışkanlıklarımı gözden geçirir ve eksik gördüğüm noktalarda kendimi					
42	Sözlü çeviri sürecinde önceliklerimi belirler ve zamanımı verimli					
43	Vergi, muhasebe, iş anlaşmaları, ödemelerde yaşanan sıkıntılar ve benzeri konularda bilgi sahibiyim.					
44	Müşteri ilişkilerimi sağlam tutarım ve ücreti baştan belirlerim.					
45	Yaşam boyu öğrenmeye açığım.					
46	İletişim, çeviribilim, dilbilim, metindilbilim alanlarında kuram					
47	Sahip olduğum kuram bilgisini uygulamaya dökebilirim.					
48	Sözlü çeviri teknikleri konusunda bilgim var ve çevirilerde uygularım.					
49	Kaynak dil ve erek dilin dilbilgisi kurallarına hâkimim.					
50	Sosyokültürel farklılıklara göre algı ve ifade farklılıklarını dikkate alarak her iki dilde söylem çözümlemesi yapabilirim.					
51	Dil dışı iletişim öğelerini değerlendirebilir, not alabilir ve sözlük					
52	Her iki dilin kültür farklılıklarını (özellikle de espri, atasözleri ve deyimlerde meydana gelen) dikkate alarak işlevsel bir çeviri					
53	Çevirisini yaptığım kişi ve konular açısından gizlilik ilkesine uyarım.					
54	Çeviride iletinin özüne sadık kalarak tarafsızlığımı korurum.					
55	Profesyonelce davranabilir, hitaplarda ve atıflarda mesafemi koruyarak saygılı olabilmeye özen gösteririm.					
56	Yaptığım çevirinin ve kararlarımın sorumluluğunu almaktan					
57	Yurt içi ve yurt dışındaki kurum ve kuruluşlar hakkında genel bir bilgiye sahibim.					
58	Güncel konular ve bu konuların gelişim süreçleri ile ülkelerin, kişilerin ve kuruluşların bu konulara bakış açıları hakkında bilgi sahibiyim.					
59	Bilim, teknik, sanat ve edebiyat gibi alanlarda temel bilgiye sahibim.					
60	Çevirisini yaptığım bilim dalı ya da konu hakkında alan bilgisine sahibim ve o alanla ilgili terimleri bilirim.					