

## Rethinking Translator Competence in the Machine Translation Era

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This study readdresses translator competence in light of the transformation in the translation profession, with a particular focus on Türkiye’s “National Occupational Standard: Translator/Interpreter—Level 6” (“NOST/IL6”). Motivated by the need to readdress translator competence given the technology-induced transformation in the translation profession, the study argues that embracing ‘entrepreneurship competence’—which is versatile, unstable, and based on ‘adaptive expertise’ and ‘lifelong learning’—in translator competence is crucial for translators to provide value-added products and services. The study suggests that incorporating entrepreneurship competence into translator education may bridge the alleged ‘skill gap’ between industry demands and translator education and contribute to a demand-oriented, functional, and added value-focused education prioritizing innovation, value creation, and entrepreneurship. In this regard, the study also analyzes the “NOST/IL6”—reported to display, as a standard, the required translation-related knowledge, skills, and attitudes and reflect the current needs and future trends in the translation market on the education system in Türkiye—with a focus on entrepreneurship competence. The analysis results indicate that the document underrepresents entrepreneurship competence and may not suffice to address what is brought by automation and digitalization, not attributing a proactive stance to translators. Hence, the study concludes that a reconsideration of the standard document, with an emphasis on entrepreneurship competence and considering the evolving roles and areas, could instigate a pivotal mindset shift. “In a new turning point where new questions come to the fore” (Bengi-Öner 1997, 8), such a transformation could help view technology-induced uncertainties as opportunities rather than threats, potentially restoring ‘human’ at the core of translation—a field increasingly perceived as ‘dehumanized’ due to growing technological domination—and significantly contribute to building a strong professional self-concept among translators for them to enjoy the opportunities that are likely to arise in the unpredictable and unclear future.

Keywords: machine translation; translator competence; translator education; entrepreneurship competence; National Occupational Standard: Translator/Interpreter—Level 6

### 1. Introduction

Currently, digitalization and automation are bringing about profound changes across numerous professions, with translation frequently cited as one of the fields most impacted by

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these trends. Despite the disruptive effects of digitalization and automation on traditional professional roles, these forces are also driving the emergence of new dimensions within established professions, prompting the need for upskilling in unexplored areas and opening doors to fresh prospects. In fact, a 2023 report from the World Economic Forum<sup>1</sup> asserts that employer projections indicate a disruption of nearly 44% of employees' competencies within the forthcoming five-year period, and it is anticipated that by 2027, skill development and training will be essential for an estimated 60% of the labor force (7). Similar predictions and assessments hold true for Türkiye as well. The "Specialization Commission Report on Labor Market and Youth Employment," created within the scope of the Eleventh Development Plan (2019–2023) and published by The Republic of Türkiye's Ministry of Development (now incorporated within the Presidency of Strategy and Budget) in 2018, outlines digitalization goals and policies as well as insights for the future of employment. The report posits that the impact of digital transformation on the labor market is multifaceted; it may lead to a decline in demand for certain occupational profiles or even render some profiles obsolete (T. C. Kalkınma Bakanlığı 2018, 33). It states that numerous job profiles may become outdated because of the ongoing digital transformation and that the proportion of employment classified as innovative accounts for a mere 13.7% of the total labor market, while the structurally innovative segment represents a scant 4.8%, based on a study conducted in 2014 (T. C. Kalkınma Bakanlığı 2018, 34). Nonetheless, the report suggests that digital transformation can serve as a catalyst for efficiency for individuals who generate value through technology, while also calling for the identification of future impacts and relevant target groups that will be affected to aid policy development:

Non-routine jobs that require creativity are unlikely to disappear with digital transformation (Frey and Osborne, 2013: 27). On the other hand, as the level of education and pay rise for a given occupation, the likelihood of that job being obsolete by digital transformation decreases. Thus, estimating the effects of digital transformation on the labor market and developing policies to mitigate any adverse outcomes is imperative. Furthermore, it is essential to identify the target groups that will be most affected by these changes.<sup>2</sup> (T. C. Kalkınma Bakanlığı 2018, 33–34)

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<sup>1</sup> "Future of Jobs Report 2023," *World Economic Forum*, accessed May 6, 2023, [https://www3.weforum.org/docs/WEF\\_Future\\_of\\_Jobs\\_2023.pdf?\\_gl=1\\*fds86o\\*\\_up\\*MQ..&gclid=Cj0KCCQjw9deiBhC1ARIsAHLjR2AdnwiJVUnUV637iwh99XHlpRtfCasXpMVvDnDAkMmapk47S7sgW1AaArHjEALw\\_wcB](https://www3.weforum.org/docs/WEF_Future_of_Jobs_2023.pdf?_gl=1*fds86o*_up*MQ..&gclid=Cj0KCCQjw9deiBhC1ARIsAHLjR2AdnwiJVUnUV637iwh99XHlpRtfCasXpMVvDnDAkMmapk47S7sgW1AaArHjEALw_wcB).

<sup>2</sup> Translations from non-English sources are mine, unless otherwise stated.

The ongoing discourse and debates concerning the transformation of the translation profession have largely emerged from advancements in machine translation and digitalization, as evident in scholarly research. Currently, translation is deemed as a “highly technologized profession” (Kenny 2012, 455), with a noticeable surge in translation studies research exploring the alterations introduced by the increasing prevalence of machine translation in the industry. This surge also encompasses research addressing the conceptualization of ‘translator,’ a role appearing to be experiencing a swift evolution (Zaretskaya 2015; Massey and Kiraly 2019). It is even posited that we witness “the end of the [translation] profession as we have known it” (Massey and Kiraly 2019, 17). This belief stems from the fact that digitalization and artificial intelligence have enabled machines to perform many tasks previously thought to be exclusively achievable by humans. Indeed, translation has consistently been regarded as an activity amenable to automation by machines. Thus, the debate surrounding this transformative notion is connected to the belief that the skills necessary for the translation process are automatable. One could argue that the contemporary perceptions of translation differ markedly from those of the past. At present, people are likely to view translation as a partially or entirely free service, readily accessible through various applications under any circumstances. With the official launch of Google Translate in 2006, translation was no longer solely a paid service utilized by business communities; rather, “real-time translation” became “available for everyone” (van der Meer 2020, 288).

Translation is progressively transitioning towards being considered a utility, and there has been a growing trend in discussions surrounding new roles, tasks, labels, and profiles. A 2018 survey of Slator, titled “The Stunning Variety of Job Titles in the Language Industry” (Bond 2018), reports over 600 unique job titles in the language industry. Referring to this research, Erik Angelone, Maureen Ehrensberger-Dow, and Gary Massey (2020, 3) argue that the reason behind this increase in job titles is machine translation and that the deficiency and sufficiency of machine translation in specific areas causes the proliferation of these titles. Among the key roles and areas emerging with machine translation and digitalization and being subject to frequent discussions in the literature are post-editing (Hu and Cadwell 2016, 346; Nunes Vieira 2020, 321; van der Meer 2020, 293), pre-editing (Ive, Max, and Yvon 2018, 280), reviewing (van der Meer and Joscelyne 2017, 33; Joscelyne 2018, 10), transcreation (Katan 2016, 377; Massardo and van der Meer 2017, 27; Joscelyne 2018, 12; Massey and Kiraly 2019, 17), controlled language use (Torrejón and Rico 2002, 107; Muegge 2007, 21; O’Brien 2010),

controlled authoring (van der Meer 2020, 292), quality assessment (Lommel, Uszkoreit, and Burchardt 2014,; Castilho et al. 2018; Popović 2020, 5059), augmented translation (Angelone, Ehrensberger-Dow, and Massey 2020, 2; O’Brien 2022), data mining (van der Meer 2020, 303), product localization (Massardo and van der Meer 2017, 27), cultural consultancy (Massardo and van der Meer 2017, 27), brand promotion (Massardo and van der Meer 2017, 27), storytelling (Joscelyne 2018, 13), and natural language generation (Joscelyne 2018, 14). Evidently, all these (new) roles and areas come with a wide range of (new) requirements for translators, including but not limited to understanding machine translation, choosing and implementing appropriate pre- and post-editing types and standards based on job and machine translation system dynamics, mastering controlled languages, understanding diverse controlled authoring tools, monitoring machine translation quality, detecting machine translation output patterns, recognizing the best usage contexts of pre-editing and controlled languages, training and maintaining machine translation systems, mastering manual and automatic quality assessment systems, standards, and metrics, developing machine translation literacy and data literacy, understanding diverse target cultures for product/service localization, capability to tailor products/services to specific groups, demonstrating storytelling skills, making local adaptations, recognizing linguistic and cultural nuances, having knowledge in marketing, advertising, and publishing, and maintaining ethical awareness and privacy.

Concurrently, industry reports suggest that translators need to exhibit both mental preparedness and have skillsets to undertake these new roles (van der Meer and Joscelyne 2017; Massardo and van der Meer 2017; Joscelyne 2018; Hickey and Agulló García 2021). Hence, actively following advancements in the translation field for self-improvement is deemed an essential asset in an era marked by rapid technological changes, giving rise to novel opportunities and roles. However, in view of all these, one key issue to be considered for translators could be, besides others, how to be at the center of all such advancements rather than being mere followers and all the time being in a reactive position. At this point, Gary Massey and Don Kiraly (2019) contend that “human added value” is integral to the exercise of human translator agency (17) and make the following suggestion for translator training:

After all, in the course of a translator’s career, **it is normal to change one’s area of specialization a number of times**. . . . So, we come across **a new field that we know very little about** and we need to delve into it and learn its language. So why not expect our graduates to also be able to do that **on their own and encourage them to do so?** We do not have to teach students everything they need to know. . . . My instinct is to go

for the lowest common denominator, which is **not necessarily to concentrate on the technological or professional *what* but to teach people *how* to work and *how* to learn.** (22–25; italics in the original, emphasis mine)

With this, one could argue that Massey and Kiraly (2019) carry what is observed in the translation industry and shifts in translators' expected roles to translator education and accordingly what (future) translators should be made competent to do, i.e., translator competence, by suggesting lifelong learning, that is learning to learn, to be prioritized, given the inherent unpredictability of a career in translation and its potential future trajectories.

Besides many other translation scholars advocating for readdressing translator training (e.g., Öner Bulut 2019; Kenny 2020), Işın Öner (2018), in her study titled “Toward a Paradigm Shift in Translator Training: The Role of Machine Translation,” makes mention of a paradigm shift in translator training resulting from technological transformation. Öner (2018) urges rethinking translator training and argues that among the problems required to be overcome by academia to keep up with the translation industry are wasting time by focusing on work with low value, training students only as solution generators, and making no room for innovative thinking or questioning. It is possible to argue that Öner's call directly concerns translator competence as well, since it relates to what kind of a work translators should be trained to be able to produce and what kinds of skills they should be equipped with. As a matter of fact, one essential element of translator training is translator competence, as it sets for preparing translators for future professional roles (cf. Schäffner 2020, 68).

Hence, this study<sup>3</sup> readdresses ‘translator competence’<sup>4</sup>—one of the basic concepts covered in translator training—in light of the transformation in the translation profession. Based on the implications of the reevaluation of translator competence and considering the importance of reconsideration of professional codes and standards to “keep up with the professional reality” (Schäffner 2020, 66), the study will also analyze the “National Occupational Standard: Translator/Interpreter—Level 6” (“NOST/IL6”), which aims to provide standards for the translation profession in Türkiye by setting “the minimal norm that displays the required

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<sup>3</sup> This article derives from the author's PhD dissertation titled “Makine Çevirisi ve Dijitalleşme Bağlamında Çevirmenlik Mesleğinin Dönüşümü” (Transformation of the translation profession within the context of machine translation and digitalization) (Öztürk Baydere 2022) submitted at Istanbul University under the supervision of Prof. Dr. Alev Bulut.

<sup>4</sup> The term ‘translator competence’ is preferred over ‘translation competence’ in this paper, as it has a broader coverage encompassing the requirements to undertake a professional role in the industry (Biel 2011, 164; quoted in Way 2020, 184), involving ‘translation competence’ as well.

knowledge, skills, and attitudes approved by the Republic of Türkiye Vocational Qualifications Authority in order to successfully practice an occupation” and to “develop a skilled workforce that Türkiye needs to compete in the global economy . . . by establishing a functional link between education and the qualification demands of the professional world” and which is stated to serve “reflecting the current needs and future trends in the labor market on the education system,” as articulated on the website of the Vocational Qualifications Authority.<sup>5</sup> In this regard, the next section discusses translator competence and delves into the relevance of entrepreneurship competence to it. After that, based on the perspective obtained in this section, the third section examines the “NOST/IL6” with a specific focus on entrepreneurship competence. Lastly, the study is finalized with the conclusion involving some implications for translator education and professional standards for translation.

## 2. Translator Competence

Industrial reports and scholarly literature reveal that the incorporation of machine translation and automation in various stages of translation workflows, the emergence of novel text types owing to digitalization, and the development of new areas and roles necessitate the acquisition of new skills and knowledge by translators to supplement the skills and knowledge traditionally associated with translation. Considering the new roles and areas emerging with machine translation and digitalization and the skills expected from translators described in the previous section, it is clear that a critical aspect is enhancing, updating, differentiating, and elaborating their knowledge and skills within a dynamic framework. In this context, one may posit that translation, described as an “ill-defined” (Shreve 2020, 158) problem with respect to issues, constraints, and the dimensions of decision-making intrinsic to translation practices predominant until the recent past, has turned out to be more ‘ill-defined’ due to the transformation and variety in text and production types. Hence, it can be suggested that translators will need versatility, flexibility, continuous learning, and, in this respect, an ‘adaptive’ expertise (Raído 2016) that will enable them to produce ‘high quality’ works based on their ‘expert’ identity in the context of roles that are more difficult and/or time-consuming to automate, to offer new ‘value-added’ products and services by integrating their current

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<sup>5</sup> “Genel Sorular” (General questions), *T. C. Mesleki Yeterlilik Kurumu* (The Republic of Türkiye Vocational Qualifications Authority), accessed May 6, 2022, <https://www.myk.gov.tr/page/133>.

knowledge and skills with new and/or different areas of expertise, and to be prepared for different roles that cannot be predicted yet in the face of an uncertain future.

A relevant question at this point could be as follows: how can translators cultivate this adaptive expertise? This query is intrinsically associated with the notion of competence, which has garnered attention from several translation studies scholars in light of the recent advancements. The widely accepted view posits that in translation studies, competence is invariably structured through models featuring various sub-competence areas. While there are certain divergences between these models, most integrate sub-competences relating to language proficiency, research abilities, textual understanding, cultural awareness, and technological skills (e.g., Neubert 2000; Schäffner 2000; Pym 2003; Kelly 2005; Yazıcı 2007; Beeby et al. 2009; Göpferich and Jaaskelainen 2009; Bengi-Öner 2011;<sup>6</sup> EMT 2017<sup>7</sup>). In this context, Catherine Way highlights that recent pertinent literature centered around translator education (Király 2014, 2015; Way 2014, 2016) suggests that the instruction and assessment of all sub-competences inherent in the proposed competence models aimed at the cultivation of translation expertise are not practicable processes (cf. Way 2020, 190). Similarly, Anthony Pym (2012, 2020<sup>8</sup>) voices criticism towards the multi-component structures of these intricate models, which he attributes to the four-year length of degree programs in translation. Critiques also extend to the scarcity of empirical investigations attesting to the effectiveness of these multi-component models (cf. Pym 2020). Concurrently, there exist more streamlined approaches to translation competence as well. Işın Bengi-Öner (2011),<sup>9</sup> for example, posits that the competence translators should cultivate encompasses three dimensions: text, culture, and research. Pym, on the other hand, advocates that translation competence revolves around generating a text derived from the source text and dismissing all other alternatives not fitting that particular function (Pym 2003, 2020<sup>10</sup>).

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<sup>6</sup> “Çeviri Eğitiminde Üniversite Sektör İlişkisi” (Academy-industry relationship in translator training), YouTube video, 1:34:15, posted by “Atılım Üniversitesi Kadriye Zaim Kütüphanesi” (Atılım University Kadriye Zaim Library), December 17, 2018, [https://www.youtube.com/watch?v=d\\_Akadk0Uzw](https://www.youtube.com/watch?v=d_Akadk0Uzw).

<sup>7</sup> “Competence Framework 2017,” *EMT*, accessed September 29, 2019, [https://ec.europa.eu/info/sites/info/files/emt\\_competence\\_fw\\_2017\\_en\\_web.pdf](https://ec.europa.eu/info/sites/info/files/emt_competence_fw_2017_en_web.pdf).

<sup>8</sup> “Translation Competence and Skills,” YouTube video, 38:17, posted by “Anthony Pym,” September 20, 2020, <https://www.youtube.com/watch?v=AH2dEptK43Y>.

<sup>9</sup> “Çeviri Eğitiminde Üniversite Sektör İlişkisi” (Academy-industry relationship in translator training), YouTube video, 1:34:15, posted by “Atılım Üniversitesi Kadriye Zaim Kütüphanesi” (Atılım University Kadriye Zaim Library), December 17, 2018, [https://www.youtube.com/watch?v=d\\_Akadk0Uzw](https://www.youtube.com/watch?v=d_Akadk0Uzw).

<sup>10</sup> “Translation Competence and Skills,” YouTube video, 38:17, posted by “Anthony Pym,” September 20, 2020, <https://www.youtube.com/watch?v=AH2dEptK43Y>.

Nonetheless, the minimalist approaches to competence models are less prevalent than their multi-component counterparts, and technological advancements often prompt researchers to expand existing models with additional dimensions. For instance, as they became widespread, post-editing and pre-editing began to be included in the models, each with their own distinct sub-competences. Jean Nitzke, Silvia Hansen-Schirra, and Carmen Canfora (2019), for example, focused on risk management, identified as a sub-competence of post-editing. By combining PACTE's (Beeby et al. 2009) "translation competence model" and Isabelle S. Robert, Aline Remael, and Jim J. J. Ureel's (2017) "translation revision competence model," the researchers put forth a new competence model specific to post-editing.

Given that the practicality of existing multi-component models is already questioned, expanding these models with additional dimensions may adversely impact their adoption in the formation of translator education curricula, as well as teaching and assessment processes. Furthermore, the notion of 'adaptive expertise,' needed by translators in the machine translation era, calls for, by its inherent nature, a dynamic framework, a structure that becomes even more necessary considering the unpredictability of the future. As indicated by Massey and Kiraly (2019, 22–25), the evolving future scenarios for translators necessitate a shift in focus from 'what' to 'how.' In essence, highlighting 'how to learn' and 'how to prepare for future challenges' can enrich the dynamic construct required in competence models. This perspective shift induces a change in focus as well—moving from an emphasis on translation competence, that is, the activity itself, to prioritizing translator competence:

If we are looking at **what we want to do in future**, I think we need **re-weighted competence modelling** that puts **adaptivity**, creativity, **learning**, interactivity, consultancy and so on **at the centre**; and the particular skills in which service they are employed – translation, PE, revision, etc. – at the periphery. (Massey and Kiraly 2019, 25; emphasis mine)

The self-concept of the translator, in terms of their expertise, can be mentioned as a significant factor influencing their future projects. The development of self-concept in the translator as a professional hinges upon the attitudes, perceptions, and understanding the translator cultivates within their professional role. It is thus plausible to assert that the concept of 'translator competence' possesses a more extensive scope, as it is centered not basically around the act of translation, but rather on the translator themselves. Indeed, Way (2020) underscores the differentiation between 'translation competence' and 'translator competence,'



articulating that the former pertains to the capacity to translate to a prescribed standard, whereas the latter encapsulates the necessary skills to operate effectively as a professional in the industry (Biel 2011, 164; quoted in Way 2020, 184). The latter conception acts as an overarching term that includes the former (*ibid.*). Furthermore, ‘translator competence’ is not perceived as something that is simply attained; rather, it is constructed progressively at various phases, contingent on distinct elements (Schäffner 2020, 69).

Christina Schäffner contends that despite innovative progress in translation studies pertaining to translator education, componential models of competence with more static characteristics still hold prevalence (2020, 69). However, shifts in paradigms within the dynamic framework of translation studies are evident in translator education as well. Indeed, Yves Gambier posits that the equivalence paradigm was initially disrupted by the cultural paradigm, which is currently engaged in a concurrent clash with the digital paradigm that has emerged within multimodal contexts (*cf.* Gambier 2016). Viewing from this angle, it can be argued that novel viewpoints found in academic research targeting translator education broadly, and translator competence specifically, should be incorporated into curricula by educational entities in order to meet the existing and future industry demands. This requirement is also evoked by Öner (2020), who states that it is innovation that is expected from academia in the context of translation studies and provides a non-exhaustive list of areas of innovation as “programming,” “natural language processing,” “machine translation,” and “developing technological tools.”

## 2.1 Entrepreneurship Competence

The Organisation for Economic Co-Operation and Development (OECD) emphasized the necessity for an approach to education that is both “demand-oriented” and “functional” (2016, 2) in response to the complexities and ambiguities of the twenty-first century, where three models of competent human are “puzzle solver,” “tool user,” and “storyteller” (11). They advocate for a long-term perspective that encourages transcending conventional dichotomies and embraces inventive thinking to address the future’s inherent “complexity, uncertainty, fuzziness, [and] ambiguity” (*ibid.*), and this brings forward lifelong learning and entrepreneurship competence as a key competence for it, as all the novelties of the future urge

for continuous learning, which renders ‘how to learn’ a vital skill, and putting value creation out of complexity, uncertainty, fuzziness, and ambiguity (ibid.) at the center.

“Entrepreneurship is when you act upon opportunities and ideas and transform them into value for others. The value that is created can be financial, cultural, or social (FFE-YE 2012 quoted in Bacigalupo et al. 2016, 10).” This is the definition adopted in the document titled “The European Entrepreneurship Competence Framework” (“EntreComp”), developed by the European Commission’s Joint Research Centre upon the need “to define and describe entrepreneurship as a competence; to develop the reference framework describing its components in terms of knowledge, skills and attitudes; and to provide European citizens with the appropriate tools to assess and effectively develop this key competence” and “to develop a common conceptual approach, which could support the development of entrepreneurship competence at European level” (Bacigalupo et al. 2016, 15). The document aspires to “build a **bridge between the worlds of education and work**” and to “support the promotion of the entrepreneurship competence **across the world of education and work**” (Bacigalupo et al. 2016, 7; emphasis in the original), and thus has been designed to:

- Identify the **key components** of entrepreneurship as a competence;
- Describe these components to establish a shared **conceptual model** that all players in the field of entrepreneurial learning can refer to;
- Develop a number of **learning outcomes** to suggest what European citizens should know, understand and be able to do to demonstrate a certain level of proficiency in entrepreneurship competence. (Bacigalupo et al. 2016, 7)

“EntreComp” designates entrepreneurship competence as a ‘transversal’ skill, applicable to every sphere of life. This suggests that this competence enables individuals to “nurture their **personal development**, to actively **contribute to social development**, to enter the **job market** as employee or as self-employed, and to **start-up** or scale-up ventures which may have a cultural, social or commercial motive” (Bacigalupo et al. 2016, 10; emphasis in the original). The document further asserts that the “EntreComp” framework can serve as “a reference for the design of curricula in the **formal education and training sector**” (Bacigalupo et al. 2016, 10; emphasis in the original).

Relatable to the view that “competence needs are not stable” (European Commission 2018, 4), “EntreComp” addresses entrepreneurship competence under three areas: “ideas and opportunities,” “resources,” and “into action.” There are five competences depicted under each

area, totaling in 15. The conceptual model of EntreComp, which illustrates the areas, competences, hints, and descriptors, is presented below:

Table 1. The conceptual model of EntreComp (Bacigalupo et al. 2016, 12–13)

Areas	Competences	Hints	Descriptors
1. Ideas and opportunities	<b>1.1. Spotting opportunities</b>	Use your <sup>11</sup> imagination and abilities to identify opportunities for creating value	<ul style="list-style-type: none"> <li>Identify and seize opportunities to create value by exploring the social, cultural and economic landscape</li> <li>Identify needs and challenges that need to be met</li> <li>Establish new connections and bring together scattered elements of the landscape to create opportunities to create value</li> </ul>
	<b>1.2. Creativity</b>	Develop creative and purposeful ideas	<ul style="list-style-type: none"> <li>Develop several ideas and opportunities to create value, including better solutions to existing and new challenges</li> <li>Explore and experiment with innovative approaches</li> <li>Combine knowledge and resources to achieve valuable effects</li> </ul>
	<b>1.3. Vision</b>	Work towards your vision of the future	<ul style="list-style-type: none"> <li>Imagine the future</li> <li>Develop a vision to turn ideas into action</li> <li>Visualise future scenarios to help guide effort and action</li> </ul>
	<b>1.4. Valuing ideas</b>	Make the most of ideas and opportunities	<ul style="list-style-type: none"> <li>Judge what value is in social, cultural and economic terms</li> <li>Recognise the potential an idea has for creating value and identify suitable ways of making the most out of it</li> </ul>
	<b>1.5. Ethical and sustainable thinking</b>	Assess the consequences and impact of ideas, opportunities and actions	<ul style="list-style-type: none"> <li>Assess the consequences of ideas that bring value and the effect of entrepreneurial action on the target community, the market, society and the environment</li> <li>Reflect on how sustainable long-term social, cultural and economic goals are, and the course of action chosen</li> <li>Act responsibly</li> </ul>
2. Resources	<b>2.1. Self-awareness and self-efficacy</b>	Believe in yourself and keep developing	<ul style="list-style-type: none"> <li>Reflect on your needs, aspirations and wants in the short, medium and long term</li> <li>Identify and assess your individual and group strengths and weaknesses</li> <li>Believe in your ability to influence the course of events, despite uncertainty, setbacks and temporary failures</li> </ul>

<sup>11</sup> “In the context of EntreComp framework, entrepreneurship competence is regarded both as an individual and collective capacity” (Footnote belongs to the original document).

	<b>2.2. Motivation and perseverance</b>	Stay focused and don't give up	<ul style="list-style-type: none"> <li>• Be determined to turn ideas into action and satisfy your need to achieve</li> <li>• Be prepared to be patient and keep trying to achieve your long-term individual or group aims</li> <li>• Be resilient under pressure, adversity, and temporary failure</li> </ul>
	<b>2.3. Mobilizing resources</b>	Gather and manage the resources you need	<ul style="list-style-type: none"> <li>• Get and manage the material, non-material and digital resources needed to turn ideas into action</li> <li>• Make the most of limited resources</li> <li>• Get and manage the competences needed at any stage, including technical, legal, tax and digital competences</li> </ul>
	<b>2.4. Financial and economic literacy</b>	Develop financial and economic know how	<ul style="list-style-type: none"> <li>• Estimate the cost of turning an idea into a value-creating activity</li> <li>• Plan, put in place and evaluate financial decisions over time</li> <li>• Manage financing to make sure my value-creating activity can last over the long term</li> </ul>
	<b>2.5. Mobilizing others</b>	Inspire, enthuse and get others on board	<ul style="list-style-type: none"> <li>• Inspire and enthuse relevant stakeholders</li> <li>• Get the support needed to achieve valuable outcomes</li> <li>• Demonstrate effective communication, persuasion, negotiation and leadership</li> </ul>
3. Into Action	<b>3.1. Taking the initiative</b>	Go for it	<ul style="list-style-type: none"> <li>• Initiate processes that create value</li> <li>• Take up challenges</li> <li>• Act and work independently to achieve goals, stick to intentions and carry out planned tasks</li> </ul>
	<b>3.2. Planning and management</b>	Prioritize, organize and follow-up	<ul style="list-style-type: none"> <li>• Set long-, medium- and short-term goals</li> <li>• Define priorities and action plans</li> <li>• Adapt to unforeseen changes</li> </ul>
	<b>3.3. Coping with uncertainty, ambiguity and risk</b>	Make decisions dealing with uncertainty, ambiguity and risk	<ul style="list-style-type: none"> <li>• Make decisions when the result of that decision is uncertain, when the information available is partial or ambiguous, or when there is a risk of unintended outcomes</li> <li>• Within the value-creating process, include structured ways of testing ideas and prototypes from the early stages, to reduce risks of failing</li> <li>• Handle fast-moving situations promptly and flexibly</li> </ul>
	<b>3.4. Working with others</b>	Team up, collaborate and network	<ul style="list-style-type: none"> <li>• Work together and co-operate with others to develop ideas and turn them into action</li> <li>• Network</li> <li>• Solve conflicts and face up to competition positively when necessary</li> </ul>
	<b>3.5. Learning through experience</b>	Learn by doing	<ul style="list-style-type: none"> <li>• Use any initiative for value creation as a learning opportunity</li> <li>• Learn with others, including peers and mentors</li> <li>• Reflect and learn from both success and failure (your own and other people's)</li> </ul>

Given the technology-induced substantial transformations in translators' roles and tasks and to cultivate a capability to offer high quality, value-added products and services both currently and in an 'unclear' future, all the components of entrepreneurship competence, namely 'spotting opportunities,' 'creativity,' 'vision,' 'valuing ideas,' 'ethical and sustainable thinking,' 'self-awareness and self-efficacy,' 'motivation and perseverance,' 'mobilising resources,' 'financial and economic literacy,' 'mobilising others,' 'taking the initiative,' 'planning and management,' 'coping with ambiguity, uncertainty, and risk,' 'working with others,' and 'learning through experience,' may prove significant for translators, as is clear in their descriptions in table 1 above. These competences could be invaluable in adapting to novel roles, divergent work environments, and varied job titles demanding creativity. Moreover, these skills could aid in navigating shifts and uncertainties associated with technology and area of expertise, in devising sustainable income strategies, and most importantly, in building the requisite abilities for the creation of value-added products and services.

Entrepreneurial learning encompasses two primary facets of developmental process. The first is "developing increasing autonomy and responsibility in acting upon ideas and opportunities to create value," while the latter is about "developing the capacity to generate value from simple and predictable contexts up to complex, constantly changing environments" (Bacigalupo et al. 2016, 14). Both of these aspects may hold substantial relevance for translator trainees. Indeed, "developing increasing autonomy and responsibility in acting upon ideas and opportunities to create value" could be regarded as a critical attitude for translator trainees in scenarios where they are required to generate various formats and types of texts for "ill-defined" (Shreve 2020, 158) tasks or where they can see an opportunity to come up with value-added technological products and services. With respect to "developing the capacity to generate value from simple and predictable contexts up to complex, constantly changing environments," this competence could be indispensable for translator trainees in preparing for technological uncertainty, or essentially, in preparing themselves for an unpredictable and 'ill-defined' future. It may be contended that even though translators possess extensive expertise and proficiency in the current service types and profiles, such knowledge and skills may not prove adequate throughout their professional lifespan. Hence, they should perceive learning as an ongoing, lifelong endeavor rather than a process with a definitive conclusion. In this sense, embodying the mindset of a 'lifelong learner' could be a non-negotiable attribute for translators, even if they are currently engaged in active employment. If translator education and translator

competence are approached with an emphasis on lifelong learning, grounded in the aforementioned mentality, it can become integral to the construction of the future translator profile, which will operate in a sphere marked by innovation and unpredictability.

By integrating entrepreneurship competence into translator competence, which also incorporates translation competence, translators may be equipped to position themselves according to current and upcoming conditions, be aware of their own potential and/or the need to discover their own potential, identify their weaknesses and eliminate them, discern growth opportunities, devise and/or seize opportunities in the language industry for products and services capable of creating value through translation, assume an active role in managing their careers, and adopt adaptive expertise and principles of lifelong learning. Consequently, any potential change and novelty posed by an unpredictable future may cease to be a threat for translators who cultivate this competence. Instead, it may transform into an opportunity to be enjoyed by taking required actions, pioneering new products and services, and embracing proactive behaviors.

In addition to its long-term influences and gains as described above, an educational and institutional approach to translator (competence) shaped by entrepreneurship competence, together with its areas and competences, may help to respond to the current demands of the industry by encouraging prospective translators to plan, manage, and realize the knowledge and skills they will need in the short term and thus contribute to the elimination of the alleged “skill gap” (Massardo and van der Meer 2017) and discrepancy between academia and industry<sup>12</sup> (cf. Kelly and Martin 2020, 593).

Departing from this, the next section explores the representation of entrepreneurship competence in the “NOST/IL6,” which aims to provide standards for the translation profession in Türkiye by setting “the minimal norm that displays the required knowledge, skills, and attitudes approved by the Republic of Türkiye Vocational Qualifications Authority in order to successfully practice an occupation” and to “develop a skilled workforce that Türkiye needs to compete in the global economy . . . by establishing a functional link between education and the

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<sup>12</sup> The present study deals with entrepreneurship competence on a theoretical level with its possible implications for the concept of translator competence. For more studies on various aspects of entrepreneurship in the translation studies context, see the thematic issue of *Hermes - Journal of Language and Communication in Business* (2020) on entrepreneurship at <https://tidsskrift.dk/her/issue/view/8807>.

qualification demands of the professional world” and which is stated to serve “reflecting the current needs and future trends in the labor market on the education system.”<sup>13</sup>

### **3. A Reflection on “National Occupational Standard: Translator/Interpreter—Level 6” from an Entrepreneurial Perspective**

This section scrutinizes the duties, tasks, criteria, and attitudes and skills encompassed in “NOST/IL6” to determine to what extent they reflect entrepreneurship competence and what potential advantages an entrepreneurial perspective may bring to it, i.e., how it may be enhanced from this perspective. To this end, the examination begins with the document’s definition of a ‘translator,’ which may shed light on the professional profile adopted:

Interpreter/Translator (Level 6) is a qualified person who performs the work organisation and initial preparation activities of the translation process within the framework of relevant regulations and/or contracts, OHS measures, quality standards and service procedures; performs interpretation, sign language interpretation and/or written translation activities and sustains his individual professional development.

Interpreter/Translator (Level 6), when the written translation service is provided, performs localization activities and translation of the various types of documents, literary and artistic works, various media and multimedia material contents in one language into a target language; when the oral translation service is provided, he carries out both consecutive and simultaneous interpretation of verbal messages into target language(s) between the participants during the interviews and occasions such as meetings, conferences where the attendees speak different languages; when the sign language is to be used, he carries out translation and all relevant activities to provide communication in the target language and interpreting all the contents expressed in oral or written way into the sign language.

Interpreter (Level 6) is liable to implement and manage the task that he is responsible for, during the translation process. To this end, he may also work in a team depending on the type of the work.<sup>14, 15</sup> (T. C. Mesleki Yeterlilik Kurumu 2020, 8)

The highlighted definition primarily concentrates on the process of generating a translation as a product, particularly emphasizing the skillset that translation competence models frequently underscore. This specific definition makes mention of ‘localization’ besides

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<sup>13</sup> “Genel Sorular” (General questions), *T. C. Mesleki Yeterlilik Kurumu* (The Republic of Türkiye Vocational Qualifications Authority), accessed May 6, 2022, <https://www.myk.gov.tr/page/133>.

<sup>14</sup> The translation of the Turkish definition is taken from the English copy of the document accessible at [https://portal.myk.gov.tr/index.php?dl=MESLEK%2F3028%2FINGILIZCE\\_60003C749275D1610628212.pdf&option=com\\_meslek\\_std\\_taslak](https://portal.myk.gov.tr/index.php?dl=MESLEK%2F3028%2FINGILIZCE_60003C749275D1610628212.pdf&option=com_meslek_std_taslak). In the rest of the paper, the translations from the document are mine.

<sup>15</sup> This document includes sections about interpreters besides translators, as its title shows. Nevertheless, the scope of the present study is limited to translators. Therefore, the sections pertaining to interpreters are excluded from the analysis in this study.

‘translation’ as processes occurring during the provision of written translation services. Likewise, the task “making localization” is presented under the duty “making written translation,” and it is the only area included, in addition to specialized translation, literary translation, and audio-visual translation, under ‘written translation.’ Nonetheless, the rise of technological innovations, the widespread utilization of machine translation, and the surge of digitalization have all precipitated an escalation in the diversity and number of processes and tasks as well as responsibilities incumbent upon translators. As a matter of fact, ISO 17100 (2015)<sup>16</sup> enumerates 23 distinct and innovative value-added services that translators can offer. Though the translator definition above involves localization, a service that could potentially be categorized as relatively ‘creative’ or ‘value-added,’ others emerging within the language industry are not included. Today, given the new roles such as pre-editing, post-editing, and quality control, which get more and more widespread as the need to translate text from the scratch decreases gradually (Hickey and Agulló García 2021), the new areas such as transcreation and content creation where human translators can deliver added value, and the niche areas that are gaining more central importance in the language service industry (cf. Morón Martín 2020, 126), it can be argued that translators’ fields of activity are not/will not be limited to localization and translation in the traditional sense. Thus, a restructuring could be suggested here that could allow for addressing any new and future roles, areas, and types that are in constant transformation.

In the document, following the definition and the scope of the profession, there exists the following statement:

Translation works are usually concerned with activities based on analytical reviews, concentration, research, acquisition of knowledge, and communication. Depending on this working style, means of information and communication technologies are intensely used. (T. C. Mesleki Yeterlilik Kurumu 2020, 9)

The particular focus on information and communication technologies (ICTs) in this context is noteworthy. The inclusion of these ICTs aligns with the research competence, as shown in various translation competence models. It denotes the application of ICTs in the creation of translation products. However, in light of the diminishing necessity for translation from the scratch due to advancements in translation technologies and given that produced

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<sup>16</sup> “International Standard ISO 17100 Translation Services – Requirements for Translation Services,” *ISO*, accessed April 20, 2021, <https://www.iso.org/obp/ui/#iso:std:iso:17100:ed-1:v1:en>.



translations along with the resultant data can be employed to develop, train, and improve machine translation and quality assessment systems, it may be fitting to attribute a central role to the use of translation technologies in translation processes. This is crucial for translators not only from users' perspective but also from developers' perspective. As a matter of fact, the notion of “tool user,” one of the three models of “competent human” in the face of complexity and uncertainty of the twenty-first century (OECD 2016, 11), postulates that as our interaction with the world is mediated through the tools we use, which, in turn, shapes our comprehension of the world and our competence in engaging with it, the tools we use are not mere intermediaries but integral components of the dialogue that an individual conducts with their environment, thus serving not only to accomplish tasks effectively but also assist in redefining our relations with the world (OECD 2016, 12).

The document involves an elaborate list on the aspects of the duty “making the work organization” (T. C. Mesleki Yeterlilik Kurumu 2020, 10–12). It includes the following tasks: “performing promotion activities,” “shaping the translation demand,” “preparing a translation quote,” “making translation contract,” “arranging the source text and auxiliary materials,” “making a work schedule,” “archiving and information security,” “carrying out financial procedures,” and “performing the maintenance of translation memory.” These can be associated with the competences under the entrepreneurship competence such as “mobilizing resources,” “financial and economic literacy,” “planning and management,” and “taking the initiative” (Bacigalupo et al. 2016, 12–13).

On the other hand, under the task “arranging the source text and auxiliary materials” exists the criterion “arrangement of the source text (audio-visual, written, recorded, etc.) and auxiliary materials (parallel text, specialized glossaries, memories, etc.) concerning the written or oral translation from the relevant sources” (T. C. Mesleki Yeterlilik Kurumu 2020, 11). Evidently, the resources detailed here are largely defined through specific types of translations and texts. Hence, it could be suggested to include the mobilization of diverse resources related to new roles, tasks, and areas, including technologies that translators use and to which they are expected to contribute improvements. The incorporation of the newly emerging and potential roles, tasks, and areas may facilitate the development of a more comprehensive perspective towards ‘resources’ and their ‘mobilization.’

The task “carrying out financial procedures” encompasses criteria such as “ensuring that . . . jobs are invoiced and taxed in accordance with the law” and “ensuring that accounting

records of . . . jobs are kept and saved in accordance with the law” (T. C. Mesleki Yeterlilik Kurumu 2020, 12). These criteria can be related to the competence “financial and economic literacy” under the entrepreneurship competence (Bacigalupo et al. 2016, 12–13). However, while the criteria about ‘financial and economic literacy’ included in the document seem to be retroactive, that is only limited to the maintenance of past records, this literacy encapsulates a broader perspective, covering “estimat[ing] the cost of turning an idea into a value-creating activity,” “plan[ing], put[ing] in place and evaluat[ing] financial decisions over time,” and “manag[ing] financing to make sure [one’s] value-creating activity can last over the long term” (Bacigalupo et al. 2016, 12).

The document involves some tasks and duties that seem to be directly relatable to or in need of thorough integration of machine translation. Under the “making the work organization” duty, the task “performing the maintenance of translation memory” covers the criteria “updating, backing up, and archiving the translation memory,” “broadening the use of the translation memory through importing and exporting,” and “when using a translation memory owned by the client, using it properly in accordance with the confidentiality agreement” (T. C. Mesleki Yeterlilik Kurumu 2020, 12), while the duty “making preparations before translation” involves the tasks “analyzing the source text,” “doing research for the translation,” “setting the translation strategy,” and “preparing the work environment and conditions” (T. C. Mesleki Yeterlilik Kurumu 2020, 13–15). They can be linked with “mobilizing resources” including the criteria “manag[ing] the material, non-material and digital resources,” “mak[ing] the most of limited resources,” and “get[ting] and manag[ing] the competences needed at any stage, including technical, legal, tax and digital competences” (Bacigalupo et al. 2016, 12). However, within the scope of the duty “making the work organization,” translators are required to possess just some basic technological knowledge and to know how to use some software while the duty “making preparations before translation” makes no mention of machine translation or translation technologies at all, despite touching upon (mobilizing) various other resources. Yet, as machine translation emerges as a significant transformative force within the profession, chiefly in terms of fostering new job roles and tasks and extensively changing the workflows and translation work organization, the contemporary expectations from translators involve a thorough understanding of how machine translation systems work, awareness of these systems’ performance in specific text types, domains, and language pairs, capacity to evaluate the appropriateness of machine translation systems for specific projects along with relevant risks,

and thus a critical stance towards machine translation outputs, going beyond basic knowledge of computer-assisted translation tools. Therefore, an extensive integration of machine translation resources in all aspects, including ‘machine translation literacy’ (Bowker and Ciro 2019), into the tasks and/or criteria above could be strongly suggested, or an entirely separate but overarching section on machine translation could be created. In the latter case, a deeper inclusion of entrepreneurial mindset could suggest—by attributing translators a developer’s position in addition to a user’s—generating added value by, among others, developing, training, and enhancing machine translation and quality assessment systems, which can be attained by the “ideas and opportunities” and “into action” areas, along with their competences (Bacigalupo et al. 2016, 12–13), besides a mere passive use of ‘resources.’

The concept of ‘problem’ is addressed within the framework of ‘translation problems’ requiring ‘solutions’ at text level in the document, mainly in the professional knowledge and performance skills given under the duty “making written translation” (e.g., “identifying translation problems,” “generating solutions to translation problems,” “justifying translation decisions based on translation problems and medium” (T. C. Mesleki Yeterlilik Kurumu 2020, 18). Despite the breadth of these skills, an entrepreneurial reconsideration of ‘problems’ in the context of translation could open new horizons. That is, instead of confining it strictly to source and target texts in the translation process, a broader perspective could be adopted of ‘problem’ in the context of translation that could enable translators as individuals who are “puzzle solvers” that can “think out of the box” (OECD 2016, 11) to identify, define, and solve problems through translation as a value-added tool for the benefit of society (ibid.). Translators with this entrepreneurial mindset may also stimulate demand for the value-added services they devise, fostering the sustainability of this demand. Hence, the competences “spotting opportunities,” “creativity,” “vision,” “valuing ideas,” and “ethical and sustainable thinking” under the area “ideas and opportunities” may offer fresh perspectives on the potential value-added services that translators could provide based on ‘problems.’

Another duty included in the document is “performing quality activities for translation service,” which involves the tasks “managing the relations with the client persons and organizations” and “monitoring translation business processes” (T. C. Mesleki Yeterlilik Kurumu 2020, 20). The former could be associated with the competences “working with others,” “mobilizing others,” “planning and management,” “taking the initiative,” “valuing ideas,” and “ethical and sustainable thinking” under the entrepreneurship competence

(Bacigalupo et al. 2016, 12–13), as it includes criteria such as “creating a customer portfolio by compiling information about potential and current customers,” “designing relations with client persons and organizations in a way that includes pre-service, service/translation process, and post-service stages,” “conducting relations with client persons and organizations within the scope of the portfolio created and the stages designed,” and “carrying out reviews and evaluations to determine customer satisfaction and expectations” (T. C. Mesleki Yeterlilik Kurumu 2020, 20). These criteria, relatable to an entrepreneurial mindset, may encourage generating high quality, value-added, and new products and services through ‘customer portfolios based on potential customers’ besides the existing ones and engaging in relations with clients before, during, and after the service for feedback, reviews, and future expectations, enabling translators to formulate short-, medium-, and long-term objectives, ensuring the sustainability of their value-added services. The second task, “monitoring the translation work process” (T. C. Mesleki Yeterlilik Kurumu 2020, 20) focuses on quality assessment, besides others, and sets the following criteria on this matter: “checking the quality of the translation according to the type, method, flow, and agreement of the translation” and “getting feedback from the client.” However, in an era where the demand for translation from the scratch is diminishing more and more (Hickey and Agulló García 2021), one critical element of translation quality assessment is the evaluation of machine translated outputs. Therefore, it now seems imperative for translators to be well-equipped in both automated and manual quality assessment standards and tools. Hence, integration of machine translation quality assessment into this task through relevant criteria in association with the “mobilizing resources” competence (Bacigalupo et al. 2016, 12) under the entrepreneurship competence could be suggested. The task “monitoring the translation work process” (T. C. Mesleki Yeterlilik Kurumu 2020, 20) also highlights the criterion “tracking the emergence of new genres and media,” mentioning the need to use the relevant translation software, but keeps it confined to “audiovisual translation” (ibid.). However, this criterion is highly relevant for all products and services of translation, considering the big shift in the translation profession and newly emerging areas and roles. Thus, this criterion should have an all-encompassing coverage in the whole standard document.

In the document, the duty “engagement in professional development activities” contains two tasks: “ensuring individual professional development” and “contributing to in-service training” (T. C. Mesleki Yeterlilik Kurumu 2020, 21). The former task is grounded on the

following four criteria: “gathering information about vocational training activities from relevant institutions and identifying personal training requirements,” “following the developments in the profession and the industry through relevant sources and reflecting them on one’s work,” “monitoring changes in the relevant legislative and normative frameworks pertaining to one’s duty and applying them to one’s work,” and “planning and implementing short-term and long-term professional development in accordance with one’s individual career goals” (ibid.). These criteria can be linked to the competences “motivation and perseverance,” “vision,” “self-awareness and self-efficacy,” and “coping with uncertainty, ambiguity, and risk” under the entrepreneurship competence (Bacigalupo et al. 2016, 12–13). The latter task contains the criteria “exchanging information with one’s colleagues about working method and experiences” and “giving analytic feedback about translations, professional principles and issues, if requested by one’s colleagues” (T. C. Mesleki Yeterlilik Kurumu 2020, 21). These can be associated with the competences “working with others” and “mobilizing others” (Bacigalupo et al. 2016, 12–13). In an era marked by unpredictability and thus necessitating an adaptive expertise, lifelong learning, and a strong self-concept, a further elaboration of these criteria based on the competences under the entrepreneurship competence could potentially contribute to enabling translators to “imagine the future,” “develop a vision to turn ideas into action,” “visualise future scenarios to help guide effort and action,” “reflect on [their] needs, aspirations and wants in the short, medium and long term” with self-confidence, “identify and assess [their] individual and group strengths and weaknesses,” possibly believe in their “ability to influence the course of events, despite uncertainty, setbacks and temporary failures,” “be determined to turn ideas into action and satisfy [their] need to achieve,” “be prepared to be patient and keep trying to achieve [their] long-term individual or group aims,” “be resilient under pressure, adversity, and temporary failure,” “make decisions when the result of that decision is uncertain, when the information available is partial or ambiguous, or when there is a risk of unintended outcomes,” “include structured ways of testing ideas and prototypes from the early stages, to reduce risks of failing,” and “handle fast-moving situations promptly and flexibly” (ibid.). If these elements are successfully united, entrepreneurial translators could potentially combine their “ideas and opportunities” and their “resources” (ibid.), paving the way to create value-added products and services out of new and hybrid roles, areas, uncertainties, and challenges that are often seen as threats.

Lastly, the “Attitudes and Behaviors” (T. C. Mesleki Yeterlilik Kurumu 2020, 22) section of the document lists a range of attitudes and behaviors expected from translators. Among them, the item “being visionary and prepared for the risks in the translation process” could align with the competence “coping with uncertainty, ambiguity, and risk” (Bacigalupo et al. 2016, 13), the item “paying attention to the technical, financial, and legal details and rules in managing the translation process” (T. C. Mesleki Yeterlilik Kurumu 2020, 22) with the competences “ethical and sustainable thinking” and “financial and economic literacy” (Bacigalupo et al. 2016, 12–13), the item “taking effective and fast initiatives in managing the translation process within the borders of one’s authority” (T. C. Mesleki Yeterlilik Kurumu 2020, 22) with the competence “taking the initiative” (Bacigalupo et al. 2016, 13), the item “getting the right information from the right persons in time for the job” (T. C. Mesleki Yeterlilik Kurumu 2020, 22) with the competence “working with others” (Bacigalupo et al. 2016, 12–13), and finally, the item “taking care for efficient use of resources” (T. C. Mesleki Yeterlilik Kurumu 2020, 22) with the competence “mobilizing resources” (Bacigalupo et al. 2016, 12), each to varying degrees. Nevertheless, in the document, the above attitudes and behaviors are defined solely with reference to the translation process. However, incorporating the relevant areas (i.e., “ideas and opportunities,” “resources,” “into action”) and competences (“spotting opportunities,” “creativity,” “vision,” “valuing ideas,” “ethical and sustainable thinking,” “self-awareness and self-efficacy,” “motivation and perseverance,” “mobilizing resources,” “financial and economic literacy,” “mobilizing others,” “taking the initiative,” “planning and management,” “coping with uncertainty, ambiguity and risk,” “working with others,” “learning through experience”) under the entrepreneurship competence (Bacigalupo et al. 2016, 12–13), along with all “descriptors” or criteria, in the professional standards in terms of creating value-added services and products through and/or in translation may enable translators to identify and create new areas of demand in the industry within the scope of emerging and hybrid roles and areas, which will also be fulfilled by them. Thus, translators “realizing lifelong learning on issues related to their profession” (T. C. Mesleki Yeterlilik Kurumu 2020, 22) could also engage in creation of value, and those “open to innovations and new ideas related to their profession” (ibid.) could transform this open-mindedness into new creative ideas and opportunities, and they could be prepared for new, hybrid roles not only in national but also in international environments.

#### 4. Conclusion

This study derived from the need to readdress translator competence arising from the technology-induced big transformation in the translation profession. As a matter of fact, machine translation is increasingly finding its way into the translator’s workflow, and new roles, tasks, and processes are emerging, as well as new product and service areas and new labels triggered by digitalization. Furthermore, the roles of and expectations from translators differ and diversify. It is emphasized that translators are at a crossroads in terms of being on the side of developing machine translation technologies or heading towards creative fields, besides their necessity to keep their skills updated based on the technological developments. Hence, translators have to maintain their existence in an environment full of novelties. In this regard, this study argues that translators should engage in the fulfillment of value-added roles, services, and products, always adopting both the user’s and developer’s perspectives at the same time. They should constantly keep themselves up-to-date in terms of identifying and developing the skills required in terms of machine translation and translation technologies, as well as emerging new text types, roles, tasks, and service and product areas. And all this requires, this study posits, them to develop a translator competence encompassing ‘versatility,’ ‘flexibility,’ ‘continuous learning,’ and ‘adaptive expertise,’ and entrepreneurship competence is crucial at this point. As a matter of fact, entrepreneurship competence—which prioritizes continuous learning and adaptive expertise and is based on the competent human models of the twenty-first century—may enable, by its dynamic structure, translators to take a proactive attitude in the context of any change and innovation that the unpredictable future will bring, to make plans for future innovation and added value by integrating their current expertise and experience into future expectations, and thus to identify opportunities for opening new product and service areas. Therefore, the study suggests that entrepreneurship competence, with all its areas and competences (Bacigalupo et al. 2016, 12–13), should have a central position in translator competence.

Adoption of translator competence with entrepreneurship competence at its core in translator education may allow for eliminating the alleged ‘skill gap’ between industry demands and the translator education offered at the higher education level and opening a new sphere of influence and activity within the scope of production of value-added products and services through/within translation, thereby contributing to the realization of a demand-oriented,

functional, and added-value-focused educational system in line with the necessity to restructure higher education with a focus on innovation, value creation, and raising entrepreneurs. As a matter of fact, since entrepreneurs are one of the central elements that are aimed to be trained in fourth generation universities—whose aim is “education” and “open innovation,” role is “enabling value creation,” and method is “multi-actor innovation” (Steinbuch 2016, 1)—a design that higher education institutions offering translator education would create with an approach and curriculum nurturing the entrepreneurial mindset would not only contribute to the careers of their students, but also be highly compatible with the new generation goals of higher education.

The analysis of the “NOST/IL6”—argued to display, as a standard, the required translation-related knowledge, skills, and attitudes and reflect the current needs and future trends in the translation market on the education system in Türkiye—showed that the document addresses only some of the newly emerging roles, tasks, and areas and does not sufficiently cover translation technologies including machine translation—which now occupy a central position in every aspect of the translation process, including before and after it—in the duties and tasks of translators, criteria expected to be fulfilled by them, and the resources to be mobilized by them or as part of a mentality enabling translators to adopt a developer’s perspective to create value through technological products and services. Also, the document mentions financial skills only in a retroactive view, rather than highlighting financial management that would enable financial and economic forecasts and sustainable future-oriented financial and economic plans. In addition, translator attitudes and behaviors are defined mainly through the translation process, and these descriptions are not aimed at identifying new opportunities and engaging in value creation through/within translation products and services. Thus, a revision of the standard—particularly in the context of emerging and hybrid roles and areas—through an entrepreneurial focus may pioneer a potentially substantial mental transformation in terms of perceiving the uncertainties brought by technology as opportunities rather than threats, potentially restoring ‘human’ at the core of translation—a field increasingly perceived as ‘dehumanized’ due to growing technological domination—and thus contributing to building a strong professional self-concept among translators for them to enjoy the opportunities that are likely to arise in the unpredictable and unclear future.

To conclude, this study is anticipated to provide a new insight into ‘translator competence’—as a theoretical construct—and into translator training and professional



standards for translators—as applied phenomena—based on “the status of translation in real life and the facts of translation processes” (Bulut 2004, 26) in light of the transformation of the translation profession, in a way that reveals the interdependence of descriptive, theoretical, and applied fields of translation (studies) (Holmes [1972] 2000) “in a new turning point where new questions come to the fore” (Bengi-Öner 1997, 8).

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