Perceptions of First-Year Students in an Applied English Translation Program on the Concepts of Translation, Translator, and Their Expectations from the Program

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Abstract

This study examines the perceptions of first-year students enrolled in the applied English translation program at Tokat Gaziosmanpaşa University, focusing on their perceptions of the concepts of translation and the translator, and their expectations from the translation program. Employing a qualitative research design, the study aims to uncover the initial insights and understandings held by students newly introduced to the field of translation studies. The findings show that translation is predominantly understood as a simple language activity and the complexity involved in ensuring cultural adaptation and contextual integration is largely ignored. Moreover, students have shown a lack of appreciation for the multifaceted role of translators, viewing the profession primarily through the lens of bilingualism and overlooking the need for cultural knowledge, specialized expertise, and ethical considerations. The research also presents that the expectations of the students from the translation program are introductory, reflecting a limited knowledge of the broader professional requirements and opportunities within the translation and translator professions. These insights underscore a critical gap in foundational knowledge among students, highlighting the need for translation programs to foster a more comprehensive understanding of translation as a complex, culturally embedded practice. The study suggests, if necessary, enriching the curriculum with content that emphasizes the ethical, creative, and professional aspects of translation, aiming to reflect the gap between students' initial perceptions and the professional realities of the translation and translator profession.

Keywords: perception of translation, perception of translator, perception analysis, translation program, translation training

Uygulamalı İngilizce Çevirmenlik Programı Birinci Sınıf Öğrencilerinin Çeviri, Çevirmen Kavramlarına İlişkin Algıları ve Programdan Beklentileri

Öz

Bu çalışma, Tokat Gaziosmanpaşa Üniversitesi uygulamalı İngilizce çevirmenlik programına kayıtlı birinci sınıf öğrencilerinin çeviri ve çevirmen kavramlarına ilişkin algıları ve çeviri programından beklentilerine odaklanarak algılarını incelemektedir. Nitel bir araştırma tasarımı

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kullanan bu çalışma, çeviribilim alanıyla yeni tanışan öğrencilerin başlangıçtaki iç görülerini ve anlayışlarını ortaya çıkarmayı amaçlamaktadır. Bulgular, çevirinin ağırlıklı olarak basit bir dil etkinliği olarak anlaşıldığını ve kültürel uyum ile bağlamsal bütünlük sağlama sürecinin taşıdığı karmaşıklığın önemli ölçüde göz ardı edildiğini göstermektedir. Dahası, öğrenciler, çevirmenlerin çok yönlü rolünü kavrama konusunda eksiklik göstermekte, mesleğe öncelikli olarak iki dillilik açısından bakmakta ve kültürel bilgi ihtiyacını, uzmanlık becerisini ve etik hususları göz ardı etmektedirler. Araştırmanın bir başka bulgusu ise öğrencilerin çeviri programından beklentilerinin düşük olduğunu, çeviri ve çevirmenlik mesleklerindeki daha geniş mesleki gereksinimler ve fırsatlara ilişkin sınırlı farkındalıklarını göstermektedir. Bu sonuçlar, öğrenciler arasındaki temel bilgi açısından kritik bir boşluğun altını çizerek, çeviri programlarının karmaşık, kültürel olarak yerleşik bir uygulama olarak çeviriye ilişkin daha kapsamlı bir anlayış geliştirme ihtiyacını vurgulamaktadır. Çalışma, eğer gerekliyse, müfredatın çevirinin etik, yaratıcı ve profesyonel yönlerini vurgulayan içerikle zenginleştirilmesini önererek öğrencilerin ilk algıları ile çeviri ve çevirmenlik mesleğinin profesyonel gerçekleri arasındaki boşluğu yansıtmayı amaçlamaktadır.

Anahtar sözcükler: çeviri algısı, çevirmen algısı, algı analizi, çeviri programı, çeviri öğretimi

INTRODUCTION

Translation serves as an indispensable bridge across cultures, enabling the exchange of ideas, information, and values in an increasingly interconnected world. Beyond its linguistic foundation, translation functions as a mediator of cultural and social identities, playing a pivotal role in areas such as international diplomacy, global business, and academic discourse. As Gökmen Gezer and Muhammed Z. Can (2016) emphasize, translation facilitates the transfer of cultural knowledge and values, empowering linguistic and cultural diversity in a global landscape where dominant languages often overshadow minority voices (p. 357). This role elevates translators to more than language experts—they are cultural agents who navigate the complexities of cross-cultural communication.

The demands of the modern translation profession go far beyond bilingual proficiency. As Lawrence Venuti (2018) argues, the essence of translation lies in maintaining a delicate balance between accuracy and cultural sensitivity, where the translator must navigate linguistic, social, and cultural nuances to ensure effective communication (p. 19). This view aligns with Jeremy Munday's (2016) observation that translation training extends beyond language acquisition, fostering skills such as critical thinking, cultural literacy, and professional ethics (pp. 125-128). These competencies are critical in preparing students for the multifaceted challenges of the translation industry, where the scope of work encompasses more than mere textual conversion.

This study focuses on the perceptions of first-year students enrolled in the Applied English Translation Program at Tokat Gaziosmanpaşa University, examining their initial understanding of the concepts of translation and translator, as well as their expectations from the program. Preliminary findings reveal an initial perception of translation among students, who often view it as a straightforward linguistic exercise. This perception underscores a disconnect between their current understanding and the professional realities of the field, which require cultural competence, specialized knowledge, and ethical considerations.

By addressing this gap, the study aims to provide concrete data about students' perceptions of the field at the beginning of the translation training process and to contribute to the development of translation training that bridges the divide between students' initial perceptions and the complex realities of professional translation. It highlights a curriculum that emphasizes the cultural, ethical, and technological dimensions of translation, providing student education that is compatible with the diverse demands of the globalized translation industry. The following sections provide an overview of relevant theoretical frameworks, describe the methodology, and present the findings, culminating in recommendations for curriculum development that address the identified educational needs.

1. THE CONCEPT OF TRANSLATION AND TRANSLATOR

Translation has long been recognized as a vital mechanism for intercultural communication and the exchange of knowledge. However, its role extends beyond mere linguistic transformation, encompassing cultural mediation, ethical decision-making, and professional specialization. Translators serve as key figures in international relations, global commerce, and literary dissemination, shaping how meaning is conveyed across languages and cultures. As the field of translation evolves, theoretical perspectives, pedagogical approaches, and ethical concerns continue to shape both translator training and professional practice. This section explores these dimensions, examining how translation has developed from traditional linguistic theories to a multifaceted discipline that integrates cultural, technological, and ethical considerations.

1.1. Theoretical foundations of translation

Early translation theories primarily focused on linguistic accuracy, equivalence, and fidelity to the source text. Scholars such as Eugene Nida (1964) emphasized the importance of balancing formal equivalence (word-for-word accuracy) with dynamic equivalence (meaning-based translation) to ensure both linguistic precision and cultural appropriateness (pp. 244–245). Peter Newmark (1988) further developed this distinction by introducing semantic and communicative translation, highlighting the translator's role in conveying intercultural meaning while maintaining textual integrity (p. 5).

As translation studies evolved, functional approaches gained prominence, shifting focus from fidelity to the purpose (Skopos) of the translated text. Hans J. Vermeer (1989) introduced Skopos theory, arguing that translation should prioritize the intended function within the target culture rather than strict adherence to the source text (p. 198). This functionalist shift led to the cultural turn in translation studies, championed by Susan Bassnett and André Lefevere (1990), who positioned translators as active cultural agents shaping literary traditions, knowledge dissemination, and social narratives (p. 87). These perspectives underscore the growing recognition of translation as a creative and context-dependent process, rather than a mere mechanical transfer of words.

1.2. From theory to training: Developing translator competence

Building on these theoretical foundations, translator training has adapted to reflect the complexities of modern translation practice. In the Turkish context, research highlights the need for integrated curricula that develop linguistic, cultural, and professional competencies. Nesrin Şevik and Mehmet Gündoğdu (2018) identify translation competence as the core objective of translator

education, stressing the importance of methodological skills, problem-solving abilities, and cultural literacy (pp. 79–80).

To address these challenges, Faruk Yücel (2007) advocates for text-focused exercises that enhance students' functional and creative translation abilities, ensuring alignment with the demands of a globalized job market (pp. 144–145). Similarly, Esra Birkan Baydan (2013) emphasizes decision-making and problem-solving skills as essential components of translation competence, which can be cultivated through real-world translation exercises and classroom simulations (p. 103). Moreover, Tuba Kılıçkaya and Başak Ergil (2023) argue that exposure to English literature courses enriches linguistic proficiency, critical thinking, and cultural awareness, making them a valuable addition to translation training programs (p. 244).

1.3. Ethical and technological challenges in translation

As translation has become more integrated with technology and globalization, ethical concerns and professional responsibilities have become central debates in the field. Andrew Chesterman (2001) explores the translator's ethical obligations, highlighting the importance of accuracy, integrity, and decision-making in sensitive contexts (p. 139). The increasing reliance on machine translation (MT) and neural machine translation (NMT) has further complicated these ethical discussions.

For example, Minako O'Hagan (2019) examines the impact of AI-driven translation technologies on professional translators, emphasizing the need for human expertise to ensure linguistic quality and cultural sensitivity (pp. 2–3). Likewise, Chunyu Song (2024) identifies concerns regarding confidentiality, bias, and ethical oversight in machine-assisted translation, particularly in fields like medical and legal translation, where accuracy is critical (p. 12). In response to these concerns, Mohammed K. Mutashar (2024) calls for greater transparency in AI operations and stronger ethical guidelines to maintain quality and cultural relevance in AI-driven translations (p. 5).

1.4. The expanding scope of translation

The existing literature presents translation as a rapidly evolving discipline shaped by theoretical advancements, pedagogical innovations, and emerging ethical challenges. While traditional theories laid the groundwork for linguistic and cultural adaptation, modern translation education increasingly focuses on professional training, ethical awareness, and technological proficiency. As the role of translators expands beyond language transfer to cultural mediation, technological adaptation, and specialized expertise, it is crucial for translation training programs to evolve accordingly. By integrating functionalist approaches, hands-on training, and ethical considerations, translator education can better equip students for the complex realities of the global translation industry.

2. METHOD
2.1. Research design

This study employs a qualitative research design to explore the perceptions of first-year students in the Applied English Translation Program at Tokat Gaziosmanpaşa University regarding the concepts of translation and translator and their expectations from their department. Qualitative

research, as defined by John W. Creswell and Cherly N. Poth (2018), is an approach that seeks to understand individuals' experiences and the meanings they attach to specific phenomena through detailed exploration. This design is particularly suited to the study's objectives as it allows for an in-depth examination of students' initial perceptions and expectations, which are inherently subjective and context-dependent (pp. 5-10).

In qualitative research, the focus is on capturing the complexity and depth of participants' viewpoints rather than quantifying their responses. The current study employs a questionnaire consisting of open-ended questions to gather rich, descriptive data, allowing for the identification of recurring themes and patterns in students' perceptions. Such an approach ensures that the subtle nuances of students' understanding of translation and the translator's role are thoroughly documented and analyzed.

The qualitative methodology also prioritizes flexibility in data collection and analysis, adapting to the responses provided by participants to uncover emergent themes that may not have been anticipated initially. The study adheres to established qualitative research principles, ensuring credibility and rigor through techniques such as triangulation, detailed documentation, and peer debriefing during the analysis process.

This methodological approach is essential for examining a topic as complex and multifaceted as translation and translator education, providing insights that quantitative methods may overlook. By exploring participants' lived experiences and perspectives, the study aims to contribute valuable knowledge to the field of translation training.

2.2. Research questions

The study is directed by the following research questions:

a) What are the perceptions of first-year students regarding the concept of translation in today's global context?

b) How do first-year students perceive the role and importance of translators?

c) What are the expectations and wishes of first-year students regarding the translation and translating profession?

These questions aim to detail the multifaceted perceptions of translation and translator, shedding light on students' desires and views in global and professional realms.

2.3. Participants

The participants of the study are first-year students enrolled in the applied translation program at Tokat Gaziosmanpaşa University. Purposeful sampling techniques will be used to select participants who can provide rich, relevant, and diverse insights for the research questions (Patton, 2014, p. 401). The sample size will be determined when data saturation is reached, i.e., when no new information or theme is observed (Guest, Bunce & Johnson, 2006, pp. 66-67).

48 first-year students, including 39 females and 9 males, participated in the study. However, upon seeing the questions in the questionnaire, 4 of them refused to answer them by mentioning that they did not have any ideas about the subject and did not want to feel bad for giving wrong answers. Although it was explained to them that this study would not be an indicator for their

academic careers, their names would remain anonymous, and their identities would not be shared on any platform, they refused to participate in the study. Therefore, 4 participants were excluded from the study.

2.4. Data collection instrument

Data were collected through a questionnaire, presented as an appendix, consisting of 14 open-ended questions designed to elicit students' perceptions regarding the concepts of translation and translator (see Appendix 1). The questionnaire was generated to cover various topics, including students' definitions of translation, their understanding of the responsibilities of a translator, and perceptions of the skills and knowledge necessary for effective translation. The reason for choosing such a data collection instrument is that this instrument can allow for the collection of in-depth responses reflecting the complexity of students' perceptions (Fink, 2017, p. 149). Besides, the questions in the questionnaire were prepared in Turkish language to enable the students to feel more comfortable to deeply understand the content of the questions.

Before the distribution of the questionnaire form to all participants, the questionnaire was pilot-tested with a small group of students with a similar background to ensure the clarity, relevance, and comprehensiveness of the questions. The participants stated difficulty in understanding some of the terminologies such as competence, sub-competence, and so on, so these terms were revised in a way that all the participants could easily understand. The final questionnaire form was distributed to the participants, and responses were collected anonymously, which will ensure confidentiality and encourage candid responses (British Educational Research Association [BERA], 2018, pp. 21-22).

2.5. Data collection process

Following the ethical approval, the questionnaires were distributed to participants at the beginning of the 2024-2025 academic year. Participants were presented with two options to complete the survey in print format during class or electronically. However, all the participants preferred to fill out the form in the classroom setting. At the beginning of the first term of their first year in the applied translation program, the data were collected during the orientation week. This period was especially preferred to understand their perceptions related to the concepts of translation and translator since the participants did not attend any courses related to the program.

2.6. Data analysis

The collected data were analyzed through content analysis, a methodological method for deriving meaning from text data (Krippendorff, 2018, p. 87). This approach was chosen for its ability to systematically categorize and define patterns and themes in qualitative data (Hsieh & Shannon, 2005, pp. 1281-1282).

The analysis involved several steps: Initially, the responses of the participants were read three times to understand the content deeply. Subsequently, data were coded, and codes were grouped into categories and themes reflecting students' perceptions of the concepts of translation and translator. Throughout this process, reliability was ensured through inter-coder agreement, and

validity was enhanced in the analysis process by involving the comments of some other researchers with studies in this method (Saldaña, 2015, p. 175).

2.7. Ethical considerations

Ethical approval for this study was obtained from the Ethics Committee of Tokat Gaziosmanpaşa University. Participants were informed of their right to withdraw from the study at any time without any penalty (BERA, 2018, p. 18). As stated in the participants heading of the study, 4 students demanded to withdraw from the study.

Informed consent was obtained from all participants, with guarantees of anonymity and confidentiality provided. In addition, to keep the students' identities anonymous, they were coded as S1, S2, S3, and so on. While giving student response samples in the findings section, they will be referred to according to these codes.

2.8. Limitations of the study

The findings of the study are limited to the data obtained from students who started their education in the Department of Foreign Languages and Cultures at Tokat Vocational School of Tokat Gaziosmanpaşa University. For this reason, it is not possible to make a comprehensive generalization from an academic point of view, however, since the conditions for joining universities through central placement in Turkey and the acceptance of students for the applied English translation programs are the same in all programs so that the student profile may be similar.

3. FINDINGS

The purpose of this study is to investigate how first-year students in the Applied English Translation Program at Tokat Gaziosmanpaşa University perceive the concepts of translation and the role of translators. Understanding these perceptions is crucial for Translation Studies, as it provides insights into how students conceptualize translation before receiving formal training. Since translator training plays a key role in shaping future professionals, identifying students' initial misconceptions and knowledge gaps allows educators to design curricula that bridge these gaps effectively. By analyzing students' perspectives, this study contributes to pedagogical discussions on translation training, helping to refine educational approaches in applied translation programs and ensuring that students acquire the necessary linguistic, cultural, and professional competencies required in the field.

Utilizing a questionnaire consisting of 14 open-ended questions, this research explores students' expectations, definitions, and assumptions about the profession. The collected data were meticulously analyzed through content analysis to uncover recurring themes and patterns. The findings indicate that students tend to have a basic and often limited understanding of translation, primarily viewing it as a linguistic exercise rather than a multifaceted discipline that involves cultural mediation, technological competence, and ethical considerations. Additionally, many students exhibit an introductory perspective on the role of translators, often reducing it to mere bilingualism without recognizing the broader professional and contextual responsibilities that translation entails.

The study also reveals that students' expectations from the academic program reflect a limited knowledge of the diverse roles and opportunities within the translation profession. Many first-year students appear to lack insight into specialized fields such as legal, medical, audiovisual, and localization translation, as well as the technological advancements shaping the industry. This suggests a need for early exposure to real-world translation challenges, enabling students to develop a more comprehensive understanding of the profession from the outset.

The subsequent sections will provide a detailed analysis of these findings, supported by specific examples, codes, and categories derived from the content analysis. By offering a deeper exploration of students' perceptions, this study aims to provide practical insights for applied translation programs, helping educators develop strategies that enhance curriculum design, improve student engagement, and align translation training with industry expectations.

3.1. Analysis of perceptions related to the concept of translation

To learn the participants' perceptions about the concept of translation, such questions were asked as what translation is, what knowledge and skills are required to translate, and what features make a translation adequate or acceptable. The content analysis of first-year students' responses revealed a set of perceptions characterized by a predominantly initial understanding of the concept of translation in today's global context. Several main themes such as initial views on translation, underestimation of cultural and contextual factors, and limited knowledge of translation's global impact emerged from the analysis, reflecting a limited grasp of the concept of translation by the students.

The analysis categorized responses into codes such as 'Literal and Grammatical Translation', 'Cultural Ignorance', and 'Global Misconceptions', systematically representing common perceptions. These categories not only highlight deficiencies in students' perceptions but also underscore the need for a more comprehensive approach to translation training.

In conclusion, the analysis highlights a notably initial and limited perception of the concept and role of translation among first-year students. This finding calls for a reassessment of how translation is introduced and taught from the beginning of students' educational journeys, emphasizing the need for a deeper understanding of the field from the outset.

3.1.1. Initial views on translation

Many responses depicted translation as a simple process of converting words from one language to another, reflecting a superficial understanding of the complexities involved. This basic perception fails to recognize the nuanced challenges of cultural sensitivity, contextual appropriateness, and meaning preservation.

For instance, S3 described translation as "changing words from English to Turkish,"[†] suggesting a mechanical, word-for-word approach to translation. Similarly, S9 defined translation as "writing a Turkish text in English again according to the English grammar rules," indicating a

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[†] Unless otherwise stated, all translations from Turkish to English regarding the survey and participants' statements used in this article were made by the researcher.

focus on grammatical correctness rather than meaning adaptation. Such responses highlight a common misconception among students that translation is merely a linguistic exercise rather than a dynamic, decision-making process requiring critical thinking, cultural adaptation, and domain-specific expertise.

This introductory perspective was further evident in responses that emphasized literal translation without considering meaning adaptation. S18, for example, stated, "The job of a translator is to find the correct words and change them into another language," reinforcing a reductionist view of translation. Likewise, S22 wrote, "Translation is like solving a puzzle, where you find the matching words and put them in the right order." While this analogy captures the technical aspect of translation, it fails to acknowledge that meaning often cannot be transferred directly across languages without modification.

However, a few students demonstrated a broader knowledge of translation's complexity. S29, for example, stated, "As far as I searched on the internet, translation consists of many things. Only knowing two languages very well is not enough for me to translate." This response suggests that some students recognize the limitations of linguistic proficiency alone, acknowledging that translation requires additional analytical, cultural, and contextual skills.

Another example of emerging awareness came from S36, who noted, "Translation is not always about words; it is also about understanding how people express themselves differently in each language." While this response hints at a more nuanced view, such perspectives were exceptional rather than common among participants.

Overall, when the student responses are evaluated as a whole, it becomes evident that most first-year students have a rudimentary and limited understanding of translation, viewing it as a direct linguistic operation rather than a complex, decision-making process that requires careful consideration of multiple linguistic and cultural elements.

3.1.2. Underestimation of cultural and contextual factors

Another common theme in the responses was the underestimation of the role of cultural and contextual factors in translation. Many students failed to acknowledge that understanding cultural nuances and context is crucial for producing accurate and meaningful translations.

For example, S41 emphasized the importance of grammar and vocabulary, stating, "Translation requires a very good grammar knowledge and also a rich vocabulary," but did not mention cultural or contextual awareness. Likewise, S23 responded to a question about essential translation components by stating, "When I think about the necessary things for translation, grammar, vocabulary, time, correctness, and synonym come to my mind." These responses indicate an introductory view of translation that prioritizes linguistic mechanics over cultural and contextual adaptation.

A striking example of cultural underestimation is found in the response of S14, who stated, "If you are translating a book, you just need to find the words that match and write them down correctly." This perspective ignores the need to adapt idiomatic expressions, humor, and cultural references, which are essential in literary translation. A more realistic understanding was demonstrated by S35, who acknowledged, "Some words do not mean the same thing in different

countries, so translators need to think about what the sentence really means." However, such responses were exceptional rather than common.

The lack of knowledge of cultural considerations was further highlighted when analyzing how many students explicitly mentioned culture in their responses. Only three students referenced cultural factors, illustrating a widespread disregard for the role of cultural adaptation in translation. One such student, S17, stated, "A good translation requires the knowledge of the English culture," but this perspective still reflects a one-sided approach, focusing only on the target culture rather than understanding translation as a bi-directional, intercultural process.

Additionally, some students showed a limited perception of translation contexts, particularly in professional settings. S28, for example, stated, "Translators help people understand words in another language, like when you read a book or a sign in another country." This comment overlooks the vast number of professional domains in which translation is used, such as legal, medical, and business fields, where accuracy and cultural knowledge are essential.

In contrast, professional translators recognize that translation is not just about words but also about meaning, intent, and cultural appropriateness. Without an appreciation of cultural context, a translation may misinterpret or distort the intended message, leading to potential miscommunication. The limited number of students who acknowledged cultural factors suggests that more emphasis on cultural training is needed in early translation education.

3.1.3. Limited knowledge of translation's global impact

Furthermore, responses showed limited appreciation for the role of translation in global communication and intercultural exchange. Many students could not adequately recognize that translation is a crucial component of diplomacy, business, media, and international cooperation.

For instance, S32 stated, "Translation enables us to learn about different people living in different countries in the world," while S20 expressed, "We can understand what the other people do thanks to translations about them." Although these responses indicate a basic recognition of translation's importance in cross-cultural communication, they lack depth in understanding its professional significance in fields such as law, healthcare, technology, and entertainment.

Among the 48 students surveyed, only seven students (S1, S7, S13, S20, S25, S29, and S32) made comments that aligned with the global impact of translation. However, even among these, few demonstrated a nuanced understanding of how translation influences international relations, economic exchanges, and global knowledge dissemination.

For example, professional translators work on diplomatic documents, medical records, legal contracts, and business negotiations, playing a vital role in cross-border communication. The absence of student responses acknowledging these functions suggests that first-year students have yet to fully grasp how translation extends beyond language conversion to facilitating global interactions, preserving cultural heritage, and enabling access to information worldwide.

A more insightful response came from S10, who noted, "Without translation, we would not be able to learn about other countries' histories, laws, or scientific discoveries." This comment demonstrates a broader knowledge of translation's role in knowledge dissemination, though such perspectives were rare.

This lack of knowledge highlights a gap in students' perceptions regarding the broader impact and responsibilities of translation in a globalized world. It underscores the importance of integrating discussions on translation's professional applications into translation curricula to ensure students develop a realistic and comprehensive perspective on the field.

3.2. Analysis of perceptions related to the concept of translator

To understand the students' perceptions about the concept of the translator, such questions as who is a translator, what characteristics should a translator have, and what knowledge and skills a translator needs to be able to translate were asked. The analysis of first-year students' perceptions of the concept and role of translators revealed a significant gap in understanding what it means to be a professional translator in the professional world.

To systematically represent these perceptions, the analysis categorized responses into the **codes**: 'Linguistic Focus', 'Perceived as Tools', and 'Impact Underestimation'. These categories highlight the need for educational programs to emphasize the broad skill set of translators and their effective roles in a globalizing world. In summary, the analysis shows an introductory perception of the role of a translator among students. This situation presents an educational opportunity to reshape these perceptions, emphasizing the multifaceted competencies of translators and the significant impact of professional translators.

3.2.1. Limited recognition of translator competencies

A common theme in the responses was the limited recognition of the diverse competencies required for translators. Many students primarily viewed the role of a translator as linguistically based, ignoring the cultural, technological, and ethical dimensions of the profession.

For example, S11 stated that "A translator needs to know two languages well. That is the main skill," completely overlooking essential competencies such as cultural literacy, subject-matter expertise, technological proficiency, editing skills, and ethical considerations. Similarly, S2 responded, "A translator helps people understand foreigners when they do not know their language," reducing the role of translators to basic interpretation rather than specialized communication across different professional fields.

Many other students reinforced the misconception that knowing two languages is sufficient to be a professional translator. S5 wrote, "I think if I improve my English and learn some grammar rules, I will be able to translate anything," demonstrating a lack of knowledge regarding the decision-making and problem-solving skills required in real-world translation tasks. Likewise, S21 mentioned, "Translators are people who turn words into another language, just like using Google Translate but with better grammar," suggesting an introductory, mechanical view of translation rather than a creative and context-dependent process.

However, a small number of students recognized the complexity of the translator's role. S29 offered a more insightful perspective, stating, "Translators must be very intellectual people. They should search for new things. They should be very qualified in the field they are translating." Similarly, S34 emphasized the importance of specialization, writing, "If a translator is working on a

medical text, they should know medical terminology. Otherwise, the translation will not be accurate."

The overwhelming focus on linguistic competence rather than broader professional skills highlights a critical gap in students' understanding of the translator's role. This gap suggests a need for curriculum enhancements that introduce students to practical translation scenarios, specialized fields (such as legal, medical, and technical translation), and the use of translation technologies like CAT tools and machine translation post-editing.

3.2.2. Misconceptions about the professional translator's role

In addition to underestimating translator competencies, many students held misconceptions about the role of professional translators. A significant number of responses portrayed translators as passive language processors rather than active cultural mediators and problem-solvers.

For example, S42 remarked, "Translators are like human dictionaries. Their job is to change words from one language to another," failing to acknowledge the importance of conveying context, tone, and cultural nuances essential for effective communication. Similarly, S8 stated, "Being good at languages is the most important thing for a translator. If you know two languages, you can translate everything." This perspective overlooks the necessity of research skills, cultural adaptation, and ethical responsibility in professional translation.

Another common misconception was that translators simply convert words without interpreting meaning. S19 asserted, "Translators take a sentence, look up the words, and write them in another language. It is not difficult if you have a dictionary." Likewise, S14 stated, "If you know a language very well, you can translate any text," ignoring the fact that highly specialized fields like legal or medical translation require deep subject-matter expertise.

Among the few students who demonstrated a more accurate understanding of the translator's role, S29 provided an insightful comment: "Translators are like bridges between languages, and I think they need to know a lot of words, features, and history of the places where the translation language is spoken." Similarly, S40 recognized the role of translators in communication beyond just words, stating, "Translators don't just translate words; they translate ideas and adapt messages to different cultures."

The widespread misconceptions about the profession highlight a critical gap in students' knowledge of real-world translation tasks. Many students are unaware that translators often work on localization projects, legal documents, medical reports, marketing campaigns, and technical manuals—each requiring different skill sets and industry knowledge. This underscores the importance of exposing students to real-world translation challenges through internships, guest lectures, and hands-on translation projects.

3.2.3. Underestimation of the translator's impact

Another significant finding was the students' tendency to underestimate the broader impact of translation and translators. Many participants failed to recognize the essential role of translators in fields such as diplomacy, business, technology, and global communication.

For instance, S33 commented, "Translators provide a translation service to the people who do not know other languages," indicating a limited knowledge of the translator's role in international relations, media, and academic exchange. Similarly, S15 stated, "Translators are important for things like traveling or maybe reading a book in another language. This is all I can tell about the role of a translator."

A particularly striking example of underestimation came from S7, who remarked, "I don't think translation is a very difficult job. It's just about knowing two languages well." This perspective fails to acknowledge the responsibility of translators in high-stakes environments, such as medical translation (where mistranslations can affect patient safety) and legal translation (where errors can lead to contractual disputes or legal consequences).

Despite the general trend of underestimating the translator's impact, three students demonstrated knowledge of the profession's significance. S16, for instance, stated, "I believe translators do much more than just translate words, and their work is crucial for catching the latest developments in every part of the world." Likewise, S27 recognized the role of translation in preserving knowledge, writing, "Without translators, we wouldn't be able to read important scientific research from other countries."

The lack of recognition for the translator's global impact suggests that students need greater exposure to the diverse industries in which translators work. Integrating case studies of real-world translation failures and successes into the curriculum could help students better appreciate the profession's complexity and societal importance.

3.3. Expectations and wishes related to the profession of the translator

This section of the analysis addresses the expectations and wishes of first-year students regarding their future in the profession of translation. To understand the students' perceptions about the profession of translation and their expectations from the translation program they study, the questions are as follows: Why did you choose the translation program? Did you research the curriculum before choosing it? What knowledge and skills do you think the translation program will provide you with? The content analysis of responses revealed a notable disconnection between expectations and the realities of the translation sector.

Due to the nature of the content analysis, student responses were categorized according to codes like 'Basic Skill Goal', 'Professional Ignorance', and 'Introductory Educational Expectations'. These codes serve to emphasize the gap between students' current perceptions and the comprehensive skill set and knowledge base required for a successful career in the translation and translator profession. In summary, the expectations and wishes of first-year students regarding the translation profession reveal a significant gap in understanding what it means to be a professional translator. This gap underscores the need for an educational approach that broadens students' perspectives and prepares them for the diverse and challenging nature of the translation sector.

3.3.1. Introductory expectations from the translation program

Many students expressed introductory and sometimes insufficient expectations from their translation program, often focusing on basic language development rather than the broader professional and technical skills required for translation.

For example, S5's response encapsulates this sentiment: "I hope to learn some basic translation techniques. And if I can develop my English, I can be successful in translating." This statement reflects a limited view of the scope and depth of translation training, overlooking the potential for specialization, professional development, and cultural adaptation skills. Similarly, S38 stated, "I am here because I like languages, but honestly, I do not expect much. I guess we will learn some grammar and vocabulary, like a more intense language course." These responses suggest that many students perceive translation primarily as an extension of foreign language learning rather than a distinct profession requiring specialized expertise.

Another common trend was the lack of familiarity with the program's curriculum and expectations. S14 admitted, "I did not really research the courses before choosing this department. I just assumed it would be about learning English and maybe practicing speaking skills." Likewise, S19 stated, "I just want to be fluent in English. I don't know what else we will study in this program." These responses indicate a significant gap in students' knowledge of the practical and theoretical aspects of translation education, suggesting that many enroll without a clear understanding of what the field entails.

Despite this general trend, a few students demonstrated curiosity and openness toward discovering the profession. S22 expressed, "While I'm not exactly sure what to expect from this program, I'm excited about the possibilities. I am ready and open to discovering what I will be taught about translation." This more optimistic perspective reveals an eagerness to learn beyond language acquisition and explore translation as a professional discipline. Similarly, S30 stated, "I hope the program will help me understand what translation really is, not just how to switch between languages."

However, considering the overall trend in student responses, it is evident that many students embark on their translation studies with limited foresight into what the profession entails or the range of skills they are expected to acquire. This highlights the need for introductory courses or orientation programs that provide students with a clearer picture of the diverse competencies required in translation, including technological literacy, research skills, cultural adaptation, and subject-matter expertise.

3.3.2. Lack of knowledge regarding professional realities

Another significant issue revealed by the responses was the students' lack of knowledge regarding the realities of the translation profession. Many students exhibited an oversimplified and idealized perception of translation, failing to recognize the complexities, challenges, and skill requirements of the field.

For instance, S1 asserted, "I think being a translator is easy. You just need to know two languages well." This oversimplification neglects crucial competencies, such as cultural mediation, specialized subject knowledge, ethical decision-making, and the ability to work with translation

technologies. Similarly, S43 stated, "I think translation is about knowing two languages very, very well. It seems like that to me." These responses reflect an introductory understanding of the profession, perceiving it as a mechanical process rather than an intellectually demanding skill.

Many other students failed to recognize the specialized fields within translation, such as medical, legal, and audiovisual translation. S7, for example, wrote, "Translators work with texts. I don't think they need to learn much beyond language rules." Likewise, S20 stated, "I guess translators mostly translate books and articles," overlooking other important translation domains, such as legal contracts, business negotiations, technical documentation, and diplomatic communication.

Contrary to these introductory perspectives, two students demonstrated an emerging awareness of translation as a multifaceted profession. S29 noted, "I have read that translation is not just about swapping words between languages but understanding the culture and the lifestyles behind them. I am very excited to learn about these aspects. Also, I want to learn about the technologies that professional translators use." Similarly, S11 mentioned, "I met some translators before choosing this department. They told me that knowing a foreign language is not enough. We should know the culture of that country. Also, I think there are some technological tools for translation. We also need to learn how to use them."

These insights, though limited, highlight the importance of providing students with exposure to real-world translation scenarios. The widespread lack of understanding of the profession's realities suggests that translation programs should incorporate guest lectures, internships, and hands-on projects early in the curriculum. Enhancing students' knowledge of the professional realities of translation—including its challenges, technological tools, and ethical dilemmas—can better prepare them for their future careers.

3.3.3. Goals focused on basic language skills

A recurring theme in the responses was that students' primary goal in enrolling in the translation program was to improve their English skills, rather than to develop broader professional competencies in translation. Many students appeared to prioritize linguistic proficiency over translation-specific training, reflecting a limited understanding of the profession's requirements.

For example, S3 mentioned, "My main goal is to improve my English. I have not thought about the actual job of translation." Similarly, S37 stated, "I joined the translation program mainly to improve my English. I think if I can learn English in detail, I can be a translator." These responses indicate that many students equate translation training with foreign language improvement, rather than viewing it as a specialized skill requiring training in cultural mediation, ethics, and technical expertise.

Other students expressed a desire to focus on language rather than developing industry-related competencies. S15 noted, "I want to speak English fluently. If I become a translator, this will be a plus." Likewise, S9 stated, "I think translation will help me become more confident in English. That's why I chose this department."

However, a small number of students demonstrated a broader perspective on the role of translation training. S29 recognized the importance of technology, stating, "I hope the program does

not just focus on language skills because I am looking forward to learning about translation technologies." Similarly, S40 expressed interest in industry-specific training, writing, "I want to learn how translation works in different fields like law, business, and literature."

Considering all the responses, it is evident that the majority of students approach translation training with a strong emphasis on language acquisition, rather than on the full range of competencies required for professional translation. This suggests the need for curriculum adjustments that introduce students to industry-specific translation skills early in the program. Providing interactive projects, translation case studies, and exposure to translation technology can help shift students' perceptions from seeing translation as a mere language skill to recognizing it as a professional discipline.

DISCUSSION

The findings of this study, which explore the perceptions of first-year students in the Applied English Translation Program at Tokat Gaziosmanpaşa University, align with and expand upon existing literature regarding student perceptions of translation and translator education. This discussion examines the key findings in comparison with related studies to contextualize the results and suggest implications for translation training.

The initial perception of translation among students in this study mirrors the findings of Sabir R. Rasul et al. (2022), who observed that translation students often view translation as a combination of art, craft, and science, with varying degrees of emphasis (p. 93). The limited focus on cultural and contextual dimensions noted in this study aligns with their observation that students primarily perceive translation as a technical or linguistic activity. Similarly, the responses in the present study reflect the need to emphasize the multifaceted nature of translation, including cultural and ethical components, as highlighted by Gökçe Dişlen Dağgöl (2018), who found that students often lack knowledge of the complexities involved in effective translation (p. 67).

The current findings also support the observations of Utami Rosalina et al. (2024), who emphasized the importance of technological pedagogical content knowledge (TPACK) in translation training (p. 12). While students in this study primarily focused on language skills, Rosalina et al. highlighted how technological integration can address gaps in professional competence and better prepare students for modern industry demands. Incorporating tools and frameworks, such as TPACK, could help bridge the gap identified in students' perceptions of translation.

A notable divergence arises when comparing this study to Nijolė Burksaitienė (2023), who explored students' experiences with online learning during the pandemic. While Burksaitienė emphasized the role of digital tools in enhancing learning, students in this study expressed minimal interest in technological competencies, focusing instead on traditional linguistic skills (p. 391). This suggests a need for targeted interventions to raise awareness about the importance of digital tools in translation.

Finally, the initial expectations observed in this study reflect broader trends identified by Tamanna S. Kabir (2020), who explored the role of translation in developing reading skills among first-year university students. Kabir concluded that while translation is often viewed as a means to improve language proficiency, its broader educational potential is frequently underutilized (p. 14).

Similarly, this study reveals that students' expectations from the program center on improving language skills, with less focus on developing comprehensive translation competencies.

In conclusion, the findings of this study contribute to the growing body of research on translation training, reinforcing the need for curricula that address gaps in students' perceptions and expectations. By integrating cultural, ethical, and technological dimensions, translation programs can better align with the realities of the profession, fostering a more comprehensive understanding among students. Future research could further explore these themes by investigating the effectiveness of targeted interventions in reshaping students' perceptions and preparing them for the complexities of the translation field.

CONCLUSION AND RECOMMENDATIONS

This study, exploring the perceptions of first-year students in the applied translation program at Tokat Gaziosmanpaşa University regarding their understanding of translation, the role of translators, and their expectations from the translation training program, has enlightening findings. The content analysis of questionnaire responses highlighted three primary areas of perception: the concept of translation, the role and importance of translators, and expectations and wishes regarding the translation program.

Initial Understanding of Translation

The findings suggest that first-year students in the Applied English Translation Program primarily perceive translation as a straightforward linguistic exercise—converting words from one language to another. This limited perspective overlooks the intricate challenges involved in translation, such as cultural adaptation, ethical decision-making, and field-specific expertise. Without a deeper understanding of these complexities, students may struggle to navigate real-world translation scenarios in their future careers.

One key aspect that students often underestimate is the translation of idiomatic expressions. Idioms, metaphors, and culturally bound phrases rarely have direct equivalents in another language, requiring translators to interpret their meaning rather than translating them word-for-word. For example, the English phrase *"kick the bucket"* (meaning "to die") cannot be translated literally into Turkish without losing its meaning. Instead, a Turkish equivalent, such as *"nalları dikmek"*, must be used. Without knowledge of cultural nuances, students may produce linguistically correct translations but fail to convey the intended message.

Another critical area of concern is ethical decision-making in translation, particularly in sensitive fields such as legal or medical translation. In legal translation, for instance, a minor mistranslation of contractual terms could lead to significant financial or legal consequences. Consider the case of the English legal term *"warranty"*, which can be mistakenly translated into Turkish as *"garanti"* (which refers to a product warranty rather than a legal assurance). Such an error could alter the legal interpretation of a contract, leading to disputes. Similarly, in medical translation, an incorrect translation of dosage instructions could pose serious health risks to patients. These examples highlight why translators must go beyond linguistic proficiency and develop a strong sense of responsibility and ethical awareness.

Furthermore, students must recognize the impact of translation in business and international communication. Inaccurate or culturally insensitive translations can damage a company's reputation and even lead to financial losses. For instance, marketing slogans often require transcreation (creative translation) rather than direct translation. A well-known example is Pepsi's slogan *"Come alive with the Pepsi Generation,"* which was mistakenly translated into Chinese as *"Pepsi brings your ancestors back from the dead."* Such errors underscore the need for translators to consider cultural perceptions and business implications when working on corporate materials.

To help students develop a more sophisticated understanding of translation, translation programs should emphasize real-world case studies, interactive translation exercises, and exposure to professional challenges. By analyzing problematic translations, engaging with authentic legal and business texts, and discussing ethical dilemmas in class, students can cultivate a deeper appreciation for the complexities of the profession.

By broadening students' perspectives beyond word-for-word translation and exposing them to the challenges of idiomatic expressions, ethics, and specialized fields, translation programs can better prepare them for the diverse demands of the industry.

Lack of appreciation for the translator's role

The findings reveal that many first-year students perceive translators merely as bilingual individuals who transfer words between languages. This introductory view fails to acknowledge the diverse skill set required for professional translation, including cultural mediation, subject-matter expertise, and ethical decision-making. Without a deeper appreciation for the translator's role, students risk underestimating the complexities and responsibilities inherent in the profession.

One of the most common misconceptions among students is that knowing two languages is sufficient for translation. While linguistic proficiency is fundamental, it is only one aspect of a translator's competence. Effective translation demands cultural intelligence, as words carry meanings that vary across cultural and historical contexts. For example, the English phrase *"freedom of speech"* may be easily translated into another language, but its implications differ across legal systems and political environments. A translator working on legal or political texts must be aware of these nuances to ensure accurate communication.

Another overlooked aspect is the translator's role as a cultural mediator. Translators do not simply convert words but also bridge cultural gaps. This is particularly crucial in diplomatic or literary translation, where the translator must ensure that the message resonates with the target audience. A well-known example is the translation of literary works like Orhan Pamuk's novels, which require translators to navigate intricate cultural references, idiomatic expressions, and historical contexts to make the text accessible to international readers.

Additionally, translators often specialize in technical, legal, medical, or business fields, requiring extensive knowledge beyond language skills. A medical translator, for instance, must understand complex medical terminology to accurately translate patient records or clinical trial reports. A mistranslation in this field could have life-threatening consequences. Similarly, in legal translation, a single mistranslated contract clause could lead to significant financial or legal disputes. These examples illustrate why translation is not merely about language but also about subject-matter expertise and precision.

Moreover, technological proficiency is increasingly essential in the translation profession. With the rise of machine translation (MT) and computer-assisted translation (CAT) tools, translators must learn how to use technology effectively rather than rely solely on linguistic intuition. While some students may view AI-driven translation as a replacement for human translators, professionals understand that machine translation lacks cultural sensitivity, contextual understanding, and ethical judgment. Instead of replacing translators, technology enhances their efficiency—allowing them to focus on tasks that require human insight, such as editing, localization, and quality assurance.

To help students develop a more realistic understanding of the translator's role, translation programs should incorporate practical experiences, case studies, and interaction with industry professionals. Guest lectures from experienced translators, hands-on translation projects, and internships can provide students with firsthand exposure to the complexities of the profession. By engaging in real-world translation challenges, students can shift their perception from viewing translators as mere bilingual individuals to recognizing them as skilled professionals navigating linguistic, cultural, and ethical complexities.

By broadening their understanding of what it truly means to be a translator, students can better prepare for the diverse career paths available in the industry, including literary translation, audiovisual translation, localization, and specialized fields such as legal and medical translation. Recognizing the profession's depth will not only enhance their academic journey but also equip them with the necessary skills to thrive in an increasingly globalized world.

Introductory expectations and professional ignorance

Students' expectations from the translation program and their aspirations within the profession are introductory, often reflecting a lack of knowledge of the broader professional requirements and opportunities within the concept of translation and the translator profession. This finding indicates that students embark on their educational journey with a limited understanding of the potential challenges and rewards of a translation career.

The findings of this study indicate that first-year students in the Applied English Translation Program have a limited introductory understanding of the translation profession. Many students primarily associate translation with basic language skills, failing to recognize the broader competencies required for professional success. Their expectations from the program are largely confined to improving linguistic proficiency, with little knowledge of the technological, ethical, and cultural dimensions of the field.

To move beyond this initial perception and foster a more comprehensive understanding of translation, structured educational interventions should be integrated into the curriculum. One effective strategy is to invite professional translators, localization experts, and industry practitioners as guest speakers. These experts can provide students with first-hand insights into real-world translation challenges, such as handling specialized texts, navigating ethical dilemmas, and utilizing translation technologies. Engaging with professionals can also help students visualize career opportunities beyond conventional translation tasks.

Additionally, students can benefit from participation in translation-related events, such as workshops, conferences, and competitions. Events organized by translation associations or academic institutions offer valuable exposure to emerging trends in the industry, such as the

integration of artificial intelligence in translation, audiovisual translation, and subtitling. Encouraging students to take part in such activities can enhance their motivation and broaden their perspectives on the dynamic nature of the profession.

Furthermore, incorporating project-based learning, where students collaborate on real or simulated translation projects, can bridge the gap between theory and practice. Hands-on experience with translation software, teamwork in multilingual projects, and interactions with clients or industry mentors can provide students with a more nuanced understanding of the skills required in the field.

By integrating these opportunities into the translation program, educators can help students develop a more informed perspective on the translation profession. Moving beyond an introductory focus on bilingual proficiency, students can gain the necessary cultural, ethical, and technological competencies to succeed in the evolving translation industry.

Educational implications

The findings of this study highlight significant gaps in first-year students' understanding of translation, particularly regarding its cultural, ethical, and professional dimensions. Many students perceive translation primarily as a linguistic activity, failing to recognize the complexities of intercultural communication, ethical dilemmas, and technological advancements shaping the industry. To bridge this gap, translation programs should implement curriculum innovations that provide a more holistic and practice-oriented learning experience.

One critical enhancement is the integration of cultural studies modules into the curriculum. Since many students struggle to grasp the role of cultural context in translation, courses on intercultural communication, comparative cultural studies, and sociolinguistics can help them develop a deeper knowledge of cultural nuances. For example, a module on idiomatic expressions and cultural references can expose students to the challenges of translating culturally bound terms, such as humor, proverbs, and historical allusions. Similarly, case studies on cross-cultural translation errors in diplomacy, marketing, and literature can demonstrate the real-world consequences of cultural misinterpretation.

Another key recommendation is to incorporate hands-on workshops with translation technologies. As the translation industry increasingly relies on digital tools, students must gain practical experience with computer-assisted translation (CAT) software, localization platforms, and neural machine translation (NMT) tools. Workshops can provide training on widely used software such as SDL Trados, MemoQ, and Smartcat, helping students understand how technology enhances translation efficiency while maintaining the need for human oversight. Additionally, students can engage in post-editing machine translation (PEMT) exercises, where they refine and correct AI-generated translations, sharpening their analytical and editing skills.

To further align academic training with industry expectations, translation programs should offer real-world project-based learning opportunities. Collaborative projects with professional translators, internships with translation agencies, and participation in translation competitions or industry conferences can expose students to the dynamic nature of the profession. Engaging with working professionals through guest lectures and mentorship programs can also provide valuable

career insights, allowing students to understand different specializations such as legal translation, medical translation, audiovisual translation, and game localization.

Additionally, an ethics and professionalism module should be included to address the ethical dilemmas translators may encounter. Case studies on confidentiality in legal translation, bias in AI-driven translation, and ethical dilemmas in political and medical interpreting can prepare students for the responsibilities they will face in professional settings. Discussions on industry standards, certification requirements, and professional associations (e.g., ATA, ITI, CIOL) can also help students navigate their future careers more effectively.

By enhancing the curriculum with cultural studies, technology training, and real-world applications, translation programs can transform students' initial perceptions and equip them with the necessary skills to thrive in a rapidly evolving industry. These curriculum innovations will ensure that students not only develop linguistic competence but also gain cultural awareness, technological proficiency, and ethical judgment, preparing them for successful careers in the global translation market.

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APPENDIX

Appendix 1. The questionnaire used to collect data

ÇEVİRİ, ÇEVİRMEN KAVRAMLARI ÜZERİNE DÜŞÜNCELER ve ÇEVİRMENLİK BÖLÜMÜNDEN BEKLENTİLER

Aşağıda verilen 14 açık uçlu soruyu bilimsel bir çalışmaya katkı sunmak amacıyla cevaplamanız istenmektedir. Katılım gönüllülük esasına dayalıdır. Katılmak istemeyenler soruları yanıtlamayı reddedebilir. Çalışma kapsamında kişisel bilgilerinize hiçbir şekilde yer verilmeyecektir.

1. Size göre "çeviri" nedir? Tanımlayınız.

2. Çeviri yaparken göz önünde bulundurulması gerekenler nelerdir ve çeviri yaparken nelere dikkat edilmelidir?

3. Sizce çeviri yapabimek için gereken bilgi ve beceriler nelerdir?

4. Sizce çeviri yapabilmek için gereken en önemli bilgi ya da beceri nedir?

5. Sizce çevirinin yeterli ya da kabul edilebilir olmasını sağlayan özellikler nelerdir?

6. Size göre "çevirmen" kimdir? Tanımlayınız.

7. Çevirmenin sahip olması gereken özellikler nelerdir?

8. Çevirmenin çeviri yapabilmesi için hangi bilgi ve becerilere ihtiyacı vardır?

9. Kendinizi mevcut bilgi ve beceri birikiminizle çeviri konusunda yeterli hissediyor musunuz?

10. Çeviri konusunda en güçlü ve en zayıf olduğunuzu düşündüğünüz özelliğiniz nedir?

11. Çeviri sektöründe iş bulabilmek için hangi bilgi ve beceri birikimine sahip olmanız gerekmektedir?

12. Uygulamalı İngilizce Çevirmenlik programını neden tercih ettiniz ve programı tercih etmeden önce programla ilgili araştırma yaptınız mı?

13. Uygulamalı İngilizce Çevirmenlik programında çeviri ve çevirmenliğe dair hangi bilgi ve becerileri öğreneceğinizi düşünüyorsunuz?

14. Çeviri ya da çevirmenliğe dair eklemek istedikleriniz var mı?

Appendix 2. The questionnaire and its English translation provided for this study

THOUGHTS ON THE CONCEPTS OF TRANSLATION AND TRANSLATORS & EXPECTATIONS FROM THE TRANSLATION STUDIES PROGRAM

Below are 14 open-ended questions designed to contribute to a scientific study. Your participation is voluntary. Those who do not wish to participate may choose not to answer the questions. No personal information will be collected within the scope of this study.

1. What is "translation" in your opinion? Define it.

2. What should be considered when translating, and what aspects should be given special attention during the translation process?

3. What knowledge and skills do you think are necessary for translation?

4. In your opinion, what is the most important knowledge or skill required for translation?

5. What characteristics do you think ensure that a translation is adequate or acceptable?

6. Who is a "translator" in your opinion? Define it.

7. What qualities should a translator possess?

8. What knowledge and skills does a translator need to be able to translate effectively?

9. Do you feel that your current knowledge and skill set are sufficient for translation?

10. What do you consider to be your strongest and weakest attributes in translation?

11. What knowledge and skills should one possess to find a job in the translation industry?

12. Why did you choose the Applied English Translation program, and did you conduct any research about the program before choosing it?

13. What knowledge and skills related to translation and translation studies do you expect to acquire in the Applied English Translation program?

14. Is there anything else you would like to add about translation or the profession of translation?

Prof. Dr. Soner Akpınar

ÇAĞDAŞ TÜRK ROMANINDA 6-7 EYLÜL OLAYLARI

Rumlar Etnisite ve Kimlik

Günce Yayınları

MUNİS FAİK OZANSOY

Yaşamı, Yapıtları, Sanatı

H. Yasemin Mumcu

Günce Yayınları

FAİK ÂLİ OZANSOY

YAŞAM ÖYKÜSÜ, YAPITLARI VE ŞAİRLİĞİ

DOÇ. DR. SEVİM KARABELA ŞERMET

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